# Assam University, Silchar

**(A Central University)**

## Five-year Integrated Social Work Curriculum

## (Bachelor's of Social Work: 3 years and Master's of Social Work: 2 Years)

# Department of Social Work

**2021**

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## Introduction

This proposed integrated Bachelor's and Master's curriculum in Social Work has been developed with a strong emphasis on the theoretical underpinnings and practice dimensions relevant to social work practice in diverse settings with a focus on issues of vulnerable and marginalised groups. It is aimed to gain a critical understanding of the major developmental debates and learn practice skills aimed at addressing them. The programme introduces the substantive problems, concepts, theories, strategies and key actors in the society with due attention to the socio-economic, political and cultural dimensions of Indian society. The programme lays emphasis on the disciplinary foundations; the methods of social work practice; and the attitudes, skills and knowledge which inform the practice dimensions. It attempts to integrate the macro with the underlying micro issues in the context of India with some emphasis on the development issues in the north-eastern region of the country.

Overall, the integrated five-year course has been designed in a manner that students develop a basic knowledge of social work profession and its methods at bachelor's level and at the master's level they build advanced knowledge of the same at the master's level. Different areas of social work practice have been spread across the ten semesters and some areas have been repeated at the master's level but at a more in-depth and advanced level. The research content in the curriculum is designed in a manner that enables the students to acquire knowledge and skills with regard to both quantitative and qualitative research methodologies. Fieldwork has been emphasised in all the semesters as social work is a practice-oriented discipline. Finally, the curriculum has been designed in a generic fashion with the objective of widening the job prospects for the students as well as providing knowledge in diverse areas of social work practice.

# Bachelor's of Social Work

The curriculum for Bachelor's of Social Work (BSW) has been broadly divided into five domains strategically spread across six semesters depending upon the competency levels of students. These include:

a) Core Domain of Social Work
b) Inter-Disciplinary Domain
c) Generic Areas of Social Work Practice
d) Research
e) Practice Domain through Fieldwork Training

The core domain of social work practice encapsulates the five methods of social work practice (apart from social research as it is categorised as a separate domain of research) as well as an introduction to social work profession. The methods of social work practice provide the students with both skills and a structured strategy to deal with issues and problems that they encounter in the field. In addition, the core domain includes a course on integrated social work practice and a course on life skills for social workers aimed at unifying – knowledge, methods and skills – so that students can develop a strong foundation in addressing issues and problems.

As social work is viewed as a profession, the inter-disciplinary domain focuses on knowledge borrowed from social science and behavioural science disciplines such as economics, political science, psychology and sociology. These courses are aimed at developing an introductory theoretical base for students. The underlying assumption for having an inter-disciplinary domain is that the students should be able to understand the problems and issues vis-à-vis which they intend to intervene in the field. Moreover, this domain also includes an introductory course on law. This is essential as, in social work practice, students deal with different situations and actors wherein the basic knowledge of law becomes essential for them.

The generic areas of social work practice include the problems and issues with which social work students engage. These courses range from broad areas such as family and child welfare to specific areas of intervention focussing on vulnerable and marginalised sections of the population. These include social work with the elderly, differently abled, women and the working class. Moreover, there is a specific course that focuses on building an understanding of development issues in the North-East. Thus, there is an attempt to also contextualise social work education and practice in relation to the geographical location of Assam University. Also, these courses attempt to focus on both building a pro-people perspective and intervention strategies.

The research component at the bachelor's level is limited to only one course which gives an introduction to the students about the importance of research in social work as well as the basic elements of research. Thus, this course in intended towards building a foundation for the students to learn research at advanced level in their master's programme.

The fieldwork practicum along with the methods of social work practice defines the uniqueness of social work as a professional course. Concurrent fieldwork is evenly spread across all the semesters as it gives the students an opportunity to integrate theoretical learning in the classroom with on-field practice. Fieldwork helps the students to contextualise knowledge in real life situations and helps them to learn practically building on their experiential knowledge. Moreover, social work practice is currently challenged by various social, political and economic forces manifested through issues such as poverty, migration and marginalisation. These in turn affect individuals, groups, communities and the society in plethora of ways. Through direct experience, fieldwork will enable and train the students to understand, relate with, and intervene on these issues at both micro and macro level.

Following are the broad objectives and semester-wise structure (Tables 1.1–1.6) of the BSW programme:

**Objectives**

1. To develop an understanding of social work as an organised activity different from charity and service-delivery.
2. To build an understanding of inter-disciplinary concepts in order to rationally comprehend social, economic and political reality.
3. To build skills for effective intervention with regard to micro and macro problems and issues specifically focussing on the vulnerable and marginalised sections of the population.
4. To gain an understanding of development issues in the North-East.
5. To develop an appreciation of different aspects of social work practice through a comprehensive learning from both the classroom and the field.

**Semester-wise Structure of the BSW Programme**

**Table 1.1: Semester 1**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 101 | English | Compulsory | 6 |
| 102 | Introduction to Social Work | Core | 6 |
| 103 | Social Science Concepts for Social Workers – I | Core | 6 |
| 104 | Psychology for Social Workers | Core | 6 |
| 105 | Fieldwork | Core | 6 |

**Table 1.2: Semester 2**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 201 | English/Bengali | Compulsory | 6 |
| 202 | Social Casework | Core | 6 |
| 203 | Social Science Concepts for Social Workers – II (Eco. And Pol.Sc.) | Core | 6 |
| 204 | Development Issues in North-East | Core | 6 |
| 205 | Fieldwork | Core | 6 |

**Table 1.3: Semester 3**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 301 | Foundation Course | Compulsory | 6 |
| 302 | Social Group Work | Core | 6 |
| 303 | Social Work with Children and Families – I | Core | 6 |
| 304 | Social Work Practice with Elderly | Core | 6 |
| 305 | Fieldwork | Core | 6 |

**Table 1.4: Semester 4**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 401 | Working with Communities | Core | 6 |
| 402 | Social Action: Different Ideological Perspectives | Core | 6 |
| 403 | Social Work Practice with Differently abled Persons | Core | 6 |
| 404 | Community Health and Social Work | Core | 6 |
| 405 | Fieldwork | Core | 6 |

**Table 1.5: Semester 5**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 501 | Administration of Social Welfare Organisations | Core | 6 |
| 502 | Law and Social Work | Core | 6 |
| 503 | Feminist Theory and Social Work Practice | Core | 6 |
| 504(A) | Communication and Social Work Practice | Core | 6 |
| 504(B) | Introduction to National Service Scheme | Core | 6 |
| 505 | Fieldwork | Core | 6 |

**Table 1.6: Semester 6**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 601 | Research for Social Workers | Core | 6 |
| 602 | Integrated Social Work Practice | Core | 6 |
| 603 | Social Work and Working Class | Core | 6 |
| 604(A) | Life Skills for Social Work Practice | Core | 6 |
| 604(B) | Youth and National Integration | Core | 6 |
| 605 | Fieldwork | Core | 6 |

# Detailed Courses

| | |
|---|---|
| **Course Title** | English |
| **Course Code** | 101 |
| **Semester** | 1st |
| **Credits** | 6 |

**Note:** Course details to be provided by English Department.

| | |
|---|---|
| **Course Title** | Introduction to Social Work |
| **Course Code** | 102 |
| **Semester** | 1st |
| **Credits** | 6 |

**Rationale**

This course is an orientation seminar for first-year students enrolled in Social Work. This course introduces students to the breadth of diverse fields related to Social Work. Students are introduced to the scope and parameters of the social work profession, the diversity of levels and contexts of intervention, the range of theory and knowledge that informs social work practice, and the code of ethics that guides professional intervention.

**Objectives**

- To acquire awareness of the tradition of Social Service in Indian Society and the current professional approach to Social Work.
- To identify characteristics of effective social work and human service provision among people culturally different than themselves.
- To develop an understanding of the values, principles and goals of professional social work.
- To develop an understanding of the tools of social work intervention.

**Learning Outcomes**

- Students will be able to recognize social work as a professional practice.
- Students will be able understand the nature and scope of social work.
- Students will be able comprehend various ideologies that shaped social work profession.
- Students will be able appreciate various social work tools.

| Unit | Contents |
|---|---|
| 1. | **Social Work:** Definitions, meaning of Social Work. Emergence and Historical development of social work. |
| 2. | **Nature and Scope:** Objectives, methods, values and principles, goals of social work. |
| 3. | **Social Work vs. Service Delivery:** Distinction between social welfare, social services, social development, social change and social work. |
| 4. | **Social Reform and Role of Social Workers:** Contribution of major social reformers of the 19th and 20th century and their contributions to social welfare. The role of the social work professional in various settings. |
| 5. | **Social Work Tools:** Observation, Interview, Home Visit and Recording. |

**Readings**


Bhattacharya, S. (2003). *Social work: An integrated approach*. Deep and Deep Publications.

Friedlander, W. A. (1964). *Concepts and Methods of Social Work*. New Delhi: Prentice Hall.

Gore, M.S. (1965). *Social Work and Social Work Education*. Bombay: Asia Publishing House.

Mishra, P.D. (1994). Social Work Philosophy & Methods. Delhi: Inter India Publications.

Moorthy, M.V. (1974). *Social Work – Philosophy, Methods and Fields*. Dharwar: Karnataka University.

Skidmore, R. A. and Thackeray, M. G. (1982). *Introduction to Social Work*. New Jersey: Prentice – all Englewood Cliffs.

Trevithick, P. (2011). *Social work skills and knowledge: A practice handbook*. McGraw-Hill Education (UK).


| | |
|---|---|
| **Course Title** | Social Science Concepts for Social Workers – I |
| **Course Code** | 103 |
| **Semester** | 1st |
| **Credits** | 6 |

**Rationale**

Sociology explores all aspects of social relationships that helps to understand the reason behind creating a society and to behave accordingly with other individuals and groups in which they live. Sociology, however, is primarily concerned with the diversity of human relations particularly in

context to social class, race, ethnicity, gender and age etc. Ignorance about society is the root cause of all social evils. The knowledge obtained by scientific methods about society can contribute to the development of a good society. Moreover, change is continuous and permanent. The changes occurring today in the world make sociology as an extremely important subject to study.

**Objectives**

- To acquaint the students with the basic sociological concepts.
- To acquaint the students with different culture and social processes.
- To acquaint the students with various social institutions and social divisions in society.
- To acquaint them with the process of change and development in society in general and with reference to Indian society in particular.
- To acquaint them with different dimensions of Indian Society.

**Learning Outcomes**

- Students will be able to understand a range of theoretical perspectives in sociology and its applicability in social work.
- Students will be able to understand the key sociological concepts required for better social work practice at the field level.
- Students will be able to understand the importance and use of empirical evidence used in sociology.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Sociology:** Nature & Scope of Sociology, Basic Concepts: Society, Community, Association; Social structure and Social system; Social Group; Sociology and the other social sciences: History, Psychology, Social Anthropology, Economics and Political Science, Social work. |
| 2. | **Culture and Social Processes:** Culture – meaning and characteristics; Types of culture – popular, elitist, folk, and consumer cultures; Pluralism and Multiculturalism; Social Processes – Socialization, Cooperation, Co-option Integration, Conflict, Competition, Assimilation, Accommodation. |
| 3. | **Social Change and Social Control: Social Change**: Concept; Theories of Social Change; Sanskritization, Westernization and Modernisation; Processes of Social Change; **Social control**: Concept; Agencies of Social Control; Conformity and Deviance. |
| 4. | **Social Institutions and Social Stratification:** Social Institutions: Marriage, Family, Kinship, Economy, Polity, Religion; Social stratification: meaning and forms – Caste, Class, Status, Power, Gender and Ethnicity. |

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|---|---|
| 5. | **Indian Society and National integration:** Indian society: Tribal, Rural, Urban; Indian Social Thinkers; National Integration: Concept & Challenges; Contemporary Social Problems of India; |

**Readings**


Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth, Penguin.

Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*. India: Blackie and Sons India Ltd.

Bhatnagar, V. R. and Purohit, N. (2004-05). *Question Bank Sociology*. New Delhi: Dhillon Group of Publications.

Bauman, Z. (1990). *Thinking Sociologically*. London: Blackwell publication.

Davis, K. (2000). *Human Society*. India: Surjeet Publications

Giddens, A. (1993). *Sociology*. UK: Polity Press.

Harlambos, M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press.

Horton. P. B. and Horton C. L. (1984). *Hunt Sociology*. Singapore: McGrew- Hill book Company.

Mills, C. W. (1967). *The Sociological Imagination*. New York: Oxford University Press.

Sachdeva and Gupta. (1999–2000). *A Simple Study of Sociology* (Eighth Edition). Delhi: Ajanta Prakashan.

Srinivas, M. N. (1962). *Caste in Modern India and other Essays*. Bombay: Asia Publishing House.

Srinivas, M. N. (1966). *Social Change in Modern India*. Bombay: Allied Publishers.


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|---|---|
| **Course Title** | Psychology for Social Workers |
| **Course Code** | 104 |
| **Semester** | 1st |
| **Credits** | 6 |

**Rationale**

This course is designed to help the students to know the basic concepts of psychology. It will also assist the learners to understand the effects of crowd behavior, the development of values and attitudes, and the mechanics of group life in general. The course aims to introduce the learners to the development of the individual across the life span, in a system and an ecological perspective. It also provides an understanding of human development and behavior, in contextual influences, including individuals in disadvantaged or special contexts. Though this course the students will gain insight into the processes of adjustment and not-adjustment and its impact on human behaviour.

**Objectives**

- Understand the basic concepts and processes in psychology.
- Understand the nature and scope of social Psychology and its application to Social Work Practice.
- Understand the fundamental components of human behaviour and twin roles of individual's heritage and environmental influences on behaviour.
- Develop an overall understanding of the principles of growth; their relevance and application to behaviour at various phases in the life span.

**Learning Outcomes**

- Students will be able to understand psychological concepts and its relevance to social work practice
- Students will be able to acquire knowledge about factors influencing human behaviour
- Students will be able to understand growth and developmental stages.
- Students will be able to appreciate the process of personality development.

| Unit | Contents |
|---|---|
| 1. | **Introduction:** Defining psychology, nature and scope; Branches and fields of Psychology; Methods of Psychology; Relevance of psychology to social workers. |
| 2. | **Social Psychology:** Nature and Scope of Social Psychology; Methods of Social Psychology; Concepts in Social Psychology; Social perception –attitudes, prejudices, biases, stereotyping; Individuals in groups –group norms, group conformity vs. deviation; Propaganda, rumours and the social affects; Adjustment – Concept and factors, Stress and frustration, conflict. |
| 3. | **Human Behaviour:** Concept; Factors influencing Human behaviour; Heredity- Concept, mechanism and influence of heredity on human behaviour; Environment- Concept and influence of Social, physical and family environment; The self and self concept. |
| 4. | **Developmental Psychology:** Growth and development – Meaning and principles; Life span approach to the understanding of human growth; Stages of development; Parental period, Infancy, babyhood, childhood, puberty, adolescence -. Growth, hazards, lifestyle effects; Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment; Aging - Characteristics, hobbies, adjustment, physical and mental health, death, dying and bereavement (Special focus is on psychosocial development, moral development, and personality Development ). |
| 5. | **Basic Psychological Processes:** Basic human needs: Physical, psychological and |

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|---|---|
| | intellectual needs; Emotions and emotional behaviour; Learning and motivation; Personality: Definition, nature and types; Intelligence: Concept, levels of intelligence, influence of heredity and environment. |

**Readings**


Cofer, C. N. and Applay M. H. (1980). *Motivation Theory and Research*. New Delhi: Wiley Eastern Ltd.

Daniel, R. S. (1965). *Contemporary Readings in General Psychology*. Boston: Houghton Mifflin Co.

Davidoff, L. (1981). *Introduction to Psychology*. New Delhi: Tata McGraw Hill- Edition.

Fairweather, G. W. (1964). *Social Psychology in Treating Mental Illness*. Sydney: John Wiley & Sons.

Floyd, L. R. (1970). *Psychology and Life.* Bombay: D.B. Taraporewala Sons and Co. Pvt. Ltd.

Gardner, M. (1964). *An Introduction to Psychology*. Calcutta: Oxford and IBH.

Gilbreth, L. M. (2007). *The Psychology Management*. New Delhi: Intellectual Book Bureau.

Halleck, S. L. (1967). *Psychiatry and the Dilemmas of Crime*. New York: Harper & Row Publishers.

Hurlock, E. (1976). *Personality Development*. New Delhi: Tata McGraw Hill.

Kapur, M. (1955). *Mental Health of Indian Children.* New Delhi: Sage publication.

Mangal, S. K. (2007). *General Psychology*. New Delhi: Sterling Publisher Pvt. Ltd.

Morgan and King. (1993). *Introduction to Psychology.* New Delhi: Tata McGraw Hill- Edition.

Munn, N. (1962). *Introduction to Psychology.* Boston: Houghton Mifflin Company Publishing Co. Ltd.

Shariff, I. (2006). *Personality Development and Social Work*. Jaipur: Raj Publishing House.

Sherif, M. and Sherif, C. W. (1969). *Social Psychology*. New York: Harper and Row. Publishing Co. Ltd.


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|---|---|
| **Course Title** | English/Bengali |
| **Course Code** | 201 |
| **Semester** | 2nd |
| **Credits** | 6 |

**Note:** Course details to be provided by English/Bengali Department.

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|---|---|
| **Course Title** | Social Casework |
| **Course Code** | 202 |
| **Semester** | 2nd |
| **Credits** | 6 |

**Rationale**

This is a basic method course of the curriculum. It is about the approaches, tools and techniques of work with individuals and families. It signifies the value base of social work with both individuals and families and the perspectives of this work. It will enable students to acquire knowledge of different intervention models and develop skills to utilize them selectively. It will also help students to develop self-awareness in the process of acquiring professional competence.

**Objectives**

- To understand casework as a method of social work.
- To gain knowledge about the values and principles of working with individuals and families
- To develop the ability to critically analyse problems of individuals and families and factors affecting them.
- To enhance understanding of the basic concepts, tools and techniques in working with individuals and families, in problem-solving and in developmental work.
- To develop appropriate skills and attitudes to work with individuals and families.

**Learning Outcomes**

- Students will be able to understand the Historical development of Casework, Components, Characteristics and objectives of the Casework.
- Students will understand the role and functions of the social caseworker in the different stages of social case work.
- Students will be able to engage themselves with individuals in communities through the application of various Principles, Components and Tools and Techniques.
- Students will learn to do casework in School Settings and Hospital Settings.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Social Casework:** Social casework: Definitions, scope, Values, objectives, Skills, Techniques and Qualities of the Case Worker. Historical development of Case Work as a Method of Social work |
| 2. | **Principles and Components of Casework:** Principles: Individualization, acceptance, non- |

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|---|---|
| | judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality; Components: The person, the problem, the place and the process. |
| 3. | **Process of Social Casework:** Process in casework: Study, assessment, intervention, evaluation, follow-up, and termination. |
| 4. | **Tools and Techniques of Casework:** Case work tools: Interview, home visit, observation, listening, Records- nature, purpose and principles of recording; Techniques of casework: Supportive, resource enhancement and counselling; Self as a professional: Professional self - Conflicts and dilemmas in working with individuals and families.. |
| 5. | **Application of Social Casework:** Application of case work methods in educational settings, health settings, Career Guidance, Community, Correctional and persons with Disability. |

**Readings**


Banerjee, G. R. (1967). Concept of Being and Becoming in the Practice of Social Work. *The Indian Journal of Social Work*.

Barba, J. G. (1991). *Beyond Casework*. London: Macmillan.

Biestek, F. P. (1957). *The Case Work Relationship*. London: George Allen and Unwin.

Hamilton, G. (1946). *Principles of Social Case Recording*. New York: Columbia University Press.

Hartman, A. and Laird, J. (1983). *Family Centered Social Work Practice*. New York: The Free Press.

Hollis, F. (1964). *Case Work - A Psychological Therapy*. New York: Random House.

Fisher, J. (1978). *Effective Case Work Practice - An Eclectic Approach*. New York: McGraw Hill.

Mathew, G. (1992). *An Introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.

Nursten, J. (1974). *Process of Case Work*. G.B: Pitman Publications.

Perlman, H. H. (1957). *Social Case Work: A Problem Solving Process*. Chicago: The University of Chicago Press.

Pippins, J. A. (1980). *Developing Case Work Skills*. California: Sage Publications.

Richmond, M. E. (1917). *Social Diagnosis*. New York: Free Press.

Sainsbury, E. (1970). *Social Diagnosis in Case Work*. London: Routledge and Kegan Paul.

Sena, F. F. and Glass, P. H. (1996). *The First Helping Interview Engaging the Client and building Trust*. Sage Publication. '

Timms, N. (1964). *Social Case Work: Principles and Practice*. London: Routledge and Kegan Paul.

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|---|---|
| **Course Title** | Social Science Concepts for Social Workers – II |
| **Course Code** | 203 |
| **Semester** | 2nd |
| **Credits** | 6 |

**Rationale**

Development is determined by structures of governance and governance is interpreted through and shaped by the goal of development. Most development theory equates development with national economic growth and visualizes the state as its primary agent. Consequently, one of its central concerns is to explain the role of the state in development and the nature of government-market relations. So to understand the development outcomes and state's role in development one has to has the knowledge of both economics and political science as they are linked to politics, economics, administration, society, culture with the aim of turning out leaders who can make their mark in respective fields. Thus the systematic study of Govt. will influence and persuade students to achieve the political power and authority to conform the development thrusts and directions of national government through management of scarce resources for the utilization of human needs and wants.

**Objectives**

- To acquaint students with the concepts of political science and economics.
- To acquaint students with the structural and functional aspect of Constitution
- To acquaint students with the political and economic systems of India
- To acquaint students with the role of Government in economic development of North east.

**Learning Outcomes**

- Students will be able to understand the fundamental concepts of political science and economics.
- Students will be able to understand the rights and duties of a citizen from a constitutional point of view.
- Students will be able to understand the governance pattern for the development of political economy in the North East.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Political Science:** Political science & Politics; State: Meaning and elements, Government: Meaning & definition, Organs of government – Legislature, Executive & Judiciary; Types of Government – Unitary, Federal, Parliamentary, Presidential. |

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|---|---|
| 2. | **Indian Constitution and Political System:** Preamble and salient features of Indian Constitution; Fundamental Rights and Duties; Directive Principles of State's policy. |
| 3. | **Introduction to Economics:** Definition, Scope of Economics; Economic Theories: Micro Economics & Macro Economics, Relationship of Economics with Social Work. |
| 4. | **Economic Systems:** Meaning of economic system; Types of economic Systems; Features of Economic Systems; Advantages & Disadvantages of Economic Systems. |
| 5. | **Role of Government in Economic Development of India:** Problems of Indian Economy and the Role of Government. |

**Readings**


Barker, E. (1976). *Principal of Social Political Theory*. Calcutta: Oxford University.

