

# **PANJAB UNIVERSITY, CHANDIGARH**

**(Estd. under the Panjab University Act VII of 1947-enacted by the Govt. of India)**



## **FACULTY OF ARTS**

### **SYLLABI**

#### **FOR**

#### **MASTER OF SOCIAL WORK**

**(1<sup>st</sup> & 2<sup>nd</sup> SEMESTER EXAMINATIONS 2023-24 ONWARDS)**

**(3<sup>rd</sup> & 4<sup>th</sup> SEMESTER EXAMINATIONS 2023-2024)**

**OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR MASTER OF SOCIAL WORK FROM THE SESSION 2023-24** *(APPLICABLE TO THE STUDENTS ADMITTED IN MSW 1<sup>ST</sup> YEAR FROM THE ACADEMIC SESSION 2023-24 ONWARDS).*

**COURSE DETAILS**

The students are required to successfully complete 128 credits including theory papers, and field work during the MSW course. There are in all twenty- four papers, which are broadly grouped under two major categories as shown below:

- (a) Core Social Work Courses (CSW)**
- (b) Social Work Practice Concentrations (SWP)**

The core social work courses have eight theory papers and field work and will be offered during the first and second semesters of this program. All of these courses are compulsory for all the students.

The Social Work Practice Concentrations have twelve theory papers and concurrent field work which will be offered during the third and fourth semesters of the program.

The students, depending upon their interest, will have the choice to opt for any four of the social work practice papers in every semester.

Concurrent Field Work/ Practicum will be compulsory from 1<sup>st</sup> to 4<sup>th</sup> semester of 16 credits each.

Rural Camp is also a part of Social Work Practicum in the 3<sup>rd</sup> or 4<sup>th</sup> semester which is compulsory and has marks attached to it in the fieldwork component.

Field Work as compulsory part consisting of 16 hours in a week (8 hours a day).

Theory paper shall be of 100 marks (80 marks for written examination and 20 marks for internal assessment), while fieldwork/practicum examination shall be of 200 marks (150 marks for field work report and 50 marks for viva-voice) per semester.

The students are required to complete an Internship Program of four weeks (minimum of 200 hours) with 25 working days after the second semester and Block Fieldwork Placement of 300 hours with 45 days of working after the fourth semester examinations. Each student is required to produce a completion certificate form indicating satisfactory completion of the internship and block fieldwork placement from the organization they are placed in failing which the conferment of degree shall be withheld.

## SEMESTER WISE DETAIL OF THE COURSE

Core Social Work Courses (CSW)			
	Subject Code	Title	Credits
Semester I	CSW 101	Social Work: Evolution and Contemporary Ideologies	4
	CSW 102	Working with Diverse Communities	4
	CSW103	Interface of Social Work with Other Social Science Disciplines	4
	CSW 104	Research Methods in Social Work	4
	FWP 100	Concurrent Field Work/ Practicum	16
Semester II	CSW 201	Social Case Work	4
	CSW 202	Social Group Work	4
	CSW 203	Community Organization and Development	4
	CSW 204	Social Welfare Administration	4
	FWP 200	Concurrent Field Work/ Practicum	16

### FIELD WORK/PRACTICUM

Supervised field visit/field work practicum shall be an integral part of this training programme to enable the students to integrate the knowledge acquired in the classroom with actual practice. Every student shall be required to put in 16 hours of field work, spread over two days a week, concurrently during two years academic programme, spread over four semesters. All the students shall be required to submit field-work/practicum reports every week to the field supervisor on designated time. For all reports submitted late or not submitted, marks shall be deducted accordingly.

A variety of learning opportunities shall be made available to the students during the field work/practicum (i) to develop their ability to observe and analyse social realities (ii) to appreciate individual's, group's or society's response to people's needs and problems (iii) to develop critical understanding of the application of legislation and social policy (iv) to develop the ability to recognize the need for newer programmes (v) to develop the capacity for self-direction, growth and change through self-awareness and (vi) to enhance writing skills to document practice appropriately. To meet these objectives the following field work/practicum opportunities shall be provided:

- I. Observation/Orientation Visits
- II. Concurrent Field Work
- III. Individual/Group Conferences
- IV. Rural Camp
- V. Workshops
- VI. Internship Program and Block Field Placement
- VII. Training Programmes
- VIII. Seminars/Conferences etc.

*(MSW 1<sup>st</sup> & 2<sup>nd</sup> Semester New Syllabus & New Guidelines)*

#### ❖ **Observation/Orientation Visits:**

Observation visits shall be arranged for providing an exposure to and understanding of the services provided in response to people's needs. Emphasis shall be laid on acquiring skills of systematic observation, developing a spirit of inquiry, appreciating the services provided, understanding the policy and its relevance, and identifying the gaps in the service system.

#### ❖ **Concurrent Field Work:**

Concurrent field work emphasises on learning skills which revolve around specific task where cause effect relationships are understood. Generally, persons have problems but they are more victims of their own circumstances. The major emphasis of concurrent field work is on practising all the primary and secondary methods of social work. It is also a calculative mechanism to provide students a platform to practice social work methods tools and techniques in an open community as well as closed agencies.

#### ❖ **Individual/Group Conferences:**

The structured experiences during the conferences shall provide the opportunity of learning by doing in a safe environment of the classroom. This classroom environment, wherein the students and facilitators meet to experience certain intervention skills, shall be the most non-threatening methods of learning especially for the beginners. Learning opportunity shall be conducted through a game/form, or other simulated experiences with a view to help the students to enhance their self-awareness (own strengths and limitations) in relationship to professional role and to understand non- verbal messages-body language, empathy and like skills.

#### ❖ **Rural Camp:**

Rural camp is a compulsory part of Field Work training just like concurrent fieldwork, internship and block placement. Camp in the slums/rural areas shall provide opportunities to experience living conditions – housing, water supply, sanitation, and other amenities – in addition to the social, economic, educational and political life of the people. Students will develop understanding of the governmental and developmental services in the context of emerging social realities. This experience shall help the students in acquiring skills in planning, organizing, implementing the camp for conscious use of time, communication skills, team spirit, handling relationships, conflicts, differences of opinions, evaluation, sharing of resources, coping skills in problem situations, cooperation and coordination.

If any student cites any reason (physical, medical, social, family etc.) for exemption from the Rural Camp would follow the under laid guidelines:

- 03 weeks (21 days) of extra Field Work along with concurrent Field Work Internship/Block Placement.
- No expenses will be borne by the department as per previous practice.

- The marks allocated for the Rural Camp shall be detained of such students for this substitution. The students shall not claim for any marks for the same even after fulfilling the mandatory condition of doing 3 weeks of Field Work in lieu of the Rural Camp.
- If the candidate fails to fulfill this condition, then his/her conferment of degree shall be withheld.

The decision of choosing the venue, organisation, community and dates for the rural camp is entirely the decision of the department itself.

#### ❖ **Workshops/Seminars/Conferences:**

Workshops shall be organized to help the students acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems, issues or concerns like First AID, Menstrual Hygiene Management, Animal Welfare, Work with Alcoholics and their Families, Couples undergoing Marital Stress, Elderly, Adolescents, HIV/AIDS affected Persons, Disabled Persons etc.

#### ❖ **Internship Program and Block Field Placement:**

Soon after the completion of II & IV semester theory examination respectively, all students shall be required to work for four week and six weeks respectively, continuously in specific agencies/organizations of their choice or as may be assigned. It is compulsory for each student to submit a certificate indicating satisfactory completion of Internship Program and Block Field Placement, attendance sheet and all other necessary documents from the agency/organization the student has worked with, to become eligible for obtaining the degree of Master of Social Work.

\*All reports submitted after the submission date won't be marked/evaluated and marks will be deducted accordingly.

**\*The Field Work viva-voce examination will be conducted by an external examiner from the discipline of Social Work only and is from any other educational institute. The external examiner will be paid as per his or her designation keeping in the view the Panjab University rules and regulations from the field work society and all the expenses of his/her boarding and lodging shall be borne from the field work society itself. The external examiner could be of respective designations – Assistant Professor, Associate Professor and Professor.**

**OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR MASTER OF SOCIAL WORK FOR THE ACADEMIC SESSION 2023-2024 (APPLICABLE TO THE STUDENTS ADMITTED IN MSW 2<sup>ND</sup> YEAR ACADEMIC SESSION 2023-24 ONLY)**

**COURSE DETAILS**

The students are required to successfully complete 80 credits for theory papers, field work and tutorial in the total duration of the course. There are in all twenty courses, which are grouped under two categories as shown below:

- (a) Core Social Work Courses (CSW)
- (b) Social Work Practice Concentrations (SWP)

The core social work courses have eight theory papers and two practical and will be offered during the first and second Semesters of the program. All of these courses are compulsory for all the students.

The Social Work Practice Concentrations have ten theory papers and two practical and will be offered during the third and fourth Semesters of the program:

The students, depending upon their interest, will have the choice to opt for any of the social work concentrations.

Concurrent Field Work/ Practicum will be compulsory from 1<sup>st</sup> to 4<sup>th</sup> semester.

**SEMESTER WISE DETAIL OF THE COURSE**

***Social Work Practice Concentrations (SWP)***

SWP 301	Gender and Family
SWP 302	Aging and Social Work
SWP 303	Disaster Management and Social Work
SWP 304	Human Resource Management and Labour Welfare
SWP 305	Statistics in Social Work
SWP 306	Concurrent Field Work/ Practicum

SWP 401	Child and Youth Development
SWP 402	Poverty, Slums and Urban Development
SWP 403	Healthcare and Social Work
SWP 404	Persons with Disability and Social Work
SWP 405	Population and Environment
SWP 406	Concurrent Field Work/ Practicum

The students are required to take up four theory papers and one Field Work/Practicum only in each semester.

Theory paper shall be of 100 marks (80 marks for written examination and 20 marks for internal assessment), while fieldwork/practicum examination shall be of 100 marks (75 marks for field work report and 25 marks for viva-voice) per semester.

