POSTGRADUATE COURSE SYLLABUS

M.A. Social Work

(UNDER CBCS)

(Batch 2018 onwards)

Master in Social Work: Programme Outcome

The curriculum of Masters Programme in Social Work (MSW) is designed to train and prepare human resources with scientific knowledge and professional acumen. It is designed to inculcate humane concern and democratic values. It equips the incumbents to take up position in the field of social welfare and development in the country. By developing manpower for Social Work academic programme strives for creation of just and equal society which ensures freedom from all forms of oppression and exploitation.

The main aim of social work curriculum is to educate students in order to develop qualified and trained social work professionals for development, administration, education, training and research. The teaching and training is provided through class room teaching and intensive social work practicum training through community field work, agency based field work, seminars and discussions, study tour, summer placement, urban camp and block placements.

The learning Objectives of the programme are as follows:

- To prepare students for competent and effective professional social work practice with diverse range of individuals, groups and communities by using a holistic knowledge base that serves as the foundation for the generalist social work practice
- To impart education and training in professional social work in order to provide manpower in social welfare, development and allied fields.
- To help students develop knowledge, skills, attitudes and values appropriate to the practices of social work profession.
- To enable students develop critical thinking and ability to apply theoretical knowledge in practice of social work.
- To facilitate interdisciplinary approach for better understanding of social problems and issues of development.

| **SEMESTER 1 (Batch 2018)** |
S.No	Course Code	Course Name	Paper Category	Course Teacher
1.	SW18101CR	History and Philosophy of Social Work	Core (4 Credits)	Dr. Sarafraz Ahmad
2.	SW18102CR	Society and Social Work	Core (4 Credits)	Mr. Javaid Rashid
3.	SW18103CR	Human Development and Social Psychology.	Core (4 Credits)	Dr. Saima Farhad
4.	SW18004CR	Social Problems	Core (2 Credits)	Mr. Javaid Rashid
5.	SW18105DCE	Social Work Skill Lab	Discipline Centric (3 Credits)	All
6.	SW18106DCE	Field work Practicum	Discipline Centric (5 Credits)	All
7.	SW18001GE	Fundamentals of Social Work	Generic Elective (2 Credits)	Dr. Shazia Manzoor
8.	SW18001OE	Environment and Social Work	Open Elective (2 Credits each)	Dr. Sarafraz Ahmad
**SEMESTER 2 (Batch 2018)**
S.No	Course Code	Course Name	Paper Category	Course Teacher
1.	SW18201CR	Social Work with Individuals	Core (4 Credits)	Dr. Shazia Manzoor
2.	SW18202CR	Social Work Research	Core (4 Credits)	Dr. Aadil Bashir
3.	SW18203CR	Community Work	Core (4 Credits)	Dr. Sarafraz Ahmad
4.	SW18204CR	Rural Development	Core (2 Credits)	Dr Sarafraz Ahmad
5.	SW18205DCE	Counseling: Theory and Practice	Discipline Centric (3 Credits)	Dr. Saima Farhad
6.	SW18206DCE	Social Movements	Discipline Centric (3 Credits)	Mr. Javaid Rashid
7.	SW18207DCE	Field Work Practicum	Discipline Centric (5 Credits)	All
8.	SW18002OE	Women in Everyday Life	Generic Elective (2 Credit)	Dr. Saima Farhad

SEMESTER 3 (Batch 2018)				
S.No	Course Code	Course Name	Paper Category/Credits	Course Teacher
1.	SW18301CR	Social Policy and Planning	Core (4 Credits)	Dr. Wakar Amin
2.	SW18302CR	Social Welfare Management	Core (4 Credits)	Dr. Adil Bashir
3.	SW18303CR	Social Group Work	Core (4 Credits)	Dr. Shazia Manzoor
4.	SW18304CR	Perspectives in Development	Core (2 Credits)	Mr. Javaid Rashid
5.	SW18305DCE	HRM and Labour Welfare	Discipline Centric (3 Credits)	Dr. Sarafraz Ahmad
6.	SW18306DCE	Family and Women Welfare	Discipline Centric (3 Credits)	Dr. Saima Farhad
7.	SW18307DCE	Field Work Practicum	Discipline Centric (5 Credits)	All
8.	SW18002GE	Children: Rights and Protection	Generic Elective (2 Credits)	Dr. Aadil Bashir
SEMESTER 4 (Batch 2018)				
S.No	Course Code	Course Name	Paper Category	Course Teacher
1.	SW18401CR	Social Justice and Human Rights	Core (4 Credits)	Dr. Wakar Amin
2.	SW18402CR	Health and Social Work	Core (4 Credits)	Dr. Saima Farhad
3.	SW18403CR	Child Protection: Approaches and Practice	Core (4 Credits)	Mr. Javaid Rashid
4.	SW18404CR	Social Work and Correctional Services	Core (2 Credits)	Dr. Shazia Manzoor
5.	SW18405DCE	Understanding State and Political Economy	Discipline Centric (3 Credits)	Dr. Wakar Amin
6.	SW18406DCE	Mental Health and Psychiatric Social Work	Discipline Centric (3 Credits)	Dr Adil Bashir
7.	SW18407DCE	Field work Practicum	Discipline Centric (5 Credits)	All
8.	SW18003GE	Politics of Aid	Generic Elective (2 Credits each	Mr. Javaid Rashid
9.	SW18003OE	Minorities and State	Open Elective (2 Credits each)	Dr. Wakar Amin

Course Name: **History & Philosophy of Social Work**
Code: SW18101CR
Total Credits=04   Teaching Hours: 60

- Familiarize leaner to the core values and philosophy of Social Work profession.

- Enable the learner understands and differentiate social work and other related terms.

Learning Outcomes:

- Make learner acquainted about the related theories and approaches to Social Work.

Units I: Social Work and Related Concepts
- Social Welfare, Social Services, Social Justice, Human Rights and Voluntary Action,
- Concept of Social Work.
- Social Work and its Relation to other Disciplines.
- Social Work: Nature, Goals and Methods.

Unit II: Theories and Approaches of Social Work
- Approach in Social Work: Systems, Radical, Existential
- Feminist
- Critical Theory
- Evidence Based Practice.

Unit III Historical Development of Social Work
- Socio-political Developments and the emergence of Professional Social Work in the west.
- Major Social Reform movements in the 19th century in India: Muslim, Hindu and Dalit Movement.
- Gandhian Social Work: The Historical Perspective, Methods and Techniques.

Unit-IV: Social Work as a Profession
- Ethics and Values in Social Work,
- Basic assumptions and principles of Social Work
- Basic Requirements of a Profession: Code of ethics.
- Competencies and Skills in Social Work

Suggested readings

- Bailey, R. and Brake, M., 1975: Radical Social Work, London: Edward Arnold.
- Banks, S.1995: Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
- Battomore, T.B.,1962: Sociology – A Guide to Problems and Literature, New
- Congress, E.P. 1998: Social Work Values and Ethics, Chicago: Nelson-Hall Publishers.
  Delhi: S. Chand & Company Ltd.,
- Desai, M. Diwakar, V.D. (ed.), 1991: Social Reform Movements in India: A Historical
- Dominelli, L. 2004 Social Work: Theory and Practice for a Changing Profession. Cambridge: Polity Press.
- Fink, A.E.: The Fields of Social Work, New York: Henry Hoet & Co.
- Friedlander, W.A. 1964: Introduction to Social Welfare, New Delhi: Prentice Hall of India.
- Nair, T.K. (ed.),1981: Social Work Education and Social Work Practice in India, Madras: ASSWI
- Parsons, R.J., Jorgensen, J.D. & Hernandez, S.H. 1994: The Integration of Social Work Practice. California: Brooke/Cole.
- Payne, M. 2005: Modern Social Work Theory. New York: Palgrave/ MacMillan.
  Perspective, Bombay: Popular Prakashan.
- Woodrofe, K. 1962: from Charity to Social Work. London: Routledge and Kegan Paul.

Course Name: **Society and Social Work**
Code: SW18102CR
Total Credits=04   Teaching Hours: 60

Learning Outcomes:
- Orient students towards understanding a range of concepts and social phenomenon through prevalent sociological theories.
- Help students develop skills to analyse and understand Indian society.

Unit-I: Basic Concepts
- Sociology as a Discipline;
- Society, Community, Associations, Institutions, Mores and Folkways;
- Human and Society: Individuality, Cooperation and Conflict.

UNIT-II: Social Structure-I
- Composition of Society: Nationality, Class & Caste, Rural & Urban;
- Family: Functions, Significance and Present Challenges;
- The Great Associations: Political, Economic and Cultural.

UNIT-III: Social Structure-II
- Culture & Civilization;
- Religion, Morals, Custom and Fashion;
- Social Codes, Moral Liberty and Social Problems.

UNIT IV: Social Change

- Social Change: Concept, Conditions of social change;
- Patterns and Applications of Social Change;
- Factors of Social Change: Biological, Technological and Cultural.

Recommended Readings:
1. Maclver, R.M. and C.H. Page: Society: Ali Introductory Analysis, Madras: Mac Millan India, Ltd.
2. Ritzer, GeorGe. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill
3. Day, P.R. Sociology in Social Work Practice, London: MacMillan
4. Srinivas, M.N.: Social Change in Modern India,' Bombay : Allied Publishers

Suggested Readings:
1. Alexander, Jeffrey C. 1987. Twenty lectures: Sociological theory since world war New York: Columbia University Press.
2. Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat.
3. Sturrock, John (ad.), 1979. Structuralism and since: From Levi Strauss to Derida. Oxford Oxford University Press.
4. Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat.
5. Zeitlin, Irving M. 1998 (Indian edition). Rethinking sociology., A critique of contemporary theory. Jaipur and New Delhi: Rawat.
6. Bottomore, T.B. - Sociology: A guide to Problems and Literature, London : George Allen and Unwin
7. Dube, S.C. Indian Village, London. Routledge and Kegan Paul.
8. Furer-Haimedarf, C.V. Tribes of India: The struggle of Survival, Delhi: Oxford University
9. Kapadia, K.M.: Marriage and Family ill India, Bombay, OUP.

