Learning Outcomes-based Curriculum Framework (LOCF)
As Envisioned in NEP 2020

Name of the Programme: M.A. SOCIAL WORK

(2024)

Department of Social Work

Central University of Jammu
Bagla Rahya Suchani, Dist Samba, J&K

I. **Profile:** The Department of Social Work was established in the year 2014, initially named as Department of Sociology and Social Work, which later on was re-named as Department of social Work. The purpose of the Department is to promote social work education through its academia, research and field based intervention. The Department offers M.A. Social Work – Four Semesters in accordance with the guidelines of the University. The goals of social work education are 'prevention', 'promotion', 'development', 'therapeutic' and 'rehabilitation'. The focus of social work education and practise is to bring purposeful and functional change through education in persons, groups and communities.

The key features of the course are:

1. It is an inter-disciplinary programme drawing strengths from social sciences;

2. Through its validated methods the units of social work intervention are individuals, groups, families, neighbourhoods, communities, social networks, organisations and social policies;

3. Theory and practice are integral part of learning continuum;

4. Social Work knowledge and skills can be applied in wide range of human service – relief, rehabilitation, reform, reconstruction, therapy, corrections and social action.

The students invest one-third of their academic programme in supervised field practice by faculty and stakeholders, in Government and Non-Government human service institutions. Besides it also has an internship programme – 'on the job training' before they exit into employment scenario. The social work course being a professional course offers employment opportunities in wide range of social sectors – Central and State Governments, International and National NGOs, Corporate and Industries and Multilateral Agencies – UN / WHO / UNDP / World Bank / UNHRC.

II. **Objectives of the Course:**

1. To critically understand integration of theory and practice;
2. To provide opportunities for personal growth;
3. To promote advocacy in the areas of social policy, right-based entitlements, ecology and environment;
4. To promote social change and empowerment through intervention with people and their environment;
5. To design and promote research for strengthening the knowledge and interventions for quality social work education and application;
6. To instil conscious use of professional values and ethics, a sense of dedication, social justice and commitment for an inclusive society.

III. **Title of the Course:** The course shall be called '**M.A. Social Work**'.

IV. **Seats:** Number of seats for M.A. Social Work will be as per University guidelines.

V. **Eligibility for Admission: Bachelor's Degree of at least three years duration from a recognised University with not less than 50% of total marks (45% in case of SC/ST and persons with disabilities).**

VI. **Selection Procedure:** Candidates will be selected for admission as per the general guidelines of the University through an entrance test.

VII. **Course Structure:** The Master's Degree Programme in Social Work adopts the model of the Choice-Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) of the Central University of Jammu Regulations governing Post-Graduate programmes. The Programme comprises of a total of 100 credits. The Programme has four (04) Semesters, spread over a duration of two (02) academic years.

First Year	Semester – 1	Semester – 2
Second Year	Semester – 3	Semester – 4

VIII. <u>Attendance Requirement:</u>

1. <u>Theory: As per the University Regulations in force</u>

2. <u>Field Work: 75% of attendance is mandatory. Each component of Field Work shall be considered separately for attendance computation.</u>

IX. <u>Field Work Practicum and Significance in Social Work Education:</u> The field work Practicum is the signature pedagogy of social work education. It emphasises direct experience of social work students in the areas of social work practice. Field work practicum imbibes in the students a learning of social work values, knowledge and skills. The process of field work involves internalisation of theory and practice through supervised learning. It is compulsory for the students to complete all the components of the Field Work Practicum.

A candidate who fails to satisfy the attendance requirement in Field Work shall repeat the SEMESTER AND NO PROMOTION IS ALLOWED.

a. <u>Objectives of Field Work Practicum:</u>

1. Develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized groups.

2. Develop skills to analyze the impact of the wider social system on individuals, families groups, communities and organizations.

3. Understand the agency as system – its philosophy, thrust, objectives, structure and management of services / programmes.

4. Develop the ability to involve the client system in the problem solving process.

5. Develop skills in identifying and utilising community resources; Government, Corporate and Voluntary.

6. Develop belief to work as a member of a team, reinforce belief in the inherent strength of the people to meet their needs and resolve problems.