The students are required to complete an Internship Program of four weeks after the second semester and Block Fieldwork Placement of six weeks after the fourth semester examinations. Each student is required to produce a certificate/evaluation form indicating satisfactory completion of the internship and block fieldwork placement from the organization placed in, falling which the conferment of degree shall be withheld.

## ***FIELD WORK/PRACTICUM***

Supervised field work/practicum shall be an integral part of this training programme to enable the students to integrate the knowledge acquired in the classroom with actual practice. Every student shall be required to put in 16 hours of field work, spread over two days a week, concurrently during two years academic programme, spread over four semesters. Students shall be required to submit field-work/practicum reports every week to the field supervisor. Student participation in fieldwork/practicum is compulsory.

A variety of learning opportunities shall be made available to the students during the field work/practicum (i) to develop their ability to observe and analyze social realities (ii) to appreciate individual's, group's or society's response to people's needs and problems (iii) to develop critical understanding of the application of legislation and social policy (iv) to develop the ability to recognize the need for newer programmes (v) to develop the capacity for self direction, growth and change through self awareness and (vi) to enhance writing skills to document practice appropriately. To meet these objectives the following field work/practicum opportunities shall be provided:

### ***Observation visits:***

Observation visits shall be arranged for providing an exposure to and understanding of the services provided in response to people's needs. Emphasis shall be laid on acquiring skills of systematic observation, developing a spirit of inquiry, appreciating the services provided, understanding the policy and its relevance and identifying the gaps in the service system.

### ***Individual/Group Conferences:***

The structured experiences during the conferences shall provide the opportunity of learning by doing in a safe environment of the classroom. This classroom environment, wherein the students and facilitators meet to experience certain intervention skills, shall be the most non-threatening methods of learning especially for the beginners. Learning opportunity shall be conducted through a game/form, or other simulated experiences with a view to help the students to enhance their self awareness (own strengths and limitations) in relationship to professional role and to understand non-verbal messages-body language, empathy and like skills.

### ***Camps:***

Camps in the slums/rural areas shall provide opportunities to experience living conditions – housing, water supply, sanitation and other amenities – in addition to the social, economic, educational and political life of the people. Students will develop understanding of the governmental and developmental services in the context of emerging social realities. This experience shall help the students in acquiring skills in planning, organizing, implementing the camp for conscious use of time, communication skills, team spirit, handling relationships, conflicts, differences of opinions, evaluation, sharing of resources, coping skills in problem situations, cooperation and coordination.

### ***Workshops:***

Workshops shall be organized to help the students acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems, issues or concerns like work with alcoholics and their families, couples undergoing marital stress, elderly, adolescents, HIV/AIDS affected persons, disabled persons etc.

### ***Internship Program and Block Field Placement:***

Soon after the completion of II & IV semester theory examination respectively, all students shall be required to work for four week and six weeks respectively, continuously in specific agencies/organizations of their choice or as may be assigned. It is compulsory for each student to submit a certificate indicating satisfactory completion of Internship Program and Block Field Placement from the agency/organization the student has worked with, to become eligible for obtaining the degree of Masters of Social Work.

# **(SYLLABI AND COURSES OF READING FOR MASTER OF SOCIAL WORK)**

## **SEMESTER – I**

### **CSW 101: SOCIAL WORK: EVOLUTION AND CONTEMPORARY IDEOLOGIES**

**Objectives of the Paper:** This course seeks to introduce the students to (i) the evolution of the social work in India and developed countries (ii) the contemporary ideologies of social work profession in the India and the West (iii) the contemporary reality in its historical context to develop their sensitivity towards marginalization of vulnerable groups.

#### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

#### **Course Content**

**Unit I: Basics of Social Work:** Charity, Philanthropy, Individual Initiatives, State Initiatives; Social Work- Definition, Objectives and Functions; Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Policy, Social Security, Social Justice and Social Development.

**Unit II: Historical development of Social Work:** History of Social Work in UK and USA; Social Reform Movements; Gandhian Social Work; Relationship of Social Work with Religions (Hinduism, Islam, Sikhism, Jainism, Buddhism and Christianity).

**Unit III: Social Work Education in India:** Evolution and Nature; Fieldwork- Nature and Objectives- Importance of Field Work & Supervision in Social Work; Introduction to Primary Methods and Secondary Methods of Social Work; Changing curriculum and the Status of Social Work Education in India and Abroad, especially after COVID-19 pandemic.

**Unit IV: Social Work as a Profession:** Philosophy, Values, Principles and Code of Ethics of professional Social Work; Knowledge and Skills base of Social Work; Theories of Social Work- Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory, Strengths Perspective, Radical Social Work, and Task Centered Approach; Levels of Social Work- Micro, Mezzo and Macro; Professional Associations of Social Work in India and abroad. Prospects and Challenges in Social Work Profession.



### **Suggested Readings:**

- Bhatt, S.& Singh, A.P. (2015). Social Work Practice: The Changing Context, The Readers Paradise, New Delhi.
- Hepworth, Dean H. (2010). Direct social work practice-Theory and skills (8<sup>th</sup>edition). New York: Brooks/Cole.
- Bhattacharya, Sanjay. (2008). Social work psycho-social and health aspects. New Delhi: Deep and Deep Publications.
- Yagna J. Stephen and Johnson C. Louise. (2007). Social work practice – A Generalist Approach. New Delhi: Pearson Education.
- Cox, David and Manohar Pawar. (2006). International social work. New Delhi: Vistar Publications.
- Payne,M.(2005). Modern Social Work Theory. New York: Palgrave/Macmillan .Rameshwari, Devi.
- Zastrow, H.C. (2003). The practice of social work, Canada: Thomson Learning Academic Centre
- Desai, Murali. (2002).Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur: Rawat Publications.
- Prakash, Ravi. (2000). Social work practice. Jaipur: Mangal Deep Publications.
- Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition. (1999). Social work – An Empowering Profession. London: Allyn and Bacon.
- Singh, K. (1994). Social work theory and practice. Lucknow: Prakasahan Kendra.
- Jacob, K.K. (1994). Social work education in India. New Delhi: Himanshu Publishers.
- Chowdhry, Paul. (1992). Introduction to social work. New Delhi: Atma Ram and Sons.
- Skidmore, R.A., MiltonG. Thackrey, and A.William Farley. (1991). Introduction to Social Work. New Jersey, Englewood Cliffs: Prentice Hall.
- Sheafer Bradford. (1989). Social work: A profession of many faces (5thed.) Boston: Allyn & Bacon.
- Fink, Arthur et al. (1985).The fields of social work. Beverly Hills, Calif: Sage Publications.
- Singh, R.R. (1985). Field Work in Social Work Education, A perspective for Human Service Profession, New Delhi: Concept Publishing Company.
- Nair, T. Krishnan. (1981). Social work education and social work practice in India. Madras: Association of School of Social Work in India.
- Pathak, S.H.(1981). Social welfare: An Evolutionary and Development Perspective. New Delhi: Macmillan Publication.
- Wadia, A. R. (1961). History and philosophy of social work in India. New Delhi: Allied Publishers.
- Dasgupta, S.(1967). Towards a philosophy of Social Work in India. New Delhi: Popular Book Services.
- Gore, M. S. (1965). Social work and social work education. Bombay: Asia Publication House

## **CSW 102: WORKING WITH DIVERSE COMMUNITIES**

**Objectives of the Paper:** This course intends to acquaint students (i) with the basic features of the tribal, rural and urban communities (ii) with the emerging social and political issues within the communities (iii) with the state policies for the development of these communities, so that their capacity to understand the uniqueness of these communities is enhanced for making meaningful interventions as well as establishing and sustaining relationship in these communities.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

### **Course Content**

**Unit I: Urban Community:** Concept, Meaning, Definition; Different types of Communities – Tribal, Rural, Urban and their Basic Features; Urban Communities: Meaning, Definition, Characteristics; 74<sup>th</sup> Amendment Act 1992; Contemporary Issues of Urban Areas; Urban Welfare Programmes - Pradhan Mantri Awas Yojana (PMAY) – Housing for all (Urban), Deendayal Antyodaya Yojana - National Urban Livelihoods Mission (DAY-NULM).

**Unit II: Rural Communities:** Meaning, Definition, Characteristics; 73<sup>rd</sup> Amendment Act 1992; Local Self Governance from National to Panchayat level; Participatory Rural Appraisal (PRA); Contemporary Issues of Rural Areas: Poverty, Water and Sanitation; Agrarian crisis, Livelihood and Land Reforms; The Mahatma Gandhi National Rural Employment Guarantee Act 2005(MGNREGA), Deendayal Antyodaya Yojana – National Rural Livelihood Mission (DAY -NRLM).

**Unit III: Tribal Community:** Concept, Definition, Tribal Social System and Structure; Tribal and Constitutional Provisions; Issues Relating to Tribal Communities – Land, Environment, Forest and Gender Issues, Developmental Issues, Transition and Change; Tribal Welfare Programmes -Vanbandhu Kalyan Yojana (VKY), Adivasi Mahila Sashaktikaran Yojana (AMSY), Pradhan Mantri Van Dhan Yojana, National Forest Policy of 1988.

**Unit IV: Role of Social Worker and Development Agencies:** National Bank for Agriculture and Rural Development (NABARD); Millennium Development Goals & Sustainable Development Goals; National

Institution for Transforming India(NITI Aayog); Community Welfare Programmes-Jal Jeevan Mission and Swachh Bharat Mission; Role of Social Worker in Different Communities.

**Suggested Readings:**

- Ahluwalia, Isher Judge et al. (2014). Urbanisation in India: Challenges, Opportunities and the Way Forward. New Delhi: Sage Publication.
- Rao, K. Gopalkrishna (2010) Changing Rural Society in India, New Delhi: Author press India.
- Chacko, M. Pariyaram (2005) Tribal Communities and Social Change (Themes in Indian Sociology), New Delhi: Sage Publications.
- Pfeffer, George and Behera, D. K. (eds.) (2005) Contemporary Society: Tribal Studies: Tribal Situation in India, Volume 6, New Delhi: Concept Publishing House
- Diwan, Govinda (2003) Community Participation and Empowerment in Primary Education, New Delhi: Sage Publications.
- Kumar, A. (2002) Tribal Development in India, New Delhi: Sapru and Sons.
- Gill, Rajesh (1993) “Urban Poverty in India: Theoretical Understanding and Policy Implications”, Urban India, Vol. XIII, No. 2.
- National Institute of Urban Affairs (1988) State of India’s Urbanization, New Delhi: NIUA.
- Bhargava, Gopal (ed.) (1981) Urban Problems and Policy Perspectives, New Delhi: Abhinav Publications.
- Desai, A. R. (1977) Rural Sociology in India, Bombay: Popular Prakashan.