Course Name: **Human Development and Social Psychology**
Code: SW18103CR
Total Credits=04   Teaching Hours: 60
- Help learner to understand the nature and development of human behaviour in socio-cultural context.
- Develop in learner a critical perspective of the theories of human behaviour and personality.
Learning Outcomes: • Learner should be able to apply concepts and theories of psychology in social work practice.

Unit I: Environment and Behaviour
- Introduction to Psychology and its Relevance in Social Work Practice
- Determinants of Human Behaviour: Heredity and Environment.
- Life span of Human Development: Infancy, Childhood, Adolescence and Adulthood.

Unit II: Theories of Development
- Psychosexual Theory: Freud
- Psychosocial Theory: Erickson
- Learning Theory: Behaviourism & Social learning

Unit III: Personality Theories
- Psychoanalytic Perspective: Freud
- Cognitive Perspective: Piaget
- Humanistic Perspective: Maslow
- Factors influencing Personality Development

Unit IV: Social Psychology
- Perception
- Communication
- Marginalisation & Dignity

Suggested Readings:

- Anastasi, A., 1987: Psychological testing, New York: McMillan.
- Davidoff, L. L., 1976: Introduction to psychology, New York: McGraw Hill Inc.
- Hurlock E.B., 1995: Developmental Psychology, New Delhi: TataMcGraw Hill.
- Kuppusamy, B., 1980: An Introduction to Social Psychology, Bombay: Media Promoters and Pub.
- Morgan, C. T. & King, R.A., 1975: Introduction to psychology, New York:. McGraw Hill.
- Munn Norman, L., 1967: Introduction to Psychology, New Delhi: Oxford and IBH.
- Page, J.D., 1967: Abnormal Psychology, New York: John Wiley & Sons.
- Newman P.R.& Newman B.M., 1981:Living: The Process Of Adjustment, Illinois: The Dorsey Process

Course Name: **Social Problems**
Code: SW18004CR
Total Credits=02   Teaching Hours: 30
Learning Outcomes: • Understanding about various major social problems that affect our everyday life.

Unit I: Understanding Social Problems
- Social Problems: Concept and Types
- Causes and Consequences
- Impact: Economic, Social and Psychological.

Unit II: Major Social Problems
- Poverty & Inequality; Gender Discrimination
- Unemployment; Youth Unrest; Violence
- Major Social Problems in J&K.

Suggested Readings:
1. Bottomore, T.B. - Sociology: A guide to Problems and Literature, London : George Allen and Unwin.
2. Yunus, M and Weber, K. 2017 A World of Three Zeroes: The New Economics of Zero Poverty, Zero Unemployment, and Zero Carbon Emissions, Scribe Publications.
3. Parsad, B.K., 2004 Social Problems in India, Anmol Publications, New Delhi.
4. Madan, G.R. 1994. Indian Social Problems, VOl. I and Vol.II Allied Pub. Pvt. Ltc., New Delhi.

Course Name: **Social Work Skill Lab**
Code: SW18105DCE
Total Credits=03   Hours: 45
Learning Outcomes:
- Emphasizes the acquisition and development of practice skills in communication and problem solving for all levels of social work practice.

Purpose:

      The social work practice skill lab is required of all students as part of the foundation semester. This course focuses on the development of skill sets necessary for generalist social work practice across the broad range of practice arenas and client systems including, but not limited to: individuals, families, groups, organizations, communities, community groups, legislative groups, and boards.

Course Structure:

      This is a participatory laboratory during which numerous exercises will take place. Students are expected to be present and to fully participate in the laboratory, including self assessment in each session. This includes completion of all assigned exercises and readings. Attendance, skills practice and demonstration in class constitute critical participation necessary for success in this class.

Course Contents:

Unit- I: Introduction:
- Introduction, Expectations and Orientation;
- Concept & Making of Self; Challenging Self and Managing Emotions;
- Explore Self-Awareness, Professionalism and Critical Thinking in SWP.

Unit-II: Basic Interpersonal Skills:
- Recording Skills, Listening Skills, Verbal and Non Verbal Skills, Interviewing Skills
- Relationship Building through Media (Skits, Art, Music, Folk, Group Games)
- Theatre, Story Telling and Role Playing Skills, Simulation Activities.

Unit-III: Fieldwork Based Skills:

- Participatory Skills, Tools for Participatory Assessment :Social and Resource Mapping, Wealth Ranking, Problem Tree Analysis, Matrix Ranking, Social Audit;
- Writing Skills, Reporting; Writing Project or Grant Proposal;
- Computer Skills: MS Office (MS Word, MS PPT, MS Excel);

Note: Suggested readings shall be provided by the concerned teacher.

Course Name:	Fieldwork Practicum
Code:	SW18106DCE
Total Credits=05	Hours: 75

Learning Outcomes:	• Hands-on Training about real life issues pertaining to individuals, groups and communities in a given society. • Develop skills in engaging with target population/community. • Learn participative & experimental research and problem solving.

Field Work Components:

☐ Observational Visits – The first year students during the first semester go for observational visits to various settings: Medical and Psychiatric, Rural Community Setting, Slums Visits, Industrial Setting, Correctional setting and Tribal Setting.

☐ Street Theatre Training

☐ Rural Camp

☐ Seminar on Current Issues – Organized in Groups.

The students spend one day in a week and are expected to spend a minimum of 5-6 hours per week in the field.

Every week students have IC's & GC's with their respective supervisors. At the end of the semester viva-voce and presentations are conducted. Viva-voce is conducted by an external examiner.

Note: Suggested readings shall be provided by the concerned teacher

Course Name: **Fundamentals of Social Work**

Code: SW18001GE

Total Credits=02   Teaching Hours: 30

Learning Outcomes:

- Understand the basic concepts of social work profession.
- Gain an understanding about contemporary ideologies of social work

Unit I: Origin of Social Work

- Western history of Social Work profession: Organized and Scientific charity.
- History of social work in India: Religious roots of Charity and Philanthropic approach towards person in need, Social reform movements
- Conceptual Framework of Social Work
- Social Work and its relation with other disciplines : Sociology, Psychology, Economics etc

Unit II: Social Work as a Profession

- Principles of Social Work Profession and their Applications.
- Skills in Social Work Practice.
- Qualities and Competencies of Social Worker
- Social Work Settings(Correction, Hospital, Community)

Suggested Readings:

1. Batra, N., 2004: Dynamics of Social Work in India. Jaipur: Raj Publishing House.
2. Bhattacharya, S., Undated: Integrated Approach to Social Work in India. Jaipur: Raj Publishing House
3. Bradford, W., Sheafor, C., Horejsi,R,.& Gloria A.,1997: Techniques and Guidelines for Social Work. London : Allyn and Bacon.
4. Dasgupta, S.,1964:. Towards a Philosophy of Social Work in India. New Delhi: Popular Book Services.
5. Dubois, B. & Krogsrud, K, M., 1999: Social Work: An Empowering Profession. London: Allyn and Bacon.
6. Feibleman, J.K.,1986: Understanding Philosophy - A Popular History of Ideas. New York: Souvenir Press
7. Friedlander, Walter, A.,1977: Concepts and Methods of Social Work. New Delhi: Prentice Hall of India Pvt. Ltd.

Course Name:	**Environment and Social Work**
Code:	SW18001OE
Total Credits=02	Teaching Hours: 30

Learning Outcomes:

- Student is aware of the different dimensions related to ecology, environment and society.

- Student learned various developmental processes and their impact on environment.

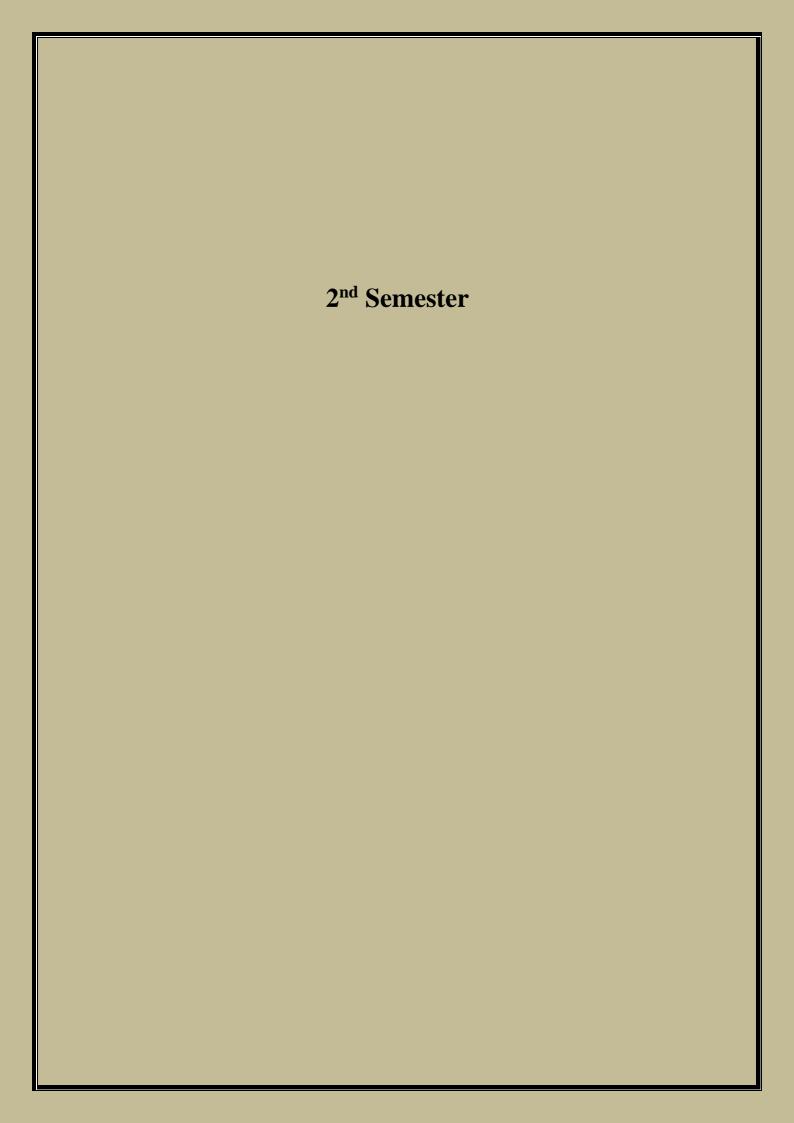- Student is aware of the various issues of environment and the societal responsibility