Bhargava, R. and Acharaya, A. (2008). *Political theory: An Introduction*. Delhi: Pearson Longman.

Bhatnagar. (1985). *Political Theory: Introduction*. Meerut: Meenakshi Prakashan.

Chakrabarty, B. and Pandey, R. K. (2008). *Indian Government and Politics*. New Delhi: SAGE.

Datt, R. and Sundharam, K. P. M. (2001). *Indian Economy*. New Delhi: Chand & Company Ltd.

Gauba, O. P. (1981). *An Introduction to Political Theory*. New Delhi: Macmillan.

Jalan, B. (1972). *The Indian Economy: Problems and Prospects*. New Delhi: Viking.

Johari, J. C. (2009). *Principle of Modern Political Science*. Delhi: Sterlin.

Kothari, R. (1982). *Politics in India*. New Delhi: Orient Longman.

Misra, S. K. and Puri, V. K. (2001). *Indian Economy - its Development Experience*. Mumbai: Himalaya Publishing House.

Narang, A. S. (1996). *Indian Government and Politics*. New Delhi: Geetanjali Publishing House.

Noorani, G. (2000) *Constitutional Questions in India: The President, Parliament and the States*. Delhi: Oxford University Press.

Pylee, M. V. (1998). *An Introduction to the Constitution of India*. New Delhi: Vikas.

Ramaswamy, S. (2003). *Political Theory: Ideas and Concepts*. New Delhi: Macmillan.

Thakurdas, F. (1982) *Essays on Political Theory*. New Delhi: Gitanjali.

Varma, S. P. (1983). *Modern Political Theory*. New Delhi: Vikas.

| | |
|---|---|
| **Course Title** | Development Issues in North-East |
| **Course Code** | 204 |
| **Semester** | 2nd |
| **Credits** | 6 |

**Rationale**

Integration of North-Eastern states with the mainland has been a major concern post-independence. Moreover, the diversity of culture in the North-East coupled with geographic isolation has further pushed the region away from other parts of the country. In addition, the lack of understanding with regard to the diverse cultures and lifestyles has resulted in discrimination against these people in other parts of the country. Besides, the issue of ethnic identity has existed in the region for last many decades. Thus, this course will focus on the development issues as well as conflict and its resolution in the North-East. Finally, as a department of social work located in the North-East, this course adds the element of indigenous knowledge base within social work curriculum.

**Objectives**

- To acquaint students with the challenges to development in the North-East.
- To acquaint students with the possible alternatives for overcoming theses challenges.
- To acquaint students with major development issues in the North-East.
- To help the students to understand the nature of conflict in the North-East.

**Learning Outcomes**

- Students will get acquainted with Socio- Political, Economic and Developmental challenges of the North-East.
- Students will get acquainted with different types of conflicts and the possible alternatives for overcoming these challenges.
- Students will understand future directions to development in the North-East.

| Unit | Contents |
|---|---|
| 1. | **Developmental Issues in Historical Perspective:** Economic & Political, Seven States Including Sikkim, Major Livelihood. |
| 2. | **Strategic and Developmental Imperatives:** Major Developmental Policies and Programmes of Central Government and Various Institutions. |
| 3. | **Conflict in North East India:** Issues, Causes and Concern. Land, Ethnic Problem, Insurgency, Social Work Intervention. |
| 4. | **Look East Policies and India's North-East:** NEC and the Developmental Initiatives, |

| | |
|---|---|
| | Infrastructure and management of Environment |
| 5. | **Future Directions to Development in the North-East:** Prospect and opportunities in North East India, Investment in infrastructure, Tourism, Indigenous Medicine, Agriculture, Cane and Bamboo Industry, Indigenous entrepreneurship. |

**Readings**


Ahmad, R. and Biswas, P. (2004). *Political Underdevelopment of Northeast India*. New Delhi: Akansha Publishing House.

Bhambri, C.P. (1998). *Politics in India 1947-1987*. New Delhi: Vikas.

Biswas, P. (2006). Development as 'Complementary': A Political Economy Critique of Policies and practices of Development in North-East India. In David R Syiemlich. et. al. (Eds.) *Challenges of Development in North-East India*. New Delhi: Regency Publications.

Chongtham, P. (2005). *Manipur's Economy: Historical Roots and Structural Evolution*. *Eastern Quarterly*, 3 (III).

Elwin, V. (1964). *A Philosophy of NEFA. Shillong: Advisor to the Governor of Assam*. 2nd Reprint.

Guha, A. (1991). *Medieval and Early Colonial Assam: Society, Polity, and Economy*. Calcutta: Centre for Studies in Social Sciences.

Hussain, M. (1976). *Interrogating Development: State, Displacement and Popular resistance in North East India*. New Delhi: Sage Publications.

Mohapatra, A. C. (2002). Development and Underdevelopment in the Northeast Region: Search for a Paradigm. In Bimal J. Deb (Ed.). *Development Priorities in North east India*. New Delhi: Concept Publications.

Mishra, S. N. (1983). Arunachal's Tribal Economic Formations and their Dissolution. *Economic and Political Weekly*, 22nd October, 1837–1845.

Sharma, H. I. (2006). India's Look East Policy and Manipur's Economy: A Critical Scrutiny. *Alternative Perspectives*, 1(IV).


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|---|---|
| **Course Title** | Foundation Course |
| **Course Code** | 301 |
| **Semester** | 3rd |
| **Credits** | 6 |

**Note:** Course details to be provided by the concerned Department.

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|---|---|
| **Course Title** | Social Group Work |
| **Course Code** | 302 |
| **Semester** | 3rd |
| **Credits** | 6 |

**Rationale**

This course aims at developing the understanding of Group Work as a method, its relevance as a method from other methods of Social Work. It helps in understanding the uses of programme and programme media as a tool and developing skills for intervention. It further aims in gaining knowledge of the scope of this method in various settings.

**Objectives**

- Acquire knowledge of the concept of Group, Group work and Social Group Work.
- Understanding Group Work as a method of Social Work Practice and its Importance.
- Understanding and use the skills of Group Work in different setting and situations.
- Understand group work as an instrument of change/development in individual in groups.
- Understand relevance of group in different set up.

**Learning Outcomes**

- Students will be able to understand of Group Work as a method, its relevance with other methods of Social Work.
- Students will be able to use the skills of Group Work in practicing Group work method in different setting and situations.

| Unit | Contents |
|---|---|
| 1. | **Understanding group and Social Group Work:** Concept of group and its types; Evolution of the Group work method, Group work as a method, Purpose, Values and Principles in group work, Assumptions underlying of social group work. |
| 2. | **Social Group work method and itsTypes of Social Group Work:** Social Group work method and its relevance with other methods of Social Work; Types of Social Group Work: Treatment group and Task group. |
| 3. | **Group work process**: Tuckmen's model of Group Work process; Group Dynamics: Relationship, Communication, Leadership, Conflict, Isolation, Decision-making. |
| 4. | **Programme and programme media:** Use of Programme and programme media as a tool; |

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|---|---|
| | Programme principles, Programme planning, implementation, Skills in Group Work, Group work recording. |
| 5. | **Application of group work method in different settings:** Educational, community settings and hospitals. |

**Readings**


Alissi, A.S. (Ed.). (1980). *Perspectives on Group Work Practice*. New York: Macmillan.

Brandler, S.and Roman, C. P. (1999). *Group Work Skills and Strategies for Effective Interventions*. New York: The Haworth Press.

Corey, G. (1997). *Groups: Process and Practice*. Pacific Grove, CA: Brooks/Cole Publishing.

Douglas, T. (1978). *Basic Group Work*. London: Tavistock.

Helen, N. and Kurland. R. (2001). *Social Work with Groups* (3rd ed.). New York: Columbia University Press.

Henry, S. (1992). *Group Skills in Social Work* (Second Edition). Pacific Grove, CA: Brooks/Cole Publishing.

Konopka, G.(1963). *Social Group Work: A Helping Process*. Englewood Cliffs: Prentice.

Siddiqui, H. Y. (2008). *Group Work: Theories and Practices: India, Pakistan, Bangladesh & Sri Lanka*. Jaipur: Rawat Publications.

Toseland, R. W. and Rivas, R. (1984). *An Introduction to Group Work Practice*. New York: McMillian.

Trecker, H. B. (1972). *Social Group Work: Principles and Practices*. New York: Association Press.

Wilson, G. and Ryland, G. (1949). *Social Group Work Practice*. Cambridge, MA: Houghton Mifflin.

| | |
|---|---|
| **Course Title** | Social Work with Children and Families – I |
| **Course Code** | 303 |
| **Semester** | 3rd |
| **Credits** | 6 |

**Rationale**

Social work with family and children is an important area of social work practice. Family is a universal social institution and impact of forces of change is quite visible in contemporary family. So this course will orient students about family, changing trends observed in families and programmes for helping families in difficult circumstances. Children form a major part of the demographic structure of India's population .So this course will also orient students about problems of children and solutions offered from rights based perspective.

**Objectives**

- To understand the family as a social institution.
- To understand the impact of Globalization on family & social system.
- To understand the Governmental efforts for strengthening the families.

**Learning Outcomes**

- Students will be able to understand the impact of changing contexts on family as a social institution in rural and urban India.
- Students will learn to grasp the issues and challenges faced by children from families with vulnerable and marginalized backgrounds.
- Students will be able to design effective intervention strategies to deal with the problems of children and families in vulnerable situations making use of existing government and non-government provisions and welfare measures for them.

| Unit | Contents |
|---|---|
| 1. | **Family as a social institution:** Concept of family; Types of family; Functions of family; Importance of family in socialization; Concept of Marriage; Review of changing family patterns and factors affecting marriage and marital relationship. |
| 2. | **The Family in the context of Social Change:** Concept and characteristics of social change; Impact of Industrialisation, urbanization and globalization on family; Concept of quality of life and family. |

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|---|---|
| 3. | **Working with families: Intervention and skills:** Family and gender equity; Types of vulnerable families and their different problems – marginalization of families due to poverty, caste, cultural inequalities; Programmes for family empowerment and protection of human rights. |
| 4. | **The Situation of children in India:** Demographic characteristic; Problems of children; Constitutional provisions for children; Juvenile Justice (care and protection) Act, 2015. |
| 5. | **Child development:** National policy on children; Evolution of child welfare programmes in India; ICDS, ICPS and other welfare programmes |

**Readings**


Banerjee, B. G. (1987). *Child Development and Socialisation*. New Delhi : Deep and Baroocha.

Bhalla, M. M. (1985). *Studies in Child Care*. Delhi: NIPCCD.

Desai, M. (1986). *Family and Intervention – Some Case Studies*. Mumbai: TISS.

Jouer, L. J. (1994). *The Social Context of Health & Health Work*. Macmillan Press Ltd.

LS.S. O'Malley. (Nd). *India's Social Heritage*. Kanpur: Vikas Publishing House Pvt. Ltd.

Pandit, P. (1999). *Hand book on Child*. New Delhi: Concept Publishing Com.

Ramu G. N. (1977). *Family Structure & Fertility*. New Delhi/New Bury Park, London: Sage Publication.

Singh, Y. (1997). *Social Stratification & Change in India1997*. New Delhi: Manohar Publication.


| | |
|---|---|
| **Course Title** | Social Work Practice with Elderly |
| **Course Code** | 304 |
| **Semester** | 3rd |
| **Credits** | 6 |

**Rationale**

Certain groups in the society often encounter discriminatory treatment and need special attention to avoid potential exploitation. The advent of increasing pace of elderly population has lead to a serious area of concern for the government and the policy planners. The vulnerability among the elderly is due to various factors like the structural inequalities, their economic dependency. The course will pave away towards understanding the problems and issues of vulnerability of elderly and equip the students with comprehensive understanding, skill development to work for and with the elderly.

**Objectives**

- Understand the concepts and context of Elderly Population in India.
- To sensitize the students to the emerging issues and problems of elderly in contemporary India,
- To enable them to acquires sociological understanding of these issues and problems over and above their common sense understanding
- To empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations

**Learning Outcomes**

- Students will get familiarised with the common barriers in serving the needs of older people from interpersonal, environmental and social perspectives.
- Students will be able to recognize that problems of elderly can be addressed using all levels of social work intervention.
- Students will get acquainted with different intervention strategies of working with aging adults in micro and macro levels.
- Students will be able to plan intervention strategies in micro and macro practice that are of particular importance for aging adults of various diversity dimensions.

| Units | Contents |
|---|---|
| 1. | **Introduction:** Concept of aging, Demography of the aging population in India, Changing roles in Family life and Social relationships, Productive ageing. |
| 2. | **Needs and Issues of Elderly:** Needs of elderly people: Psychological needs, recreational needs, attitudes towards aging. Issues relating inheritance, destitute women, Elder abuse, causes and consequences of elder abuse, Preventing elder abuse. |
| 3. | **National Policies & Programmes for Welfare of the Elderly:** Constitutional Provisions, National Policy on Senior Citizens 2011, National Council for Older Persons, Social Assistance Programmes, Maintenance and Welfare of Parents and Senior Citizens Act, 2007. |
| 4. | **Institutional and Non-institutional Services and the Elderly:** Care giving roles between Older Persons and the family, Understanding caregiver stress and burnout, Older Persons and livelihood, family based services, community based services. |
| 5. | **Social Work Practice for and with Elderly:** Role of Social Worker in promoting the services and programs for the Aged; International and Nations organizations working for the welfare, development and empowerment of Elderly. Counselling and legal aid to the Older Persons. |

**Readings:**


Aiken, L. R. (1978). *The psychology of later life.* Philadelphia: WB Saunders Company.

Beerman, S. and Rappaport-Musson, J. (2008). Eldercare 911: *The caregiver's complete handbook for making decisions.* Amherst, NY: Prometheus Books.

Bergmann, K. (1972). *Aged: Their understanding and care.* London: Wolfe Publications.

Binstock, R. H. and Shanes, E. (Eds.). (1986). *Hand Book of Aging and Social Sciences.* New York: V.N. Reinhold Co.

Blau, Z. S. (1983). *Old age in a changing society*. New York: New View Prints.

Bose, A. B. and Gangrade, K. D. (1988). *Aging in India: Problems and Potentialities.* New Delhi: Abhinav.

Chowdhry, P. D. (1992). *Aging and the aged.* New Delhi: Inter India Publications.

Cook, A. S. (1983). *Contemporary Perspectives on Adult Development & Aging*. New York: Macmillan.

Desai, K. G. (1985). *Problems of the retired people in greater Bombay*. Bombay: TISS.

Ghosh, B. (1988). *Contemporary Social Problem in India.* Bombay: Himalaya.

Homban, D. (1978). *Social Challenge of Aging.* London: Groom Helm.

Johnson, E. (1982). *Growing old: Social problems of Aging.* New York: Holt Rinehart and Winston.

Kennedy C. (1988). *Human Development.* New York: Macmillan.

Kimmel, D. (1974). *Adulthood and Aging*. New York: Wiley.

Mishra, S. (1987). *Social Adjustment of Old Age.* Delhi: B.R. Pub. Corp.

Pinkston, P. H. and Linsk, N. K. (1984). *Care of the Elderly: A family Approach*. New York: Pergamon Press.

Schiamberg, L. B. (1985). *Human Development.* New York: Macmillan.

Sharma, M. L. and Dak, T. M. (1987). *Aging in India: Challenge for the Society.* Delhi: Janta Pub.


| | |
|---|---|
| **Course Title** | Working with Communities |
| **Course Code** | 401 |
| **Semester** | 4th |
| **Credits** | 6 |

**Rationale**

Finding its roots in the settlement house movement, community organization has emerged as a core method of social work practice. The community as a social entity is historically characterized by inequalities especially with regard to distribution of power and resources. This characteristic is manifested through the processes of marginalization and discrimination of certain groups within each community. Thus, community organization is directed towards promoting equality in the community

as well as making them self-reliant. Broadly, this course encapsulates the concept of a community, problems faced by communities and how community organization as a method of social work practice facilitates the process of addressing these problems.

**Objectives**

- To deconstruct as well as delineate the idea of a community.
- To understand the problems and issues which confront different communities.
- To contextually understand the historical development of community organisation as a method of social work practice.
- To explore community organization as a method of social work practice.
- To develop skills required for social work practice with communities.

**Learning Outcomes**

- Students will learn to deconstruct, critique as well as understand traditional notions of community.
- The students will develop critical, analytical and practical skills to comprehend the complexities underlying community organization and practice.
- Students will develop the ability to reach out to people in rural and urban communities in Indian context as community organizers.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Community:** Concept, Types and Functions. |
| 2. | **Problems:** Analysis of Problems faced by different individuals and groups in a community as well as problems faced by the community as a whole. |
| 3. | **History:** Historical development of community organisation as a method of social work practice (settlement house movement, community chest, community welfare councils, basis for social action). |
| 4. | **Community Organization:** Definition, Approaches, Principles and Scope. |
| 5. | **Skills required for community organization:** Awareness generation, resource mobilization, conflict resolution, Networking, Documentation. |

**Readings**

Berry, M. (1999). Service and Cause: Both Sides of the Coin. In J. Rothman (Ed.). *Reflections on Community Organization: Enduring Themes and Critical Issues* (pp. 106–122). Itasca, IL: F.E. Peacock.

Brint, S. I. (2001). Gemeinschaft Revisited: A Critique and Reconstruction of the Community Concept. *Sociological Theory*, 19 (1), 1–23.

Cohen, A. P. (1985). *The Symbolic Construction of Community*. London: Tavistock.

Dunham, A. E. (1958). *Community Welfare Organization*. New York: Thomas Y. Crowell.

Fisher, R. (2005). History, Context, and Emerging Issues for Community Practice. In Marie Weil (Ed.), *The Handbook of Community Practice*. Thosand Oaks, CA: Sage Publications.

Gangrade, K. D. (1971). *Community Organization in India*. Bombay: Popular Prakashan.

Hardcastle, D. A., Wenocur, S., and Powers, P. (1996). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford.

Jodhka, S. (2001). *Community and Identity: Contemporary Discourses on Culture and Politics in India*. New Delhi: Sage.

Ross, M. G. with B.W. Lappin. (1955). *Community Organization: Theory, Principles and Practice*. New York: Harper and Row.

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

Tropman, J. E., Erlich, J. L., and Rothman, J. (Eds.). (1995). *Tactics and Techniques of Community Intervention* (5th ed.). Itasca, IL: F.E. Peacock Press.

Yar, M. (2004). Community Past, Present and Future. *Social Issues: Electronic Journal*, 2(1).

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|---|---|
| **Course Title** | Social Action: Different Ideological Perspectives |
| **Course Code** | 402 |
| **Semester** | 4th |
| **Credits** | 6 |

**Rationale**

This course aims at understanding of Social Action as a method and its contributions as a method of social work intervention. The students will gain knowledge about various dimensions of Social Action Process, various models of interventions. It further helps in developing skills for interventions. It develops competencies for working with various action groups/movements.

**Objectives**

- Understand the concept of social action and its historical evolution as a method of social work.
- Get an in-depth knowledge about the Social Action process.
- Understand the use and practice of Social Action in various fields of social work.
- An analysis of contemporary social action movements in India.
- Role of social workers in action-oriented practices for Social Justice and Development.

**Learning Outcomes**

- Students will be able to understand the evolution and development of macro social work practice.
- Students will develop knowledge and skills in working with people's organizations to bring about structural changes.
- Students will familiarize with the concepts, context and processes that are relevant for people's struggles, social action and social movements.
- Students will learn to analyse issues in a broader context of governing institutions and civil society actors in responding to critical social realities.

| Unit | Contents |
|---|---|
| 1. | **Concept and Method of Social Action:** Concepts of Social Action, System Perspectives in Social Action, Social Action as a method of Social Work. Social action for social reform and social development - scope of social action in India. |
| 2. | **History of Social Action:** Emergence of social action from community organisation. (Alinsky); Individual and organizational initiatives for social reform in pre and post independent India: (Rajaram Mohan Roy, Iswar Chadar Vidyasagar, Tagore, Ranade, Swami Vivekananda, Mahatma Gandhi, Jayaprakash Narayan, Vinoba Bhave, Ambedkar and Sri Narayana Guru). |
| 3. | **Models and Approaches of Social Action:** Rights based approach, Different forms of protest, Elitist Social Action Model, Popular Model of Social Action, Institutional /Non Institutional Model, Gandhian Model of Social Action. |
| 4. | **Strategies and Skills for Social Action:** Collaboration, Competition or Bargaining, Negotiation, Confrontation, Administrative Approach, Direct Action, Non- Cooperation, Interaction, Persuasion, Advocacy and Networking. |
| 5. | **Contemporary Social Action Movements in India:** Social Action initiatives by individuals/groups with regard to Development induced Displacement, Movements for Protection of Human Rights, Movements for Protection of Environment and Forest, |

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|---|---|
| | Movements for Protection of Land Rights . Right to Information Act and Social Action. |

**Readings:**


Beher, A. and Samuel, J. (2006). *Social Watch in India: Citizens Report on Governance and Development.* Pune: NCAS.

Boon, A. and Book, A. (1999). *Advocacy.* USA: Cavendish Publications.

Chambers Robert (2005). *Ideas for Development*. London: Earth Scan.

Christopher, A.J and William, A.T. (2006). *Community Organization and SocialAction*. New Delhi: Himalaya.

Foran, J. (2003). *The future of revolutions*. London: Zed Books.

Freire, P. (1997). *Pedagogy of the Oppressed*. New Delhi: Penguin Books.

Kothari, R. (Ed.). (2000). *Development and Social Action.* Jaipur: Rawat

Pincus, A. and Minahan, A. (1973). *Social work practice: Model and method.* New York: Peacock.

Samuel, J. (Ed.). (2000*). Social action: An Indian panorama*. Pune: Vani.

Saul, D. A. (1946). *Reveille for Radicals.* Chicago: University of Chicago Press.