7. Make conscious use of professional values and ethics.

b. **<u>Components of Field Work Practicum:</u>** The Field Work Practicum of the Masters Degree Programme comprises of the following components will be administered by the Field Work Unit of the Department headed by Field Work Coordinator.

   i.   Observation Visits
   ii. Concurrent Field Work
   iii. Social work camp
   iv. Individual Conference
   v.   Group Conference/ Seminar

   A field work manual prepared by Field Work Unit of the Department shall be provided to the students on nominal payment basis.

c. <u>**Practicum Brief:**</u>

   i.   **Observation Visits:** The objective of the observation visits is to orient the students to the social service delivery system, development sector, objective understanding of social issues and problems in the context of current environment. This will be part of two week long orientation module.

   ii. **Concurrent Field Work:** Concurrent Field Work is carried out two days in a week, which will be 16 hours per week either in a planned institutional setting or directly in the community.

   iii. **Social Work Camp:** Social work camp will normally be organized in rural / tribal / urban areas across India. It will be graded out of 10 Marks in internal field work practicum marks.

      a. The objectives of the social work camp are:

         1. Understand the social system with specific reference to social exclusions issues in the community.

         2. Analyze the nature of Government intervention in relation to poverty reduction in the region and the related structures of decision-making.

         3. Develop the capacity to undertake intervention adopting specific social work tools in the context of local needs e.g. SWOT / PRA / Social & Cultural Media.

         4. Through experience in-group living in actual field settings, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and taking on responsibility.

b. Social Work camp will be organized for 07-10 days in a selected area. This camp can be organized independently or with some institutional collaboration. Faculty members and one support staff will accompany the students. Essentially, the camp will be executed by the students themselves with guidance from the faculty members. The camp will be held once in every academic year.

c. Such camps can be also undertaken by the department in any emergency, disaster, relief context locally or nationally.

d. Individual Conference: These meetings shall be scheduled by the mentor/ supervisor for furthering the learning of the supervisor/ mentee.

e. Group Conference/ Seminar: These seminars will be organised by the field work unit of the department and the students will be required to make the presentation of their work.

X. **Block Placement/Internship:** This opportunity is provided at the end of fourth semester. It is designed to integrate theory and practice and to enhance competence of social work practice and experience of self in that role.

   b. The objectives of the block placement/internship are:
      1. Provide a professional learning environment.
      2. Acquire capacity building and competence for employment opportunities.

   b. Block Placement (Compulsory): It will commence soon after end-semester examination for a period of 30 days. The students will be placed in an institutional set-up or open setting. The students are required to send a comprehensive weekly report duly signed by the authorized person of the institution / supervisor to the Block Placement Coordinator at Field Work Unit. In case of failing to complete the block placement in satisfactory manner, student has to complete the same with the next batch of students in the next academic year after completion of fourth semester's end semester examination.

   c. Internship (Optional): During Winter break and summer vacations after second semester, students can opt for internship in various settings as per their interest.

XI. Teachers will incorporate periodical amendments to legislations/rules and any change in the nomenclature of the Government Programmes in the Social Sectors.

XII. **Skill Lab:** The skill lab will be conducted as per the need of the course.

XIII. **Dissertation**: It is an Open elective course offered in Semester 4 of M.A. Social Work Programme. The faculty members will give the details of the number of positions available under them and their area of interest towards the end of Semester III which shall form basis of allotment of Dissertation. Students opting Dissertation will be considered eligible if all papers of previous three semesters are passed.

XIV. **Teaching Methods / Tools:**
   A. Book / Journal / Article Review
   B. Role Play/Drama/Skit & Other Medium
   C. Field Based Conference / Discussion
   D. Use of e-learning/Workshops
   E. Documentaries / E- Content

XV. **Examination System:**

   a. Theory:

   i. The break-up of the marks in the theory papers (4 credit) as per the standard practice of the University are as follows:

Criteria	4 credit course		2 credit course	
	Weightage (%)	100	Weightage (%)	50
Continuous Internal Assessment (CIA)	20	20	20	10
Mid Sem	30	30	30	15
Major	50	50	50	25

i. Pass and Promotion in Theory papers will be as per the University Statutes.

