UNIVERSITY OF DELHI

MASTER OF ARTS in SOCIAL WORK

(M.A. in Social Work)

(Effective from Academic Year 2018-19)

PROGRAMME STRUCTURE and SYLLABUS

Revised Syllabus as approved by Academic Council on XXXX, 2018 and Executive Council on YYYY, 2018

Department of Social Work

University of Delhi

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Department of Social Work, University of Delhi

I. About the Department

The Department of Social Work (earlier known as the Delhi School of Social Work) was established in the year 1946 at Lucknow by the Young women Christian Association (YWCA). It was then known as the National YWCA School of Social Work. In the year 1947, the school was shifted to Delhi. In the year 1948, it was affiliated to the University of Delhi and came to be known as the Delhi School of Social Work. The institution holds the distinction of being the first institution in Asia to offer a Master's Degree in Social Work. In April 1961, the Department started functioning as a post-graduate institution affiliated to the University. In 1965, the Doctoral programme (leading to PhD. degree) in Social Work was started and subsequently in the year 1976, the Department also added a Pre Doctoral programme (leading to M.Phil. degree). In May 1979, it became a Post-Graduate Department affiliated to the Faculty of Social Sciences of the University of Delhi. The Department initiated the Bachelor's Degree (Honours Course) in Social Work in two constituent colleges of the University of Delhi from the academic session 1994-95. The Department of Social Work was granted the Department of Special Assistance status (DSA) by the University Grants Commission in 1992. It was also sanctioned assistance under the ASIHSS Programme. In 2009, the semester system was introduced in the M.A. (Social Work) programme. In 2014, University Grants Commission (UGC) sanctioned the status of "Centre of Advanced Study (CAS) in Social Work" to the Department for five years in this regard. The Department has also become a proud member of the prestigious Asian Pacific Association for Social Work Education (APASWE) in the year 2017.

The Department has established and continued with its field action programmes, which have been established over the years to demonstrate the relevance of social work intervention in dealing with social issues and problems. They have functioned as demonstration cum extension projects for the Department and have enabled the Department to strengthen its "praxis". One such field action programme is the Child Guidance Centre, which was instituted in the year 1971 and which later came to be known as the Centre for Child and Adolescent Welgjhlbeing. Over the many years of its functioning, the Centre has only grown from strength to strength. The Department also established a community work oriented centre called the Gram Mahila Kendra in Burari community in the year 1988. Subsequently this Centre came to be known as the Centre for Community Development and Action. Over the many years of its existence, this Centre has rendered exemplary community development services, based on participatory community action The Department undertook relief and rehabilitation action project for earthquake affected villages in Bhuj (Kutch) under the banner, University for Development Action and Integrated Learning (UDAI) during 2001-2002. It also executed an innovative action project UDAI –II in the flood affected villages of Bihar starting 2008.

In 2008, NACO sanctioned the establishment of a State Training and Resource Centre at the Department. A Gender Resource Centre was granted by the Governing Council of Mission Convergence under the Chief Secretary, Government of NCT of Delhi in 2009, under the auspices of the DSSW Society. Utthan, an extension wing of CCAW was established in August 2012, with support of the Lion Child Trust, a trust formed by Lions Club International.

The Department was given the responsibility of coordinating the Community Development Cell of the University of Delhi in 2015 and the *Unnat Bharat Abhiyan* in 2016. The projects are being

undertaken in five villages which have been adopted by the University, and which have been identified on the basis of their low socio-economic indicators. These are: Badarpur Khadar, Chauhan Patti, Jagatpur, Mukundpur and Jharoda. The ten students placed there for their concurrent field work, together with their faculty supervisors worked hard to undertake new initiatives including sessions with pregnant women and ANMs; strengthening of the ICDS programme; networking with NGOs for skill development programmes; organisation of health camps; infrastructure development and many more need based participatory interventions. The University is immensely proud of the role that the Department is playing in sustaining the programmes without any financial resources.

As far as the other achievements of the Department are concerned, this year too, for the ninth time in a row, the Department has been ranked number two among the list of the top professional colleges and departments of social work in the country by the much acclaimed annual survey conducted by the Outlook magazine. The Department fraternity feels extremely proud of its performance and for doing the University of Delhi proud by being acknowledged for its consistently high standards in teaching, research and social outreach. It needs to be highlighted that the Department has occupied top position in the country with respect to the two most important parameters 'Academic Achievement' and 'Placements'. In the present year, viz 2018, India Today Magazine has also initiated a ranking of the institutions offering social work education in the country, and according to this Survey, the Department has occupied the highest grade points in the country in three most important parameters, that is, 'student intake and governance', 'academic excellence' and 'student progression and placements'. The Department feels extremely proud of achieving its vision and mission, as is amply demonstrated by the consistently high ranking derived by it in the last many years.

The academic and corporate life of the Department is marked by multifaceted initiatives; collaborative endeavours; innovative efforts of student learning and faculty enrichment; as also need based developmental interventions. The Department played a pioneering role in hosting a diversity of initiatives independently, and in partnership with several governmental and non-governmental organisations. It continues to strive towards building an enabling environment that encourages self-exploration and self-expression among the students and research scholars, stimulating their young minds to nurture a culture that respects hard work, perseverance, diversity and inclusion.

1.1 About the Programmes:
All the three academic programmes being run by the Department, namely, M.A., M.Phil and PhD programmes in social work, function with great dynamism. Each year, the Department receives a significant number of applications for its PhD programme. It was only after a very rigorous admission regimen that the best out of them are able to secure admission. In March 2018, the Department had 59 scholars registered under different supervisors for their Doctoral Research. In the current context, the M.Phil Programme of the Department has twenty five scholars, out of which eleven were admitted to the M.Phil programme this year and a total of fourteen scholars are pursuing their M.Phil (Part II). training and professional enrichment programmes. The scholars constitute important assets for the Department, as they continue to participate and support all departmental programmes and initiatives. The Masters Degree Programme of the Department continues to be among the most sought after and one of the most

prestigious programmes being run in the country. As many as 97 students were admitted to the programme in the academic year 2017-18 after an arduous admission process. The outgoing batch of 68 students graduated from the Department in May 2017, with 33 of them obtaining a first class. All of them have either joined reputed organisations and action groups to initiate their career as human service professionals or have enrolled themselves in courses of higher learning.

Post- Graduate Attributes
These comprise a set of competencies, skills and abilities that the students acquire, along with disciplinary and inter-disciplinary knowledge through the educational programmes at the Department of Social Work. The graduate attributes at the Department can be classified under the following domains

- Intellectual Development: These comprise in-depth domain knowledge of social work, as also interdisciplinary perspectives, which underlie and contribute to social work education and practice; analytical competence; critical thinking; competence for research and innovation; problem solving competence; decision making ability; capacity for creativity; ability for autonomous functioning; acquisition of information technology skills, among others. **:**
- Personal Development: These constitute inter-personal skills; communication competence; emotional intelligence; ability for team work; collaborative skills; leadership skills; time management competency; ability for self application and self investment, among others.
- Professional and Ethical Development: These include inculcation of professional attributes and job skills of the social work profession; demonstration of integrity, honesty, responsibility and accountability towards the client systems and towards the profession; development of entrepreneurial skills, among others.
- Social Development: These comprise of development of cross cultural understanding; appreciation of diversity and inclusion; respect for social justice and human rights; integration of environmental consciousness; commitment for community and societal engagement, among others.

1.2 About the Process of Course Development Involving Diverse Stakeholders
As far as the process of course development is concerned, the Department followed the duly prescribed systematic process. The main phases within the process were:

(i) Constitution of a Syllabus Revision Steering Committee:
A four member committee comprising of a senior Professor, an Associate Professor and two Assistant Professors was appointed by the Department Council. This Committee elucidated the process and the steps to be followed in the revision/ updation of the syllabus of the Masters programme in Social Work, based on the CBCS format and adhering to the guidelines submitted by the University in this regard. The Committee organised three exhaustive brainstorming sessions for the faculty members on the diverse aspects of syllabus revision and deliberating on the newer format, new courses, revised content, revision of references, open electives and electives, field practicum and the credit requirements for the diversity of courses being proposed under the four semesters. The Committee also submitted a format to be used by the course teachers to revise their courses, as also the time line to be followed.

(ii). Revision of courses and references by the concerned faculty members:

The faculty members teaching the courses, as also those who assumed responsibility for teaching the new courses that were finalised by the Departmental Council, took on the responsibility of revising the syllabus and reading lists for the courses. The revised courses, together with the reading lists; course objectives; course outcomes; teaching format/ instructional process; evaluation format; hours of teaching and credit details were submitted to the Steering Committee.

(iii) Review of Revised Courses: The first assessment of the revised courses was undertaken by the Steering Committee, wherein all the courses were scrutinised for their themes, content, module wise arrangement of content and sequencing; relevance of content in the contemporary context of social work application and practice, contemporaneous reading lists etc. Minor corrections were undertaken by the Committee, and courses requiring more changes were handed back to the course teachers with comments/ observations and suggestive inputs. The final revised syllabus was circulated among all the faculty members once over for final scrutiny, peer review and approval.

(iv) Nomination of Alumni, Experts and Placement Agencies for Participation as Stakeholders for Review of Revised Courses
The diverse stakeholders to be involved in the process were identified by the Steering Committee and the HOD. They were duly intimated about the requirements of their involvement, and their concurrence was sought.

(v). Review by experts, social work practitioners, alumni, recruiters and distinguished faculty from schools of social work
The revised courses were sent to the stakeholders nominated by the Committee through Email and they were asked to send their comments and remarks to the Steering Committee. The Committee made a note of all the observations and corrective/ suggestive inputs.

(vi) Final Revision and Approval by the Departmental Council:
In the last phase, the Departmental Council went over all the suggestive inputs obtained from the reviewers for all the 34 courses to be offered under the revised format. Based on the consideration of the inputs, the entire syllabus was once again examined, courses requiring modification were modified / finalised. Finally, the syllabus was approved by the Council.

(vii) Syllabus Uploaded on Website for Wider Review:

Subsequent to the finalisation of the entire syllabus by the Department Council, the revised syllabus was uploaded on the Department homepage of the DU Website for a wider scrutiny of the syllabus by a larger body of stakeholders. After a time line during which comments were invited, the course was presented before the Department Council and approved. This was then submitted to the University for further action.

The Process of Course Development (involving various stakeholders at different stages)

The Department commenced the process of updating its Master's curriculum as per the CBCS format through the organisation of a meeting of the Department Council held on the 10th of

April, 2018, wherein a Task Force to oversee the process of curriculum revision was constituted. This comprised of four faculty members under the leadership of a Convenor.

Following the guidelines issued by the University to revise the post graduate courses, an intensive and rigorous process was undertaken in a fully participatory manner in the subsequent phase. The main milestones in the process are mentioned below:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 5
Approval of **Credit Structure**	Approval of Semester wise **Course Titles**	Approval of **Course Details**	**Stakeholder inputs**	**Expert's Review;** and **Feedback from Students' and Alumni**	Approval of **Committee of Courses**
Approved in Departmental Council Meeting held on	Approved in Departmental Council Meeting held on	Approved in Departmental Council Meeting held on	Submitted to the University on	Approved in Departmental Council Meeting held on	Approved in Committee of Courses (Post-Graduate and Honours) Meeting held on
10th April, 2018	23rd April, 2018	1st May & 16th May, 2018	22nd June, 2018	27th June, 2018	2nd July, 2018

II. Introduction to Choice Based Credit System (CBCS)

The **Choice Based Credit System** (CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

Definitions:
- 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre
- 'Course' means a segment of a subject that is part of an Academic Programme
- 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful

completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission

- 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
- 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre
- 'Open Elective' means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- 'Credit' means the value assigned to a course which indicates the level of instruction;
- One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course
- 'SGPA' means Semester Grade Point Average calculated for individual semester.
- 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript.

III. M.A. SOCIAL WORK PROGRAMME:

VISION: By developing human resources for professional social work practice, strive for the creation of a just and equal society which ensures freedom from all forms of oppression and exploitation.

MISSION: To develop human resources for competent and effective professional social work practice, teaching and research with diverse range of individuals, groups and communities by using a framework of social justice and human rights focused on sustainable and participatory development.

PROGRAMME OBJECTIVES (POs):

a) To impart education and training in professional social work to develop human resources for social welfare, development and allied fields, with competency of working at various levels of micro, meso and macro systems
b) To help students develop knowledge, skills, attitudes and values appropriate to the practice of social work profession.
c) To enable students develop creative thinking and ability to apply theoretical knowledge in the practice of social work.
d) To facilitate interdisciplinary approach for better understanding and engagement with social problems, situations and issues of development.

Programme Structure:
The M.A In Social work programme is a two-year course divided into four-semester. A student is required to complete 100 credits for the completion of course and the award of degree.

		Semester	*Semester*
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Course Credit Scheme

Semester	Type of Paper	Core Papers				Elective Courses			Open Elective Course			Total Credits
		No of Papers *	Credits (L+T/P)		Total Credits	No of Papers	Credits (L+T/P)	Total Credits	No of Papers	Credits (L+T/P)	Total Credits	
I	Theory 4 credit	3	3+1	12	26	Nil	Nil	Nil	Nil	Nil	Nil	26
	Theory 3 credits	2	2+1	6								
	Field work	2		8								
II	Theory 4 credit	3	3+1	12	26	Nil	Nil	Nil	Nil	Nil	Nil	26
	Theory 3 credits	2	2+1	6								
	Field work	2	3+	8								
III	Theory 4 credit	1	3+1	4	17							25
	Theory 3 credits	1		3		2	3	6				
	Theory 2 credits	-	-	-					1		2	
	Field work	2+1		8 +2								
IV	Theory 4 credit	1		4	15							23
	Theory 3 credits	1		3		2	3	6				
	Theory 2 credits	-	-	-					1		2	
	Field work			8								
Credits					**84**			**12**	**2**		**4**	**100**
Theory					**66 credit**	**Field Work**		**34 credit**	**Total**			**100 credit**

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- For each Core and Elective Course there will be one lecture of one hour per credit of teaching in a week.
- Open electives are of 2 credits offered in IIIrd and IVth semesters.
- Duration of examination of each paper shall be 3 hours.
- Each paper (except open electives) will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment. For two credit course, it will be of 50 marks out of which 15 marks for internal assessment.

IV. Semester wise Details of M.A.in Social Work Course

The course-codes are alpha-numeric combinations of five to six digits (two letters and three or four numbers).

The first two digits are capital alphabets referring to the **discipline** (of the Master's programme). Here, "SW", refers to the discipline "Social Work", which is a common prefix for all the courses codes, thereby distinguishing these courses from courses of other discipline.

The third digit is a number, referring to the **semester.** Each number is read as follows-1 is Semester I, 2 is Semester II, 3 is Semester III, and 4 is Semester IV.

All the Core courses are of five digits and all Elective and open electives are of six digits. The fourth digits The Elective courses have been given 11, 12, 13 1nd 14 as fifth and six digits in case of first basket of electives. Similarly, the Elective courses have been given 21, 22, 23 and 24 as fifth and six digits in case of second basket of electives. The Open Elective courses have been given 31, 32, for Third semester and 41nd 42 for fourth semester as fifth and six digits.

4.1 Semester wise Details

Semester I/II/III/IV (individually for each semester)			
Domain	**Course Number**	**Title of the Course**	**Credit**
Semester I			
Core 1	SW 101	Social Work Education and Profession	4
Core 2	SW 102	Social Work with Individuals	4
Core 3	SW 103	Community Practice in Social Work	4
Core 4	SW 104	Sociological Concepts and Contemporary Concerns	3
Core 5	SW 105	Psychology for Social Workers: Theories and Applications	3
Core 6	SW 106	Field Work Practicum	8
		Total Credit of the Semester	26
Semester II			
Core 7	SW 201	Social Work with Groups	4

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Core 8	SW 202	Research in Social Work	4
Core 9	SW 203	Social Justice & Human Rights in Social Work Practice	4
Core 10	SW 204	State, Political Economy and Governance	3
Core 11	SW 205	Social Development	3
Core 12	SW 206	Field Work Practicum	8
		Total Credit of the Semester	26

Semester III

Core 14	SW 301	Administration of Welfare and Development Services	4
Core 13	SW 302	Social Policy and Social Planning	3
Elective 1	SW 3011	Urban Community Development	3
Elective 1	SW 3012	Social Work Practice in Mental Health	3
Elective 1	SW 3013	Social Work with Families and Children	3
Elective 1	SW 3014	Corporate Social Responsibility & Social Entrepreneurship	3
Elective 2	SW 3021	Criminal Justice Social Work	3
Elective 2	SW 3022	Conflict Mitigation and Peace Building	3
Elective 2	SW 3023	Counselling :Theory and Practice	3
Elective 2	SW 3024	Management of Human Resources	3
Open elective 1	SW 3031	Information Communication & Technology for Social Work Practice	3
Open elective2	SW 3032	Indigenous Communities and Development Discourse	3
Core 13	SW 303	Field work Practicum	8
Core 14	SW 304	Block Field Work Practicum	2
		Total Credit of the Semester	25

Semester IV

Core 15	SW 401	Social Action and Social Movements	4
Core 16	SW 402	Social Legislation and Social Work	3
Elective 1	SW 4011	Social Work Practice in Health Settings	3
Elective 1	SW 4012	Environment, Sustainable Development and Social Work	3
Elective 1	SW 4013	Social Work with Older Persons	3
Elective 1	SW 4014	Gender and Development	3
Elective 1	SW 4015	Dissertation	3
Elective 2	SW 4021	Social Work and Disaster Management	3
Elective 2	SW 4022	Occupational Social Work	3
Elective 2	SW 4023	Social Work with Persons with Disabilities	3
Elective 2	SW 4024	Rural Community Development	3
Open Elective1	SW 4041	Child Rights and Action	3
Open elective 2	SW 4042	Social Work Practice with PLHIV	2

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Core 15	SW 403	Field work Practicum	8
		Total Credit of the Semester	23
		Total Credit	100

4.2 List of Elective Course (wherever applicable to be mentioned area wise)

Elective 1	SW 3011	Urban Community Development
Elective 1	SW 3012	Social Work Practice in Health
Elective 1	SW 3013	Social Work with Families and Children
Elective 1	SW 3014	Corporate Social Responsibility and Social Entrepreneurship
Elective 2	SW 3021	Criminal Justice Social Work
Elective 2	SW 3022	Conflict Mitigation and Peace Building
Elective 2	SW 3023	Counselling :Theory and Practice
Elective 2	SW 3024	Management of Human Resources
Elective 1	SW 4011	Social Work Practice in Health Settings
Elective 1	SW 4012	Environment, Sustainable Development and Social Work
Elective 1	SW 4013	Social Work with Older Persons
Elective 1	SW 4014	Gender and Development
Elective 1	SW 4015	Dissertation
Elective 2	SW 4021	Social Work and Disaster Management
Elective 2	SW 4022	Occupational Social Work
Elective 2	SW 4023	Social Work with Persons with Disabilities
Elective 2	SW 4024	Rural Community Development
List of Open Electives		
Open Elective 1	SW 3031	Information Communication &Technology For Social Work Practice
Open Elective 2	SW 3032	Indigenous Communities and Development Discourse
Open Elective 1	SW 4041	Child Rights and Action
Open Elective 2	SW 4042	Social Work Practice with PLHIV

Selection of Elective Courses:
As per Department policy for selection of elective courses, students are free to choose electives as per their choice. However, students who score 60 % marks in two semesters are eligible to opt for Dissertation as their Elective.

Teaching:
The faculty of the Department shall be primarily responsible for organizing lecture work for the M.A Social work programme. The instructions related to tutorials shall be provided by the Department. The faculty from some other Departments, constituent colleges as also external experts from the field may also associated with the lecture and tutorial work in the Department. There shall be 90 instructional days, excluding examination in a semester.

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4.3 Eligibility for Admission:

Admission to the Department of Social Work is open to both men and women who meet the eligibility criteria in accordance with academic qualifications listed below:
   a) Candidates with a Bachelor's Degree or its equivalent (under the 10+2+3 year) in any discipline with minimum 55% marks from a recognized university.
   b) Candidates with B.A. (Honours) Social Work with minimum 50% marks from a recognized University.
   c) Candidates appearing in the final year examination of the Bachelor's degree are also eligible to apply subject to the qualifications listed above.

4.4 Reservations/ Concessions:

a) Scheduled Caste / Scheduled Tribe:
The minimum eligibility requirement for the Scheduled Caste / Scheduled Tribe candidates will be that they must have passed the qualifying school/degree examination. Provided that the minimum eligibility for the admission to post-graduate courses to be the minimum pass marks of the qualifying examination concerned of the University of Delhi. In case of Scheduled Caste / Scheduled Tribe candidates who have passed the last qualifying examination from other Universities, they should have secured at least the same percentage of pass marks at the qualifying examination as prescribed for the equivalent examination of University of Delhi for purposes of admission to the post-graduate course of this University. **Where the admission is based on screening / written test the Scheduled Caste / Scheduled Tribe candidates would also be required to take the test but their merit list will be drawn separately and permitted as per the reservation quota.**

b) Other Backward Classes (OBC):

The OBC candidates shall be given a relaxation in the minimum eligibility in the qualifying examination and in the minimum eligibility in the admission / entrance test to the extent of 10% of the minimum eligibility marks prescribed for the General category candidates. For example, if the minimum eligibility for admission to a course is 50% for the General category candidates, the minimum eligibility for the OBCs would be 45% i.e. (50% less 10% of 50%).

All those OBC candidates who meet the minimum eligibility marks in the qualifying examination and the minimum eligibility marks in the entrance test shall be eligible for admission in order of their merit, keeping in view the availability of the seats reserved for them.
The OBC candidates who belong to the 'Non-Creamy Layer' and whose castes appear in the Central List of the OBCs only shall be eligible to be considered for admission under the OBC category.

c) Persons with Disability (PWD):

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PWD candidates with minimum 40% disability shall be given 5% relaxation in the eligibility requirement. One per cent each for the persons with low vision or blindness, hearing impaired and locomotor disability or cerebral palsy (interchangeable in case of non-availability of candidates in the sub-categories). If sufficient candidates are not available in a sub-category then candidates from other sub-categories shall be considered in their place.

The candidates under PWD category shall be offered provisional admission subject to verification of their medical certificates. The medical certificates submitted by the candidates for admission shall be verified by the University / College / Department from the concerned issuing authorities.

d) Children / Widows of the eligible Armed Forces Personnel (CW category)

As per the guideline approved by the academic council, admissions of the candidates belonging to CW categories have to be made in the following order of priorities:
    i. Widows / Wards of Defence personnel killed in action;
    ii. Wards of serving personnel and ex-servicemen disabled in action;
    iii. Widows / Wards of Defence personnel who died in peace time with death attributable to military service;
    iv. Widow/Wards of Defence personnel disabled in peace time with disability attributable to military service; and
    v. Wards of Ex-servicemen personnel and serving personnel including personnel of police forces who are in receipt of Gallantry Awards;

Category V (Gallantry Awards) include: Param Vir Chakra, Ashok Chakra, SarvottamYudh Seva Medal, MahaVir Chakra, Kirti Chakra, Uttam Yudh Seva Medal, Vir Chakra, Shaurya Chakra, Yudh Seva Medal, Sena, Nau Sena, Vayu Sena Medal, mention-in-Dispatches, President's Police Medal for Gallantry, Police Medal for Gallantry.
Authorities competent to issue certificate under CW category:
    i. Secretary, Kendriya Sainik Board, Delhi
    ii. Secretary, Rajya / Zila Sainik Board
    iii. Officer - in charge, Record Office
    iv. 1st Class Stipendiary Magistrate
    v. Ministry of Home Affairs (for Police personnel in receipt of Gallantry Awards)

d) Foreign Nationals:

Foreign students seeking admission to the course are required to apply directly to the Foreign Students' Advisor, Foreign Students' Registry, Faculty of Management Studies, University of Delhi, Delhi 110007. The University will confirm the admission of foreign students after they clear the medical test within a month of their admission. A medical certificate to this effect must be submitted to the Department office.

The candidates sponsored by the Government of Nepal and Bhutan for admission to M.A. Social Work shall be given 5% relaxation in the minimum eligibility requirement.

e) Deputed/Sponsored

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Not more than five candidates deputed by the Government and voluntary welfare institutions/organizations shall be admitted in the M.A programme. Candidates seeking admission under deputed/sponsored category must have the following:

   i. They must fulfill the minimum eligibility criteria of 55% marks in the degree examinations;
   ii. At least five years of paid work experience in the field of welfare/development out of which at least two years should be in the agency/department/ organization sponsoring the candidates;
   iii. Candidates are required to submit the salary slip of last five years at the time of submission of application form. **Failure to do so shall amount to non-consideration of their work experience**; **Candidates seeking admission under the Deputed / Sponsored category shall be exempt from the written Test. They shall however have to appear for the Interview.**

4.5 Seats and Reservations:

There are 85 seats in M.A Social Work programme. The Department of Social work is an equal opportunity institution and there is no discrimination on the basis of race, religion, caste, gender, marital status, age or physical disability. As per Government of India directives, there is reservation under the following categories:

a) Scheduled Caste / Scheduled Tribe / Other Backward Classes

   i. Scheduled Caste   : 15% of the total intake in each course
   ii. Scheduled Tribe   : 7.5 % of total intake in each course
   iii. Other Backward Classes   : 27% of the total intake in each course

The seats reserved for the SC / ST shall be filled by the SC / ST candidates only. However, in the case of non-availability of the eligible candidates the reserved seats may be interchanged between the SC and ST. If still any seat remains unfilled, the same shall be left vacant.

If the seats reserved for the OBCs remain vacant, the said seats shall be filled with OBC students. Only if OBC candidates possessing the minimum eligibility marks are not available then the vacant OBC seats shall be converted into General Category seats in accordance with the admission schedule notified by the University.

b) Supernumerary Seats:

   i . PWD category   : 3% of the total intake
   ii. CW category   : 5% of total intake
   iii. Foreign Nationals   : 5% of the total intake
   iv. Sports / ECA   : 5% of the total intake
   v. Sponsored / Deputed Category   : Not more than 5 seats

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Total	General	SC	ST	OBC
85	43	13	6	23

*Note: As per university rules, the seats for PH, CW and Deputed/sponsored categories will be supernumerary

4.6 Admission procedure:

Before applying for admission, the candidates should ensure that they meet the minimum eligibility requirements and that they have attained the age of twenty years on or before the first day of October of the year in which admission is sought. The candidates must have completed 15 years of formal education under the 10+2+3 scheme or its equivalent.

SELECTION PROCEDURE

Admission Test:
The test paper is designed to assess the aptitude of the candidate to work as human service professional. We at the Department of Social Work strive to assess the creative abilities of students and discern their imaginative skills and capacities to engage with issues and concerns arising out of the critical realities around them. In designing the test, we take every care that a student must be able to perceive it as a process to explore and examine the way he or she inhabits, sees and thinks about the world. The questions posed in the examination are set with the hope that they stay with the candidates beyond the course of the selection process.

There is no prescribed syllabus or format for the admission test. The following broad areas are however, included in the written test:
- Analytical ability, written communication skills and language comprehension.
- Awareness and comprehension of contemporary social, political and economic realities.

All eligible candidates (except Foreign/sponsored/Deputed) will have to go through an admission process (which includes a test and interview) conducted by University of Delhi which shall be held as per the University norms and the admission schedule declared for the respective academic year. The Department generally calls candidates equivalent to four times of the seats in each category for panel interview. The merit list will be prepared for each category separately on the basis of the marks secured by the candidates in the admission test and interview jointly. The admission committee is empowered for taking any admission related issues.

Those applying for admission to the M.A. Social Work are required to note the following:

- Equivalence of Degrees of universities other than that of the University of Delhi will be determined in accordance with the rules and guidelines of the University.

- As per A.C. Resolution 40 dated 24/04/1997, no student of the University shall be permitted to pursue two degree courses simultaneously from the University of Delhi or from another University except part time diplomas / certificates of the University of Delhi.

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- The decision of the Admission committee will be final in the selection of candidates.

- Admission will be provisional in the first instance, and will be confirmed by the admission committee of the University only on the verification of the certificates submitted.

- If the candidates fails to produce the relevant documents in support of his / her eligibility for admission by the last date for admissions decided by the University of Delhi, his / her provisional admission will stand cancelled.

- Disputes, if any, arising out of or relating to any matter whatsoever concerning the process of admissions shall be subject to the exclusive jurisdiction of the competent court in Delhi only.