Siddique, H. Y. (1984). *Social Work and Social Action.* New Delhi: Harnam Publications

The Calouste Gulbenkian Foundation. (1968). *Community Work and Social Change.* London: Longmans, Green & Co. Ltd.

Vettivel, S. (1992). *Community Participation: Empowering the Poorest: Role of NGOs.* New Delhi: Vetri Publishers.


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|---|---|
| **Course Title** | Social Work with Differently abled Persons |
| **Course Code** | 403 |
| **Semester** | 4th |
| **Credits** | 6 |

**Rationale**

This course helps students to understand the concept of disability, problems of persons with disability, various programmes for PWDs and legislations pertaining to disability rights. It focuses the role of professional social workers in disability rehabilitation and education.

**Objectives**

- To understand the concept of disability and its varied dimensions.
- To make students aware of disability issues and concerns.
- To sensitize the students about the rights of PWDs.
- To understand the vulnerability of PWDs and encourage students to work towards their rehabilitation.

**Learning Outcomes**

- The students would become aware of causes of disability.
- Students will be able to understand the importance of early identification of disability, and intervention and rehabilitation of PWDs.
- Students would be sensitized about the rights and privileges of persons with disability to work as a rehabilitation social worker in disability area.
- Students would be motivated to work with PWDs for their rehabilitation and register their names as Rehabilitation Professionals in RCI, after their post-graduation.

| Unit | Contents |
|---|---|
| 1. | **Understanding disability:** Concept: Disease, impairment, disability and handicap; Causes for disability: Prenatal, natal, and postnatal causes; Types of disabilities. PWD population in India. |
| 2. | **Problems of PWDs:** Individual level and societal level, general and specific; Vulnerable PWDs: Autism, Mental Retardation, Cerebral Palsy, Multiple Disabilities, Children with disability and Women with disability. |
| 3. | **Government and NGO Programmes:** Schemes and benefits; Preventive measures: Early identification, intervention and rehabilitation; Institution Based Rehabilitation Programmes and Community Based Rehabilitation Programmes; Government organizations: RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department/Department of Differently abled; NGOs: CBR Forum, CBM, Blind People Association, Grass-root level NGOs, PWD Associations. |
| 4. | **Prevailing Legislations:** UN Conventions and declarations of Persons With Disabilities, Rehabilitation Council of India Act 1992, National Trust Act 1999, Rights of Persons with disability Act 2016, Mental Healthcare Act 2017 |
| 5. | **Role of Social Worker in Disability Rehabilitation:** Awareness creation and sensitization on disability, rehabilitation counselling, guidance to PWDs and family members, Barrier free environment, Coordination with multi-disciplinary rehabilitation professionals, formation of PWD Associations, Advocacy, Networking, Registration as Rehabilitation Professional under RCI. |

**Readings**

Balcher, J (Ed.). (1984). *Severely Handicapped young children and their families*. New York: Academic press.

Bhambhani, M. (1999). The burden of woman with Disabilities. *Action Aid Disability News*, 1 and 2, 22–24.

Carrol, T.J. Rev. (1961). *Blindness: What it is, what it does, and how to live with it*. Boston: Little Brown and Co.

Chapman, E. (1978). *Visually Handicapped Children and Young People*. London: Routledge and Kegan Paul.

Gregory, S. (1976). *The Deaf Child and his family*. Plymouth; Double and Brendon Limited.

Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. *International Journal of Management, Marketing and HRD*, 1.

Mc Conkey, R. And Mc Cormack, B. (1983). *Breaking Barriers: Educating people about disability*. London: Souvenir Press (E) and (A) Ltd.

Oliver, M. (1983). *Social Work with Disabled People*. Basingstoke: Macmillan.

Punani, B. Rawal, N. and Sajit, J. (2002). *Manual Community Based Rehabilitation (Visually Impaired )* (2nd ed.). Ahmedabad: Blind People's Association.

Rao, N. S. (2008). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Robertson, S. E. and Brown, R. L. (1992). *Rehabilitation Counselling: Approaches in the 39 field of disability*. London: Chapman & Hall.

Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.

Werner, D. (1994). *Disabled Village Children – A Guide for community Health Workers, Rehabilitation Workers, and Families*. New Delhi; Voluntary Health Association of India.

Young, P. (1985). *Mastering Social Welfare*. London: Macmillan Education Ltd.

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|---|---|
| **Course Title** | Community Health and Social Work |
| **Course Code** | 404 |
| **Semester** | 4th |
| **Credits** | 6 |

**Rationale**

The course aims at understanding the concepts of health and its dimensions of health. It will help students in understanding the different types of diseases of both communicable and non-communicable diseases, its causes and prevention. It will further equip students for their role as health educators, enablers in dealing with different health problems at individual, family and community level at various levels of prevention. It will further acquaint students in understanding the different health policies and programmes which will enrich in their field practicum.

**Objectives**

- To orient the students to the concepts of Health, its dimensions.
- To provide information about different diseases their symptoms causes, diagnosis, treatment management and prevention.
- To help students understand the different national health policies and programmes.
- To equip students for their role as health educators, enablers and counsellors while dealing with health problems at individual as well as community level at various levels of prevention.

**Learning Outcomes**

- Students will be able to understand the concepts of health, its dimensions, different types of diseases, its prevention, control and different health policies and programmes.
- Students will be able to equip themselves to play the role of health educators, enablers, counsellors in dealing with different health problems at individual, family and community level.

| Unit | Contents |
|---|---|
| 1. | **Concept of Health:** Understanding the basic concepts of health (Aspects of health);Dimensions of Health: Physical, Mental, Social, Cultural Spiritual; Determinations of Health; Concepts of Public health. |
| 2. | **Health Problems in India:** Communicable: HIV/AIDS, STDs, TB, Malaria, Polio, Diarrhoeal diseases, Corona Virus. |
| 3. | **Health Problems in India:** Non-communicable diseases: Cardio-vascular diseases, |

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|---|---|
| | Diabetes, Cancer, Malnutrition; Health Care services in Rural and Urban areas. |
| 4. | **National Health Policy and Programmes:** National Health Policy in India, Trends in National Health Programmes in India: National Health Mission, RNTCP, Mental Health Programme. |
| 5. | **Social Work interventions in health settings:** Role of Social Worker in Community Health Programmes: Health Education, Planning and Management; Awareness and BCC; Social Work Response to Public Health. |

**Readings**


Dasgupta, M. and Lincoln, C.C. (1996). *Health, Poverty and Development in India*. New Delhi: Oxford University Press.

Germain, C.B. (1993). *Social Work Practice in Health Care: An Ecological Perspective*. New York: The Free Press.

Goldstein, D. (Nd). Expanding Horizons in Medical Social work.

Goldstein, D. (Nd). Readings in the Theory & Practice in Medical Social work.

Hiramani, A. B. (1996). *Health Education: An Indian Perspective*. New Delhi: B.R. Publishing Corporation.

Leavell, H.R. and Clark, E.G. (Nd). *Preventive Medicine for the Doctor in community*.

Mahajan, B.K. (Nd). *The Text Book of Social & Preventive Medicine*.

Nadkarni, V.V. (1985). *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.

Oak, T.M. (Ed.). (1991). *Sociology of Health in India*. Jaipur: Rawat Publications.

Park, K. (2005). *Textbook of Preventive and Social Medicine* (18th ed.). Jabalpur: Barnarsidass Bhanot Publications.

Rao, M. (Ed.). (1999). *Disinvesting In Health: The World Bank's Prescriptions for Health*. New Delhi: Sage Publications.

Sarafino E. P. et al. (2011). *Health Psychology* (7th ed.). New Delhi: Wiley India Publications.

Smolenske, J. and Hear, F.B. (Nd). *Principles of Community Health.*

Suchman, E.H. (Nd). *Sociology in the Field of Public Health*.

Sundaram, T. (1996). *Reaching Health to the Poor, Sourcebook on District Health Management*.

Voluntary Health Association of India. (1992). *State of India's Health*. New Delhi: VHAI.

World Health Organisation. (1978). *Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF*. International Conference on Primary Health Care. Alma Ata: USSR.

Yesudian, C. A. K. (Ed.). (1991). *Primary Health Care.* Mumbai: Tata Institute of Social Sciences.

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|---|---|
| **Course Title** | Administration of Social Welfare Organisations |
| **Course Code** | 501 |
| **Semester** | 5th |
| **Credits** | 6 |

**Rationale**

Social Welfare commonly refers to the range of services provided by the states. The services generally provided through an administrative mechanism which includes voluntary effort, industrial organization in association with government mechanism. It is a collective provision which attempt to protect the people's welfare. The study of administration of social welfare organization covers development structures and practices of the Social Services. It also covers the structure, function, organization, planning and administrative process of institutions and agencies, historical and comparative. Through social Welfare Administration the needs and problems, utilization and patterns of outcomes of services, transactions and transfers are regulated.

**Objectives**

- Develop understanding of the basic concepts and models of Social Welfare and its related terms
- Develop awareness about the process, scope and principles of Social Welfare Administration
- Acquire knowledge about the basic tasks of Social Welfare Administration
- Develop an understanding of the procedure related to establishment and management of Social welfare organization.

**Learning Outcomes**

- Students will get acquainted with the concept of welfare and models of social welfare.
- Students will understand the concept of administration of welfare organizations, its structure, function, organization, planning, administrative process of institutions and agencies.
- Students will develop required skills and understanding about the procedure related to establishment and management of social welfare organization.

| Unit | Contents |
|---|---|
| 1. | **Social Welfare: An Overview:** Basic Concept: Social Welfare, Social Service, Social Assistance, Social Insurance and Social Security; Models of Social Welfare; Evolution of Social Welfare in the West and in India. |
| 2. | **Social Welfare Administration:** Concepts of Administration and Social Welfare Administration; Scope of Social welfare Administration; Principles of social welfare Administration; Structure of Central and state welfare boards. |
| 3. | **Processes in Social Welfare Administration:** Planning: Meaning, Features of Planning, Planning process, Types of Planning; Organizing: Meaning and features; Staffing: Meaning and importance; Direction: Meaning, Features Importance, Principles of Direction, elements of direction; Supervision: Skills & Role of supervisor, its need and importance; Coordination: Meaning, need for co-ordination, principle of co-ordination, co-ordination Process, span of control, delegation of authority; Reporting: Meaning, importance and qualities of good report; Budgeting: Meaning, features and Importance |
| 4. | **Social Welfare Organisation:** Concept, nature and types of Social Welfare organizations; Structure and functions of social welfare Organizations; Monitoring and evaluation; Manpower Planning and Development of Social Welfare Personnel. |
| 5. | **Components in Welfare Organisation:** Registrations of Welfare Organization; Resource Mobilization, Grants-in-aid; Fund raising and Audit; Programme Development: Programme management: long term, short term, and Documentation; Financial administration-Regulatory and legislative framework(FCRA); Social marketing: Principles, philosophy, process and models. |

**Readings**


Paul, C. D. (1983). *Social Welfare Administration*. New Delhi: Atma Ram and sons.

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|---|---|
| **Course Title** | Law and Social Work |
| **Course Code** | 502 |
| **Semester** | 5th |
| **Credits** | 6 |

**Rationale**

Social work and Law both are closely related to each other. One can easily understand the need of studying law in social work as a discipline as Law forms the foundation on which any civilized society is based. Without having the proper knowledge of the Indian Penal Code, Criminal Procedure code and various other Acts and Amendments it becomes difficult for the social work practitioners to work in the field. Thus, this course is definitely going to be beneficial for the students who want to develop the knowledge on judiciary system and all other legal provisions which are associated with law and order.

**Objectives**

- Understanding the concept of legal rights as well as civil rights discourse.
- Develop an understanding of the legal system and the process of judiciary system in India.
- Understanding various legislative provisions involved in maintaining law and order.
- Understanding the criminal justice system in the country and the role of the police, prosecution, correction, and judiciary.
- Gain insight into the problems faced by the people belonging to different strata of society in interacting with this system.
- Delineate the role of professional social workers in legal aid, legal assistance and Right to Information Act.

**Learning Outcomes**

- Students will be able to understand the fundamentals of Constitution, Preamble, its structure, composition, constitutional Amendments, Fundamental Rights, functions of Police and Judiciary.
- Students will be able to understand the various Laws related to Women, Children, Differently-abled persons, and Acts related to protection of the Rights of Scheduled Castes, Scheduled Tribes and Minorities.

- Students will develop their understanding on the various sections of IPC and Cr.Pc. through Bare Acts.
- Students would be able to do social Advocacy in the community through RTI, PIL and Free Legal Aid.

| Unit | Contents |
|---|---|
| 1. | **The Constitution of India: Preamble and Fundamental rights and the Legal System:** Introduction to Constitution of India; Meaning and Importance of Constitution, Making of Indian constitution, Nature and salient features; Indian Legal system, Fundamental Rights, Fundamental duties, Right to constitutional Remedies, Types of Writs. |
| 2. | **Deterrent and Reformatory Law:** Legislation pertaining to Social Institutions: Marriage, Divorce, Adoption, Maintenance of spouse, Juvenile Justice; Indian Penal Code, offences affecting the human body, Murder, Rape, Offences against women :cruelty by husband or relatives of husband). |
| 3. | **Justice System:** Criminal Justice System in India: Police: Structure, Power, Functions and their role in maintaining law and order in the Society; Prosecution meaning, Structure in Criminal Justices, Trial Participation, Judiciary; Constitution of Supreme Court and High Court Power and functions of Supreme Court and High Court; Meaning and functions of Sub-ordinate courts; District sessions court, Magistrate courts; Lokpal, Lokayukta and Lok Adalat. |
| 4. | **Legal Aid for Poor and Marginalized Sections, RTI and PIL:** Concept of Legal Aid, History of legal-aid, Persons needing legal-aid. Legal-Aid schemes; Public Interest Litigation:: Meaning, concept, process and problems; Right to Information Act: Provisions and implementation; Right to Education and statutory provisions. |
| 5. | **Law For The Protection of Human Rights:** Meaning of Human Rights; Need for Human Rights Legislation; Major Provisions for the law for the protection of Human Rights; Structure, functions and powers of National and State Human Rights Commissions. |

**Readings**

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Gaur K.D. (2004). *A Text Book on the Indian Penal Code.* Delhi: Universal Law Publication Co. Ltd

Sharma, S.S. (1993). *Legal Aid to the poor.* New Delhi: Deep and Deep publications.

The Indian Penal Code Bare Act 1860, New Delhi Universal Law Publication Ltd.

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|---|---|
| **Course Title** | Feminist Theory and Social Work Practice |
| **Course Code** | 503 |
| **Semester** | 5th |
| **Credits** | 6 |

**Rationale**

Feminist theory and social work practice is a fairly new theoretical construct, appearing formally on the academic social work scene in a significant way during the late 1970s and early 1980s. It originally sought to highlight the differing nature of women's experience in social work – the invisibility of it on the theoretical front where the 'universal' male personae held sway and identify the inadequacy of a practice that operated within the confines of a view of women as predominantly carers of others – their husbands, children and dependent older relatives. Thus, this course focuses on developing a perspective on marginalization of women with regard to their socio-economic status in the society. Moreover, based on the recent developments in social work practice, the course tries to locate empowerment of women as area of social work practice.

**Objectives**

- To understand the concept of feminism with a focus on the Indian context.
- To provide an overview of women's movements and their ideological underpinnings.
- To problematize the social construction of gender and how it marginalizes women.
- To provide an overview of women's participation in work and the undervaluation of women's labour.
- To locate gender in social work practice.

**Learning Outcomes**

- Students will understand the concept of social construction of gender.
- Students will be able to understand the importance of gender equality and gender equity for development as well as well-being of the society.
- Students will be able to able to understand the theoretical assumptions of different strands of feminism and its application to feminist social work practice.
- Students will learn to apply gender roles framework and social relations analysis in social work practice for empowerment of women.

| Unit | Contents |
|---|---|
| 1. | **Feminism in India and Indian Culture:** Development of Women's Movement in India- Women's movement in Pre-Independent India and Women's Movement in Post-Independent India, Globalisation and Women's Movement in India |
| 2. | **Feminist Theorization and the Women's Movement:** Beginnings and developments in feminist consciousness: From morality and reform to a struggle for rights: the liberal feminists, the radical feminists and the socialist feminists. Global sisterhood and third world feminisms. Issues of race, class, caste ethnicities and nationalities. |
| 3. | **Sex and gender:** Cultural perspectives on gender and its construction; the question of difference; biological reductionism and notions of normality, nature/ culture debate. Beyond binaries. |
| 4. | **Women and Work/Labour:** The question of invisibility, Women and Work in Unorganised sector , Organised sector and Domestic sphere |
| 5. | **Role of Social Worker:** Locating gender in social work practice |

**Readings**


Antonopoulos, R. and Hirway, I. (2010). Unpaid Work and the Economy. In R. Antonopoulos and I. Hirway (Eds.), *Unpaid Work and the Economy: Gender, Time Use and Poverty in Developing Countries* (pp. 1–21). UK: Palgrave Macmillan.

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Bergh, N. V. D. and Cooper, L. V. S. (Eds.). (1986). *Feminist Visions for Social Work.* Silver Spring: NASW.

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Jain, D. (1996). Valuing Work: Time as a Measure. *Economic and Political Weekly*, 31(43), 46–57.

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Chakravarty U. (2006). *Gendering Caste: through a Feminist Lens*. Calcutta: Stree.

Chaudhuri, M. (Ed.). (2004). *Feminism In India: Issues in Contemporary Indian Feminism* (Vol. 2). New Delhi: Kali for Women.

Dominelli, L. (1998). Feminist Social Work: An Expression of Universal Human Rights. *The Indian Journal of Social Work*, 59 (3), 917–929.

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Kolmar W. and Bartkowski F. (2000). *Feminist Theory: A Reader*. Mountainview, CA: Mayfield Publishing.

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Sualnier, C. F. (1996). *Feminist Theories and Social Work: Approaches and Applications.* New York: Haworth Press.

Tong, R. (1989). *Feminism Thought: A Comprehensive Introduction*. Boulder: Westview Press.

Wah, C. K. and Ching, L. L. (1999). Feminist Social Research: Developing Gender Consciousness in Social Work Practice, *Asia-Pacific Journal of Social Work*, 9 (2).

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|---|---|
| **Course Title** | Communication and Social Work Practice |
| **Course Code** | 504 (A) |
| **Semester** | 5th |
| **Credits** | 6 |

**Rationale**

Communication is the basic foundation for any relationship building. This course therefore lays inroads towards developing an intrinsic understanding of the basic communication concepts and skills. It also aimed at imbibing students with an understanding of how various perspectives such as culture and emotions can shape the communication process. Moreover, development communication is also introduced to familiarize the students with this emergent need as social work deals largely with the development sector.

**Objectives**

- To understand the concept and significance of communication as a process.
- To become familiar with the various types of communication and the barriers therein.
- To understand the role of media in advocacy for social change.

**Learning Outcomes**

- Students will be able to understand the basic concepts, principles and process of communication
- Students will be able to acquire knowledge about communication perspective and dimension
- Students will be able to develop an understanding on various mass communication tools
- Students will be able to acquire development communication skills to use traditional and modern media
- Students will be able to appreciate communication for social change required for NGOs.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Communication:** Concept, Meaning, Definition and Components; Principles and Process of Communication; Factors in Communication; Types of Communication (Formal & Informal, Interpersonal & mass, Verbal/ Written & Non-verbal); Directions of Communication (Vertical & Horizontal); Barriers to Communication |
| 2. | **Communication Perspectives and Dimensions:** Signs, Language, Cultural aspects;3 Basic models of Communication (Linear, interactional & Transactional);Communication systems; Role and significance of emotions, perceptions & culture in communication; Listening; Persuasion |

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| 3. | **Mass Communication:** Print &Audio–visual media; Press and framing of events, Documenting reality; Role of media in perception of crisis, Public Relations & Crisis Management, Press conference |
| 4. | **Media and Development Communication:** Concept & genesis; Characteristics; Differences between communication & Development Communication; Use of traditional media; ICTs |
| 5. | **Communication and Social Work Practice:** Advocacy and BCC; Development of Training Modules for specific target groups; Involvement in Training & Development of Agencies (GOs, NGOs, Corporates); Communication for Social change |

**Readings**


Berger, A. A. (1982).*Media Analysis Techniques*. London: Sage.

Brown, J. W. et. al. (1985).*AV Instruction Technology: Media and Methods*. New York: Mcgraw-Hill.

Francis, G. J.and Milbourn Jr., G. (1980).*Human Behaviour in the Work Environment: A Managerial Perspective*. California: Goodyear Publishing Co. Inc.

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Saunders, D. J. (1984).*Visual Communication Hand book.* London: Lutterworth.

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Trecker, H.B. (1977).*Social Work Administration, Principles and Practices*. New York: Association Press.

West, R., & L.H. Turner. (2007). *Introducing communication theories: Analysis and application* (3rd ed.) New York: McGraw-Hill.

| | |
|---|---|
| **Course Title** | Introduction to National Service Scheme |
| **Course Code** | 504 (B) |
| **Semester** | 5th |
| **Credits** | 6 |

**Rationale**

This course is an orientation for the social work about the National Service Scheme and it's significance in personality development through community work. Students are introduced to the scope of the NSS in rural areas and slums. levels and contexts of intervention, the range of theory and knowledge that informs social work practice, and the code of ethics that guides professional intervention.

**Objectives**

- To acquire awareness of the tradition of volunteerism in Indian context and emergence of NSS
- To acquire awareness on community problems.
- To develop an understanding of the volunteerism and goals of National Service Scheme.
- To develop an understanding of the tools of community mobilization.

**Learning Outcomes**

- Students will be able to understand the relevance of Social Work with National Service Scheme.
- Students will be able to introduce National Service Scheme in rural and slum areas.
- Students will be able to understand community problems and use the tools of community mobilization in the context of social work interventions.

| Unit | Contents |
|---|---|
| 1. | **Introduction and Basic concepts of NSS:** History, Philosophy, aims & objectives of NSS, Emblem, flag, motto, song, badge etc.<br>Organizational structure, roles and responsibilities of various NSS functionaries |
| 2. | **NSS programmes and Activities :** Concept of regular activities, special camping, Day camps; Basic of adoption of Village/ slums, methodology of conducting survey; Financial pattern of the scheme ; Other youth programme/schemes of GOI; Coordination with different agencies<br>Maintenance of the Diary |
| 3. | **Understanding Youth :** Definition, profile of youth, categories of youth; Issues, |

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| | challenges and opportunities for youth ; Youth as an agent of social change |
| 4. | **Community Mobilisation :** Mapping of community stakeholders; Designing the message in the context of the problem and the culture of the community; Identifying methods of mobilisation; Youth-adult partnership |
| 5. | **Volunteerism and Shramdan:** Indian Tradition of volunteerism; Needs & importance of volunteerism; Motivation and Constraints of Volunteerism;<br>*Shramdan* as a part of volunteerism |

**Readings**


Dept. of Youth Affairs and Sports (1988), *National Service Scheme in Maharashtra: An Evaluation Report for the Year 1986-87*, by Tata Institute of Social Sciences Training Orientation & Research Centre (NSS), India, India. Published by The Centre.