Unit I: Ecology, Environment and Society
- The Concepts and Perspectives: Ecology, Environment and Society- their linkages; History of Man, Environment- Environment and Society; Changing patterns- from survival needs to emerging consumerism,
- Development Processes and Environment: Technology, Industrialization, Urbanization and Globalization- their impact on Environment.

Unit II: Environmental issues and response from Society
- Displacement, Relocation and Rehabilitation; Deforestation and Ecological Imbalance.
- Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing.
- Environment Consciousness- NGOs, Ecological Movements and Role of Social Workers.

Suggested Readings:
- Arnold, David and Ramchandra Guha (eds.), Nature, Culture, Imperialism; Essays on the Environmental History of South Asia, Delhi, OUP, 1999
- Centre or Science and Environment, The State of India's Environment: the Citizens Reports Vol. I-IV, New Delhi.
- Chopra Ravi, natural Bounty-Artificial scarcity, Peoples Science Institute (PSI), Dehradun.
- Dansereau, Pierre, the Human Predicament. The Dimensions of Environmental quality in Human Ecology in the Common Wealth Proceedings of the First Common Wealth Conference on Development and Human Ecology, Malta 18-24, London, Charles Knight and Co. Ltd.
- Gadgil, Madhav and Ramchandra Guha, This fissured Land: An ecological History of India, Delhi, OUP, 1994.
- Gadgil, Madhav and Ramchandra Guha, Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi, 1995.
- Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.
- Guha Ramchandra, The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP, 1991.
- Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD). 13. Kothari, Ashish, Meera, People and Protected Areas;

2nd Semester

2nd Semester

Course Name: **Social work with Individuals**

Code: SW18201CR

Total Credits=04   Teaching Hours: 60

- *Understanding Casework method and its contribution to Social work practice*
- *Develop capacity to understand and accept the uniqueness of individual*
- *Understand the values and principles of working with individuals and families*

Learning Outcomes:
- *Understanding of the basic concepts, tools and techniques in working with individuals and families.*

UNIT I: Social Casework an Introduction
- Meaning concept and objectives of case work.
- Historical evolution of case work.
- Philosophical assumptions underlying case work.
- Components in case work: person, problem, place and practice process.

UNIT II: Dynamics in Case Work / Case Work Process
- Principles of social case work: contribution of Friedlander and Biestic
- Process in case work - Intake, study
- Assessment, Intervention
- Termination and Evaluation

UNIT III: Techniques and Skills in Social Case Work
- Case work relationship & Rapport building
- Basic communication and helping skills. Case Management
- Interviewing & Recording
- Homevisits….

UNIT IV: Approach to Social Case Work
- Psychoanalytic theory
- Psychosocial/diagnostic school
- Functional theory
- Crisis intervention

Suggested Readings:

- Holis, F. & Woods, M, E.,1981: *Casework : A Psychosocial Therapy*, New York: Fandom House .
- Perlman, H, H., 1964: *Social Case Work: A Problem Solving Process*. London: University of Chicago Press.
- Richmond, M.,1970: *Social Diagnosis*. New York: Free Press
- Sheafor, B., Horejsi, C.,& Gloria,H.,1997: *Techniques and Guidelines for Social Work Practice*. London: Allyn and Bacon
- Timms, N., 1966: .*Social Case Work*, London: Routledge & Kegan Paul.
- Bubois & Miley., 1999: *Social Work - An Empowering Profession*, London: Allyn and Bacon
- Friedlander, W, A., 1978: *Concepts & Methods of Social Work*, New Delhi: Prentice Hall.

Course Name: **Social Work Research**

Code: SW18202CR

Total Credits=04   Teaching Hours: 60

- *Develop an understanding of scientific approach to human enquiry*
- *Assess the effectiveness of Social work intervention*

Learning Outcomes: • *Develop an ability to conceptualize, formulate and conduct simple Research projects*

Unit I Foundations of Research
- Philosophy of Social sciences
- Positivism and its Critique
- Logic of Inquiry in Social Research
- Ethics of Research

Unit II Basics of Research:
- Social Work Research, types and steps
- Variables & Causation, Deduction & Induction
- Levels of Measurement, reliability & validity
- Problem Definition, Research Question & Hypothesis

Unit III Quantitative Research
- Research Designs
- Sampling
- Methods & Tools of Data Collection
- Data Analysis, including use of measures of Central Tendency, Variability, Correlation & Association

Unit IV Qualitative Research
- Social construction of knowledge & rationale of qualitative research
- Tools and Techniques, including analysis: Ethnography, Narratives, Grounded Theory, Content Analysis
- Writing: Field notes, FGD transcripts, Reports.

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Readings:

- Black, J. and Champion, D. (1976). *Methods and issues in social research*. New York, N.Y.: Wiley.
- Cook, Thomas D Cook & Reichardt , eds (1979). *Qualitative and Quantitative Methods in Evaluation Research*. CA: Sage
- Creswell, J W (1994). *Research Design: Qualitative and Quantitative Approaches.* CA: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. Eds (2017). *The Sage Handbook of Qualitative Research.* Sage
- Kerlinger, F. (1986). *Foundations of behavioral research*. New York: Holt, Rinehart and Winston.

Course Name:	**Community Work**
Code:	SW18203CR
Total Credits=04	Teaching Hours: 60

Learning Outcomes:

- *To make leaner understand fundamentals of the Community Work as a method of Social Work and its application in our regional context.*
- *Contextualizing the Concept and skill base requirement for community work.*
- *To develop understanding of processes of Community Work and Social Action.*

UNIT-I: Community Work
- Community: Sociological, Cultural and Social Work Perspective of Community
- Community Work: Concept and Relevance to Social Work
- Community work with different communities
- People's Participation: Participation, Capacity Building through community work

UNIT-II: Community Work and its Processes
- Objectives, Principles and Components of Community Work
- Skill in Community Work Practice
- Processes of Community Work: Steps and Processes
- Planning, Monitoring and Evaluation in Community Work

UNIT III: Models of Community Organization
- Locality Development Model, Social Planning Model, Social Action Model.(Jack Rothman's Model)
- General Content, Specific Content and Process Content (Murray G. Ross' Model)
- Weil and Gamble: Models And Orientations
- Community Empowerment: Hanna & Robinson models of Community Empowerment

UNIT IV: Social Action
- Social Action: Definition, Concept and Process
- Social Action: Principles of Social Action, Models and Strategies
- Social Action and Contemporary Issues.
- Role of a Professional Worker

Suggested Readings:

- Briscoe, Catherine & Thomas David., N., 1977: *Community Work: Learning and supervision,* Unwin: George Allen.
- Clinard, Marshell B (1970) *Slums and Community Development*, The Free press, New York.
- Desai, R., (1961). *Rural Sociology in India*, Bombay: Popular Prakashan.
- Desai, A. R. (ed.), 1982: *Peasant struggles in India*, Madras: Oxford Univ. Press.
- Diddee, Jayamala (1993) *Urbanisation - Trends, perspectives and challenges,* Rawat Pub.Jeipur.
- Dubey, S.C., 1977): *Tribal Heritage of India*, New Delhi Vikas Publication:Housing Pvt. Ltd.
- G. Satyanarayana and Madhusudana H. S. (2012) Rural *Development and Poverty Alleviation in India: Policies and Programmes*. New Century Publications
- Gangrade K.D.,1971: *Community Organisation in India,* Bombay: Popular Prakashan,
- Mitra, Arup (1994) *Urbanisation, slums, informal sector employment and poverty*, B.R. Pub.
- Ramachandran (1989) *Urbanisation and Urban System in India*, Oxford University Press, New Delhi.
- Ross, Murray, G.,1955: *Community Organisation : Theory and Principles,* New York: Harper and Row.
- Siddique H.Y., 1984: *Social Work and Social Action*, New Delhi: Harnam,
- Siddique H.Y., 1997: *Working with Communities: An Introduction to Community Work,* New Delhi: Hira Publications.
- Freire, P. (1970). Pedagogy of the Oppressed. New York: Seabury Press.
- Hanna, M. & Robinson, B. (1994). Strategies for community empowerment, Lewiston, NY: Edwin Mellen Press.

Course Name: **Rural Development**

Code: SW18204CR
Total Credits=02   **Teaching Hours: 30**

Learning Outcomes:
- *To understand the dichotomy of rural setup and essence for development.*
- *Contextualizing the rural administrative setups and issues thereof.*

Unit I: Rural Development
- Communities: Rural and Urban
- Rural Development: Conceptual Framework, Approaches and Principles.
- Sustainable Rural Development
- Rural Development before Independence & after Independence in india.

