



# **Department of Social Work University of Kashmir**

## **POSTGRADUATE COURSE SYLLABUS**

**M.A. Social Work  
(I –IV Semesters)**

**(Under Choice Based Credit System to be effective from 2024)**

## **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 Human resource 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 and Practice. 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:

1. 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 social work practice.
2. To impart education and training in professional social work in order to provide human resources in social welfare, development and allied fields.
3. To help students develop knowledge, skills, attitudes, and values appropriate to the practices of social work profession.
4. To enable students develop critical thinking and ability to apply theoretical knowledge in practice of social work.
5. To facilitate interdisciplinary approach for better understanding of social problems and issues of development.

**COURSE SCHEME**

<b>SEMESTER 1 (Batch 2024)</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Paper Category</b>	<b>Course Teacher</b>
1.	SW24101CR	History and Philosophy of Social Work	Core (4 Credits)	Dr. Sarafraz Ahmad
2.	SW24102CR	Society and Social Work	Core (4 Credits)	Mr. Javaid Rashid
3.	SW24103CR	Human Development and Social Psychology.	Core (4 Credits)	Dr. Saima Farhad
4.	SW24104CR	Social Problems	Core (2 Credits)	Dr. Javaid Rashid
5.	SW24105DCE	State and Political Economy	Discipline Centric (3 Credits)	Dr. Wakar Amin
6.	SW24106DCE	Field work	Discipline Centric (5 Credits)	All Faculty
7.	SW24001GE	Fundamentals of Social Work	Generic Elective (2 Credits)	Dr. Shazia Manzoor
8.	SW24001OE	Environment and Social Work	Open Elective (2 Credits each)	Dr. Sarafraz Ahmad
<b>SEMESTER 2 (Batch 2024)</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Paper Category</b>	<b>Course Teacher</b>
1.	SW24201CR	Social Work with Individuals	Core (4 Credits)	Dr. Shazia Manzoor
2.	SW24202CR	Social Work Research	Core (4 Credits)	Dr. Aadil Bashir
3.	SW24203CR	Community Work	Core (4 Credits)	Dr. Sarafraz Ahmad
4.	SW24204CR	Rural Development	Core (2 Credits)	Dr Sarafraz Ahmad
5.	SW24205DCE	Family and Women Welfare*	Discipline Centric (3 Credits)	Dr. Saima Farhad
6.	SW24206DCE	Social Movements*	Discipline Centric (3 Credits)	Dr. Javaid Rashid
7.	SW24207DCE	Field work	Discipline Centric (5 Credits)	All Faculty
8.	SW24002OE	Women in Everyday Life	Generic Elective (2 Credit)	Dr. Saima Farhad
<b>Note*: From the given discipline centric elective courses i.e. SW24205DCE, and SW24206DCE in 2<sup>nd</sup> semester, the students are required to opt for any one of them.</b>				

<b>SEMESTER 3 (Batch 2024)</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Paper Category/Credits</b>	<b>Course Teacher</b>
1.	SW24301CR	Social Policy and Planning	Core (4 Credits)	Dr. Wakar Amin
2.	SW24302CR	Social Welfare Management	Core (4 Credits)	Dr. Adil Bashir
3.	SW24303CR	Social Group Work	Core (4 Credits)	Dr. Shazia Manzoor
4.	SW24304CR	Perspectives in Development	Core (2 Credits)	Dr. Javaid Rashid
5.	SW24305DCE	Disability Studies*	Discipline Centric (3 Credits)	Dr.Aadil Bashir & Dr.Wakar Amin
6.	SW24306DCE	Counseling: Theory and Practice*	Discipline Centric (3 Credits)	Dr. Saima Farhad
7.	SW24307DCE	Field work	Discipline Centric (5 Credits)	All Faculty
8.	SW24002GE	Children: Rights and Protection	Generic Elective (2 Credits)	Dr. Aadil Bashir
<b>Note*: From the given discipline centric elective courses i.e. SW24305DCE and SW24306DCE in 3<sup>rd</sup> semester, the students are required to opt for any one of them.</b>				
<b>SEMESTER 4 (Batch 2024)</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Paper Category</b>	<b>Course Teacher</b>
1.	SW24401CR	Social Justice and Human Rights	Core (4 Credits)	Dr. Wakar Amin
2.	SW24402CR	Health and Medical Social Work	Core (4 Credits)	Dr. Saima Farhad
3.	SW24403CR	Child Protection: Approaches and Practice	Core (4 Credits)	Dr. Javaid Rashid
4.	SW24404CR	Social Work and Correctional Services	Core (2 Credits)	Dr. Shazia Manzoor
5.	SW24405DCE	HRM and Labour Welfare*	Discipline Centric (3 Credits)	Dr.Sarafraz Ahmad
	SW24406DCE	Mental Health and Psychiatric Social Work*	Discipline Centric (3 Credits)	Dr Adil Bashir
	SW24407DCE	Research Dissertation*	Discipline Centric (3 Credits)	All Faculty
6.	SW24408DCE	Field work	Discipline Centric (5 Credits)	All Faculty
7.	SW24003GE	Politics of Aid	Generic Elective (2 Credits)	Dr. Javaid Rashid
8.	SW24003OE	Minorities and State	Open Elective (2 Credits)	Dr. Wakar Amin

**Note\*: From the given discipline centric electives courses i.e. SW24405DCE, SW24406DCE, SW21407DCE in 4<sup>th</sup> semester, the students are required to opt for any one of them.**

## FIELD WORK

Course Name:	Semester	Course Code	Credits
Field work	I	SW24106DCE	5
	II	SW24207DCE	5
	III	SW24307DCE	5
	IV	SW24408DCE	5

### 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/social welfare agencies.
- ✓ Learn participative & experimental research and problem solving.
- ✓

### Description of Field work:

Semester	Nature of Field work	Minimum Days	Minimum hours	Credits
I	Orientation+ Observational visits (Concurrent Field work)	15	150	5
II	Community placement (Concurrent Field Work )	15	150	5
III	Agency Placement-I (Concurrent Field work)	15	150	5
IV	Agency Placement-II / Rural/Urban placement (Concurrent Field work)	15	150	5
<b>Total</b>		<b>60</b>	<b>600</b>	<b>20</b>

- The students should spend 10-15 hours every week in the field work and related academic activities.
- The students should have more than 90 percent attendance in the field work and conferences (IC &GC)

### Field Work Components:

#### Field Level:

- Observational Visits – The first year students during the first semester go for concurrent observational visits to various settings: Medical and Psychiatric, Rural Community Setting, Slums, Industrial Setting, Correctional setting and Child Protection settings etc.
- The students in the second semester are placed in a community setting to understand and explore the various community issues and challenges through various techniques and procedures.. The students are trained to apply their theoretical/Classroom understanding and knowledge in practical situations.
- In the third semester the students are placed in a social welfare agency so as to understand various aspects related to management of social welfare agency. This allows them to connect and engage

with the target population through an agency as a medium. It ultimately is aimed at giving a hands on training in welfare management.

- In the fourth semester the students in addition to field placement at various settings are also taken for a rural camp. This allows the students to experience the rural life better and engage and interact with the population for many days. It also includes activities like Street Theatre Training and Seminar on Current Issues – Organized in Groups.

**Department Level:**

Every week students have Individual and Group conferences with their respective supervisors. These conferences are essential for every student to attend. The supervisors continuously monitor and regulate the field work of students and provide inputs for better field work understanding of students. Every student is required to maintain a field work dairy so that the records made in the field are shared with their respective supervisor.

**Examination:**

Total Marks	Internal ( Field work Presentation)	External (Field work Report + IC/GC (50) + Viva Voce (50)
125	25	100

The examination/evaluation of field work course has three components (Viva Voce + Presentation + Report).The presentations are conducted before the submission of a detailed field work report which is followed by a viva-voce examination. The viva-voce is conducted by an external examiner.

**Suggested Readings:**

1. Dash, B.M. & Roy, Sanjay. (2016). Field Work in Social Work Education: Contemporary Practices and Perspectives, New Delhi: Atlantic publishers.
2. Manis,F.(1971).Education for Social Workers: Field Work in Developing Nations, *International Social Work*, 14, 17-20.
3. Richan, C.W.(1989).Field Placement in Grassroots Community Organizations: Empowering Students to Empower Others — A Community Based Field Practicum, *Journal of Social Education*, 25(3), 276-283.
4. Singh,R.R.(Ed.)(1985).Field Work in Social Work Education: A Perspective for Human Service Profession, New Delhi: Concept Publishing Company

**Course Name: History & Philosophy of Social Work**

**Code: SW2401CR**

**Total Credits=04**

**Teaching Hours: 60**

**Learning Outcomes:**

- ✓ Familiarize learner to the core values and philosophy of Social Work profession.
- ✓ To develop understanding on social work philosophy and inculcate values to work as human service professionals.
- ✓ Enable the learner understands and differentiate social work and other related terms.
- ✓ 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**

- Systems, Ecological & Strengths
- Radical & Marxist approach
- Evidence Based Practice.
- Gandhian Social Work: The Historical Perspective, Methods and Techniques

**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.
- Development of Social work in India.
- Social Work Education in India: Issues & Challenges.

**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

**Essential Readings:**

1. Bailey, R., & Brake, M. (1975). *Radical Social Work*. London: Edward Arnold.
2. Desai, M. (2002). *Ideologies and social work: Historical and contemporary analyze*. Jaipur,: Rawat Publications
3. Desai, M., & Diwakar, V.D. (ed.) (1991). *Social Reform Movements in India: A Historical*
4. Dubois, B., & Miley, K. K. (2002). *Social work: An empowering profession*. London: Allyn and Bacon.
5. Fink, A.E. () *The Fields of Social Work*, New York: Henry Hoet & Co.
6. Friedlander, W.A. (1964). *Introduction to Social Welfare*. New Delhi: Prentice Hall of India.