ii. However, in case a student fails in the Field Work Practicum in a given Semester, she/he will not be promoted to the next semester. Only on successful completion of field work she/he will be eligible for next semester.

iii. The Department will work out a field work plan for such failed students.

b. Dissertation

Dissertation Evaluation Criterian	Weightage (%)	Marks Computation
Internal Assessment	50	100
Viva-voce	50	100

c. Dissertation Assessment

A. Internal Assessment Committee
i. Department Supervisor (convenor)
ii. One Faculty member nominated by Head

B. External Assessment Committee
i. Head of the Department
ii. External Examiner

d. Concurrent Field Work Practicum:

Concurrent Field Work Assessment Criteria	Weightage (%)	Marks Computation
Internal Assessment	75	150
Viva-voce	25	50

e. Practicum Examination: Concurrent Field Work

1. Internal Assessment:
i. The Faculty supervisor

2. Viva-Voce:
i. Head of the Department
ii. One External Examiner (Academician/Field Work Practitioner with Social Work Degree)
iii. Director Field Work Unit

f. Practicum Examination: Block Placement/Internship
i. Head of the Department
ii. Block Placement Coordinator
iii. External Examination

XVI. Summary of Course Matrix:

Semester	Credit		
	Core	Open Elective	Total
Semester 1	16	8	24
Semester 2	16	8	24
Semester 3	16	8	24
Semester 4	16	8	24
Total			**96**

XVII. Semester-wise Course matrix

SEMESTER I						
Course Code	**Course Title**	**Credit**	**CIA**	**Mid Sem**	**Major**	**Total**
Core courses						
MSOW1C009T	Social Work Profession	4	20	30	50	100
MSOW1C010T	Theory and skills of working with Communities	4	20	30	50	100
MSOW1C001F	Field Work Practicum-I	8			200	200
Open Elective Courses **A total of 8 credits to be earned from the basket of OEC/VAC/AEC/SEC offered by the University or on SWAYAM Platform-MOOC courses**						
#	Open Electives	8	-	-	-	200
Total		24				**600**

SEMESTER II						
Course Code	**Course Title**	**Credit**	**CIA**	**Mid Sem**	**Major**	**Total**
Core courses						
MSOW1C011T	Theory and Skills of Working With Individuals	4	20	30	50	100
MSOW1C012T	Theory and Skills of Working with Groups	4	20	30	50	100
MSOW1C002F	Field Work Practicum-II	8			200	200
Open Elective Courses **A total of 8 credits to be earned from the basket of OEC/VAC/AEC/SEC offered by the University or on SWAYAM Platform-MOOC courses**						
#	Open Electives	8	-	-	-	200
Total		24				**600**

SEMESTER III						
Course Code	**Course Title**	**Credit**	**CIA**	**Mid Sem**	**Major**	**Total**
Core courses						
MSOW2C03T	Administration of Welfare and Development Services	4	20	30	50	100
MSOW2C04T	Research methodology and Computer Application	4	20	30	50	100
MSOW2C001F	Field Work Practicum-III	8			200	200
Open Elective Courses **A total of 8 credits to be earned from the basket of OEC/VAC/AEC/SEC offered by the University or on SWAYAM Platform-MOOC courses**						
#	Open Electives	8	-	-	-	200
Total		24				**600**

SEMESTER IV						
Course Code	Course Title	Credit	CIA	Mid Sem	Major	Total
Core courses						
MSOW2C05T	Social Action	4	20	30	50	100
MSOW2C003F	Field Work Practicum-IV	8	-	-	200	200
MSOW2C004TR	Block Placement	4	-	-	100	100
Open Elective Courses A total of 8 credits to be earned from the basket of OEC/VAC/AEC/SEC offered by the University or on SWAYAM Platform-MOOC courses						
#	Open Electives	8	-	-	-	200
Total		24				600