Unit II: - Rural Administration

- Rural Development Administration
- Panchayti Raj: Philosophy and 73rd Constitutional Amendment Act
- Participatory Development

Suggested Readings:

- Cantanes, A & Snyder J, *Introduction to Town Planning*
- Kantowsky, Detlef. 1995. *An Indian Village through Letters and Picutres*. Delhi: Oxford University Press
- Marriott, McKim (ed.) 1955, *Village India, Studies in the Little Communities*. Chicago: University of Chicago Press
- *Five Years Plans* (1st to 13th), Planning Commission, Government of India, New Delhi
- Bhatnagar, K.K and K.K. Gadeock (ed.), (2007), *Urban Development and Administration*, Aalekh Publishers, Jaipur
- Misra, RP, (1998), "Urban *in India Challanges and Oppportunites*", ICSSR-North Eastern Regional Centre, Shilling
- Siddharta, K and S. Mukherjee (1996), "*Cities, Urbanization and Urban Systems and Urban systems,* Tran World Media and Communication", New Delhi

Course Name: **Counselling Theory and Practice**

Code: SW18205DCE

Total Credits=03   **Teaching Hours: 45**

Learning Outcomes:
➢ *The learner should acquire knowledge of the theoretical base underlying counselling as a method of helping.*
➢ *To develop attitudes and values that enhances investment of self in the counsellor's role.*
➢ *Learner should be able to identify indigenous approaches of help and self-help available in India culture and their relevance in counselling.*

UNIT I: Foundations of Counselling
- Counselling as a Method of Helping
- Relevance and Application of counselling in Social Work
- Characteristics of Counselling
- Approaches to Counselling: Client Centered, Existential, Rational Emotive, CBT

UNIT II: Counselling Process
- Counselling Techniques: Initiating contact, intake, rapport, establishing structure, interaction, listening, observation, and responding.
- Phases of Counselling: Developing Trust, Exploring Problem areas, Clarifying the goals, Empowering into action, and helping to maintain change.
- Termination of Counselling

UNIT III: The Counselor and the Counselee
- Counselor as a Professional: Personality, Coping, Self-Awareness, Beliefs, Attitudes, Gender, Value orientations, Burn-out etc.
- Counselee as a Person: Expectation, Communication, etc

Suggested Readings:

- Antony, John. D., 1996: *Types of counselling*, Nagarcoil: Anurgraha Publications. .
- Davie s., 2004: *Defe nces and Resistance*, London: Open University Press.
- Davie s., 2004: *Models of Psychopathology*, London: Open University Press.
- Murdin, Lesley. & Meg, Emington., 2005: *Setting Out: The Importance of the Beginning in*
- *Psychotherapy and counselling,* London: Rutledge.
- Narayana Roa, S., 1991: *Counselling and Guidance*, New Delhi.:Tata McGraw-Hill.
- Nelson, Richard., 1999: *Introduction to Counselling Skills*, London: Sage.

Course Name:	**Social Movements**
Code:	SW18206DCE
Total Credits=03	**Teaching Hours: 45**

- Understand the concept, process, ideas and methods of social action

Learning Outcomes:
- Understand the concepts, context, perspectives types and features of social movements in
- India.
- Understand and analyze issues in a broader context in order to respond to critical social
- realities.

Unit I: Social Movements:
- Introduction to Social Movements
- Social Movements: Theories & Perspectives
- Genesis, Phases & Sustainability of Social Movements

Unit II: Types of Social Movements- I:
- Land Rights & Reforms Movements: Telangana, Naxalbari, Bhoodan & Gramdaan
- Ecological Movements: Chipko Movement and Narmada Bachao Andolan
- Women's Movements

Unit III: Types of Social Movements-II
- Peace Movements: Movements against Nuclear Energy
- Inclusion Movements: LGBTQ, Disability Rights Movements
- Governance Movements: RTI, Lokpal, Anti Globalisation, Anti Corruption

Suggested Readings:

- Alinsky, S. (2010). Rules for radicals. New York: Vintage eBooks.
- Freire, P. (1997). Pedagogy of the oppressed. New Delhi: Penguin Books.
- Gurr, T.R. (1970). Why Men Rebel. Princeton N J: Princeton University Press.
- Oommen, T.K. (2004). Nation, Civil Society and Social Movements: Essays in Political Sociology.New Delhi: Sage Publications Ltd.
- Rothman, J. (1970). Three Models of Community Organization Practice. Strategies of Community. Organization. New York: Columbia University Press.
- Shah, G. (2003). Social Movements and the State. New Delhi: Sage.
- Siddiqui, H.Y. (1984). Social Work and Social Action- A Development Perspective. New Delhi:mHarnam Publications.
- Smelser, N.J. (1971). Theory of Collective Behaviour. New York: The Free Press.

Course Name: **Social Work Practicum**

Code: SW18207DCE

Total Credits=05 **Teaching Hours: 75**

Learning Outcomes:

- Hands-on Training about real life issues pertaining to individuals, groups and communities in a given society.
- Develop skills in engaging with target population/community.
- Learn participative & experimental research and problem solving.

Field Work Components:

☐ Placements – The students during the semester are placed in various community settings.

☐ Street Theatre Training

☐ Seminar on Current Issues – Organized in Groups.

The students spend one day in a week and are expected to spend a minimum of 5-6 hours per week in the field.

Every week students have IC's & GC's with their respective supervisors. At the end of the semester viva-voce and presentations are conducted. Viva-voce is conducted by an external examiner.

Note: Suggested readings shall be provided by the concerned teacher

Course Name: **Women in Everyday Life**
Code: **SW18002OE**
Total Credits=02   **Teaching Hours: 30**

> ➢ *To give an overview of issues, challenges faced by Women.*
> ➢ *To understand women in their everyday roles in society, culture and politics.*

Learning Outcomes:

Unit 1: Introduction
- Situating Women in Everyday Roles
- Marginalisation: Social, Economic and political.
- Challenges and Empowerment

Unit II: Everyday violence and survival
- Understanding Violence against women
- Representation: Media Representations and Stereotyping.
- Conflict: Women as Victims/survivors of Armed Conflict.

Suggested Readings:

- Singh, A., (ed). (1988): *Invisible hands*, New Delhi: Sage Publication.
- Agarwal, B,.(ed)(Undated): *Structure of Patriarchy*, New Delhi.
- Dube, L & Palsiwala.., (eds*) (1989) Structure & strategies women, work & family in Asia*, New Delhi: Sage.
- Sardamoni,K (ed)., (1992) :*Ending Household.* New Delhi: Sage.
- Uberoi P- (ed.)., (1996):. *State Sexuality & Social Reforms,* New Delhi.
- Ratna ,K (ed)., 1996: *Feminist Terrains in Legal Domains*, New Delhi: Kali .
- Zaya,H (ed).,1995: *Forging Identities: Gender Communities and Multiple patriarchies*, New Delhi.

Course Name: **Understanding Human Rights**

Code: **SW18004GE**

Total Credits=02   **Teaching Hours: 30**

☐ *Understand the concept of Human rights*

☐ *Understand and analyse genesis of various Domestic legislations ensuring human rights.*

Learning Outcomes:

UNIT-I: Concept of Human Rights and Law

☐ Concept of Human Rights
☐ UN declaration of Human Rights
☐ National Human Rights Commission-Composition, Function and role

Unit II: Human Rights and Law

☐ Human Rights and Women
☐ Human Rights and Children
☐ Human Rights and Indian Constitution

Suggested Readings:

- Nirmal, C, J., 2000*: Human Rights in India-Historical, Social and Political Perspectives* London: Oxford University Press,.
- The Universal Declaration of Human Rights of the United Nations.
- Hasnain, N., 1998: Weaker *Sections: Psychosocial Perspectives*. New Delhi: Gyan Publishing House

Course Name:	**Coping with Anxiety, Stress and Depression**
Code: **Total Credits=02**	**SW18002OE** **Teaching Hours: 30**

- Develop understanding of mental health and mental health disorders

Learning Outcomes:

- Help the learner to gain insight into the Problems of Anxiety, Stress and Depression