Dr. Promad/Prabhakar, *Rashtriya Seva Yojana Sankalpana- sankay chakane*. Pune: Diamond Publication.

Government of India (2001), *National Service Scheme in India: A case study of Karnataka,* M.B. Dishad, Trust Publications.

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National Service Scheme Cell, (2006) *National Service Scheme Manual for NSS District Coordinators*, Dept. of Higher and Technical Education, Mantralaya.

Dept. of Higher and Technical Educational, Mantralaya, *Annual Report of National Service Scheme (NSS)*, NSS Cell

NSS Cell, Dept. of Higher and Technical Education, Mantralaya, *UTKARSHA- Socio and cultural guidelines.*

Case material as a Training Aid for Field workers, Gurmeet Hans.

Kapil K. Krishnan, *Social Service opportunities in hospital*, TISS.

Ghatole R.N., *Rural Social Science and Community Development*.

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|---|---|
| **Course Title** | Research for Social Workers |
| **Course Code** | 601 |
| **Semester** | 6th |
| **Credits** | 6 |

**Rationale**

Developing a scientific mind towards understanding what we encounter in our daily lives and systematically studying it is the essence of research. This course is aimed at introducing the learners towards adopting such a mind-set so as to facilitate them in their field of practice. It is important thus to relate field data with theoretical understanding as only then will the nature and scope of problems be well understood. The paper incorporates the essential steps required to design a social inquiry and also the manner in which social work research can be carried out, culminating in presentation of reports which will help planning and policy making.

**Objectives**

- Understand the need for research in social work practice.
- Be able to plan and conceptualise an effective research problem.
- Familiarise oneself with basic level research methodology.
- Be acquainted with the types and processes of social work research.
- Be able to write a research proposal.

**Learning Outcomes**

- Students will be able to understand the basic social research and social work research concepts.
- Students will be able to distinguish qualitative and quantitative research approaches.
- Students will be able to understand social work research process.
- Students will be able to develop research skills and techniques required to undertake social work research studies.
- Students will be able to develop research proposals and write research reports and presentations.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Research:** Social Research: concept, definition and scope; Social Work Research: concept, definition and scope; Ethics of research. |
| 2. | **Social Work Research Methodology - I:** Problem identification and steps in research formulation; Literature Review; Research Questions; Hypothesis; Variables; Research designs |
| 3. | **Social Work Research Methodology - II:** Pilot study, Sampling, Pre-test, Tools of data collection, Data processing, Data analysis & interpretation. |
| 4. | **Quantitative and Qualitative Research Approaches:** Quantitative research: General principles, Research methods and Quantitative data; Qualitative research: General principles, Research methods and Qualitative data; Mixed methods |
| 5. | **Writing Research Proposals and Reports:** Research Proposal Types and its components; Research Report Writing: Format and Presentation. |

**Readings**


Alston, M and Bowles, W. (2003). *Research for Social Workers: An Introduction to Methods*. NSW: Allen & Unwin.

Campbell, A., Taylor, B. and McGlade, A. (2015). *Research Design in Social Work*. USA: Sage.

Corby, B. (2006). *Applying Research in Social Work Practice*. Berkshire: Open University Press.

Engel, R. and Schutt R. K. (2014). *Fundamentals of Social Work Research*. USA: Sage.

Kothari, C. R. (2004). *Research Methodology: Methods & Techniques*. New Delhi: New Age International.

Rubin, A. and Babbie, E. (Nd). *Research Methods for Social Work*. USA: Brooks/ Cole.

Smith, R. (2009). *Doing Social Work Research*. Berkshire: Open University Press.

Whittaker, A. (2009). *Research Skills for Social Work. Learning Matters*. Glasgow, Great Britain

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|---|---|
| **Course Title** | Integrated Social Work Practice |
| **Course Code** | 602 |
| **Semester** | 6th |
| **Credits** | 6 |

**Rationale**

This paper attempts to explain how the different practice theories and skills of social work can be integrated in the intervention process. It helps Students gain the integrated theoretical knowledge and practice skills which are useful to them throughout their careers as they move in and out of different practice settings while working with individuals, groups, communities and organizations and take on different roles in social work profession. By using appropriate integrated practice approach, a professional social worker can become all rounder in social work fields and fitted for any specialized job in social work.

**Objectives**

- To facilitate students to understand the ideologies and practices of integration in social work.
- To explain and evaluate how the integrated practice theories and skills are useful to the different target groups.
- To orient students on ethical values, methods, fields, and models of social work and how to apply these concepts in the integrated social work practice.
- To select and apply appropriate skills in the different phases of integrated social work practice.
- To facilitate students to demonstrate the integrated approach and social work skills in appropriate direct and indirect practice settings.

**Learning Outcomes**

- Students will be able to understand the values that are integral to a professional social worker's identity.
- The course will help students develop knowledge, skills, attitudes and values appropriate to the practices of Integrated Social Work Practice.
- Students will develop creative thinking and ability to apply theoretical knowledge in practice of Integrated social work.

| Unit | Contents |
|---|---|
| 1. | **Basic Concepts:** Integration, Social Work, Generalist perspective, Specialization |

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| | perspective, Approaches of Integration in Social Work, Integrated Social Work Practice and its advantages. |
| 2. | **Integration in Theories, Models and Ethical Values of Social Work:** Theories: General Systems Theory, Role Theory, Eco-system Perspective, Empowerment Perspective, Strengths Perspective, External Theory; Models: Charity, development, social action/ radical, problem solving, remedial, crisis intervention, therapeutic, relief, welfare, clinical, reciprocal, social goals, remedial, SHG; Ethical Values: Service, Justice, Worth & Dignity, Human Relationship integrity, Competence. |
| 3. | **Integration in Methods and Skills of Social Work**: Methods: Social Case Work, Social Group Work, Community Organization, Social Action, Social Welfare Administration and Social Work Research; Skills: Organizing, negotiation, problem-solving, training, interpersonal, counseling, documentation. |
| 4. | **Phases of Integrates Social Work Practice:** Engagement, Assessment, Intervention, Evaluation in direct and indirect practices. |
| 5. | **Application in Integrated Social Work Practice**: Level of Practice: Micro, meso and macro level of intervention; Fields: Industrial social work. correctional administration, medical and psychiatric social work, rural, urban and tribal development, family and children welfare, welfare of aged, youth welfare, women welfare and Welfare of persons with disability; Settings: Open/Community Setting, Agency Setting- Government/NGOs, Public/Private organizations, CBOs. |

**Readings**


Adams, R. D. (2002). *Social Work Themes, Issues and critical debates* (2nd Ed.). Palgrave and the Open University.

Bank, S. (2001). *Ethics and values in Social Work*. BASW Series: Palgrave

Fauri, D. P. and Wernet, S. P. (2004). *Cases in Macro Social Work Practice* (2nd Ed.). Allyn and Bacon.

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Glicken, M. D. (2004). *Using the Strength's Perspective in social work practice, Active approach for the helping profession*. Pearson and A.B.

Healy, L. M. (2001). *International Social Work: Professional Action in an Interdependent World*. New York: Oxford University Press.

Johnson, L. C. (2004). *Social Work Practice- A Generalist Approach* (8th Ed.). Allyn and Bacon

Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. *International Journal of Management, Marketing and HRD,* Vol.1.

Rapp, C. A. (1998). *The Strength's Model Case Management and People Suffering from Severe and Persistent Mental Illness.* Oxford University Press

Scheafor, B. W. and Horejsi, C. R. (2003). *Techniques and Guidelines for Social Work Practice* (6th Ed.). BASW Series: Palgrave.

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|---|---|
| **Course Title** | Social Work and Working Class |
| **Course Code** | 603 |
| **Semester** | 6th |
| **Credits** | 6 |

**Rationale**

The working class in our country has made major contribution in the national economy since pre-independence era. Around 90% of our working class is in unorganized sector and they made significant contribution in export, domestic saving and overall economic development of the country. Both organized and unorganized sector labour are suffering from various problems. There is ample scope of social work intervention in labour welfare field and it is recognized by all concerned. Thus, this course focuses on developing a perspective on the role of labour in national economy, their problems, various labour welfare measures of government and other agencies. Moreover, based on the recent developments in social work practice, the course tries to discuss the scope of social work practice in labour welfare.

**Objectives**

- To make the learners aware about the role of Labour in national economy.
- To enlighten about the role of labour movements, national and international agencies in improving conditions of working class.
- To develop an understanding about the concept and types of labour welfare.
- To educate few basic Social Security and Labour Laws.
- To identify scope of social work and role of Social Workers in Labour welfare.

**Learning Outcomes**

- Students will develop understanding of the role of labour in National Economy.

- Students will understand the role of labour movements, national and international agencies in improving conditions of working class.
- Students would learn to comprehend the entire realm of labour welfare and some basic labour laws.
- Students will be expected to visualise the role of Social Work in labour welfare and emerging areas of dignity of labour and green jobs.

| Unit | Contents |
|---|---|
| 1. | **Introduction:** Concept & importance of Labour in National Economy; Profile of working class in India; Organized and Unorganized Labour: meaning, characteristics and problems; Globalization and its impact on Indian Labour. |
| 2. | **Industrial Labour and Labour Movement:** Emergence of industrial working class and its characteristics; Industrial Revolution; Labour Movement in India – Pre and Post-independence period; Role of National and International Agencies. |
| 3. | **Labour Welfare:** Labour welfare meaning, scope and philosophy; Principles of Labour Welfare; Types of Labour Welfare measures: Statutory and Non-statutory. Labour Welfare with special reference to Indian Constitution; Agencies of Labour Welfare –welfare work by State, Employers and Trade Unions; legal and voluntary efforts to labour welfare. |
| 4. | **Social Security and Labour Laws:** Social security – meaning and historical development in India; Factories Act, 1948; Plantation Labour Act; 1951, Mines Act, 1952; ESI Act, 1948. |
| 5. | **Social Work and Labour Welfare:** Scope of Social work in Industries and unorganized sector; Labour Welfare Officer – Statutory position, role, status and functions. |

**Readings**


Appletan, J. D. S. (1975). *Labour Economics*. London: M & E Handbook.

Bhagoliwal, T. N. (Nd) *Economics of Labour & Industrial Relations*. Agra: Sahitya Sadan.

Birg, I. (1970). *Industrial Sociology*. N.J.: Prentice Hall Inc.

Brown, D. H. and Michael, J. (Nd). *Sociology Of Industrialization: An Introduction*. London: Macmillan Press Ltd.

Datar, B. N. (1968). *Labour Economics*. Bombay: Allied Publishers.

Deshpandey and Rodger (1994). *The Indian Labour Markets Economic Stradinal Change*. Delhi: B.R. Publishing Corporation.

Hallen, G.C. (1967). *Dynamics of Social Security*. Meerut: Rastogi Publications.

Jois, P. V. (1981). *Labour Welfare*. Bombay: Somaya Publication Pvt. Ltd.

Lester, R. A. (1964). *Economies of Labour*. New York: The Macmillan Co.

Mehrotra, S. N. (1982). *Labour Problems in India*. New Delhi: S. Chand & Co.

Moorthi, M. V. (Nd). *Labour Welfare in India*. New Delhi: Oxford I.B. Publishing Co.

Patil, B. R. (1978). *Economics of Social Welfare in India*. Bombay: Somaya Publication Pvt. Ltd.

Puniker, S. D. et al. (1978). *Labour Welfare, Trade Unions and Industrial Relations*. Bombay: Himalaya Publishing House.

Ramaswami, E.A. and Ramaswami, U.M.A. (1982). *Industry and labour: An Introduction*. Delhi: Oxford University Press.

Saxena, R. C. (1982). *Labour Problems and Social Welfare*. Meerut: K. Nath & Co.

Sharma, A. M. (1988). *Aspects of Labour Welfare & Social Security*. Bombay: Himalaya Publishing House.

Vaid, K. N. (1970). *Labour Welfare in India*. New Delhi: Street Centre.

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|---|---|
| **Course Title** | Life Skills for Social Work Practice |
| **Course Code** | 604(A) |
| **Semester** | 6th |
| **Credits** | 6 |

**Rationale**

This course aims to orient the students to understand the importance of self and the relevance of self-awareness for personal and professional development. The course offers a theoretical understanding of life skills as well as an overview of core life skills such as social skills; thinking and coping skills; and effective communication skills. It will also provide opportunities for developing practice based skills aimed at enhancing competence in all walks of life.

**Objectives**

- Understand the concept of life-skills, its various approaches and need for it.
- Develop an appreciation for the significance of social skills in order to develop oneself and have meaningful relationships.
- Understand and also inculcate effective thinking skills.
- Learn how to deal with emotions and stress.
- Develop an overall improved personality.

**Learning Outcomes**

- Students will be able to understand life skills and its importance to social workers.
- Students will be able to analyse their self-awareness through various tools.
- Students will be able to develop critical thinking and solve problems creatively.
- Students will be able to manage time, stress, emotions and teams effectively.
- Students will be able to hone writing and presentation abilities.

| Unit | Contents |
|---|---|
| 1. | **Basics of Life Skills:** Definition and Importance of Life Skills – Livelihood Skills, Survival Skills and Life Skills – Life Skills Education, Life Skills Approach and Life Skills Based Education. |
| 2. | **Social Skills:** Self-Awareness (Johari Window, SWOT Analysis) – Positive Attitude towards self and others (Sympathy, Empathy & Altruism) – Socialization |
| 3. | **Thinking Skills:** Thinking: Elements of Thought, Types – Reasoning - Creative and Critical Thinking (Nature & Stage) - Problem Solving (Steps & Influencing Factors) - Decision Making (Process, Models and Goal Setting). |
| 4. | **Coping Skills:** Coping with Emotions – Coping Strategies – Stress Management - Time Management - Team Work –Motivation - Interpersonal relationship and Leadership. |
| 5. | **Effective Communication Skills:** Communication: basic elements, types and barriers - Writing Skill - Presentation skill. |

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| | |
|---|---|
| **Course Title** | Youth and National Integration |
| **Course Code** | 604 (B) |
| **Semester** | $6^{th}$ |
| **Credits** | 6 |

**Rationale**

This course is an orientation for the social work students about the role of youth in building national integration. Students are introduced to the various rights, responsibilities towards nation building. The students are introduced with the life competencies needed for the youth, National policy on youth and various programmes of youth development.

**Objectives**

- To acquire awareness of the fundamental rights and duties
- To acquire awareness on various programmes relating youth development.

- To develop an understanding of the role youth in national integration and nation building.
- To develop an understanding of the tools of environmental conservation.

**Learning Outcomes**

- Students will get familiarized with various programmes on youth development.
- Students will internalize the concept of nation building through social service.
- The students will be able to respect and recognize the role of youth in peace building and conflict solutions.
- Students will inculcate healthy lifestyle by the youth and enhance their leadership qualities, fraternity and team spirit.

| Unit | Contents |
|---|---|
| 1. | **Citizenship:** Basic Features of Constitution of India; Fundamental Rights and Duties; Human Rights; Consumer awareness and the legal rights of the consumer; Right to Information (RTI) |
| 2. | **Importance and Role of Youth Leadership** Meaning and types of leadership; Qualities of good leaders: traits of leadership; Importance and role of youth leadership; Development of life competencies among Youth; Communication; Problem Solving and decision-making |
| 3. | **Social Harmony and National Integration:** Indian history and culture<br>Role of youth in peace-building and conflict resolution; Interpersonal relationships; Role of youth in Nation building |
| 4. | **Youth Development programmes in India:** Youth related problems; National Youth Policy; Youth development programmes at the National Level, State Level and voluntary sector; Youth-focused and Youth-led organizations; Yoga as a tool for healthy lifestyle |
| 5. | **Environment Issues:** Environment conservation, enrichment and sustainability; Climate change; Natural resources (Rain water harvesting, energy conservation, waste land development, soil Conservations and aforestation; Disaster Management; Role of youth in Disaster Management |

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**BSW Fieldwork**

While pursuing the Bachelors of Social Work (BSW) degree, students are placed in rural community settings during second, third and fourth semesters and agency setting (government and non-government organisations) during fifth and sixth semesters. However, in the first semester the students go for observation visits to different government and non-government organisations. Table below highlights the specific semester-wise learning outcomes from concurrent fieldwork at BSW level:

**Expected Semester-wise Learning Outcomes at Graduate Level**

| Semester | Nature of Placement | Expected Learning Outcomes |
|---|---|---|
| BSW 1st (105) | Orientation visits to different government and non-government organisations. | • To understand the functioning of different welfare and development organisations.<br>• To get exposure of contemporary social issues and intervention strategies. |
| BSW 2nd (205) | Rural Community | • To learn the process of community profiling and mapping.<br>• To develop basic understanding of social and developmental issues in rural communities of Barak valley.<br>• To learn application of 'social casework' in rural community context. |
| BSW 3rd (305) | Rural Community | • To identify community needs and problems.<br>• To develop skills of working with children, families and elderly.<br>• To learn application of 'social group work' in rural community context. |
| BSW 4th (405) | Rural Community | • To identify specific challenges of working with rural populace of Barak valley.<br>• To develop skills of working with differently-abled persons and in the area of community health.<br>• To practise 'social action' vis-à-vis a developmental issue faced by marginalised sections of the community. |
| BSW 5th (505) | Agency | • To learn application of theoretical knowledge of administration and law.<br>• To learn the use of programme media in implementation of social welfare schemes/projects.<br>• To understand the importance of gender mainstreaming in welfare schemes and projects. |
| BSW 6th (605) | Agency | • To learn the importance of integrated social work practice.<br>• To develop life skills essential for social workers in practise.<br>• To understand the issues of working class (if possible in the context of the particular agency)<br>• To develop basic research skills. |

# Master's of Social Work

Following the same pattern as that of BSW, the curriculum for Master's of Social Work (MSW) has been broadly divided into five domains strategically spread across four semesters. These include:

a) Core Domain of Social Work
b) Inter-Disciplinary Domain
c) Generic Areas of Social Work Practice
d) Research
e) Practice Domain through Fieldwork Training

The core domain of social work practice at the master's level provides advanced learning to the students with regard to the four methods of social work practice, namely casework, group work, community organisation and social welfare administration. Advocacy and social movements which is an extension of social action as a method has been included as an elective course due to limitations on the number of courses to be taught in each semester. At the master's level each of these methods courses aim at recapitulating the learning at bachelor's level in Unit 1 and then moving to advanced concepts in other four units. Also, a course on evolution of social work as a profession has been introduced so that students can contextually analyse and understand the history of social work profession.

On the one hand, the inter-disciplinary domain, at the master's level, focuses on imparting advanced knowledge of human behaviour to the students so that they can sharpen their practice with individuals. On the other hand, a course on understanding India's political economy has been introduced to develop a critical understanding for engaging in macro-issues. This is complemented with a course on social policies and planning for developing an understanding of engagement at the macro-level in partnership with the government. Also, a broad course on processes of social inclusion and exclusion has been introduced as an elective so that students who want to further their understanding on aspects of marginalisation can benefit from it. In addition, a course on social legislations is introduced to equip the students with an understanding of specific legislations that are relevant in social work practice.

Keeping in line with the generic nature of the curriculum, newer areas of social work practice are introduced at the master's level as electives such as disaster management, demographic features of population and its impact on development, rural development, urban development, livelihoods and social entrepreneurship and caste-based marginalities. Besides, some broad areas of practice with which social workers engage frequently such as social work with women, children, families and health care have been included at a more advanced theoretical level. All these courses are aimed at developing both skills and different perspectives with regard to intervention.

The domain of research has been strengthened at the master's level furthering the basic understanding that students develop at the bachelor's level. A course on quantitative research is introduced so that students can develop an in-depth understanding of a structured research design along with the knowledge of statistical concepts. Moreover, the course would equip students with the idea of drawing generalisations using inductive logic of inquiry. A course on qualitative research is introduced to equip the students with the knowledge and skills required for developing an in-depth understanding of social phenomenon in specific context using deductive logic of inquiry.

Reiterating the practice orientation of social work discipline, concurrent fieldwork training continues at the master's level across all the four semesters. However, at the master's level along with practising social work methods in the field, the focus would on enhancing the students' ability integrate theory with practice and articulate the same through their fieldwork recordings.

Following are the broad objectives and semester-wise structure (Tables 2.1–2.4) of the MSW programme:

## Objectives

1. To contextually understand the evolution of social work profession and its methods.
2. To develop the ability to think critically and articulate the developmental issues, problems and debates encountered in social work practice.
3. To further the skills of the students in dealing with people and their problems.
4. To strengthen the ability of the students to integrate theory with practice.
5. To develop analytical ability of the students through in-depth learning of research process.