**Additional Readings:**

- Munshi, Indra (2007) Adivasi Life Stories - Contexts, Constraints, Choices, Jaipur: Rawat
- Payne, Malcolm (2005) The Origins of Social Work: Continuity and Change, London: Palgrave MacMillan.
- Ramachandran R (1997) Urbanization and Urban Systems in India, New Delhi: OUP.
- Cohen A. P (1985) The Symbolic Construction of Community, London: Routledge.
- Walter, C. Neala (1990) Developing Rural India: Policies, Politics and Progress, New Delhi: Allied Publishers.
- Mehta, S. R. (1984) Rural Development: Policies and Programmes, New Delhi: Sage Publications.
- Rao, M. S. A. (1974) Urban Sociology in India: Reader and Source, New Delhi: Orient Longmans Ltd.

## **CSW 103: INTERFACE OF SOCIAL WORK WITH OTHER SOCIAL SCIENCE DISCIPLINES**

**Objectives of the Paper:** To understand the relationship between social work and other social science disciplines to promote their understanding of inter-related subjects in the field of social sciences and how these disciplines help each other in dealing with societal issues.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### **Course Content**

**Unit I: Introduction to Sociology:** Society- Meaning, Types and Characteristics; Relevance to Social Work Practice; Basic Concepts - Society, Social Institutions, Social Systems, Social Structure, Social Stratification, Social Mobility, Social Control; Interface between Caste/Race/Ethnicity and Religion; Understanding Gender and Society & Social Construction of Gender.

**Unit II: Culture and Social Change:** Culture - Concept, Meaning, Functions, Characteristics, Dimensions of Culture, Cultural Lag, Socialisation; Social Processes: Meaning and Kinds of Social Interaction – Cooperation, Competition, Conflict, Accommodation, Assimilation, Integration and Development; Social Change- Meaning, Definition, Factors affecting Social Change; Conformity and Deviance; Changing Cultural Construct: Divorce, Cohabitation, Issues of LGBTQ Community.

**Unit III: Psychology:** Concept and Definition of Psychology Roots , Psychology as a Scientific Discipline; Various Perspectives in Psychology- Behavioural, Cognitive, Humanistic, Psychodynamic, and Socio-cultural; Personality: Meaning, Concept and Determinants; Stages of Development; Motivation, Perception and Learning; Intelligence: Meaning, Concept and Types of Intelligence, Social Intelligence, Emotional Intelligence (E.Q), Intelligence Quotient (I.Q), Happiness Quotient (H.Q).

**Unit IV: Social Work and Human Rights:** Human Rights- Meaning, Definition, Concept, Classification of Human Rights, Universal Declaration of Human Rights, Human Rights in the Constitution of India (Fundamental Rights and Directive Principles of the State Policy); National Human Rights Commission of India, National Commission for Women, National Commission for Minorities, National Commission for SC & ST; The Legal Aid, Public Interest Litigation, Sexual Harassment of Women at Workplace Act 2013, Right to Information 2005, Right to Education Act 2009.

### **Suggested Readings:**

- Haralambos & Holborn. (2022). Sociology: Themes and Perspectives, 8th Edition, New Hill Publishing Co Ltd.
- Agarwal, Suresh. (2015). Sociological Theory, Rawat Publications, New Delhi, Darya Ganj Shankar.
- Paula, Nicolson and Rowan, Bayne. (2014). Psychology for Social Work Theory Penguin Books India Pvt. Ltd.
- Giddens, Anthony. (2013). Sociology (Seventh Edition), Cambridge, Polity Press
- Crawford, Karen and Janet, Walker. (2010). Social Work and Human
- Archambeault, John. (2009). Social Work and Mental Health, UK: Learning.
- Susan C. Mapp. (2008). Human Rights and Social Justice in a Global World.
- Baxi.U. (2007). Human Rights in a Post Human World. Cambridge University.
- C.N.Rao, (2007). Sociology: Principles of Sociology with an Introduction to Social Thoughts Sultan Chand & Sons Private Ltd, New Delhi, Darya Ganj.
- Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publisher, Matters Ltd.
- Biswal.T. (2006). Human Rights – Gender and Environment. Vira Publications.
- Ingleby, Ewan. (2006). Applied Psychology for Social Work, UK: Learning.
- Tapan Biswal. (2006). Human Rights – Gender and Environment. Vira Publications. York: McGraw HillInc.
- Kohli A.S. (2004). Human Rights and Social Work Issues. Society for Community, London.
- Aish Kumar Das. (2004). Human Rights in India. Sarup and Sons. New Delhi.
- Feldman, Robert. S. (2004). Understanding Psychology, New York: Tata McGraw.
- Das A.K. (2004). Human Rights in India. Sarup and Sons. New Delhi, Segment Book Distributors.
- Sawant. P.B. (2004). Human Rights. Society for Community Organisation.
- Shantha Kumar. (2004). Human Rights, People's Watch. Madurai.
- Deshpande, Satish, (2003) Contemporary India- A Sociological View, New Delhi, Development, UK: Learning Matters Pvt Ltd. (3rd Edition).
- Chiranjivi J. (2002). Human Rights in India. Oxford University Press. New Delhi.
- Rao, C.N.S., 2002, Sociology: Primary Principles, Mumbai, Sultan Chand & Co.
- Bruce, Steve, (2000). Sociology: A Very Short Introduction, New Delhi, Oxford University.
- Basu Durga das. (1994). Human rights in Constitutional Law. Princeton Hall.
- Ghurye. G.S. (1995), Caste, Class and Occupation, Mumbai, Popular Prakasha.
- Madurai, Srinivas M.N. (1966). Social Change in India, New Delhi, Orient Longman.

## **CSW 104: RESEARCH METHODS IN SOCIAL WORK**

**Objectives of the Paper:** This course intends to equip the students (i) with skills required for understanding the importance of scientific, analytic, and ethical approach to build knowledge for practice (ii) in developing their ability to use different research designs, sampling strategies and tools for collecting information / knowledge (iii) to conduct research with an aim to develop, use and effectively communicate empirically based knowledge to provide high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate one's own practice.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### **Course Content**

**Unit I- Research:** Meaning, Significance and Objectives; Importance of Research in Social Work; Types of Social Work Research: Meaning and Goals; Techniques of Data Collection – Observation, Interview Schedule and Questionnaire; Steps in the Process of Research – Problem Selection, Field Investigation, Data Processing (Coding, Tabulation and Classification) Analysis and Report Writing.

**Unit II- Research Design:** Meaning, Concept & Types: Experimental, Descriptive, Explanatory, Historical, Case Study; Participatory Action Research; Quantitative and Qualitative Research; Impact Assessment, Policy Research. Pre-testing, Pilot Study.

**Unit III- Sampling and Hypothesis:** Purpose of Sampling; Concepts Related to Sampling – Population, Universe, Sampling Frame and Sampling Unit; Meaning and types of Probability and Non-Probability Sampling; Techniques and Procedures in Sample Selection – Data: Primary & Secondary- Meaning, Types, Sources - Primary, Secondary, Naturalistic Inquiry; Triangulation; Ethics in Research, Hypothesis – Meaning, Characteristics and Types.

**Unit IV- Statistics in Social Work:** Importance and limitations of Statistics; Variables – Discrete and Continuous; Quantitative and Qualitative; Independent and Dependent; Measurement – Nominal, Ordinal, Ratio and Interval; Grouping Data – Frequency Distribution and its Construction; Measures of Central Tendency – Arithmetic Mean, Median and Mode; Measures of Dispersion: Meaning, Assumptions; Uses of

Range, Inter Quartile Range, Mean Deviation, Variance and Standard Deviation; Correlation: Meaning, Assumptions, Uses and Interpretation.

**Suggested Readings:**

- Andrews, Richard. (South Asia edition 2005). Research Questions. London: Continuum.
- Costello, Patrick (S. Asia Edition 2005) Action Research. London: Continuum.
- Babbie, E. (ed) (2004). The Practice of Social Research, Thomson Wadsworth, Belmont (USA).
- Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An Introduction to methods. Jaipur: Rawat Publications.
- Clarke, A.(2003), Evaluation Research. Sage Publications, New Delhi.
- Baker, Therese L. (1994) Doing social research, Singapore: McGraw Hill.
- Denzin, N.K., Lincoln. Y.S. (ed), 1994, Handbook of qualitative research. Sage Publications, New Delhi.
- Bailey, Kenneth D. (1978) Methods of social research. New York: McNeil Pub.
- Black, James A & Champion, Dean J. (1976) Methods and Issues in Social Research. Bombay.
- Claire, S, et al. 3rd ed, (1976), Research Methods in Social Relations. Holt, Rich andWinston, New York.

## SEMESTER – II

### CSW 201: SOCIAL CASE WORK

**Objective of the Paper:** This paper focuses on Case work which is the first primary method of Social Work and in this the individual is helped through various sessions in order to make them self-reliant. It also discusses how Case work is practised in diverse settings.

#### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

#### **Course Content**

**Unit I: Social Case Work as a method of Social Work:** Concept & Definition; Historical Development of Social Case Work; Distinction between Needs and Wants; Objectives of Working with Individuals; Values, Principles, Skills and Components of Case Work.

**Unit II: Approaches of Social Case Work:** Psycho- Social Approach, Functional Approach, Problem-Solving Approach, Task Centred Approach, Person-in-Environment Approach, Strength Based Approach, Crisis Intervention Approach, Eclectic Approach- Application of these Approaches to Understand Clients and Their Contexts; Phases of Social Case Work Process- *Study, Assessment, Intervention, Termination, and Evaluation*.