7. Ganguli, B. N. (1973). *Gandhi's Social Philosophy*. Vikas Publishing House New Delhi.
8. Micheal, L. Shier & John R. Graham (2012). *Social Work, Religion, Culture and Spirituality*. The SAGE Handbook of International Social Work.

### **Suggested Readings**

1. Banks, S.(1995). *Ethics and Values in Social Work: Practical Social Work Series*. London: Macmillan Press Ltd.
2. Bantomore, T.B. (1962). *Sociology – A Guide to Problems and Literature*, New
3. Congress, E.P. (1998). *Social Work Values and Ethics*. Chicago: Nelson-Hall Publishers. Delhi: S. Chand & Company Ltd.,
4. Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession..* Cambridge: Polity Press.
5. Nair, T.K. (ed.) (1981). *Social Work Education and Social Work Practice in India*. Madras: ASSWI.
6. Parsons, R.J., Jorgensen, J.D. & Hernandez, S.H. (1994). *The Integration of Social Work Practice*. California: Brooke/Cole.
7. Payne, M. (2005). *Modern Social Work Theory*. New York. Palgrave/ MacMillan. Perspective, Bombay: Popular Prakashan.
8. Sajid, S . M., & Jain, R. (2018). *Reflections on social work profession*. New Delhi: Bloomsburry
9. Wielenga, B. (1984). *Introduction to Marxism*. Centre for Social Action, Bangalore.
10. Woodrofe, K. (1962). *From Charity to Social Work*. London. Routledge and Kegan Paul.

### **Web links**

<https://www.ifsw.org/>

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

<https://www.socialworkers.org/>



**Course Name: Society and Social Work**

**Code: SW24102CR**

**Total Credits: 04**

**Teaching Hours: 60**

**Learning Outcomes:**

- ✓ *Orient students towards understanding a range of concepts and social phenomenon through main sociological theories.*
- ✓ *Help students develop skills to analyse and understand Indian society.*

**Unit-I: Basic Concepts**

- Sociology as a Discipline;
- Society, Community, Associations, Institutions,
- Schools of Thought in Sociology
- Sociological Imagination

**UNIT-II: Social Structure-I**

- Composition of Society
- Social Stratification
- Family: Functions, Significance and Present Challenges;
- Marriage: Perspectives, and Present Challenges

**UNIT-III: Social Structure-II**

- Understanding Culture
- Religion, Perspectives and Significance in Society
- Education: Role, Significance and Changes
- Social Control: Mechanism and Agencies.

**UNIT IV: Social Change**

- Social Change: Concept, Conditions of social change
- Patterns and Applications of Social Change
- Perspectives on Social Change
- Factors of Social Change

**Essential Readings:**

1. Abraham, M. F. (2008). *Contemporary sociology: An introduction to concepts and theories*. Oxford University Press. *Page Numbers 01 to 37; 51 to 80; 115 to 134; 153 to 166; 167 to 180; 181 to 193; 194 to 218; 246 256.*
2. Ahmad, I. (1972). *For a sociology of India*. *Contributions to Indian sociology*, 6(1), pp.172- 178.
3. Bottomore, T. B. (1972). *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India).

4. Harlambos, M. (1998). *Sociology: Themes and perspectives*. New Delhi: Oxford University Press.
5. Inkeles, A. (1987). *What is sociology?* New Delhi: Prentice-Hall of India.
6. Jayaram, N. (1988). *Introductory sociology*. Madras: Macmillan India. Day, P.R. *Sociology in Social Work Practice*, London: MacMillan.
7. Maclver, R.M., & Page, C. H. () *Society: An Introductory Analysis*, Madras: Mac Millan India, Ltd.
8. Ritzer, G. (1992) (3rd edition). *Sociological theory*. New York: McGraw-Hill.
9. Srinivas, M.N. () *Social Change in Modern India*. Bombay : Allied Publishers.
10. Srinivas, M.N. (1994). Sociology in India and its future. *Sociological bulletin*, 43(1), pp.9-19.

**Films/Movies:** 1. The wisdom of sociology: Sam Richards at TEDxLacador (The wisdom of sociology: Sam Richards at TEDxLacador - YouTube ) 2. Manipulating our emotions | DW Documentary (Manipulating our emotions | DW Documentary - YouTube ) 3. Cast Away 4. Inception 5. Peepli Live 6. India Untouched\* (India Untouched: Stories of a People Apart - YouTube )

### **Suggested Readings:**

1. Alexander & Jeffrey, C. (1987). *Twenty lectures: Sociological theory since world war New York*. Columbia University Press.
2. Bottomore, T.B. () *Sociology: A guide to Problems and Literature*. London : George Allen and Unwin.
3. Dube, S.C. (). *Indian Village*. London. Routledge and Kegan Paul.
4. Furer-Haimedarf, C.V. (). *Tribes of India: The struggle of Survival*. Delhi: Oxford University
5. Harari, Y. N. (2014). *Sapiens, A brief history of humankind*. Published in agreement with The Deborah Harris Agency and the Grayhawk Agency.
6. Hardy, F. (1994). *The religious culture of India: power, love, and wisdom*. Cambridge University Press.
7. Kapadia, K.M. (). *Marriage and Family in India*. Bombay, OUP.

**Course Name: Human Development and Social Psychology**

**Code: SW24103CR**

**Total Credits: 04**

**Teaching Hours: 60**

**Learning Outcomes:**

- ✓ *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.*
- ✓ *Learner should be able to apply concepts and theories of psychology in social work practice.*

**Unit I: Basics of Human Development**

- Human Development: Basic Concept
- Principles of Human Development
- Determinants of Human Development: Heredity and Environment
- Life Span Approach to Human Development

**Unit II: Human Growth and Personality Development I**

- Personality Development
- Psychoanalytic Theory: Freud
- Psychosocial Theory: Erickson
- Humanistic Perspective: Maslow

**Unit III: Human Growth and Personality Development II**

- Learning Theory: Behaviourism and Social Learning
- Cognitive Perspective: Piaget
- Jung's Personality Theory
- Normality and Abnormality: Concept, criteria, and classification

**Unit IV: Social Self and Communication**

- Social Perception: Concept, Disorders
- Prejudice, Stereotypes and Discrimination
- Attitude formation, change
- Communication: Concept and Types

**Essential Readings:**

1. Crisp, R.J., & Turner, R. N. (2014). *Essential Social Psychology*. London: Sage.
2. Daniel, W. Barret, (2016). *Social Psychology – Core Concepts and Emerging Trends*. London: Sage.
3. Hurlock, E.B. (1995). *Developmental Psychology*. New Delhi: Tata McGraw Hill.
4. Kuppusamy, B. (1980). *An Introduction to Social Psychology*. Bombay: Media Promoters and Pub.
5. Nicolson, P., & Bayne, R. (2014). *Psychology for Social Work: Theory and Practice*. London: Palgrave.
6. Oltmanns, T. F., Martin, M. T. Davison, G. C. & Neale, J. M. (2011). *Case studies in abnormal psychology*. John Wiley & Sons.
7. Specht, J. (2017). *Personality Development across the Life Span*. 1st edition. London: Academic Press.

**Course Name: Social Problems**

**Code :SW24104CR**

**Total Credits: 02**

**Teaching Hours:30**

**Learning Outcomes:**

- ✓ *Understanding about various major social problems that affect our everyday Life*
- ✓ *Have an understanding of major social problems in the local context.*

**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.

**Essential Readings:**

1. Bottomore, T.B. - Sociology: A guide to Problems and Literature, London : George Allen and Unwin.
2. Madan, G.R. 1994. Indian Social Problems, VOL. I and Vol.II Allied Pub. Pvt.Ltc., New Delhi.
3. Parsad, B.K., 2004 Social Problems in India, Anmol Publications, New Delhi.

**Movies and Documentaries:**

Critical debates on : India the Republic of Hunger\* India | The Republic Of Hunger | 101 East - YouTube 8. India's prostitution villages | DW Documentary\* India's prostitution villages | DW Documentary - YouTube 9. Is Rethinking Masculinity the Key to Gender Equality\* Is rethinking masculinity the key to gender equality in India? | The Stream - YouTube 10. Why are India's poorest people being left behind? \* Why are India's poorest people being left behind? | The Stream - YouTube 11. Drugs: Cannabis country, heroin fix and India's addicts\* Drugs: Cannabis country, heroin fix and India's addicts | Al Jazeera Selects - YouTube 12. Demigods: Inside India's Transgender Community\* Demigods: Inside India's Transgender Community - YouTube 13. The Power of Privacy\* The Power of Privacy – documentary film - YouTube 14. Poverty in India\* Poverty in India | Free full Monarch Documentary – YouTube

**Suggested Readings:**

1. Ahuja, R. (1992). *Social problems in India*. Rawat publications.
2. Alphonse, M., George, P. & Moffatt, K. (2008). Redefining social work standards in the context of globalization: Lessons from India. *International Social Work*, 51(2), pp.145-158.
3. Best, J., & Best, J. (2013). *Social problems* (pp. 11-11). New York: WW Norton & Company.
4. Ray, R., & Katzenstein, M.F. (eds) (2005). *Social movements in India: Poverty*,

- power, and politics*. Rowman& Littlefield Publishers.
5. Yunus, M., & Weber, K. (2017). *A World of Three Zeroes: The New Economics of Zero Poverty, Zero Unemployment, and Zero Carbon Emissions*. Scribe Publications

**Course Name: State and Political Economy**

**Code: SW24105DCE**

**Total Credits:03**

**Teaching Hours:45**

**Learning Outcomes:**

- ✓ *Gain an understanding of the evolution of state and the welfare state.*
- ✓ *Examining the concept of representative democracy and constitutional foundations of India 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
- Constitution-features, directions and fundamental rights
- Concepts of representative democracy.
- Some theoretical perspectives around State-Individual relationship.(James.C. Scott & M.Foucault)

**Unit II: Economics, politics and power**

- Basic economic concepts: GDP, Budget, Taxation, deficit financing, stagnation, stagflation, inflation, balance of payment,
- Main ideas in Political thought-Liberty, Equality, Justice.
- Theories of Social contract by Hobbes, Locke.
- Concept of Power, authority and Political Culture.