# Semester-wise Structure of the MSW Programme

**Table 2.1: Semester 7**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 701 | History and Perspectives of Social Work | Core | 6 |
| 702 | Working with Individuals | Core | 6 |
| 703 (A) | Disaster Management | Elective | 6 |
| 703 (B) | Health Service System in India | Elective | 6 |
| 703 (C) | Livelihoods and Social Entrepreneurship | Elective | 6 |
| 704 | India's Political Structure and Development Experience | Core | 6 |
| 705 | Fieldwork | Core | 6 |

**Table 2.2: Semester 8**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 801 | Dynamics of Human Behaviour | Core | 6 |
| 802 | Working with Groups | Core | 6 |
| 803 (A) | Population and Development | Elective | 6 |
| 803 (B) | Development Paradigms and Caste-based Marginalities | Elective | 6 |
| 803 (C) | Social Exclusion and Inclusion | Elective | 6 |
| 804 | Qualitative Approach to Research | Core | 6 |
| 805 | Fieldwork | Core | 6 |

**Table 2.3: Semester 9**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 901 | Social Policy and Social Planning | Core | 6 |
| 902 | Community Organisation and Development Practice | Core | 6 |
| 903 (A) | Advocacy and Social Movements | Elective | 6 |
| 903 (B) | Peace and Conflict Studies in North-East India | Elective | 6 |
| 903 (C) | Rural Development and Governance | Elective | 6 |
| 904 | Social Work Research and Statistics | Core | 6 |
| 905 | Fieldwork | Core | 6 |

**Table 2.4: Semester 10**

| Course Code | Course Name | Type | Credits |
|---|---|---|---|
| 1001 | Social Legislations | Core | 6 |
| 1002 | Social Welfare Administration – II | Core | 6 |
| 1003 (A) | Feminist Thoughts and Discourses | Elective | 6 |
| 1003 (B) | Urban Community Development | Elective | 6 |
| 1003 (C) | Social Work Practice with Children and Families – II | Elective | 6 |
| 1004 | Tribal Development | Core | 6 |
| 1005 | Fieldwork | Core | 6 |

# Detailed Courses

| | |
|---|---|
| **Course Title** | History and Perspectives of Social Work |
| **Course Code** | 701 |
| **Semester** | 7th |
| **Credits** | 6 |

**Rationale**

As a profession, social work in India has evolved quite distinctly from that in the West with much closer affiliations to the voluntary sector and orientation to issues of national development and social change. Social work practice in India is complex and fraught with several dilemmas and contradictions. Hence it is necessary to give a contextual grounding to the evolution of the practice perspectives; thereby enabling students to locate the profession of social work in India and become practitioners sensitive to this context. The course will examine the historical evolution of the profession as also the ideational and normative basis of the same. Moreover, the analytical and reflective processes that would be inculcated in this course will enable the student to understand the emergence and dynamics of a range of practice perspectives and their relevance to changing macro and micro contexts.

**Objectives**

- To develop an understanding of the historical development of social work as a profession in India and abroad.
- To contextualise professional social work within its philosophical roots and ideologies of social change.
- To understand the diversity in social work practice.
- To engage with the range of social work perspectives that inform practice.
- To develop sensitivity towards social work values and ethics and critically engage in the debates, contradictions and concerns related to social work.
- To envisage the future possibilities for professionalization of social work in India.

**Learning Outcomes**

- Students will be able to track continuities and changes in social work education and practice based on evolving definitions of social work.
- Students will learn to categorize principles of social work profession under the human rights and social justice perspectives.

- Students will learn to critically engage with the evolution and development of social work profession based on different ideological perspectives.
- Students will develop advanced learning with regard to theoretical assumptions underlying social work practice models.
- Students will be able to critically examine the status of social work as a profession and the future strategies for social work to get recognition as a full-fledged profession in India.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Social Work:** Definitions, Principles, Values and Ethics of Social Work Profession. |
| 2. | **Ideological Origins of Social Work Profession:** (i) Western History of Ideologies for Social Change – Medieval Period (Judeo-Christian ideologies, Secular humanism, Protestantism), Modern Period (Rationalism, Welfare, Liberalism, Democracy, Utilitarianism and Social Darwinism, Socialism, Human rights).<br>(ii) Indian History of Ideologies for Social Change: Ancient Period (Vedic Religion, Jainism, Buddhism); Medieval Period (Zoroastrianism, Islam, Bhakti & Sufi Movements, Sikhism); Modern Period (Christianity, Hindu Reform Movements). |
| 3. | **Historical Development of Social Work Profession:** (i) Western History of the Social Work Profession – Organised and Scientific Charity, Beginning of Social Work Education, Settlement House Movement, Development of Social Work Methods.<br>(ii) History of Social Work in India and Overview of the Social Work Profession in India. |
| 4. | **Contextualizing Interventions:** Theoretical perspectives for social work practice; Taxonomy of Social Work Theories: Fixers, Seekers after Meaning, Raisers of Consciousness and Revolutionaries. |
| 5. | **Professionalization of Social Work in the West and in India:** (i) Interpreting Social Work as a Profession based on Structural-Functionalist perspective.<br>(ii) Reinterpreting Social Work as a Profession based on Theory of Social Evolution. |

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| | |
|---|---|
| **Course Title** | Working with Individuals |
| **Course Code** | 702 |
| **Semester** | 7th |
| **Credits** | 6 |

**Rationale**

This is a basic method course of the curriculum. It is about the approaches, tools and techniques of work with individuals and families. It signifies the value base of social work with both individuals and families and the perspectives of this work. It will enable students to acquire knowledge of different intervention models and develop skills to utilize them selectively. It will also help students to develop self-awareness in the process of acquiring professional competence.

**Objectives**

- To understand the case work method and its application in practice
- To equip learners with theoretical knowledge for work with individuals and families
- To develop appropriate attitude and competencies in learners to use the method in practice while working with individual clients and families.
- To equip learners with values and skills necessary for working with individuals and families.

**Learning Outcomes**

- Students will be able to demonstrate familiarity with Casework process, tools and techniques and their application in professional social work practice.

- Students will be able to develop skills of Observation, Listening, Interviewing, Recording, Resource mobilization, Home Visit and Rapport building.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Social Casework:**<br>Social case work: Definitions, scope, philosophical assumptions and casework values; Historical development of Case Work as a Method of Social work; Concepts of adjustment and maladjustment; Defense Mechanisms; Principles of social case work. |
| 2. | **Components and process of social casework:** Components of case work (Perlman's model) - Person- Problem-Place-Process; The process of Case Work—Study, assessment (Diagnosis), intervention (Treatment), evaluation, termination, and follow-up. |
| 3. | **Tools and Techniques of Casework:** Case worker–Client relationship; Casework interview; Home visit; Observation; Listening; and Recording & its types – narrative, process, problem oriented record keeping.<br>Skills, Techniques and Qualities of the Case Worker. |
| 4. | **Theories and Approaches:** Psycho-social approach, Functional approach, Problem solving approach, Crisis Theory, Family intervention, Behavioural modification, Transactional analysis and Holistic approach. Counselling and Psychotherapy, similarities and differences. |
| 5. | **Social Casework in Different Settings:** Case work in educational setting, medical and psychiatric setting, correctional setting, family and child welfare settings, marriage counselling centres and industrial setting. |

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| | |
|---|---|
| **Course Title** | Disaster Management |
| **Course Code** | 703 (A) |
| **Semester** | 7th |
| **Credits** | 6 |

**Rationale**

Disasters worldwide are defining the way economies move forward or suffer from major setbacks. As the line separating natural and man-made disasters become more blurred, it is essential to understand why do disasters occur rather than merely knowing what are they and their characteristics. This course is thus aimed to fulfil this need of looking at disasters in a more comprehensive way wherein not only the roles and responsibilities of decision makers are analysed, but the significance of community members are also emphasised. It is also aimed at helping to understand how intricately disasters, development and health are intertwined. It will also equip the learner with an understanding of the various steps taken towards disaster management.

**Objectives**

- Gain a good familiarity with the key concepts related to disaster management.

- Be familiar with various disasters, their key characteristics and varied impacts.
- Understand the need, significance and process of disaster management.
- Be able to relate disasters with development and public health.
- Be familiar with planning and policy making related to disaster management.

**Learning Outcomes**

- Students will be able to understand the need and significance of disaster management.
- Students will be able to inter-relate how hazards, risks, and vulnerabilities interplay with one another.
- Students will be able to inculcate the need for promoting a community-based approach towards disaster risk reduction.
- Students will be able to integrate how disasters and development are integrated and its impact on public health.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Disasters:** Concepts of Disaster, Hazard, Vulnerability, Risks; Overview of Major disasters in India and the World. |
| 2. | **Disaster Typologies and their Impact:** Classification of disasters and their characteristics; Impacts of disasters on different sections of the population and on different economies. |
| 3. | **Approaches to Disaster Management:** History of disaster management; Stages of disaster Management; Culture of safety, prevention, mitigation and preparedness; Community based disaster risk reduction; Roles and responsibilities of other stakeholders. |
| 4. | **Disasters, Development and Public Health:** Economic development; Environment and climate change; Environmental Impact Assessment (EIA); Impact of development on public health; Disaster medicine. |
| 5. | **Planning for Disaster Management:** Hazard mapping and Vulnerability profile of India; Sensitisation and awareness Creation; Disaster Management Act (2005); Disaster Management Policy (2009); Organizational framework for disaster management in India; Relevance of indigenous knowledge, appropriate technology (IT, ICT, GIS) and local resources; Hyogo Framework for Action. |

**Readings**

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| | |
|---|---|
| **Course Title** | Health Service System in India |
| **Course Code** | 703 (B) |
| **Semester** | 7th |
| **Credits** | 6 |

**Rationale**

Health is an all-encompassing concept and all individuals must equip themselves with a fair understanding about it. Not only will this facilitate in keeping themselves healthy but the larger goal

of a healthy society will appear closer. The course thus orients the learner towards the history of healthcare delivery system in India. It then dwells upon various Government of India policies and programmes. Finally health information management systems are discussed. In the long run, such familiarisation of these core concepts regarding the health service system through education and learning will result in more people seeking access to healthcare services and utilising them too. This will certainly abet the implementation and success of the Government's attempts towards providing health services in India.

**Objectives**

- Understand the health delivery system in India.
- Gain familiarity and understanding of the National Health Policy.
- Have an in-depth knowledge of National Health Programmes and its implementation.
- Be able to develop a critique on the health promotion measures in India.

**Learning Outcomes**

- Students will be able to understand healthcare delivery system in our country.
- Students will be able to analyse National health policies and national health programmes.
- Students will be able to develop a critique of health policies and programmes.
- Students will be able to contribute to health promotion activities.

| Unit | Contents |
|---|---|
| 1. | **Healthcare Delivery in India:** History of development of Healthcare delivery system in India – Reports of different committees – Three tier healthcare delivery system in India. |
| 2. | **National Health Policies (1983, 2002 & 2017):** National Health Policy 2017: Situation analysis – goals and objectives – policy directions – preventive and promotive Health – organization of public healthcare delivery – human resources for health – health financing – regulatory framework – ICT for Health – governance – legal framework. |
| 3. | **National Health Programmes – I:** National Anti-Malaria Programme - Revised National Tuberculosis control Programme - National Leprosy Elimination Programme - National Filaria Control Programme - National Family Welfare Programme - Universal immunization Programme - Reproductive & child health Programme – ICDS. |
| 4. | **National Health Programmes – II:** National Programme for control of blindness - National Cancer control Programme - National water supply & sanitation Programme - National mental health Programme - National AIDS control Programme - National Acute Diarrheal Disease control Programme - National Iodine Deficiency Disorder control |

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|---|---|
| | Programme. |
| 5. | **Health Promotion:** National Health Mission –Ayushman Bharat Yojana – Padhan Mantri Swasthya Suraksha Yojana – National Digital Health Mission – Integrated disease Surveillance Programme (IDSP). |

**Readings**


Bajpai, P.K. (1997). *Social Work perspectives in health.* New Delhi: Rawat Publications.

Birn, A., Pillay, Y. and Holtz, T. H. (2009). *Textbook of International Health: Global Health in a Dynamic World*. USA: Oxford University Press.

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Smith, B. C. (1979). *Community Health: An Epidemiological Approach*. New York: Macmillan.

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Umamani, K. *NRHM at Crossroad*. New Delhi: LAP Lambert Academic Publishing.

| | |
|---|---|
| **Course Title** | Livelihoods and Social Entrepreneurship |
| **Course Code** | 703 (C) |
| **Semester** | 7th |
| **Credits** | 6 |

**Rationale**

This course is intended for the students who have an interest in creating programs and products that have social value for communities, both domestically and in national settings. Entrepreneurship is widely recognized as an important contributor to business development and change agent approach for economic growth in the developing countries. Social entrepreneurship approaches have gained increasing attention in the nonprofit organizations and they have been especially prominent in the establishment of new programs in the developing world. The course will introduce entrepreneurial concepts and processes that collectively encompass an approach to program and product development, with special attention to the creation of social value for disadvantaged groups.

**Objectives**

- To highlight the evolution of micro-finance as a method of poverty eradication.
- To understand the concept of poverty and the efforts of poverty eradication programmes
- To understand the SHG as an instrument of micro-finance practice.
- To know the social enterprises and social entrepreneurship and applicability of these in social work practice.

**Learning Outcomes**

- Students will grasp the concept of microfinance as a bottom-up approach to poverty eradication.
- Students will realize the potential of SHGs for empowerment of women.
- Students will be able to creatively design intervention strategies to motivate youth and women in communities to utilize opportunities for social entrepreneurship created by state and non-state actors.

| Unit | Contents |
|---|---|
| 1. | **Micro-finance and Poverty Eradication:** Concept of livelihood, Micro-finance: Concept and Characteristics, Micro-finance as a method of poverty eradication Programmes, Micro-finance in North-east India, administrative process of Micro-finances. Millennium |

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| | Development Goals (MDGs) and Poverty. |
| 2. | **SHGs, Micro-finance and Local self-Government**: SHGs: Concepts and Historical development, SHGs and Micro-finance, Women SHGs, SHGs as a method of Women Empowerment and Rural Development in India; Microfinance and livelihood, Micro-finance promotion: Urban and Rural Local-self-governments roles and responsibilities. |
| 3. | **An Introduction to Social Entrepreneurship:** Concept (NBFCs/NGO-MFI/SHGs/JLGs model) – Roles and regulations, Mechanism of Bank linkage with Micro Finance – Approach & Strategies**,** concept of Entrepreneurs, entrepreneurship and types of Entrepreneurs, Problems and role of Bank. Concept, types and Purpose of Social Entrepreneurship: Social Enterprises and Social Value Creation. |
| 4. | **Theories, Models and Approaches of Social Entrepreneurship:** Theories in Social Entrepreneurship; Social Enterprise Models; Livelihood assessment and approaches; Success stories (MYRADA& Grameen Bank). |
| 5. | **Micro-finance and Social Work Intervention:** Problems of Micro-finance and SHGs, Role of NGOs, research on micro-finance and strategies of social work intervention for the promotion of micro-finance. |

**Readings**


George, N.D. (2008). Micro-finance: Issues and Strategies. *Yojana*, 52(1), 41–43.

Ghosh, B.N. and Dutta, S. (2008). *Women Speak*. New Delhi: Mittal Publications.

Gurumoorthy, T.R. (2000). Self-Help Groups Empower Rural Women. *Kurukshetra*, 48(5), 10–13.

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Karmakar, K. G. (1999). *Rural Credit and Self-help Groups: Micro-finance Needs and Concepts in Indi*a. New Delhi: Sage Publications.

Kour, A. (2008). Self-help Group (SHG) and Rural Development. *Kurukshetra*, 57(2), 25–30.

Mandal, A. (2005). Swarnjayanti Gram Swarozgar Yojana and Self-Helf Group: An Assessment. *Kurukshetra*, 53(3), 4–10.

MYDARA. (2002). *Impact of Self-helf Groups on the social Empowerment Status of Women Members I Southern India*. New Delhi: MYRADA.

Selvi, P. T. and Krishna, R. (2004). Role Performance of SHG Leaders. *Social Welfare*, 50(10), 36–39.

Tyagi, S. (2008). Strategic Model foe Effective Functioning of SHG. *Kurukshetra*, 57(2), 17–19.

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|---|---|
| **Course Title** | India's Political Structure and Development Experience |
| **Course Code** | 704 |
| **Semester** | 7th |
| **Credits** | 6 |

**Rationale**

Poverty has many dimensions of deprivation and denial – social, political, economic, psychological. In India a large proportion of the population are subject to high morbidity and mortality, poor access to even minimal health care, lack of access to clean water and sanitation, inadequate housing, lack of education, social exclusion, etc. along with forced migrations and dispossession. Poverty, deprivation and exclusion of several communities therefore heighten struggles for survival and a decent quality of life. Therefore, understanding of poverty, poverty estimates and poverty reduction are extremely vexed political processes. Thus this course tries to build a strong grounding in India's political structure and development experience with a unit focussed on the concept of poverty and inequality.

**Objectives**

- To understand the birth and development of political nationalism through the lens of three prominent political thinkers of modern India.
- To develop an understanding of the Indian Constitution.
- To get acquainted with the trajectory of democracy in India.
- To deeply understand the concept of poverty.
- To understand the economic trajectory of India's development experience.

**Learning Outcomes**

- Students will develop an understanding of the idea of India and the idea of Nation as visualized by the founding personalities of the republic.
- Students will get exposed to the functioning of Democracy and Federal political structure in India.
- Students will develop a good understanding of the trajectory of economic development in India and the impact of Political Economy on development.
- Students are also expected to gain knowledge and critical understanding of the impact of globalization broadly on the Development of Indian Economy and the Social Development of India.

| Unit | Contents |
|---|---|
| 1. | **The making of the idea of India:** Idea of India; India as a nation of diversity; The ideas of |

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| | Gandhi, Nehru and Ambedkar underlying the idea of village and nation. |
| 2. | **Democracy and Institutions in India:** Evolution of electoral democracy; The rise and fall of single party dominance; The Emergency experience; Federalism and Federal Political Structure; The rise of regional parties; The birth of coalition politics. |
| 3. | **Poverty and Inequality:** Concepts and Debates; Poverty estimates and Poverty lines, Problem of Inequality |
| 4. | **Trajectory of Economic Development in India:** Indian Economy in the Colonial Period; Agriculture and Rural Development: From Land Reforms to Green Revolution; Industrial Growth in India |
| 5. | **Post- Reform India:** Post-Reform India – Poverty, and Rural Development; Agriculture, Industrialisation and services – Problems and Prospects |

**Readings**


Brass, P. R. (1994). *The Politics of India Since Independence*. Cambridge: University Press.

Dantwala, M. L. (1986) *Indian Agricultural Development since Independence.* New Delhi.

Deaton, A. and Dre`ze, J. (2002). Poverty and Inequality in India: A Re-Examination. *Economic and Political Weekly*, 37(36), 3729–3748.

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Jannuzi, F. T. (1994). *India's Persistent Dilemma: The Political Economy of Agrarian Reform*. New Delhi: Orient Longman.

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Jayal, N.G. and Pai S. (2001). *Democratic Governance in India: Challenges to Poverty, Development and Identity*. London: Sage Publications.

Kohli, A. (1987). *State and Poverty in India*. Cambridge, UK: Cambridge University Press

Kohli, A. (2001). *The Success of India's Democracy*. UK: Cambridge University Press.

Reddy, D. N. and Mishra, S. (Ed.). (2009) *Agrarian Crisis in India*. New Delhi: Oxford University Press.

Samuelson, P. A. and Nordhaus, W. D. (2010). *Economics*. New Delhi: Tata McGraw Hill Publication.

Sen, A., and Himanshu. (2004). Poverty and Inequality in India 1. *Economic and Political Weekly*, 39 (38), 4247–4263.

Sengupta, A., Kannan, K. P. and Raveendran, G. (2009). India's Common People: Who Are They, How Many Are They and How Do They Live? *Economic and Political Weekly*, 43(11), 15–21.

Sharma, S. K. and Sharma, U. (2010). *Indian Political Thought*. New Delhi: Atlantic Publishers.

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|---|---|
| **Course Title** | Dynamics of Human Behaviour |
| **Course Code** | 801 |
| **Semester** | 8th |
| **Credits** | 6 |

**Rationale**

This course is designed to provide the students with the opportunity to understand the concepts of human mind and behaviour. The theoretical inputs will enhance the learners understanding on factors contributing to development of personality. It also provides an understanding of psychological disorders and its impact on society. This course will help the learner to aware with the concept of psychotherapy and counseling and its relevance to Social work practice. It will also assist students in developing counselling skills and its application in real life situation.

**Objectives**

- To understand human mind and behaviour.
- To gain insight in to the concept, traits and theoretical under-pinning's of personality.
- To understand the perspective of abnormality and psychological disorder.

- To develop holistic understanding of Psychotherapy and its relevance to Social Work practice.
- To acquire knowledge of processes and techniques of counselling.

**Learning Outcomes**

- Students will be able to understand various dimensions of assessing social functioning and human behaviour.
- Students will be able to understand the determinants, types and theories of personality.
- Students will be able to acquire an in-depth understanding of life span approach to human development.
- Students will be able to distinguish various psychological disorders.
- Students will be able to use psychotherapies as a helping process.

| Unit | Contents |
|---|---|
| 1. | **Dimensions of Assessing Social Functioning:** Human Behaviour and Social environment – Biophysical – Psychological - Social |
| 2. | **Personality:** Concept and Definition – Theories of Personality: Trait theories; Psychodynamic theories; Behavioural theories and Humanistic theories of personality development. |
| 3 | **Life Span Approach to Human Development:** Preconception, Conception and Post National Situations – Infancy and Babyhood – Childhood - Puberty - Adolescence – Adulthood – Middle Age – Old Age |
| 4. | **Psychological Disorders:** Normality and abnormality; Concept of psychological disorder; Classification of disorders (DSM); Psychotic disorders; Mood disorders; Anxiety based disorders; Somatoform disorders; Dissociative disorders; Personality disorders; Sexual and gender identity disorders; Substance related disorders. |
| 5. | **Psychotherapy and Counselling:** Psychoanalysis; Existential Therapy; Gestalt Therapy; Behaviour Therapy; Rational Emotive Behaviour Therapy; Cognitive Therapy; Family Therapy. |

**Readings**


Morgan and King. (1993). *Introduction to Psychology.* New Delhi: Tata McGraw Hill- Edition.

Mangal, S. K. (2007). *General Psychology.* New Delhi. Prentice – Hall of India Private Limited.

Colman, J. C. and William, B. E. (1972). *Abnormal Psychology and Modern life.* India: D. B. Taraporevala Sons and Co. Pvt. Ltd.

Gardner, M. (1964). *An Introduction to Psychology*. Calcutta: Oxford and IBH Publishing Co.

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Dev, I. (1983). *The Basic Essentials of Counselling.* New Delhi: Sterling Publishers.

Palmer, S. (2004). *Introduction to Counselling and Therapy: The Essential Guide*. New Delhi: Sage Publications.

Munn, N. (1962). *Introduction to Psychology*. Boston: Houghton Mifflin Company.

Gilbreth, L. M. (2007). *The Psychology Management*. New Delhi: Intellectual Book Bureau.

Shariff, I. (2006). *Personality Development and Social Work*. Jaipur: Raj Publishing House.