**Unit III: Tools and Techniques in Social Case Work:** Listening, Observation, Interview, Home Visits, Collateral Contacts, Referrals; Techniques in Practice- Ventilation, Emotional Support, Action Oriented Support, Advocacy, Environment Modification, Modelling, Role Play and Confrontation; Case History, Record Keeping- Face Sheet, Narrative, Process and Summary Recording.

**Unit IV: Case Work in Different Settings:** Families, Adoption Agencies, Educational, Correctional and Mental Health Settings, Oppressed and Marginalised Groups; Casework in Crisis Situations- Violence, Abuse, Rape, Conflicts, Disaster and Natural Calamities; Developing Skills of a Social Case Worker (Interpersonal and Intrapersonal Skills, Interviewing Skills, Empathy, Counselling and Documentation Skills); Ethical Issues and Dilemmas in Social Case Work.



**Suggested Readings:**

- Richmond, M. (1922). What is Social Case Work- An Introductory Description, New York, Russel Sage Foundation.
- Mujawar, W. R., & Sadar, N. K. (2010). Field Work Training in Social Work. New Delhi: Mangalam Publications.
- Segal, E. A. (2010). Professional Social Work. New Delhi: Cengage Learning India Pvt.
- Bhattacharya, S. (2009). Social Case Work Administration and Development. New Delhi: Rawat Publications.
- Jeffrey, K. A., & Shepard, D. S. (2009). Counselling: theories and practice. New Delhi: Cengage Learning India Pvt. Ltd.
- Upadhyay, R. K. (2003). Social casework: A therapeutic approach. New Delhi: Rawat Publications.
- Trevithick, P. (2000). Social work skills: A practice handbook. Open University Press.
- Mathew, G., & Tata Institute of Social, S. (1992). An Introduction to Social Case Work: Tata Institute of Social Sciences.
- Paul, Timms, N. (1972). Recording in social work: Routledge and K. Paul.
- Timms, N. (1966). Social casework: principles and practice. Routledge & Kegan.
- Perlman, H. H. (1957). Social casework: a problem-solving process: University of Chicago Press.Ltd.

## **CSW 202: SOCIAL GROUP WORK**

**Objectives of the Paper:** The focus of this paper is on Social Group Work which is the second primary method of Social Work having a perspective of making people self-reliant through group activity and it is practiced in diverse settings.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### **Course Content**

**Unit I: Social Group Work:** Concept, Purpose of Social Group Work; Historical Development of Group Work; History of Social Group Work in India; Principles, Skills and Techniques of Group Work; Type of Groups in Social Work Practice- Task Centered Groups- Based on Client Needs & Treatment Groups- Support Group, Education Group, Growth Group, Therapy Group, Socialization Group.

**Unit II: Theoretical Approaches of Group Work Practice:** Group Therapy, Transactional Analysis, Gestalt Therapy, Support Groups; Stages of Group Development- Forming, Storming, Norming, Performing and Adjourning. Models of Social Group Work- Social Goals, Remedial and Reciprocal Model; Values, Principles and their Importance in Group Work.

**Unit III: Techniques:** Programme Planning, Monitoring and Evaluation; Group Discussion, Group Counselling and Recording; Group Work Processes- Sub-group, Group Conflict, Group Decision Making, Leadership in Groups; Group Dynamics- Concept, and Areas-Communication and Interaction Patterns, Group Cohesion, Social Control Dynamics and Group Culture.

**Unit IV: Group Work Practice in Diverse Settings:** Disaster Survivors, Substance Abusers, Alcoholics Anonymous, Elderly in Distress, School Children and Youth, People with Mental Health Issues; Roles and Responsibilities of a Group Worker in Different Settings; Ethical Issues and Dilemmas in Social Group Work Practice.

### **Suggested Readings:**

- Toseland, R. W., & Rivas, R. F. (2012). An introduction to group work practice. Boston: Pearson Allyn & Bacon.
- Doel, M. & Sawda, C. (2003). The essentials of group worker. London: Jessica Kingsley Pub.
- Toseland, R. and Rivas, R. (1995). An introduction to group work practice, (Massachusetts: Allyn and Bacon).
- Cartwright, Dorwin and Zander, Alwin. (1995). Group dynamics. New York: Row, Peterson & Co.
- Konopka, G. (1983 3rd Ed.). Social group work: A helping process. New Jersey: Prentice Hall.
- Douglas, T. (1978). Basic group work. London: Tavistock Publication.
- Northen, H. (1976). Theory of social work with groups. New York: Columbia University Press.
- Douglas, T. (1976). Group process in social work: A theoretical synthesis. New York: John Wiley & Sons.
- Barhard, . (1975). The use of groups in social work practice. USA: Routledge & Kegan Paul Ltd.
- Trecker, H.B. (1970). Social group work-principles and practices. New York: Associate Press
- Coyle, Grace, L. (1947). Group experience and democratic values. New York: The Women 's Press.
- Northen, H. (1969). Social work with groups. New York: Columbia University, Press.
- Klein J. (1967). The study of groups. London: Routledge and Kegan Paul Ltd.
- Phillips, H. (1962). Essentials of social group work skills. New York: Associate Press.
- Bhatt R.M. (1960). Records of group work practice in India. Baroda: Baroda University.
- Delhi School of Social Work (1958). Field work records in group work and community organization. London: Tavistock Publication.
- Trecker, H.B. (1955). Group work: Foundations & frontiers. New York: Whiteside & William Marrow & Co.
- Konopka, G. (1954). Group work in institution. New York: Associate Press.
- Ryland & Wilson. (1949). Social group work practice. USA: Houghton Mifflin Co.

## CSW 203: COMMUNITY ORGANISATION AND DEVELOPMENT

**Objectives of the Paper:** This course is to prop up the understanding of the students in relation to the (i) various aspects of community organization in India (ii) models and approaches of community development along with discrimination exercised in community development programmes (iii) methods used for community organization and development (iv) role of the social worker community organizer in building consensus around community issues.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Community:** Concept (Sociological and Practitioner); Community Work within Social Work; Definition, Objectives, Principles and Relevance of Community Organization Practice; Historical Development of Community Organization; Community Organization in India.

**Unit II: Community Organization:** Process of Community Organization - Study and Survey, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification and Continuation; Models of Community Organization - Locality Development Model, Social Planning Model, Social Action Model; Approaches (Directive and Non-directive). Role of Advocacy, Extension and Dissemination in the Community.

**Unit III: Community Development:** Concept, History, Principles, Objectives and Community Development; Models of Participation and Empowerment: Assets-Based Community Development, Theoretical Path for Community Engagement; Community Leadership; Discrimination and Community Development Programming; Types of Discrimination & their Impact on Capacity Development, Addressing these at the Community Level; Community Development Programme - Gram Panchayat Development Plan (GPDP).

**Unit IV: Community Organizer:** Role of the Community Organizer within Different Models (Enabler, Educator, Advocate, Guide, Broker, Networking and Therapist); Skills and Attributes of a Community Organization Practitioner – Problem Analysis, Resource Mobilization, Communicator, Conflict Resolution, Organizing Meetings, Writing and Documenting, Networking, Training.

### **Suggested Readings:**

- Lal (2017), India Social: How social media is Leading the change and Changing the Country, Hachette India.
- Beher A & Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune: NCAS.
- Freire (2005), Pedagogy of the Oppressed, The Continuum International Publishing Group Ltd, United States of America.
- Chambers Robert (2005) Ideas for Development, Earth Scan, London.
- Chatterjee (2004), Up Against Caste: Comparative Study of Ambedkar and Periyar, Rawat Publications.
- National Centre for Advocacy Studies (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune: National Centre for Advocacy.
- PRIA (1995) Participatory Evaluation: Issues and Concerns, New Delhi: PRIA.
- Dhama, O. P & Bhatnager, O.P. (1994) Education and Communication for Development. New Delhi: Oxford & IBG Pub. Co. Pvt; Ltd.
- Cox Fred (1987), Community organization, Michigan: F.E. Peacock Publishers.
- Rao, MSA (1979) Social Movements in India, New Delhi: Vol. 1 and 2, Manohar Publication.
- Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi: Bantice Hall International Inc.
- Milson Fred (1973) An Introduction to Community Work, Rutledge & Kegan Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd.
- Gangrade, K.D (1971) Community Organization in India, Mumbai: Popular Prakashan.
- Ross, Murray & Lippin, Ben (1967) Community Organization; Theory, Principles, and Practice, New York: Harper & Row.
- Khinduka, S. K & Coughlin, Bernard (1965) Social Work in India, New Delhi: Kitab Mahal.
- Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York: Thomas Crowell

## **CSW 204: SOCIAL WELFARE ADMINISTRATION**

**Objectives of the Paper:** To have a complete understanding of Social Welfare Administration as a Secondary Method of Social Work Practice. This includes Working of Government Departments at Various Levels, Policy Formulation and Administrative Processes.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### **Course Content**

**Unit I: Basic Concepts:** Social Action - Concept and History, Social Action as a Secondary Method of Social Work Intervention; Strategies Involved in Social Action; Social Welfare - Concept and Definitions; Models of Social Welfare Administration; History of Social Welfare with Special Reference to India.

**Unit II: Social Welfare Administration:** Concept and Evolution of Development Administration in India; Structure of Social Welfare at the Central, State and Local Level; Programmes of Central Social Welfare Board and State Social Welfare Boards; Administrative Structure—Memorandum of Association, Functions, and Responsibilities of Governing Board, Committees and Office Bearers. Motivational Theories: Maslow's Theory, McGregor's Theory X and Theory Y, McClelland's Theory of Needs.

**Unit III: Social Policy:** Concept, Definitions, Models of Social Policy; Social Advocacy; National Policy on Voluntary Sector (2007); Procedures in Registering an Organization – Societies Registration Act, 1860, Indian Trust Act, 1882, The Companies Act, 1956. District Social Welfare Office: Roles and Responsibilities.

**Unit IV: Administrative Processes:** Meaning & Nature; Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB); Mobilization of Financial Resources, Grants in Aid; Foreign Contribution Regulation Act 1976; Exemption from Income Tax; Administrative Skills – Writing Reports, Letters and Minutes of Meeting; Project Formulation, Implementation, Monitoring and Evaluation.