**Unit III: Introduction to Political economy**

- Political economy: Concept & Structure.
- Bureaucracy-Max Weber.
- Bureaucracy in a developing country.
- Contemporary economic systems-Meaning, types & functions

**Essential Readings:**

1. Bardhan, P. (1984). *The Political economy of Development in India*. Delhi: Oxford University Press.
2. Foucault, M. (1982). The Subject and Power. *Critical Inquiry*, 8(4), 777–795.
3. Foucault, M., & Sheridan, A. (1996). Discipline and punish : the birth of the prison. *Contemporary Sociology*, 25(4), 463.
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. Partha, C. (1997). *State and politics in India*. Delhi ; New York : Oxford University Press.
8. Scott, J. C. (1995). State Simplifications: Nature, Space and People. *Journal of Political Philosophy*, 3(3), 191–233.

9. Scott, J. C. (2009). *The art of not being governed: An anarchist history of upland Southeast Asia*. New Haven: Yale University Press.

### **Suggested Readings:**

1. Hayami, Y., & Godo, Y. (2005-02-03). Development Economics: From the Poverty to the Wealth of Nations. : Oxford University Press. Retrieved 17 Nov. 2021, from <https://oxford.universitypressscholarship.com/view/10.1093/0199272700.001.0001/acprof-9780199272709>.
2. Olson, M. (1982). *The Rise and Decline of Nations*. New Haven: Yale University Press.
3. Pierre, J. & Peters, G. (2000). *Governance, Politics and the State*. Basingstoke: Macmillan.
4. Rudolph, L. & Rudolph, S.H. (1987). *In Pursuit of Lakshmi: The Political Economy of Indian State*. Chicago: University of Chicago Press.
5. Saberwal, S. (1996). *The Roots of Crisis: Interpreting Contemporary Indian Society*. Oxford: Oxford University Press.
6. Tarrow, S. (1994). *Power in Movement, Social Movements and Contentious Politics*. Cambridge: Cambridge University Press.
7. 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.

**Course Name:** Fundamentals of Social work  
**Code:** SW24001GE  
**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**

- Evolution of Social Work (West and India)
- Social Work: Concept and methods.
- Social Work and its relation with other disciplines: Sociology, Psychology, Economics, Political science etc.
- Social Work Settings (Correction, Hospital, Community, School etc)

**Unit II: Social Work as a Profession**

- Principles of Social Work Profession and their Applications.
- Values and Ethics in Social work
- Skills in Social Work Practice/ Qualities and Competencies of a Social Worker
- Careers in social work

**Essential readings:**

1. Bhattacharya, S., 2003: Social Work An Integrated Approach. New Delhi. Deep and Deep Publications
2. Friedlander, Walter, A.,1977: Concepts and Methods of Social Work. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Misra, P, D., 1994: Social Work Philosophy and Methods. New Delhi: Inter India Publications

**Suggested Readings:**

1. Batra, N., 2004: Dynamics of Social Work in India. Jaipur: Raj Publishing House.
2. Bradford, W., Sheafor, C., Horejsi,R.,& Gloria A.,1997: Techniques and Guidelines for Social Work. London : Allyn and Bacon.
3. Burnham, D. (2016). *The social worker speaks: A history of social workers through the twentieth century.* Routledge.
4. Dasgupta, S.,1964:. Towards a Philosophy of Social Work in India. New Delhi: Popular Book Services.
5. Doel, M. (2012). *Social work: the basics.* Routledge.
6. Dubois, B. & Miley, K, K., 2014: Social Work: An Empowering



Profession(8<sup>th</sup> Ed.). London Pearson

7. Feibleman, J.K.,1986: *Understanding Philosophy - A Popular History of Ideas*. New York: Souvenir Press
8. Healy, K. (2011). *Social work methods and skills: The essential foundations of practice*. Macmillan International Higher Education.
9. Payne, M. (2006). *What is professional social work?*. Policy press.
10. Pierson, J. H. (2021). *A New History of Social Work: Values and Practice in the Struggle for Social Justice*. Routledge.

**Course Name: Environment and Social Work**

**Code: SW24001OE**

**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**

- Ecology, Environment and Society- their linkages; History of Man, 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.
- Climate change Issues, Challenges and Response
- Environment Consciousness- NGOs, Ecological Movements, Green Social Work and Sustainable Development.

**Essential Readings:**

1. Arnold, David & Guha, R. (1999). *Nature, Culture, Imperialism; Essays on the Environmental History of South Asia*. Delhi, OUP.
2. Coates, J., & Gray, M. (2012). The environment and social work: An overview and introduction.
3. Gadgil, Madhav & Guha, R. (1994). *This fissured Land: An ecological History of India*. Delhi, OUP.
4. Norton, C. L. (2012). Social work and the environment: An eco-social approach. *International Journal of Social Welfare*, 21(3).
5. Ramchandra, G. (1991). *The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas*. Delhi: OUP.
6. Sharma, P. D. (2012). *Ecology and environment*. New Delhi. Rastogi Publications.

**Suggested Readings:**

1. Centre or Science and Environment, The State of India's Environment: the Citizens Reports Vol. I-IV, New Delhi.
2. Chopra Ravi, natural Bounty-Artificial scarcity, Peoples Science Institute (PSI), Dehradun.
3. 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.

4. Gadgil, Madhav & Guha, R. (1995). *Ecology and Equity; the use and Abuse of Nature in Contemporary India*. Penguin, Delh.
5. Goldsmith, E. & Hildyard, N. (ed.) (). *the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography)*, Wadebridge Ecological Centre U.K.
6. Hermath, S.R., & Krishnan, B.J. (). *All about Convention on Biological Diversity (CBD)*. 13. Kothari, Ashish, Meera, *People and Protected Areas*;

## **2<sup>nd</sup> Semester**

**Course Name: Social work with Individuals**  
**Total Credits:04**

**Code: SW24201CR**  
**Teaching Hours:60**

**Learning Outcomes:**

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

**UNIT I: Social Casework an Introduction**

- Historical Evolution of Case work
- Social Casework: Meaning , Definition, Objectives and Concepts (Need, Social Environment, Person in Environment, Social Functioning, Social Role, Adjustment and Adaptation)
- Philosophical Assumptions underlying Case work Practice
- Components in case work: person, problem, place and process.

**UNIT II: Dynamics in Case Work / Case Work Process**

- Principles of social case work
- Process in case work ( Intake, study, Assessment (Diagnosis), Intervention (Treatment), Evaluation and Follow-up
- Case work in relation with other social work methods

**UNIT III: Techniques and Skills in Social Case Work**

- Case work Relationship
- Basic communication and Helping skills, Case Management
- Interviewing & Recording (types of Records and Use of Records)
- Home visits and Referrals

**UNIT IV: Approach to Social Case Work**

- Psychosocial/diagnostic and Functional approach
- Behaviour Modification Approach
- Crisis intervention Approach
- Radical Casework

**Essential Readings:**

1. Beistek, F. P. (1957). The casework relationship. Chicago: Loyola University Press.
2. Hamilton, G (2013) Theory and Practice of Social Case Work(2<sup>nd</sup> Ed):Rawat Publication
3. Holis, F. & Woods, M, E.,1981: *Casework : A Psychosocial Therapy*, New York: Fandom House
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai

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

**Suggested Readings:**

1. Fook,J (1993) *Radical Casework: A theory of Practice*: Allen and Unwin
2. Hudson, J. (2014). Structural functional theory, social work practice and education. *The journal of Sociology and Social Welfare*, 5. 2-18
3. Holosko, M. J. (2017). *Social work case management: Case studies from the frontlines*. California, USA: SAGE Publications
4. Perlman, H, H., 1964: *Social Case Work: A Problem Solving Process*. London: University of Chicago Press.
5. Rapoport, L. (1970) 'Crisis intervention as a mode of brief treatment', in R. Roberts and R. Nee (eds), *Theories of Social Casework*, Chicago, University of Chicago Press.
6. Richmond, M.,1970: *Social Diagnosis*. New York: Free Press
7. Sheafor, B., Horejsi, C.,& Gloria,H.,1997: *Techniques and Guidelines for Social Work Practice*. London: Allyn and Bacon
8. Siddiqui, H. Y . (2015). *Social work & human relations*. New De lhi, India: R awat Publications
9. Smalley, R. E. (1977) 'Social casework: the functional approach', *Encyclopedia of Social Work* (17th edn), Washington, DC, National Association of Social Workers, 1195-206.
10. Timms, N., 1966: *.Social Case Work*, London: Routledge & Kegan Paul.
11. Buboiss & Miley., 1999: *Social Work - An Empowering Profession*, London: Allyn and Bacon
12. Friedlander, W, A., 1978: *Concepts & Methods of Social Work*, New Delhi: Prentice Hall.