Street, E. (1994). *Counselling for Family Problems*. London: Sage Publications.

Barnes, G. (2004). *Family Therapy in Changing Times*. New York: Palgrave Macmillan.

Atkinson, J. (1966). *An Introduction to Motivation.* New York: D.Van Nostrand Co.Inc.

Bee, H. L. and Mitchell, S. K. (1984). *The Developing Person: A Lifespan Approach.* New York: Harper and Row Publishers.

Berry, J. W., Mishra R. C. and Tripathi, R. C. (2003). *Psychology in Human and Social Development.* London: Sage Publications.

Bhattacharya, S. (1972). *Psychometrics and Behavioral Research*. New Delhi: Sterling (P) Ltd.

Bischof, L. J. (1970). *Interpreting Personality Theories.* New York: Harper International.

Norman, C. (1969). *Personality Development and Psychopathology*. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

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|---|---|
| **Course Title** | Working with Groups |
| **Course Code** | 802 |
| **Semester** | 8th |
| **Credits** | 6 |

**Rationale**

This course aims at understanding of Group Work as a method and its contributions as a method of social work intervention. It will gain knowledge about various dimensions of group processes and dynamics, stages of development and models of interventions. It further helps in developing skills for interventions. It develops competencies for working with groups in diverse settings.

**Objectives**

- Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention,
- Gain knowledge about group formation and the use of a variety of group approaches.
- Develop understanding of concepts, dynamics, stages of development
- Identify the various situations and applications of different theories into social group work practice at different settings.

**Learning Outcomes**

- Students will be able to understand Group Work as a method of Social Work in social work intervention.
- Students will be able to understand concepts of group, group dynamics, stages of group development.
- Students will develop different skills and techniques of group work and competency for working with groups in diverse settings.

| Unit | Contents |
|---|---|
| 1. | **Understanding Social Groups and Social Group Work:** Definitions of group and its characteristics, Classification of groups; History of Group Work; Characteristics of Social Group Work – Purpose of Social Group Work; Models of group work practice. |
| 2. | **Initial Phase in Group work process:** Identification of problems for group work; Initial Phase: Characteristics of initial phase; Group Processes and Group Dynamics: group processes, Group Dynamics–Relationships, Communication, Bond, sub-groups, role, Leadership - Theories of leadership, Conflict, Isolation. |
| 3. | **Middle Phase and Use of Programme and programme media:** Characteristics of middle phase; Concept and principles of Program planning; programme media- importance of programme media in group work process; Skills of group worker. |
| 4. | **Termination Phase and Recordings in Group work:** Characteristics of termination phase, evaluation-Importance of evaluation. Recordings in Group work: Importance and principles of recording in social group work, steps of Group Work recording. |
| 5. | **Application of different theories of Group Work in different settings:** Gestalt therapy, Transactional Analysis, T-group; Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings. |

**Readings**


Alissi, A.S. (Ed.). (1980). *Perspectives on Group Work Practice*. New York: Macmillan.

Balgopal, P. R. and Vassil, T. V. (1983). *Groups in Social Work - An Ecological Perspective*. New York: Macmillan Publishing Co. Inc.

Brandler,S. and Roman, C.P. (1999). *Group Work Skills and Strategies for Effective Interventions*. New York: The Haworth Press.

Corey, G. (1997). *Groups: Process and Practice. Pacific Grove*. CA: Brooks/Cole Publishing.

Douglas, T. (1978). *Basic Group Work*. London: Tavistock.

Garland, J. A. (Ed.). (1992) *Group Work Reaching Out: People, Places and Power*. New York: The Haworth Press.

Garwin, C. (1987). *Contemporary Group Work*. New York: Prentice Hall Inc.

Helen, N. and Kurland. R. (2001). *Social Work with Groups* (3rd ed.). New York: Columbia University Press.

Henry, S. (1992). *Group Skills in Social Work* (Second Edition). CA: Pacific Grove.

Kemp, C. G. (1970). *Perspectives on the Group Process*. Boston: Houghton Miffiin C.

Klein, A. F. (1970). *Social Work through Group Process: School of Social Welfare*. Albany: State University of New York.

Konopka, G. (1963). *Social Group Work: A Helping Process*. Englewood Cliff, NJ: Prentice Hall Inc.

Milson, F. (1973). *An Introduction to Group Work Skills*. London: Routledge and Kegan Paul.

Northen, H. (1969). *Social Work with Groups*. New York: Columbia University Press.

Pepell, C. P. and Rothman, B. (Nd). *Social Work with Groups*. New York: The Haworth Press.

Siddiqui, H. Y. (2008). *Group Work: Theories and Practices: India, Pakistan, Bangladesh & Sri Lanka*. Jaipur: Rawat Publications.

Sundel, M., Glasser, Sarri, R., and Vinter, R. (1985). *Individual Change through Small Groups*. New York: The Free Press.

Toseland, R. W. and Rivas, R. (1984). *An Introduction to Group Work Practice*. New York: McMillian.

Trecker, H. B. (1972). *Social Group Work: Principles and Practices*. New York: Association Press.

Wilson, G. and Ryland, G. (1949). *Social Group Work Practice*. Cambridge, MA: Houghton Mifflin.

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|---|---|
| **Course Title** | Population and Development |
| **Course Code** | 803 (A) |
| **Semester** | 8th |
| **Credits** | 6 |

**Rationale**

Demographic information is vital towards understanding a population and its robustness. This course is aimed at orienting the learners towards this essence and the ways as well as sources of doing it. The Malthusian theory which equated population growth to a ticking time bomb is sought to be

demystified. Its relevance and /or significance today will also be dealt with. Policy measures as well as the major concepts that will facilitate a fair understanding of human development using various population parameters as indices will also be introduced. The course thus will equip the learner with an ability to draw associations and correlations between population and development.

**Objectives**

- Understand why demographic data is essential to understand an economy.
- Draw inter-relationships between demography and development.
- Understand the need and significance of effective population policies and their implementation.
- Familiarise them with the human development indices.

**Learning Outcomes**

- Students will be able to understand concepts of population, demography and development of a country.
- Students will be able to gain insight of demographic transition, policies and human development.
- Students can understand human poverty, social development, sustainable development and its relevance with social work practice.

| Unit | Contents |
|---|---|
| 1. | **Population and Development:** Concepts - Difference and similarities between Demography and Population Sciences - Methods of Demographic Data Collection: Primary and Secondary sources of data collection (census, vital statistics, sample survey, dual reporting system – SRS, Data from national health program/disease surveillance, hospital statistics, police records, remand homes etc.). |
| 2. | **Population Composition:** Sex composition, Age structure Population pyramids - Demographic transition (Fertility and fertility control; Mortality). Demographic dividend (Concept, scope and applications). Migration (types, factors & consequences). |
| 3. | **Population and Development Debate:** Theory of Thomas Malthus – Population Bomb – The Ultimate Resource. |
| 4. | **Population Policy (2002):** Objectives, Strategies, legislation, public support, commissions, funding, motivational and promotional measures. |
| 5. | **Human Development:** Concepts of development and measures: limitations of per capita income as an indicator of development; emphasis on equality, Lorenz curve and Gini coefficient; towards human centered development-welfare approach, investment in human |

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| | capital approach, physical quality of life index (PQLI); human development index (HDI), gender development index (GDI), Concepts and Measures of Poverty, human poverty index (HPI); concept of sustainable development; concepts of social development, social capital and social change.<br>. |

**Readings**


Agarwala, S. N. (1972). *India's Population Problem*. Bombay: Tata McGraw Hill Co.

Agnihotri, S. B. (2000). *Sex ratio in Indian Population: A Fresh Exploration*. New Delhi: Sage

Bogue, D. J. (1971). *Principles of Demography*. New York: John Wiley.

Bose, A. (1996). *India's Basic Demographic Statistics*. New Delhi: B. R. Publishing Corporation.

Chenery, H. and Srinivasan, T. N. (Eds.). (1989). *Hand Book of Development Economics* (Vol. 1 and 2). Amsterdam: Elsevier.

Choubey, P. K. (2000). *Population Policy in India*. New Delhi: Kanishka Publications.

Coale, A. J. and Hoover. E. M. (1958). *Population Growth and Economic Development in Low Income Countries : A Case Study of India's Prospects*. Princeton: Princeton University Press.

Gulati, S. C. (1988). *Fertility in India : An Econometric Study of a Metropolis*. New Delhi: Sage.

Simon, J. L. (1992). *Population and Development in Poor Countries*. Princeton: Princeton University Press.

Srinivasan, K. (1998). *Basic Demographic Techniques and Applications*. New Delhi: Sage.

Srinivasan, K. and Shariff, A. (1998). *India: Towards Population and Demographic Goals*. New Delhi: Oxford University Press.

Sryrock, H. et. al. (1973). *The Methods and Materials of Demography*. Washington, D. C.: US Department of Commence.

United Nations. (1973). *The Determinants and Consequences of Population Trends* (Vol. 1). New York: UNO Publications.

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|---|---|
| **Course Title** | Development Paradigms and Caste-based Marginalities |
| **Course Code** | 803 (B) |
| **Semester** | 8th |
| **Credits** | 6 |

**Rationale**

Caste is a social institution that sets Indian sub-continent apart from the world. Caste has also been at the centre of debates about politics, history, identity, inequality and justice in India. This course will introduce participants to caste and its roles in socio-political, cultural and economic spheres of India. The students would be encouraged to engage with the cultural content and debates surrounding meanings and practice of caste. Some of the key questions that, the course will engage with include: What is caste? Is caste the defining feature of Hindu Religion? Is caste rigid or fluid? Is it hierarchy or identity? How was caste codified in pre-colonial, colonial and postcolonial period? How does caste intersect and influence the state and civil society in present times? Thus, the course will cover key developments in the political and cultural roles of caste.

**Objectives**

- To understand the socio-cultural, political and economic dynamism of caste.
- To introduce the participants to caste, its varied roles in politics of India.
- To understand the intertwined nature of caste and state policies in India.
- To engage analytically and critically with caste in theoretical and social practice.

**Learning Outcomes**

- The students will get familiarisation of the socio-cultural, political and economic dimension of caste in Indian context with historical perspective.
- The students will see grasp the intersections of caste and class in Indian context.
- This course will give an updated information on the Dalit politics and Resistance, Public policy.
- The students will be able to understand the various aspects and dimension of Social Work intervention mechanisms at various levels.

| Unit | Contents |
|---|---|
| 1. | An Introduction to Caste: Colonial Anthropology and Caste; Caste – Identity or Hierarchy? Social Stratification |

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| 2. | Caste and Hinduism; Caste amongst non- Hindus (Muslims, Christians and Buddhists); Public policy/reservations and the making of OBCs. |
| 3. | Caste, Class, State and Civil Society in post-colonial India; Social mobility. |
| 4. | Untouchability, Dalit politics and Resistance, Public policy: Dalits as Political Minority; |
| 5. | Caste-based Discrimination and Macro Social Work Practice |

**Readings**


Bayly, S. (1999). *Caste, Society, and Politics in India from the Eighteenth Century to the Modern Age* (Vol. 3). Cambridge: Cambridge University Press.

Beteille, A. (1965). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. Berkley: University of California Press.

Burra, N. (1996). Buddhism Conversion and Identity: A Case Study of Village Mahars In Caste: Its Twentieth Century Avatar. New Delhi: Viking.

Clark-DecÃ¨s, I. (2006). How Dalits Have Changed the Mood at Hindu Funerals: A View from South India. *International Journal of Hindu Studies* 10 (3), 257–269.

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Dirks, N. B. (2001). *Castes of Mind: Colonialism and the Making of Modern India*. Princeton and London: Princeton University Press.

Dumont, L. (1980). *Homo hierarchicus*. Chicago: University of Chicago Press.

Fuller, C. J. (1979). Gods, Priests and Purity: On the Relation Between Hinduism and the Caste System. *Man* 14 (3), 459–476.

Ghurye, G. S. (1957). *Caste and Class in India.* Bombay: Popular Book Depot.

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Gupta, D. (2000). *Interrogating Caste: Understanding Hierarchy and Difference in India*. New Delhi: Penguin Books.

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Srinivas, M.N. (1980). *India: Social Structure*. Delhi: Hindustan Publishing House.

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|---|---|
| **Course Title** | Social Exclusion and Inclusion |
| **Course Code** | 803 (C) |
| **Semester** | 8th |
| **Credits** | 6 |

**Rationale**

Unequal social structure of Indian society has led to social exclusion and marginalization of large majority of our population . This course will be dealing with issues concerning, Dalits , tribes and minorities in an integrated way. This course aims at generating academic debates and discussions formulating them in a non-partisan and plural manner within a framework of egalitarian social solidarity as an ideal .In terms of rights based approach to the problem, the entitlements of both the caste oppressed and community excluded are seen as an extension and elaboration of the concepts of Human rights, social development, distributive democracy and protective discrimination which are also integral to the discipline of social work.

**Objectives**

- To understand the concept of social exclusion and inclusion.
- To develop an understanding of institutions and processes which lead to social exclusion.
- To gain knowledge about measures and strategies which promote social inclusion.

**Learning Outcomes**

- Students will develop a critical understanding of the concept and theories of Social Exclusion and Inclusion.
- Students will get oriented with the causes of Social Exclusion in India and groups impacted by it.

- Students will get exposed to inclusive policies in India and the idea of positive discrimination.
- Course would expand the knowledge of students about the role of National and International institutions and NGOs in Promoting Social Inclusion.

| Unit | Contents |
|---|---|
| 1. | **Concept and approaches of social exclusion:** Social exclusion – concept; Theories of Social exclusion –Marxist, Human rights approach, capability approach; current debates on social exclusion. |
| 2. | **Social exclusion in India:** Contextualising social exclusion-Indian context; Social, Economic and political issues of social exclusion; Dalits, tribals and minorities and social exclusion; Assertion, Political mobilization and conflict. |
| 3. | **Inclusive policies in India:** .The philosophy and manifestation-Affirmative action; Positive discrimination, Reservation – Politics and discourse of reservation in India; Reservation in private sector. |
| 4. | **Marginalised groups and constitutional processes:** Provisions for Scheduled castes, Scheduled tribes and other backward classes; Provisions for minorities; Tribal sub plan; Impact of reservation on Social processes; Impact of reservation on political processes; Human rights of the marginalized. |
| 5. | **Inclusive processes and institutional arrangement:** Indicators of inclusion-Human development index; UN declaration on the rights of persons belonging to minorities; National and state commissions for minorities; National commission for Scheduled Caste and Scheduled Tribe; Role of NGOs and media. |

**Readings**

Abrams, D. (Ed.). (2004). *Social Psychology of Inclusion and Exclusion,* New York: Psychology Press.

Atkinson, A. B. (1998). Social Exclusion, Poverty and Unemployment. In J. Hills (Ed.). *Exclusion, Employment and Opportunity*. London: Centre for Analysis of Social Exclusion (CASE), London School of Economics.

Barry, B. (1998). *Social Exclusion, Social Isolation and Distribution of Income*. London: Centre for Analysis of Social Exclusion, London School of Economics.

Bhalla, A. and Lapeyre, F. (1997). Social Exclusion: Towards an Analytical and Operational Framework. *Development and Change*, 28, 413–433.

Breman, J. (2008). *The Jan Breman Omnibus*. New Delhi: Oxford University Press.

Bryne, D. (2006). *Social Exclusion*. London: Open University Press.

Shah, G. et al. (Eds.). (2006). *Rural Untouchability in India*. New Delhi: Sage.

Thorat, S. and Umakant (Eds.). (2004). *Caste, Race and Discrimination – Discourses in International Context*. Jaipur and New Delhi: Rawat Publications.

World Bank. (2007). *Addressing Inequality Traps*. Washington DC.

| | |
|---|---|
| **Course Title** | Qualitative Approach to Research |
| **Course Code** | 804 |
| **Semester** | 8th |
| **Credits** | 6 |

**Rationale**

In the contemporary times, social research has emerged as an important method complementing other methods of social work practice. It enables the social workers to develop a deep and informed understanding of the social realities and problems that they encounter in their practice. Complementing the statistical and analytical approach of Quantitative Research, this course intends to equip the students with the subjective lens of interpreting and understanding social reality. Thus, this course encapsulates different approaches to qualitative research along with developing some research writing skills. In addition, the course will also introduce students to the idea of Triangulation in social research.

**Objectives**

- To introduce the broad assumptions about nature of social reality and nature of knowledge underlying qualitative research.
- To provide an overview of different approaches to qualitative inquiry about social phenomenon.
- To understand the designing of qualitative research, develop skills for collecting qualitative data, and understand the analysis and interpretation of qualitative data.

- To address issues related to credibility and reliability of findings obtained through qualitative research.
- To introduce the idea of Triangulation in social research.
- To develop writing skills for reporting research findings.

**Learning Outcomes**

- Students will get oriented with theoretical framework, logic of inquiry and methodology that underpin the canonical and non-canonical traditions in social research.
- Students will develop in-depth understanding of different approaches to qualitative research.
- Students will develop in-depth understanding of different methods, analytical and interpretation procedures, and reporting skills of qualitative research methodology.
- Students will learn procedures to enhance the credibility of qualitative research findings.

| Unit | Contents |
|---|---|
| 1. | **Introduction:** Highlighting the difference between two broad approaches of social research – (i) assumptions about the nature of reality, (ii) assumptions about the nature of knowledge, (iii) logic of procedure, and (iv) research methods; Difference between drawing generalizations and developing an understanding of the phenomenon under study. |
| 2. | **Approaches to Qualitative Research:** Verstehen; Ethnography; Phenomenology; Ethnomethodology, Grounded Theory |
| 3. | **Qualitative Research Design, Data and Analysis:** Nature of Qualitative Data; Constructing Qualitative Research Design (including theoretical and purposive sampling); Fieldwork in Qualitative Research including use of different methods and tools; Qualitative Data Analysis: Thematic data analysis and use of matrices; Data in the form of text, transcribing and cleaning and coding textual data, Analysing textual data – discourse analysis, conversation analysis. |
| 4. | **Quality and Credibility of Qualitative Research Data:** Dependability and trustworthiness of data; Triangulation; Constant Comparison Method; Community audit and data transparency; Computer assisted analysis of qualitative data. |
| 5. | **Data dissemination and Writing Skills:** Reporting research findings to the wider audience. |

**Readings:**

Bailey, K. D. (1982). *Research in Social Work.* New York: The Free Press.

Black, J. A. and Champion, D. J. (1976). *Methods and Issues in Social Research*. New York: John Wiley.

Bryant, A. and Charmaz, K. (Eds.). (2007). *The Sage Handbook of Grounded Theory*. Los Angeles: Sage.

Bryman, A. (2004).*Quantity and Quality in Social Research*. New York: Routledge.

Burns, R. B. (2000). *Introduction to Research Methods*. New Delhi: Sage Publications.

Cresswell, J. W. (2003).*Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. New Delhi: Sage.

Denzin, N. and Lincoln, Y. (Eds.). (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.

Neuman, W. L. (2011). *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Pearson Education.

Srinivas, M. N., Shah, A. M. and Ramaswamy, E. A. (Eds.). (1979). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*. Delhi: Oxford University Press.

Taylor, G. R. (2000). *Integrating Quantitative and Qualitative Methods in Research*. Maryland: University Press of America.

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|---|---|
| **Course Title** | Social Policy and Social Planning |
| **Course Code** | 901 |
| **Semester** | 9th |
| **Credits** | 6 |

**Rationale**

Social Policy can be represented as being concerned with well-being in general but in particular it is concerned with people who lack well-being- people with particular needs- like poverty, poor housing, mental illness and disability. Social Policy provides a guideline and it is the planning, particularly social planning who makes the execution plan for development in accordance with the social policy. Therefore, the paper is prepared to provide knowledge to the students in the area of welfare, and how the policy has been framed and the planning process goes on to cater the services to the nation.

**Objectives**

- To provide a conceptual and theoretical understanding of Social Policy.
- To facilitate students' understanding of the various issues of Social Policy formulation and implementation.
- To orient students on the concept, nature and mechanism of planning.
- To develop understanding of the planning process in India.
- To develop a critical understanding of the role of the social worker in relation to social policy and social planning.

**Learning Outcomes**

- Students will develop an understanding of nature of social policy in the cultural, social, political and economic context.
- Students will acquire knowledge of policy analysis and policy formulation processes.
- Students will develop critical awareness of the concepts and debates around social policy and planning.

| Unit | Contents |
|---|---|
| 1. | **Social Welfare & Social Policy: Conceptual foundations:** concept of Social Welfare & Welfare State, Models of Social welfare, Concept of social policy and social welfare policy, Philosophy of social Policy, social policy and economic policy, Indian Constitution as source of social policy. |
| 2. | **Issues and Sources:** Issues in social policy, Values of Social Policy, Need Analysis: Distributive Justice, globalisation and social policy, Policy Cycle. |
| 3. | **Social Planning:** Concepts of Planning: Social and economic Planning, Aims of Social Planning, Process of Social Planning and Five Year Planning in process India, integration of social policy with planning and administration. |
| 4. | **Social Planning- Techniques & Types:**, Types of plans for social welfare- Long-term, Short-term, Ad-hoc, Planning at various levels- National, State, Local level for social welfare, Agencies for Planning – National Development Council, National Institute of Transforming India (NITI). |
| 5. | **Role of Social Worker & NGOs:** Involvement of Professional Social Work in relation to Social Policy and Planning in India- as educator, researcher, policy maker, coordinator and administrator, Role of National and International NGOs |

**Readings**

Spicker, P. (2008). *Social Policy: Themes and Perspectives.* UK: Policy Press / Jaipur: Rawat Publications

Gore, M.S. (2003). *Social Development*. Jaipur: Rawat Publications

Jacob, K. (1997). *Social Policy in India*. Jaipur: Rawat Publications

Ramanathan, C.S. and Dutta, S. (2014). *Governance, Development, and Social Work*. USA: Routledge / Jaipur: Rawat Publications.

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|---|---|
| **Course Title** | Community Organization and Development Practice |
| **Course Code** | 902 |
| **Semester** | 9th |
| **Credits** | 6 |

**Rationale**

With the advent of modernization, the experience of community life and expressions of community relations have undergone change. However, the relevance of community in the larger discourses on nationalism, citizenship, democracy and development has assumed much significance in contemporary times. While the inclusive nature of communities has weakened, the frames of identities are securing marked prominence in defining experiences of the people. The course would include theoretical perspectives on the idea of the community and consequently emerging model of community organization and development. The attempt would be to deconstruct and critique conventional notions of community. In addition, the ideas of contemporary relevance in community work such as citizenship and civil society would be discussed in the course.