### **Suggested Readings:**

- Mullard, M. and Spicker (1998): Social Policy in a Changing Society, London: Routledge.
- Spicker, Paul (1998): Principles of Social Welfare: An Introduction to Thinking About the Welfare State, London: Routledge.
- Bandyopadhyay, D. (1997): "People's Participation in Planning Kerala Experiment, ".
- Rao, V (1994): " Social Policy: The Means and Ends Question, " Indian Journal of Public Administration, Vol. L, No. 1, Jan-March.
- Weimer, D.L. and Vining A.R. (1994): Policy Analysis : Concepts and Practice, New Jersey: Prentice Hall.
- Bhanti, R. (1993): Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
- Mundle, S. (1993): " Policies, Paradigms and Development Debate at the Close of Twentieth Century, " Economic and Political Weekly, Vol. XXXVIII, No.26, Sept. 4, 1993, Wheatspeat Books.
- Rastogi, P.N. (1992): Policy Analysis and Problem-Solving for Social Systems, New Delhi: Sage Publications.
- Dimitto, D.M. (1991): Social Welfare: Politics and Public Policy, New Jersey: Prentice Hall.
- Bulmer, M. et.al. (1989): The Goals of Social Policy, London: Unwin Hyman.
- Chakraborty, S. (1987): Development Planning – Indian Experience, Oxford: Clarendon Press
- Jones, K. et.al. (1983): Issues in Social Policy, London: Routledge and Kogan Paul.
- Mac Pherson, S. (1982): Social Policy in the Third World, New York: John Wiley and Sons.
- Huttman, E.D. (1981): Introduction to Social Policy, New York: McGraw Hill.
- Lindblom, C.E. (1980): The Policy-Making Process, New Jersey: Prentice Hall.
- Madison, B.Q. (1980): The Meaning of Social Policy, London: Croom Helm.
- Mac Pherson, S. (1980): Social Policy in the Third World, London: Wheat Speat Books.
- Kulkarni, P.D. (1979): Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
- Mishra, R. (1977): Society and Social Policy, London: Macmillan Ltd.
- Kahn, A.E. (1973): Social Policy and Social Services, New York: Random House.
- Livingstone, A. (1969): Social Policy in Developing Countries, London: Routledge and Kogan Paul
- Kulkarni, P.D. (1952): Social Policy in India, New York: McGraw Hill Book Company.
- Jenks, W. (1876): Social Policy in a Changing World, Geneva: I.L.O.
- Hebsur, R.K. (ed.): Social Intervention for Justice, Bombay: TISS
- Mathur, K. Bjorkman: Top Policy Makers in India, New Delhi: Concept Publishing Co.
- Rao, V. and Mander, H.: An Agenda for Caring: Interventions for the Marginalised, New Delhi: VHA.

## THIRD SEMESTER

### Course Title/Course Code

### Gender and Family (SWP: 301)

### Instructions for the Paper setter/Examiner

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

**Course Objective:** This course is equipped to make the students understand that gender difference is the product of, not the cause of gender inequality, and how the institutions like family, workplace; state and law create gender differences and reproduce gender-inequalities. Also, despite extreme and persistent gender-inequalities in our society and by de-gendering trait, and not people, men and women may not become similar but definitely more equal.

### UNIT-I

**Gender:** Concept of Gender, Construction of Gender; Issues – Nature vs Culture, Private vs Public, Reproduction vs. Production; Approaches – Liberal, Marxian, Radical, Socialist and Post-Modernist.

### UNIT-II

**Family:** Concept of Family, Functions of the Family, Changes in the institution of Family; Issues – Women and Work (Paid, Unpaid work, division of household labour), Education, Nutrition and Health Care.

### UNIT-III

**Gender Justice and Gender Laws:** Gender Issues – Gender biases in legislation and consequences on women; Offences against women – domestic Violence; sexual harassment at work place, trafficking and prostitution; Laws – Rights guaranteed under the Constitution of India to Women; Fundamental Rights, Directive Principles and Reproductive Rights.

### UNIT-IV

**Family Welfare:** Enforcement of Laws – Family Courts, Mahila Adalats, National and State Commissions, Family Counselling Services; Women Welfare Programmes, Schemes and Strategies in Five Year Plans; Trajectory of Gender and Developmental concerns; U.N. efforts ; CEDAW and Human Rights approach; Role of Social Worker in Gender and Family concerns.



### **Suggested Readings**

- Arya, Sadhna (2000) *Women, Gender Equality and the State*, New Delhi: Deep and Deep Pub.
- Debra Bergoffen et al. (eds.) (2010) *Confronting Global Gender Justice: Women's Lives, Human Rights*, London: Routledge
- Costa, Mariarosa Dalla (2015) *Family, Welfare, and the State*, New York: Common Notions.
- Diwan, Paras (2012) *Family Law*, Allahabad: Allahabad Law Agency
- Dube, Leela and Parliwal, Rajni (1990) *Structures and Strategies: Women, Work and Family*, New Delhi: Sage Publication
- Edgell, Stephen (2006) *The Sociology of Work: Continuity & Change in Paid and Unpaid work*, Thousand Oaks: Sage Publication.
- Flavia, Agnes (2001) *Law and Gender Inequality: The Politics of Women's Rights in India*, New Delhi: Oxford University Press.
- Kimmel, Michael S. (2000) *The Gendered Society*, New York: Oxford University Press.
- Koggel, Christine and Cynthia Bisman (eds.) (2017) *Gender Justice and Development: Local and Global*, Volume I, London: Routledge
- Lengermann, Patricia M. and Jill Niebrugge-Brantley (1996) "Contemporary Feminist Theory" in George Ritzer's *Sociological Theory*, (Fourth Edition), New York: McGraw-Hill Companies, Inc., pp. 436-486.
- Sangari, Kumkum and Chakravarti Uma (1999) *From Myths to Markets: Essays on Gender*, New Delhi: Manohar Pubs.
- Scaria, Mary (2008) *Human Rights Law and Gender Justice*, New Delhi: Media House
- Wykes, Maggie and Kirsty Welsh (2009) *Violence, Gender and Justice*, London: Sage.

### **Additional Readings**

- Aggarwal, Bina (ed.) (1988) *Structures of Patriarchy: State, Community and Household in Modernizing Asia*, New Delhi: Kali for Women.
- Blumberg, Rae Lesser (ed.) (1991) *Gender, Family and Economy: The Triple Overlap*, London: Sage Publications.
- Aggarwal, Bina (ed.) (1994) *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge: Cambridge University Press.
- Davidson, Laurie and Girdon, Laura Kramer (1979) *The Sociology of Gender*, Chicago: Rand McNally.
- Kalleberg, Arne L. and Rosenfeld, Rachel A. (1990) "Work in the family and the labor Market: Cross-national Reciprocal Analysis", *Journal of Marriage and the Family*, Vol 52, No. 2 (May), pp. 331-346.
- Leslie, Julia (ed.) (2000) *Invented Identities: The Interplay of Gender, Religion and Politics in India*, New Delhi: O.U.P.
- Lorber Judith and Susan A. Farrell (eds.) (1991) *The Social Construction of Gender*, New Delhi: Sage Publication.
- Okin, Susan Moller (1991) *Justice, Gender, and the Family*, New York: Basic Books.

## **Course Title/Course Code**

### **Aging and Social Work (SWP: 302)**

#### **Instructions for the Paper setter/Examiner**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

**Course Objectives:** This course aims at apprising the students about (i) the changing demography of the elderly population in India (ii) their contemporary issues and concerns within the family (iii) the policies and programmes affecting the needs of the elderly (iv) the urgency for perceiving ageing positively in order to enhance the quality of life of the aged, their families as well as the community. Course content

#### **Course Content**

##### **Unit: I**

**Gerontology:** Concept and definition; Demography of aging – Proportion of elderly persons by sex, rural/urban, marital status, economic status and regional variations; Factors contributing to the problems of the elderly – socio-economic and health etc: public perceptions, beliefs, stereotypes towards old age; Emerging trends and issues of elderly in the context of globalization.

##### **Unit: II**

**Aging and Family:** Traditional norms concerning role, power and status of elderly in Indian families; the generation gap and crisis of values; declining authority and adjustment to changing roles; Issues and concerns of the elderly – leisure time, spiritual discourses, neglect, abuse, domestic violence, abandonment, housing, safety issues, illness and death of the spouse, role of family in elderly care.

##### **Unit: III**

**Policies and Programmes:** Constitutional and legislative provisions; Privileges, Benefits and Facilities by Government of India (The Maintenance and Welfare of Parents and Senior Citizens Act, 2007); Social Security schemes; National Policy on Aging; Care for elderly – Institutional and Non Institutional services for the welfare of the aged; Information and availability about physical aids and geriatric treatment.

## **Unit: IV**

***Social Work and Aging:*** Social work practice for enhancing quality of life through education for preparation of new roles and activities; initiating social networks, self help groups, bereavement counselling, mediating for enabling the elderly to receive their entitlements; Intervention needs – retirement planning, promoting savings, investments and making a will, training and opportunities for income generation, Raising family awareness; Role of non-governmental agencies.

### **Suggested Readings:**

- Cox, Enid O and J Parson Ruth. (1994) *Empowerment Oriented Social Work Practice with the Elderly*. California: Brooks Cole Publishing Company.
- Dandekar, K. (1996) *The Elderly in India*. New Delhi: Sage Publications.
- Desai. M and Siva Raju. (2000) *The Elderly in India*. New Delhi: Sage Publications
- Irudaya Rajan et al. (1997) *Indian Elderly: Asset or Liability*. New Delhi: Sage Publications.
- Khan, M. Z. (1997) *Elderly in Metropolis*. New Delhi: Inter India Publishers.
- Liebig, Phoebe S. and Rajan, S. Irudaya (2003) *An Aging India: Perspectives, Prospects, and Policies*. Canada: Haworth Press Inc.
- Lymbery, Mark (2005) *Social Work with Older People*. London: Sage Publications.
- Lynch, J. (2007) *Age in the Welfare State*. Cambridge: Cambridge University Press.
- Marshal, M. (1993) *Social Work with old-people*, London: Macmillan Press.
- Pappathi, K. (2007) *Ageing: Scientific Perspective and Social Issues*. New Delhi: A.P.H. Publications
- Parker, J and Bradley, G. (2008) *Social Work with Older People*. Glasgow Learning Matters Ltd.
- Penhale, B and Parker, J. (2008) *Working With Vulnerable Adults*. USA: Routledge.
- Settersten Jr., Richard A. and Jacqueline L. Angel (eds.) (2012) *Handbook of Sociology of Aging (Handbooks of Sociology and Social Research)*, New York: Springer
- Tanner, D and Harris, J. (2008) *Working With Older People*. London: Routledge.