XVIII. Course matrix of OEC/VAC/AEC/SEC offered by Department of Social Work to all students across the University

Course Code	Course Name	Course	Credit	CIA	Mid Sem MM	Major MM	Total Marks
USOW0O003T	Social Science concepts and perspectives	OEC	4	20	30	50	100
USOW0O004T	Psychology for Social Work	OEC	4	20	30	50	100
USOW0O005T	Gender and Social Work	OEC	4	20	30	50	100
USOW0O006T	Family and Geriatric Social Work	OEC	4	20	30	50	100
USOW0O007T	Theory and Skills of Counselling	OEC	4	20	30	50	100
USOW0O008T	Social Justice and Empowerment	OEC	4	20	30	50	100
USOW0O009T	Diversity and Inclusiveness	OEC	4	20	30	50	100
USOW0O011T	Social Work with Persons with Disability	OEC	4	20	30	50	100
USOW0O012T	Rural and Urban Community Development	OEC	4	20	30	50	100
USOW0O013T	Health and Wellbeing	OEC	4	20	30	50	100
USOW0O014T	Health Disparity in India	OEC	4	20	30	50	100
USOW0O016T	Social Work and Disaster Management	OEC	4	20	30	50	100
USOW0O017T	Child Protection Mechanisms	OEC	4	20	30	50	100
USOW0O019T	Life Skills Education	OEC	4	20	30	50	100
USOW0O020T	Health Monitoring and Evaluation	OEC	4	20	30	50	100
USOW0O021T	Social Policy and Planning	OEC	4	20	30	50	100
USOW0O022T	Development and Environmental Discourse	OEC	4	20	30	50	100
USOW0O023T	Criminology and Correctional Services	OEC	4	20	30	50	100
USOW0O024T	Corporate Social Responsibility	OEC	4	20	30	50	100
USOW0O025T	Development Projects Planning and Management	OEC	4	20	30	50	100
MSOW2O002D	Dissertation	OEC	8	-	-	-	200
USOW0O001L	Understanding Social Problems	AEC	2	-	-	50	50
USOW0O001T	Understanding NGO's	VAC	2	-	-	50	50

XIX.Semester-wise Syllabus

Semester I

1. *To recapture nature and historical evolution of professional social work*
2. *To familiarize and internalize philosophy and core values of professional social work*
3. *To introduce the approaches and areas of professional practice*
4. *To critically evaluate assumptions, philosophy and ideals*

Unit I: **Conceptual Understanding**
- Social Work as Profession
- Professional Associations of Social Work
- Levels of Social work Practice

Unit II: **Social Work: Historical Perspective**
- Historical Evolution of Social Work in West
- Origin and Development of Social Work in India
- Social Work education in India

Unit III: Philosophy and Values
- Principles of Social work
- Ethics of Social work
- Functions of Social Work

Unit IV: Social Work Practice: Ideologies
- Charity to Empowerment
- Rights Perspective
- Gandhian Philosophy

Unit V: Social Work Practice: Approaches
- Anti-Oppressive Social Work
- Radical Social Work
- Evidence Based Practice

References/ Suggested Readings/ Web links :

1. Social work practice- A Generalist Approach. 201.Johnson, L.C. & Yanca, S.J: Pearson Education Inc.
2. Ideologies and Social Work. 2015.Desai, M: Rawat Publications
3. Social work and Social Work Education. 2011. Gore, M.S.Rawat Publications
4. Social Work. 2013. Davies, M.:Wiley- Blackwell
5. Social work- An integrated approach. 2012. Bhattacharya, S.: Deep and Deep Publications
6. Social work skill- a practice Handbook. 2009.Trevithick, P.: Rawat Publications
7. Social work values and ethics. 1999. Reamer, F.G.:Rawat Publications
8. What is professional social work. 2007. Payne, M. Rawat Publications
9. An invitation to Social theory. 2012. Inglis, D. Polity Press
10. Fields of Social Work Practice. 2010. Gunjal, B.S.Vishwas Prints
11.Social Administration in India. 1970**.** G B Sharma
12, Parmeshwar Dayal. 1986. Gandhian Approach to Social Work

1. *To Understand and analyze community as an evolving entity*
2. *To introduce community organization as a method of social work*
3. *To develop competencies and skills to engage with communities*
4. *To apply participatory and emancipatory approaches to community welfare*

Unit I: **Community: Concept and Dynamics**

- Evolution of concept of Community
- Communities from Social Work Perspective
- Types- Tribal, Rural, Urban and Virtual Communities