**Objectives**

- To recapitulate the concept of community and the concept of community organization as a method of social work practice.
- To understand the experience of communities and discuss the contours of tensions in contemporary communities at local, national and global level.
- To develop critical awareness of students' own experiences of communities, link them to experiences of CO processes in the field and to generate awareness of challenges and dilemmas of CO practice.

- To understand different strategies and models of community organization and development practice with a specific focus on rural and tribal communities.
- To holistically understand the role of a community worker.

**Learning Outcomes**

- Students will be able to bring in community identity as a frame of analysis to understand the complexities of organizing and community practice with reference to issues of vulnerability, marginalization, citizenship and civil society.
- Students will be able to develop critical awareness of their own experiences of communities, link them to experiences of community organization processes in the field and generate awareness of challenges and dilemmas of community practice.
- Students will develop the ability to engage in community organization as a field of practice with an appreciation of the value of community.

| Unit | Contents |
|---|---|
| 1. | Introduction: Community – Concepts and definitions, types, functions. Community Organization: Definitions, Principles and Process. |
| 2. | Concepts of Community Identity, Citizenship and Civil Society: Local and Global |
| 3. | Approaches, Strategies of Community Organization and Models of Community Development. |
| 4. | Community Work in Urban, Rural and Tribal Settings: An overview |
| 5. | Role of a Community Worker: Guide, enabler, therapist, researcher, analyst, project manager, organizer and activist; Recording in community work, current trends in community work. |

**Readings**

Andharia, J. (2009). Critical Explorations of Community Organization in India. *Community Development Journal*, 44 (3), 276–290.

Bauman, Z. (2004). *Identity*. Cambridge: Polity Press.

Beteille, A. (1999). Citizenship, State and Civil Society. *Economic and Political Weekly*, 34(36), 2588–2591.

Bhargava R. and Reifeld, H. (Eds.). (2005). *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions.* New Delhi: Sage.

Chacko, M. P. (Ed.). (2005). *Tribal communities and Social Change.* New Delhi: Sage Publications.

Gaiha, R. and Kulkarni, V. (2002). Panchayats, Communities, and the Rural Poor in India. *Journal of Asian and African Studies*. http://jas.sagepub.com/cgi/content/abstract/37/2/38

Isin, E. F. and Wood, P. K. (1999). *Citizenship and Identity*. London: Sage.

Mills, C.W. (1959). *The Sociological Imagination*. London: Oxford University Press.

Nash, M. et al. (2005). *Social Work Theories in Action*. London: JKP.

Rothman, J. (Ed.). (1999). *Reflections on Community Organization: Enduring Themes and Critical Issues*. Itasca, IL: F.E. Peacock.

Sen, A. (2008). *The Idea of Justice*. New Delhi: Penguin.

Waters, M. (2001). *Globalization*. Special Indian Edition: Routledge.

Weil, M. (Ed.). (2005). *Handbook of Community Practice.* Thousand Oaks, California: Sage.

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|---|---|
| **Course Title** | Advocacy and Social Movements |
| **Course Code** | 903 (A) |
| **Semester** | 9th |
| **Credits** | 6 |

**Rationale**

Social work practice in India is complex and loaded with several dilemmas and contradictions. Hence it is necessary to give a contextual grounding to the evolution of the various movements from global to local; thereby enabling students to locate the profession of social work in the social movements and advocacy. Understanding the roots of social movements will pave a way towards contextualise the emerging social movements in Indian context in relation to the macro realities.

**Objectives**

- Understand the concepts and context of Social Movements and Social Action.
- Develop understanding and analyzing issues in a broader context in order to respond to critical Social realities.

- Developing a strong perspective and skill to engage themselves in struggles, protests and movements.
- Acquire Knowledge on the Concepts, Processes and Techniques of Social Advocacy.
- To contextualise the social movements and advocacy initiatives.

**Learning Outcomes**

- Students will be able understand the basics of Advocacy and Social Movements like Rights based approach, Network building, Lobbying, Campaigning, Coalition
- Students will get an insight about several Movements like Tribal Movements, Bhakti Movements, Dalit Movements, Peasant Movements, and Women's Movements.
- Students will develop their knowledge in promoting social justice as change agents in the society.
- At the end of the course students will be able to address the issues related to various policies of the Governments in the community through the application of theories and practice of Social Advocacy and Social Movements.

| Unit | Contents |
|---|---|
| 1. | **Understanding Advocacy and Social Movements:** Concept of advocacy, Advocacy as a tool for Social Change; Types of Advocacy, Advocacy and Rights Based Approach, Strategy for advocacy; Campaigning; Lobbying, Coalition and Network building; Social Movement Concept, Meaning and Definitions. Theories of Social Movements. |
| 2 | **Pre-Requisites for Social advocacy:** Democratic System, Information gathering, Budget analysis, Policy Analysis, Leadership, Credibility of the Organisation, Identification of various actors (Supporters, Opponents, Fence Seaters, Decision Makers) Campaign planning. |
| 3 | **Advocacy Strategies:** Selection of Policy Issues, Communication Strategies, Use of Media, Coalition and Network Building, Negotiations, Education, Litigation, Confrontation, Mobilisation of people. |
| 4 | **Approaches for Social Action and Social Movements:** Social Movements in India - their Identity and Political assertion; Religious and Sectarian Movements - Social Reforms Movements, Bhakti Movement, Peasant Movement, Dalit Movement, Women's Movement; Farmers Movement, Tribal Movement, Backward classes Movement, Human Rights (Marx to Lenin, Mao, Friere and other Post-modern thinkers), Right to Information Movement in India. |
| 5 | **Social Work and Social Movements:** Specific functions of Social Worker /Change Agent in Social Action Movements. Role of social movements in promoting social justice, Influences of such movements in the development of emancipatory forms of social work |

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| | practice. |

**Readings**


Baviskar A (2010). Social Movements in India, in N G Jayal and PB Mehta (EDs)- *Oxford Companion to Politics in India*. New Delhi: Oxford University Press.

Chakraborty, S. (1999). *A critique of social movements in India*. New Delhi : ISI

Freire P (1997). *Pedagogy of the Oppressed*. New Delhi: Penguin Books..

Freire, P. (1970). *Pedagogy of the Oppressed*. New York : Seaburg press.

Gurr T R (1970). *Why Men Rebel*. Princeton: Princeton University Press.

Jain, P. C. (1991). *Social Movements among Tribals*. New Delhi: Rawat Publication.

Ray, Ray and M F Katzenstein (EDs) (2005). *Social Movements in India- Poverty, Power and Politics*. Rowman and Little field.

Samuel, J. (ed.). (2000*). Social action: An Indian panorama*. Pune : Vani,

Sharma S. (1985). *Social Movements of Social Change*. Delhi: B. R.Publishing House.

Shrivasta, S. K (1988) *Social Movements for development.* Allahabad : Chugh Publications

Thompson, N. (2002). Social Movements, Social Justice and Social Work, *British Journal of Social Work*. 32(6).


| | |
|---|---|
| **Course Title** | Peace and Conflict Studies in Northeast India |
| **Course Code** | 903 (B) |
| **Semester** | 9th |
| **Credits** | 6 |

**Rationale**

Conflict in society in general, and in the Northeast in particular is not a new concept. In today's fast globalising world, it is essential to maintain peace and order if society is to embrace development and make way for progress for humankind. Northeast India is a unique amalgamation of diverse forces ranging from ethnicity, caste, class and religion, where people live with multiple identities. Besides this, conflict in this region is not new when we look at the history of the land and its people. Conflict in various forms still prevails in contemporary times too, which in many ways is deterring development. Hence a fair understanding of this scenario is expected is justified in many ways. Thus, the course will also underline how issues related to development are a core aspect with regard to understanding conflict in the Northeast. Roles of social agencies will also be delineated in the peace-building process towards conflict resolution.

**Objectives**

- This course is aimed at helping students to familiarise themselves with the concept of conflict.
- Help them to develop a fair understanding of the multi-layered diversities in this region.
- Endow them with abilities to analyse the conflict-ridden situations prevailing largely in the Northeast today.
- Be able to rationalise how presence of conflict results in a near absence of peace and development.
- Recognise the role and functions of various peace building agencies.

**Learning Outcomes**

- Students will get acquainted with diversities in North East India.
- Students will get acquainted with basic concept of peace and conflict in North East India.
- Students will understand the contours of nationalism and get acquainted with contemporary discourse and trends in North East India.
- Students will understand about the peace building efforts by the government, NGO's, Civil Society Organizations, Clubs and different stakeholders in North East India.

| Unit | Contents |
|---|---|
| 1. | **Introduction to Peace and Conflict:** Concept of Peace and conflict; the conflict process and stages of conflict: potential opposition or incompatibility, cognition and personalization, intentions, behaviour, and outcomes. |
| 2. | **Understanding the Diversities in Northeast:** Ethnicity, Identity; Religion and Regionalism; (Supplemented with case studies on Assam and Manipur) |
| 3. | **Contemporary Discourses and Trends in Northeast India:** Nationalism and Self-determination; Armed conflict, Insurgency; Armed Forces Special Power Act, 1958 (amended); Human Rights Violations, Protest Movements, Women Peace-making |
| 4. | **Developmental policies in Northeast India:** Vulnerabilities; Economic development and human security; Migration; Displacements. |
| 5. | **Peace Building Efforts:** Role of Government, NGOs, Humanitarian agencies; Communities, Media, Advocacy and Peace Movements |

**Readings**

Banerjee, P. (2008). *Women in Peace Politics*. New Delhi: Sage Publications.

Barnes, C. (Ed.). (2005). Weaving the Web: Civil-Society Roles in Working with Conflict and Building Peace. In P. van Tongeren et al. (Eds.). *People Building Peace II: Successful Stories of Civil Society* (7–24). Boulder: Lynne Rienner Publisher.

Basu, R. (1994) *The United Nations: Structures and Functions of an International Organization*. New Delhi: Sterling Publishers Pvt. Ltd.

Baviskar, A. (2002). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Bose, A. (1987). *Dimensions of Peace and Non-violence: The Gandhian Perspectives*.

Das, S. K. (2003). *Ethnicity, Nation and Security: Essays on North-Eastern India*. South Asian Publishers.

Datta, P. S. (1995). *Ethnic Peace Accords in India*. New Delhi: Vikas Publishing House.

Dr. Martin Luther King Jr. 10 December 1964. Nobel Peace Prize Acceptance Speech. Oslo, Norway.

Dreze J. et al. (Eds.). (1995). *The Political Economy of Hunger*. Oxford: Clarendon Press.

Dreze, J. et al. (1998). *India-Economics Development and Social Opportunity*. New Delhi: Oxford University Press.

Druckman, D. (2005). *Doing Research: Methods of Inquiry for Conflict Analysis*. New Delhi: Sage Publications.

Escobar, A. (1995). *Encountering Development*. Princeton, N.J.: Princeton University Press.

Fernandes, W. (1999). Conflict in North-East: A Historical Perspective. *Economic and Political Weekly*, December 18, 1999, pp. 3579–3582.

Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. USA: University of California Press.

Galtung, J. (1996). *Peace by Peaceful Means*. London: Sage.

Guha, R. (2000). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. USA: University of California Press.

Hedges, C. (2002). *War is a Force That Gives Us Meaning*.

Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking of World Order*. New York: Simon and Schuster.

Iriye, A. (2002). *Global Community: the Role of International Organizations in the Making of the Contemporary World*. University of California Press.

Jaffrelot, C. (Ed.). (2007). *Hindu Nationalism: A Reade*r. Permanent Black.

James, H. and Worden, R. (Eds). (1989). *Bangladesh: A Country Study*. Washington, D.C..

Jayaram, N. et al. (1996). *Social Conflict.* New Delhi: Oxford University Press.

Kothari, R. (Ed.). (1983). *State and Nation-Building in the Third World*. New Delhi.

Lake, D. A. and Rothschild, D. (Nd). Containing Fear: The Origins and Management of Ethnic Conflict. In M. E. Brown, O. R. Cote, Jr., S. M. Lynn-Jones and S. E. Miller (Eds.). *Theories of War and Peace* (pp. 292–326). The MIT Press.

Maalouf, A. (2000). *In the Name of Identity: Violence and the Need to Belong*.

Madan, T. N. *Modern Myths, Locked Minds: Secularism and Fundamentalism in India.*

Manchanda, R. (Ed.) (2001). *Women War and Peace in South Asia: Beyond Victimhood to Agency*. New Delhi: Sage Publications.

Mead, M. (1990). Warfare is only an Invention and not a Biological Necessity. In J. Vasquez (Ed.). *Classics of IR* (2nd edn.) (pp. 216-220). New Jersey: Prentice Hall.

Oommen, T. K. (1997). *Citizenship, Ethnicity and Nationality: Reconciling competing Identities*. Cambridge: Polity Press.

Raja Mohan, C. (2005). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Penguin Books.

Rao, M.S.A. (1978). *Social Movements in India* (Vol. 1). Delhi: Manohar.

Rattansi, A. (2007). *Racism: A Very Short Introduction*. OUP.

Rowe, P. (2005). *The Impact of Human Rights Law on Armed Forces*. Cambridge University Press.

Saberwal, S. and Hasan, M. (Ed.). (2006). *Assertive Religious Identities, India and Europe*. Manohar.

Salomon, G. (2004). Does Peace Education Make a Difference? Peace and Conflict. *Journal of Peace Psychology*, 10(3), 257–274.

Sarkar, S. (2002). *Beyond Nationalist Frames, Relocating Postmodernism, Hindutva, History.* Permanent Black.

Schelling, T. (1960). *The Strategy of Conflict*. Harvard University Press.

Sen, A. (1999). *Development as Freedom*. Oxford University Press

Shiva, V. (1988). *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Zed Press.

Smith, A. (1986). *The Ethnic Origins of Nations*. Oxford: Basil Blackbell.

Tilly, C. (2002). War Making and State Making as Organized Crime. In T. Scocpol et al. (Eds.)., *Bringing the State Back in*. Cambridge, Mass.: Cambridge University Press.

——. (2003). *The Politics of Collective Violence*. Cambridge, Mass.: Cambridge University Press.

Todaro, M. P. and Smith, S. (2005). *Economic Development in the Third World* (9th ed.). Pearson Education .

**Useful web links:**

www.un.org/peace/peacebuilding/

UNHCR, Handbook for the Protection of Internally Displaced Persons, available at: http://www.unhcr.org/cgi-in/texis/vtx/refworld/rwmain/opendocpdf.pdf?docid=4790cbc02 [accessed 04 January 2012]

http://www.ieei.pt/.../Fen_Osler_Hampson_The_Role_of_the_United_Nations.pdf

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|---|---|
| **Course Title** | Rural Development and Governance |
| **Course Code** | 903 (C) |
| **Semester** | 9th |
| **Credits** | 6 |

**Rationale**

In the globalized era, development and governance issues related to the role of the state, the market and the civil society in development have become central to the discourse of development. Now the state is working in collaboration with the market and the civil society in promoting development in a big way. India being a pre-dominantly rural country huge emphasis has been given to rural development both by government and development professionals . So this course will orient the students about the problems of rural development and strategies and solutions offered for solving them. In this context, issues concerning the study of social economic development from the governance perspective (particularly institutional aspects of good governance) will be quite rewarding for students. The relevant question is how governance affects rural development thereby ensuring social equity. The institutions of good governance provide the necessary conditions and framework to translate policies into action.

**Objectives**

- To develop an understanding of the concepts and theories of development and governance.
- To develop an understanding of strategies and approaches of rural development in India.
- To gain knowledge about role of state and civil society in governance and development.

**Learning Outcomes**

- Students will be able to understand a range of theoretical perspectives on development and governance.
- Students will be able to understand the functioning of a three tier structure of governance.
- Students will be able to understand the role of different organisations in rural development of India.

| Unit | Contents |
|---|---|
| 1. | **Rural development in India:** Rural development: concept and Paradigm change; Theories of development; State approach to development, Market approach to development; Rights based development. |
| 2. | **Strategies and approaches of rural development in India:** Efforts before independence; Green revolution; White revolution; IRDP; Food for work; MGNREGA; NRLM; NRHM; SSA. |
| 3. | **Governance:** Concept, definition and indicators of governance; People centric governance; People's participation in governance; Decentralised governance and development. |
| 4. | **Panchayati Raj and local self governance:** Historical development of the concept; national level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, committees); 73rd Constitutional Amendment Act; Panchayati Raj bodies, gram sabha ,ward sabhas, its role and importance.. |
| 5. | **Role of state and civil society organizations:** Globalisation and its impact on governance and development; NGOS and Governance and development; World Bank, IMF, UNDP, WTO. |

**Readings**

Francis G. C. (Ed.). (2008). *The Disappearing State? Retrenchment Realities in an age of Globalization*. Glos: Edward Elgar Publishing.

Huberts, L. W. J. C., Maesschalck, J. and Jurkiewicz, C. L. (Eds.). (2008). *Ethics and Integrity of Governance*. Glos: Edward Elgar Publishing.

Jorden, T. and Pile, S. (Eds.). *Social Change*. London: Blackwell Publishers.

Lawani, B. T. (1999). *NGOs in Development*. Jaipur: Rawat Publications.

Leftwich, A. (1994). Governance and the State and the Politics of Development. *Development and Change*, 25 (1).

Liebfried, S. and Mau, S. (Eds.). *Welfare States: Construction*.

Lipson, L. (2002). *The Great Issues of Politics: An Introduction to Political Science*. New Delhi: Prentice-Hall of India.

Pieterse, J. N. (2002). *Development Theory: Deconstruction/Reconstruction*. New Delhi: Sage Publications.

Shah, G. (Ed.). (2002). *Social Movements and the State.* New Delhi: Sage Publications.

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|---|---|
| **Course Title** | Social Work Research and Statistics |
| **Course Code** | 904 |
| **Semester** | 9th |
| **Credits** | 6 |

**Rationale**

This course aims to impart necessary skills and knowledge of social work research and the application of statistical methods to research. It is designed to help the students to develop a scientific approach to the process of social enquiry. The course content includes social work research as a method, basic elements of social work research, tool construction, use of statistics in data analysis and interpretation and a brief introduction to SPSS. Thus, the course will help the students to develop a scientific rigor in applying research in social work practice.

**Objectives**

- Orient the students about Social Work Research.
- Enable the students to understand the process of Social Survey.
- Train the students in application of statistics in Social Work Research.
- Help the students to acquire Quantitative Research knowledge.
- Train the students to use SPSS.

**Learning Outcomes**

- Students will be able to understand social science research in general and social work research in particular.
- Students would be knowledgeable and skilful in quantitative research methods.
- Students could be capacitated to undertake mini research and dissertation.
- Students would be highly motivated to join in Research & Development Institutes for employment and in Universities for research degrees.

| Unit | Contents |
|---|---|
| 1. | **Social Work Research:** Use of Research in Social work: Intervention research and Practice/Evidence Based Research – Difference between Social Science Research and Social Work Research – Type of SWR (Need Assessment, Situational Analysis, Monitoring and Evaluation, Impact Assessment, Policy Research) - Ethics in SWR |
| 2. | **Quantitative Research Methods:** Scientific Social Survey - Research formulation, Literature review, Hypothesis, Research designs, Pilot study, Sampling, Pre-test, Tools of data collection, Data processing, Data analysis and interpretation, Report writing |
| 3. | **Measurement:** Levels of Measurement (nominal, ordinal, interval and ratio) – Scaling – Reliability and Validity |
| 4. | **Data Analysis:** Data Processing (coding, mastersheet, tabulation) – Measures of central tendency (mean, median, and mode) – Measures of Dispersion — Measures of association, test of significance (Univariate, bivariate, trivariate and multivariate analysis of data) |
| 5. | **Statistical Package for Social Sciences (SPSS):** Define data, data entry, data transformation, data analysis, graphical presentation. |

**Readings**

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Gaur, A. S. and Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis using SPSS*. New Delhi: Sage-Response

Goode, W.J. and Hatt, P.K. (1981). *Methods in Social Research.* Singapore: McGraw Hill.

Gupta, S.P. (2008). *Statistical Methods.* New Delhi: Sultan Chand & Sons.

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Kothari, C. R. (2004). *Research Methodology: Methods & Techniques*. New Delhi: New Age International.

Krysik, J. L. and Finn, J. (2010). *Research for Effective Social Work Practice*. New York: Routledge.

Rubin, A. and Babbie, E. (2008). *Research Methods for Social Work*. California: Brooks/Cole.

Smith, R (2009). *Doing Social Work Research*. Berkshire: Open University Press.

Sullivan, M. (2008). *Fundamentals of Statistics*. New Jersey: Pearson Prentice-Hall.

Wyattakar, A. (2009). *Research Skills for Social Work*. UK: Sage Publications.

| | |
|---|---|
| **Course Title** | Social Legislations |
| **Course Code** | 1001 |
| **Semester** | 10th |
| **Credits** | 6 |

**Rationale**

Some of the major roles of social workers are advocacy and referral services. Modern Social workers are supposed to work not only among in various developmental sectors, but also with a diverse clienteles. For playing such role, social workers must have an understanding about major existing social legislations pertaining to various clienteles such as children, women, disabled, etc. This paper

tries to make them understand few major social legislations. Moreover, based on the recent developments, the course tries to include recently enacted legislations.

**Objectives**

- To orient the students about common issues and terms related to social legislations.
- To acquire information about various legislations relevant to practice situations.
- To develop a critical understanding of the role of a social worker in the area of social legislation.