Admissions

Candidates whose names appear in the list of selected candidates shall report for admission on the specified dates between 10.00 a.m. and 1.00 p.m. They must bring with them the following documents in original and one attested photocopy of each.
- Mark-sheets of examinations passed.
- Secondary School Certificate (Class X) issued by the Board/University for date of birth.
- A character certificate from the institution last attended.
- Letter from the employer (in case of applicants who are in employment) to the effect that the applicant will be relieved from service or granted leave for the period of study at the Department and will be re-employed after successful completion of the course.
- Certificate of fitness from a registered medical practitioner.
- Two passport size photographs.

No student of the Department is permitted to register for any other course or to take up part-time or any job during the course of study. The admission offered by the Admission Committee of the Department is provisional and is subject to final approval by the Central Admissions Committee of the University.

4.7 Assessment of Students' Performance and Scheme of Examinations:

i. English shall be the medium of instruction and examination.

ii. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi

iii. Examination/Evaluation: A student will be evaluated out of 3000 marks during the course (2100 for theory papers and 900 for Field Work Practicum). This distribution has ensured the 34 percentage minimum weightage for fieldwork in the curriculum as prescribed by the UGC.

iv. There will be five theory papers in each semester. Each theory paper will be examined out of 100 marks (30 for internal assessment and 70 for final examination at the end of each semester). The open electives will be of 50 marks in each semester (15 for internal assessment and 35 for final examination at the end of each semester)

v. **Method of evaluation**: Class Test, Assignment, Presentations and Skill Based Evaluations

vi. **Evaluation Pattern:**

vii. For all courses irrespective of their credit weight, the evaluation pattern will be as follows:

Evaluation	Marks
Mid Semester Class Test	**10**
Assignment/ Presentation/ Review/Skill Engagement	**15**
Attendance	**05**
End-Semester Examination	**70**
Total	**100**

viii. The remaining marks in each paper (70 Marks) shall be awarded on the basis of a written theory examination. The duration of written examination for each paper shall be three hours.

ix. Block Placement will be done during summer vacation (between 1st May and 15th July) for a minimum period of 30 days after the completion of second semester and marks for Block placement will be assigned along with third semester results. The report of Block placement will be evaluated by two external examiners with written report with external supervisors comments and viva voce.

x. As regards Dissertation, the scheme of evaluation shall be a) Dissertation shall begin from the Semester III and shall be evaluated for 70 marks in Semester III. There shall be viva-voice at the end of the Semester IV and shall be evaluated for 30 marks.

xi. Examinations for Papers shall be conducted only in the respective odd and even Semesters as per the Scheme of Examinations. Regular as well as Ex-Students shall be permitted to appear/re-appear/improve in Papers of Odd Semesters only at the end of Odd Semesters and Papers of Even Semesters only at the end of Even Semesters.

4.8. Promotion Rules

i. Minimum marks required for passing each subject is 45 percent of the total marks.

ii. For promotion to the next semester: A student should have cleared at least three theory papers in the preceding semester. A student who has failed to clear minimum three theory papers in a semester will be detained and will have to clear that semester for promotion to the next semester. Students failing in a paper or more in any semester will have the opportunity to clear the same when university holds examination for that semester. There will be no separate supplementary examination arrangement other than the regular examination schedule except in the third semester. A student will be declared passed only if he/she has cleared all the papers in all the semesters.

iii. Students will have to pass in all theory papers and social work practicum separately to be declared passed. In case of failure in less than three theory papers and pass in social work practicum students will be promoted to the next semester. In case of failure in social work practicum, even if the student clears all theory papers, the student has to repeat both practical and all theory papers of that semester for promotion to the next semester. In case

of failure in a semester students will have to repeat all theory papers and social work practicum of that semester by attending regular classes. However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

iv. No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

v. SEMESTER TO SEMESTER: Students shall be required to fulfill the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least THREE of the Papers of the current semester.

vi. PART TO PART (I to II): Admission to Part-II of the Programme shall be open to only those students who have successfully passed at least 7 papers out of 10 papers offered for the Part-I Papers comprising of Semester-1 and Semester-2 taken together. However, he/she will have to clear the remaining papers while studying in Part-II of the Programme. Student who failed in the Field Work Practitioner shall not be promoted from part-I to Part-II.

5. **Open Electives:**
   Department will offer 04 open elective courses in Semester III and Semester IV to the students of other disciplines of Social Science faculty. The number of seats and process of allotment of courses ill be decided by the Department.

6. **Division Criteria:**
   Successful candidates will be classified on the basis of the combined results of Part-I and Part-II examinations as follows:
   Candidates securing 60% and above   :   Ist Division
   Candidates securing between 49.99 % to 59.99 %   :   IInd Division
   Candidates securing between 44.99 % and 49.99 % :   Pass

7. **Span Period:**
   No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I/Semester-1 of the M.A.(Social Work) Programme.

8. **Conversion of Marks into Grades:**

Grade Points:
Grade point table as per University Examination rule

CGPA Calculation:
As per University Examination rules.

SGPA Calculation:
As per University Examination rules.

Grand SGPA Calculation:
As per University Examination rules.

Conversion of Grand CGPA into Marks

As notified by competent authority the formula for conversion of Grand CGPA into marks is:
Final %age of marks = CGPA based on all four semesters × 9.5

Division of Degree into Classes:

Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

9. Attendance Requirement:

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Social Work, University of Delhi, to have attended 75 % of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. Provided that he/she fulfills other conditions, a student who falls short of the required percentage of attendance may be permitted by the Head, Department of Social Work, to be promoted to the next semester, by allowing for not more than 10 percent of the lectures, tutorials and seminars conducted during the semester.

Field Practicum attendance requirements shall be 90 percent strictly, and no one can be allowed to appear in viva voce, if s/he does not possess 90 percent attendance in the field work scheduled by Field Work Unit.

10. Guidelines for the Award of Internal Assessment Marks in MA Social Work programme

10.1. The scheme for Internal Assessment shall be in accordance with Ordinance VIII-E. It shall be applicable to the students admitted from the academic session 2018-19 onwards in postgraduate degree courses.

10.2. Internal Assessment marks shall be shown separately in the Marks Sheet issued by the University and these marks shall be added to the annual/semester examination marks for determining the division of the student.

30% of the maximum marks in each paper in post graduate courses shall be assigned for Internal Assessment and the remaining 70% marks for the semester University Examination; the time duration and other modalities of the semester Examination with respect to this 70% component shall remain as per existing schemes of examination for various post graduate courses.

10.3.Each student shall be assessed on the basis of written assignments/tutorials as well as on the basis of written test/ project reports/term papers/seminars. There shall be 25 marks weightage for such written assignment; and project reports/presentations/term papers/seminars. Each student shall be given at least one written assignment per paper in each term, subject to a maximum of 10 written assignments per semester for all the papers taken together.

10.4. Where the maximum marks in a paper are less than 100, for example 50 marks, the nature of written assignments/ tutorial work shall stand adjusted pari passu.

10.5. There shall be 5marks weightage for regularity in attending lectures and tutorials, and the credit for regularity in each paper, based on attendance, shall be as follows:

More than 67% but less than 70% -1mark
70% or more but less than 75% -2 marks
75% or more but less than 80% -3 marks

80% or more but less than 85% -4 marks
85% and above -5 marks

[Medical certificates shall be excluded while calculating credit towards marks to be awarded for regularity, though such certificates shall continue to be taken into account for the purpose of calculating eligibility to appear for examinations as per the existing provisions of Ordinance VII.2.9.(a)(ii).]

10.6..There shall be a Moderation Committee for Internal Assessment which shall comprise of the senior most teacher in the department, the teacher-in-charge of the department and the previous teacher-in-charge of the department: provided that if, for any reason, the membership of the Committee falls below 3, the Head of the Department shall nominate suitable members from among the teachers of that department/college to fill the vacancies.

10.7. With the introduction of Internal Assessment, the maximum marks for the University Examination in each paper shall stand reduced accordingly.

10.8. The promotion criteria shall be as per the existing Ordinances for University Examinations, as applicable to respective courses. In addition, the same criteria shall apply to the total of the University Examination and the Internal Assessment, taken together.

10.9. There shall be a Monitoring Committee for Internal Assessment at the University level consisting of the Dean of Colleges as the Chairperson along with three other Deans one of whom shall be a member of the Executive Council, and the Controller of Examinations as Member-Secretary. The Committee shall monitor the receipt of Internal Assessment marks from Department and ensure timely compliance. If the Department fails to submit the Internal Assessment marks in time, the University shall not declare the result for such a course.

10.10. There shall be a Monitoring Committee for Internal Assessment both with regard to theory and field practicum, which shall be responsible for the entire process of Internal Assessment in the Department, including redressal of grievances, if any.

10.11. In the case of students who repeat one or more paper (s), or all papers of Part I or Part II or Part III, the Internal Assessment marks shall be carried forward.

10.12. Tutorials shall be held regularly for the post-graduate courses of the University by the concerned Department; and at least 30% marks shall be assigned for Internal Assessment in each paper of the post-graduate courses. The Internal Assessment in the post-graduate courses may be based on regularity and attendance; class tests and house examination; and written assignments, projects / term papers / seminars. Post-graduate courses where the weightage of Internal Assessment is 30 per cent or more, Departments may continue with the existing schemes.

10.13. The University reserves the right to review, and if necessary moderate the marks in Internal Assessment in any paper/ papers in any College/Department.

10.14. The respective University Moderation Committees in each subject shall moderate, if necessary, the Internal Assessment marks across Department.

V: Course Wise Content Details for MA (Social Work) Programme:

Name of the Programme	**M.A. Social Work**
Semester	**I**
Course Code	**SW 101**
Course Title	**Social Work Education and Profession**
Credits	**4**
Marks	**100**

Course Description/Rationale:

This course intends to acquaint students with nature, philosophy, historical growth and development of social work education and profession. This course endeavors to enable the students to acknowledge the social reform movements and social service traditions of our country as a context as well as growth and development of social work profession in our country and elsewhere. As an empowering profession evolved from philanthropic traditions, charity and welfare, it has been an important means for social transformation and change. This course emerges as a foundation for acquiring core knowledge and critical skills/competencies associated with social work professional working with people for their rights and entitlements.

Course objectives:
- To understand social work philosophy and inculcate values to work as human service professionals
- To appreciate the imperatives of becoming professional social worker
- To understand the context of emergence of social work as a profession
- To understand the nature of Social work practice in different settings

Learning outcomes:

- After reading this course, students will be able :
- to know the nature and development of professional social work in India and abroad.
- to learn different social service traditions, reform movements and transition from welfare to empowerment
- to appreciate values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.
- to explore and develop the professional self and persona of a professional social work practitioner

Course Contents:

Unit I: Introduction to Social Work Profession

- Professional Social Work : concept, goals and functions; its relationship with Voluntary action, Social services, Social reform, Social movement, Social welfare, Social development, and Human rights
- Value base of social work profession; Principles of social work and their application in diverse socio-cultural settings
- Methods of social work intervention

Unit II: Historical Development of Social Work

- Development of social work education and profession in U.K., U.S.A and Asia.
- Social reform and social reconstruction, Social service traditions, Socio-Religious Reform Movements in India
- Contribution of Social and political leaders of 20th and 21st century to social change namely Gandhi, Ambedkar, Phule, Vinoba and Jay Prakash Narayan and others
- Social Work Education in India: Current issues, challenges and alternatives
- Development of Social Work Profession in India

Unit III: Social Work as a Profession

- Basic requirements of a profession: Present state of social work as a profession in India
- Social work functions and roles of social workers
- Competencies for social work practice
- Code of ethics for social workers
- Changing context for practice and emerging areas

Unit IV: Theoretical Perspectives for Social Work Practice

- Therapeutic approach, Systems and Ecological perspectives
- Radical, Marxist approaches and Emancipatory social work
- Integrated approach to social work practice and Rights based social work practice
- Emerging perspectives and trends of social work practice

Core Readings

1.   Skidmore, A. A., Thackeray, M. G. & Farley O. W. (1997). *Introduction to social work*. Boston: Allyn & Bacon.

2.   Siporin, M. (1975). *Introduction to social work practice*. New York: Macmillan Publishing Inc.

3.   Zastrow, C. (1995). *The practice of social work* (5th ed.). California: Brooks/Cole Publishing Company.

4.   Dubois, B. & Miley, K. K. (2002). *Social work: An empowering profession*. London: Allyn and Bacon.

5.   Miley, K. K., O'Melia, M., & DuBois, B. L.(1998).*Generalist social work practice: An empowering approach*. Boston: Allyn & Bacon.

6.   Clark, C. & Asquith, S. (1985). *Social work and social philosophy*. London: Routledge and Kegan Paul.

7.   Payne, M. (2005). *Modern social work theory*. New York: Palgrave/ MacMillan.

8.   Dominelli, L. (2004). *Social work: theory and practice for a changing profession.* Cambridge: Polity Press.

9.   Woodrofe, K. (1962).*From charity to social work*. London: Routledge and Kegan Paul.

10.   Parsons, R. J., Jorgensen, J. D. & Hernandez, S. H. (1994). *The integration of social work practice*. California: Brooke/Cole.

11   Desai, M. (2002). *Ideologies and social work: Historical and contemporary analyse*. Jaipur,: Rawat Publications

14   Sajid S. M., & Jain, R. (2018). *Reflections on social work profession*. New Delhi: Bloomsburry

15.   Bhatt, S., & Singh, A. P. (2015). *Social work practice: The changing context*. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9

16   Bhatt, S., & Pathare, S. (2014). *Social work education and practice engagement.* ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi,

17.   Nair, T. K (2015). *Social Work Profession in India: An Uncertain Future*. Niruta Publication

Supplementary Readings

1   Pincus, A. &. Minnahan, A. (1973). *Social work practice: Model and method*. Itasca: Peacock.

2   Diwekar, V. D. (ed.) (1991). *Social reform movements in India: A historical perspective*. Bombay: Popular Prakashan.

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3.   Gore, M. S. (1993). *The social context of ideology: Ambedkar's social and political thought*. New Delhi: Sage Publishing.

4.   Compton, B. & Galaway, B. (1984). *Social work processes*. Chicago: The Dorsey Press.

5.   Brill, N. I. & Levine, J. (2002). *Working with people: The helping process*. Boston: Allyn and Bacon.

6.   Reamer, F. G. (1999). *Social work values and ethics*. New York: Columbia University Press.

7.   Timms, N. (1977). *Perspectives in social work*. London: Routledge and Kegan Paul.

8.   Bailey, R. & Brake, M. (eds.) (1975). *Radical social work.* London: Edward Arnold (Publishers)Ltd.

9.   Johnson, L. C. (1998). *Social work practice: A generalist approach.* Boston: Allyn and Bacon.

10.   Trevithick, P. (2000). *Social work skills: A practice handbook*. Philadelphia: Open University Press.

11.   Singh, S. & Srivastava, S. P. (2005). *Teaching and Practice of Social Work in India*. Lucknow, New Royal Book Company

12.   Mohan, B. (2002). *Social work revisited*. Xillinis: Xillbris Corporation.

13.   Bhatt, S., & Pathare, S. (2005). *Social work literature in India.* New Delhi, IGNOU, course material for BA and MA students

14   Bhatt, S., & Phukan, D. (2015). *Social work education in India*. New Delhi, AlterNotes Press

15   Balgopal, P. R., & Bhatt, S. (2013). *Social Work Response to Social Realities*. Lucknow: NRBC. ISBN: 978-93-80685-78-6

16   NAPSWI (2016) Code of ethics, www.napswi.org

Weblinks:

https://www.ifsw.org/

https://www.iassw-aiets.org/

http://www.napswi.org/download-materials-ok.php

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Name of the Programme	M.A. Social Work
Semester	I
Course Code	SW 102
Course Title	Case Work Practice in Social Work
Credits	4
Marks	100

Course Description:

This course is intended to provide knowledge about one of the primary Social work methods known as Casework. The course is designed in such a way that it explains the circumstances which impacted the evolution and growth of working with individuals. The paper further connects with different approaches which emerged in the process of development of this method to look at the problems and issues from multidimensional approach. It aims to enable the social work practitioners to engage with individual's uniqueness, strengths, issues, their barriers and difficulties and make use of the refined skills of working with people in order to solve their problem by enhancing their capabilities, capacities and choices. The individual is the core focus of the course with a firm belief that any individual is a resource in itself and this resource becomes very significant in performing the roles in different sphere of society that needs to be understood and worked upon so that goals of human and social development can be achieved. The networks which connect the individuals required to be enhanced in its social functioning or the persons can be connected to different networks, policies which are meant for the people to smoothen the process of accessibility and approachability of desired changes in people's lives which is anyway their right.

Course Objectives:
- To understand social casework as a method of social work practice.
- To accept the uniqueness of individuals and work towards strengthening personality of clients by fostering skills of self-help.
- To develop understanding and skills in case work process and intervention

Learning Outcomes:

After studying this course, students will be able to:
- Develop understanding of working with individuals
- Learn different approaches, processes and interventions of case work practice
- Develop skills and techniques of working with individuals in different settings.
- Explore and develop the professional self and skills of a practitioner

Course contents:

Unit I: Evolution and Development of Casework

- Historical development, meaning and nature of casework method
- Philosophical assumptions underlying casework practice
- Basic casework concepts: Social roles and functioning, Need, Adjustment, Adaptation, Person-in-environment, Client as unique individual.
- Case work practice in present context (in developed, developing and underdeveloped societies with case illustrations)
- Communication skills

Unit II: Principles and Components of Casework

- Meaning, nature and elements of relationship in casework; Empathy, Transference and counter transference issues in relationship, principles of casework practice
- Authority in Casework practice
- Components of casework: person, problem, place and process
- Knowledge of Cultural context in casework practice

Unit III: Approaches to Casework Practice

- Diagnostic, Functional and psychosocial approaches to casework
- Eclectic Approach ,Problem solving approach, strength based,
- Crisis Intervention Approach and Behaviour modification approach
- Task centred casework, Radical casework

Unit IV: Process and Techniques of Social Casework in different settings

- Phases of casework intervention: assessment, diagnosis and intervention
- Techniques of casework intervention, counselling in casework and psychotherapy
- Casework in different settings: families, adoption agencies, correctional, and mental health settings, oppressed and marginalised groups.
- Casework in crisis situations like Violence, abuse and rape, conflicts, disaster and other calamities
- Developing skills of a Case Worker (Interpersonal and Intra personal skills, Interviewing skills, empathy, counselling and documentation, skills)

Core Readings

1.   Beistek, F. P. (1957). *The casework relationship*. Chicago: Loyola University Press.

2.   Davison, H. E. (1972). *Casework: A psychosocial therapy*. New York: Random House.

3.   Fook, J. (1993). *Radical Casework: A Theory of Practice.* Australia: Allen & Unwin.

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4.   Frankel, A. J. (2011).*Case management: An introduction to concepts and skills* (3rd ed.). New York. USA: Oxford University Press

5.   Hamilton, G. (2013). *Theory and practice of social case work*. New Delhi, India: Rawat Publications

6.   Hollis, F. (1964). *Casework: A psychosocial therapy*. New York:McGraw Hills

7.   Holosko, M. J.(2017). *Social work case management: Case studies from the frontlines*. California, USA: SAGE Publications

8   Hudson, J. (2014). Structural functional theory, social work practice and education. T*he journal of Sociology and Social Welfare*, *5*. 2-18.

9.   Mathew, G. (1992). *An introduction to social casework*. Bombay: Tata Institute of Social Science

10. Upadhyay, R. K. (2003). *Social casework: A therapeutic approach*. New Delhi, India: Rawat Publications

11   Siddiqui, H. Y . (2015). *Social work & human relations*. New Delhi, India: Rawat Publications

Suggested Readings

1   Pearlman, H. H. (1957). *Social casework: A problem solving process*. Chicago: The University of Chicago Press.

2   Pippins, J. A. (1980). *Developing casework skills*. California: Sage Publications.

3   Reid, W. J. (1978). *The task-centered system.* New York: Columbia University Press.

4   Richmond, M. E. (2010). *What is social case work? An introductory description* (1922). New York, USA: Kessinger Publishing

5   Robert, R.W. & Nee, R. H. (ed.) (1970). *Theories of social casework.* Chicago: The University of Chicago Press

6   Shahid M. & Jha M. (2014). Revisiting client-worker relationship: Biestek through a Gramscian Gaze. *Journal of Progressive Human Services 25*. 18-36.

7   Summers, N. (2011). *Fundamentals of Case Management Practice: Skills for the Human Services (*HSE 210 Human Services Issues) (4th ed.). CA, USA: Brooks Cole

8   Tracy, E. M., & Whittaker, J. K. (1989). *Social Treatment: An Introduction to interpersonal Helping in Social Work Practice.* New York: Aldinede Gruyter University of Chicago Press.

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Name of the Programme	**M.A. Social Work**
Semester	**I**
Course Title	**Community Practice in Social Work**
Course Code	**SW103**
Credits	**4**
Marks	**100**

Course Description/Rationale:

This course is a social work methods course on community practice. It endeavours to enable the learners to acknowledge the significance of the community as a context as also an important means for social transformation and change. In the realm of developing societies such as India, the imperative of preparing social work students to assume proactive macro practice oriented roles is only too evident, given the magnitude of needs, problems, deprivations and challenges confronted by large constituencies of people located on the margins. Given the fact that the field practicum component of the master's programme in social work entails a focus on community based practice, this course assumes immense significance for the neophytes who enter the programme with diverse backgrounds. This course grounds them in the nuances of the "community" in which they are required to work, as also the concept, value base, theories, approaches, models and skills associated with this integral macro practice domain. By focussing on the challenges confronted by community practitioners in engaging communities placed within the contemporary globalised and multi-cultural context, this course emerges as a foundation for acquiring core knowledge and critical skills/competencies associated with community organising, community planning and community work.

Course Objectives:

- To understand and analyze the 'community' as a dynamic entity.
- To comprehend the concept, context, approaches and models of community practice.
- To develop commitment to the cause of the communities on the margins
- To develop knowledge and ability to engage communities in the social justice and human rights based context.
- To integrate attitudes and skills relevant to working with communities.

Learning Outcomes:

By the end of the course, students would be able to:

- Understand the diverse community contexts of practice.
- Comprehend the range of practice perspectives related to community work in the contemporary context.
- Gain knowledge regarding theoretical underpinnings and value orientation associated with community practice

- Apply knowledge and skills related to community understanding, assessment, organizing, planning, development and progressive social change
- Critically analyse practice interventions locating their ideological stances

Course Contents

1. Understanding "Community" in Community Practice
- Introduction to Community Practice: Continuum from micro, mezzo to macro practice in social work
- Diverse conceptualizations of community and their implications: Community as Place, Space, Interest, Symbols, Shared Heritage and Sentiments; New and emerging forms of communities
- Characteristics of Rural, Urban and Tribal communities
- Frameworks for community analysis : As a system; site of power and conflict
- Contexts and challenges for 21st century communities; Issues of Identity, Inclusion and Exclusion; Gated Communities.

2. Community Practice: Concept and Context
- Community Practice: concept, definitions and scope as method
- History and evolution of Community Practice
- Social Justice, Human Rights, Values, and Community Practice
- Community Practice in a globalised and multicultural context
- Community Practice Challenges in the 21st century

3. Theories, Principles and Approaches to Community Practice
- Theoretical perspectives for practice
- Principles and steps in community practice
- Discovering and documenting the life, needs and strengths of a community
- Organizing and mobilizing communities: Role of Social Capital
- Tools for designing community interventions: Community Profiling, PLA, LFA
- Problem Analysis, Stakeholder Analysis, Force Field Analysis and Strategic Planning

4. Community Practice Models and Skills
- Indigenous approaches to community work
- Models of community practice
- Consensus and Conflict approaches for community practice and social change
- Understanding Community-Based Organizations: structure, goals and politics of nonprofit community-based organizations
- Skills for community practitioners

5. Community Practice- Paradigm Shift
- Taking sides: Community practice as political engagement
- Critical approach to Community Practice: Friere and Gramsci
- Community work as inclusive and anti- oppressive practice
- Good Practices of community participation and empowerment

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Core Readings:

1. Somerville, P. (2016). *Understanding community: Politics, policy and practice* (2nd edition). Polity Press and Social Policy Association

2. Etzioni, A. (1995). *The spirit of community: rights, responsibility and the communitarian agenda.* Fontana Press.

3 Popple, K. (2015). *Analysing community work: Theory and practice*. Open University Press.

4 Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community practice: Theories and skills for social workers*. Oxford University Press.

5 Weil, M., Reisch, M., & Ohmer, M. L. (2013). *The handbook of community practice* (2nd edition). Sage.

6 Ross, M. G. (1967). *Community organisation. Theory principles and practice*. Harper and Row.

7 Ledwith, M. (2013). *Community development: A critical approach* (2nd edition). Policy Press

8 Forde, C. & Lynch, D. (2013). *Social work and community development: A critical practice perspective*. Macmillan Palgrave

9 Gangrade K. D. (2001). *Working with community at the grassroots level: Strategies and programmes.* Radha Publications.

10 Hardina, D. (2002). *Analytical skills for community organization practice*. Columbia University Press.

Supplementary Readings

1 Bauman, Z. (2001). *Community: Seeking safety in an insecure world.* Polity Press.

2 Cohen, A. P. (1985). *Symbolic construction of community*. Tavistock Publications and Ellis Horwood Limited.

3 Stepney, P., & Popple, K. (2008). *Social work and the community: A critical context for practice.* Palgrave Macmillan.

4   Ife, J. (2013). *Community development in an uncertain world: Vision, analysis and practice.* Cambridge University Press.

5   Freire, P. (1972). *Pedagogy of the oppressed.* Penguin.

6   Ledwith, M., & Springett, J. (2010). *Participatory practice: Community-based action for transformative change.* The Policy Press

7   Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2nd edition). Oxford University Press.

8   Gray, M., Coates, J., & Yellow Bird, M. (2008). *Indigenous social work around the world: Towards culturally relevant education and practice.* Ashgate.

9   Weil, M. (1996). *Community practice: Conceptual models.* The Haworth press Inc.

10   Pawar M. (2010). *Community development in Asia and the Pacific.* Routledge.

11   Gamble, Dorothy N., & Weil Marie University Press. (2010). *Community practice skills: Local to global perspectives.* Columbia University Press.

Department of Social Work, University of Delhi

Name of the Programme	M.A. Social Work
Semester	I
Course Code	SW 104
Course Title	Sociological Perspectives and Contemporary Concerns
Credits	3
Marks	100

Course Description/Rationale:
Sociology for Social Work: Basic Concepts and Perspectives. The most important goal of this foundation course is to orient the social work students about society, its structure, different institutions and their roles in socialization of individuals. The social work students also need to be sentient about different social problems and issues and develop a theoretical perspective to understand them. This course will therefore help them to develop a perspective on contemporary Indian social problems. It will also help them to envision suitable alternatives for achieving the goals of an egalitarian society.

Course Objectives:
- To develop an understanding about basic sociological concepts and to examine changing social phenomenon.
- To develop understanding about sociological theories and approaches for social work practice
- To develop an understanding and build perspectives towards changing roles of social institutions
- To develop a critical perspective towards contemporary social problems and enhance analytical and functional ability to work on those issues.

Learning Outcomes:

By the end of the course, students will be able to:
- Understand the basic concepts such social structure, social stratification and concerns related to social mobility, social system, norms, values culture and roles of social institution in socialization process.
- Understand the relevant sociological theories and perspective and analyze social problems and issues through appropriate theoretical frame works
- Understand the changing nature of social relationships and the complexity of various social issues.
- Understand the contemporary social issues and required social work knowledge and competencies for interventions.
- Identify suitable alternatives for interventions as social work professionals.

Course Contents

1. **Basic Concepts of Sociology**
   - Understanding the concept of Society
   - Social structure and sub structure : Social stratification: Ambedkar, Marxist, Functionalist and Weberian approaches: Caste, Class, Power, Authority and status
   - Social institutions and social groups: Marriage, family, education, economic institutions, religion, primary, secondary and reference groups
   - Social change and social mobility
   - Social Work, Society and Culture

2. **Introducing Indian Society:**
   - Historical Analysis: Persistence of and changing nature of caste, religion and class differentiations and gender based differences
   - Traditional and Modern Social Networks
   - Social construction of reality: The role of norms, values, beliefs and ideology

3. **Sociological Perspectives and Methods to Understand Social Issues**
   - Functionalist theory,
   - Conflict theory, and
   - Symbolic Interactionist theory
   - Social Construction
   - Modernism and Post Modernism
   - Sociological Imagination

4. **Socialization and Construction of Social Identity**
   - The relationship between the individual and society.
   - Social capital and changing nature of human relationship
   - The processes of learning and socialization; agencies of socialization
   - Role of Class, Caste, Gender, Culture, and ethnicity in construction of social identities.