 Unit II: **Community Organisation-I**

- Concepts, Values and Assumptions
- Principles of Community Organisation (MG Ross & H. Y Siddiqui)
- Steps in Community Organisation

Unit III: Community Organisation -II
- Models of Community Participation (Jack Rothman & H. Y Siddiqui)
- Roles of Community Organiser

- Understanding Community Development & Community Organisation

Unit IV: Community Engagement

- Concept of Community Engagement
- Community Based Organizations: Ideological Orientation & Grassroots Governance
- Best practices of Community Engagement- Case illustrations

Unit V: Social Action: Emancipation through empowerment

- Social Action: Concept & Principles
- Models of Social Action: Elitist & Popular
- Advocacy and its types

References/ Suggested Readings/ Web links :

1. Siddiqui, H.Y. 2021. Working with Communities- An Introduction to Community Work. New Delhi: Alternates Press.
2. Ross, M. G. 1967. Community Organization. Theory, Principle and Practice, New York: Harper & Row
3. Gangrade, K.D. (1971), Community organization in India, Popular Prakashan, Bombay
4. Freire, P. 2000. Pedagogy of the oppressed. New York: Continuum
5. Kirst-Ashman, K.K. 2001.Generalist Practice with Organizations and Communities. Belmont, CA: Wadsworth & Hull, G.H.(eds.)
6. Singh, K.S. 2006. Tribal Movements in India. Manohar Publishers: New Delhi
7. Ife, Jim (1995), Community Development: Creating Community Alternatives-Vision, Analysis and Practice, Longman, Melbourne.
8. Staples, L.1984. Roots to Power: A Manual for Grassroots Organizing. NY, Praeger.
9. Jain, L.C.1985. Grass without Roots: Rural Development Under Government Auspices. New Delhi:Sage Publications
10. Jodhka, S. 2013. Communities and Identities: Sage Publishers
11. Oomen, T.K.2015. Social Movements: Oxford University Press
12. Rothman, J. 2000. Strategies of Community Intervention: Macro Practice: Wadsworth Publishing

Web Link:
Fundamentals of Community Engagement: A Sourcebook for Students

https://ecampusontario.pressbooks.pub/communityengagedlearningatmcmaster/front-matter/welcome-to-community-engaged-learning-at-mcmaster/

Course Title: Field work Practicum-I
Course Credits: 08
Course Learning Outcomes (CLOs)

1. *Contextualising Field Work With Social Work Profession*
2. *Exposure subject to various fields settings*
3. *Understanding and contextualizing cultural, economic and political context of field settings*
4. *Building skills and techniques (intervention, advocacy, awareness and problem solving)*

Course Design

1. Introduction to field work
   - Orientation
   - Log sheet
   - GC/IC
   - Report Writing
   - Ethical standards
   - Block placement and Rural camps
   - Challenges of field practice
2. Engagement with field setting
   - Rapport building
   - Communication Skills
   - Stakeholders
3. Tools & Techniques of field practice
   - Community profile
   - Transect walk
   - Social mapping
   - Resource mapping
   - Livelihood analysis
   - Historicity/ timeline
   - Stakeholder analysi*s*

References/ Suggested Readings/ Web links :

1.Morales, A. T. & Sheaffor, B. W. (1995). Social Work: A Profession of Faces Many. 7th ed. Allyn & Bacon: Boston.
2.Pawar, M., Hanna, G. & Sheridan, R. (2004). International Social Work Practicum in India. Australian Social Work (57), 3, 223-236.
3.Kadushin, A. (1992). Supervision in Social Work (3rd ed.). New York: Columbia University Press.
4.Baird, B.N. (1996). The Internship, Practicum, and Field Placement Handbook. Saddle River, NJ: Simon & Schuster.
5.Chambers Robert, (2015).Rural Development: Putting Last First. New Delhi: RoutledgePublications.
6. Chambers Robert, (1997).Whose Reality Counts? Putting the First Last.UK: ITDG Publishing.
7. Chambers Robert, (2017) Can We know Better? Reflections for Development. UK: Practical Action Publishing.

8. Narayanasamy N, (2009). Participatory Rural Appraisal: Principles, Methods and Applications. New Delhi: Sage Publications.