**Course Name: Social Work Research**

**Code: SW24202CR**

**Total Credits=04**

**Teaching Hours: 60**

**Learning Outcomes:**

- ✓ *Develop an understanding of scientific approach to human enquiry*
- ✓ *Assess the effectiveness of Social work intervention*
- ✓ *Develop an ability to conceptualize, formulate and conduct simple Research projects*

**Unit 1 Introduction**

- Nature and Scope of Social Research, Social Work
- Types of Research
- Objectivity/Value Neutrality, Facts & Values
- Ethics

**Unit 2 Basics of Research**

- Basic steps in research
- Problem Identification
- Hypothesis & Research Questions
- Criteria of Research: validity & reliability

**Unit 3 Quantitative Research**

- Research Design
- Sampling
- Methods and tools of data collection
- Data Analysis Measures of Central Tendency, Chi Square

**Unit 4 Qualitative Research**

- Nature of Qualitative Research
- Grounded Theory ,Content Analysis
- Ethnography Data Analysis ,FGD'S, Writing Reports
- PLA Techniques.

**Essential Readings:**

1. Ahuja, R. (2001). *Research Methods*. New Delhi: Rawat Publications.
2. Bose, Pradip Kumar. (1995). *Research Methodology*. New Delhi: Indian Council of Social Science Research.
3. Bryman, A. (1988). *Quantity and Quality in Social Research*. London: Hyman.
4. Burns, Robbt, B. (2000). *Introduction to Research Methods*. London: Sage Publication.
5. Fernades, Walter & Philip, Riegas. (1985). *Participatory and conventional Research Methodologies*. New Delhi: Indian Social Institute.

6. Goddard, William, J., & Paul, K. Haff. (1952). *Methods in Social Research*. New York: McGraw Hill
- Handel, J.D.(1978). *Statistics for Sociology*. Englewood Cliffs; N.J: Prentice Hall
7. Young, P.V. (1988). *Scientific Social Survey and Research*. New Delhi: Prentice Hall
8. Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. CA: Sage Publications.
9. Denzin, N.K., & Lincoln, Y.S. (Eds) (2017). *The Sage Handbook of Qualitative Research*. Sage
10. Kerlinger, (1986). *Foundations of behavioral research*. New York: Holt, Rinehart and Winston.



**Course Name: Community Work**  
**Total Credits=04**

**Code: SW24203CR**  
**Teaching Hours: 60**

**Learning Outcomes:**

- ✓ To make learner understand fundamentals of the Community Work as a method of Social Work and its application in 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
- Major Forms of Community: Tribal, Rural, Urban- their Features and Differences
- Community Work: Concept and Relevance to Social Work
- 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

**Essential Readings:**

1. Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.
2. Hanna, M., & Robinson, B. (1994). *Strategies for community empowerment*. Lewiston, NY: Edwin Mellen Press.
3. Siddique, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam.
4. Siddique, H.Y. (2021). *Working with Communities: An Introduction to Community Work*. Alternotes Press.
5. Ross, Murray, G. (1955). *Community Organisation: Theory and Principles*. New York: Harper and Row.

6. Twelvetrees, A. (2017). *Community development, social action and social planning*. Macmillan International Higher Education.

**Suggested Readings:**

1. Briscoe, Catherine & Thomas David., N. (1977). *Community Work: Learning and supervision*. Unwin: George Allen.
2. Clinard, Marshall, B. (1970). *Slums and Community Development*. The Free press, New York.
3. Desai, R., (1961). *Rural Sociology in India*. Bombay: Popular Prakashan.
4. Desai, A. R. (ed.), (1982). *Peasant struggles in India*. Madras: Oxford Univ. Press.
5. Diddee, Jayamala (1993). *Urbanisation - Trends, perspectives and challenges*. Rawat Pub. Jeipur.
6. Dubey, S.C. (1977). *Tribal Heritage of India*. New Delhi Vikas Publication: Housing Pvt. Ltd.
7. Satyanarayana, G., & Madhusudana, H. S. (2012). *Rural Development and Poverty Alleviation in India: Policies and Programmes*. New Century Publications
8. Gangrade, K. D. (1971). *Community Organisation in India*. Bombay: Popular Prakashan.
9. Mitra, Arup (1994). *Urbanisation, slums, informal sector employment and poverty*. B.R. Pub.
10. Ramachandran (1989). *Urbanisation and Urban System in India*. Oxford University Press, New Delhi.

**Course Name: Rural Development**

**Code: SW24204CR**

**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**

- Rural Development: Conceptual Framework,
- Rural development: Approaches and Principles.
- Sustainable Rural Development
- Rural Development evolutionary trends and Approaches.

**Unit II: - Rural Administration**

- Rural Administration and rural Institutions in India.
- Contemporary rural development Programs in India.
- Panchayati Raj: Philosophy and 73rd Constitutional Amendment Act
- Livelihood Issues and Problems in rural India

**Essential Readings:**

1. Brahamanda et al (1987). *Dimensions of Rural Development in India*. Himalaya Publishing Work, Bombay.
2. Chambers, R. (2014). *Rural development: Putting the last first*. Routledge.
3. Dreze, Jean and A. Sen (2002). *India: Development and Participation*. Oxford University Press.
4. Kartar, S. (1986). *Rural Development: Principles, Policies and Management*. Sage Publication , New Delhi.
5. Komol Singha, (2010). *Rural Development in India: Retrospect and Prospects*. Concept Publishing Company.
6. Scoones, I. (1998). *Sustainable rural livelihoods: a framework for analysis*.
7. Scoones, I. (2015). *Sustainable livelihoods and rural development*. Practical Action Publishing.
8. Sreeramulu, N. (2011). *Rural Development Administration In India*. Serial publishing.
9. Tripathy, S.N. (2000). *Rural Development*. Discovery Publishing.

**Suggested Readings:**

1. Chaturvedi, H. R., & Mitra, S. K. (1982). *Citizen Participation in Rural Development*. Oxford and IBH Publishing House, New Delhi.
2. Dak, J. M. (1982). *Social Inequalities and Rural Development*. National Publishing House, New Delhi.
3. Five Years Plans (1st to 13th), Planning Commission, Government of India, New Delhi
4. Kantowsky, Detlef (1995). *An Indian Village through Letters and Pictures*. Delhi: Oxford University Press.

5. Marriott, McKim (ed.) (1955). *Village India, Studies in the Little Communities*. Chicago: University of Chicago Press.
6. Mehta, S. R. (1984). *Rural Development Policies and Programmes*. Sage Publications Pvt Ltd., New Delhi.
7. Misra, R. P. (1998). “*Urban in India Challenges and Oppportunites*”, ICSSR-North Eastern Regional Centre, Shilling.
8. Siddharta, K., & Mukherjee, S. (1996). “*Cities, Urbanization and Urban Systems and Urban systems*. Tran World Media and Communication”, New Delhi.
9. Singh, A. (2010). *Development Administration Challenges*. APH Publishing House, New Delhi.

**Course name: Family and Women welfare**

**Code: SW24205DCE**

**Total Credits=03**

**Teaching Hours: 45**

**Learning Outcomes:**

- ✓ *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.*
- ✓ *To enhance skills of dealing with problems related to Family and Women*

**UNIT I. Understanding Family**

- Family: Basic Concepts and Definitions
- Family Structure & Functions
- Family types, Challenges and Contemporary Concerns
- Models of family functioning (Circumplex, Ecological approach, McMaster)

**UNIT II. Women: Disparities and Mainstreaming**

- Patriarchy, Women and Social Change
- Approaches to Women and Development: WID, WAD, GAD
- Violence against Women, Sexual Harassment.
- Reproductive and Child Health

**UNIT III. Family, Women & Welfare**

- Family, Women and Social Work: Scope, Intervention & Strategies
- Protection of Women: Domestic Violence Act 2005, IPC Provisions.
- Institutional Mechanisms: National Commission for Women, Family Court, One Stop Centres, etc.
- Role of Women's Organizations and Social Workers

**Essential Readings:**

1. 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
2. Brook, E., & Davis, Ann. (1985). *Women, the Family and Social Work*, London: Tavistock Publications.
3. Collins, D, Jordan, C, & Coleman, H, (2009). *An Introduction to Family Social Work*. Brooks/Cole Cengage Learning.
4. Davies, M. (2012). *Social Work with Children and Families*. Palgrave Macmillan.
5. Hazarika, I. (2010). Women's reproductive health in slum populations in India: evidence from NFHS-3. *Journal of Urban Health*, 87(2), 264-277.
6. Indian Journal of Social Work. Vol 77, 2016. Special Issue: Family Transitions and Emerging Forms.
7. Jejeebhoy, S. J. (1997). Addressing women's reproductive health needs: Priorities for the family welfare programme. *Economic and Political Weekly*, 475-484.
8. Sanneving, L., Trygg, N. Saxena, D. Mavalankar, D. & Thomsen, S. (2013). Inequity in India: the case of maternal and reproductive health. *Global health action*, 6(1), 19145.

9. TISS. (1994). *Enhancing the Role of Family as an Agency for Social and Economic Development*. Mumbai: Unit for Family Studies. TISS.

### **Suggested Readings:**

1. Arnold, F., Choe, M. K. & Roy, T. K. (1998). Son preference, the family-building process and child mortality in India. *Population studies*, 52(3), 301-315.
2. Collins, D., Jordan, C., & Coleman, H. (2012). *Brooks/Cole empowerment series: An introduction to family social work*: Cengage Learning.
3. Davis, E., Lonsdale, M. Matthews, H. & Maguire, E. (2017). *Implications of the Family Violence Protection (Information Sharing) Amendment Act 2017*. *DVRCV Advocate*, (Dec 2017), 10-11.
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. Nair, T. (2016). Media, Technology and Family: Exploring the dynamics of interactions. *The Indian Journal of Social Work*, Vol,77, No 4.
7. Patel, T. (2016). New faces of the Indian family in the 21<sup>st</sup> century. *The Indian Journal of Social Work*, Vol 77, No 4.
8. Shankar Mishra, U., & Joe, W. (2021). Global Gender Gap Report 2021: hegemony, level-blind assessments and poor rankings of the global South. *South Asia@ LSE*.