5. **Contemporary Social Issues**
   - Rural Sociological Issues : Agrarian Crisis, Farmer Suicide
   - Violence against Weaker Sections, viz Dalit, Adivasi, Women and children
   - Intra community conflict, Migration
   - Issues related to governance, corruption
   - Poverty, Population, Urbanization, Homelessness,Communalism
   - Environmental degradation

Suggested Readings:

1. Haralambos. (2014). *Sociology: Themes and perspectives*. Harper Collins; Eight edition

2. Deshpande, S. (2014). *The problem of caste*. New Delhi: Orient Blackswan.

3.   Nagla, B. K. (2013). *Indian sociological thought*: Rawat Publication

4.   Sudha, P. (2013). *Dalit assertion*: Oxford India Short Introductions

5.   Ritzer, G. (2012). *Sociological theory*: Tata McGraw Hill Education

6.   Surinder, S. J. (2012). *Caste*: Oxford India Short Introductions

7.   Tabassum, H. (2011). *Encyclopedia of contemporary social problems in India*: Anmol

8.   Richard, T. S. (2010). *Sociology:* Tata McGraw-Hill Higher Education

9.   Rao, S. N. S. (2008). *Sociology: Principles of sociology with an introduction to social thoughts*; S Chand (2008)

10.   Menon, N., & Nigam, A. (2007). *Power and contestation: India since 1989*

11.   Deshpande, S. (2003). *Contemporary India: A sociological*: Penguin India

12.   Burce, S. (2000). *Sociology : A very short introduction* : Oxford University Press

Supplementary Readings Articles:

1   Govind, R. (2018). Ambedkar's lessons, ambedkar's challenges hinduism, hindutva and the Indian nation. *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2018_53/4/SA_LIII_4_270118_Rahul_Govind.pdf

2   Khosla, R. (2018). Changing india's urban and economic landscape. *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2018_53/15/SA_LIII_15_140418_Romi_Khosla.pdf

3   Ghunnar, P. P., & Hakhu, A. B. (2018). The aftermath of farmer suicides in survivor families of Maharashtra. *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2018_53/5/SA_LIII_5_030218_Pravin_Panditrao_Ghunnar.pdf

4   Jakubek, J., & Spencer, D. W. (2018). Emancipatory empiricism: The rural sociology of W.E.B. *Du Bois Sociology of Race and Ethnicity, Vol. 4*(1) 14–34

5   Yadav, M. (2016). Mobility through sanskritisation an apparent phenomenon? *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2016_51/24/Mobility_through_Sanskritisation_0.pdf

6   Kumbhar, S. (2016). Everyday dalit experiences of living and the denials: *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2016_51/35/Everyday_Dalit_Experiences_of_Living_and_the_Denials_0.pdf

7   Deshpande, S. (2013).Caste and castelessness towards a biography of the 'general category: *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2013_48/15/Caste_and_Castelessness.pdf

8   Deshpande, S. (2006). Exclusive inequalities merit, caste and discrimination in Indian higher education today: *Economic and Political Weekly*

9   Gavaskar, M. (2002). Caste identity in changing India: *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2002_37/23/Caste_Identity_in_Changing_India.pdf

10   Jodhka, S. S. (2002). Caste and untouchability in rural punjab: *Economic and Political Weekly* http://www.epw.in/system/files/pdf/2002_37/19/Caste_and_Untouchability_in_Rural_Punjab.pdf

11   Heredia, R. C. (2000).Subaltern alternatives on caste, class and ethnicity: Contribution to Indian Sociology (n.s). *SAGE Publications, New Delhi. 4,* 1, http://journals.sagepub.com/doi/pdf/10.1177/006996670003400102

12   Rege, S. (1995). Feminist pedagogy and sociology for emancipation in India: *Sociological Bulletian, 44*(2) http://www.unipune.ac.in/snc/cssh/HistorySociology/A%20DOCUMENTS%20ON%20HISTORY%20OF%20SOCIOLOGY%20IN%20INDIA/A 20India/A%201%2018.pdf

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Name of the Programme	M.A. Social Work
Semester	I
Course Code	SW 105
Course Title	Psychology for Social Workers: Theories and Applications
Credits	3
Marks	100

Course Description/Rationale:

This course aims at developing an understanding of the growing discipline of psychology and its relevance to social work practice. An important goal of the course is to enable students in applying psychological concepts to meeting the challenges and needs of the real world effectively.

Course Objectives:
- To understand the nature and development of human behaviour in socio-cultural context.
- To develop a critical perspective of the theories of human behaviour and personality.
- To develop knowledge base and understanding of individuals, social groups and collectives that enables social work practice towards the welfare of the individual/groups and the larger community

Learning Outcomes:
By the end of the course, students will be able to
- Develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality
- Understand how social groups develop and maintain identity
- Develop an understanding of the basic mental processes and their role in influencing behaviour
- Develop sensitivity towards one's own biases, stereotypes, motivations in carrying out social work practice
- Appreciate the measurement concerns of behaviour
- Develop an appreciation of the critical/radical perspectives in the above and locate such knowledge within a social justice and human rights framework
- Learn to apply concepts and theories of psychology in social work practice.

Course Contents:

1. Perspectives in Psychology
- Perspectives in psychology- I Psychodynamic and Gestalt
- Perspectives in Psychology II Behavioural, Cognitive and Humanistic
- Cross cultural understanding and Community psychology
- Psychology for Social Work

2. Individual in a socio-cultural environment

- Role of Social Institutions
- Heredity and environment
- Basic psychological processes (concept and applications)- I motivation, emotion
- Basic Psychological processes (concept and applications) -II cognition intelligence and learning

3. Social self and communication

- Social and self perception
- Prejudice, stereotypes and discrimination
- Attitudes formation, change and measurement
- Communication, social media and propaganda

4. Human Growth and Personality Development

- Human Growth and Development : Life span perspective, Dimensions of Growth and Development
- Personality Development
- Theories of Personality: Psychoanalytic, Humanistic and Behavioural
- Normality and Abnormality: concept, criteria and classification system

Core Readings:

1. Prilleltensky, I., & Nelson, G.(2002).*Doing psychology critically: Making a difference in diverse settings.* Basingstoke, England: Palgrave

2. Kloos, B., Hill, J., Thomas, E., et al. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Belmont: CA: Wadsworth.

3. Weiten, W. (2011). *Themes and variations in psychology*. Wadsworth, Cengage learning. Belmont: USA

4. Ryan, R. M. (2012). *Oxford handbook of human motivation*. New York : Oxford

5. Khalakdina, M. (2008). *Human development in the Indian context: a socio-cultural focus.Vol. I* New Delhi: Sage Publications

6. Khalkdina, M. (2011).*Human development in the indian context: A socio cultural focus. Vol. II*. New Delhi: Sage Publications

7. Specht, J. (2017). *Personality development across the lifespan*. 1st Edition. London: Academic Press

8. Daniel, W. Barrett. (2016). *Social psychology-core concepts and emerging trends.* London: Sage

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9.   Nicolson, P., & Bayne, R. (2014). *Psychology for social work. theory and practice.* London: Palgrave

10.   Field, M., & Hatton, C. S. (2015). *Essential abnormal and clinical psychology*. London: Sage

11   Kuppuswamy. (1980). *An introduction to social psychology.* Bombay: Media Promoters and Publishers Pvt Ltd

12   Garth S Jowett., & O'Donnell,V (2018). *Propaganda & Persuasion*. London: Sage7th ed.

Supplementary Readings

1.   Crisp, R. J., & Turner, R. N. (2014). *Essential social psychology*. London: Sage

2.   Baron, R. A., Byrne, D., & Bhardwaj. G. (2014). *Social psychology* (12th Ed). New Delhi: Pearson

3.   Tiwari, A. K. (2009). *Psychological perspectives on social issues and human development.* New Delhi: Concept

4.   Kenneth, R. W., & Laursen, B. B. (2011). *Hand book of peer interactions relationships and groups.* New York: Guilford Publications

5.   Venkatraman, S. (2017). *Social media in south India*. London: UCL press

6.   Geoffrey Beattie Andrew W Ellis (2017). *The psychology of language and communication*. London: Routledge

7.   Saraswathi, T. S. (2003). *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage Publications

8.   Rao, K. R., & Paranjpe, A. C. (2017). *Psychology in the Indian Tradition*. New York: Springer

9.   Kite, M. E., & Whitley, B. E. Jr. (2016). *Psychology of prejudice and discrimination* 3rd Edition New York: Routledge

Journals :
The following journals will be referred to
- Psychology in Developing Societies
- Journal of Cross cultural Psychology
- Culture and Psychology   Sage
- Indian Journal of Social Psychiatry
- Indian Journal of Community Psychology

Web links
- http://www.apa.org
- http://propaganda.mediaeducationlab.com/learn/
- http://www.anthropology-news.org/index.php/2018/04/09/a-
theory-of-propaganda-for-the-social-media-age/
- http://www.understandingprejudice.org/

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Name of the Programme	M.A. Social Work
Semester	II
Course Code	SW 201
Course Title	Group Work Practice in Social Work
Credits	4
Marks	100

Course Description/Rationale:
Social work with groups is a method of practice in which group experience is used to influence individual well-being and as a mutual support system to facilitate mutual aid among diverse stakeholders. The paper aims to equip the students with the values, principles, knowledge and techniques to work with individuals in a group setting to develop positive interpersonal relationships, impart skills that will help students to enable individuals to enhance societal functioning and find effective forms of expression to influence large social systems.

Course Objectives:
- To develop an understanding of group work as a method of professional social work
- To provide an insight into various dimensions of group processes and group work practice
- To develop skills and competencies for working with groups in diverse settings.

Learning Outcomes:
By the end of the course, students will be able to:
- Understand group as a dynamic social unit and a resource for intervention
- Develop practical understanding of application of the group work method in various practice settings
- An understanding of various theoretical frameworks and their applications for group work practice
- Develop and strengthen professional skills for effective group work practice

Course Contents:

UNIT I: Understanding Social Groups
- Social Groups: Definitions, importance and classification
- Cultural context and diversity in groups
- Group behaviour and social attitudes
- Group dynamics and sociometry

UNIT II: Social Group Work Method
- Group work: definition, goals, principles and scope
- Types of Social Work Groups

- Stages of Group Work
- Models for group work practice

UNIT III: Group Work Process and Techniques
- Group Work Process
- Group Leadership: Types of leadership, decision making process
- Techniques in group work I- Programme planning, monitoring and evaluation
- Techniques in group work II- Group discussion, group counselling and recording

UNIT IV: Theoretical Approaches to Group Work
- Group Therapy
- Transactional Analysis
- Gestalt Therapy
- Support Groups

UNIT V: Group Work in Social Work Practice
- Working with children, youth, women, elderly and others
- Working with people in difficult circumstances
- Roles and skills of a group worker
- Linkages with social work methods

Core Readings:

1   Lindsay, T., & Orton, S. (2014). *Group work practice in social work.* Exetor: Sage

2.   Crawford, K., Price, M., & Price, B. (2014).*Group work Practice for Social Workers.* London: Sage

3.   Trevithick, P. (2016). *Group work: a handbook of effective skills and interventions.* McGraw-Hill Education

4   Sondra, B., & Camille, P. Roman. (2016). *Group work: skills and strategies for effective interventions*. Binghamton, NewYork: Haworth Press

5   Glassman, U. (2009). *Group work: A humanistic and skills building approach*. USA: Sage

6   Toseland, R. W., & Rivas, R. (2008). *An introduction to group work practice*. New York: McMillian.

7   Trecker, H. B. (1972). *Social group work: Principles and practices.* New York: Association Press.

8   Douglas, T. (1978). *Basic group work*. London: Tavistock.

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9.   Konopka, G. (1963). *Social group work: A helping process*. Englewood Cliffs: Prentice.

10.   Reid, K. E. (1997). *Social work practice with groups: A clinical perspective* (Second Edition). Pacific Grove, CA: Cole.

11.   Balgopal, P. R., & Vassil, T. V. (1983). *Groups in social work: An ecological perspective.* New York: Macmillan.

12.   Brandler, S., & Roman, C. P. (1999). *Group work skills and strategies for effective interventions.* New York: The Haworth Press.

13.   Helen, N., & Kurland, R. (2001). *Social work with groups* (3rd ed). New York: Columbia University Press.

14.   Phillips, H. U. (1957). *Essential of social group work skills*. New York: Association Press.

15   Wilson, G., & Ryland, G. (1949). *Social group work practice.* Cambridge, MA: Houghton Mifflin

16.   Latner, J. (1987). *The gestalt therapy book: A holistic guide to the theory, principles and techniques of gestalt therapy*. USA: The Julian Press

17   Furgeri, L. B. (2016). *The technique of group treatment*: The Collected Papers of Louis R. Ormont: USA, Library of Congress

Supplementary Readings

1.   Henry, S. (1992). *Group skills in social work* (Second Edition). Pacific Grove, CA: Brooks/Cole.

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

3.   Hartford, M. E. (1971). *Groups in social work*. New York: Columbia University Press.

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

5.   Gladding, S. T. (1999). *Group work: A counselling specialty*. New Jersey: Merrill.

6.   Meculloude, M. K., & Ely, P. J. (1965). *Social work with groups*. London: Routledge and Kegan Paul.

7.   McDermott, F. (2002). *Inside group work: A guide to reflective practice*. NSW: Allen and Unwin.

8.   Wenocur, S. (1993). *Social work with groups: Expanding horizons.* New York: Hawroth Press.

9.   Grief, G. L., & Ephross, P. H. (1997). *Group work with populations at risk.* New York: Oxford University Press.

10.   Douglas, T. (1972). *Group processes in social work: A theoretical synthesis.* Chicester: Willey.

11.   Macgowen, M. J. (2009). *A guide to evidence based group work practice*, OUP

12.   Berne, E. (1999). *Transactional analysis in psychotherapy.* New Delhi: Rupa & Company

13   Joel, L. (1986). *The gestalt therapy.* USA: The Gestalt Journal Press Ltd

14   Erich, H. Witt., & James, H. Davis. (2003). *Understanding group behaviour small group processes and interpersonal relations.* New Jersey: Lawrence Erlbaum Associates Publishers

15   Scott, F. S. (1996). *Introduction to group therapy: A practical guide.* USA: Haworth Press

WEBLINKS

1. Trevithick, P. (2012). Group work theory and practice. Available at https://www.researchgate.net/publication/307593723Groupwork_theory_and_practice
2. The Journal for Specialists in Group Work. Available at https://www.tandfonline.com/loi/usgw20
3. Principles for Diversity Competent Group Workers. Available at http://crystalbomeke.tripod.com/group_ethic.htm
4. Association for Specialists in Group Work: Best Practice Guidelines 2007. Available at http://www.ncbi.nlm.nih.gov/books/NBK64212/
5. Journal: Social Work with Groups: a journal of community and clinical practice. Availabe at https://www.tandfonline.com/action/showAxaArticles?journalCode=wswg20

Name of the Programme	M.A. Social Work
Semester	II
Course Code	SW 202
Course Title	Research in Social Work
Credits	4
Marks	100

Course Description/Rationale:
Social work research is considered both as a method of practice and a process of inquiry helping in practice and supplementing knowledge to the discipline. Therefore, basic research competency is essential for a student of social work. The course deals with the philosophy of inquiry, ethical issues and dilemmas and the process of undertaking research. The paper prepares the student to develop skills and competencies in identifying a research problem and undertaking systematic research with an aim to meaningfully intervene in that problem area. The paper helps in developing requisite skills and competencies for preparing methods and tools of data collection, collecting data from the field and analysing and interpreting the data.

Course Objectives:
- To understand the application of scientific methods in furthering knowledge base of social work.
- To understand the nature, scope and significance of research in social work practice.
- To develop competence in conceptualizing, designing and implementing research using quantitative and qualitative paradigms and techniques.
- To creatively use social work research in addressing the issues of social justice, human rights and equality

Learning Outcomes:

By the end of the course, students will be able to:
- Develop theoretical perspectives on methods of inquiry.
- Develop competence to undertake social work research.
- Have the requisite skills and competencies to analyze, interpret and present both quantitative and qualitative data.
- Use social work research as a tool for social change.

Course Contents:

Unit I: Research Methods for Social Work

- Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena.
- Social Research and Social Work Research: Meaning, nature and their significance

- Qualitative and Quantitative research paradigms in social research: Meaning, essential features, importance and to theoretical perspectives of both types of research
- Steps in research process
- Ethics in social work research

Unit II: Research Design
- Framing research question: Statement of the problem, its relation to theory, policy and practice.
- Research designs: Types of research designs (Exploratory, Descriptive, Experimental, and Quasi experimental designs).
- Sampling design**:** Universe and Sample, rationale, importance, characteristics and types of sampling, general considerations in the determination of sample size, sampling error and non-sampling error, limitations of sampling.

Unit III: Data Collection and Management

- Sources of data: Primary and secondary
- Methods and tools of quantitative data collection.
- Data processing, data analysis and interpretation
- Methods and tools of qualitative data collection: Case study, Interviews, Focus group discussion, observation
- Qualitative Data Analysis
- Developing a social work research proposal
- Writing research reports: Presentation and styles of referencing, citing and paraphrasing

Unit IV: Basic Statistics

- Process of statistical enquiry: collection, classification, presentation, analysis and interpretation of data.
- Conceptualization, Operationalization and Measurement: Variables, Concepts, Measurement, Levels of measurement, Data, Population, Sample, Parameter and statistic
- Hypothesis**:** Meaning and formulation of hypothesis, sources, types, attributes of a good hypothesis, significance of hypothesis in social work research. Steps in testing hypothesis, concept of degree of freedom, level of significance. Type I and II errors in hypothesis testing.

Unit V: Descriptive and Inferential Statistical Methods

- Descriptive statistics: Measures of central tendency (mean, median, mode); Measures of dispersion (range, mean deviation, quartile deviation, standard deviation, coefficient of variation); Measures of correlation (Spearman's Rank Correlation, Pearson Product Moment Correlation and regression analysis)
- Inferential Statistics: Parametric (test of difference of means of two samples) and Non-Parametric statistical tests (Chi-square, Wilcoxon *T* statistic, Mann–Whitney U statistic).
- Computer applications related to quantitative and qualitative data analysis

Core Readings:

1.   Babbie, E. (2014). *The basics of social research,* 6th ed. New Delhi: Wadsworth.

2.   Bordens, K. S., & Abbott, B. B. (2018). *Research design and methods: A process approach,* 10th ed. New York: McGraw-Hill.

3.   Bryman, A. (2012). *Social research methods*, 4th ed. New Delhi: Oxford.

4.   Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). *Research Methods, Design, and Analysis,* 12th ed. New York: Pearson.

5.   Crano, W. D., Brewer, M. B., & Lac, A. (2015). *Principles and methods of social research*, 3rd ed. New Delhi: Routledge.

6.   Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* New Delhi: Sage.

7.   Krysik, J. L., & Finn, J. (2010). *Research for effective social work practice*, 2nd ed. New York: Routledge.

8.   Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York: Guilford Press.

9.   Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods: From hypothesis to results.* San Francisco: Jossey-Bass.

10.   Rajaretnam, T.(2015). *Statistics for social sciences*. New Delhi: Sage

11.   Rubin, A., & Babbie, E. R. (2011). *Research methods for social work*. Belmont: Brooks Cole.

12.   Treiman, D. J. (2009) *Quantitative data analysis: Doing social research to test ideas.* San Francisco: Jossey-Bass.

Supplementary Readings:

1.   Atkinson, P., & Delamont, S. (2011). *Qualitative research methods*. New Delhi: Sage.

2.   Bandalos, D. L. (2018). *Measurement theory and applications for the social sciences*. New York: The Guilford Press.

3.   Blalock, H. M. (1960). *Social statistics*. New York: McGraw-Hill

4.   Cornelius, L. J., & Harrington, D. (2014). *A social justice approach to survey design and analysis.* New Delhi: Oxford.

5.   Goodwin, C. J. (2010). *Research in psychology methods and design*, 6th ed. New Jersey: John Wiley & Sons.

6.   Hammersley, M. (2013). *What is qualitative research?.* New York: Bloomsbury.

7.   Hardwick, L., Smith, R., & Worsley, A. (2016). *Innovations in social work research: Using methods creatively*. London: Jessica Kingsley.

8.   Hays, W. L. (1973). *Statistics for the social sciences.* New York: Rinchart and Winston

9.   Mcnemar, Q. (1949). *Psychological statistics.* New York: John Willey

10.   Mitchell, M. L., & Jolley, J. M. (2013). *Research design explained*, 8th ed. New Delhi: Wadsworth, Cengage Learning.

11.   Novikov, A. M. & Novikov, D. A. (2013). *Research methodology: From philosophy of science to research design.* New York: CRC Press.

12.   Thorat, S; Verma, S. (2017). *Social science research in india: status, issues, and policies.* New Delhi: Oxford

13.   TISS (1985). Special issue: Research methodology. *Indian Journal of Social Work. Vol 46,* No 3. Mumbai: TISS

14.   Wahab, S., Anderson-Nathe, B., & Gringeri, C. (2015). *Feminisms in social work research: Promise and possibilities for justice-based knowledge*. New York: Routledge.

15.   Young, A., & Temple, B. (2014). *Approaches to social research: the case of deaf studies*. New Delhi: Oxford.

WEBLINKS:
https://socialresearchmethods.net/ [Web Centre for Social Research Methods]

http://journals.sagepub.com/home/rsw   [Journal - Research on Social Work Practice]

Name of the Programme	M.A. Social Work
Semester	II
Course Code	SW 203
Course Title	Social Justice & Human Rights
Credits	4
Marks	100

Course Description/Rationale:

Social work profession is based on the principles of social justice and it aims to develop an approach and ability to respond towards structural inequalities and critical social realities. This e course will help students to develop a critical understanding of social, political and economic realities in the society. It will facilitate and enhance their ability to grasp the issue of social justice and human rights confronting our society. This course will also create an understanding of the effective i of the Social Work methods skills and competencies to work for marginalized and vulnerable constituencies to create just society and protection of human rights.

Course Objectives:

- To understand concepts of social justice, empowerment in the context of Human Rights and rights based perspective in social work practice
- To identify structural barriers, inequalities and systemic changes existing in the society
- To critically examine legal mechanisms available for protection of human rights of different vulnerable groups of the society
- To understand the various government and non government interventions for protecting and promoting rights of the vulnerable groups and marginalized communities

Learning Outcomes:

By the end of the course, students will be able to:
- Gain a theoretical understanding of different approaches towards social justice.
- Apply human rights framework for understanding issues and understand empowering processes for the marginalized sections of the society
- Develop knowledge, attitudes and skills required for working with marginalized and vulnerable constituencies and to create just society
- Acquire a critical understanding of institutional mechanisms and systems for attainment of social justice and protection of human rights

Course Contents:

UNIT I: Dimensions of Social Justice and Human Rights

- Social Justice: Philosophy, concept and dimensions
- Social Justice as a core value of social work profession
- Concept and historical context of Human Rights
- Theories and philosophy of human rights: Political systems and Paradigms
- Constitutional base of social justice, positive and protective discrimination

UNIT II: Marginalization and Human Rights Issues
- Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization
- Marginalized groups in the Indian society: OBC, SC/ST, , minorities
- Occupations and Vulnerable groups: persons with disability, child workers, domestic workers, manual scavengers, commercial sex workers, Bonded Labour and Migrant workers
- Human rights concerns of Refugees and victims of conflicts and violence
- Human right issues under globalization, climate change and development with justice

UNIT III: Instruments of Social Justice and Protection of Human Rights
- The Universal Declaration of Human Rights, 1948
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols with specific reference to children and women
- International human rights agencies: Amnesty International, Human Rights Watch

UNIT IV: National Institutions for Protection of Social Justice and Human Rights
- Indian Constitution: Fundamental rights, Directive Principles of State Policy and fundamental duties
- Indian legal system and protection of marginalized section of society - case illustrations
- Statutory bodies/organs for justice – NHRC, NCW, NCM, NC for SC/ST, OBC, Minority
- Legal and public advocacy, PIL, legal literacy, free legal aid, RTI

UNIT V: Social Work Practice for Social Justice and Human Rights Perspective
- Empowerment and emancipatory approaches to social work practice
- Human rights perspective in social work practice: ethnic sensitive practice, feminist practice, social work with diverse groups
- Code of ethics of for professional social workers and protection of human rights
- Human rights activism and civil society initiatives in India - PUCL and PUDR
- Non-judicial enforcement of Human Rights (Human Rights Monitoring and Reporting, Humanitarian intervention), Case laws
- Critically assessment of institutional mechanisms available for different vulnerable groups of the society for promotion of social justice and protection of human rights

Core Readings

1. Krishna, P. S. (2017). *Social exclusion and justice in India*. Taylor & Francis

2. Jodhka, S. S. (2015). *Caste in contemporary India*. New Delhi: Routledge.

3. Kummitha, R. (2015). Social exclusion: The European concept for Indian social reality, social change. *Sage Journal, 45(*1) 1–23

4. Singh, A. K. (2014). *Human rights and social justice*. VL Media Solutions, India

5. Sandel, M. J. (2010). *Justice: What's the right thing to do*? Farrar, Straus and Giroux; Reprint edition

6. Clayton, M., & Williams, A. (eds.) (2004). *Social justice*. Oxford: Blackwell Publishers

7. CDHR (2004). *The right to development: A primer, centre for development of human rights.* New Delhi: Sage Publications.

8. Janusz, S. (2003). *New dimensions and challenges for human rights*(ed). Manual on Human Rights (UNESCO publishing). Rawat Publication.

9. Reichert, E. (2003). *Social work and human rights: A foundation for policy and practice.* New York: Columbia University press

10. Baxi, U. (2002). *The future of human rights.* New Delhi: Oxford University press.

11. Ife, J. (2001). *Human rights and social work: Towards rights-based practice*. UK: Cambridge University Press

12. Chandra, A. (2000). *Human rights activism and role of NGO's.* Delhi: Rajat Publications.

13. Bakshi, P. M.(1999). *The constitution of India*. Delhi: Universal law Publishing Co. Pvt. Ltd

14. Nirmal, C. J. (1999). *Human rights in Iindia – Historical, social and political perspectives.* Delhi: Oxford University Press

15. Pereira, W. (1997). *Inhuman rights: The western system and global human rights abuse.* Goa: The Other India Press

16. Hebsur, R. K. (ed.) (1996). *Social interventions for social justice.* Bombay: Tata Institute of Social Sciences

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17. Hutchison, J. L. et al. (1993). The process of empowerment: implications for theory and practice. *Canadian Journal of Community Mental Health, 12,*1, Spring 1993, Pages 5-22.

Supplementary Readings:

1. Singh, A. K. (2014). *Human rights and social justice.* VL Media Solutions, India

2. David, G. (2013). *Confronting injustice and oppression: concepts and strategies for social workers* (Foundations of Social Work Knowledge Series)

3. Lorenzetti, L. (2013). Developing a cohesive emancipatory social work identity: Risking an act of love. *Critical Social Work,14*, 2.

4. Alternate Report (NCDHR) (2008). *The implementation of international covenant on economic, social and cultural rights* (A Periodic Report Submitted by the State Parties under Articles 16 and 17 of the Covenant

5. Bandyopadhyay, M. (2006). Education of marginalised groups in India: From the perspective of social justice. *Social Change, 36*, 2.

6. Jansson, B. S. (2002). *Becoming an effective policy advocate: From policy practice to social justice.* Wadsworth Publishing.

7. Stigletz, J. (2002). *Globalization and its discontent*. London Penguin.

8. Rehman, K. (2002). *Human rights and the deprived.* New Delhi: Commonwealth publishers

9. Mohapatra, A. R. (2001). *Public interest litigation and human rights in India*. New Delhi: Radha publications.

10. Janusz, S., & Volodin, V. (ed.) (2001). *A guide to human rights: institutions, standards, procedures.* Paris: UNESCO Publishing.

11. Borgohain, B. (1999). *Human rights – Social justice and political challenges.* New Delhi: Kanishka Publishers

12. Nirmal, C. J. (1999). *Human rights in India – historical, social and political perspectives.* Delhi: Oxford University

13. Ahuja, S. (1997). *People, law and justice: casebook on public interest litigation.* New Delhi: Orient Longman.

14.   International Federation of Social Workers. (1994). *Human rights and social work: A manual for schools of social work and the social work profession*. Berne: International Federation of Social Workers

15.   United Nations. (1992). *Human rights: Teaching and learning about human rights.* New York: United Nations.

16.   Kothari, S., & Sethi, H. (ed.) (1991). *Rethinking human rights – Challenges for theory and action.* New Delhi: Lokayan Publications.

17.   Beteille, A. (1981). *The backward classes and the new social order*. New Delhi: Oxford University Press.

18.   Iyer, V. R. K. (1984). *Justice in words and justice in deed for depressed classes*. New Delhi: Indian Social Institute.

19.   Nair, T. K. (1975). *Social work education and development of weaker sections.* Madras: Association of School of Social Work in India.