### **Additional Readings:**

- Beaver, Marion L. (1983) *Human Service Practice with The Elderly*, London: Prentice-Hall, International, Inc.
- Chowdhry, Paul D. (1992) *Aging and the Aged: A Source Book*, New Delhi: Inter India Publications.
- Rajan, S. Irudaya, et al. (1997) *India's Elderly: Burden or Challenge*, New Delhi: Sage Publications.
- Sharma, M. L. and Dak, T. M. (eds.) (1987) *Aging in India*, New Delhi: Ajanta Publications.
- Shubha, S. et al. (2000) *Senior Citizens Guide*, New Delhi: Help Age.
- Oliver, M. (1983) *Social Work with the Disabled*, London: Macmillan.
- Krishnan, P and K. Mahadevan (eds) (1992) *The Elderly Population in the Developed World: Policies, Problems and Perspectives*, Delhi: B. R. Publishing.
- Upham, F. (1999) *Living with Chronic Illness - the Experience of Patients and their Families*, London

## **Course Title/Course Code**

### **Disaster Management and Social Work (SWP 303)**

#### **Instructions for the Paper setter/Examiner**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course Objectives:** This course aims at acquainting the students with (i) the phenomenon of disaster (ii) the various ways of managing disaster (iii) the devastating impact of disasters on various groups in society (iv) the process of rehabilitation after the disaster.

#### **Course Content**

##### **Unit: I**

**Disaster:** Concept, meaning, causes and effects; Related concepts – Risk and Hazard; Types of disasters – Natural disasters: famine, drought, flood, cyclone, tsunami, earthquakes etc.; Man-made disasters – riots, blasts, industrial militancy, displacement etc.

##### **Unit: II**

**Disaster Management and Phases:** Prevention preparation; education and vulnerability, Disaster Preparedness – Concept and Nature; Disaster Preparedness Plan for People and Infrastructure; Community based disaster – preparedness plan for people and Infrastructure. Community based disaster preparedness Plan – Objectives, prerequisites and constraints and resource mobilization; Disaster Mitigation – Meaning, concept and strategies and management; Role of Individuals and Team in mitigation.

##### **Unit: III**

**Impact of Disaster:** Physical, economic, spatial and psycho-social conditions, Post-traumatic stress disorder (PTSD); Politics of aid; Victims of disaster – children, elderly and women

##### **Unit: IV**

**Disaster and Rehabilitation:** Disaster policy in India; Disaster Management Act of 2005; Role of National and International agencies like NDMA, UNDP etc.; Role of NGOs, Media, Police and Armed Forces; Disaster Response from Central, State, District and Local Administration; Role of social worker and intervention strategies.

**Suggested Readings:**

- Abarquex, I. and Z. Murshed (2004) *Community-Based Disaster Risk Management: Field Practitioners' Handbook*, New Delhi: Asian Disaster Preparedness Center.
- Arulsamy, S. and J. Jeyadevi (2016) *Disaster Management*, Hyderabad: Neelkamal Publications
- Blaikie P, Cannon T, Davis, I and Wisner B. (2004) *At risk: Natural hazards, people's vulnerability and Disaster*, London: Routledge.
- Bryant, Edward (2005) *Natural Hazards*, Cambridge (UK): Cambridge University Press
- Clarke, Daniel J. and S. Dercon (2016) *Dull Disasters?: How Planning Ahead Will Make a Difference*, New Delhi: OUP
- Clarke, J. I., Peter Curson, et al. (ed) (1991), *Population and Disaster*, Oxford: Basil Blackwell Ltd.
- Parasuraman, S. and Unnikrishnan, P.V. (2000): *India Disasters Report: Towards Policy Initiative*, New Delhi: Oxford University Press.
- Rapp, Randy R. (2011) *Disaster Recovery Project Management: Bringing Order from Chaos*, Purdue University Press, West Lafayette (IN): Purdue University Press
- Roy, P.S. (2000): *Space Technology for Disaster management: A Remote Sensing and GIS Perspective*, Indian Institute of Remote Sensing (NRSA) Dehradun.
- Sahni, Pardeep et.al. (eds.) 2002, *Disaster Mitigation Experiences and Reflections*, Prentice Hall of India, New Delhi.
- Singh, R. B. (2006) *Natural Hazards and Disaster Management: Vulnerability and Mitigation*, Jaipur: Rawat

**Additional Readings**

- Alexievich, Svetlana and Keith Gessen (2006) *Voices from Chernobyl: The Oral History of a Nuclear Disaster*, New York: Picador
- Cuny, Frederick (1984), *Disasters and Development*, Oxford: Oxford University Press
- Garb, S. and Eng. E (1969) *Disasters Hand Book*, New York: Springer.
- Maskrey, Andrew (1989), *Disaster Mitigation: A Community Based Approach*, Oxford
- Parry, Richard Lloyd (2017) *Ghosts of the Tsunami: Death and Life in Japan's Disaster Zone*, Malaysia: MCD Publishers

## **Course Title/Course Code**

### **Human Resource Management and Labour Welfare (SWP 304)**

#### **Instructions for the Paper setter/Examiner**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course Objectives:** This course aims at acquainting the students with (i) the phenomenon of human resource management (ii) the concept of human resource development (iii) legislations relating to industrial relations (iv) the issue of labour welfare.

#### **Course Content**

##### **Unit I**

**Human Resource Management:** Concept, philosophy, principles, role, importance and functions; Qualities and competencies of a good Human Resource Manager; Personnel Policy – Definition, purpose, need, importance and types of personnel policies; Human Resource Planning – Concept and process; Recruitment and Selection – Sources of labour supply, job Description, Job Classification, Job Analysis and Job Evaluations; Other important Issues – Induction, Placement, Transfers, Promotion Retirement and Dismissal.

##### **Unit II**

**Human Resource Development (HRD):** Concept, need and objectives; Instruments and their implementation; HRD for workers – Rationale, Training, counselling and functions; Training and Development – Need, importance and objectives; Techniques of training, Training Need Assessment, Training monitoring and evaluation; Performance Appraisal System – Concept, techniques, approach and Importance of Performance Management System.

##### **Unit III**

**Industrial Relations Legislation:** Industrial Disputes Act 1947; Industrial Employment (standing orders) Act 1946 and Trade Unions Act 1926. Welfare Legislation: Factories Act 1948, Mines Act 1952, Contract Labour (Regulation and Abolition) Act 1970, Employees Provident Fund and Miscellaneous Provisions Act 1952.

## Unit IV

**Labour Welfare:** Minimum Wages Act 1948, Payment of Gratuity Act 1972, Workmen's compensation Act 1923, Employees State Insurance Act 1948, Maternity Benefit Act 1960. Labour Welfare: Concept, scope and philosophy, principles of labour welfare, Indian Constitution on labour, International and National Agencies of labour welfare and their role in India. Labour problems and solutions- indebtedness, Absenteeism, Alcoholism, Personal and Family counselling

### Suggested Readings:

- Aswathappa, K. (2017) *Human Resource Management, Text and Cases*, 8<sup>th</sup> edition, Columbus (OH): McGraw Hill Education
- Biswas, Debasish (2013) *Industrial Relations and Labour Welfare*, New Delhi: Neha Publishers and Distributors
- Chatterjee, B. (1999) *Human Resource Management: A Contemporary Text*, New Delhi: Sterling Publishers Pvt. Ltd.
- Dessler, Gary (2011) *Human Resource Management*, 12th Edition, New Delhi: Pearson
- Jethwaney, J. N. et al. (1994) *Public Relations Concepts, Strategies and Tools*, New Delhi: Sterling Publishers.
- Kumar, Vyas Rajesh (2012) *Labour Welfare in India*, Saarbrücken (Germany): Lambert Academic Publishing
- Luthans, F. (1998) *Organizational Behaviour*, Boston: The McGraw-Hill Company
- Rao, T. V. (2006) *Human Resource Development*, New Delhi: OUP
- Salamon, Michael (2000) *Industrial Relations: Theory and Practice*, 4<sup>th</sup> edition, N.J.: Prentice-Hall
- Sharma, R. C. (2016) *Industrial Relations and Labour Legislation*, New Delhi: Prentice-Hall India
- Tripathi, P. C. (1994) *Personnel Management and Industrial Relations*, New Delhi: Sultan Chand & Co.
- Werner, Jon M. and Randy L. DeSimone (2016) *Human Resource Development*, New Delhi: Cengage Learning India Pvt. Ltd.

### Additional Readings

- Balan, K. R. (1995) *What the Management Defines... Public Relations Refines*, New Delhi: Sterling Publishers Pvt. Ltd.
- Bhousle, Y. B. (1977) *Personnel Management: The Indian Scene*, New Delhi: Sultan Chand and Company
- Dale, S. Beach (1975) *Personnel – The Management of People at Work*, New York: Macmillan Publishers
- Dwivedi, R. S. (1982) *Management of Human Resources*, New Delhi: Oxford and IBH Publishing Company
- Putti, M. Joseph (1980) *Personnel – The Management of Securing and Maintaining the Work Force*, New Delhi: Sultan Chand and Co.
- Ramaswamy, E. A. and Uma Ramaswamy (1981) *Industry and Labour: An Introduction*, New Delhi: Oxford University Press.

## **Course Title/Course Code**

### **Statistics in Social Work (SWP: 305)**

#### **Instructions for the Paper setter/Examiner**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course objectives:** This course will help the students to appreciate the use of statistics for analyzing and interpreting social work research by acquainting them with (i) statistical tools and techniques (ii) measures of central tendency, dispersion, association as well as methods for drawing inferences.