**Course Name: Social Movements**

**Code: SW24206DCE**

**Total Credits=03**

**Teaching Hours: 45**

**Learning Outcomes:**

- ✓ *Understand the concept, process, ideas and methods of social action*
- ✓ *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
- Current Debates in Social Movements

**Unit II: Types of Social Movements- I**

- Tribal Movements
- Peasant Movements
- Dalit Movements
- Women's Movements

**Unit III: Types of Social Movements-II**

- Backward caste/class movements
- Industrial working class movements
- Students' movements
- Human Rights and Environmental movements

**Essential Readings:**

1. Alinsky, S. (2010). *Rules for radicals*. New York. Vintage- eBooks.
2. Oommen, T.K. (2004). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. New Delhi: Sage Publications Ltd.
3. Shah, G. (2003). *Social Movements and the State*. New Delhi: Sage.
4. Siddiqui, H.Y. (1984). *Social Work and Social Action- A Development Perspective*. New Delhi: Harnam Publications.

**Suggested Readings:**

1. Freire, P. (1997). *Pedagogy of the oppressed*. New Delhi: Penguin Books.
2. Gurr, T.R. (1970). *Why Men Rebel*. Princeton N J: Princeton University Press.

3. Ray, R., & Katzenstein, M.F. (eds). (2005). *Social movements in India: Poverty, power, and politics*. Rowman& Littlefield Publishers.
4. Rothman, J. (1970). *Three Models of Community Organization Practice*. Strategies of Community. Organization. New York: Columbia University Press.
5. Smelser, N.J. (1971). *Theory of Collective Behaviour*. New York: The Free Press.



**Course Name: Women in Everyday life**

**Code: SW24002OE**

**Total Credits=02**

**Teaching Hours: 30**

**Learning Outcomes:**

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

**Unit 1: Women: Issues and Challenges**

- Women, Patriarchy and Social Change
- Women and Marginalisation: Economic, and political.
- Violence Against Women: Domestic Violence, Sexual Harassment, etc
- Situating Women in Everyday Roles

**Unit II: Development and Mainstreaming**

- Approaches to Women and Development
- Constitutional and Legislative Safeguards, and Political Participation
- Policies and Programmes, and their implementation
- Role of Women's Organizations and Civil Society

**Essential Readings:**

1. Holmes, M. (2008). *Gender and Everyday Life*. Routledge.
2. Ratna ,K (ed). (1996). *Feminist Terrains in Legal Domains*, New Delhi: Kali.
3. Seth, M. (2001). *Women and Development: The Indian Experience*. New Delhi: Sage.
4. Singla, P. (2007). *Women's Participation in Panchayat Raj: A Northern India Perspective*, New Delhi, Rawat.
5. Uberoi, P. (ed.), (1996). *State Sexuality & Social Reforms*, New Delhi: Sage.
6. Zaya,H (ed). (1995). *Forging Identities: Gender Communities and Multiple patriarchies*, New Delhi.

**Suggested Readings:**

1. Aggarwal, B. (1994). *A Field of one's own: Gender and Land Rights in South Asia*. Delhi: Cambridge.
2. Banerjee, N, Sen, S., & Dhawan, N. (2011). Mapping the Field. *Gender Relations in Contemporary India*. Volume 1. Kolkata: Stree
3. Moser, C. (1993). *Gender Planning and Development Theory and Practice*. London: Routledge.
4. Omvedt, G. (1990). *Violence against Women: New Movements and New Theories in India*. New Delhi: Kali
5. Rose, K. (1992). *Where Women are Leaders*. New Delhi: Sage.

# **3rd Semester**

**Course Name: Social Policy and Planning**  
**Total Credits=04**

**Code: SW24301CR**  
**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
- Role of International instruments in Social Policy.
- Approaches to Social Policy: Welfare, Development and Rights Based.

**Unit II: Strategies for Social Policy**

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

**Unit III: Social Policy, welfare state and Planning**

- Welfare state: Historical perspective and contemporary challenges, Role of market evolution of Social Policy in India
- Poverty: Concept & types.
- Development Planning in India
- Planning as an instrument of Social Policy

**Unit IV: Social Protection in India**

- Social Protection: Concept
- Historical evolution of Social Protection
- Social Protection Scenario in India (Cash Benefit transfer, etc)

**Essential readings:**

1. Alcock, P., Erskine A. & May, M. (eds). (1998). *The Student's Companion to Social Policy*. Oxford: Blackwell /Social Policy Association.
2. Chatterjee, U. (2000). *The mammaries of the welfare state*. Viking.
3. Denny, D. (1998). *Social policy and social work*. Oxford: Clarendon Press.
4. Drake, R. F. (2001). *The principles of social policy*. New York: Palgrave.
5. Gough, I. (1979). *The Political Economy Of The Welfare State*. Mcmillan: London.
6. Hill, Michael (2003). *Understanding Social Policy*. Oxford: Blackwell.

7. Jacob, K.K. (Undated): *Social Policy in India*. Udaipur: Himanshu Publication.
8. Pathak, S. H. (2013). *Social policy, social welfare and social development*. Bangalore: Niruta
9. Titmuss, R. (1974). *Social policy*. Routledge

**Suggested Readings:**

1. Pellissery, S. (2021). *Social Policy in India: One Hundred Years of the (Stifled) Social Question*. In: Leisering L. (eds) *One Hundred Years of Social Protection. Global Dynamics of Social Policy*. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-54959-6\\_4](https://doi.org/10.1007/978-3-030-54959-6_4)
2. Rao, Manju (1995). *Labour Welfare Policy in India*. Printwell.
3. Sarma, A. M. (1997). *Aspects of Labour Welfare and Social Security*. Mumbai: Himalaya Publishing House.
4. Taylor, D.(ed).(1996). *Critical Social Policy : A Reader*. London: Sage.
5. Williams, F. (1989). *Social Policy: A Critical Introduction*. Cambridge: Polity Press.

**Course name: Social Welfare Management**

**Code: SW24302CR**

**Total Credits=04**

**Teaching Hours: 60**

**Learning Outcomes:**

- ✓ *Develop understanding of social welfare management as a method of social work profession.*
- ✓ *Understand various components of social welfare Management .*
- ✓ *Acquire competence in the planning and management of welfare and developmental services.*

**Unit I: Social Welfare- Basic concepts and Voluntary Organizations**

- Social welfare Management 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: Definition, Features of Planning,
- Planning process, Types of Planning,
- Strategic planning and Management.
- Project proposal formation

**Suggested Readings:**

1. Bechkard, R. (1969). *Organisational Development: Strategies and Models*. Reading, Addison:Wiseley.
2. CAPART (1992). *Directory of Voluntary Organisation*. New Delhi: CAPART.
3. Connors, Tract Daiiner,(ed.) (1993). *The Non-Profit Management Handbook; Operating policies and procedures*. New York: John Wiley and Sons Inc.
4. Friedlander, W.A. (1959). *Introduction to Social welfare*. New York: Prentice Hall.
5. Government of India (1980). *Social Welfare in India*. New Delhi: Planning Commission.

6. Kramer, R. (1981). *Voluntary Organizations and the Welfare State*. Berkeley, University of California Press.
7. Pathak, S. (1981). *Social welfare*. New Delhi: Mac Millan.
8. Snehlata, C. (2001). *Non-Governmental Organisations: Structure, Relevance and Functions*, New Delhi: Kamishaka Publishers.

**Course Name: Social Group Work**  
**Total Credits=04**

**Code: SW24303CR**  
**Teaching Hours: 60**

**Learning Outcomes:**

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

- Groups: characteristics, importance and place in society
- Historical Evolution of social group work
- Social Group Work: Concept, assumptions and 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: Treatment Groups ( Support Groups Socialization groups, Therapeutic groups, Educational, groups, Growth groups and Remedial groups) , Task Groups(Teams, Committees and Social Action Groups)

**UNIT III Group processes and Group Dynamics**

- Stages of group development: Trecker, Northern and Helen, Klein, Garland, Tuckman, Schultz and mosey
- Group Dynamics: Process of working with Groups, Conflict, Decision Making/ Inadequate Decision making, Problem Solving/Apathy;
- Leadership
- Recording Reporting and Evaluation

**UNIT IV Group Work in Diverse Settings**

- Group Worker Roles: Enabler, stimulator, supporter, guide, educator, resource person, therapist and advocate
- Program Media (action songs – games, storytelling, puppet shows/street plays, documentary/feature films, posters, Social Media etc.)
- Social Group Work: Intervention with Women and Children, Intervention with Persons with Disabilities, Intervention with Older Person.

**Essential readings:**

1. Douglas, T.,1978: *Basic Group Work*, London: Tavistock Publication

2. Glassman, U. (2009). *Group work: A humanistic and skills building approach*. USA: Sage
3. Lindsay, T., & Orton, S. (2014). *Group work practice in social work*. Exeter: Sage
4. Misra, P, D., Misra, B. (2008). *Social Group Work: Theory & Practice*. New Royal Book Co.
5. Siddiqui, H. (2008). *Group work: Theories and practices*. Jaipur: Rawat Publications.
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.