WEB LINKS:

1. Human Rights and Social Justice available at file:///C:/Users/user%205/Downloads/laws-06-00007.pdf

2. Meckled- Garcia.S , Human rights or social justice? Rescuing human rights from the outcomes https://www.ucl.ac.uk/political-science/publications/downloads/SPP_WP_30_ Saladin_Meckled-Garcia.pdf

3. The International Forum for Social Development ,Social Justice in an Open World The Role of the United Nations , http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf

4. Social Justice, Rights, and Dignity: A Call for a Critical Feminist Framework available at http://www.trudeaufoundation.ca/sites/default/files/human_rights_and_dignity-en.pdf

5. Issues of Social Justice: Rights and Freedom, available at http://www.delhihighcourt.nic.in/library/articles/Issues%20of%20social%20justice%20-%20rights%20and%20freedom.pdf

6. Human Rights in India Status Report 2012, available at http://wghr.org/wp-content/uploads/2013/07/Human-Rights-in-India-Status-Report-2012.pdf

Name of the Programme	M.A. Social Work
Semester	II
Course Code	SW 204
Course Title	State, Political Economy and Governance
Credits	3
Marks	100

Course Description/Rationale:

The Course State, Political Economy and Governance, aims to provide M.A. Social Work students with the conceptual tool-kits to analyse the complex normative and methodological issues of contemporary political life. Students are encouraged to take an active role in critical reflection on political practices, institutional arrangements, and social science methods by building on a solid foundation in understanding of State, political systems, political economy approaches and governance. The course broadly focuses on addressing interactions between the political system, the economy, governance and civil society. The course combines analytical and theoretical rigour in a practical and analytical way to uncover deeper layers of politics and reflect on current political contexts in the national, international and transnational contexts.

Course Objectives:

- Acquaint Students to the complex normative, empirical and methodological issues of political life
- To enable students develop deeper insight into the concepts of State, structures, processes and institutions, and state's interactions with other institutions like economy and society
- To help students develop understanding of the normative and institutional logic of democratic structures and institutions and role of citizens in expanding the democratic domains
- Develop understanding of the Governance systems, processes and structures to enable themselves in strengthening governance systems and procedures
- Understand the meaning and relevance of political economy and its applications

Learning Outcomes:

By the end of the course, students will be able to:
- Acquire understanding about the concepts of State, Nations, Nation State, State structures and Institutions and its relevance in the everyday lives of citizens
- Develop insights about basic political and economic concepts and political environments and how do national and international, economic and political forces shape the lives and future of citizens, business and civil society
- Gain understanding of the rich terrain of contemporary issues in the context of politics and evolve as informed citizens
- Understand the relationship between 'politics' and 'the economy'

- Derive understanding about the social dimensions of key political challenges by exploring issues such as social inequalities, marginalization and political principles of the statecraft
- Prepare Social Work students to meet demands for effective and legitimate public action in complex and political settings.
- Help students develop as critical analysts and innovative designers by linking, theory and action in the domain of statecraft, grassroots governance and political participation

Course Contents

UNIT I: State: Concept and Evolution, Structures and Institutions

- State and Nation States, Nations and Nationalism -Historical Overview
- State –concept, definitions, features, theoretical approaches
- Constitutionalism and State, Constitutional Foundations of Indian State
- State-Structure and Institutions, Judiciary, Legislature and Executive
- State and development issues: Marginalized and Excluded categories, gender, caste, ethnicity and minority identities

UNIT II: Basic Political Concepts and Theories

- Main currents in Political Thought-Liberty, equality, Justice, Multiculturalism
- Theory of Social Contract-Contribution of Hobbes, Locke, Rousseau
- Power and Authority-Theories and approaches
- Conservative/Functionalist, Marxist, Liberal and Neoliberal views of the state

UNIT III: Political Economy, Democracy, Citizenship

- Political Economy-Concept, Approaches and Relevance in Statecraft
- Democracy- Normative and Institutional logic
- Democratic States-Types, Processes and Structures ,
- Bureaucracy-Weber, bureaucracy in a developing country
- Citizenship-Theoretical overview, role in representative, participatory and deliberative democracy, Recognition and Redistribution

UNIT IV: Governance: Meaning, Models and Determinants

- Governance-Meaning, Types, Perspectives and Governance in the Globalizing World
- Determinants of governance- participation, inclusion, right to information, People's Participation and Civil Society
- Grassroots Democratic Governance: Panchayati Raj Institutions, Rural and Urban, Governance of Schedule Areas

UNIT V: Self-Study/ Discussion Forums/Presentations

- Basic Political Economic concepts such as Taxation, Budget, Production, Distribution, GDP, Inflation, Supply and Demand, Fiscal Deficit, Profit and Loss, Stagnation, Stagflation etc., Micro-Economics and Macro economics
- Contemporary economic and Political systems: meaning, types and functions
- Civil society-concept and scope, Democratic Spaces and people's participation in governance
- Governance Models in contemporary times, Participatory democracy- Development, rights, participation and human security

Core Readings:

1. Jayal, N. G. & Mehta, P. G. (2010). *The Oxford companion to politics in India.* New Delhi: Oxford University Press

2. Kothari, R. (2012). *Politics in India.* New Delhi, Orient Blackswan(2nd Edition).

3. Bhargava, R., & Acharya. (ed.) (2008). *Political theory: An introduction.* New Delhi, Pearson Education India.

4. Eliott, C. M. (ed.) (2006). *Civil society and democracy: A reader.* New Delhi, Oxford University Press

5. Chatterjee, P. (1999). *The Partha Chatterjee Omnibus*. New Delhi, Oxford University Press

6. Keane, J. (1998). *Civil society: Old images, New visions.* Cambridge: Polity Press.

7. Dreze, J. & Sen, A. (1989). *Hunger and public action*. Oxford: Oxford University Press.

8. Jayal, N. G. (2013). *Citizenship and its discontent: An Indian reader*. Permanent Black, Orient Blackswan

9. Olson, M. (1982). *The rise and decline of nations.* New Haven: Yale University Press.

10. Bardhan, P. (1984). *The political economy of development in India.* Delhi: Oxford University Press.

11. Fine, B. (2000). *Social capital versus social theory: Political economy and social science at the turn of the millennium.* London: Routledge.

12. Dryzek, J., Honig, B., & Phillips, A. (ed.) (2008). *The Oxford handbook of political theory.* Oxford London: Oxford University Press

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13. Tiihonen, S. (2004). *From governing to governance: A process of change*. Tampere University Press

14. Levi-Faur, D. (2012). *The Oxford handbook of governance*. Oxford Clarendon: Oxford University Press

15. Gupta, D. (2017). *From 'people' to 'citizen': Democracy's must take road.* New Delhi: Social Science Press

16. Jayal, N.G. (ed.) (2007). *Themes in politics: Democracy in India*. New Delhi: Oxford University Press

Supplementary Readings:

1. Grindle, M., & Thomas, J. (1991). *Public choices and policy change: The political economy of reform in developing countries*. London: John Hopkins Press.

2. Grillo, R., & Stirrat, R. L. (eds.) (1997). *Discourses of development: Anthropological perspectives*. New York: Berg Publishers.

3. Foran, J. (ed.) (2003).*The future of revolutions-rethinking radical change in the age of globalisation.* London: Zed Books.

4. Holton, R. J. (1998). *Globalisation and the nation-state*. London: Macmillan Press.

5. Leftwich, A. (2000). *States of development on the primacy of politics in development*. Cambridge: Polity Press.

6. Mishra, R. (1999). *Globalisation and the welfare state*. London: Edward Elgar Publishing Limited.

7. Pierre, J., & Peters, G.(2000).*Governance, politics and the state.* Basingstoke: Macmillan.

8. Turner, M., & Hulme, D. (1997). *Governance administration and development: Making the state work.* London: Macmillan.

9. Weber, M. (1948). *Max Weber: Essays in sociology.* Translated, edited and with an introduction by H. H. Gerth and C. W. Mills. London: Routledge and Kegan Paul.

10. Van Rooy, A. ed.) (1998). *Civil society and the aid industry*. London: Earthscan.

11. Putnam, R. (1993). *Making democracy work: Civic traditions in modern Italy*. Princeton: PrincetonUniversity Press.

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12. Saberwal, S. (1996). *The roots of crisis: Interpreting contemporary Indian society.* Oxford: OxfordUniversity Press.

13. Rudolph, L., & Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of Indian state.* Chicago: University of Chicago Press.

14. Tarrow, S. (1994). *Power in movement, social movements and contentious politics.* Cambridge: CambridgeUniversity Press.

15. Dahl, R. (1982). *Who governs?.* New Haven: YaleUniversity Press.

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Name of the Programme	M.A. Social Work
Semester	II
Course Code	SW 205
Course Title	Social Development : Theories and Perspectives
Credits	3
Marks	100

Course Description/Rationale

The paper titled Social Development aims to develop an understanding of the significance of developmental interventions in society to attain the goal of social justice. It focuses on developing a perspective amongst students to understand and appreciate the development concerns and challenges of the country through the theoretical frames. It encourages the students to critique the development models being practiced by the country and look for alternative development models.

Course Objectives

- To understand the concept of social development in relation to social inequality, vulnerability and marginalisation and its linkage with economic growth and development
- To develop a perspective towards the development challenges affecting the society
- To understand the role of social development in addressing the issues of inequality
- To develop the required skills and competencies for development interventions

Learning Outcomes

By end of the paper, the student will be able to:

- Understand the link concept, process and strategies of social development.
- Identify the key development challenges confronting the society
- Understand the role of social development in addressing inequality in society
- Develop ability to link experiences around them with social development issues
- Develop ability to place people and communities at the centre of development debate
- Develop skills and competencies necessary for development interventions and inculcate values of social justice and equality.

Course Contents:

UNIT I: Social Development- Concept, Process and Strategies

- Concept and context of social development
- Concepts of first, second, third and fourth world
- Social development, economic growth and economic development
- Indicators of social development

UNIT II: Theories of Development
- Classical Marxist theories of change
- Theories of modernization.
- Dependency and world system theories.
- Development in Neo-Liberal era: Contemporary thrust and challenges

UNIT III: Social and Economic Inequality
- Distorted development, rural urban bias, regional imbalances
- Poverty: Concept, structural poverty, strategies of poverty alleviation and the role state and civil society.
- Development debate and the vulnerable social groups

UNIT IV: Contemporary Development Thrust and its Impact
- Sustainable development and Sustainable Development Goals (SDG)
- Alternative development strategies: Gender and participatory approaches to development; alternatives to development and post development
- Aid- meaning and impact and politics of aid
- Social Cost Benefit Analysis- introduction and relevance to social development

UNIT V: Self study and Assignments
- Development status of SCs, STs, Minorities and women
- Poverty alleviation strategies
- Resistance to globalisation- world -wide and in India
- State specific development challenges
- Bretton Woods and Washington Consensus,
- Neo liberalism and its impact on women, labour, unemployment and agrarian sector

Core Readings

1. Black, J. K. (1991). *Development in theory and practice: Bridging the gap*. Boulder: Westview Press.

2. Booth, D. (1994). *Rethinking social development: Theory, research and practice.* Harlow: Orient Longman.

3 Bhowmik, S. K.(ed.) (2014). *The state of labour: The global financial crisis and its impact.* India: Routledge

4. Chakravarty, S. (1987). *Development planning: An Indian experience*. Oxford: Clarendon Press.

5. Dereze, J., & Sen, A. (2001). *Indian development: Selected regional perspective*. New Delhi: OxfordUniversity Press.

6. Desai, A. R. (1980). *Essays on modernisation of underdeveloped societies*. Mumbai: Popular Prakashan.

7. Harrison, D. (1988). *The sociology of modernization and development.* London: Routledge.

8. Kabeer, N. (1994). *Reversed realities: gender hierarchies in development thought.* London: Verso

9. Larrain, J. (2013). *Theories of development: Capitalism, colonialism and dependency*. John Willey and Sons

10. Midgley, J. (2014). *Social development: Theory and practice.* Thousand Oaks, CA: Sage Publications

11. Peet, R., & Hartwick, E. (2015). *Theories of development: contentions, arguments, alternatives.* NY, London: Guilford Publications

12. Pieterse, J. N. (2001). *Development theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications.

13. Samir, A. (1997). *Development: An essay on the social information of peripheral capitalism.* Sussex, U.K.: The Harvester Press.

14 Sen, A. (2001). *Development as freedom*. New Delhi: OUP

15. Webster, A. (1990). *Introduction to the sociology of development*. Atlantic Highlands, New Jersey: Humanities Press.

Supplementary Readings

1   Baviskar, A. (1995). *In the belly of the river: Tribal conflicts over development in the Narmada valley.* Delhi: Oxford University Press.

2   Frank, A. G. (1975). *On capitalist underdevelopment*. Bombay: Oxford University Press.

3   Hall, A. L., & Midgley, J. (2004). *Social policy for development*. New Delhi, India: Sage

4   Haider, R. (2000*). A perspective in development: Gender focus*. Dhaka: The University Press Limited.

5   Harriss-White, B., & Basile, E. (2014). *Dalits and Adivasis in India's business economy: Three essays and an Atlas*. Three Essays Collective

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6   Hasan, Z. (2009). *Politics of inclusion: Castes, minorities, and affirmative action*. India: Oxford University Press

7   Haslam, P. A., Schafer, J., & Beaudet P. (2016). *Introduction to international development : Approaches, actors, and issues.* Ontario, Canada: Oxford University Press

8   Jordon, B. (1996). *A theory of property and social exclusion.* Cambridge: Polity Press.

9   Kiely, R. (1995). *Sociology and development: The impasse and beyond*. London: UCL Press.

10   Midgley, J., & Conley, A. (2010). *Social work and social development: Theories and skills for developmental social work*. New York, USA, OUP

11   Mosse, D., & Farrington, R. A. (ed.) (2001). *Development as a process, concepts and methods for coping with complexity*. New Delhi: India Research.

12   Parthasarthy, G., & Nancharaiah, G. (2003). *Economic reforms and rural development in India.* New Delhi: Academic Foundation.

13   Rehnama, M., & Bawtree, V. (ed.) (1997). *The post development reader.* London: Zed Books.

14   Robertson, A. F. (1995). *The big catch: A practical introduction to development.* Boulder: Westview Press.

15   Thorat, S. (2009). *Dalits in India: Search for a common destiny*. New Delhi: Sage

16   Todaro, M. P. (1997). *Economic development*. Longman: New York

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 301
Course Title	Administration of Welfare and Development Services
Credits	4
Marks	100

Course Description/Rationale:

Social welfare administration is one of the prominent six methods of social work practice. It plays a crucial role in the service delivery system. Over the years, there has been a major shift in the approach and focus of social work interventions, including the welfare administration. In the contemporary times, there are multiple actors or constituents of social welfare/development administration system. The approaches, strategies and modalities to manage the development organizations have changed in the context of globalization and such other social changes. Students of social work need to acquire knowledge and competence in the administration of social welfare and development services and they should be dexterous in executing good governance practices. In this regard, the present paper has its relevance.

Course Objectives:

- To develop a comprehensive understanding of the nature, relevance, components and principles of social welfare administration.
- To develop skills in the management of non-profit/ human service/development organization.
- To acquire expertise in developing strategies and mechanisms in the administration of welfare and development programmes.

Learning Outcomes:
By the end of the course, students will be able to:
- Develop understanding of nature, history and scope of social welfare/development administration
- Derive knowledge about non-profit/ human service/development organisations and the nuances of running a development organization
- Understand the components of administration and strategies of good governance
- Develop the required skills in the area of administration, programme planning and implementation

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Course Contents:

UNIT I: Welfare and Development Administration
- Social welfare administration: concept, nature, history and scope
- Types of administration: public, social welfare, social security, etc. and merging boundaries
- Actors in administration: Nature, types and functions of various service providers (GO, NGO, Corporate, Cooperatives)
- Factors influencing administration: cultural values, economic systems, international policies and declarations

UNIT II: Components of Administration
- Planning and organizing
- Staff recruitment, training and development
- Direction, coordination and supervision
- Recording and documentation
- Budgeting

UNIT III: Communication in administration
- Intra-organizational communication: decision-making, conflict resolution
- Organizational communication and impact on human behaviour
- Technology in communication: models of e-governance
- Strategies in communication: Behaviour change communication, social marketing

UNIT IV: Strategies and mechanisms of   administration
- Resource raising, mobilization and management
- Public relations and networking
- Monitoring and evaluation
- Transparency and accountability
- Capacity building and sustainability

UNIT V: Management of Human Service Organisations
- Formation of organization, relevant legislations
- Organizational structure and management
- Project planning, monitoring and evaluation
- Building of human and institutional resources

Core Readings
1.   Patti, R. J. (2008).*The handbook of human service management*. Sage Publications.

2.   Bhattacharya, S. (2006). *Social work administration & development.* New Delhi: Rawat Publications

3.   Palekar, S. A. (2012). *Development administration.* Phi Publications

4.   Skidmore, R. A. (1994). *Social work administration: dynamic management and human relationships*. Pearson Education.

5.   Chandra, S. (2001). *Non-governmental organizations: structure, relevance and function*. New Delhi: Kanishka Publishers

6.   Lewis, J. A., Lewis, M. D., & Others (2000). *Management of human service programs.* Pacific Grove, CA.: Books/Coles.

7.   Kaushik, A. (2013). *Welfare and development administration in India.* New Delhi: Global Vision Publishing House

8.   Pynes, J. E. (2004.) *Human resources management for public and nonprofit organizations*. Jossey-Bass.

9.   Padaki, V., & Vaz, M. (2004). *Management development and non-profit organizations.* New Delhi: SAGE

10.   Brody, R. (2004). *Effectively managing human service organizations.* Sage Publications.

11.   Dadrawala, N. H. (2004). *The art of successful fund raising*. New Delhi: CAP

12.   Netting, F. E., & O'Connor, M. K. (2002). *Organization practice: A social worker's guide to understanding human services.* Allyn & Bacon.

13.   Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). *Designing and managing programs: an effectiveness based approach* (5th Edn). Sage

Supplementary Readings:

1.   Weinbach, R.W. (2002). *The social worker as manager: a practical guide to success*. Allyn & Bacon.

2   Dadarwala, N. H. (2005). *Good governance and effective boards for voluntary/non-profit organisations.* New Delhi: CAP

3.   Banerjee, G. (2002). *Laws relating to foreign contributions in India*. New Delhi: Commercial Law Publications.

4.   Bryson, J. M. (2004). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement.* Jossey-Bass.

5.   Yuen, F. K.O., & Terao, K. L. (2002). *Practical grant writing and program evaluation.* Wadsworth Publishing

6.   Norton. M., & Culshaw, M. (2000). *Getting started in fund raising*. New Delhi: Sage Publications.

Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 302
Course Title	Social Policy and Planning
Credits	3
Marks	100

Course Description/Rationale:

The course on Social Policy and planning has been designed in a way to foster sensitivity and critical thinking on government policies, planning and programmes; analysis in a world of scarcity where social workers need to create choices among people. The paper explores the role of various stakeholders in defining alternatives and in shaping policy. The paper intends to cultivate critical analysis of the existing policy and their alternatives to achieve quality of life.

Course Objectives:

- To develop an understanding of the nature of social policy in the contemporary cultural /social political, economic contexts.
- to acquire knowledge of policy analysis and policy formulation processes
- To develop critical insights into the working of policies, institutional mechanisms and stakeholder participation
- To examine intervention strategies and their application to wider situations- study best practices in policy intervention.
- To develop necessary skills in the area of policy analysis, formulation and implementation

Learning Outcomes:

By the end of the course, students would be able to:
- Understand and locate social policy within the specific socio-political and economic contexts
- Understand policy formulation, stake holder participation, implementation mechanisms and justice concerns
- Understand various approaches in policy analysis
- Demonstrate skills in policy analysis

Course Contents:

UNIT I : Understanding Social Policy
- Social Policy: Concept, Principles and Origin,
- Social Policy Contexts , Formulation and implementation mechanisms
- Social Policy inter-linkages with Welfare, Development and Empowerment
- Social Policy response to globalisation

UNIT II : Welfare state
- Welfare: Concept and Principles
- Welfare state and Ideologies: Historical perspective and contemporary challenges
- Models of welfare and Comparative welfare analysis
- Poverty: Concept, types and programmes

UNIT III : Social Planning
- Social Planning: Concept, Process and Models
- Development planning in india : Retrospect and Prospect
- Policies with particular groups like Children, Women, Youth, marginalised
- Services based policies: Poverty, Health, Education, Housing, Employment,

UNIT IV : Policy Analysis and Practice
- Social policy analysis; Approaches and tools
- Policy Interventions, Monitoring and Evaluation : Research and Advocacy strategies
- Gender Analysis Frameworks
- Good practices: Welfare and rights based policy practices

Core Readings:

1. Alcock, P., Haux, T., May, M., & Wright, S. (eds.) (2016). *The student's companion to social policy* 5th Edn. Oxford: Blackwell /Social Policy Association

2. Weimer. D. L., & Vining, A. R. (1994). *Policy analysis: Concepts and practice*. New Jersey: Prentice Hall

3. Denny, D. (1998). *Social policy and social work*. Oxford: Clarendon Press.

4. Dean, H. (2006). *Social policy*. UK: Polity

5. Drake, R. F. (2001). *The principles of social policy*. New York: Palgrave

6. Hudson, J., & Lowe, S. (2007). *Understand the policy process*. New Delhi: Rawat

7. Spicker, P. (2008). *Social policy: Themes and approaches* 2nd Edition. UK: The Policy Press

8.   Surender, R., & Walker, R. (Eds.) (2013). *Social policy in a developing world. cheltenham.* Edward Elgar Publishing Ltd.

9.   Pierson, C., & Francis, C. (2007). *The welfare state: reader,* 2nd Edition. UK: Polity

10.   Lister, R. (2010). *Theories and concepts in social policy.* Bristol. Policy Press

11.   Farnsworth, K., & Zoe, I. (2011). *Social policy in challenging times.* UK: The Policy Press

12.   Midgley, J., & Michelle, L. (Eds.) (2009). *The handbook of social policy.* USA: Sage

13.   Pathak, S. H. (2013). *Social policy, social welfare and social development.* Bangalore: Niruta

14.   Livingstone, A. (2011). *Social policy in developing countries.* UK: Routledge

15.   Kennett, P. (2011). *Comparative social policy.* London: Open University Press

Supplementary Readings:

1.   Titmuss, R. (1974). *Social policy.* Routledge

2.   Chakraborty, B., & Chand, P. (2016). *Public policy: Concept, theory and practice.* Sage

3.   Chatterjee, U.(2000). *The mammaries of the welfare state.*Viking

4.   Hill, M. (2006). *Social policy in modern world.* UK: Blackwell Publishing

5.   Kennett, P. (ed.) (2013). *A handbook of comparative social policy.* Cheltenham: Edward Elgar Publishing Ltd , pp. 205-224.

6.   Lavalette, M., & Pratt, A. (Eds.) (2006). *Social policy: Theories, concepts and issues*, 3rd Edition. New Delhi: Sage

7.   Fernandez, B. (2012). *Transformative policy for poor women.* London. Routledge

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3011
Course Title	Urban Community Development
Credits	3
Marks	100

Course Description/Rationale:

The course would enable students to develop an understanding of urban communities, their vulnerabilities and strengths. a student to locate Students will also develop a critical appreciation of the urban developmental contexts and their macro policy and economic contexts. The course would also enable the student to develop sensitivity and familiarize with the skills related to working with urban communities.

Course Objectives:
- Understanding urban communities and urban planning and development.
- Develop sensitivity and commitment to the rights of vulnerable groups in urban communities.
- Develop skills necessary for community development work in urban settings.

Learning Outcomes:
By the end of the course, students will be able to:
- Gain theoretical perspectives on urbanization and urban society
- Acquire comprehensive knowledge on urban policies and programmes in India
- Develop skills and competencies to work with urban communities

Course Contents

UNIT I : Urban Communities and Urbanization
- Urban Communities: Types and features
- Historical formulation of urbanization: level of urbanization and urban infrastructure in India
- Causes and consequences of urbanization and unplanned urban growth
- Slum: concept, factors contributing to slum development, consequences and issues around evictions and relocation.

UNIT II : Urban Poor
- Urban poor: Identity location
- Challenges and options for the urban poor: Right to food security, housing and livelihood

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- Urban basic services for the poor, the privatization process and its impact on the urban poor and the marginalized with specific reference to sanitation, health and water
- Issues of citizenship and differential treatment by the state-powerless citizenry, denial of rights-exclusion and inclusion

UNIT III : Urban Development Policies and Programmes
- Urban planning: features and contours, various models
- 74th constitutional amendment and the role of urban local bodies
- Urban development policies and programmes in India, especially on housing, livelihood, health and sanitation

UNIT IV : Emerging Concerns
- Urban Reforms and impacts on the poor Development thrust and direction of the Indian state: The need for a national urban policy
- Informal economy: Concept, Trends and challenges
- Strategies of Local economic development and urban poverty alleviation schemes

UNIT V : Participation, Action and Advocacy
- Urban community Development: Concepts and theories
- People's participation: Concept, importance, scope and problems
- Social action and advocacy in urban development: Public distribution systems - acts and reforms, right to information and accountability
- Civil society organizations and initiatives for urban community development
- Case studies of best practices.

Core Readings:

1. Ahluwalia, I. J., Kanbur, S. M. R., & Mohanty, P. K. (2014). *Urbanization in India: challenges, opportunities and the way forward.* New Delhi: Sage

2. Chakravarty, S., Negi, R., & Chakravarty, S. (2016). *Space, planning and everyday contestations in Delhi*. New Delhi: Springer India.

3. DeFilippis, J., & Saegert, S. (2012). *The community development reader*. New York: Routledge.

4. Ferguson, R. F., & Dickens, W. T. (1999). *Urban problems and community development*. Washington, D.C.: Brookings Institution Press.

5. Jayaram, N. (2017). *Social dynamics of the urban: studies from india*. New Delhi: Springer.

6. Lemanski, C., & Marx, C. (2015). *The city in urban poverty.* New York: Palgrave Macmillan.

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7.   Mazumdar, S., & Sharma, A. N. (2013). *Poverty and social protection in urban India: targeting efficiency and poverty impacts of the targeted public distribution system.* New Delhi: Institute for Human Development.

8.   Morgan, B. (2011). *Water on tap: Rights and regulation in the transnational governance of urban water services*. Delhi: Cambridge University Press.

9.   Mukherjee, J. (2018). *Sustainable urbanization in india: challenges and opportunities.* Singapore: Springer.

10.   Rajeev, M., & Vani, B. (2017). *Financial access of the urban poor in India: a story of exclusion*. New Delhi: Springer.

11.   Saglio-Yatzimirsky, M. C., & Landy, F. (2014). *Megacity slums: Social exclusion, space and urban policies in Brazil and India*. London: Imperial College Press.

12.   Kala, S. S., & Wan, G. (2016). *Urbanization in Asia: governance, infrastructure and the environment.* New Delhi: Springer India.

13.   Van den Dool, L., Hendriks, F., Gianoli, A., & Schaap, L. (2015). *The quest for good urban governance: Theoretical reflections and international practices.* Wiesbaden: Springer.

14.   Williams, C. (2016). *Social work and the city: Urban themes in 21st-century social work.* London: Macmillan.

Supplementary Readings:

1.   Gooptu, N. (2004). *Politics of the urban poor in early twentieth century India*. New York: Cambridge University Press.

2.   King, A. D. (2007). *Colonial urban development: Culture, social power and environment.* London: Routledge and Kegan Publishers.

3.   Lefebvre, H. (2003). *The urban revolution*. London: University of Minnesota Press.

4.   Mitra, A., & Nagar, J. P. (2018). *City size, deprivation and other indicators of development: Evidence from India*. World Development, 106, 273-283.

5.   Punjabi, B., & Johnson, C. A. (2018). *The politics of rural–urban water conflict in India: Untapping the power of institutional reform.* World Development.

6.   Schragger, R. (2016). *City Power: Urban Governance in a Global Age*. New York: Oxford University Press.

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7.   Singh, R. B. (2015). *Urban development challenges, risks and resilience in Asian mega cities*. London: Springer

8.   Sorensen, A., & Okata, J. (2011). *Megacities: Urban form, governance, and sustainability*. London: Springer.

WEBLINKS:
http://mohua.gov.in/ [Ministry of Housing and Urban Affairs, Govt. of India]
https://unhabitat.org/ [UN Habitat]

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3012
Course Title	Social Work Practice in Mental Health
Credits	3
Marks	100

Course Description/Rationale:

Mental health is a key element of all areas of social work practice as the profession has made significant contribution to mental health discourse and practice. The course seeks to provide a conceptual clarity and theoretical understanding about mental health and well-being. It seeks to impart knowledge and skills related to mental health assessment and intervention to students to work with individuals, families and their social groups in diverse settings.