- Gain an understanding of the treatment, coping and rehabilitation of Anxiety, Stress and Depression
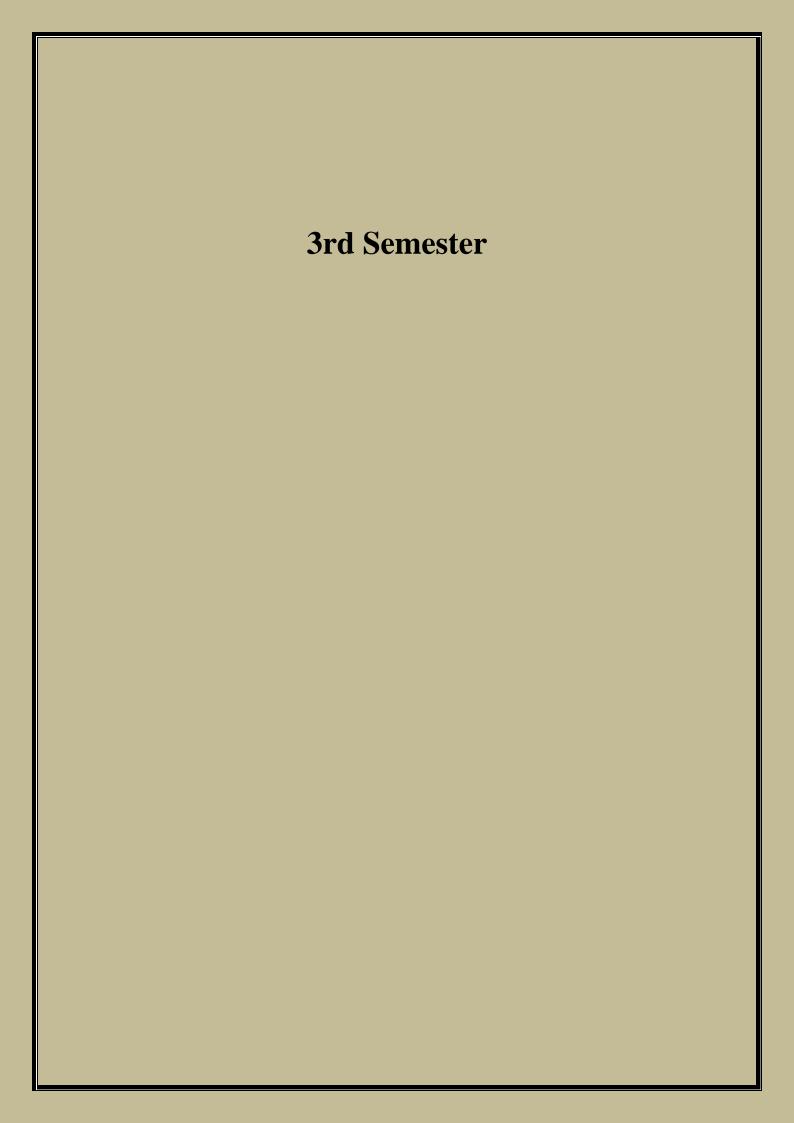
UNIT 1:

- Mental health: Concept and Meaning,
- Mental health Problems: Global and Indian Perspective
- Biological, Psychological and Sociological approaches to mental Illness
- Classification of Mental and Behavioral disorders – DSM-V-R and ICD systems

UNIT 2:

- Anxiety, Stress and Depression: Meaning, Concept, Classification
- Treatment of Anxiety, Stress and Depression
- Ways of Coping and Dealing with Everyday Anxiety, Stress and Depression
- Social Work Intervention in well being.

Suggested Readings:

- Mane, Purnima & Gandevia Katy Y., (eds.), 1993: *Mental Health in India: Issues and□Concerns.* Mumbai: Tata Institute of Social Sciences.
- Horwitz, A.V., &Scheid, T.L. (eds.) 1999 A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Cambridge: Cambridge University Press.
- Sadock, B.J., &Sadock, V.A. (eds.) 2005 Comprehensive Textbook of Psychiatry 8th Edition. Philadelphia: Lippincott Williams &Wilkins.
- Carson R.C., Butcher, J.N. & Mineka, S. 2000 Abnormal Psychology and Modern Life. Singapore: Pearson Education.

3rd Semester

Course Name: **Social Policy and Planning**
Code: SW18301CR
Total Credits=04 Teaching Hours: 60
Learning Outcomes:
- To develop in learner the critical understanding of Social Policy and its linkage with development issues, Social Policy, Plans and Programme.
- To develop in learner an appreciation of the relevance of Social Policy and Planning to Social Work Practice.

Unit I: Introduction to Social Policy

- Social Policy: Concept and Scope
- Role of ideology, Public Opinion and Indian Constitution International covenants, conventions, agreements, etc in Social Policy.
- Approaches to Social Policy: Welfare, Development and Rights Based.

Unit II: Strategies for Social Policy

- Models and Process of Social Policy
- Role of Advocacy, Research, Judicial activism, lobbies and Pressure Groups in Social Policy.
- Policy- Budget Analysis.

Unit III: Social Policy, welfare state and Planning

- Welfare state: Rise and Retreat, Role of market evolution of Social Policy in India
- Planning: Economic and Social Planning; Planning as an instrument of Social Policy.
- Role of PRIs and Local Bodies in Social Planning.

Unit IV: Social Security in India

- Social Security: Concept
- Methods of Social Security: Social Assistance & Social Insurance
- Social Security Scenario in India

Suggested Readings:

- Jacob,K.K.,(Undated*): Social Policy in India*, Udaipur: Himanshu Publication.
- Gough, I., 1979: *The Political Economy Of The Welfare State*, Mcmillan: London.
- Hill, Michae.l, 2003: *Understanding Social Policy*, , Oxford: Blackwell.
- Hughes, G. & Lewis, G.,(eds) (Undated) :*Unsettling Welfare: The Reconstruction of Social Policy,* London: Routledge/The Open University.
- Williams, F., 1989: *Social Policy: A Critical Introduction*, Cambridge: Polity Press.
- Alcock, P., Erskine A.& May M (eds)., 1998 : *The Student's Companion to Social Policy,* Oxford: Blackwell /Social Policy Association.
- Taylor, D.,(ed).1996:*Critical Social Policy : A Reader*, London: Sage.
- Rao, Manju (1995). *Labour Welfare Policy in India,* Printwell.
- Sarma, A. M. (1997). *Aspects of Labour Welfare and Social Security,* Mumbai : Himalaya Publishing House.

Course Name:	Social Welfare Management
Code:	SW18302CR
Total Credits=04	Teaching Hours: 60

- *Develop understanding of social welfare management as a method of social work profession.*

Learning Outcomes:
- *Understand various components of social welfare administration.*
- *Acquire competence in the planning and management of welfare and developmental services.*

Unit I: Social Welfare- Basic concepts and Voluntary Organizations
- Social welfare administration as a method of social work practice: history and relevance, changing context of welfare administration.
- Concept, nature and types of organizations-role of development organizations in society-nature of welfare and development services.
- Recognition and licensing of welfare agencies. Laws relating to societies, trust and non-profit companies.

Unit II: Principles of Management
- Planning, Organizing, networking, direction, coordination, guidance, supervision and monitoring
- Staff recruitment, training and development
- Budgeting and resource mobilization
- Public relations
- Evaluation, Communication.

Unit III: Fund Raising and Resource Mobilization
- Grants-in-aid: origin, purpose, scope, principles and procedures
- Resource raising: sources and management
- Financial administration-Regulatory and legislative framework(FCRA)

Unit IV: Planning and Management
- Planning: Meaning Definition, Features of Planning,
- Planning process, Types of Planning,
- Strategic planning and Management.
- Project proposal formation

Suggested Readings:

1. Friedlander, W.A., 1959: Introduction to Social welfare,New York: Prentice Hall.
2. Government of India, 1980: Social Welfare in India, New Delhi: Planning Commission.
3. Pathak,S., 1981: Social welfare, New Delhi: Mac Millan.
4. Bechkard, R.,.1969: Organisational Development: Strategies and Models, Reading, Addiron:Wisley.
5. Chandra, Snehlata., 2001: Non-Governmental Organisations: Structure, Relevance and Functions,
6. New Delhi: Kamishaka Publishers.
7. Connors, Tract Daiiner .,(ed.)1993: The Non-Profit Management Handbook; Operating policies and
8. procedures, New York: John Wiley and Sons Inc.
9. CAPART. 1992: Directory of Voluntary Organisation, New Delhi: CAPART.
10. Kramer, R.., 1981: Voluntary Organizations and the Welfare State, Berkeley, University of California Press

Course Name:	**Social Group Work**
Code:	SW18303CR
Total Credits=04	**Teaching Hours: 60**

- *Understanding the place of group work in social work intervention*
- *Understanding group as an instrument of change*

Learning Outcomes:
- *Develop skills to work with different stages and record the process*
- *Understanding applicability of group work and group processes in different settings*

UNIT I   Introduction to Group Work

- Group, importance and place in society
- Historical Evolution of social group work
- Social Group Work: Concept, assumptions & objectives
- Theories of group formation

UNIT II: Principles and Models of Social Group work
- Values and skills in social group work
- Principles in group work
- Models in group work: Social goals model, remedial, reciprocal model.
- Types of groups (task and treatment)

UNIT III Group processes And Group Dynamics:
- Group Diagnosis: conflict, Apathy and Inadequate Decision making
- Stages of group development: Trecker, Northern and Helen, Klein, Garland, Tuckman, Schultz and mosey
- Recording Reporting and Evaluation
- Role of worker in group settings

UNIT IV Skills and Techniques of Group Development
- Process of working with Groups
- Group Discussion, Program Media
- Group work with Children, Adolescents and Elderly
- Group work with Women

Suggested Readings:

1. Dougles, T.,1978: *Basic Group Work*, London: Tavistock Publication
2. Helen, N., 1969: *Social Work with Group,* New York: Columbia University Press
3. Phillips, H.,1962:.*Essentials of Social Group Work Skill,* New York: Associate Press
4. Trecker, H., 1955: *Group Work-Foundations & Frontiers,* New York: Whiteside & William Marrow & Co.
5. Trecker, H.,1970: *Social Group Work-Principles and Practices*, New York: Associate Press.
6. Battacharya, S., (Undated) *Social Work an Integrated Approach*, New Delhi: Deep

Course Name:	**Perspectives in Development**
Code:	SW18304cr
Total Credits=02	Teaching Hours: 30

- To get a basic understanding of development perspectives and about what development is and should be.

Learning Outcomes:
- To explore key themes in development, considering their relevance to our regional and socio-political context.
- To develop an ability to engage in critical discussion and debate on the key themes and to formulate ideas based upon key readings.