Web Link

1. PRA Method- https://unnatbharatabhiyan.gov.in/app/webroot/files/presentations/uba%202.0/Methodology%20for%20Participatory%20Rural%20Appraisal(PRA)_Dr.%20Sandeep%20Kumar%20Raut.pdf

Semester II

Course Title:Theory and Skills of working with Individuals
Course Credits: 04
Course Learning Outcomes (CLOs)
The course learning outcomes are as follows:

1. *Understand an individual as a bio-psycho-social phenomenon.*
2. *Understand the impact of environmental factors on the personalty and situation of the client*
3. *Undertake the process of working with individuals*
4. *Use the therapeutic approaches in casework*
5. *Practice the tools and techniques that are essentially needed by social workers working in organisational settings.*

Unit I: Social Case Work: Concept
- Social Case Work: Definition and Historical Development
- Principles of Social Casework
- Components of Case Work
- Client-Worker Relationship

Unit II: **Social Case Work Interventions**
- Understanding Client Systems
- Social Case Work Techniques- Catharsis, Reflective and Logical Discussion
- Case Work Process

Unit III: Models and Therapies of Social Casework
- Approaches to Case Work Practice: Diagnostic- Functional Approach, Problem Solving Approach, Ecological Approach, Psychosocial Approach, Eclectic Approach
- Models/Therapies of Case Work Practice: Behavioral-Modification Therapy, Gestalt Therapy, Crisis Intervention Model, Task Centered Model, Existential Model

Unit IV: Practical Approach to Social Case Work-I
- Supervision in Social Casework
- Tools of case work: Observation, Interview, Home Visit
- Recording: Face-sheet, Process, Narrative and Summary

Unit V: Practical Approach to Social Case Work-II
- Counselling: Steps and Process
- Case Presentation in Different Settings: Educational, Health, Career Guidance, Family, Correctional and Disability

References/ Suggested Readings/ Web links :

1. Hamilton, G.2013. Theory and Practice in Social Case work. Rawat Publications
2. Mathew, G. 1993. An Introduction to Social Case Work. TISS
3. Upadhyay, R.K. 2014. Social Case Work. Rawat Publications
4. Perlman, H.H.   2011. Social Case Work- A Problem Solving Approach. Rawat Publications
5. Johnson, L.C. & Yanca, S.J. 2010. Social work practice- A Generalist Approach. PHI Learning
6. Biestek, F. 1961. The Case Work Relationship. Allyn and Bacon
7. Hollis, F. 1964. Casework: A Psychosocial Therapy. McGraw Hill
8. Ramakrishnan, P.K. 2013. Social Work Counselling. Black Prints.
9. R.L. Gibson, M.H. Mitchel. 2014. Introduction to Counseling & Guidance. PHI Learning Pvt. Ltd.
   10. Healy, K. 2012. Social Work Methods and Skills. Palgrave MacMillan

   Web-links

1. Understanding casework   https://www.jstor.org/stable/30016762?seq=1
2. Casework client relationship.   https://www.jstor.org/stable/23700520?seq=1
3. Person-in- environment perspectives   https://www.jstor.org/stable/23713510?seq=1
4. Functional school   https://www.jstor.org/stable/23714687?seq=1
5. Counselling   https://www.jstor.org/stable/30020014?seq=1
6. Recording   https://www.jstor.org/stable/43759897?seq=1

Unit I: **Concept and Formation**

- Social Group Work: Definition, Objectives, Attributes
- Types of groups: Therapeutic group, Task group, Recreation group
- Historical Evolution of Social Group Work

Unit II: **Principle, Skills, Techniques and theories**

- Principles of Social Group Work
- Skills and Techniques of Group Work
- Theories of Social Group Work: Relational Dialectics theory, Learning Theory, Conflict Theory

Unit III: Group Dynamics

- Dimensions of Group Dynamics: Communication and Interaction, Cohesion, Social Integration and Group Culture
- Managing Group Dynamics: Leadership, Group Bonding, Group Conflicts, Confrontation, Apathy and Group Control.