Course Objectives:

- To understand mental health as a positive concept and as an important attribute of life
- To analyze the effect of class, culture and gender on mental health and well being
- To gain an insight into different types of mental disorders, their causes, manifestations and management
- To understand the nature and types of social work assessment and interventions in mental health
- To develop sensitivity, awareness and understanding of policy and practice issues in the field of mental health

Learning Outcomes:
By the end of the course, students will be able to:
- Develop attitudes and values, knowledge and skills to work with individuals, families and small groups in mental health settings.
- Undertake assessment of client situations from the bio-psychosocial perspective combined with the strengths perspective
- Analyse and evaluate conceptualisations of mental health and mental illness in relation to human rights and social justice
- Integrate knowledge of mental health and mental illness within theoretical frameworks
- Develop appropriate skills and attitudes required for the practice of mental health social work

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Course Contents

UNIT I : Understanding Mental Health
- Concept of mental health
- Human rights perspective
- Models of mental health
- Socio cultural determinants

UNIT II : Classification, Epidemiology and Manifestations of Mental Disorders
- Normal and abnormal behaviour
- Concept of Mental disorders
- Broad classification of mental disorders (DSM 5 and ICD- 11)
- Common mental disorders- Anxiety disorders, OCD, ADHD
- Severe mental disorders- Schizophrenia, depression, biploar

UNIT III: Mental Health Care Scenario
- Mental Healthcare in India
- Mental Health Policy Programmes and Legislations
- Community mental health
- Mental health in educational institutions and work places

UNIT IV : Social Work interventions in Mental Health
- Theoretical perspectives in mental health social work
- Practice in institutional and non institutional l settings
- Psychosocial rehabilitation
- Skills in mental health social work : Assessments and Interventions

Core Readings:

1. Taylor, L.E. (2010). *Mental health in social work: A casebook on diagnosis and strengths-based assessment.* Boston: Pearson

2. Steen, M., & Thomas, M. (2016). *Mental health across lifespan*. New York: Rutledge

3. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2017). *Abnormal psychology and modern life*. New Delhi: Pearson Education.

4. Coppock, V., & Dunn, B. (2010). *Understanding social work practice in mental health*. Los Angeles/ London/ New Delhi: Sage

5. Ramsden, P. (2013). *Understanding abnormal psychology: Clinical and biological perspectives*. Sage

6. Bhugra, D., Tse, S., & Roger, N. G. (2015). *Handbook of psychiatry in Asia*. London and New York: Routledge

7.   Sutherland, J. D. (ed.) (2003). *Towards community mental health.* London: Routledge.

8.   Callicutt, J. W., & Lecca, P. J. (eds.) (1983). *Social work and mental health*. New York: The Free Press.

9   Patel, V., & Thara, R. (2002). *Meeting the mental health needs of developing countries: NGO innovations in India.* New Delhi: Sage Publications

10   Francis, A. (2014). *Social work in mental health: Contexts and theories for practice*. Sage

11   Rosenberg, J., & Rosenberg, S. (Eds.) (2018). *Community mental health: Challenges for the 21st century.* New York: Rutledge

12.   King, R., Lloyd, C., & Meehan, T. (2007). *Handbook of psychosocial rehabilitation.* Oxford, UK: Blackwell Publishing.

13   Caplan, G. (2011). *An approach to community mental health.* Rutledge

14   Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub

15   Thornicroft, G., Szmukler, G., Mueser, K. T., & Drake, R. E. (2011). *Oxford textbook of community mental health.* New York: Oxford

Supplementary Readings:

1.   Addlakha, R. (2008). *Deconstructing mental illness: An ethnography of psychiatry, women, and the family.* New Delhi: Zubaan

2   White, R. G., Jain, S., Orr, D. M. R., & Read, U. (2017). *The Palgrave handbook of sociocultural perspectives on global mental health*. Palgrave

3.   Woo, S. M. & Keatinge, C. (2016). *Diagnosis and treatment of mental disorders across the lifespan,* 2nd Edition. Wiley

4.   Davar, B. (1999). *Mental health of Indian women – A feminist agenda.* New Delhi/ Thousand Oaks/ London: Sage

5   Turner, F. (ed.) (1978). *Social work treatment: Interlocking perspectives*. New York: The Free Press.

6.   Sheppard, M. (1991). *Mental health work in the community: Theory and practice in social work and community psychiatric nursing.* New York: The Falmer Press.

7   Kohen, D. (2011). *Oxford textbook of women's mental health.* OUP

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8   Morrow, M., & Malcoe, L. H. (2017). *Critical inquiries for social justice in mental health.*
         Boston, London: University of Toronto Press

WEBLINKS

Promoting Mental Health by WHO. Available at
http://www.who.int/mental_health/evidence/MH_Promotion_Book.pdf

DSM5 Classification –APA. Available at https://psychcentral.com/dsm-5/

Report of the Technical Committee on Mental Health by NHRC. Available at
http://nhrc.nic.in/Documents/Mental_Health_report_vol_I_10_06_2016.pdf

Journal: Social Work in Mental Health. Available at https://www.tandfonline.com/loi/wsmh20

Journal: Social Work and Mental Health. Available at https://academic.oup.com/bjsw/article-abstract/41/6/1213/1727756

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3013
Course Title	**Social Work with Families and Children**
Credits	3
Marks	100

Course Description/Rationale:

Family system is considered as the bastion of human civilization. It is of critical significance for the survival and growth of children and provides security, protection and identity to its members, being the primary socializing agent. However, when family relations become dysfunctional, it has severe consequences on the well-being of its members, particularly children. It is highly crucial for social work professionals to learn about assessment of family dynamics and interventions so as to achieve the goals of social work, because of the omnipresence of family systems. This paper provides an understanding of family systems and their tensions, enabling the students to develop appreciation and skills of working with families and children.

Course Objectives:

- To understand families as social systems and factors affecting family functioning
- To comprehend the significance of child development and rights of children
- To acquaint with policies, programmes and services related to family and children
- To develop skills of working with family systems and children

Learning Outcomes:

By the end of the course, students will be able to:
- Understand the changing structural and functional dynamics of family systems
- Learn assessment of family relations and design suitable interventions for ensuring family well-being
- Examine state of children in India, their vulnerabilities and efficacy of policies and programmes for the children
- Comprehend the social work response in family setting and learn skills in working with couples, families and children

Course Contents:

UNIT I : Understanding dynamics of family system
- Family: concept, definitions, structures, functions   and contemporary concerns
- Marriage: concept, relevance, structures and functions
- Family life cycle: roles and challenges in various stages

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- Theoretical models of family assessment (Circumplex, Ecological approach, McMaster)

UNIT II : Family problems & social work response
- Intra-family problems: types, causes and consequences
- Families in vulnerable situations (poverty, disaster, communal violence)
- Family counseling and family therapy
- Skills and techniques of working with families
- Family enrichment programmes

UNIT III : Child Development: Issues and Challenges
- Child development: concept, philosophy and historical context
- Demographic state of children in India: health, education, protection
- Early childhood care and development, Child rearing practices and implications
- Child Rights, Constitutional provisions, Policies and legislations for child well-being

UNIT IV : Vulnerable children: policy and social work response
- Children in difficult circumstances : caste, disability, poverty, migration, orphaned, trafficked, in prostitution, abuse
- Legislative measures and programmes for child protection
- Social work role and response to children in need of care and protection
- Child centric counseling, therapy, skills and techniques in working with children

Core Readings

1. Davies, M. (2012). *Social work with children and families*. Palgrave Macmillan

2. Collins, D., Jordan, C., & Coleman, H. (2009). *An introduction to family social work.* Brooks/Cole Cengage Learning

3. Williams, L., Edward, T. M., Patterson, J., & Chamow, L. (2014). *Essential assessment skills for couple & family therapists.* Guilford Press.

4. McClennen, J. C. (2010). *Social work & family violence: theories, assessment and intervention.* Springer Publishing Company

5. Patrick, C. M. (2005). *Families and change: Coping with stressful events and transitions.* London: Sage Publications.

6. Petr, C. G. (2004). *Social work with children and their families: Pragmatic foundations* (2nd ed.).New York: Oxford University Press.

7. Maluccio, A. N., Pine, B. A., & Tracy, E. M. (2002). *Social Work Practice with Families and Children*. New York: Columbia University Press.

8. Tata Institute of Social Sciences (1994). *Enhancing the role of family as an agency for social and economic development.* Mumbai: Unit for Family Studies, TISS.

9. Bajpai, A. (2003). *Child rights in India – Law, policy and practice*. Delhi: Oxford University press.

10. Enakshi, G. T. (ed) (2002). *Children in globalising India – Challenging our conscience.* New Delhi: HAQ Centre for child Rights.

11. Kumari, V., & Brooks, S. L. (2004). *Creative child advocacy – Global perspectives*. New Delhi: Sage Publications

12. Boss, P. G., Doherty, W. J., LaRossa, R., Schumm, W. R., & Steinmetz, S. K. (2009). *Source book of family theories and methods: A contextual approach*. New York: Springer

13. Unwin, P., & Hogg, R. (2012). *Effective social work with children and families: A skills handbook.* Sage

14. Patricia, M., & Hook, V. (2016). *Social work practice with families: A resiliency based approach.* UK: Oxford University Press

15. Bajpai, A. (2017). *Child rights in India: Law, policy & practice.* Oxford University Press

Supplementary Readings
1. Collins, D., Jordan, C., & Coleman, H. (1999). *An introduction to family social work.* Wadsworth Publishing.

1. Chopra, G. (2015). *Child rights in India: Challenges and social action.* India: Springer

2. Lynne, A. B., & Barry, M. W. (1998). *Families in transition – Primary prevention programs that work*. New Delhi: Sage Publications.

3. Mathur, K. (2004). *Countering gender violence.* New Delhi: Sage Publications

4. Ramachandran, V. (2003). *Getting children back to school – Case Studies in Primary Education.* New Delhi: Sage Publications

5. Bhargava, V. (2005). *Adoption in India.* New Delhi: Sage Publications

6. Seamus, H., & Mithu, A. (ed) (2002). *Education and children with special needs: From segregation to inclusion.* New Delhi: Sage Publications

7. Zimmerman, S. L. (1995) *Understanding family policy: Theories and applications*. London: Sage Publications.

8. Swaminathan, M. (ed.) (1998). *The first five years – A critical perspective on early childhood care and education in India*. New Delhi: Sage publications.

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3014
Course Title	Corporate Social Responsibility and Social Entrepreneurship
Credits	3
Marks	100

Course Description and Rationale:

This course provides a theoretical and practical understanding of corporate social responsibility and social entrepreneurship. It enables the student to appreciate the context and diversity of models, skills and competencies required to work in these contexts. It will enable the students to appreciate the legal and regulatory context of the practice of CSR and social accountability.

Course Objectives

- To develop an understanding of corporate social responsibility and social entrepreneurship
- To Understand the socio economic and political context of CSR and social enterprises
- To gain knowledge of the strategies and processes of CSR and social enterprises
- To Develop appropriate skills and competencies in managing socially responsible initiatives of the corporate and social enterprises

Learning outcomes

By end of the course the students will be able to:
- Understand the functioning of CSR and social enterprises
- Appreciate the context of CSR and social enterprises
- Understand the strategies and processes of CSR and social enterprises
- Develop appropriate skills and competencies for managing socially responsible initiatives of the corporate and social enterprises

Course Contents

UNIT I : Corporate Social Responsibility: Concept and Context
- Corporate social Responsibility: Concept and evolution
- Models and perspectives on CSR
- Stakeholders in CSR
- Legal obligations, Compliances and reporting in CSR

UNIT II : Corporate Social Responsibility: Action and Environment

- Skills for Planning, implementing, monitoring and evaluation of CSR activities
- Identifying implementing partners
- Sustainability and CSR
- Ethics and governance
- Case Studies, critique and best practices

UNIT III : Social Entrepreneurship: Concept and context
- The history, concept, types, and theories on Social entrepreneurship
- Social entrepreneurship and the socio-economic context
- Social enterprises; Models and types Social Enterprises and empowerment of the marginalised
- Legal framework

UNIT IV : Management of Social Enterprises
- Theories of Change, Social Return on Investment
- The motivation of a Social Entrepreneur
- Skills and competencies of a social entrepreneur
- financial Management and Fund Raising; Sustainability of social enterprises
- Case Studies, Critique and best practices

Core Readings

1   Blowfield, M., & Murray, A. (2014). *Corporate responsibility*, Third Edition. OUP: U.K

2   Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas* (Updated Edition). New York: Oxford University Press Inc.

3   Borzaga, C., & Defourny, J. (2001). *The emergence of social enterprise*. New York: Routledge.

4   Brooks, A. (2009). *Social Entrepreneurship: A modern approach to social value creation*. Upper Saddle River, New Jersey: Prentice Hall.

5   Carroll, A. B. (1977). *Managing corporate social responsibility*. Boston: Little Brown.

6   Crane, A., Matten, D., & Spence, L. J.(eds.) (2014). *Corporate social responsibility: readings and cases in a global context*, 2nd edition. London, New York: Routledge

7   Dees, J. G. (2001) *The meaning of social entrepreneurship*. Chapel Hill, NC: Centre for Advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.

8   Leadbeater, C. (1997). *The Rise of the social entrepreneur*. London: Demos.

9   Mallin, & Christine, A. (2016). *Corporate governance*. OUP:UK.

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10   Mitra, N., & Schmidpeter, R. (eds.) (2016). *Corporate social responsibility in India: cases and developments after the legal mandate.* Switzerland: Springer.

11   Utting, P., & Marques, J. C. (2010). *Corporate social responsibility and regulatory governance: Towards inclusive development?* New York: Palgrave Macmillan.

12   Welford, R. (2013). *Hijacking environmentalism: Corporate responses to sustainable development*. New York: Routledge.

Supplementary Readings

1   Banerjj, P., & Shastri, V. (edS.) (2010). *Social responsibility and environmental sustainability in business: How organizations handle profits and social duties.* Delhi: Sage.

2   Crane, A., & Matten, D. (2010). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization.* Oxford University Press.

3   Halkias, D., & Thurman, P. W. (2016). *Entrepreneurship and sustainability: business solutions for poverty alleviation from around the world*. NY, USA: Routled8ge

4   Henriques, A., & Richardson, J. (2013). *The triple bottom line: Does it all add up*. Routledge.

5   Intellecap. (2012). *On the path to sustainability and scalability: A study of India's social enterprise landscape*. Mumbai: Intellecap.

6   Laszlo, C. (2008). *Sustainable value: How the world's leading companies are doing well by doing good*. Sheffield: Greenleaf Pub.

7   Prahalad, C. K. (2010). *The fortune at the bottom of the pyramid: Eradicating poverty through profits.* Upper Saddle River, N.J: Wharton School Pub.

8   Rajak, D. (2011). *In good company: An anatomy of corporate social responsibility*. Stanford University Press.

9   Sundar, P. (2013). *Business and community: The story of corporate social responsibility in India*. India: Sage.

10   Vogel, D. (2005). *The market for virtue: The potential and limits of corporate social responsibility.* Washington, D.C.: Brookings Institution Press.

11   Yunus, M. (1998). *Banker to the poor: The autobiography of Muhammad Yunus, founder of the Grameen Bank*. London: Aurum.

12   Yunus, M. (2010). *Building social business*. New York, USA: Public Affairs

Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3021
Course Title	**Criminal Justice Social Work**
Credits	3
Marks	100

Course Description/Rationale:
This course provides a theoretical and practical understanding of Criminal Justice Social Work. This course will enable students to raise their knowledge in the field of correctional services and social defence. This course intends to provide appropriate basic understanding, skills and competencies required to work with people, institutions and systems associated with Criminal Justice Social Work. It will enable the students to appreciate the legal and regulatory context of the practice of Criminal Justice Social Work.

Course Objectives:
- To familiarize with the concept of crime, criminal justice social work its changing dimensions and the nature of social defence.
- To understand the essence of justice and its access through Criminal Justice System (CJS)
- To develop knowledge and practice skills required for working with people, institutions and systems associated with Criminal Justice Social Work

Learning Outcomes:

After studying this course, the students will be able to:
- Derive conceptual clarity about crime and its changing forms, criminal behaviour and Criminal justice social work
- Gain knowledge about the legislations related to criminal justice and its systems
- Develop appropriate attitude and relevant skills for working in the area of criminal justice social work

Course Contents:

UNIT I : Crime, Victimology and theories of Crime
- Crime: concept, causation and its relation to social problems
- Theories of crime and punishment
- Changing dimensions of crime, Cyber and digital crime
- Victimology: Study of victims of crime, victim compensation, victim support services; Concept of Restorative Justice; Human Rights Perspective and early diversion approach to prevention of crime

UNIT II : Social Defence and Correctional services
- Social Defence: Concept, Philosophy and changing dimensions
- Correctional services: concept, philosophy and changing perspectives
- Persons in need of care and protection: children, street and working children, older persons, homeless, women, nature of crime with these vulnerable constituencies
- Alcoholism, drug abuse and response of de-addiction centres and civil society organisations, Community based initiatives and correction programmes
- Institutional and non-institutional services. After care, intensive after care, reintegration and follow up

UNIT III : Criminal Justice System and Legislation
- Criminal Justice System: Police, Prosecution, Judiciary and Correctional institutions
- Criminal Justice System: Components, Processes and Perspectives
- Indian Penal Code and Civil Procedure Codes
- Criminal Procedure Code and Indian Evidence Act
- Prisons Act, Prisoners Act, Probation and parole

UNIT IV :
- Juvenile Justice(Care and Protection of Children) Act 2000, POCSO Act,
- Immoral Traffic Prevention Act 1986,
- Probation of Offenders Act, 1958, Beggary Prevention Acts,
- Narcotic Drugs and Psychotropic Substances Act 1986,
- Contemporary discourses on Capital punishment, Euthanasia, forensic investigation, cyber laws

Core Readings:

1   Alder, F., Mueller., & Laufer, W. (2007). *Criminology*. New York: McGraw Hill

2   Callen, F. T., & Agrew, R. (eds.) (2005). *Criminological theories, past to present*. Los Angeles: Roxbury Publishing.

3   Chong, M. D., & Francis, A. P. (2016). *Demystifying criminal Justice Social Work in India.* Sage Publications Pvt. Ltd.

4   Dave, A. (2015). *Women survivor of violence; Genesis and growth of state support system*. New Delhi: Orient Black Swan.

5   Devasia, V. V. (1992). *Criminology, victimology and corrections*. NewDelhi: Ashish Publishing House.

6   Gaur, K. D. (2002). *Criminal law, criminology and criminal administration*. New Delhi: Deep and Deep Publications.

7   Holtzhausen, L. (2012). *Criminal justice social work*. Claremont, South Africa: Juta

8   Kostoic, M. (2010). Victimology: A contemporary theoretical approach to crime and its victim. *Law and Politics Vol.8*, No. 1, pp.65-78

9   Kumari, V. (2004). *Juvenile justice in India: From welfare to rights*. New Delhi: Oxford University Press.

10   Molloch, M., & McIvor, G. (2012). *Women, punishment and social justice: Human rights and penal practices.* Oxon: Routledge

11   Singh, S. (ed.) (2013). *Social work and social development*. OUP

12   Robert, Albert, R., & Springer, David, W. (2007). *Social work in juvenile & criminal justice settings* (3rd ed.). Springfield, USA: Charles C Thomas Publisher.

13   Smith, Philip, D., & Natalier, K. (2005). *Understanding criminal justice: sociological perspectives.* London: Sage Publication

14   Barkan, S. E. (2006). *Criminology: A sociological understanding* (3rd ed.). Upper Saddle River. N.J: Pearson Prentice Hall.

15   Strang, H., & Braithwaite, J. (2001). *Restorative justice and civil society*. Cambridge.

16   Thilagaraj R., & Liu J. (2017). *Restorative justice in India; taditional practice and contemporary applications*. Switzerland: Springer International Publishing.

17   United Nations (1985). *Alternatives to imprisonment and measures for the social resettlement of prisoners.* New York: United Nations.

18   Valier, C. (2001). *Theories of crime and punishment.* Essex: Longman.

Supplementary Readings

1   Hampton, R. L. (1993). *Family violence: Prevention and treatment.*

2   Brownell, P. J. (1998). *Family crimes against the elderly: elder abuse and the criminal justice system.* Garland.

3   Bazemore, S. G., & Schiff, M. (eds.) (2001). *Restorative community justice: Repairing harm and transforming communities*. Routledge.

4   Bhattacharya, S. K. (2003). *Social defence: An Indian perspective*. New Delhi: Astral Publishing.

5   Das, B. K. (2017). Anti beggary laws in India: A critical analysis. *International Journal of Law, Vol.3*,No.3 pp161-63. Delhi: Regency Publications.

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6   McLaughlin, E., & Muncie, J. (eds.) (2001). *The Sage dictionary of criminology*. New Delhi: Sage Publications.

7   Petterson, J. T. (2012). *Social work practice in the criminal justice system*. Oxon: Routledge.

8   Tonry, M. (ed.) (2000). *The handbook of crime and punishment*. New York: Oxford University Press.

9   Zaplin, R. T. (1998). *Female offenders: Critical perspectives and effective interventions. gaithersburg*. MD: Aspen Publishers

10   Agnew, R. (2005). *Juvenile delinquency: Causes and control,* Second Edition. Los Angeles: Roxbury Publishing Company.

11   Bangia, H. (2017). *The juvenile justice (Care and protection of children) Act 2015 along with The juvenile justice (Care and protection of children) Model rules, 2016*. New Delhi: Bright Law House.

12   Bare Act. (2015). *The juvenile justice: Care and protection of children Act 2015* (J-1). Delhi: Universal Law Publishing.

13   Deb, S. (2006). *Children in agony: A source book.* New Delhi: Concept Publishing Company.

14   Kumari, V. (2017). *The juvenile justice (Care and protection of children) Act 2015: critical Analysis.* Delhi: Universal Law publishing.

15   Mukundan, K. P. (2015). The real story behind juvenile crime data. *Economic and Political Weekly, Vol.50*, Issue No. 25.

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3022
Course Title	**Conflict Mitigation and Peace Building**
Credits	3
Marks	100

Course Description/Rationale:

The course will offer an in depth understanding of the contexts and genesis of conflicts. It will enable the student to develop various theoretical perspectives in understanding conflict mitigation and peace building. It will enable the student to develop sensitivity towards the conflict affected and develop skills and competencies to work as social change agents within the conflict zones.

Course Objectives:
- Develop conceptual understanding about conflict and peace building process
- Understand situations of conflict, violence and conflict zones from across the world
- Learn to intervene from early warning to post-conflict reconstruction and restoration

Learning Outcomes:

By the end of the course, students will be able to:
- Understand the concepts of conflict, causes, effect and different forms of conflicts.
- Understanding the ways and strategies to mitigate the conflicts and process of peace building.
- Understand the indigenous and international initiatives for peace building.

Detailed Course Contents

UNIT I: Basic Concepts Related to Conflict
- Definitions and contexts of conflict - understanding concepts of violence, non-violence, riots, feud, rebellion, genocide, and pogrom
- Sources and causes of social, economic and political conflict
- Conflict as social process - economics of conflict, relevance of conflict for social work
- Conflict within States : Nation - State (Nationalism), Cultural Identity & Civil Society

UNIT II: Conflict Analysis and Strategies for Social Work Intervention
- Instances of inter and intra-state conflict-identity/rights/claims over land, water etc.
- Stages of conflict, actors involved – timing, targets, setting

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- Conflict audit-steps, processes and implications
- Mapping entry points and engagement with community and the State
- Conflict induced trauma and social work interventions
- Conflict Management & Conflict Resolution, Analytical Problem Solving Approach, Conflict Transformation, Communication; Inter-personal Mediation

UNIT III: Peace Building: concepts, analysis and models

- Political, economic, social challenges - steps and processes
- Reconstruction and Rebuilding in conflict-torn societies
- Models and illustration on conflict mitigation and peace building: Indian and International contexts/ State and Civil Society
- Social analysis for peace and development

UNITIV: Peace building: Strategies and Interventions
- Peace building through movements- Locating women in Peace Movement, indigenous actors in Peace Building
- Peace Building at the Elite Level: The role of state and its critique
- Development and conflict - evaluating and assessing development as warning for peace, civil society response, role of organizations such as UNO in promoting peace etc.
- Case illustrations and Best Practices

Core Readings:

1. Shah, R. A. (2017). Re-reading the field in conflict zones: Experiences from Kashmir Valley. *Economic and Political Weekly, Vol.52*, No. 12

2. Nagaraj, V. K. (2015). Towards reimagining dominant approaches war, conflict and development. *Economic and Political Weekly, Vol.50*, No. 9,

3. Sarma, N., & Motiram, S. (2014). Reflections on violent social conflict in western Assam the tragedy of identity. *Economic and Political Weekly, Vol.49*, No. 11

4. Chandhoke, N., & Priyadarshi, P. (2006). Electoral politics in post-conflict societies: case of Punjab. *Economic and Political Weekly, Vol.41*, Issue No. 09

5. Manchanda, R. (2005). Women's agency in peace building. *Economic and Political Weekly Vol.40*, Issue No. 44-45, 29 Oct, 2005

6. Adair, W., Brett, J., Lempereur, A., et al. (2004). Culture and negotiation strategy. *Negotiation Journal, 20*(1). 87-111

7. Avruch, K. (2000). *The complexity of cooperation: Agent-based models of competition and collaboration*. Princeton, N.J : Princeton University Press.

8.   Axelrod, R. (2000). *On six advance in cooperation theory*. Unpublished manuscript. 1-39

9.   Barash, D., & Webel, C. (2002). *Peace and conflict studies*. Thousand Oaks, CA: Sage

10.   Webel, C., & Galtung, J. (2007). *Handbook on conflict and peace building*. London: Routledge

11.   UNSSC (2016). *Conflict analysis handbook*. Turin, Italy: UNSSC

12.   Pureza, J. M., & Cravo, T. (2009). *Critical edge and legitimation in peace studies*. RCCS Annual Review

13.   Ryan, R. (2014). *Peace and conflict review*. Volume 8, Issue 1

14.   Skelton, W. B., Woehrle, L. M., & Blakeman, K. (2012). *Journal for the Study of Peace and Conflict*

15.   Bose, S. (1999). Kashmir: sources of conflict, dimensions of peace. *Economic and Political Weekly Vol. 34*, Issue No. 13, 27 Mar, 1999

16.   Noorani, A. G. (1991).   Human rights during armed conflicts. *Economic and Political Weekly Vol. 26*, Issue No. 17, 27 Apr, 1991

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3023
Course Title	Counselling :Theory and Practice
Credits	3
Marks	100

Course Description/Rationale:

The course provides an in-depth knowledge of understanding human concerns and crises emerging in various socio-political and economic contexts. It develops professional attitude, skills and competencies in counseling to offer professional services and to assist people to deal with psychosocial issues.

Course Objectives:

- To understand the nature and goals of counselling as a helping process
- To understand the theoretical base underlying counselling practice
- To learn counselling skills, competencies and its application
- To develop cultural sensitivity and professional attitudes as counsellor and inculcate values that enhances investment of self in the counsellor's role.

Learning Outcomes:

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

1. Develop theoretical understanding regarding different approaches of psychology and counseling
2. Apply theoretical framework for understanding human behavior, human sufferings and problems.
3. Develop Attitudes and commitment required to work with people in different settings
4. Develop skills and competencies required to deal with human beings in situation of need of help and assistance.

Course Contents

UNIT I: Introduction: Foundations and Approaches to Counseling

- Counselling as a helping process: Meaning, nature and goals.

- Philosophical bases of counselling, Principles of Counselling
- Application of counselling in social work practice. Group and individual counselling.
- Psychological Approaches and its use : Psychoanalytic, Client-centred, Transactional analysis, Cognitive behaviour therapy

UNIT II: Counselling: Techniques, skills, competencies and therapeutic relationship
- The counselling relationship: Relationship as the medium of facilitating change
- Phases of counselling; Termination of counselling: Indications and contraindication, and the process
- Principles of counselling interview, Skills and Techniques of counselling
- Counsellor's roles and functions in the counselling process; Qualities of an effective counsellor
- Self-awareness and its place in counselling: Beliefs, attitudes, and value orientations; Ethical Issues: code of ethics for counsellors

UNIT III: Counselling Practice in Different Settings
- Crisis counselling: theory, methods and techniques of crisis intervention
- Marriage and Family counselling: Techniques and process
- Alcoholism Counselling: Motivational Intervention for sobriety
- HIV/AIDS counselling: pre and post-test counselling, grief counselling
- Counselling of children: developmental needs and age-related issues; Special problems of physical and sexual abuse, and substance abuse

UNIT IV: Counselling practice - Application of psychosocial Perspective
- Ethics, values, Principles, of counseling
- Counseling with different people and target groups
- Ethnic and cultural sensitivity and its relevance in counseling
- Human rights and Legal perspective and its application in counseling.
- Working with self and professional development : Professional burnout: Causes and remedies

Core Readings

1.   Neilson, P. et al. (ed.) (2016). *Creative arts in counselling and mental health*.

2.   Jones, R. N. (2011). *Theory and practice of counselling and therapy*, (5th Edition). Sage Publication

3.   Corey, G. (2005). *Theory qand practice of counselling and psychotherapy.* California: Brooks/ Cole

4.   Worden, J. W. (2001). *Grief counseling and grief therapy: A handbook for the mental health professional*. Springer Publishing Company.