Unit I: Development: Historical Overview and Perspectives

- Colonialism, Imperialism and its Legacy;
- Development: Different Perspectives; Indicators of Development;
- Globalization, Neo-liberalism and Good-governance;

Unit II: Development in Indian Context:
- Current Debates of Development in India;
- Overview of Five Year Plans: From Planning Commission to NITI Aayog.
- Poverty and Inequality; Exclusion;

Suggested Readings:
1. Allen, Tim, and Alan Thomas, eds. 2000. Poverty and Development into the 21st Century. Oxford: Oxford University Press and The Open University.
2. Sen, Amartya. 1999. Development as Freedom. New York: Anchor Books.
3. Sen, Amartya; Drèze, Jean (1998). India, economic development and social opportunity. Oxford England New York: Clarendon Press Oxford University Press. ISBN 9780198295280
4. Haralambos and Holborn – Sociology Themes and Perspectives Paperback – Import, 28 May 2013
5. Thomas, Allan (2000) 'Meanings and Views of Development ' in Allen and Thomas (eds.) Poverty and Development in the 21st Century, Oxford University Press, Oxford.

Course Name:	**Human Resource Management and Labour Welfare**
Code:	SW18305DCE
Total Credits=03	**Teaching Hours: 45**

- To develop in learner the understanding of Human Resource Management and Labor Welfare.

Learning Outcomes:
- To make learner understand the approaches and agencies of Labor welfare in India and various related provisions.
- Identify and visualize role of welfare officer in promoting labor welfare.

Unit- I: - Concept of Human Resource Management

- Conceptual Framework of HRM and Evolution of HRM
- Functions and objectives of HRM
- Procurement and Placement: Process of HR Planning, Need for HRP
- Recruitment, Selection, Induction, Placement

Unit- II: - Job Evaluation, Performance Appraisal and Trainings

- Job Evaluation: Objectives, Benefits, Limitation and Procedure
- Concept of Performance Appraisal and Methods of Performance Appraisal
- Training and Development: Importance, Methods and Techniques
- Workers Participation and Integration

Unit- III: - Labor Welfare

- Concept, scope of Labour Welfare, Philosophy and theories of Labour welfare
- Approaches to Labour Welfare.
- Agencies of labour welfare, Role of trade union in labour welfare.
- The welfare officer: Role, Duties and Status.

Suggested Readings

1. Kumar, Shiv (1994). *Labour Welfare & Incentive Plans in Incentive Plans in Industries*; New Delhi : Radha Publications
2. Lal, D.K. (1991). *Personnel Management, Industrial Relations and Labour Welfare*, Das Publication
3. Mongia, J. N. (1976). *Readings in Indian Labour & Social Welfare*; Delhi : Atmaram & Sons
4. Moorthy, M. V. (1982 Ed.2.) : *Principles of Labour Welfare*; New Delhi : Oxford & IBH Publishing Co.
5. Mustafa, M. (1990).*Labour Problems & Welfare;* New Delhi: Deep & Deep Publications.
6. Rao, Manju (1995). *Labour Welfare Policy in India,* Printwell.
7. Sarma, A. M. (1997). *Aspects of Labour Welfare and Social Security,* Mumbai: Himalaya Publishing House.
8. Sharma, A.M. (1990). *Welfare of Special Categories of Labour*; Mumbai: TISS.
9. Armstrong M. *Handbook of Human Resource Management Practice*. Kogan Page, 2006.
10. Huselid M.A., Jackson S.E., Schuler R.S. (1997) *Technical and strategic human resource management effectiveness as determinants of firm performance* // Academy of Management Journal, Vol. 40, pp. 171-88. Lindholm J. et al. (Eds.) Encyc.
11. Noe R., Hollenbeck J., Gerhart B., Wright P. *Fundamentals of Human Resource Management* 4 edition McGraw-Hill/Irwin, 2011. - 589 p.
12. Nair, N.G. and Nair, L.N. (1999) *Personnel Management & Industrial Relations*, S.Chand& Company India.
13. Aswathappa K. (2002) *Human Resource and Personnel Management*, Tata McGraw-Hill, New Delhi.
14. Bhattacharyya Kumar Deepak (2006) *Human Resource Managing*, Excel Books, New Delhi.
15. Dessler Gary (1997) *Human Resources Management*, Prentice Hall, USA.
16. Saiyadain S. Mirza (2003) *Human Resource Management*, Tata Mc-GrawHill, India.
17. Chadha, N.K. *Human Resource Management-issues, case studies, experiential exercises*, Sri SaiPrintographers, New Delhi.

Course Name:	**Family and Women Welfare**
Code:	SW18306DCE
Total Credits=03	Teaching Hours: 45

➢ *To develop a perspective of understanding and analyzing needs and problems related to Family and women.*

➢ *To provide knowledge regarding Programs and Policies related to Family and women.*

Learning Outcomes:

➢ *To enhance skills of dealing with problems related to Family and Women*

UNIT I. Family
- Introduction to Family: Basic Concepts
- Family Structure, Importance & Functions
- Family Types and Challenges

UNIT II.Women
- Changing Perspective of the Role of Women
- Violence against Women
- Reproductive and Child Health

UNIT III Family, Women & Welfare
- Family, Women and Social Work: Scope, Intervention & Strategies
- Protection of Women from Domestic Violence Act 2005.
- Family Dispute Resolution Act 2013,

Suggested Readings:

1. Berk, Laura. E., 1996: *Child Development*, New Delhi: Prentice Publications.
2. Brook, E & Davis, Ann., 1985: *Women, the Family and Social Work*, London: Tavistock Publications.
3. Kuppuswamy, B., 1990: *Child Behaviour and Development*, New Delhi: Konark Publications.
4. Govt. of India, 1974: *Towards equality – A Report of the Committee on Status of Women in India*, Delhi: Author.
5. Jha, Uma .Shankar & Pujari, Premalatha., 1996: *Indian Women Today, Vol.I & II*, New Delhi: Kanishaka Publications.
6. Kumar, R.,1988: *Child Development in India*, Vol.I & II, Delhi: Ashish Publishers

7.

Course Name:	**Social Work Practicum**
Code:	SW18307DCE
Total Credits=05	Teaching Hours: 75
Learning Outcomes:	

- Hands-on Training about real life issues pertaining to individuals, groups and communities in a given society.
- Develop skills in engaging with target population/community.
- Learn participative & experimental research and problem solving.

Field Work Components:

☐ Placements – The students during the semester are placed in various community settings.

☐ Street Theatre Training

☐ Seminar on Current Issues – Organized in Groups.

The students spend one day in a week and are expected to spend a minimum of 5-6 hours per week in the field.

Every week students have IC's & GC's with their respective supervisors. At the end of the semester viva-voce and presentations are conducted. Viva-voce is conducted by an external examiner.

Note: Suggested readings shall be provided by the concerned teacher

Course Name:	**CHILDREN: RIGHTS AND PROTECTION**
Code:	SW18002GE
Total Credits=02	Teaching Hours: 30
Learning Outcomes:	

- Develop understanding Child Rights, Child Vulnerability and issues of children.
- Appreciate the importance of child protection.
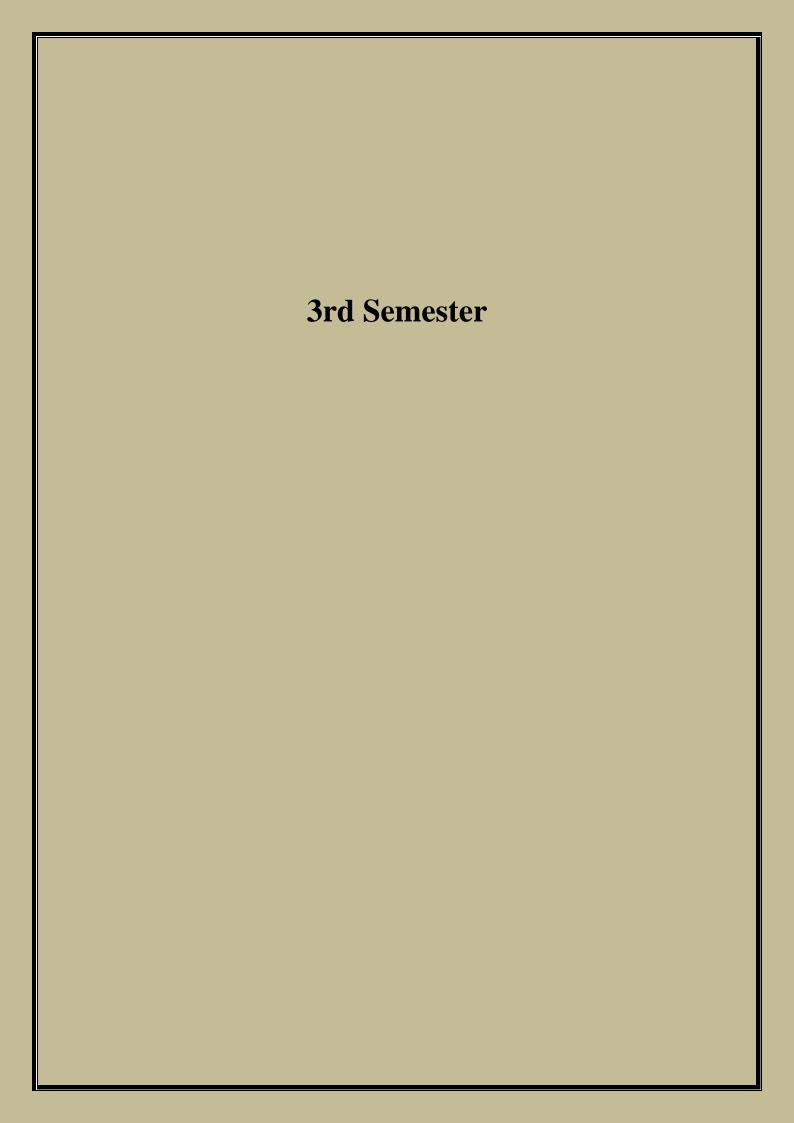- Develop familiarity with the CP structures and Mechanisms

Unit I: Child Rights

- Introduction: UNCRC, Constitutional Provisions for Children (Indian & J&K);
- Basic Principles of CRC;
- Children: Issues of Vulnerability;
- Children in J&K: Major issues of Vulnerability

Unit II: Child Protection

- Child Protection: Concept, Definition;
- Child Protection: Institutional and Non-Institutional Mechanisms;
- Juvenile Justice (Care and Protection) Act 2013;
- Integrated Child Protection Scheme (ICPS).