**Learning Outcomes**

- Students will be able to understand provisions of various social legislations in India.
- Students will be able to promote knowledge in understanding the cause and effect of discrimination and oppression.
- Students will be able to prepare strategies for advocacy to bring sustainable social change.

| Unit | Contents |
|---|---|
| 1. | **Basic Concepts:** Law, Customary Law, Social Justice and Social Change, Indian Penal Code (IPC), Criminal Procedure Code (Cr. PC); Petitioner, Respondent, Cognizable Offence & Non- Cognizable Offence, Legal Aid Service. |
| 2. | **Social Legislations pertaining to Women:** Indecent representation of Women (Prohibition) Act, 1986; Immoral Traffic (Prevention) Act, 1956; Dowry Prohibition Act, 1961; Protection of Women against Domestic Violence Act 2005; The medical Termination of pregnancy act 1972; IPC Section 198A and 304 B. |
| 3. | **Social Legislations pertaining to Children:** Child Labour (Prohibition and Regulation) Act 1986; Juvenile Justice (Care and Protection) Act 2000; Hindu Adoption and Maintenance Act, 1956; Protection of Children from Sexual Offences Act, 2012. |
| 4. | **Social Legislations pertaining to Succession:** Indian Succession Act, 1925; Hindu Succession Act, 1956; Hindu Minority and Guardianship Act, 1956. |
| 5. | **Personal Laws:** Hindu Marriage Act, 1955; Special Marriage Act, 1954, Muslim Women (Protection of Rights on Divorce) Act, 1986; Indian Divorce Act, 1869. |

**Readings**

Basu, D. D. (1997). *Criminal Procedure Code, 1973*. New Delhi: Prentice-Hall.

Diwan, P. (1985). *Modern Hindu Law.* Allahabad: Law Agency.

——. (1997). *Law relating to dowry, dowry deaths, bride burning and related offences*. Delhi: Universal Publishers.

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GOI. (1987). *Encylopedia of Social Work in India* (Vol 1–4). New Delhi: Ministry of Information and Broadcasting.

Human Rights Watch. (2005). *Women Rights Project- 2000: The Human Rights Watch Global Report on women's Human Rights*. New York: Oxford University Press.

Indian Social Institute. (1992). *Legal Education Series (1–34)*. Delhi: Indian Social Institute.

Iyer, K. V. R. (1988). *Law and Urban Poor in India*. Delhi: B.R.Publishing Corporation.

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| | |
|---|---|
| **Course Title** | Social Welfare Administration – II |
| **Course Code** | 1002 |
| **Semester** | $10^{th}$ |
| **Credits** | 6 |

**Rationale**

The study of Social welfare administration will help the student to develop through knowledge as how the administration functions in the governmental and other Non - governmental organizations. In the current scenario where the students of social work are expected to work widely in the field and in the organizations hence, it becomes highly essential for the student to build a strong understanding of how the various departments in the administration functions.

**Objectives**

- To understand Procedures involved in establishing and maintaining Social Welfare Organizations
- To acquire skills to participate in the management of social welfare organization.
- Develop the ability to see the relationship between policy and programmes, analyse the process as applied in specific settings, and in specific programmes.
- Understand the need for, and develop accountability to the public and the profession.

**Learning Outcomes**

- Students will be able to understand different concepts related to social welfare administration.
- Students will be able to understand the importance of organisational behaviour and organisational culture for the growth and development of any organisation.
- Students will be able to understand the effectiveness of public relation tools for the promotion of any organisation.
- Students will be able to understand the role of social workers in policy making.

| Unit | Contents |
|---|---|
| 1. | **Social Welfare Administration:** Meaning, History, Principles; Types of Administration: Social Welfare Administration, Public administration and Social Security administrations; Structure of Social Welfare Administration: Administrative structures of service providers (Government and Private companies). |
| 2. | **Organizational Behaviour: Structure and Design:** Organization: Meaning, concept, theories and Importance; Nature of Organizational Behaviour; Organizational structure in Social welfare agency (NGOs, CSO); Need for welfare and developmental organizations. |
| 3. | **Organizational Climate and Management Process:** Planning, Coordination, Staff Recruitment, Training and Development, Recording and Documentation, Budgeting, Fund Raising, Monitoring and Evaluation, Networking and Maintaining Public Relations; Teamwork and Leadership in effective management Process. |
| 4. | **Public Relations:** Meaning and importance, tools of publicity, Need and significance of promoting it; Networking with public, Corporate and Voluntary sector; Resource building, Transparency, Social Audit and use of media for Public Relations. |
| 5. | **Policies, Practices and Communication:** Policies and practices for personnel in the organization, Volunteers, Professionals and Para professionals; Communication model; Social Workers in decision making process of the organisation. |

**Readings**

Denyer, J.C. (1979). *Office Administration.* Plymonth: McDonald and Evana.

Koontz, H. and Weihrich (1998). *Essentials of Management.* New Delhi: McGraw Hill.

Lauffer, A. (1977). *Understanding your social agency*. London: Sage Publications.

Lauffer, A. (1982). *Grandmanship and Fund raising*. New Delhi: Sage Publications.

Patti. R. (1983). *Social welfare Administration in India*. Englewood Cliffs: Prentice Hall.

Sachdeva, D. (1992). *Social Welfare Administration in India*. Kitab Mahal Publications

Siddiqui H.Y. (Ed.). (1983). *Social Work Administration, Dynamic management and Human Relationships.* New Jersey: Prentice Hall.

Skidmore. (1983). *Social work Administration*. New Jersey: Prentice Hall.

| | |
|---|---|
| **Course Title** | Feminist Thoughts and Discourses |
| **Course Code** | 1003 (A) |
| **Semester** | $10^{th}$ |
| **Credits** | 6 |

**Rationale**

Feminism is often misunderstood and misinterpreted by many people. This course aims to familiarise the students with the concept of feminism and how gender binaries have contributed to the feminist discourses. The intersectionality approach will also clarify ideas and notions about how women face oppression and discrimination due to a multitude of factors, namely, biological, social and cultural. It also tries to locate the portrayal of women in the media and its underpinnings with the feminist movement. Lastly, feminist research and its inter-relationships with the feminist movement will also be analysed. All of the above will be sought to be understood with a social work perspective.

**Objectives**

- Understand the history and concept of feminism.
- Appreciate how race, class and gender come together to act and react upon each other to create inequalities and exclusions.
- Be able to rationalise what it connotes to be a woman.

- Have a fair understanding of the media hypes related to masculinity and femininity.
- Introduce them to feminist research and feminist social work.

**Learning Outcomes**

- Students will be able to appreciate the notion of womanhood.
- Students will be able to understand the intersection of class, race and gender.
- Students will be able to adopt an unbiased approach towards the gender binaries.
- Students will be able to imbibe a sense of the need to understand feminist approaches.

| Unit | Contents |
|---|---|
| 1. | **Gender and Feminism:** Gender and social history; History of Feminism; Intersectionality |
| 2. | **Gendered Perspectives:** Inequalities and exclusions; Division of Labour (Productive and Non-productive work); Women in Organised and Unorganised Sector; Livelihood; Environment |
| 3. | **Being a Woman:** Gender and Sexuality; Reproduction; Women's Health; Gender and Violence; Patriarchy and the burden of honour |
| 4. | **Gender and Modernity:** Masculinity and Femininity; Cultural Construction of Gender; Feminist Challenges to Cultural Construction of Gender; Media and Representation (victimization & empowerment) |
| 5. | **Feminist Research and Social Work:** Method, Methodology, and Epistemology, (Oral history, Content analysis, Feminist Ethnography, and Life history); Feminist social work. |

**Readings**

Agnes, F. (2008). *Law and Gender Inequality: The Politics of Women's Rights in India*. New Delhi: OUP.

Anastas, J.W. (2007). Theorizing (in)equity for women in social work. *Affilia*, 22(3), 235–239.

Andrews, J. (1990). Female social workers in the second generation. *Affilia*, 5(2), 46–59.

Basu, A. (Ed.) (1995). *The Challenge of Local Feminism: Women's Movement in Global perspective*. Boulder Co, West view Press.

Beauvoir, Simone de. "The Second Sex: Introduction."

Beverly M. (2004). Setting the record straight: Social work is not a female-dominated profession. *Social Work*, 49(2), 323–326.

Bhavnani K. (Ed.). (2003). *Feminism and Race*. New York: Oxford University.

Butalia, U. (2002). Confrontation and Negotiation: The women's Movement Responses to Violence Against Women. In K. Kapadia (Ed.), *The Violence Of Development*. New Delhi: Palgrave-Macmillan.

Chakravarti U. (1994). *Rewriting History: Life and Times of Pandita Ramabai*. New Delhi: Kali for Women.

Chowdhry, P. (2007). *Contentious Marriages/Eloping Couples: Gender, Caste and Patriarchy in Northern India*. New Delhi: OUP.

Clough, P. (1994). *Feminist Thought.* Oxford: Blackwell.

Das, V. (2005). *Communities as Political Actors: The Question of Cultural Rights in Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Das. V. (2007). *Life and Words: Violence and the descent into the ordinary*. London, England: University of California Press.

Datar, C. (1995) *Struggle Against Violence*. Calcutta: Stree.

Dominelli, L. (2002). *Feminist Social work Theory and Practice*. New York: Palgrave.

Escobar and Harcourt. (2002). Place Politics and Justice: Women Negotiating Globalization. *Development*, 45(1).

Foucault, M. (1972). *Archaeology of Knowledge*. New York: Pantheon

Foucault, M. (1978). *The History of Sexuality* (Vol. I). New York: Pantheon Books.

Ghosh, J. (2009). *Never Done and Poorly Paid: Women's Work in Globalizing India*. New Delhi: Women Unlimited.

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Hesse-Biber S. (Ed.). (2006). *Handbook in Feminist Research: Theory and Praxis*. California: Sage Publications.

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Kapadia K. (Ed.). (2002). *Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. New Delhi: Zubaan.

Krishna, S. (2004). *Livelihood and gender: Equity in Community Resource Management*. New Delhi: Sage.

Langan, M. and Day, L. (1992). *Women, oppression and social work: Issues in anti-discriminatory practice.* London and New York: Routledge.

Menon, N. (Ed.). (2000). *Sexualities*. New Delhi: Women Unlimited.

Miller, T. (2005). *Making Sense of Motherhood: A Narrative Approach.* Cambridge: University Press

Mohanty, M. (Ed.). (2004). *'Introduction' in Class, Caste and Gender.* New Delhi: Sage Publications.

Morgan, S. (Ed.). (2006). *The Feminist History Reader*. London: Routledge.

Nan van den bergh. (1995). Feminist social work practice: Where have we been…where are we going?, In *Feminist Social Work Practice in the 21st Century*.

Narayan, U. (1997). *Dislocating Cultures: Identities, Traditions and Third World Feminism*. London: Routledge.

Nicholson, L. (Ed.). (1997). *The Second Wave: A Reader in Feminist Theory*. New York: Routledge.

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Reinharz, S. and Davidman, L. (1992). *Feminist methods in social research*. New York, NY, US: Oxford University Press.

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Schneir, M. (1972). *The Vintage Book of Historical Feminism*. London: Vintage.

Smith, B. (2000). *Global Feminisms since 1945: Rewriting Histories*. London: Routledge.

Swaminathan, M.S. (1998). *Gender Dimensions in Biodiversity Management*, New Delhi: Konark publishers pvt ltd,

Thapar R. (2005). *Sakuntala: Texts, Readings, Histories*. New Delhi: Kali for Women.

Uberoi, P. (2006). *Freedom and Destiny. Gender, Family, and Popular Culture in India*. New Delhi: Oxford University Press.

Uberoi, P. (Ed.). (1996). *State, Sexuality and Social Reform.* New Delhi: Sage.

Varghese, S. (2003). *Employment of Women in the unorganized manufacturing sector*. Jaipur: University Book House Private limited.

Vasantha and Kannabiran, K. (1995). *De-Eroticising Violence: Essays in Modesty, Honour and Power*. Calcutta: Stree.

Visvesaran, K. (1999). *Fictions of Feminist Ethnography*. New Delhi: Oxford University Press.

Xaxa, V. (2004). Women and Gender in the Study of Tribes in India. *Indian Journal of Gender Studies*, 11 (3): 345–67.

| | |
|---|---|
| **Course Title** | Urban Community Development |
| **Course Code** | 1003 (B) |
| **Semester** | $10^{th}$ |
| **Credits** | 6 |

**Rationale**

World is experiencing an urban explosion. Urbanisation is also growing fast in developing countries and in India. The Indian urban scene is rapidly transforming due to the advancing level of economic development. Therefore, the paper is developed to provide un understanding concepts of urban and urbanisations and its sub-components, growth, problems and social problems, available services, organisations for urban development which is essential for the social work professional to conduct activities of development in the urban community.

**Objectives**

- To provide an understanding of the various concepts Urban and the process of urbanisation.
- To explain the process of growth of urban scenario and the various social problems.
- To acquire information on urban infrastructure and services.
- To orient students on urban community development.
- To develop an understanding on the structure and functions of urban local self-government.

**Learning Outcomes**

- Students will learn to identify the existing urban problems and prepare an action plan to resolve the identified problems.
- Students will learn to identify their role in preparing integrated city development plan as social workers.

| Unit | Contents |
|---|---|
| 1. | Concepts of Urban, Urbanisation, Urbanism; Rural-Urban Migration; Nature & Causes of Urbanisation in India; Urbanisation in North-east India; Measurement of Urbanisation. Growth of Cities and Mega cities; |
| 2 | Urban basic services; Urban Infrastructure; Urban Environment; Urban planning; Urban transport; Urban housing. |
| 3. | Urban social problems; Slums and Slum Improvement programmes . |
| 4. | Urban Community; Urban Community Development; Programmes and Schemes for urban development (NULM, SBM-U). |
| 5. | Urban Local-self Government – Municipal Council, Municipal Corporation, Town Committee; History of Urban Local-self government; 74$^{th}$ (Constitutional) Amendment; Functions of Urban Development Authority. NGOs and Urbanisation |

**Readings**


Advani, M. (2009). *Urbanisation, Displacement and Rehabilitation*. Jaipur: Rawat Publications.

Bhattacharya, B. (2010). *Urbanisation Urban Sustainability and the Future of Cities*. New Delhi: Concept.

Dhaniwal, S.S. (2004). *Good Governance in Local-self Government*, New Delhi: Deep and Deep Publications.

Fazal, S. (2014). *Peri Urban Livelihoods: Opportunities and Challenges.* New Delhi: Concept.

Nagpaul, H. (2005). *Social Work in Urban India*. Jaipur: Rawat Publications.

Naik, N. T. K. and Rahman, S. M. (2007). *Urbanisation in India.* New Delhi: Serials Publication.

Singh, U. B. (1997). *Urban Local Government*. Jaipur: Rawat Publications.

Sudhir, H. (2009). *Urbanisation in North-east India: Issues and Concerns*. New Delhi: Akansha Publishing House.

| | |
|---|---|
| **Course Title** | Social Work Practice with Children and Families – II |
| **Course Code** | 1003 (C) |
| **Semester** | $10^{th}$ |
| **Credits** | 6 |

**Rationale**

The field of Family and Child Welfare encompasses a broad spectrum of social work interventions. This course puts emphasis on the applied aspects of family centred social work interventions and techniques which are used in helping families to solve their problems from critical, empowerment and rights based perspectives. Children form a major part of demographic structure of India and so this course will orient students about the problems of children and solutions offered from rights based perspective. It equips students to develop a critical understanding of issues and intervention skills especially related to the family , women and children in a holistic way. Graduates of the course are absorbed in a wide variety of settings, both in government and voluntary organisations, and in formal and informal sectors. Some of the settings in which they are employed are special and regular educational institutions (as counsellors), child guidance clinics, childcare services, adoption agencies, centres for children in distress, rehabilitation centres, family counselling centres, family courts, agencies working in the area of socio-legal aspects of violence against women and children, women's organisations, industries, NGO-corporate initiatives, national and international funding organisations.

**Objectives**

- To understand the concept of family, family life cycle and child rights.
- To understand the impact of Globalization on family and social system.
- To sharpen the skills, techniques & interventions required for working with family and children.
- To understand the Governmental efforts for strengthening the families and child development.

**Learning Outcomes**

- Students would have got a good understanding about the concept of family, Family Centred Social Work and Child Rights.
- Students would have been exposed to the applied aspects of Family Centred Social Work interventions and techniques which are used in helping families to solve their problems from critical, empowerment and rights based perspectives.
- Students will develop a critical understanding of issues and intervention skills especially related to the family, women and children in a holistic way.

- Students will develop knowledge and competence to be absorbed in a wide variety of settings, both in government and voluntary organisations, and in formal and informal sectors.

| Unit | Contents |
|---|---|
| 1. | **Family – Conceptual framework:** Family as a social institution and functions of family; Impact of Industrialisation and globalization on family –changing functions, values, relationship, communication; Alternative family types: Dual earning families, single parent families, and challenges faced by them. |
| 2. | **Social work with families:** Family life cycle and challenges; Family Dynamics; Marital discord and domestic violence; Divorce. |
| 3. | **Interventions, techniques and skills:** Family centred social work – problem solving approach; Life enrichment programmes – developmental approach; Programmes for family empowerment, Family counselling centres and Family courts. |
| 4. | **Child rights:** Concept; Evolution of child rights – United nation convention on child rights; Sustainable development goals and child development; National policy on children; Juvenile justice Act, 2000<br>National commission for protection of child rights. |
| 5. | **Situation of children and efforts for child development:** Demographic characteristics; Needs and Problems of children in India; Infant mortality, child malnutrition and education of children; Integrated child development services; Role of Government and civil society organizations. |

**Readings**


Burgess, E. W., Harvey J. L., and Margare, T. M. (Nd). *The Family from Traditional to Companionship*. New York: Van Nostrand Reinhold Co.

Elliott and Merril. (1960). *Social Disorganization*. New York: Harper & Brother Pub.

Gore, M. S. (1968). *Urbanization and Family Change*. Mumbai: Poplar Prakashan

Green A. W. (1964). Sociology: Analysis of life in Modern Society. New Delhi: MacGraw Hill Book Co.

Harris, C. C. (1969). *The Family an Introduction*. London: George Allen and Unwin Ltd.

Jayapalan N. (2001.) Indian Society & Social Institutions (Vol. I). New Delhi: Atlantic Publishers & Distributors.

Kumar, S. and Chacko, K. M. (1985). *Indian Society and Social Institutions*. New Delhi: New Heights Publishers & Distributors.

Lal, A. K. (1989). *The Urban Family: A Study of Hindu Social System*. New Delhi: Concept Publishing Company.

Larlton, E. M. (1983). *Social Work with Families – Theory and Practice*. New York: The Free Press.

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|---|---|
| **Course Title** | Tribal Development |
| **Course Code** | 1004 |
| **Semester** | $10^{th}$ |
| **Credits** | 6 |

**Rationale**

Working with tribes and tribal empowerment is an important area of Social Work Practice. The government of India through its various plans and policies tries to alleviate the problems of the tribals. Popular notion of Tribal Development Programmes are mainly wage employment. In fact, the development programmes are intended to mitigate the feelings of relative deprivation and to empower them. The present paper will try to provide understanding of their History past and present, culture , education, religions, food habits and tribals contribution in the growth of the economy. The course is designed with special reference to the North East India.

**Objectives**

- To provide an understanding of the various concepts of Tribal Development
- To explain the process of growth of Tribal Development and the various social problems.
- To acquaint the students with the administrative schemes of development and the machinery set up for the same
- To develop an understanding on the structure and functions of tribal local-self government.
- To understand the nature of tribal problems and difficulties in the development of tribal areas.

**Learning Outcomes**

- Students will get acquainted with History past and present, culture , education, religions, food habits.
- Students will develop knowledge about contribution of tribal people to the growth of the economy.
- Students will develop an understanding on the structure and functions of tribal local self-government, programmes and schemes of the government.
- Students will understand the nature of tribal problems and difficulties in the development of tribal areas.

| Unit | Contents |
|---|---|
| 1. | Concept of Tribe, Classification of Tribes in India, Tribal Social Organisation , Family, Marriage, Kinship, Religion, Economy and customary laws. |
| 2. | Contemporary Issues in Tribal development: Health, Education, Livelihoods, Displacement, Land and tribal movement. Migration, Development of the Tribes through various Five Year Plans. |
| 3. | Sustainable Development and Tribes, Ministry of tribal affairs: Mission, vision and objectives. , Constitutional provisions for Tribals, National Commission for Scheduled Tribes. |
| 4. | Programmes and Schemes for Tribal development. Panchayats (Extension to Scheduled Areas) Act, 1996 , Fifth Schedule and Sixth Schedule of the Constitution, Autonomous District councils in the North East, North East Council – Role in Economic Development.. |
| 5. | Social Work and tribal development, Bhartiya Adimjati Sevak Sangh , Problems and prospect of tribal development in the north East, Tribes and urbanisation, Human rights and Tribes.Ethnic Movements |

**Readings**


Bhagabati A. C. (2001). Emergent Tribal Identity in North-East India. New Delhi: Concept Publishing Company.

Burman, B. R. (1989). Problems and prospects of tribal development in north-east India. Economic and Political Weekly, 693-697.

Burman, B.K.R. (1989). Problems and Prospects of Tribal Development in North-East India. Economic and Political Weekly. Vol. 24 (13), pp. 693-697.

Chaudhuri, B. (1992). Tribal Development in India: Economy and Agrarian issues. New Delhi: Inter-India Publications.

Goswami A. (1984). Tribal Development with Special Reference to North-East India. Social Scientist.Vol.12 (8), pp. 55-60.

Hooja, M. (2004). Policies and strategies for tribal development: Focus on the central tribal belt. New Delhi: Rawat Publications.

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Majumdar D. N. (1982). An Appraisal of the Tribal Situation in North East India, In Pankaj Thakur (Ed.), India's North East. Tinsukia: Prakash Publishing House.

Mehta P. C. (2004). Ethnographic atlas of Indian tribes. New Delhi: Discovery Publishing House. Tribal Development in the North Eastern Part of India: Reality and Constrains 81

Patil, R. R. (Ed.). (2020). Tribal Development in India: Challenges and Prospects in Tribal Education. Sage Publications Pvt. Limited.

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# MSW Fieldwork

While pursuing the Masters of Social Work (MSW) degree, students are placed in rural community settings during first and second semesters and agency setting (government and non-government organisations) during third and fourth semesters. Table below highlights the specific year-wise learning outcomes from concurrent fieldwork at MSW level:

**Expected Year-wise Learning Outcomes at Post Graduate Level**

| Semester | Nature of Placement | Expected Learning Outcomes |
|---|---|---|
| MSW 1st (705&805) | Rural Community | • To develop the ability to critically analyse different socio-economic issues and challenges faced by rural populace of Barak valley.<br>• To organise capacity building camps for rural people in areas such as education, health, disaster management, etc.<br>• To further develop practical understanding of social work methods. |
| MSW 2nd (905&1005) | Agency | • To further develop research skills and NGO management.<br>• To understand the importance of rights-based approach in contemporary social work practice. |