5.   Hoffman, M. A. (1996). *Counseling clients with HIV disease*. New York: Guilford Press.

6.   Street, E. (1994). *Counselling for family problems.* London: Sage Publications

7.   Young, M. E. (1992). *Counselling methods and techniques: An eclectic approach.* New York: Macmillan.

8.   Velleman, R. (1992). *Counselling for alcohol problems*. New Delhi: Sage Publications.

9.   Ivey, A. E., et al. (1987). *Counselling and psychotherapy: Integrating skills, theory and practice,* 2nd ed. New Jersey: Prentice Hall.

10.   Patterson, C. H. (1986). *Theories of counselling and psychotherapy*. New York: Harper & Row.

11.   Karpf, M. J. D., et al. (1958). *Marriage counseling: A casebook*. New York: Association Press.

12.   Pepinsky, H. B.,et al. (1954). *Counselling theory and practice.* New York: Ronald Press Company.

Supplementary Readings

1.   Neilson, P. et al. (ed). (2016). *Creative arts in counselling and mental health.*

2.   Jones, R. N. (2011). *Theory and practice of counselling and therapy*, (5th Edition). Sage Publication

3.   Corey, G. (2005). *Theory and practice of counselling and psychotherapy.* California: Brooks/ Cole

4.   Ahuja, S. (1997). *People, law and justice: Casebook on Public Interest Litigation.* New Delhi: Orient Longman.

5.   Varma, V. et al (1997). *The needs of counsellors and psychotherapists*. New Delhi: Sage Publications Ltd.

6.   Gross, D. R., & Capuzzi, D. (1997). *Introduction to the counselling profession.* London: Allyn & Bacon.

7.   Turner, F. J. (1996). *Social work treatment: Interlocking theoretical approaches*, (4th ed.) New York: The Free Press.

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8. Bayne, R., Horton, I., & Bimrose, I. et al (eds.) (1996). *New directions in counselling*. London: Routledge.

9. Brearley, J. (1995). *Counselling and social work*. Buckingham: Open University Press.

10. British Association for Counselling (1992). *Code of ethics and practice for counselling*. Rugby: BAC.

11. Shertzer, B., & Stone, S. C. (1980). *Fundamentals of counselling*. Boston: Houghton Mifflin Company

12. Fullmer, D. W., & Bernard, H. W. (1972). *Counselling: Content and process*. New Delhi: Thomson Press

13. Milner, P., & Palmer, S. (eds.) (2001). *Counselling: The BACP Counselling Reader Vol. II*. London: Sage Publications.

14. Lindon, L., & Lindon, J. (2000). *Mastering counselling skills*. London: Macmillan.

WEBLINKS- SW 3013

1. Counseling theory and practice available at
https://www.researchgate.net/publication/232505668_Counseling_Theory_and_Practice

2. Theories of Psychotherapy and counseling available at
http://file.zums.ac.ir/ebook/169-Theories%20of%20Psychotherapy%20&%20Counseling%20-%20Concepts%20and%20Cases,%205th%20Edition-Richard%20S.%20Sharf-084.pdf

3. Theories of counseling available at
https://www.oum.edu.my/pages/prospective/prospective/pdf/HMEF5063%20T2.pdf

4. Counseling Module, UNESCO available at
http://www.unesco.org/education/mebam/module_2.pdf

5. Group counseling available athttps://www.youtube.com/watch?v=XYc_APlH7VY

6. Group Therapy available athttps://www.youtube.com/watch?v=cpjszSrNdJk

7. Carl Rogers Interview available at https://www.youtube.com/watch?v=r_yGBnZXFFA

8. Theories of psychotherapy available at
http://file.zums.ac.ir/ebook/169-Theories%20of%20Psychotherapy%20&%20Counseling%20-%20Concepts%20and%20Cases,%205th%20Edition-Richard%20S.%20Sharf-084.pdf

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3024
Course Title	Management of Human Resources
Credits	3
Marks	100

Course Description/Rationale:

The paper on Human Resource Management focuses on developing skills and competencies relevant to the management of human resources amongst the students of social work. Utilising the skills, values and principles of the social work profession as the base; this paper prepares the students to develop an understanding of the work context and the human resource sub systems in the organisations. The paper focuses on building professionals who can manage and develop human resources in different kinds of organisations.

Objectives
- To develop an understanding of management and development of human resources and organisational behaviour
- To provide requisite legal base to address the issues related to human resources in organisations
- To develop appropriate skills and competencies in managing human resources

Learning outcomes
By end of the paper, the student will be able to:
- Develop an understanding of the human resource systems in the organisations
- Understand the human behaviour in organisations
- Build knowledge of the applicable labour laws in the organisations
- Develop appropriate skills and competencies in managing and developing human resources

Course Contents:

UNIT I: Human Resource Functions: Theory and Practice
- Human resource management: concept and perspectives
- Human Resource Planning, recruitment, selection and on boarding
- Performance Management System
- Compensation management
- Employee retention

UNIT II: Developing Human Resources
- HRD as a concept, goals and approaches
- Learning organisation- concepts, methods and practices
- Employee engagement and diversity management
- Decision making and conflict resolution in organisations
- Managing stress, Preparing job descriptions, Counselling, Interviews ,Work life balance

UNIT III:Organisational Behaviour
- Organizational Behaviour: concept and theories
- Organisation Culture
- Leadership- traits, typology, and theories
- Motivation: theories, need and significance, methods and practices
- Communication in work organisations
- ,Teams and groups in organisations,
- Organisational reengineering and restructuring - case studies

UNIT IV: Legal Base for Practice
- Factories Act, 1948, Contract Labour Act, 1970 ; Trade Union Act, 1926
- Industrial Dispute Act, 1947 (Special provisions related to Settlement of industrial Dispute, Strikes and Lockouts; Lay off and Retrenchment);
- Industrial Employment Standing Orders Act, 1946 ; Misconduct: Domestic enquiry and disciplinary action
- Legislations related to Wages – Code on Wages Act 2017 (Minimum Wages Act, 1948; Payment of Wages Act, 1936; Equal Remuneration Act, 1976, Payment of Bonus Act, 1965)
- Sexual Harassment at Work Place, Act, 2013
- Workmen's' Compensation Act, ESI Act, 1948 and Maternity Benefit Act, 1961,

Core Readings

1   Armstrong, M., Taylor, S. (2017). *A handbook of human resource management practice* (14th ed.). London: Kogan Page.

2   Daft, R. L. (2016). *Organization: Theory and design* (12th ed.). Mason,Ohio,USA: Cengage Learning

3   Robbins, S. P., Judge, T. A., Millet, B., & Boyle, M. (2013). *Organizational behavior,* (7th). Australia : Pearson

4   Mathis, R. L., Jackson, J. H., Valentine, S. R., & Maglich, P. A. (2016). *Human resource management,* (15th ed.). Boston, USA: Cengage Learning

5.   Silvera, D. M. (1990). *Human resource management: The Indian experience*. New Delhi: New India Publications.

6.	Pareek, U., & Rao, T. V. (2003). *Designing and managing H R systems* (3rd ed). New Delhi: Oxford & IBH Publishing.

7	Pareek, U. (2016). *Understanding organisational behavior.* New Delhi: OUP.

8.	Mallick, P. L. (2002). *Industrial law*. Lucknow: Eastern Book Company

9.	Verma, A., Kochan, A. T., & Lansbury, R. D. (1995). *Employment relations in the growing Asian economics.* London: Routledge

10	Ramnarayan, S., & Rao, T. V. (2011). *Organization development: Accelerating learning and transformation.* New Delhi: Sage Publications

11	 Roychowdhury, A. (2018). *Labour law reforms in India: All in the name of Jobs*. New York: Routledge

Supplementary Readings

1	Agarwala, T. (2007). *Strategic human resource management.* New Delhi: OUP.

2	Bratton, J., & Gold, J. (2017). *Human resource management, theory and practice.* London: Macmillan Press Ltd.

3	Bridger, E. (2015). *Employee engagement.* USA: Kogan Page.

4	Gordon, J. R. (2002). *Organizational behaviour: A diagnostic approach* (7th ed.) New Jersey: Pearson Education.

5	Cohen, D. S. (2009). *The talent edge: A behavioural approach to hiring, developing and keeping top performers*. New York: John Wiley.

6	Malhotra, O. P. (2015). *The law of industrial disputes. 1 & 2.* New Delhi: Lexis Nexis .

7	Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organisational culture*. SFO, CA,USA: Jossey- Bass

8	Rao, T. V. (2014). *HRD audit: Evaluating the human resource functions for business improvement.* New Delhi, India: Sage

9	Schein, E. H. (2017). *Organisational culture and leadership.* SFO, CA,USA: Jossey-Bass

10.	Monappa, A., Nambudiri, R., & Selvaraj, P. (2012). *Industrial relations and labour laws*. New Delhi: Tata Mc Graw

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3031
Course Title	Information Communication &Technology For Social Work Practice
Credits	2
Marks	100

Course Description/Rationale:

This course aims to introduce the relevance of ICT in the context of Social Work practice. The prime goal of this course is to orient the social work students to understand the importance of ICT in the context of social change. In everyday life, the ICT is playing a very important role in society and this course will enable many social change agents to use the ICT effectively to resolve the social issues.

Course Objectives:
- To Understand the roles and importance of ICT in the context of social work practice
- To learn about various technological devices and its application for leading social transformation.
- To develop core technological competencies among the students to facilitate application to resolve social issues in various social change contexts.

Learning Outcomes:

By the end of the course, students will be able to:
1. Understand and develop critical appreciation of ICT in everyday life
2. Analyze the differential access and impact of the use of technology particularly ICT by various social groups and communities. Develop critical appreciation of the policy and regulatory framework of ICT use, management and control.
3. Develop skills and competencies to integrate ICT in social work practice across settings

Course Contents

UNIT I: Understanding the importance the of ICT in Social Work
- Concept and meaning of Information, communication and technology
- Applications, functions and significance of ICT in Social Change contexts
- Orientation of different technological devices: Apps, Mobile, GIS, E-maps, Blogs, Community Radio
- Orientation to social networking sites: Facebook, WhatsApp, twitter, skype,

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UNIT II: Technology for Change: Legislations, Policies and Programmers
- Technology, governance and development
- IT Act, Cyber Crime, Ethical hacking, surveillance and right to privacy
- E-governance policies and programmers: E-Panchayat Governance, Digital India, CSC, E-Shakti
- ICT for fund raising and Advocacy

UNIT III: ICT for empowerment of vulnerable constituencies:
- Differential access to ICT and social group vulnerabilities: Gender, Disability,   Rural communities and remote location communities
- Occupational groups and ICT usage
- Effective use of social networking sites for empowering vulnerable constituencies

UNIT IV: ICT and Social Work Practice: Skills and Case Studies
- Practicing social and life skills though effective use of ICT
- Digital competencies for social work practice: writing blogs, making apps, websites, creating social media groups,
- Designing community map, GIS, community radio, e-based scheme and   programmes,
- Developing documentaries and evidence building ICT use in social work practice: Farmer-ShetkariMitra, Baliraja, Women Entrepreneurship

Core Readings:

1   Al Zidjaly, N. (2016). *Disability, discourse and technology: Agency and inclusion in (inter) action*. Springer.

2   Inkster, I. (2014). *History of technology*. Volume 32, Bloomsbury Academy

3   Bharuka, D. (2002). Indian information technology Act, 2000: Criminal prosecution made easy for cyber psychos, *Journal of India Law Institute*, Vol. 42, New Delhi.

4   Chaganti, S. (2003). Information technology Act: Danger of violation of civil rights. *Economic and Political Weekly*, 3587-3595.

5.   Dixon, L. J., Correa, T., Straubhaar, J., Covarrubias, L., Graber, D., Spence, J., & Rojas, V. (2014). Gendered space: The digital divide between male and female users in internet public access sites. *Journal of Computer-Mediated Communication, 19*(4), 991-1009.

6.   Haddon, L. (2016). *The social dynamics of information and communication technology*. Routledge

7   Hill, A., & Shaw, I. (2011). *Social work and ICT*. Sage Publication

8.   Fischer-Hübner, S., Duquenoy, P., Zuccato, A., & Martucci, L. (edS.) (2008). *The future of identity in the information society*. Boston: Springer

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9.   Ravneberg, B., & Söderström, S. (2017). *Disability, society and assistive technology.* Taylor & Francis

10   Turkle, S. (2017). *Alone together: Why we expect more from technology and less from each other.* Hachette UK

Supplementary Readings

1   Brownlee, K., Graham, J. R., Doucette, E., Hotson, N., & Halverson, G. (2009). Have communication technologies influenced rural social work practice?.*British Journal of Social Work, 40*(2), 622-637.

2   Chan, C. (2016). ICT-supported social work interventions with youth: A critical review. *Journal of Social Work*, 1468017316651997.

3   Grint, K., & Woolgar, S. (2013). *The machine at work: Technology, work and organization.* John Wiley & Sons.

4   Hellawell, S. (2001). *Beyond access: ICT and social inclusion* (Vol. 54). Fabian Society.

5.   Warschauer, M. (2004). *Technology and social inclusion: Rethinking the digital divide.* MIT press.

Web links:
http://unctad.org/en/Pages/DTL/STI_and_ICTs/ICT4D.aspx [Information and Communication Technology for Development]
https://www.tandfonline.com/doi/full/10.1080/09718524.2017.1385312
https://www.ncbi.nlm.nih.gov/pubmed/24918455

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Name of the Programme	M.A. Social Work
Semester	III
Course Code	SW 3032
Course Title	Indigenous Communities and Development Discourse
Credits	2
Marks	100

Course Description/Rationale:

This Open Elective paper is designed to provide post graduate students an opportunity to expand their knowledge to a broad spectrum of issues and challenges faced by the indigenous peoples. The course will look closely in the field of indigenous peoples' rights, beginning with who qualifies to be "indigenous peoples". It will examine current developments at the international level with respect to the rights of Indigenous peoples, particularly the right to self-determination and the debates surrounding the concept of indigenous governance. It also gives an opportunity to develop practice oriented skills such as vulnerability mapping, community score card development, developing policy briefs, public advocacy, deep democracy training, etc. The course will also look closely into human security and human development issues relating to indigenous peoples within a human-rights informed social work practice framework. Strong emphasis will be placed throughout the course not only on theory and law, but also on case studies from around the world. This paper will help the students to critically examine the historical processes of colonization in India and resulting barriers embedded in past and current policy and practices that affect Indigenous peoples. Students will have an opportunity to examine their self- location, ideas, values and beliefs about working with Indigenous peoples and to develop a practice framework, based on social justice, for working with Indigenous communities.

Course Objectives:

- Enable students to understand issues and challenges faced by the indigenous peoples.
- To understand aspirations of Indigenous people in the movement to self-determination.
- To help students understand and critically analyze the impact of colonization on Indigenous people and communities in India.
- To develop an understanding of the international legal framework for the protection of the indigenous people.
- Gain an understanding of development issues relating to indigenous peoples within a human-rights informed social work practice framework
- Develop skills to critically analyze social work practices, cultural competency and cultural safety when serving Indigenous peoples

Learning Outcomes:

By the end of the course, students will
- Understand the concept of "indigenous people", how the law has defined the category and the limitations of a definitional approach.
- Students will gain an understanding and awareness of historical legislation and polices as they pertain to Indigenous people.
- Understand the human rights challenges faced by the indigenous peoples.
- Students will enhance their skills to include an "Indigenous" lens when looking at social policy issues and decolonization systems to facilitate positive change for Indigenous people
- Be able to engage critical thinking and cultural empathy in order to better serve Indigenous people and communities in India
- Develop the capability to effectively advocate and influence across a spectrum of social work practice, in order to promote social and economic justice for Indigenous people in India.
- Identify appropriate communication and engagement practices, community resources, and Indigenous models for practice
- Demonstrate the value of respect for Indigenous peoples and diversity in general.

Course Contents

1. **Introduction to Indigenous Communities**
   - Discourse on meaning and concept of Indigenous
   - Locating Indigenous in time and space (Colonization, Expansion and Globalisation)
   - Tribes in India as an Indigenous population
   - Demography- growth and spread of the population (Education, Health, Poverty and Schedule Areas)
   - Culture, language and Indigenous Knowledge

2. **Indigenous peoples Issues and Challenges**
   - Human rights violations against indigenous peoples
   - Social and Economic Exclusion, Situation of tribal women, Repression under forest laws
   - Political Representation, Human Development, Changing Traditional Political System
   - Asymmetric Federalism, V Schedule and VI Schedule, Right to self-determination

3. **Social Work Practice skills and Policy Responses**
   - Vulnerability mapping, Community score card development
   - Developing policy briefs, Public advocacy
   - ILO policies, United Nations Declaration on the Rights of Indigenous Peoples

- UNPFII (Mandate, operating rules, key recommendations, UN Development Guidelines on indigenous peoples)
- The Sustainable Development Goals work for indigenous peoples

Core Readings:

1. Béteille, A. (1998). The idea of indigenous people. *Current Anthropology, 39*(2), 187-192.

2. Bijoy, C. R.; Gopalakrishnan, S., & Khanna, S. (2010). *India and the rights of indigenous people: Constitutional, legislative and administrative provisions concerning indigenous and tribal people*. Chiang Mai: Asia Indigenous People Pact.

3. Bodhi, S. R. (2016). *Tribal and Adivasi studies, Perspectives from within, vol.3*. Kolkata: Adivani

4. Briskman, L. (2007). *Social work with indigenous communities.* Sydney: The Federation Press

5. Chaudhuri, A. B. (1993). *State formation among tribal: A quest for santal identity.* New Delhi: Gyan Publishing House

6. Das, J. K. (2001). *Human rights and indigenous people*. New Delhi: A P H Publishers.

7. Elwin, V. (1991). *Muria and their Ghotul.* Delhi: Oxford University Press.

8. Fuchs, S. (1974). *Aboriginal tribes of India.* New Delhi: Macmillan India.

9. Khan, M. H., & Naithani, P. (2000). *Indigenous people and cooperative development in the North East India.* Mussoorie: CCRD; LBSNAA.

10. Kumar, S. S. (1982). *Tribal movements in India*. New Delhi: Manohar Book Service

11. Roy, B. K. B. (1994). *Indigenous and tribal people: Gathering mist and new horizon.* New Delhi: Mittal Publication.

12. Singh, B. (1995). *Democratic decentralization in tribal areas: Approach and paradigms in the context of the constitution seventy-third and seventy-fourth amendments*. New Delhi: Rajiv Gandhi Institute for Contemporary Studies

13. Xaxa, V. (2008). *State, society, and tribes: issues in post-colonial India.* New Delhi: Dorling Kindersley

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Supplementary Readings

1. Anderson, R. S., & Huber, W. (1998). *The hour of the Fox : Tropical forests, the World Bank and indigenous people in Central India.* New Delhi: Vistar.

2. Bhowmick, P. K. (2008). *Tribal people of India: Society culture and development.* Kolkata: R N Bhattacharya

3. Chaube, S. K. (1999). The scheduled tribes and Christianity in India. *Economic and Political Weekly, 34*(9), 524-526.

4. Devy, G. N., Davis, G. V., & Chakravarty, K. K. (2018). *The language loss of the indigenous.* New Delhi: Routledge.

5. Elliot, M. (2017). *Another India: explorations and expressions of indigenous South Asia.* Cambridge: Museum of Archaeology and Anthropology

6. Guha, R. (2017). *India after Gandhi: The history of the world's largest democracy.* London: Macmillan

7. Sarkar, S. (2006). *Scheduled tribes of India: Development and deprivation.* New Delhi: Institute for Human Development.

8. Von Fürer-Haimendorf, C., & Fürer-Haimendorf, C. V. (1982). *Tribes of India: The struggle for survival.* Berkeley: University of California Press

9. Xaxa, V. (1999). Tribes as indigenous people of India. *Economic and Political Weekly, 34*(51), 3589-3595.

Web Based Resource
- [Indigenous and tribal peoples, International Labour Organization (ILO)] http://www.ilo.org/global/topics/indigenous-tribal/lang--en/index.htm
- [Ministry of Tribal Affairs, Government of India] https://tribal.nic.in/
- [IWGIA - International Work Group for Indigenous Affairs] https://www.iwgia.org/en/
- [The United Nations Permanent Forum on Indigenous Issues (UNPFII)] https://www.un.org/development/desa/indigenouspeoples/unpfii-sessions-2.html

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 401
Course Title	Social Action and Social movements
Credits	4
Marks	100

Course Description/Rationale:

This course introduces students to one of the methods of social work, namely, Social Action and offers them an opportunity to understand how macro practice in social work can be conducted through mobilization and collective action. This course is important in restating the values of social justice and equity in social work practice and defining ways to achieve these through redistribution, empowerment and structural changes. The second part of this course enables students to appreciate the power of social movements in bringing change and justice. This course offers an opportunity for students to gain a repertoire of skills in mobilization and action as core components of social work.

Course Objectives:
- To appreciate the significance of social action as a method in social work for securing social justice for the disenfranchised and marginalised.
- To develop competencies in using social action and social movement concepts for understanding and responding to the critical social reality
- To gain an overview of social action and social movements organized worldwide.
- To develop skills in the use of various strategies and techniques relevant to social action and movements.

Learning Outcomes:

By the end of the course, students will be able to learn the following:
- To apply theory and knowledge of social action and social movements as important to changing social realities.
- To analyze social movements in terms of their organizational structure, decision-making processes, goals, underlying ideology, strategy and tactics.
- To gain skills in issue analysis, advocacy, lobbying, direct action and coalition building and apply them in bringing social change.
- To apply critical consciousness to both academic and practice situations and to engage in ongoing reflection on one's practice.

Course Contents

1. Social Action: Concepts and Strategies
- Concept of social action; Social action as a method of social work intervention, Social Protests, Collective Action, Advocacy
- History and evolution of social action
- Context and triggers in social action; Pressure groups, non-party political formations; Protest Tactics

2. Guiding Ideologies /Philosophies of Social Action
- Ideology and Social Action
- Social action Approaches: Non Violence, Radical, Anti-oppressive and Emancipatory social work,
- Social Action in Community Organisation: Processes and Steps

3. Social Movements: Ideology, Theory and Participation
- Types of Movements: identity, political assertion and autonomy;
- Movement Analysis-Ideology, Structure, leadership, processes and outcomes
- Movement participation and non-participation; Framing process in social movement; Social media and mass mobilisation
- Theories of social movement

4. Social Movements: Nature and Typology
- Mapping radical action and radical movement for social change
- Social Movements: Old and New (Feminist Movements, Environmental Movements, Statehood Movements, Religious/New Religious Movements, LGBT Movement)
- Peasant, tribal and labour movements: past and present

5. Social Action in Practice :
- Designing a social action, campaign, Social advocacy , Skills of networking , liasioning, coalition Building, Lobbying Case study: Liberation Theology in Latin America, Gutiérrez-ideology, processes and outcome
- Global perspective on movements: May 1968, Arab Spring, Zapatista, Anti-Nuclear Movement, Occupy Wall Street
- Advocacy and Public Interest Litigation-steps and processes, RTI,

Core Readings:

1.   Mullaly, B. (2006). *The new structural social work: Ideology, theory, practice* (3rd Edition). Oxford University Press

2.   Dominelli, L. (2004). *Social work: Theory and practice for changing profession.* Polity Press

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3.   Porta, D. D., & Diani, M. (Eds.) (2015). *The Oxford handbook of social movements.* Oxford University Press

4.   Snow, D. A., Soule, S. A., & Kriesi, H. (2007). *The Blackwell companion to social movements.* Wiley Blackwell

5.   Smelser, N. J. (Author), Gary T. Marx (Introduction) (2011). *Theory of Collective Behavior.* Quid Pro Books

6.   Alinsky, S. (1989). *Rules for radicals: A practical primer for realistic radicals.* Vintage Books

7.   Freire, P. (2005). *Pedagogy of the oppressed.* Continuum

8.   Ray, R., & Katzenstein, M. F. (Eds.) (2005). *Social movements in India: Poverty, power, and politics.* Rowman and Littlefield

9.   van Wormer, K. S. (2012). *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action.* CSWE Press

10.   Ferguson, I., & Woodward, R. (2009). *Radical social work in practice: Making a difference.* Polity Press

Supplementary Readings

1   Berger, S. & Nehring, H. (Eds.) (2017). *The history of social movements in global perspective.* A Survey, Palgrave

2   Porta, D. D., & Diani, M. (2006). *Social movements: An introduction.* Blackwell

3   Dominelli, L. (2002). *Anti-Oppressive social work: Theory and practice.* Palgrave Macmillan

4   Gurr, T. (2016). *Why men rebel.* Routledge

5   Shah, G. (2004). *Social movements in India: A review of literature.* Sage India

6   Castells, M. (2012). *Networks of outrage and hope: Social movements in the internet Age.* Polity Press

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 402
Course Title	Social Legislations & Social Work
Credits	4
Marks	100

Course Description/Rationale:
This course is basically confined with much contemporary social legislations of India. Students will be familiar with those legislations from socio-legal perspectives and will be able to practice it in the individual, family, group, community, institutional levels. After knowing and practicing social legislations, students will be able to widen their legal arena and achieve social work goals in a broader viewpoint.

Course Objectives:
- To understand about social legislations of India
- To acquainted with critical understanding about the social legislations and social protection from Constitution, IPC, CPC perspectives
- To explore various roles of social worker in dealing with legal issues at various levels
- To use various social work skills/techniques such as communication, counseling, negotiation, mediation, bargaining, capacity building skills to deal with legal issues on the practice environment.

Learning Outcomes:
By the end of the course, students will be able to:
1. Develop an insight on social legislations, its objectives and scope in relation to Indian Constitution.
2. Understand social legislation for vulnerable, weaker and special groups in India.
3. Acquire critical understanding of social legislation and social protection.
4. Create awareness about the preventive and remedial services of government and non-government organizations and role of social workers, media and other stakeholders.

Course Contents

1. **Social Legislation: Contextual Background**
   - Meaning, objectives and scope and its role as an instrument of social change.
   - Social legislation in a welfare state and Indian Constitution;
   - Fundamental Rights and Directive Principle of State Policy**.**

2. **Social Legislation for Marriage and Family**

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- Legal provisions related to Family, Family Court Act and procedures.
- Legal provisions related to Marriage amongst Hindu (Hindu Marriage Act);
- Islam, Christianity and Special Marriage Act
- Laws related to Maintenance, Dowry Prohibition Act

3. Social Legislation for Women

- Legal provisions related to Women
- Law related to Domestic Violence,
- Law related to Trafficking of women and Children
- Sexual Harassment at workplace Act , Indecent Representation of Women Act

4. Social Legislation for Children

- Legal Provisions related to Child, Adoption, Right to Education,
- The Protection of Children from Sexual Offences Act (POCSO Act) 2012
- Probation Offenders Act,
- Juvenile Justice Act, Child Labour, Right to Education etc.

5. Social Legislation for Weaker Sections and Special Groups in India

- Legal Provisions related to Scheduled Castes & Scheduled Tribes;
- legal Provisions related to Persons with Disability
- legal Provisions related to Elderly
- Prohibition of Employment as Manual Scavengers and Rehabilitation,
- Bonded Labour and Migrant workers, Beggars, LGBT

6. Practice Assignments

- Right to Information Act, 2005
- Public Interest Litigation, , Free Legal Aid & Legal Education, Lok Adalat
- Criminal Procedure Code, Indian Penal Code etc.
- Laws related to Cyber Crime
- Social Advocacy and Activism

Core Readings

1. Teltumbde, A. (2017). *Dalit: Past, present & future*. Routledge.

2. Brammer, A. (2010). *Social work law*. Harlow Pearson Education.

3. Carr, H., & Goosey, D. (2017). *Law for social workers*. Oxford University Press.

4. Modi, I. (2015). *Gender, identity & multiple marginalities*. Jaipur & New Delhi: Rawat Publication.

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5.   Gangrade, K. D. (2011). *Social legislation in India*. New Delhi: Concept Publishing Company (P) Ltd.