Suggested Readings:

1. UNCRC Document.
2. J&K Constitution.
3. Corsaro, W.A. (1997). The Sociology of Childhood. New Delhi: Pine Forge Press.
4. Seymour, S.C. (1999). Women, Family, and Child Care in India: A World in Transition. New York: Cambridge University Press.
5. Sharma, D. (ed.) (2004). Childhood, family and socio-cultural change in India- Reinterpreting the inner world. Delhi: Oxford University Press.
6. Save the children. (2003). Child Protection Policy.
7. ICPS Scheme
8. J&K JJ Act 2013.

3rd Semester

Course Name:	Social Justice and Human Rights

Course Name: **Social Justice and Human Rights**
Code: SW18401CR
Total Credits=04   Teaching Hours: 60

- *To develop in learner the critical understanding of Social Justice and its linkage with development issues.*

Learning Outcomes:

- *To develop in learner an appreciation of the relevance of social justice to social work practice.*

UNIT- I: Social Justice
- Social Justice: Concept & Definition
- Theories of Justice, John Rawls, Robert Nozick, John Stuart Mill, Marx
- Democracy: Concept and Types
- Social justice & Indian Constitution- Fundamental rights & Directive principle

UNIT -II: Social Legislation and Social Change

- Social Legislation: Meaning and Scope
- Public Interest Litigation
- Legal aid concept, Need and Schemes

UNIT-III: Human Rights and Law
- Concept of Human Rights, Notion & Classification of Rights: Natural, Moral and Legal Rights.
- UN declaration of Human Rights
- National Human Rights Commission-Composition, Function and role

UNIT –IV: Human Rights with reference to special groups (Indian context)

- Human rights and Women, Children, Elderly, Dalits, Linguistic, Racial, Religious and sexual minorities, Landless, Indigenous People, Disabled, People Living with HIV/AIDS,
- Displaced People, Prisoners and Persons in Conflict areas-and their human right violations.
- Rights-based Approach and Social Work

Suggested Readings:

1. Ife, Jim. (2001).*Human Rights and Social Work- Towards a Rights-Based Practice*, Cambridge University Press,

2. Nirmal, C. J.(2000). *Human Rights in India-Historical, Social and Political Perspectives,* London: Oxford University Press.

3. The Universal Declaration of Human Rights of the United Nations.

4. *Pine, Rachel.(1995).The Legal Approach: Women's Rights as Human Rights*

5. *Hasnain, N.(1998). Weaker Sections: Psychosocial Perspectives*. New Delhi: Gyan Publishing House.

Course Name:	**Health and Social work**
Code:	SW18402CR
Total Credits=04	Teaching Hours: 60
Learning Outcomes:	• To build in a learner a basic understanding of the concepts of health and to view it in the context of development.
	• To inculcate critical understanding of the health policies and programmes.
	• To make learner understand the role of a social worker in various health settings.

Unit I: Health
- Health Care and Public Health: Basic Concepts
- Social Determinants of Health
- National Health Policy in India
- Human rights-based approach to Health

Unit II: Diseases and Disorders
- Major Communicable and Non communicable diseases.
- Disorders
- Life style diseases
- Nutrition and Hunger

Unit III: Medical Social Work
- Medical Social Work: Key Concepts
- Health Care Systems
- Social Work in Clinical and Non-Clinical Settings

Unit IV: Health and Contemporary Challenges
- HIV-AIDS
- Disability
- Ageing

Suggested Readings:
1. Corcoran, Nova., (ed.). 2007: *Communicating Health: Strategies for Health Promotion.* London: Sage Publications.
2. Dhooper, S.Singh.,1997: *Social Work in Health Care in the 21st Century*. London:
3. Govt. of India, 2002: *National Health Policy 2002 - India.* New Delhi: Ministry of Health and Family Welfare.
4. Hek, Gill & Moule, Pam.,2006: *Making Sense of Research: An Introduction for Health and Social Care Practitioners.* London: Sage Publications.
5. Mane, Purnima & Gandevia Katy Y., (eds.), 1993: *Mental Health in India: Issues and*
6. *Concerns.* Mumbai: Tata Institute of Social Sciences.
7. Phillips, David R & Verhasselt, Yola.,1994: *Health and Development*. New York: Routledge.

Course Name:	**Child Protection: Approaches and Practice**
Code:	SW18403CR
Total Credits=04	Teaching Hours: 60

Learning Outcomes:	• Understand Child Vulnerabilities and the need for protection;
	• Appreciate the various perspectives and approaches to child protection;
	• Develop an understanding of the legal framework of child protection in India, with special reference to Jammu & Kashmir; and
	• Learn & demonstrate the use of various tools and techniques used in child protection.

Unit I: Children's Vulnerability and the Need for Protection

- Understanding Childhood:
  - Different perspectives on Childhood (Social & Legal Construction)
- Children's' Vulnerabilities and Implications:
  - Risks in the external sphere (state and society) and the internal sphere (family and community)
  - Risk Factors: Bodily vulnerability, Mental, Sexual, Social, Cultural, etc)
- Inter-sectionality of Vulnerability

Unit II: Child Protection Approaches and Strategies

- Understanding Child Protection: System and Structure;
- Traditional Alternative Approaches of care: Institutional and Non-Institutional;
- Community Based Approach: CPC, Children's Group;
- Family Strengthening and non-institutional approach to CP: Adoption, Foster Care and Sponsorship

Unit III: Child Protection and Law including Major provisions in J&K

- Constitutional Provision w.r.t Children in Indian and J&K Constitution
- MPs of The Protection of Children from Sexual Offences Act 2012 (POSCO)
- MPs of Juvenile Justice (Child Care & Protection) Act, 2013 (JJ Act)
- MPs of Revised Integrated Child Protection Scheme (2014) (ICPS)

Unit IV   Child Protection: Tools and Techniques

- Vulnerability Mapping and Assessment
- Preparation of Individual Child Care Plan and Case Management
- UN Guidelines on Alternative Care
- Existing Tools on Child Protection (DNA, CP Audit, DRR)

Suggested Readings:

1. Bluebond-Langner and Jill E. Korbin 2007 Challenges and Opportunities in the Anthropology of Childhoods: An Introduction to "Children, Childhoods, and Childhood Studies" American Anthropologist, New Series, Vol. 109, No. 2.
2. Doty, B. 2010. The Construct of Resilience and its Application to the Context of Political Violence. Pursuit 1(1): 137-154.
3. James, A. 1993. Childhood Identities: Self and Social Relationships in the Experience of Childhood. Edinburg: Edinburg University Press
4. _____ , Jenks, C., & Prout, A., 1998. Theorizing Childhood. Cambridge, UK: Polity Press.
5. Jenks, C. 1996. Childhood. London: Routledge.
6. Kakkar, S. 1978. The Inner World: a Psychoanalytic Study of Childhood and Society in India. Oxford University Press.
7. Boyden, J. 1991. Children in Especially Difficult Circumstances in Myanmar. Yangon, Myanmar: UNICEF Country Office.
8. _____ 1994. Children's Experiences of Conflict Related Emergencies: Some Implications for Relief Policy and Practice. Disaster 18(3).
9. _____ 1997. Childhood and the Policy Makers: A Comparative Perspective on the Globalisation of Childhood. in James, A. and Prout, A. (eds.) Constructing and Reconstructing
10. Childhood: Contemporary Issues in the Sociological Study of Childhood. London: The Falmer Press.
11. _____ & Gibbs, S. 1997. Children of War: Responses to Psycho-Social Distress in Cambodia. Geneva: The United Nations Research Institute for Social Development.
12. _____ 2003. Children under Fire: Challenging Assumptions about Children's Resilience. Children, Youth and Environments 13(1), Spring 2003. Online available at:
13. _____ & Hart, J. (eds) 2007. Special Issue: Refugee and Asylum-Seeking Children, Local and Global Perspectives' Children & Society: 24(4). UNCRC Document.
14. J&K Constitution.
15. Corsaro, W.A. (1997). The Sociology of Childhood. New Delhi: Pine Forge Press.
16. Seymour, S.C. (1999). Women, Family, and Child Care in India: A World in Transition. New York: Cambridge University Press.
17. Sharma, D. (ed.) (2004). Childhood, family and socio-cultural change in India- Reinterpreting the inner world. Delhi: Oxford University Press.
18. Save the children. (2003). Child Protection Policy.
19. ICPS Scheme
20. J&K JJ Act 2013.

Course Name: **Social Work and Correctional Services**
Code: SW18404CR
Total Credits=02   Teaching Hours: 30
- To sensitize the learner about the concept of crime and criminology.

Learning Outcomes:
- To elucidate the role of social work interventions viz crime and criminology.

Unit I: **Crime and Criminology**
- Crime and Criminology: Concept and Scope
- Classification of crimes: Sutherland, Bonger, Lemert, Clinard and Quinney
- Crime and Society
- Crimes against Children and Women

Unit III: Social Work and Correction

- Correctional Social Work
- Correctional Techniques: Counselling, Guidance, Vocational Training & Behaviour Modification
- Social Work measures with Police, Judiciary and prison staff.
- Care Institutions and Homes, Juvenile Justice Board.