#### **Course Content**

##### **Unit: I**

**Statistics in Social Work:** Uses and limitations of statistics; Variables – discrete and continuous; quantitative and qualitative; independent and dependent; Measurement – nominal, ordinal and interval; Grouping Data – frequency distribution and its construction; Measures of Central Tendency – arithmetic mean, median and mode.

##### **Unit: II**

**Measures of Dispersion:** Range, Inter quartile range, Mean deviation, Variance and standard deviation; Coefficient of variation; Bivariate distribution – Creating bivariate contingency tables; Rules for percent aging bivariate tables.

##### **Unit: III**

**Measures of Association:** Nominal level – Yule's Q and Lambda; Ordinal level – Spearman's Rank Order Correlation Coefficient, Gamma; Interval Level – Pearson's Product Moment Correlation Coefficient (Ungrouped data).

##### **Unit: IV**

**Tests of Significance:** t -test for significance of Mean for two independent samples; Chi-square test for A x B Contingency Tables; Z test for proportions for two independent random samples; Presentation of Data – Types; Writing the report.



**Suggested Readings:**

- Blalock, H. M. (1979) *Social Statistics*, New York: McGraw Hill Book Company.
- Jane, J. Fielding and Gilbert, G. Nigel (2000) *Understanding Social Statistics*, London: Sage Publications.
- Kurtz, Norman R. (1985) *Introduction to Social Statistics*, London: McGraw Hill Book Company.
- Mark, Sirkin R. (1995) *Statistics for the Social Sciences*, London: Sage Publications.
- Mohanty, Banamali and Santa Misra (2015) *Statistics for Behavioural and Social Sciences*, New Delhi: Sage
- Rajaretnam, T. (2016) *Statistics for Social Sciences*, New Delhi: Sage

**Additional Readings:**

- Anderson, Jonathan et al. (1970) *Thesis and Assignment Writing*, New Delhi: Wiley Easter
- Kothari, C. R. (1985) *Research Methodology*, New Delhi: Wiley Eastern Ltd.
- Singh, J. (1994) *Introduction to Methods of Social Research*, New Delhi: Sterling Publishers Pvt. Ltd.
- Young, V. Pauline (1975) *Scientific Social Surveys and Research*, New Delhi: Prentice Hall.

## FOURTH SEMESTER

### Course Title/Course Code

### Child and Youth Development (SWP: 401)

#### Instructions for the Paper setter/Examiner

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course Objectives:** This course seeks to augment the awareness of the students concerning (i) the concept of child welfare in the light of international context (ii) the difficulties faced by the at risk children (iii) the interventions made by the governmental and non - governmental organizations (iv) pertinent issues affecting the today's youth.

#### Course Content

##### Unit: I

**Definition of a child:** Social construction of childhood and adolescence; Situational analysis of child in India; Concept of child welfare; Historical evolution and changing ideological and philosophical context of child welfare; Global agenda for children, CRC and Global movement; Constitutional and statutory provisions and their critique in the light of CRC; Role of U.N. and other international agencies in child welfare; Evaluation.

##### Unit: II

**Vulnerable children:** Understanding vulnerability, marginalization, poverty and child rights; Children in conflict with Law and Children in need of care and protection – the girl child, street children, destitute children, children facing sexual abuse, victims of stigmatization, disasters, domestic violence, etc.

##### Unit: III

**State and Children:** Evolution of policies on children; Legislations and programmes for children in Education, Health, Nutrition and Protection; Developmental and Preventive Strategies and programmes for rights of children; Juvenile Justice (Care and Protection) Act 2000; National Plan of Action for Children 2005; Contribution of NGOs in the field of education, health, recreation and protection of children.

## **Unit: IV**

**Youth and development:** Situational analysis of youth in India; Characteristics of Youth based on location – Urban, rural and tribal; Influence of societal systems on youth – Family, politics, media, IT; Critical issues affecting youth in relation to their developmental roles and tasks; education, work, family, marriage and relationships; High risk behaviour – Substance abuse, sexual behaviour, HIV/AIDS, violence.

### **Suggested Readings:**

- Bajpai, Asha (2003) *Child Rights in India: Law, Policy and Practice*, New Delhi: Oxford University Press.
- Cleaver, Hedy et. al. (eds.) (2007) *Child Protection, Domestic Violence and Parental Substance Misuse: Family Experiences and Effective Practice*, London: Jessica Kingsley Publishers.
- D'Cruz, Premilla (2004) *Family Care in HIV/AIDS: Exploring Lived Experience*, New Delhi: Sage Publications.
- Frost and Parton (2009) *Understanding Children's Social Care: Politics, Policy and Practice*, Sage Publications.
- Gill, McIvor and Raynor, Peter (2007) *Developments in Social Work with Offenders*, London: Jessica Kingsley Publishers.
- Hagell, Ann and Jeyarajah-Dent, Renuka (eds.) (2006) *Children Who Commit Acts of Serious Interpersonal Violence*, London: Jessica Kingsley Publishers
- Hill, Malcolm et.al. (eds.) (2006) *Youth Justice and Child Protection*, London: Jessica Kingsley Publishers.
- Loeber, Rolf and Farrington, David P (eds.) (2001) *Child Delinquents: Development, Interventions and Service Needs*, New Delhi: Sage Publications.
- Roberts, Jonathan (2009) *Youth work ethics*, New Delhi: Sage.
- Singh, Ajit K, (2011) *Family and Child Welfare*, New Delhi: Centrum Press.

### **Additional Readings:**

- Banerjee, B. G. (1987) *Child Development and Socialisation*, New Delhi: Deep and Deep Publication
- Banerjee, B. G. (1987) *Child Development and Socialisation*, New Delhi : Deep and Deep Publication
- Narain, Jai P. (ed.) (2004) *AIDS in Asia: The Challenge Ahead*, New Delhi: Sage Publications
- NIPCCD (1997) *National Evaluation of Integrated Child Development Services*, Delhi: Published by NIPCCD

## **Course Title/Course Code**

### **Poverty, Slums and Urban Development (SWP: 402)**

#### **Instructions for the Paper setter/Examiner**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course Objectives:** The course has been designed to educate the students about the (i) conceptual understanding of poverty in general and urban poverty in particular (ii) the empirical issues concerning urban poverty in India with a focus upon large metropolitan cities and (iii) policies and programmes initiated by Indian State in order to tackle the problems of urban poverty and slums in India.

#### **Course Content**

##### **Unit: I**

**Urbanization:** Meaning; Features in Developed and Developing Countries; Urban Growth; Over-urbanization; Migration Streams and their linkages with Urbanization; Urbanization and Culture; Social Disorganization

##### **Unit: II**

**Poverty:** Definition, Conceptualization and Measurement; Economic and Non Economic Definitions, Participatory Definition; Absolute and Relative Poverty; Non Economic Indicators of Poverty; Feminization of Poverty; Social Planning; Gender issues in Urban Planning; Cities and Environmental Issues

##### **Unit: III**

**Urban Poverty and Slums in India:** Features, Types and Trends; Environmental, Health and Basic Services issues in Indian Slums, Women in Poverty; Children in Slums and Access to Education, Health and Employment; Local Governance, Decentralization and Slum population in Indian cities

##### **Unit: IV**

**Urban Planning in India:** National Commission on Urbanization; Poverty Alleviation Programmes and Urban Planning in India; Changing Contours of India's Urban Policy; Slum Rehabilitation Programmes; Changing Role of Municipal Bodies in Urban Development

**Suggested Readings:**

Abrahamson, Mark (2013) *Urban Sociology: A Global Introduction*, Cambridge: Cambridge University Press

Gill, Rajesh (1997), "Issues and Perspectives on Urban Poverty: The Indian Experience", in *Urban India*, Vol. XVII, Jan.-June/July-Dec. Nos. 1 and 2.

Gottdiener, Mark (2014) *The New Urban Sociology*, Boulder (Colorado): Westview Press

Harpham, T. and Tanner, Marcel (eds.) (1995) *Urban Health in Developing Countries*, London: Earthscan Publication Ltd.

National Academic Council, (2003) *Cities Transformed: Demographic Change and Its Implications in the Developing World*, Orlando (FL): Academic Press

Rakodi, Carole and Lloyd John T. (eds.) (2002) *Urban Livelihoods: A People Centred Approach to Reducing Poverty*, London: Earthscan Publication Ltd.

Government of India (1988) *Report of National Commission on Urbanization*, Vols. I and 2

Sivaramakrishnan, K. C. (2007) *Handbook of Urbanization in India*, New Delhi: Oxford University Press.

Sundaram, K.V. (1977) *Urban and Regional Planning in India*, New Delhi: Vikas Publishing House Pvt. Ltd.

**Additional Reading:**

Bhargava, Gopal (ed.) (1981) *Urban Problems and Policy Perspectives*, New Delhi: Abhinav Publications.

Flanagan, William G. (1990) *Urban Sociology: Images and Structure*, Boston: Allyn and Bacon.

Mills, E. S. and Becker, C. M. (1986) *Studies in Indian Urban Development*, New Delhi: Oxford University Press

Prothero, R. Mansell and Murray Chapman (1983) *Circulation in Third World Countries*, London: Routledge and Kegan Paul

Singh, Andrea Menefee (1976) *Neighbourhood and Social Network in Urban India*, New Delhi: Marwah Publications

Smith, Michael Peter (2001) *Transnational Urbanism: Locating Globalisation*, London: Blackwell

## Course Title/Course Code

### Healthcare and Social Work (SWP: 403)

#### Instructions for the Paper setter/Examiner

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course Objectives:** The course has been designed to educate the students about (i) the concept of health and its various aspects (ii) the healthcare service structure in India (iii) the notion of community health and (iv) the role of a social worker in the area of healthcare.