Unit IV: Group Process and Development
- Group Worker Roles: Enabler, Supporter, Guide, Educator, Resource Person
- Process of Group Formation
- Group Development: Meaning, Stages (Tuckman)

Unit V: Models of Social Group Work Practice

- Remedial
- Reciprocal
- Social Goal Model

References/ Suggested Readings/ Web links :

1. Bhattacharya, S. 2008. Social Work an Integrated Approach: Deep & Deep Publications
2. Charles, H. Z. 2009Social Work With Groups: Cengage Learning India
3. Corsini, R. J. 2004. Current Psycho Therapies with Case Studies: Wadsworth Publications
4. David, C., Douglas, R.G. & Mark, D.S. 2010. Introduction To Group Work: Rawat Publication
5. Gravin, C. D., Lorriae M.G. (Ed.) 2007. A Hand Book of Social Work with Groups: Rawat Publications
6. Konopka, G.1983. Social Group Work: A Helping Process: Prentice Hall International
7. Siddiqui, H.Y. 2008. Group Work: Theories and Practices: Rawat Publication
8. Toseland and Rivas. 1955. An Introduction to Group Work Practice: Allyn and Bacon.
9. Trecker, H.B. 1972. Social Group Work: Principles and Practices. New York: Association Press
10. Wilson, G and Raylands, G.1989. Social Group Practices: Houghton Mifflin

Course Title: Field work Practicum-II
Course Credits: 08
Course Learning Outcomes (CLOs)

1. *Identification and prioritizing of social issues in field settings*
2. *Need assessment*
3. *Designing intervention plan*
4. *Execution of plan*

Course Design
Identifying the needs problems in the community

- Prioritizing needs (network analysis tool)

- Designing intervention plan
- LFA
- Exiting the field
- Rural Camp-Orientation, Planning and execution

Semester III

Course Title: Administration of Welfare and Development Services
Course Credits: 04
Course Learning Outcomes
The course learning outcomes are as follows:

1. *To orient students to the basic concepts of administration and management*
2. *To develop skills in the formulation and management of development projects*
3. *To acquaint students with relevance of civil society and development organizations*
4. *To enable students to design and operate development organizations*
5. *The course will build an understanding about the structure and functioning of different government organizations*
6. *The course will help the students to understand the process of registering the Organization under different Acts.*

Unit I: Conceptual Understanding

- Social Welfare Administration: Definition and Scope
- Related Concepts: Public Administration, Development Administration
- Administrative Structure of Public Organizations: MoSJE, MoWCD

Unit II: Principles of Administration

- Planning, Organizing, Staffing, Directing, Decision-making, Coordination, Communication, Reporting, Budgeting, Evaluation and Feedback
- Transparency and Accountability of the Development Organization
- Unity of Command, Centralization and Decentralization, Span of Control, Delegation and Supervision, Theory X and Y

Unit III: Legal Avenues for Formation of Development Organizations

- Organizational Planning: Development of Vision, Mission, Goals, Objectives and Structure, Assets and Liabilities.
- For Profit and Not for Profit Organizations
- Legislative Framework: The Societies Registration Act (1860), The Public Trust Act (1882), The Cooperative Societies Act (1912), Section 25A and Section 135 of The Companies Act (1956), Sections 12A and 80G of The Income Tax Act (1961)

Unit IV: Project Planning and Development

- Proposal Formulations: Conceptual Frame, Stakeholders, Objective, Implementation Plan
- Log Frame Analysis, Cost Benefit Analysis, Risk Assessment Matrix,
- Monitoring and Evaluation
- Human Resource, Timeline and Budgeting.

Unit V: Civil Society and Development Organizations

- Terms of Reference (ToR)
- Documentation, Fund Raising
- Resource Mobilization, Social Marketing
- Foreign Funding: Application, Procedure and Foreign Contribution Regulatory Act (2010)

References/ Suggested Readings/ Web links :

1. Goel, S.L 2010.Social Welfare Administration: Deep & Deep Publications
2. Kaushik, A. 2012.Welfare and development administration in India : Academic Foundation
3. Rao, T. 2000. Office Organization and Management: Atlantic Publishers and Distributors
4. Rao, M.F.T. 2000. Office Organisation and Management: Atlantic Publishers
5. Banerjee, G. 2001.Laws relating to foreign contribution in India: Commercial Law Publishers
6. Eade, D. 2005. Development, NGOs and Civil Society: Rawat Publications
7. Sooryamoorthy, R. & Gangrade, K.D. 1989. NGOs in India: Rawat Publications