**Suggested Readings:**

1. Balgopal, P . R., & V assil, T . V. (1983). *Groups in social work: An ecological perspective*. New York: Macmillan
2. Battacharya, S., (Undated) Konopka, G. (1963). *Social group work: A helping process*. Englewood Cliffs: Prentice.
3. Brandler, S., & Roman, C. P. (1999). *Group work skills and strategies for effective interventions*. New York: The Haworth Press.
4. Helen, N., 1969: *Social Work with Group*, New York: Columbia University Press
5. Helen, N., & Kurland, R. (2001). *Social work with groups (3rd ed)*. New York: Columbia University Press.
6. Miffli *Social Work an Integrated Approach*, New Delhi: Deep
7. Phillips, H., 1962: *Essentials of Social Group Work Skill*, New York: Associate Press
8. Reid, K. E. (1997). *Social work practice with groups: A clinical perspective (Second Edition)*. Pacific Grove, CA: Cole.
9. Trecker, H., 1955: *Group Work-Foundations & Frontiers*, New York: Whiteside & William Marrow & Co. .
10. Wilson, G., & Ryland, G. (1949). *Social group work practice*. Cambridge, MA: Houghton.



**Course Name: Perspectives of Development**

**Code: SW24304CR**

**Total Credits=02**

**Teaching Hours: 30**

**Learning Outcomes:**

- ✓ *To get a basic understanding of development perspectives and about what development is and should be.*
- ✓ *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;
- Indian Planning: From Planning Commission to NITI Aayog.
- Poverty and Inequality; Exclusion and its perspectives.

**Essential Readings:**

1. Apffel–Marglin, F., Kumar, S. & Mishra, A. (Eds.) (2010). *Interrogating Development: Insights from the Margins*. New Delhi: Oxford University Press.
2. Bhalla, A., & Luo, D. (2013). *Poverty and Exclusion of Minorities in China and India*. UK: Palgrave Macmillan.
3. Das, M.B., & Mehta, S.K. (2012). *Poverty and social exclusion in India*. (N.D).
4. Kabeer, N. (2006). *Poverty, social exclusion and the MDGs: The challenge of „durable inequalities' in the Asian context*. (N.D).
5. Nalini, Rajan. (2002). *Democracy and the Limits of Minority Rights*. New Delhi: Sage Publications.
6. Stiglitz, J. E. (2002). *Globalization and its Discontents*. (Vol. 500). Norton: New York.
7. Thomas, Allan. (2000). „*Meanings and Views of Development* “ in *Allen and Thomas (eds.) Poverty and Development in the 21st Century*. Oxford University Press, Oxford.
8. Willis, K. (2011). *Theories and practices of development*. Taylor & Francis.

**Suggested Readings:**

1. Allen, Tim, & Alan Thomas, (eds). (2000). *Poverty and Development into the 21st Century*. Oxford: Oxford University Press and The Open University.

2. Berreman, G.D. (1971). *On the Nature of Caste in India A Review Symposium on Louis Dumont's Homo Hierarchicus: 3 The Brahmannical View of Caste*. Contributions to Indian sociology, 5(1), pp.16-23.
3. Beteille, A. (1981). *The Backward Classes and New Social Order*. New Delhi: Oxford
4. Chauhan, C.P.S. (2008). Education and caste in India. *Asia Pacific Journal of Education*, 28(3), pp.217-234.
5. Deshpande, A. (2007). Overlapping identities under liberalization: Gender and caste in India. *Economic Development and Cultural Change*, 55(4), pp.735-760.
6. Haralambos & Holborn (2013). *Sociology Themes and Perspectives*. Paperback – Import.
7. Sen, (1999). *Development as Freedom*. New York: Anchor Books.
8. Sen, A., & Drèze, Jean (1998). *India, economic development and social opportunity*. Oxford England New York: Clarendon Press Oxford University Press. ISBN 9780198295280.

**Course Name: Disability Studies**  
**Total Credits=03**

**Code: SW24305DCE**  
**Teaching Hours: 45**

**Learning Outcomes:**

- ✓ *Critically appraise theoretical and conceptual perspective with regard to disability.*
- ✓ *Understand issues and concerns related to persons with disability and their caregivers*
- ✓ *Facilitate the integration and synthesis of theoretical concepts and social work tasks.*

**Unit 1 Disability**

- Disability: Definition, causes, types and Prevalence of various disabilities.
- Prevention and Management of disabilities at primary, secondary and tertiary levels.
- Societal attitudes towards Persons with disability.

**Unit II Policies and Laws**

- Governmental measures and programmes institutions (national level) for Persons with Disabilities
- Main features of Persons with Disability Act 1995, Rehabilitation Council of India Act , 1992, National Trust Act 1999, National Policy on Persons with Disabilities, UN Conventions and declarations of Person s with disabilities. Implementation Issues.
- Millennium development goals, CBR guidelines and Matrix in Community based rehabilitation, Right Based Twin Track Approach,

**Unit III Rehabilitation**

- Multidisciplinary rehabilitation team and their roles: Process of rehabilitation early identification, treatment, fitment of aids and appliances, education, vocational rehabilitation,
- Role of NGOs and INGOs.
- Social workers role at individual, family and community level for persons with disability.

**Suggested Readings:**

1. Banerjee, G. (2001). *Legal Rights of Person with Disability*, New Delhi: RCI.
2. Bigby, Christine et.al. (eds.) (2007). *Planning and Support for People with Intellectual Disabilities: Issues for Case Managers and Other Professionals*. London: Jessica Kingsley Publishers
3. Gajendragadkar, (ed.). (1983). *Disabled in India*. Mumbai: Somaiye Pub.
4. Government of India (1993). *National Policy for Persons with Disabilities*. New Delhi: Ministry of Social Justice and Empowerment.
5. Kundu C.L. (ed). (2003). *Disability Status India*. New Delhi, Rehabilitation Council of India.
6. Mani, D. Ram. (1988). *The Physically Handicapped in India*. New Delhi: Shilpa Publications.
7. Oliver, M. (1983). *Social Work with the disabled*. London: Macmillan. Wilson, S. (2003). *Disability, Counseling and Psychotherapy: Challenges and Opportunities*. Basingstoke: Palgrave Macmillan

**Course Name: Counselling Theory and Practice**

**Code: SW24306DCE**

**Total Credits=03**

**Teaching Hours: 45**

**Learning Outcomes:**

- ✓ To understand counselling in Social Work education and practice
- ✓ To introduce the students to various approaches and techniques of counselling, and to acquaint them with counselling as a process.
- ✓ To learn skills associated with counselling and to train the students to deploy its varied applications
- ✓ To introduce the students to various types and sites of counselling.

**Unit I: Foundations of Counselling**

- Counselling: Definition and Concept
- Characteristics of Counselling
- Approaches to Counselling: Client Centered, Existential, Rational Emotive, CBT
- Relevance and application of Counselling in Social work

**Unit II: Counselling Process**

- The Counselling Relationship
- Phases of Counselling
- Counselling: Principles, Skills and Techniques
- Counsellor and Counseee, Qualities of an Effective Counsellor

**Unit III: Counselling and Ethics**

- Code of Ethics for Counselling
- Counseling with Target Groups in Different Settings: School, Hospital, Workplace
- Sensitivity: Cultural, Gender, ethnicity, etc
- Professional Burnout: Causes and Remedies

**Essential readings:**

1. Dryden, W., & Reeves, A. (Eds.). 2008. *Key Issues for Counselling in Action*. UK. Sage.
2. Miller, L. 2011. *Counselling skills for Social Work*. London: Sage.
3. McLeod, J. 2013. *An introduction to counselling*: McGraw-Hill education (UK).
4. Nelson-Jones, R. 2008. *Introduction to Counselling Skills: Text and Activities*. Sage.
5. Orlans, V., & Van Scoyoc, S. 2008. *A short introduction to counselling psychology*.UK: Sage.
6. Short, F., & Thomas, P. 2014. *Core approaches in counselling and psychotherapy*. London: Routledge.
7. Paul, S., &Charura, D. 2014. *An introduction to the therapeutic relationship in counselling and psychotherapy*. Sage.

**Suggested readings:**

1. Cowie, H., &Pecherek, A. 2017. *Counselling: Approaches and issues in education*. Routledge.

2. Feltham, C., & Palmer, S. 2015. An introduction to counselling and psychotherapy. *The beginner's guide to counselling and psychotherapy*.
3. Palmer, S. (Ed.). 2000. *Introduction to counselling and psychotherapy: the essential guide*. Sage.
4. Pelling, N., Bowers, R., & Armstrong, P. 2006. *The practice of counselling*. Thomson.
5. Reeves, A. 2018. *An introduction to counselling and psychotherapy: From theory to practice*. Sage.

**Course Name: Children: Rights and Protection**

**Code: SW24002GE**

**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: Constitutional Provisions for Children
- Basic Principles of CRC;
- Children: Issues of Vulnerability
- Children in J&K: Major issues

**Unit II: Child Protection**

- Child Protection: Concept, Definition;
- Juvenile Justice (Care and Protection) Act
- Child Protection Schemes
- NGO's and various interventions for child Protection

**Suggested Readings:**

1. Bashir,A., & Rashid, J. (N.D). *Issues of Children in Jammu and Kashmir: An introduction*. Ariana publishers & Distributors New Delhi, (India).
2. Corsaro, W.A. (1997). *The Sociology of Childhood*. New Delhi: Pine Forge Press.
3. Save the children. (2003). *Child Protection Policy*. ICPS Scheme.
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. UNCRC Document.

# **4<sup>th</sup> Semester**

**Course Name: Social Justice and Human Rights**  
**Total Credits=04**

**Code: SW24401CR**  
**Teaching Hours: 60**

**Learning Outcomes:**

- ✓ *To develop in learner the critical understanding of Social Justice and its linkage with development issues.*
- ✓ *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, John Stuart Mill, Marx, Amratya sen,
- 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.
- Fundamental rights and Social legislation, NFS Act, 2013.