6.   Warren, K. J. (ed.) (2014). *Ecofeminism: Women, culture & nature*. Jaipur & New Delhi: Rawat Publication.

7.   Laird. S. (2010). *Practical social work law*. Harlow Pearson Education.

8   Matthews, S. J., McCormick, M., & Morgan, A. (eds.) (2011). *Professional developments in social work: Complex issues in practice*. Abingdon: Routledge.

9   Kolenda, P. (2015). *Caste, marriage & inequality: Essays on North & South India*. Jaipur & New Delhi: Rawat Publication.

10   Mallicot, S. L. (2012). *Women & crime.* New Delhi: Sage Publication.

11   Thorat, S., & Sabharwal, N. S. (2014). *Bridging the social gap; perspectives on Dalit empowerment.* Sage Publication.

12   Sarkar, S., & Sarkar, T. (2015). *Caste in modern India.* Permanent Black, Vol-I & II.

13   Braye, S., & Preston, M. (2010). *Practising social work law*. Palgrave Macmillan.

14   Wilson, K., Ruch, G., Lymberry, M., & Cooper, A. (2011). *What do we mean by relationship-based practice?, Extract from social work: an introduction to contemporary practice*. Harlow, Pearson Education.

Supplementary Readings

1.   Beteille, A. (1981). *The backward classes and the new social order.* New Delhi: Oxford University Press.

2.   Mathew, P. D., & Bakshi, P. M. (2000). *Hindu marriage and divorce, Indian social institute*. New Delhi.

3.   Mathew, P. D. (1995). *Family court, Indian social institute*. New Delhi.

4.   Mathew, P. D. (1998). *Public interest litigation.* Indian Social Institute, New Delhi.

Bare Acts
Social Welfare & Family Law by Routledge
State of India, Livelihood Reports
Tribal Health Bulletin by National Institute for Tribal Health, ICMR, Jabbalpur.

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 4011
Course Title	Social Work Practice in Health setting
Credits	3
Marks	100

Course Description/Rationale:

This course is elective by nature, which aims to introduce the relevance of Public Health in the context of Social Work practice. The prime goal of this course is to understand the critical issues related to health and role of social worker on the Same . The rationale of this course is to make the students aware about the social determinants of health and ways to improve them .

Course Objectives:

- To understand the concept of public health and public health system in India
- To develop skills for social work intervention in the field of public health
- To learn about the critical issues pertaining to healthcare services and programmes.
- To develop core understanding on community health and social development

Learning Outcomes:

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

- Learn the concept and aspects of public health
- Understand various dimensions of healthcare services and programmes.
- Gain different perspectives on health and social development and also the response of the social work profession.

Course Contents

1. **Public Health in India**
   - Concept of Health, Well being and Disease, Public Health and Community health, Indicators of health in a community
   - Health as an aspect of social development, Social determinants of health
   - Health scenario of India: epidemiology and etiology of major communicable and non-communicable diseases
   - Public Health and Marginalized Groups: Issues of Availability , Accessibility and Affordability

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2. Healthcare Social Work and Community Health

- Historical evolution of social work practice in health settings; Community based social work approaches to prevention of diseases and promotion of health
- Domains of social work practice in institutional health services: Behaviour change communication, social assistance, social support strategies, problems of treatment adherence, counseling and rehabilitation, hospice and palliative care
- Community Health: Meaning, philosophy, and programmes; Community needs assessment, developing mechanisms for people's participation
- Health extension and community outreach services, Designing, implementing and monitoring of community health programmes, facilitating intersectoral collaboration, Influencing community attitudes and health behaviours.

3. Healthcare Services and Programmes

- Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
- Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services, Post Alma Ata declaration initiatives in India
- Health planning and policy: National health Policy, 2017 ,National Health Mission with focus on RCH and NCD., ASHA Network, Health Statistics: HMIS, NFHS, SRS, Census and health planning over five year plans
- Public-private participation and collaboration in health care: Role of NGO and private sector in health care, Quality in health service delivery- NABH and other accreditation; Infection prevention and waste management; importance of supply chain management, understanding demography and health insurance.

Core Readings:

1. Carver, J., Ganus, A., Ivey, J. M., Plummer, T., & Eubank, A. (2016). The impact of mobility assistive technology devices on participation for individuals with disabilities. *Disability and Rehabilitation: Assistive Technology, 11*(6), 468-477.

2. Jensen, L. (2014). User perspectives on assistive technology: a qualitative analysis of 55 letters from citizens applying for assistive technology. *World Federation of Occupational Therapists Bulletin, 69*(1), 42-45.

3. McKenzie, K., Milton, M., Smith, G., & Ouellette-Kuntz, H. (2016). Systematic review of the prevalence and incidence of intellectual disabilities: current trends and issues. *Current Developmental Disorders Reports, 3*(2), 104-115.

4. Grech, S., Soldatic, K. (Eds.) (2016). *Disability in the global south, critical handbook*. Springer, Cham.

5. Gupta, J., & Vegelin, C. (2016). Sustainable development goals and inclusive development. International environmental agreements: Politics, law and economics, 16(3), 433-448.

6.   Rousso, H. (2015). *Education for All: a gender and disability perspective*. UNESCO

7.   Liasidou, A. (2014). Critical disability studies and socially just change in higher education. *British Journal of Special Education, 41*(2), 120-135.

8   Lancioni, G. E., & Singh, N. N. (Eds.). (2014). *Assistive technologies for people with diverse abilities*. Springer Science & Business Media.

9   Federici, S., Scherer, M. J., & Borsci, S. (2014). An ideal model of an assistive technology assessment and delivery process. *Technology and disability, 26*(1), 27-38.

10   Lancioni, G., & Singh, N. (2014). *Assistive technologies for people with diverse abilities.* New York: Springer.

11   Ahmad, F. K. (2015). Use of assistive technology in inclusive education: Making room for diverse learning needs. *Transcience, 6*(2), 62-77.

12   World Bank (2007). *Disability in India: From Commitments to Outcomes*. Working Paper, 2007, Washington DC

13   Goodley, D. (2016). *Disability studies: An interdisciplinary introduction.* Sage.

14   Mitra, S., Posarac, A., & Vick, B. (2013). Disability and poverty in developing countries: a multidimensional study. *World Development, 41*, 1-18

15   ILO (2014). *World Social Protection Report 2014/15: Building economic recovery, inclusive development and social justice*

16   WHO/World   Bank   (2017).   *World   Report   on   Disability*, http://apps.who.int/iris/bitstream/handle/10665/70670/WHO_NMH_VIP_11.01_eng.pdf;j sessionid=418934372B87E60641686BA00ABB4C25?sequence=1

17   Lockwood, E., & Tardi, R. (2014). The inclusion of persons with disabilities in the implementation of the 2030 agenda for sustainable development. *Development, 57*(3-4), 433-437.

18   Albrecht, G. L., Seelman, K. D., & Bury, M. (eds.) (2001). *Handbook of Disability Studies*. California: Sage Publications.

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

20   Puri, M., & Abraham, G. (eds.) (2004). *Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries*. New Delhi: Sage Publications.

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21   Halder, S., Assaf, L. C., & Keeffe, M. (2011). Disability and Inclusion: Current
        Challenges. *In Inclusion, Disability and Culture* (pp. 1-11). Springer, Cham.

Supplementary Readings
1.   Grandisson, M., Hébert, M., & Thibeault, R. (2014). A systematic review on how to
        conduct evaluations in community-based rehabilitation. *Disability and rehabilitation,
        36*(4), 265-275.

2.   Saikia, N., Bora, J. K., Jasilionis, D., & Shkolnikov, V. M. (2016). Disability divides in
        India: evidence from the 2011 census. *PloS one, 11*(8), e0159809.

3.   Kulkarni, M., & Rodrigues, C. (2014). Engagement with disability: Analysis of annual
        reports of Indian organizations. *The International Journal of Human Resource
        Management, 25*(11), 1547-1566.

4.   Groce, N. E., London, J., & Stein, M. A. (2014). Inheritance, poverty, and disability.
        Disability & Society, 29(10), 1554-1568.

5.   Swain, J., French, S. & Thomas, C. C. (2004). *Disabling barrier, enabling environments.*
        New Delhi: Sage Publications.

6.   Sharma, U., & Das, A. (2015). Inclusive education in India: past, present and future.
        Support for Learning, 30(1), 55-68.

7.   Singh, C. (2017). *Financial Inclusion of the Disabled*. Working Paper No: 556, IIM,
        Bengaluru
        http://www.iimb.ac.in/sites/default/files/research/files/workingpaper/WP%20No.%20556
        .pdf

8.   Venkatesan, S. (2005). *Children with Developmental Disabilities: A Training Guide for
        Parents, Teachers and Caregivers.* New Delhi: Sage Publications.

9.   Hinchcliffe, A. (2003). *Children with cerebral palsy: A manual for therapist, parents and
        community workers*. New Delhi: Vistaar Publication.

10.   Simpson, L. R. (2004). *Autism Spectrum Disorders: Interventions and Treatment for
        Children and Youth.* New Delhi: Vistaar Publication.

11.   May, G., & Raske, M. (2005). *Ending disability discrimination: strategies for social
        workers.* Boston: Allyn & Bacon.

Web links:
http://nhsrcindia.org/community-processes
http://164.100.158.44/index1.php?lang=1&level=1&sublinkid=6471&lid=4270
https://mohfw.gov.in/
http://www.who.int/publications/en/

Name of the Programme	**M.A. Social Work**
Semester	**IV**
Course Code	**SW 4012**
Course Title	**Environment, Sustainable Development and Social Work**
Credits	**3**
Marks	**100**

Course Description/Rationale:
This elective course intends to provision a theoretical discourse, as also reflect on the practice parameters for social workers to engage in the domain of environmental action, sustainable development and climate change mitigation/ response. Given the obvious connections between environmental, ecological and social justice, social work has a significant role to play in addressing this crisis and finding ways to move forward.The course content enables the learner to understand the significant role that social work can play in analysing and drawing up suitable responses to facilitate the planet and its citizens to move towards a sustainable, just and secure future. It elucidates 'a paradigm shift towards developing a strong ecological consciousness among social work scholars and practitioners, and to prompt them to see environmental social work as an essential area of scholarship and practice. By weaving together theoretical and practice driven perspectives and interventions, the course attempts to provide the most integral worldview to sustainable ways of reframing people's relationships to their living environments.

Course Objectives:

- To enable an understanding of the scope and relevance of environmental social work by integrating the interconnectedness between environmental and climate justice with social justice.
- To provide an insight into the two way interface between environment and development within the contemporary neo-liberal context and thereby acknowledge the concept and practice of sustainable development.
- To offer an analytical perspective about global environmental problems, as also the state of India's environment as the context for ongoing/futuristic environmental policies, legislations and programmes.
- To stimulate an engagement with environmentalism by assimilating the diverse approaches to environmental action and the typologies of Indian environmental movements.

Learning Outcomes:

By the end of the course the students will be able to:

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- Develop an appreciation of the linkage between environmental justice, climate justice and social justice and thereby an acknowledgement of the idea, scope and relevance of environmental social work.
- Gain a critical understanding of the two-way relationship between environment and development and a realistic perception of the notion and practice of sustainable development.
- Procure analytical insights about the global and Indian environment: issues, challenges and responses.
- Integrate environmental philosophies and approaches, as also the diverse strains of Indian environmentalism, with focus on role of indigenous/traditional practices and civil society engagement.

Course Contents:

1. **Environment and Social Work: Inter-linkages**

- Environment: Definition and components; Ecocentricism vs. anthropocentricism
- Environmental justice and climate justice: Inter-connectedness with social justice
- Differential impact of environmental decimation on marginalised groups (women, poor, indigenous populations; and "ecosystems people")
- Environmental Social Work: context; significance; attributes and scope

2. **Sustainable Development: Interface between Environment and Development**

- Two way interface between environment and development; Impact of neo-liberalism on environment and environmental justice
- Environmental sustainability: Implications for food security, livelihood security, energy security and community well being
- Sustainable Development: Concept, potentialities and challenges; North- South perspectives
- Politics of environment and resource management

3. **State of the Environment and Environmental Conservation**

- Global environmental issues and concerns
- State of India's environment and environmental problems
- Climate change: Social implications and consequences (such as disasters; food shortages; migration; conflict); climate change adaptation
- Constitutional provisions, policies, legislative framework and programmes pertaining to environment and environmental conservation

4. **Environmentalism: Approaches, Movements and Action**

- Approaches to environmental conservation- Deep Ecology, Eco-feminism, Eco-Socialism
- Traditional ecological knowledge and community based natural resource management

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- Environmental movements: Typology and ideologies; Analysis of select movements
- Role of civil society organisations in environmental action; case illustrations

Core Readings

1. Dominelli, L. (2012). *Green social work –From environmental crises to environmental justice.* Cambridge: Polity Press.

2. Grey, M., Coates, J., & Hetherington, T. (2013). *Environmental social work.* New York: Routledge.

3. Rogers, P., Jalal, K., & Boyd, J. (2008). *An introduction to sustainable development.* London: Earthscan.

4. Agarwal, B. (2015). *Gender and green governance: the political economy of women's presence within and beyond community forestry.* Oxford: Oxford University Press.

5. Carter, N. (2007). *The politics of the environment: Ideas, activism, policies* (2nd edition). London: Cambridge University Press.

6. Roser, D., & Seidel, C. (2017). *Climate justice: An introduction.* New York: Routledge.

7. Mies, M., & Shiva, V. (2010). *Ecofeminism.* Jaipur: Rawat Publications.

8. Sessions, G. (1995). *Deep ecology for the 21st century: Readings on the philosophy and practice of the new environmentalism.* Boston: Shambhala Publications.

9. Guha, R., & Alier, J. (1997). *Varieties of environmentalism: essays north and south.* New York: Routledge.

10. Rangarajan, M. (2006). *Environmental issues in India.* New Delhi: Pearsons

11. Jalais, A. (2010). *Forest of tigers: people, politics and environment in the Sundarbans.* New Delhi: Routledge.

Supplementary Readings

1. Dominelli, L. (Eds.) (2018). *Handbook of green social work.* London: Routledge

2. Robbins, P. (2004). *Political ecology: A critical introduction.* Wiley Blackwell.

3. Calvert, P., & Calvert, S. (1999). *The south, the north and the environment.* Jaipur: Rawat Publications

4. Gadgil, M., & Guha, R. (1992). *This fissured land: an ecological history of India.* New Delhi: Oxford University Press.

5.   Shabuddin, G. (2010). *Conservation at the crossroads: science, society and the future of India's wildlife*. New Delhi: Permanent Black.

6.   Peet, R., & Watts, M. (2002). *Liberation ecologies: environment, development and social movements*. London: Routledge.

7.   Baindur, M. (2015). *Nature in Indian philosophy and cultural traditions*. New Delhi: Springer.

8.   Blaikie, P. (2016). *Land degradation and society*. New York: Routledge.

9.   Cronon, W. (1995). The trouble with wilderness; or, getting back to the wrong nature. In W. Cronon, *Uncommon ground: rethinking the human place in nature* (pp. 69-90). New York: W.W. Norton and Co.

10. Somayaji, S., & Talwar, S. (2011). *Development induced displacement, rehabilitation and resettlement in India: current issues and challenges*. London: Routledge.

11. Gadgil, M., & Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge.

Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 4013
Course Title	Social Work with Older Persons
Credits	3
Marks	100

Course Description/Rationale:

With the phenomenon of population ageing becoming a reality for almost all the countries, issues concerning older persons are occupying centre-stage. Besides this, changing structures and functions of family systems have made the elderly a vulnerable constituency. In the near future, almost every family would have to deal with care-giving issues of their elderly. In this context, social work with older persons is gaining firm grounds in terms of its scope and relevance.

Course Objectives:

- Develop theoretical and practical understanding of gerontological issues
- Gain insight into the emerging needs and problems of older people's vis-à-vis services and programmes for the elderly.
- Develop critical understanding of the policies and programmes for older persons at the national and international levels.
- Understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

Learning Outcomes:

By the end of the course, students will be able to lean the followings
- Understand the diverse continuum of theories defining the characteristics of old age from disengagement to active ageing.
- Develop a comprehensive understanding of the vulnerabilities and capabilities of older persons and examine the effectiveness of social security measures.
- Explore the changes in the social systems and institutions affecting the role and relationship of aged people in the contemporary world.
- Comprehend the role of social worker in gerontological setting and develop competence and skills in geriatric care.

Course Contents

1. Old age: concept, dynamics and vulnerabilities

- Definition, age related changes (developmental, biological, psychological and socio-cultural perspectives)
- Demographic trends, global and Indian including feminization of ageing; social and economic implications of population ageing
- Sociological and psychological theories of ageing
- Changing family norms and emerging problems of older persons

2. Needs and problems of older persons

- Health and ageing: Age related ailments, their management
- Mental health consequences of ageing (depression, dementia, senecide, etc.)
- Elder abuse: causes, consequences, theories and responses
- Elderly in vulnerable constituencies: poverty, violence, abandonment, institutionalization, disasters, crime against them

3. Policies and programmes for Active ageing

- Constitutional safeguards, Rights of the elderly
- International and national resolutions, conventions, policies including Active Ageing framework
- Social security measures and protective legislations
- State and civil society response to elder care

4. Gerontological social work practice

- Geriatric care: services and programmes and skills in
- assessment and planning
- Formal and informal care-giving issues
- Geriatric counselling, family interventions and support strategies
- Institutional services, community services, hospice and palliative care
- Approaches, methods, skills and strategies of working with and for the elderly

Core Readings

1. Paltasingh, T., & Tyagi, R. (Eds.) (2015). *Caring for the elderly: Social gerontology in Indian context.* New Delhi: Sage

2. Hamilton, I. S. (2006). *The psychology of ageing: An introduction.* London & Philadelphia: Jessica Kingsley Publishers

3.   Binstock, R. H., & George, L. K. (2001). *Handbook of aging and social science*. New York: Academic Press.

4.   Jackson, S. L., & Hafemeister, T. L. (2013). *Understanding elder abuse: New directions for developing theories of elder abuse occurring in domestic setting*. United States: Department of Justice, National Institute of Justice.

5.   World Health Organization (2002). *Active ageing: A policy framework*. Geneva: WHO

6.   Ramamurthi, P. V., & Jamuna, D. (eds.) (2004). *Handbook of Indian gerontology*. New Delhi: Serial Publication.

7.   Rajan, S. I., Mishra, U. S., & Sarma, P. S. (eds.) (1999). *India's elderly: Burden or challenge*. New Delhi: Sage Publications.

8.   Crawford, K., & Walker, J. (2004). *Social work with older people*. Learning Matters.

9.   Hughes, M., & Heycox, K. (2010). *Older people, Ageing & social work knowledge for practice.*

10.   Desai, M., & Siva, R. (eds.) (2000). *Gerontological social work in India: Some issues and perspectives.* Delhi: B.R. Publishing Corporation.

11.   Cox, E. O., Kelchner, E. S., & Chapin, R. K. (2002). *Gerontological social work practice: Issues, challenges, and potential*. Haworth Social Work

12.   Bengtson, V. L., & Settersten, R. (Eds.) (2016). *Handbook of theories of ageing* (3rd ed.) New York: Springer Publishing Company

13.   Bemoth, M., & Winkler, D. (2017). *Healthy ageing and aged care*. UK: Oxford University Press

14.   Storlie, T. (2015). *Person centred communication with older adults*. USA: Elsevier

Supplementary Readings

1.   Chakrobati, R. D. (2004). *The greying of India: Population ageing in the context of Asia*. New Delhi: Sage Publications.

2.   Andersson, L. (2002). *Cultural gerontology*. Auburn House.

3.   Jamieson, A., & Victor, C. (2002). *Researching ageing and later life: the practice of social gerontology.*

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4. Minichiello, V., & Coulson, I. (2005). *Contemporary issues in gerontology: promoting positive ageing.*

5. Tandon, S. L. (2001) *Senior citizens: Perspective for the new millennium*. New Delhi: Reliance Publishing House.

6. Bennett, G., Kingston, P., & Penhale, B. (1997). *The Dimensions of elder abuse: Perspectives for practitioners*. London: Macmillan Press.

7. Dhillon, P. K. (1992). *Psychosocial aspects of ageing in India*. New Delhi: Concept Publishing Company.

8. Knight, B. G. (2004). *Psychotherapy with older adult*. California: Sage Publication.

Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 4014
Course Title	Gender and Development
Credits	3
Marks	100

Course Description/Rationale:

The course is important for a professional social worker from the point of creating engendered perspectives and sensitivity towards issues concerning women and men. It further reaffirms the belief in importance of grassroots experiences and narratives while dealing with women and men.

Course Objectives:

- Understand the social construction of gender
- Develop gender perspectives in analyzing social realities
- Understand gender and development approaches and strategies with specific reference to India

Learning Outcomes:

By the end of the course, students should be able to:

- Understand the concept of gender and the social construction of feminity and masculinity
- Develop sensitivity towards the existing practices leading to gender discrimination and marginalisation in society.
- Develop ability to identify social, economic and political systemsthat adversely affect the well being and functioning of women.
- Suggest affirmative action in planning to promote gender equity, equality and safety for women
- Discuss the major theoretical and empirical issues that emerge in gender research

Course Contents

1. **Conceptualizing Gender**
   - Patriarchy, Women and social change; Gender as a social construct
   - Gender identity, equity, discrimination
   - Feminism: Feminist thoughts and feminist theories
   - Gender Needs, Gender development Indices: HDI, GDI, GEM

2. **Manifestations of Gender Disparity**
   - Indicators of women's status and development: Education, health, ownership of property, employment and livelihood, political participation rights,
   - Gender based violence: Theoretical perspectives
   - Gender violence in private and public spaces: Domestic violence, trafficking in women and children, rape, sex selective abortion, female infanticide, child marriage
   - Gender, leadership and workplace; Sexual Harassment at Workplace

3. **Gender Perspectives in Development**
   - Paradigm shift from welfare to rights based approach
   - Approaches to Women and Development: WID,WAD,GAD
   - Women's movements: Indian and international women's movements; Women in anti-colonial struggles, women in social movements (Telangana, Tebhaga,Chipko, NBA)
   - Gender analysis tools and frameworks: Gender budgeting, Gender mainstreaming

4. **Mechanisms Addressing Issues and Best Practices**
   - Constitutional and legislative safeguards, policies and programmes
   - Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centers and Crisis intervention centers
   - Best practices to address disparity, violence and safety issues
   - Emerging role of women's organizations and social worker in the addressing of women's issues

Core Readings

1. Aggarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Delhi: Cambridge University

2. Banerjee, N; Sen, S., & Dhawan, N. (2011). *Mapping the field: Gender relations in contemporary India*. Volume 1. Kolkata: Stree

3. Bose, C. E., & Minjeong, K. (2009). *Global gender research: Transnational perspectives.* New York: Routledge

4. Gandhi, N., & Shah, N. (1993). *Issues at stake: Theory and practice in the contemporary women's movement in India.* New Delhi: Kali for women.

5. Kannabiran, K., & Menon, R. (2007). *From Mathura to Manorma: Resisting violence against women.* New Delhi: Women Unlimited.

6. Kearl, H. (2010). *Stop street harassment*. UK: Praeger.

7. Kire, E. (2007). *A terrible matriarchy.* New Delhi: Zubaan.

8. Kumar, R. (1993). *History of doing: An illustrated account of movement for women's rights and feminism in India 1800-1990*. New Delhi: Kali for Women.

9. Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. New Delhi: Kali for Women

10. Wendt, S., & Nicole, M. (2016). *Contemporary feminisms in social work practice*. New York: Routledge.

11. Wickramasinghe, M. (2014). *Feminist research methodology*. New Delhi: Zubaan

Supplementary Readings:

1. Rose, K. (1992). *Where women are leaders*. New Delhi: Sage publications

2. Butalia, U. (2002). *Speaking peace: Women's voices from Kashmir*. New Delhi: Kali for Women

3. Momsen, J. (2009). *Gender and development*. London & New York: Routledge

4. Moser, C. (1993). *Gender planning and development theory and practice*. London: Routledge.

5. Rowbotham, S. (2001). *Women resist globalization*. New Delhi: Zed Books.

6. Seth, M. (2001). *Women and development: The Indian experience*. New Delhi: Sage Publications.

7. Singla, P. (2007). *Women's participation in panchayati raj: A Northern India perspective*. New Delhi: Rawat.

8. Smart, C. (1977). *Women, rime and Criminology: A feminist critique*. London: Routledge & Kegan Paul Ltd

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 4021
Course Title	Social Work and Disaster Management
Credits	3
Marks	100

Course Description/Rationale:

Disasters, whether natural or man-made, are disruptive for the society and are ridden with huge economic and social costs. This course attempts to develop an understanding among students about disasters and disaster related concepts, about disaster preparedness and mitigation, and psychosocial impacts of disasters all from a social work perspective. It aims to orient students about the various institutional and policy frameworks that exist in India and also globally to reduce vulnerability and enhance competencies of local communities in dealing with disasters. This course is important for trainee social workers who wish to work in disaster management setting as it equips them with relevant skills and information for effective disaster management interventions.

Course Objectives:
- Develop understanding of disasters and disaster management and role of social workers in it.
- Acquire a critical perspective of the policy framework, institutional structures and programmes for disaster management in India
- Learn about the processes and techniques of working with communities in disaster preparedness and mitigation.
- Learn about the nature of psychosocial care in disaster management and scope for intervention.

Learning Outcomes:

By the end of the course, students will be able to:
- Apply social work knowledge and skills for rebuilding of communities and societies devastated by disasters.
- Organize and participate in community pre-disaster planning and management.
- Plan and develop interventions focused on vulnerable groups.
- Apply critical skills of emergency planning and management in disaster situations.
- Acquire skills in identifying and responding to wide range of emotional and psychological problems in post-disaster situations.

Course Contents

1. **Conceptual Framework: Disaster, Vulnerability and Risk**
   - Disaster related concepts and definitions: Hazard, Risk, Vulnerability, Resilience, Disaster; different forms of Natural and Manmade Disasters
   - Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; Role of social work
   - Vulnerability: Factors enhancing vulnerability to natural and man-made disasters; regional vulnerability; climate vulnerability, vulnerable groups and communities (women, children, elderly, marginalized, persons with disability).
   - Hazard, Risk and Vulnerability assessment with special emphasis on participatory tools and techniques.

2. **Disaster Governance**
   - Disaster Management Cycle and its components; paradigmatic shift in disaster management; Integration of disaster management and development planning
   - Global initiatives in disaster management: from Kobe (2005) to Sendai Framework (2015-2030); UNISDR Strategic Framework 2016-2021.
   - National Disaster Management Policy, Disaster Management Act; National Disaster Management Framework. National Guidelines and Programmes on various aspects of disaster.
   - Administrative and institutional structure for disaster management; Techno-legal framework.

3. **Community-based Interventions (Preparedness and Response)**

   - Community Based Disaster Preparedness (CBDP) and Management (CBDM): Components; preparation of CBDP plan, community-based risk management and response plans; using media and participatory geo-technology in disaster planning.
   - Disaster Risk Reduction (DRR); mitigation and preparedness in developmental planning; disaster and the built environment
   - Post Disaster Interventions: coordinating search and rescue; relief mobilization and management; evacuation and camp management
   - Public health concerns and emergency health management.
   - Restoration and rehabilitation interventions, livelihood security and social justice concerns in disaster recovery and reconstruction.

4. **Psychosocial Care of Survivors**
   - Mental health consequences of disaster: grief reactions, post-traumatic stress disorders
   - Principles and techniques of psychosocial care in post disaster situations
   - Specific psychosocial needs of vulnerable groups like children, women, older persons and persons with disability
   - Post trauma care and counseling including grief counseling with survivors, Mass catharsis Management and caring of careers
   - Social care of orphans, disabled and those facing destitution

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Core Readings:

1. Zakour, M., & Gillespie, D. F. (2013). *Community disaster vulnerability theory, research, and practice*. Springer.

2. Gillespie, D. F., & Danso, K. (2010). *Disaster concepts and issues: A guide for social work education and practice.* Council on Social Work Education.

3. Parasuraman, S., & Krishnan, U. (Eds.) (2013). *India disasters report II redefining disasters.* Oxford University Press.

4. Shaw, R. (2012). *Community-based disaster risk reduction.* Emerald Books.

5. Pal, I., & Shaw, R. (Eds.) (2017). *Disaster risk governance in India and cross cutting issues.* Springer.

6. Miller, M. (2012). *Psychosocial capacity building in response to disasters*. Columbia University Press.

7. Bankoff, G., Frerks, G., & Hilhorst, D. (Eds.) (2004). *Mapping vulnerability: Disasters, development and people.* Earthscan.

8. Dass-Brailsford, P. (2009). *Crisis and disaster counseling: Lessons learned from Hurricane Katrina and other disasters.* Sage Publishing.