#### Course Content

##### Unit I

**Health:** Meaning, components, determinants; Indicators of health; dimensions of health; Disease – Causation and prevention; Health scenario of India; Communicable and non communicable diseases; Health problems; social, cultural, economic and ethical aspects

##### Unit II

**Healthcare service structure in India:** Primary, secondary and tertiary level, healthcare structure and their functions, National health policy, health planning through five year plans; National Health Programmes – National Mental Health Programme, National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and strokes, National Tobacco Control Programme, National AIDS Control Programme; Health issues in context to children, women and elderly; Reproductive and child health; Sexual and Reproductive health and rights of the marginalized.

##### Unit III

**Community Health:** Meaning, philosophy, Community needs assessment, monitoring of community health programmes, SWOT analysis; Role of NGOs, international organizations, CSR and Public-private partnership (PPP) in health care; National Rural Health Mission and other health programmes merged in it like National Vector Borne Diseases Programme (NVBDCP), National Leprosy Eradication Programme (NLEP), Revised National TB Control Programme (RNTCP), National Programme for the Control of Blindness (NPCB), National Iodine Deficiency Disorders Control Programme (NIDDCP)

## Unit IV

***Social worker and healthcare team member:*** roles, skills and interventions; Social worker as a health educator and trainer in community health practice and institutional health services like at a hospice and palliative care; behaviour change communication, counselling and rehabilitation etc.

### **Suggested Readings:**

- Barry, A. and Chris Yuill (2012) *Understanding the Sociology of Health*, Third Edition, New Delhi: Sage
- Bateman, Neil (2000) *Advocacy Skills for Health and Social Care Professionals*, London: Jessica Kingsley Publishers.
- Golightley, Malcolm (2009) *Social Work and Mental Health*, Third Edition, London: Sage
- Jacobsen H. Kathryn (2012) *Introduction to Health Research Methods: A Practical Guide*, Burlington (MA): Jones and Bartlett Learning.
- Koshy, Elizabeth et al. (2011) *Action Research in Health Care*, London: Sage Publications
- Nardi, Deena and Josy Petr, (eds.) (2003) *Community Health and Wellness Needs Assessment: A Step by Step Guide*, Canada: Thomas Delmor Learning.
- Qadeer, Imrana (2011) *Public Health in India: Critical Reflections*, New Delhi: Daanish Books

### **Additional Readings:**

- Breckon, Donald J. et al. (eds.) (1998) *Community Health Education: Settings, Roles and Skills for the 21st Century*, Fourth Edition, Gaithersburg, Maryland: Aspen Publishers, Inc.
- Dever, Alan G. E. (1991) *Community Health Analysis: A Global Awareness at the Local Level*, 2nd edition, Gaithersburg, Maryland: Aspen Publishers, Inc.
- Durth Jane S. et al. (eds.) (1997) *Improving Health in Community: A Role for Performance Monitoring*, Washington, D.C.: National Academy Press.
- Howard, Guy et al. (eds.) (2002) *Healthy Villages - A Guide for Communities and Community Health Workers*, Geneva: World Health Organization.

## **Course Title/Course Code**

### **Persons with Disability and Social Work (SWP: 404)**

#### **Instructions for the Paper setter/Examiner**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course Objectives:** This course aims at introducing the students to (i) the concept of disability and the experiences of the disabled persons (ii) various disabilities experienced by women in different facets of their life (iii) the legal provisions available for the disabled persons (iv) the need of a skilled worker for counselling, rehabilitating and reintegrating the disabled in the society.

#### **Course Content**

##### **Unit: I**

**Disability:** Concept and definition, understanding different kinds of disability; causes, classification, assessment, intervention or treatment, aids and equipment; consequences of disability – physical, psychological, sexual, economic and social; needs of person with disability and problems faced by them.

##### **Unit: II**

**Disability and family:** Status of disabled in Indian families, issues and concerns of the disabled; Disability from a feminist perspective; status of women and girls with disability in India in terms of their mortality rate, literacy level, economic and cultural status, marriage and motherhood; abuse of disabled women/girls; Role of family in the care of disabled; economic, social, safety issues, illness etc.

##### **Unit: III**

**Policies and Programmes:** Constitutional and Legal provisions of persons with disability; privileges, benefits and facilities by Government of India; Discussion of strategies for providing information and resources; legal remedies; advocacy for policy change through participation in disability rights movement; equalization of opportunities for accessing educational, vocational, nutritional and health services; protection from violence and abuse; promotion of self help groups; changing attitudes of the disabled and society.



## **Unit: IV**

***Social Work and Disability:*** Social work practice for identification of needs/problems and concerns to be addressed; requiring intervention at individual, group and community level; identification of target groups for intervention; approaches, methods, tools and techniques to work with individuals/groups and community; use of different approaches to counselling and rehabilitation. Planning and organizing community education programmes for different target groups

### **Suggested Readings:**

Bhuimali, Anil (2009) *Rights of disabled women and children in India*, New Delhi: Serials Publications

Bigby, Christine et al. (eds.) (2007) *Planning and Support for People with Intellectual Disabilities: Issues for Case Managers and Other Professionals*, London: Jessica Kingsley Publishers

Karna, G. N. (2001) *Disability studies in India: Retrospect and Prospects*, New Delhi: Gyan Publishing House

Oliver, Michael and Sapey, Bob (2006) *Social Work with Disabled People*, 3rd edition, Basingstoke: Palgrave Macmillan

Wilson, S. (2003) *Disability, Counselling and Psychotherapy: Challenges and Opportunities*, Basingstoke: Palgrave Macmillan.

### **Additional Readings:**

Government of India (1993) *National Policy for Persons with Disabilities*, New Delhi: Ministry of Social Justice and Empowerment.

Mani, D. Ram (1988) *The Physically Handicapped in India*, New Delhi: Shilpa Publications.

Mohisini, S. R. and P. K. Gandhi (1982) *The Physically Handicapped and the Government*, New Delhi: Seema Publications

Pandey R. S. and Lal Advani (1995) *Perspectives in Disability and Rehabilitation*, New Delhi: Vikas Pub. House

## **Course Title/Course Code**

### **Population and Environment (SWP: 405)**

#### **Instructions for the Paper setter/Examiner**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each.

(4 x 15 = 60 marks)

**Course Objectives:** This course aims at introducing the students to (i) the concept of population and its various determinants (ii) population policy and the population development in India (iii) the population-environment dynamics (iv) the need for a sustainable development model.

#### **Unit I**

**Population:** Components, Structure, Dynamics; Significance of study of population, population Characteristics in India, Age and Sex structure, Fertility, Maternal Mortality, Infant Mortality, Life Expectancy, Human Migration, Factors inducing and obstructing migration, Consequences of migration

#### **Unit II**

**Population Policy in India, Population and Development:** Historical assessment critical review of Family Planning Programme in India, National Population Policy 2000, Reproductive and Child Health Approach

#### **Unit III**

**Environment and Society:** Meaning of Environment, Environmental, Global Warming, Pollution, Deforestation, Displacement of People and the problem of Resettlement, Land Degradation and Wastelands, Danger to Bio Diversity, Ecological threat to Agro-systems, Impact of Ecological Degradation and Wastelands, Danger to Bio Diversity, Ecological threat to Agro-systems; Impact of Ecological Degradation on Tribal's and Women Environmental Policy in India

#### **Unit IV**

**Towards a Sustainable Development model of environment:** Measures – Environmental Education; Social Forestry and afforestation program; Biogas and renewable energy program; efficient Water Management programs; use of appropriate technology, Public Interest Litigation (PIL) and Judicial Activism; Environmental Movements; Role of voluntary organizations and popular participation in environmental protection and preservation; The Chipko movement, movements against Narmada Valley and Tehri Dam projects.

### **Suggested Readings:**

- Dodds, Felix et al. (2016) *Negotiating the Sustainable Development Goals: A transformational agenda for an insecure world*, London: Routledge
- James, K. S. and Arvind Pandey (2010) *Population, Gender and Health in India: Methods, Processes and Policies*, New Delhi: Academic Foundation
- Katyal, J. and M. Satake (1989) *Environmental Pollution*, New Delhi: Anmol Pub.
- Khoshoo, T. N. (1986) *Environmental Priorities in India and Sustainable Development*, New Delhi: Indian Science Congress Association.
- Lanz, Tobias (ed.) (2015) *Global Environmental Problems: Causes, Consequences, and Potential Solutions*, San Diego (CA): Cognella Academic Publishing
- Poston Jr., Dudley L. and Leon F. Bouvier (2010) *Population and Society: An Introduction to Demography*, Cambridge: Cambridge University Press
- Sen, G. et al. (1994) *Population Policies Reconsidered: Health, Empowerment and Rights*, Boston: Harvard School of Public Health
- Singh, Gian (1991) *Environmental Deterioration in India: Causes and Control*, New Delhi: Agricole.
- Singh, R. B. (2002) (ed.) *Human Dimensions of Sustainable Development*, New Delhi: Rawat Publications
- Srinivasan, Krishnamurthy (2017) *Population Concerns in India: Shifting Trends, Policies and Programs*, New Delhi: Sage
- Tewari, K. M. (1989) *Social Forestry in India*, Dehradun: Natraj Pub
- Weeks, John R. (2015) *Population: An Introduction to Concepts and Issues*, 12th Edition, Belmont: Wadsworth Publishing

### **Additional Readings**

- Bandhu, Desh and N. L. Ramanathan (eds.) (1982) *Education for Environmental Planning and Conservation*, Dehradun; Netaj Pub.
- Bhardwaj, H. R. (1997) *Lawyers and Judges*, New Delhi: Konark Pub.
- Bhende, A. and Kanitkar, T. (1995) *Principles of population Studies*, Mumbai: Himalaya Publishing House.
- Deoria, R. S. et al. (1990) *Man, Development and Environment*, N. Delhi: Ashish Pub.
- Mahesh, K. and B. Bhattacharya (eds.) (1999) *Judging the Judges*, N. Delhi: Gyan Pub.
- Sharma, S. L. (1993) "Managing Environmental Crisis: Regulatory vis-à-vis Participatory Approach" in J. L. Rastogi and Bidhi Chand (eds.) *Management and Business Education*, Jaipur: Rawat Pub.
- Wilson, D. (ed.) (1984) *The Environmental Crisis*, London: Hinemann.

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