**UNIT-III: Human Rights and Law**

- Concept of Human 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)**

- Rights-based Approach and Social Work.
- Human rights and vulnerable groups. (Minorities, SC/ST)
- Human rights concerns of victims of Conflict and violence.

**Suggested Readings:**

1. Gangrade, K. D. (2011). *Social legislation in India*. New Delhi: Concept Publishing Company (P) Ltd.
2. Hasnain, N. (1998). *Weaker Sections: Psychosocial Perspectives*. New Delhi: Gyan Publishing House.
3. Ife, Jim. (2001). *Human Rights and Social Work- Towards a Rights-Based Practice*. Cambridge University Press.
4. Mohapatra, A. R. (2001). *Public interest litigation and human rights in India*. New Delhi: Radha publications.
5. Nirmal, C. J. (1999). *Human rights in India – historical, social and political perspectives*. Delhi: Oxford University.
6. Nirmal, C. J. (2000). *Human Rights in India-Historical, Social and Political Perspectives*. London: Oxford University Press.



7. Pine, Rachel.(1995).*The Legal Approach: Women's Rights as Human Rights*. (N.D).
8. Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Belknap Press.
9. Sen, A. (2009). *The idea of justice*. Cambridge, Mass: Belknap Press of Harvard University Press.
10. Singh, A. K. (2014). *Human rights and social justice*. VL Media Solutions, India.
11. The Universal Declaration of Human Rights of the United Nations.

**Web links:**

1. Human Rights and Social Justice available at file:///C:/Users/user%205/Downloads/laws-06- 00007.pdf
2. Meckled- Garcia.S , (N.D). Human rights or social justice? Rescuing human rights from the outcomes [https://www.ucl.ac.uk/political-science/publications/downloads/SPP\\_WP\\_30\\_Saladin\\_MeckledGarcia.pdf](https://www.ucl.ac.uk/political-science/publications/downloads/SPP_WP_30_Saladin_MeckledGarcia.pdf).
3. The International Forum for Social Development ,Social Justice in an Open World The Role of the United Nations (N.D). <http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>.

**Course Name: Health and Medical Social work**

**Code: SW24402CR**

**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: Concept of Health and Healthcare**

- Introduction to Health: Physical, Social, Mental Dimensions
- Social determinants of Health
- Healthcare and Hygiene
- Community Health

**Unit II: Diseases and Prevention**

- Communicable and Non-Communicable diseases: Tuberculosis, STDs, HIV/AIDS, Diabetes, Hypertension, Cancer, Lifestyle Diseases.
- Nutrition deficiencies, Reproductive and Child Health,
- Mental Illness and Disorders: Anxiety, Depression, Schizophrenia, OCD, PTSD.
- Social and Preventive Medicine

**Unit III: Medical Social Work**

- Medical Social work: Meaning, Definition, Scope
- Historical Development of Medical Social Work
- Health Infrastructure, and Organization of Medical Social Work Departments in Hospital Settings
- Role of Social Worker with patients and Families, Role in Rehabilitation

**Unit IV: Health: Policies and Challenges**

- National Health Policy and programmes in India, NHM etc.
- Health Systems in India: Centre, State, District and Village Level
- Public Health Communication, and Role of NGOs
- Contemporary Challenges: Pandemics, Ageing, Disasters, etc.

**Essential Readings:**

1. Bhajpai, P. K. (ed). (1998). *Social Work Perspectives on health*. Jaipur: Rawat.
2. Butrym, Elaine M (ed). (1983). *Health, Doctors and Social Workers*. London: Routledge and Kegan Paul.
3. Chokshi, M., Patil, B. Khanna, R. Neogi, S. B. Sharma, J. Paul, V. K. & Zodpey, S. (2016).. Health systems in India. *Journal of Perinatology*, 36(3), S9-S12.  
*Concerns*. Mumbai: Tata Institute of Social Sciences..
4. Dash, B. M. (2017). Revisiting eight decades of social work education in India. *Asian Social Work and Policy Review*, 11(1), 66-75.

5. Dhooper, S.Singh. (1997).*Social Work in Health Care in the 21st Century*. London.
6. Mane, Purnima & Gandevia, Katy, Y. (eds.). (1993).*Mental Health in India: Issues and*
7. Phillips, David, R. &Verhasselt, Yola. (1994).*Health and Development*. New York: Routledge.
8. Sahu, K. K. (2014). Mental Health and Social Work Practice in India: A Historical Perspective. *Social Work in Mental Health: Contexts and Theories for Practice*. New Delhi, 62-85.

### **Suggested Readings:**

1. Allen, K. M., & Spitzer, W. J. (2015). *Social work practice in healthcare: advanced approaches and emerging trends*. Sage Publications.
2. Govt. of India (2017). *National Health Policy - India*. New Delhi: Ministry of Health and Family Welfare.
3. Hek, Gill & Moule, Pam. (2006). *Making Sense of Research: An Introduction for Health and Social Care Practitioners*. London: Sage Publications.
4. Kirkpatrick, W. J., Reamer, F. G. & Sykulski, M. (2006). Social work ethics audits in health care settings: A case study. *Health & Social Work*, 31(3), 225-228.
5. Kishore, J. (2010). National health programs of India: national policies and legislations related to health. *Peer-reviewed, Official Publication of the Indian Academy of Geriatrics*, 165.
6. McCoyd, J. L., & Kerson, T. S. (2016). *Social work in health settings: Practice in context*: Routledge.
7. Spitzer, W. J., & Davidson, K. W. (2013). Future trends in health and health care: Implications for social work practice in an aging society. *Social Work in Health Care*, 52(10), 959-986.
8. Spitzer, W., Silverman, E. & Allen, K. (2015). From organizational awareness to organizational competency in health care social work: The importance of formulating a “profession-in-environment” fit. *Social Work in Health Care*, 54(3), 193-211.
9. Talwar, U. K., & Singh, R. (2013). *Psychiatric social work-An emerging mental health profession in India*: GRIN Verlag.

**Course Name: Child Protection: Approaches and Practice**

**Code: SW24403CR      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**

- Understanding Childhood:
- Different perspectives on Childhood (Social & Legal Construction)
- Children's Risks and Vulnerabilities
- Inter-sectionality of Vulnerability

**Unit II: Child Protection; Need and Diversity**

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

**Unit III: Child Protection and Legislative Frameworks**

- Constitutional Provision w.r.t Children
- Juvenile Justice (Child Care & Protection) Act
- Integrated Child Protection Scheme (ICPS)
- The Protection of Children from Sexual Offences Act 2012 (POCSO)

**Unit IV Child Protection: Tools and Techniques**

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

**Essential Readings:**

1. \_\_\_\_\_ & Gibbs, S. (1997). *Children of War: Responses to Psycho-Social Distress in Cambodia*. Geneva: The United Nations Research Institute for Social Development.
2. \_\_\_\_\_ (1994). *Children's Experiences of Conflict Related Emergencies:*

- Some Implications for Relief Policy and Practice*. Disaster 18(3).
3. \_\_\_\_\_(1997). *Childhood and the Policy Makers: A Comparative Perspective on the Globalisation of Childhood*. in James, A. and Prout, A. (eds.) *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. London: The Falmer Press.
  4. \_\_\_\_\_(2003). Children under Fire: Challenging Assumptions about Children's Resilience. *Children. Youth and Environments* 13(1), Spring 2003. Online available at:
  5. Boyden, J. (1991). *Children in Especially Difficult Circumstances in Myanmar. Yangon, Myanmar*. UNICEF Country Office.
  6. Corsaro, W.A. (1997). *The Sociology of Childhood*. New Delhi: Pine Forge Press.
  7. James, A., Jenks, C. & Prout, A. (1998). *Theorizing Childhood*. Cambridge, UK: Polity Press.
  8. Jenks, C. (1996). *Childhood*. London. Routledge.
  9. Kakkar, S. (1978). *The Inner World: a Psychoanalytic Study of Childhood and Society in India*. Oxford University Press.

### Suggested Readings:

1. \_\_\_\_\_ & Hart, J. (eds) (2007). *Special Issue: Refugee and Asylum-Seeking Children, Local and Global Perspectives"* *Children & Society*. 24(4).UNCRC Document.
2. Bluebond-Langner & 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.
3. Doty, B. (2010). The Construct of Resilience and its Application to the Context of Political Violence. *Pursuit* 1(1): 137-154.
4. ICPS Scheme, J&K JJ Act 2013.
5. J&K Constitution.
6. James, A. (1993). *Childhood Identities: Self and Social Relationships in the Experience of Childhood*. Edinburg. Edinburg University Press.
7. Save the children. (2003). *Child Protection Policy*.
8. Seymour, S.C. (1999). *Women, Family, and Child Care in India: A World in Transition*. New York: Cambridge University Press.
9. Sharma, D. (ed.) (2004). *Childhood, family and socio-cultural change in India- Reinterpreting the inner world*. Delhi: Oxford University Press.

**Course Name: Social work and Correctional services**

**Code: SW24404CR**

**Total Credits=02**

**Teaching Hours: 30**

**Learning Outcomes:**

- ✓ *To sensitize the learner about the concept of crime and criminology and Victimology*
- ✓ *To elucidate the role of social work interventions viz crime and criminology.*

### **Unit I: Crime and Criminology**

- Deviance: Concept and Causes
- Crime, Criminology, Victimology and Criminal Justice System.
- Overview of Criminal Behavior Theories.
- Classification of crimes: Sutherland, Bonger, Lemert, Clinard and Quinney, Modern Crimes

### **Unit II: Social Work and Correction**

- Correctional Social Work: Concept and Scope
- Correctional settings: Institutional ( Prisons, Observation homes, Special homes, Children homes, After care organization, Protective Home for Women, Short Stay Home ,Beggars Home ), Non Institutional (Probation and Parole) and Hybrid( Community Service, Work Release)
- Concept of Restorative justice and Social Work interventions with under - trials, prisoners, rehabilitation of prisoners, work with families of prisoners, Vocational Training programs ,Educational Programs and Recreational Programs
- Police and Prison Reform, Social Work measures with the Police the prison staff, Job stress, burn out and other issues.