9. López-Carresi, A., Fordham, M., & Wisner, B. (2013). *Disaster management: International lessons in risk reduction, response and recovery.* Routledge.

10. Kelman, I., Mercer, J., & Gaillard, J. (2017). *The Routledge handbook of disaster risk reduction including climate change adaptation*. Routledge.

Supplementary Readings:

1. Huong Ha, R., Lalitha, S., Fernando, & Mahmood, A. (Eds.) (2015). *Strategic disaster risk management in Asia*. Springer.

2. Coppola, D. P., & Maloney, E. K. (2009). *Communicating emergency preparedness: Strategies for creating a disaster resilient public*. CRC Press/Taylor & Francis Group

3. Boon, H. J., Cottrell, A., & King, K. (2018). *Disasters and social resilience: A bioecological approach*. Routledge.

4. Forino, G., Bonati, S., & Calandra, L. M. (Eds.) (2018). *Governance of risk, hazards and disasters: Trends in theory and practice.* Routledge.

5. Marsh, G., Ahmed, I., Mulligan, M., Donovan, J., & Barton S. (Eds.) (2018). *Community engagement in post-disaster recovery.* Routledge.

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW4022
Course Title	Occupational Social Work
Credits	3
Marks	100

Course Objectives:
- To understand concept of occupational social work, the world of work and changing workforce and workplaces
- To provide an insight on issues of workforce, social security, welfare measures and work related issues
- To learn social work response to workplace interventions

Learning Outcomes
By the end of the course, students will be able to:
- Apply social work knowledge in the world of work
- Appreciate needs and problems of work force, and requirements of changing workplaces
- Organize and participate in workers to teach them consequential impact of ongoing changes.
- Learn critical skills of emergency planning and management in emergency situations

Course Contents:

UNIT I: Occupational social work: Concepts and Scope
- Occupational social work-history, scope, components principles and methods
- Changing profile of work, workers and work place organisations;
- Indian workers : Needs, Issues and Problems affecting work life and organisational life
- Changes in the labour policy-Implications for the work force, Decent work, ILO initiatives and Indian realities

UNIT II: Workers in organised sector: Issues and challenges

- Contemporary issues for factory workers : employment nature and security, wages and social security,
- Industrial relations: determinants and reflectors, legislations, Industrial Employment Standing orders
- Trade unionism- historical development ,legal environment and changing scenario
- Labour welfare in a welfare state, Labour Welfare Officer: duties, issues, challenges; Welfare to Wellbeing of workers: Concept, needs and programmes

UNIT III: Working Conditions and Conditions of Work

- Physical and mechanical environment-provisions of Factories Act; Working conditions and problems at workplace
- Conditions of work: Wages, dearness allowances, perks and incentives, leave, holidays, Code on Wages
- Social security for organised sector: measures, issues and challenges

UNIT IV: Workers in Unorganised Sector

- Unorganized sector workforce-issues, and concerns , statutory and non-statutory initiatives
- Issues and concerns of Building and construction workers and agricultural workers,
- Child workers in India in different occupation, Rescue and rehabilitation; Domestic Workers;
- Women workers/employees in different occupations: needs, problems and issues, Specific issues and concerns of persons with disability and employees on contract basis.

UNIT V: Emerging Issues and Concerns for Occupational Social work

- Mental health issues art workplace; Work life balance
- Employee Assistance programmes- nature, scope, philosophy, models, services,
- Corporate social responsibility–policies, programmes and practices
- Occupational Social work : emerging issues and concerns
- Select case studies on work place interventions

Core Readings

1. Akbas, S. (1983). Industrial social work: Influencing the system at the workplace. In Dinerman, M.(Ed.) *Social Work in a Turbulent World.* Silver Spring, MD: NASW.

2. Bargal, D. (1999). *The future development of occupational social work*. New York: The Haworth Press Inc.

3. Cox, K., & Steiner, S. (2013). *Self-care in social work: A guide for practitioners, supervisors and administrators.* NASW Press, ISBN 0871014440;9780871014443

4. Kurzman, P. A., & Allbas, S. H. (1997). *Work and well-being: The occupational social work advantage.* Washington DC: NASW Press.

5. Maiden, R. P. (2001). *Global perspectives of occupational social work* (Monograph Published Simultaneously As Employee Assistance Quarterly, 1/2). Haworth Press.

6. Mor Barak, M. E., & Bargal, D. (eds.) (2000). *Social services in the workplace: Repositioning occupational social work in the new millennium*. New York: The Haworth Press Inc.

7. Pual Maiden, R. (2013). *Global perspectives of occupational social work*. New York: Routledge.

8. Straussner, S. L. A. (1990). *Occupational social work today*. New York: The Haworth Press.

9. Subrahmanya, R. K (1996). *Social aspect of structural adjustment in India*. New Delhi: Friedrich Elbert Stiffings.

Supplementary Readings:

1. Alam, M., & Mishra, S. M. (1998). Structural reform and employment issues in India: A case of industrial labour. *Indian Journal of Labour Economics, Vol. 41*, No, 2 (p271 – 292).

2. Bhagoliwal, T. N. (2002). *Economics of labour and industrial relation.* Agra: Sahitra Bhawan

3. Bhatt, S. (1993). *Democracy in trade unions*. New Delhi: Uppal Publishing House.

4. Bhatt, S. (2001). Occupational social work in India: Opportunities and challenges. *Contemporary Social Work, Vol. XVII*, October 2001

5. Cayo, S. P. (2003). The Decline of the labour movement. In J. Godwin and J. M. Jasper, *The social movement reader*. Black Well Publishing (p317-329).

6. Dutt, R., & Sundaram, K. P. (2005). *Indian economy.* New Delhi, Sultan Chand & Co.

7. ILO (1997). *World labour report 1997/1998: Industrial relations, democracy and social stability*. Geneva: ILO.

8. Malik, P. L. (2000). *Industrial law, Vol. I &II*. Lucknow: Eastern Book Company.

9. Monappa, A. (2000). *Managing human resources*. New Delhi: M C Millan.

10. Papola, T. S., & Sharma, A. N. (1999). *Gender and employment in India*. New Delhi: Vikas Publishing House

11. Saini, D. S., & Khan, S. S. (2000). *Human resource management perfective for the new era.* New Delhi: Response Books.

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12. V V Giri National Labour Institute (2004). *Globalization & women work, labour & development* (Special Issue) Vol. X No. 2 December 2004

13. World Bank (1995). *World development report (WDR). Workers in an integrating world.* Oxford University Press: New York.

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 4023
Course Title	Social Work with Persons with Disabilities
Credits	3
Marks	100

Course Description/Rationale:

In context of the fact that persons with disability have continued to live on the margins, there is significant thrust and scope for the engagement of human service professionals such as social workers in enhancing their welfare, development and empowerment..The course is aimed at providing the students with an indepth exposure to the diverse facets of disability studies and engagement with the persons with disability. It shall enable them to understand the different aspects pertaining to the lived reality of persons with disability and the issues and concerns faced by them. Apart from enhancing students' understanding of societal perceptions and attitudes towards disability, the course shall also explore the nuances related to the rights and entitlements, services and programmes available for this largely marginalised constituency. The course is intended to empower students desirous of working in the domain of disability management and rehabilitation to acquire specialised knowledge and a set of core skills and values for effective work with persons with disability.

Course Objectives:

- Gain an understanding of the theoretical and conceptual perspectives with regard to disability and Inclusion
- Acquire an insight into the issues and concerns of the persons with disability in the Indian context.
- Derive understanding about the policy, legal instruments, services and programmes for safeguarding the rights and entitlements of the persons with disability.
- Comprehend the relevance of assistive technology for the empowerment of persons with Disability.

Learning Outcomes:

At the end of the course, the students will be able to:
- Understand the concept, nature, types of disability as also approaches to disability
- Familiarise with the issues and concerns of the persons with disability and the societal perception towards them.
- Comprehend the role of social work professionals in working with the persons with disability

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- Critically analyse the policy and legal framework, as also the range of programmes for the welfare and development of the persons with disability, including the assistive technology and devices

Course Content

UNIT I : Disability: Concept, Nature, Definitions and Models
- Disability: History and Perspectives with special reference to India
- Definitions: Impairment, Handicap and Disability;Types/Categories of Disability.
- Approaches of Managing Disability: The Charity Model , the Medical Model (individual), Social Model , Rights Based Model
- Prevalence of Disability in India: History, Trends and Current situation

UNIT I : Disability Issues , Problems and Responses
- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Issues and concerns of the persons with disability: Issues of access to education, employment, health, technology; safety and accessibility; marginalisation and psycho-social challenges
- Integration and Inclusion of the persons with disability: prospects and challenges
- Responses: Special Provisions; Inclusive Education & Employment; Mainstreaming.
- Theoretical Perspectives and their Application to Disability Rehabilitation Social Work

UNIT II : Policy, Legal Framework, Services and Programmes
- United Nations Convention on Rights of Person with Disabilities
- Critical analysis of various legislations (RCI Act, RPD Act & National Trust Act)
- Existing services and programmes for Persons with Disabilities: Role of government and civil society
- Disability Counseling: Components and Approaches
- Gendered aspects of disability

UNIT III: Rehabilitation of Persons with Disability
- Rehabilitation services for the PWD (Educational, vocational, economic & social)
- Multidisciplinary framework for disability work: Roles and functions of professionals
- Community based rehabilitation: Philosophy, approaches and programmes
- Sustainable Livelihood Framework: A comprehensive tool for Inclusion

UNIT IV: Assistive Technology and Disability
- Introduction to Assistive Technology
- Cognitive assistance, including computer and electrical assistive devices
- Braille; Voice recognition Programs; Screen Readers and Synthesizers
- Audio and Daisy ;Mobility aids and appliances; Infrastructural assistance
- Devices for effective communication

Core Readings:

1. Albrecht, G. L., Seelman, K. D., & Bury, M. (2001). *Handbook of disability studies*. California: Sage Publications.

2. Banerjee, G. (2001). *Legal rights of person with disability*. New Delhi: RCI.

3. Fleischer, D. Z., & Zames, F. (2001). *The disability rights movement: from charity to confrontation.* New Jersey: Temple University Press.

4. ILO (2014). *World social protection report 2014/15: building economic recovery, inclusive development and social justice.*

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

6. Mitra, S., Posarac, A., & Vick, B. (2013). *Disability and poverty in developing countries: a multidimensional study.* World Development, 41, 1-18.

7. Puri, M., & Abraham, G. (2004). *Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries.* New Delhi: Sage Publications.

8. Rothman, J. C. (2003). *Social work practice across disability*. Boston: Allyn & Bacon.

9. World Bank (2007). *Disability in India*: *From commitments to outcomes*. Working Paper, 2007, Washington DC.

10. World Health Organization (2011). *World report on disability*. World Health Organization

Supplementary Readings

1. Barnes, C., Oliver, M., & Barton, L. (eds). (2002). *Disability studies today*. Cambridge: Polity Press in Association with Blackwell Publisher Ltd.

2. Batra, S. (ed.) (2004). *Rehabilitation of the disabled: Involvement of social work professionals*. New Delhi: RCI.

3. Hegarty, S., & Alur, M. (2002). *Education and children with special needs from segregation to inclusion*. New Delhi: Sage Publications.

4. Hinchcliffe, A. (2003). *Children with cerebral palsy: A manual for therapist, parents and community workers.* New Delhi: Vistaar Publication.

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5. Lyons, R. F., Sullivon, M. J. L., & Ritvo, P. G. (2005). *Relationships in chronic illness and disability.* California: Sage Publications Inc.

6. May, G., & Raske, M. (2005). *Ending disability discrimination: strategies for social workers.* boston: Allyn & Bacon.

7. Sen, A. (1988). *Psycho-social integration of the handicapped: A challenge to society.* New Delhi: Mittal Publishers.

8. Simpson, L. R. (2004). *Autism spectrum disorders: Interventions and treatment for children and youth.* New Delhi: Vistaar Publication.

9. Swain, J., French, S., & Thomas, C. C. (2004). *Disabling barrier, enabling environments.* New Delhi: Sage Publications.

10. Tilstone, C., Florian, L., & Beveridge, S. (eds) (1998). *Promoting inclusive practice.* London: Routledge Falmer.

11. Venkatesan, S. (2005). *Children with developmental disabilities: A training guide for parents, teachers and caregivers.* New Delhi: Sage Publications.

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 4024
Course Title	Rural Community Development
Credits	3
Marks	100

Course Description/Rationale:

This course will enable the students to understand Rural Communities using inter-disciplinary framework and develop knowledge and competency in the their work with Rural Communities drawing from Government and Civil Society experiences

Course Objectives:
- To enable students to understand about the rural realities.
- To develop sensitivity and commitment for working with rural communities.
- To provide knowledge for understanding government and voluntary efforts towards rural community development
- To equip students with specific skills and techniques of working with rural communities

Learning Outcomes:
By the end of the course, students will be able to:
- Understand rural diversity, economic, political, social and natural realities
- Develop sensitivity and understanding with regard to rural livelihoods, inequalities,
- Develop critical understanding of rural policies and programs in agriculture, livelihoods and basic services
- Develop critical understanding of community development approaches and interventions
- Acquire skills related to participatory programme planning, evaluation and community organising with rural communities

 Course Contents

UNIT I : Understanding Rural Communities
- Rural communities: Socio-economic and natural diversity, Complexity and contemporary concerns
- Dynamics of the rural society: Caste, class, Tribe and gender relations; power, conflict and control
- Agrarian relations, structural inequality and land access
- Migration: nature, types (political, economic and ecological) and implications

UNIT II : Rural Livelihoods, Poverty and Contemporary Concerns
- Rural Employment: Trends and Types-Farm, Non Farm; Wage and Self-Employment Programs
- Rural Poverty and Indebtedness: Causes, Dimensions and Measurement issues, Poverty Alleviation Programs
- Rural Livelihoods: Diversity, Trends, Programs; Livelihood Analysis, Strategies and Challenges
- Entitlements of Rural Poor: Commons, Land, Food, Energy Justice and Security
- *Basic Services and Communication: Status, Challenges and Success Stories*

UNIT III : Rural Community Development: Approaches and Interventions
- Rural Community Development: Social justice, Ecological and Indigenous Perspectives
- Approaches: Dialogic and Developmental approach to Community Development- Concept, Principles and Transformational Skills
- Governance and Administration in Rural India with special focus on *Panchayati Raj Institutions: Devolution of Power, Capacity Building, Challenges and Successes*
- Micro Planning, Participatory Program Planning and Evaluation (skills)
- Communication for Change, Social Advocacy and Social Audit (skills)

UNIT IV : Rural Development Policies and Programmes
- Rural Development in SDG and Macro-Economic Policy Contexts
- *Rural Policies and Programmes, Objectives, Implementation and Evaluation with regard to Agriculture (National Mission on Sustainable Agriculture), Forests (FRA)*
- Land Reforms and Land acquisition (LAAR Act): Overview and Contemporary Concerns
- *Cooperatives, Micro Credit and Micro Enterprise Development*

Note: The topics listed in *italics* are to be part of the self-study**.**

Core Readings:

1. Harriss, J. (2017). *Rural development: Theories of peasant economy and agrarian change*. Jaipur: Rawat.

2. Brahmanandam, T. (ed.) (2018). *Dalit issues: Caste and class interface*. Jaipur: Rawat

3. Sisodia, Y.S., & Dalapati, T. K. (Eds.) (2015). *Development and discontent in tribal India*. Jaipur: Rawat.

4 Maddick, H. (2018). *Panchayati raj: A study of rural local Government in India*. Jaipur: Rawat.

5. Jana, A. K. (Ed.) (2015). *Decentralizing rural governance and development: Perspectives, ideas and experiences*. Jaipur: Rawat.

6.   IDFC Rural Development Network (2013). *India rural development report*. Hyderabad: Orient Blackswan.

7.   Vaidyanathan, A. (2010). *Agricultural growth in India: Role of technology, incentives and institutions.* New Delhi: Oxford University Press

8.   Agarwal, B. (2010). *Women's presence within and beyond community forestry.* New Delhi: Oxford University Press.

9.   Jim Ife (2013). *Community development in an uncertain world: Vision, analysis and practice.* Cambridge, UK: Cambridge University Press.

10.   Westoby, P., & Dowling, G. (2013). *Theory and practice of dialogical community development international perspectives*. Routledege.

11.   Joshi, V., & Upadhyaya, C. (eds) (2017). *Tribal situation in India: Issues and development* (Second Revised Edition). Jaipur: Rawat.

12.   Fernandez, B. (2016). *Land, labour and livelihoods: Indian women's perspectives*. Cham, Switzerland: Palgrave Macmillan

Supplementary Readings

1.   Desai, V. (2012). *Rural development in India*. Himalaya Publishing House, Mumbai.

2.   Deshingkar, P., & Farrington, J. (2009). *Circular migration and multilocational livelihood strategies in rural India*. New Delhi: Oxford University Press.

3.   Deshpande, R. S., & Arora, S. (2010). *Agrarian crisis and farmer suicides.* New Delhi: Sage Publications.

4.   Padel, F., & Das, S. (2010). *Out of this earth: East India Adivasis and the aluminium cartel*. Orient Blackswan.

5.   Raman, V. (2010). *The warp and the weft: Community and gender identity among Banaras weavers.* New Delhi: Routledge.

Web links
     i. Ministry of Agriculture and Farmers Welfare ,Department of agriculture and farmers welfare,agricoop.nic.in

     ii. Ministry of Rural Development
- http://agriculture.gov.in/
- https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest

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- National Mission for Sustainable Agriculture https://nmsa.dac.gov.in
- National Rural Livelihoods Mission aajeevika.gov.in/
- National Rainfed Authority of India   nraa.gov.in/
- Forest Rights Act   fra.org.in/ and www.cfrla.org.in/
- vikaspedia.in

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW4041
Course Title	Child Rights and Action
Credits	2
Marks	100

Course Description/Rationale:

This course is concerned with contemporary issues of child rights and related legislations of India. Students will become familiar with legislations pertaining to children, implementation mechanisms and skill base to deal with the issues confronting the children.

Course Objectives:

- To derive a conceptual understanding of child protection and child rights, and to gain an insight about the profile of children in India and the main needs and issues faced by them.
- To gain a critical understanding about the policies and legislative framework pertaining to care and protection of children.
- To acquire an understanding about the child welfare and development programmes for children in the Indian context.
- To gain a familiarity with some best practices for the protection and promotion of child rights in India.

Learning Outcomes:

By the end of the course, students will be able to:
- Understand the concept of child, child protection, as also the needs, situations and problems faced by children.
- Gain knowledge about the Constitutional and legal safeguards with regard to child rights
- Critically understand the polices, programmes and services related to children, as also the national and international mechanisms to deal with issues of child protection
- Develop sensitivity and skills for working with children through an exemplification of best practices and the role of stakeholders.

Course Contents

UNIT I: Children and Their Needs
- Understanding Child and childhood; family and socialisation; Demographic Profile, Needs and Problems of children in India.; specific needs of specific groups

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- Problems of children : Child labour, Child sexual abuse and exploitation, Children in difficult situations, Child beggary, and other forms of child exploitations
- Convention of Child Rights, Rights of the Children: Indian and International Perspectives
- Policies related to children: Historical overview and contemporary concerns

UNIT II: Legal and Administrative Framework for Care and Protection of Children
- Constitutional and legislative provisions: An Overview, National policy on children
- Legal provisions related to Children: The Protection of Children from Sexual Offences Act (POCSO Act) 2012, Juvenile Justice (Care and Protection) Act, 2006
- Child Welfare Administration: Institutions and Mechanisms for Child Protection & Action
- NCPCR and its State counterparts; UNICEF and other agencies

UNIT III: Child Rights Practice: Strategies, stake holders and mechanisms
- Role of State, civil society and NGOs, media and social work professionals in child rights and protection
- Government and Non-government organisations/Institutions for Betterment of children, Movements for ensuring Child Rights, Designing Child Rights Campaigns,
- Best practices: Bal Panchayat, Child Parliament, Child Friendly Villages and Children's cooperatives

Core Readings

1. Spray, C., & Jowett, B. (2012). *Social work practice with children & families*. New Delhi: Sage Publication.

2. Smith, D. (2013). *Person-centered therapy with children & young people*. New Delhi: Sage Publication.

3. Gathia, J. A., & Gathia, S. V. (2015). *Children's rights & well being in India, law. policy & practice*. New Delhi, Concept Publishing Company Pvt Ltd.

4. Pandey, R. A. (2016). *Sexual abuse of girl children: Some hidden facts*. Jaipur & New Delhi: Rawat Publication.

5. Singh, D. (2008). *Child rights and social wrongs; an analysis of contemporary realities,* Vol-I, II &III. New Delhi: Kanishka Publishers and Distributors.

6. UNICEF (2017). *Preventing and responding to violence against children and adolescents - Theory of change*. UNICEF Child Protection Section Programme Division, United Nations Plaza, New York.

Supplementary Readings

1. AGHS Legal Aid Cell on Child Rights (2008). *Handbook on child labour*. Lahore: Multimedia

2.   Bachpan Bachao Andolan (2009). Offside: *Child labour in football stitching*. New Delhi.

3.   Bajpai, A. (2003). *Child rights in India- law policy and practice*. Delhi: Oxford University Press.

Bare acts
1. CRC (Convention on the Rights of the Child), adopted by the General Assembly of the United Nations on 20 November 1989.
2. Government of India (2009), Initiatives towards Elimination of Child Labour - Action Plan and Present Strategy, http:// child labourinfo.bldspot.com. *Government oflndia, Census, 1991.
3. Government of India, The Child Labour (Prohibition and Regulation) Act, 1986.

Web Links
- http//www .dwd.state, wi. us/er/labour~tandards _bureau I child labour_ Child Labour in India (2008), http:// www.corecentre. co.in/gnestlarticles/article 170 cto8-4 asp.
- https://www.unicef.org/protection/57929_58022.html.
- http://www.ilo.org/ipec/lang_ en/index.htm.
- Department for International Development, United Kingdom (DFID UK),
- HelpAge International,
- Hope & Homes for Children, Institute of Development Studies,
- International Labour Organization,
- Overseas Development Institute,
- Save the Children UK,
- United Nations Children's Fund (UNICEF),
- United Nations Development Programme (UNDP) and the World Ba

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Name of the Programme	M.A. Social Work
Semester	IV
Course Code	SW 4042
Course Title	Social Work Practice with PLHIV
Credits	3
Marks	100

Course Description/Rationale

This course intends for developing students' understanding on HIV/AIDS especially counselling and management of HIV/AIDS people and programmers. The Course provides an on-going process of learning and acquiring wisdom for working with people infected with, or affected by or living with AIDS. The skills in comprehensive HIV and AIDS Counselling encompasses all aspects of HIV and AIDS, from diagnosis to death, and is therefore seminal to the sound emotional, psychological and spiritual support of people with HIV. The course provides understanding of the social dimension of HIV/AIDS and learns to deal with its consequences in the best interest of People Living with HIV/AIDS (PLHA)**.**

Course Objectives:
- Understand HIV/AIDS pandemic as a health and development issue
- Understand the social dimension of HIV/AIDS and learn to deal with its consequences in the best interest of People Living with HIV/AIDS (PLHA)
- Learn different prevention strategies for general population as well as people at higher risk of HIV infection
- Learn social work profession's response to HIV/AIDS and PLHA

Learning Outcomes

After reading this course, a student will be able to

- understand HIV/AIDS pandemic as a health and development issue
- learn the social dimension of HIV/AIDS
- deal with programmes and people Living with HIV/AIDS (PLHA)
- get acquainted with different prevention strategies of prevention, treatment and rehabilitation of PLHIV

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Course Contents:

UNIT I: Social Dimension of HIV/AIDS
- The pandemic of HIV/AIDS: extent of the problem, routes of transmission, nature and progression of the disease
- Changing demographics of age, class, gender and ethnicity of HIV/AIDS pandemic
- HIV/AIDS as a development issue: MDG to SDG plan of action for control of HIV/AIDS
- Stigma, prejudice and discrimination faced by PLHA and their family members

UNIT II: Prevention Strategies, Care and Support for PLHA
- Prevention strategies and programmes for the general population, in occupational and rape-related exposure and parent to child transmission
- Behaviour change communication for safer sex practices among special populations
- Targeted Interventions among high-risk groups like people in same sex relationships, injecting drug users, haemophiliacs, sex workers, truck drivers, transgendered people etc.
- Current and experimental treatments/protocols (ART/HAART) and adjunctive therapies, control and treatment of opportunistic infections, issues impacting treatment options
- Community based HIV/AIDS Care and Support for PLHA

UNIT III: HIV/AIDS and Policy Issues
- Greater Involvement of people with AIDS (GIPA) and PLHA Networks: NGO response and network of positive people. GIPA Models
- Components of comprehensive care: psychosocial support, nutritional and healthcare support, palliative care, care and support of orphans
- Politics of AIDS: historical account of government, agency and community responses, Human rights and legal issues in HIV/AIDS
- NACO and State AIDS Control Societies, NGO Interventions,National AIDS prevention and control policy

UNIT IV: HIV/AIDS and Social Work Interventions
- Skills and techniques of pre and post test counselling
- Crisis intervention and grief counselling of the survivors especially spouse and children
- Working with families of the affected persons (spouses, children, parents etc.)
- Advocacy, community mobilization, lobby efforts and networking with AIDS Service Organizations (ASO)
- Social Work Manifesto on HIV/AIDS (IFSW): a Case Study
- Ethics in social work practice with PLHA

Core Readings:

1.   Temoshok, L. (1990). *Psychosocial perspectives on AIDS: Etiology, prevention, and treatment*. New Jersey: L. Erlbaum.

2.   Leukefeld, C. G., & Fimbres, M. (eds.). (1989). *Responding to AIDS: Psychosocial initiatives*. Silver Spring, MD: National Association of Social Workers

3.   UNAIDS/WHO (2000). *Protocol for the identification of discrimination against people living with HIV.* Best Practice Collection. Geneva: UNAIDS.

4.   UNAIDS/WHO (2000). *Innovative approaches to HIV prevention: Selected case studies.* Best Practice Collection. Geneva: UNAIDS.

5.   United Nations (1998). *HIV/AIDS and human rights - international guidelines.* Geneva: United Nations.

6.   Bury, J., Morrison, V., & McLachlan, S. (1992). *Working with women and AIDS: Medical, social and counselling issues.* New York: Tavistock Routledge.

7.   Douglas, A., & Philpot, T. (1998). *Caring and coping: A guide to social services.* London: Routledge.

8.   Aronstein, D. M., & Thompson, B. J. (1998). *HIV and social work: A practitioner's guide.* Binghamton, NY: Harrington Press.

9.   Hoffman, M. A. (1996). *Counseling clients with HIV disease.* New York: Guilford Press.

10.   Boyd-Franklin, N., Steiner, G. L., & Boland, M. G. (1995). *Children, families and HIV/AIDS: Psychosocial and therapeutic Issues.* New York: Guilford press.

11   STRC, Delhi   (2012).*Gender mainstreaming in HIV/AIDS,* STRC, Delhi: Department of Social work, Delhi University

12   Dickson, D. T. (2017). *HIV, AIDS, and the law: Legal issues for social work practice and policy.* Taylor & Francis,

13   Rowan, D. (2013). *Social work with HIV and AIDS: A case-based guide.* Lyceum Books

Supplementary Readings

1.   Thomas, G. (1997). *AIDS, social work and law.* New Delhi: Rawat Publications.

2.   Jayasurya, D. C. (Ed.) (1995). *HIV-Law, ethics and human rights.* New Delhi: UNDP.

3.   Kalichman, S. C. (1998). *Preventing AIDS: A sourcebook for behavioral interventions.* New Jersey: Lawrence Erlbaum Associates.

4.   Sills, Y. G. (1994). *The AIDS pandemic: Social perspectives.* Connecticut: Greenwood Press.

5.   Reamer. F. G. (1991). *AIDS & ethics.* New York: Columbia University Press.

6. Greene, K., Derlega, V. J., Yep, G. A., & Petronio, S. (2003). *Privacy and disclosure of HIV in interpersonal relationships: A sourcebook for researchers and practitioners*. New Jersey: Lawrence Erlbaum Associates.

7. Manian, S. (2017). *HIV/AIDS in India: Voices from the margins*. Routledge Research in Asia Series

8. Shelby, R. D., Smith, J. D., & Ronald J. (2003). *Practice issues in HIV/AIDS services: Empowerment-based models and program*. Haworth Press

9. Van Vugt, J. P. (1994). *AIDS prevention and services: Community based research.* Connecticut: Bergin & Garvey.

10. Overall, C., & Zion, W. P. (1991). *Perspectives on AIDS: Ethical and social issues*. New York: Oxford University Press.

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