Suggested Readings:

1. Banerjee, Gauri Rani (1972), "Social Casework Services and the Juvenile Delinquent", Papers on Social Work: An Indian Perspective. Tata Institute of Social Sciences, Bombay.

2. Devasia, Leelamma and Devasia V.V. (1989), Female Criminals and Female Victims, Dattsons, Nagpur.

3. Ephoross, Paul H. (1974), "Potential Contribution of Group Work in Corrections," Correctional Treatment of the Offender, C.C.Thomas Publisher, Illinois.

4. Gokhale, S.D. (1986), "Contemporary Criminology", Indian Journal of Criminology, 14, 2, July pp.104-113

5. Menon, Madhava N.R. (1982), " The Aurangabad Experiment in Preventive Action: Prospects for a National Strategy on Crime Prevention," Indian Journal of Criminology, 10, 1, January, pp.12-15.

6. Sikk, K.D. (1980), "Professional Social Work in Correctional Institutions," Indian Journal of Criminology, 8, 1, January, pp.55-61.

7. JJ act and ICPS Scheme.

Course Name:	**Understanding State and Political Economy**
Code:	SW18405DCE
Total Credits=03	Teaching Hours: 45

Learning Outcomes:

- Gain an understanding of the evolution of state and subsequently the welfare state by critically examining the concept of representative democracy and constitutional foundations of Indian State
- Understand the political and economic systems and processes by analyzing governance issues-local, regional, state, national level especially with regard to marginalized and vulnerable.

Unit I: State- Concept, Evolution and Context

- Concepts of State- State and Nation-historical overview,
- Constitution-features, directions and fundamental rights
- Concepts of representative democracy and State-Individual relationship.(*James.C. Scott & M.Foucault*)

Unit II: Economics, politics and power

- Basic economic concepts such as such as inflation, deficit financing, stagnation, stagflation, balance of payment, GDP, poverty line, income inequality.
- Political thought- Hobbes, Locke. Concept of Power, authority and Political Culture.
- Economic processes- production, distribution, consumption

Unit III: Introduction to Political economy

- Concept and meaning of Political economy, its structures and processes.
- Bureaucracy-Weber, bureaucracy in a developing country.
- Contemporary economic systems meaning, types & functions

Suggested Readings:

1. Bardhan P. (1984). *The Political economy of Development in India*. Delhi: Oxford University Press.
2. Grillo, R. and Stirrat, R.L. (eds.) (1997). Discourses of Development: Anthropological Perspectives. Berg Publishers.
3. Holton, R.J. (1998). *Globalisation and the Nation-State*, London, Macmillan Press
4. Leftwich, A. (2000). *States of Development on the Primacy of Politics in Development.* Cambridge: Polity Press.
5. Mallick, R. (1998). *Development, Ethnicity and Human Rights in South Asia*. Sage Publishers.
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. Weber, M. (1948). *From Max Weber: Essays in Sociology.* Translated, edited and with an introduction by H. H. Gerth and C. W. Mills. London: Routledge and Kegan Paul.
9. Saberwal, S. (1996). *The Roots of Crisis: Interpreting Contemporary Indian Society*. Oxford: Oxford University Press.
10. Rudolph, L. & Rudolph, S.H. (1987). *In Pursuit of Lakshmi: The Political Economy of Indian State*. Chicago: University of Chicago Press.
11. Olson, M. (1982). *The Rise and Decline of Nations.* New Haven: Yale University Press.
12. Tarrow, S. (1994). *Power in Movement, Social Movements and Contentious Politics.* Cambridge: Cambridge University Press.
13. Foucault, M. (1982). The Subject and Power. *Critical Inquiry*, *8*(4), 777–795.
14. Foucault, M., & Sheridan, A. (1996). Discipline and punish : the birth of the prison. *Contemporary Sociology*, *25*(4), 463.
15. Scott, J. C. (1995). State Simplifications: Nature, Space and People. *Journal of Political Philosophy*, *3*(3), 191–233.
16. Scott, J. C. (2009). *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*.
17. Scott, J. C. (1990). *Domination and the Arts of Resistance: Hidden Transcripts*.
18. Scott, J. C. (1998). *Seeing Like a State*

Course Name:	**Mental Health and Psychiatric Social Work**
Code:	SW18406DCE
Total Credits=03	Teaching Hours: 45

- Understand mental health as a positive concept and gain insight into different types of mental disorders, their causes, manifestations and management.

Learning Outcomes:
- Understand the relevance, nature and types of social work interventions in mental health.

Unit I: Concepts of Mental Health and Illness
- Definitions and perspectives of mental health; Mental health as a positive concept, Components of mental health;
- Concept of normal and abnormal behaviour.
- Biological, psychological and sociological approaches to mental Illness
- Classification of mental and behavioural disorders – DSM-V-R and ICD systems

Unit II: Mental and Behaviour Disorders
- Psychoactive substance use disorders
- Schizophrenia
- Mood disorders
- Neurotic, Stress related, Somatoform disorders

Unit III: Mental Healthcare Services, Policy and Programmes
- Mental Healthcare scenario in India
- Policy related to mental health, Laws related to mental health
- Family Interventions: Psycho-educational and supportive interventions
- Community mental health: Primary mental health care, community initiatives, and de-institutionalization of psychiatric services
- Role of Social Worker in Treatment, Coping and Rehabilitation.

Suggested Readings:

1. American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders, fourth edition, text revision: DSM-IV-TR. Washington, DC.

2. The Day the Voices Stopped: a memoir of madness and hope, by Ken Steele and Claire Berman, 2001.

3. Corcoran, J., & Walsh, J. (2006). Clinical Assessment and Diagnosis in Social Work Practice. New York, NY: Oxford University Press.

4. Preston, J. & Johnson, J. (2009). Clinical Psychopharmacology made ridiculously simple. Miami, FL: Med Master, Inc.

5. Deegan, P.E., et al (2005) Recovery as a Journey of the Heart. Recovery from severe mental illnesses: Research evidence and implications for practice, Vol 1. (pp. 57-68).

6. Rogers Anne, Pilgrim David (2005) A sociology of mental health and illness 3rd ed. : Maidenhead : Open University Press.

7. The principles of effective case management of mental health services
   Psychiatric rehabilitation journal 27,4 p 319-333, 2004 :

Course Name: Social Work Practicum

Code: SW18407DCE

Total Credits=05   **Teaching Hours: 75**

Learning Outcomes:

- Hands-on Training about real life issues pertaining to individuals, groups and communities in a given society.
- Develop skills in engaging with target population/community.
- Learn participative & experimental research and problem solving.

Field Work Components:

☐   Placements – The students during the semester are placed in various community settings.

☐   Street Theatre Training

☐   Seminar on Current Issues – Organized in Groups.

The students spend one day in a week and are expected to spend a minimum of 5-6 hours per week in the field.

Every week students have IC's & GC's with their respective supervisors. At the end of the semester viva-voce and presentations are conducted. Viva-voce is conducted by an external examiner.

Note: Suggested readings shall be provided by the concerned teacher

Course Name: **Politics of Aid**
Code: SW18003GE
Total Credits=02   Teaching Hours: 30

Learning Outcomes: •   Understanding Politics underlying global aid system.

Unit –I: Aid: Introduction
    - Aid definition and concepts
    - History of Aid
    - Official Donors and NGOs;

Unit –II: Aid: Politics
    - Aid Conditionality
    - The development-security nexus
    - The future of the global aid architecture

Suggested Readings:
1. Allen, Tim, and Alan Thomas, eds. 2000. Poverty and Development into the 21st Century. Oxford: Oxford University Press and The Open University.

2. Moyo, Dambisa. 2009. "Chapter 1: The Myth of Aid" and "Chapter 2: A Brief History of Aid", in Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa (London: Penguin Books): pg. 3- 28

Course Name:	**Minorities and State**
Code:	SW18003OE
Total Credits=02	Teaching Hours: 30

- To develop in the learner an understanding of the Pluralism and Multiculturalism.

Learning Outcomes:

- To sensitize the learner about the minorities and various governmental instruments to safeguard their interests.

UNIT I: Minorities in India

- Concept, Definitions and Types.
- Pluralism and Multiculturalism in the Socio-Political Context.
- Minority and Conflicts in Modern India.

UNIT II: Protective Mechanisms for Minorities

- The National Commission for Minorities Act 1992 and its Functions in safeguarding the Interests of Minorities.
- Commission for Linguistic Minorities.
- Implementation of 15- point programme for the Welfare of Minorities.

Suggested Readings:

1. Azad, Maulana, A. K. (1988).*India Wins Freedom*, Delhi: Orient Longman.
2. Chandhok, Neera.(1999).*Beyond Secularism: The Rights of Religious Minorities*. Delhi: Oxford University Press,.
3. Das, Gupta, Jyotindra .(1970). *Language Conflict and National Development: Group Politics and National Language Policy in India*. California: University of California Press.
4. Engineer, Asghar Ali, ed. (1986). *Role of Minorities in Freedom Struggle*. Delhi: Sangam Books.
5. Engineer, Asghar Ali. (1995).*Lifting the Veil. Communal Violence and Communal Harmony in Contemporary India*. Hyderabad: Sangam Books,
6. Hussain, S. Abid. (1965). *Destiny of Indian Muslims*. New Delhi: Asia Publishing House.
7. Israel, Benjamin J., The Jews of India, New Delhi, 1982.
8. Juegensmeyer Mark.(2001). *Terror in Mind: The Global Rise of Religious Violence*, London:
9. Khan, Rasheeduddin.(1994)..*Bewildered India: Identity Pluralism. Discord*, New Delhi: Haranand.