#### **Essential Readings:**

1. Ahuja, R( 2001) , Criminology, New Delhi: Rawat publication
2. Alder, F., Mueller., & Laufer, W. (2007). Criminology. New York: McGraw Hill
3. Bazemore, S. G., & Schiff, M. (eds.) (2001). Restorative community justice: Repairing harm and transforming communities. Routledge.
4. Callen, F. T., & Agrew, R. (eds.) (2005). Criminological theories, past to present. LosAngeles: Roxbury Publishing.
5. Chong, M.D&Francis A.P (2017). Demystifying Criminal Justice Social Work in India. New Delhi: Sage
6. Devasia, V . V. (1992). Criminology, victimology and corrections. Ne wDelhi: Ashish Publishing House.
7. Thilagaraj R ., & L iu J . (2017). Restorative justice in India; tadtional practice and contemporary applications. Switzerland: Springer International Publishing.
8. United N ations ( 1985). Alternatives to imprisonment and measures for the social resettlement of prisoners. New York: United Nations.
9. Valier, C. (2001). Theories of crime and punishment. Essex: Longman.

#### **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. McLaughlin, E., & Muncie, J. (eds.) (2001). The Sage dictionary of criminology. New Delhi: Sage Publications.
4. Petterson, J. T. (2012). Social work practice in the criminal justice system. Oxon: Routledge.
5. Shaikh, R. (2019). Coming of age of criminal justice social work in India. International Journal of Criminal Justice Sciences, 14(1), 9-21.
6. Springer, D. W., & Roberts, A. R. (2017). *Social work in juvenile and criminal justice systems*. Charles C Thomas Publisher.
7. Ephoross, Paul H. (1974), "Potential Contribution of Group Work in Corrections," Correctional Treatment of the Offender, C.C.Thomas Publisher, Illinois.
8. Gokhale, S.D. (1986), "Contemporary Criminology", Indian Journal of Criminology, 14, 2, July pp.104-113

**Course Name: Human Resource Management and Labour welfare    Code: SW24405DCE**

**Total Credits=03**

**Teaching Hours: 45**

**Learning Outcomes:**

- ✓ *To develop in learner the understanding of Human Resource Management and Labor Welfare.*
- ✓ *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: - Labour 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.

**Essential readings:**

1. Aswathappa K. (2012). *Human Resource and Personnel Management*. Tata McGraw-Hill, New Delhi.
2. Deepak, B. K. (2006). *Human Resource Managing*. Excel Books, New Delhi.
3. Lal, D.K. (1991). *Personnel Management, Industrial Relations and Labour Welfare*. Das Publication.
4. Mongia, J. N. (1976). *Readings in Indian Labour & Social Welfare*. Delhi : Atmaram & Sons.
5. Mustafa, M., & Sharma, O. (2002). *Workers Participation in Management*. Deep and Deep Publications.
6. Saiyadain S. M. (2008). *Human Resource Management*, Tata Mc-GrawHill, India.
7. Sarma, A. M. (1997). *Aspects of Labour Welfare and Social Security*. Mumbai: Himalaya Publishing House.

**Suggested Readings**

1. Armstrong, M. (2006). *Handbook of Human Resource Management Practice*. Kogan Page.
2. Dessler Gary (1997). *Human Resources Management*. Prentice Hall, USA.



3. 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.
4. Kumar, Shiv (1994). *Labour Welfare & Incentive Plans in Industries*. New Delhi : Radha Publications.
5. Lal, D.K. (1991). *Personnel Management, Industrial Relations and Labour Welfare*. Das Publication
6. Mongia, J. N. (1976). *Readings in Indian Labour & Social Welfare*. Delhi : Atmaram & Sons.
7. Moorthy, M. V. (1982). *Principles of Labour Welfare*. New Delhi : Oxford & IBH Publishing Co.
8. Nair, N.G., & Nair, L.N. (1999). *Personnel Management & Industrial Relations*. S.Chand& Company India.
9. Noe R., Hollenbeck J. Gerhart B. Wright P. (2011). *Fundamentals of Human Resource Management* 4 edition McGrawHill/Irwin, 2011. - 589 p.
10. Rao, Manju (1995). *Labour Welfare Policy in India*. Printwell.
11. Saiyadain S. Mirza (2003). *Human Resource Management*. Tata Mc-GrawHill, India.
12. Sharma, A.M. (1990). *Welfare of Special Categories of Labour*. Mumbai: TISS.

**Course Name: Mental Health and Psychiatric Social Work**

**Code: SW24406DCE**

**Total Credits=03**

**Teaching Hours: 45**

**Learning Outcomes:**

- ✓ *Understand mental health as a positive concept and gain insight into different types of mental disorders, their causes, manifestations and management.* [1-1]
- ✓ *Understand the relevance, nature and types of social work interventions in mental health*

**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, bipolar

**UNIT III: Mental Health Care Scenario**

- Mental Healthcare in India
- Mental Health Policy Programmes and Legislations
- Community mental health , Psychosocial rehabilitation
- Mental health in educational institutions and work places Skills in mental health social work : Assessments and Interventions

**COURSE NAME:MENTAL HEALTH AND PSYCHIATRIC SOCIAL**

**Suggested Readings:**

1. Chavan, B. S., Gupta, N. Sidana, A. Priti, A. & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub
2. Corcoran, J., & Walsh, J. (2006). *Clinical Assessment and Diagnosis in Social Work Practice*. New York, NY: Oxford University Press.
3. 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).
4. Francis, A. (2014). *Social work in mental health: Contexts and theories for practice*. Sage

5. Preston, J., & Johnson, J. (2009). *Clinical Psychopharmacology made ridiculously simple*. Miami, FL: Med Master, Inc.
6. Rogers Anne, Pilgrim David (2005). *A sociology of mental health and illness 3rd ed. : Maidenhead*. Open University Press.
7. Steele, K. & Berman, C. (2001). *The Day the Voices Stopped: a memoir of madness and hope*. (N.D)
8. The principles of effective case management of mental health services *Psychiatric rehabilitation journal* 27,4 p 319-333, 2004 :

**Course Name: Research Dissertation**

**Code: SW24407DCE**

**Total Credits=03**

**Teaching Hours: 45**

**Learning Outcomes:**

- ✓ *To develop ability to conceptualize, formulate and conduct simple research projects.*
- ✓ *Learn participative & experimental research and problem solving*

**Guidelines**

The students will be offered to learn research methodology and prepare a small dissertation. The purpose of the research work is to acquaint the student with the methods and process of research, to make them intelligent and smart users of research work available and also to some extent, to help them to be a producer of research. Student who opts for research dissertation as a course has to select an area of the subject of his/her interest. The subject chosen for the dissertation should be of relevance to social welfare issue and should preferably take an interdisciplinary view. The student may formulate any research problem based on their training, specialization and skills in consultation with their faculty Supervisors.

- The student will be placed under the guidance of a faculty member supervision and dissertation work. Subsequently, the student will be guided to follow various research steps.
- The students have to do data collection on the field during the 4th semesters.
- After the completion of data collection and analysis, the student has to prepare a research dissertation/report.
- The content of the report may not be more than 50 typed pages and it should cover in general the following chapters.

- I. Introduction
- II. Review of Literature
- III. Research Methodology
- IV. Analysis
- V. Conclusion and Suggestions
- VI. Bibliography and Appendices
- VII. One printed copy and one soft copy (In CD) of the dissertation is to be submitted to the concerned supervisor for evaluation before the date notified by the department for the same.

The Viva Voce examination will be conducted as per the end semester examination date sheet.

**Marks distribution will be as follows:**

Internal: 15 Marks for Presentation.

External: 40 marks for dissertation + 20 for Viva Voce.

The Dissertation will be evaluated internally.

**Course Name: Humanitarian Aid**

**Code: SW24003GE**

**Total Credits=02**

**Teaching Hours: 30**

**Learning Outcomes:**

- ✓ *Understanding Politics underlying humanitarian aid system*

**Unit –I: Humanitarian 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

**Essential Readings:**

1. Allen, Tim, & Alan Thomas, (eds). (2000). *Poverty and Development into the 21st Century*. Oxford: Oxford University Press and The Open University.
2. De Lauri, A. (2016). *The politics of humanitarianism. Power, ideology and aid*. IB Tauris.
3. Fassin, D. (2007). Humanitarianism as a Politics of Life. *Public culture*, 19(3), pp.499- 520.
4. 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

**Suggested Readings:**

1. Barnett, M., & Weiss, T.G.( eds). (2008). *Humanitarianism in question: Politics, power, ethics*. Cornell University Press
2. Cutts, M. (1998). Politics and humanitarianism. *Refugee Survey Quarterly*, 17(1), pp.1- 15

**Course Name: Minorities and State**

**Code: SW24003OE**

**Total Credits=02**

**Teaching Hours: 30**

**Learning Outcomes:**

- ✓ To develop in the learner an understanding of the Pluralism and Multiculturalism.
- ✓ To sensitize the learner about the various governmental initiatives concerning minorities.

**UNIT I: Minorities in India**

- Minorities: Concept and Types.
- Pluralism and Multiculturalism in the Socio-Political Context.
- Minorities and Constitution of 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.
- Schemes and programmes for minorities in India.

**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.