8. Chandra, S. 2007. Non-Governmental Organizations: Structure, Relevance and Function: Kanishka Publishers
9. Pawar, S.B., Ambedkar, J.B., & Shrikant, D, 2004. Non-Governmental Organizations and Development: The Indian Scenarion: Rawat Publications
10. Brown, W. A. 2015. Strategic Management in Non-Profit Organisation Jones & Bartlett Learning
11. Rex Skidmore.1983. Social Work Administration: Dynamic. Management and Human Relationships

Course Title: Research methodology and Computer Application

Course Credits: 04

Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *To discern the importance of research in social work*
2. *To acquaint students with the use of computer applications for research and data analysis*
3. *To develop analytical and report writing skills*

Unit I: Social Work Research
- Ethics in Research
- Scientific Method: Meaning and Characteristics
- Social Work Research: Nature, Meaning and Steps, Scope and Significance
- Types of Research: Quantitative, Qualitative and Mixed Method

Unit II: Scientific Approach to Social Science Research
- Thinking Like a Researcher: Unit of Analysis, Concept, Construct and Variable
- Research Design: Exploratory, Explanatory, Descriptive, Experimental
- Sampling: Methods and Importance
- Tools of Data Collection: Qualitative and Quantitative (Reliability and Validity)

Unit III: Qualitative Research Methods
- Action Research
- Methods of Qualitative Research: Ethnography, Case Study, FGD
- Grounded Theory

Unit IV: Statistics and Data Analysis
- Measures of Central Tendency and Measures of Dispersion
- Correlation and Regression Analysis
- Data Analysis, Interpretation and Discussion
- Report Writing

Unit V: Computer Applications
- Relational Database Management System
- Computer Software for data analysis (Spreadsheet Package, PSPP, Etc.)
- Visualization of Concept, Process and Findings: Preparation of Charts, Graphs and Diagram.

References/ Suggested Readings/ Web links :

1. Kumar, R. 2011.Research Methodology: a step-by-step guide for beginners: Sage Publications
2. Rubin, A. & Babbie, E. 2011. Methodology for Social Work Research: Cengage Learning
3. Laldas, D.K. 2014. Practice of Social Research: Rawat Publications
4. Silveman, D. 2011. Qualitative Research: Sage Publications
5. G. Guthrie. 2010. Basic Research Methods: An Entry to Social Science Research: Sage Publications
6. Gupta, S.C. 2013. Fundamentals of Statistics: Himalaya Publishing House
7. Gaur, S.S. & Gaur, A.S. 2009. Statistical Methods for Practice and Research: Response Publishers
8. Flick, U. 2011. Introducing Research Methodology: Sage Publications
9. Srivastava, V.K. 2004. Methodology & Fieldwork: Oxford University Press
10. Freedman, D. & Pissan, R. Purves, R. 2009. Statistics: Viva Books Pvt. Ltd.
11. B. Kenneth. 2007. Method of Social Research:

Course Title: Field Work Practicum-III

Course Credits: 08

Course learning outcomes

The course learning outcomes are as follows:

1. *Develop an understanding of the Organization/ Agency / Institution.*
2. *To develop an understanding of the functioning of an organization in different context.*
3. *Develop an understanding of organization interaction at various levels.*
4. *Building interpersonal and intra-personal skills required for walking in an interdisciplinary team.*

Course Design

- Orientation of organisational structure
- Agency profile (Objectives, goals, Vision, Mission)
- Interpersonal and Intrapersonal Skills
- Term plan
- Understanding the functioning and structure of agency
- Understanding engagement in programmes and policies of the agency

Course Title: Social Action
Course Credits: 04
Course Learning Outcomes (CLOs)
The course learning outcomes are as follows:

CO-1 Understanding the Concept of Social Action.
CO-2 Understand Social Action as method of Social Work
CO-3 Use of Social Action for Social Change

Unit 1: Understanding Social Action-I

1. Concept and meaning of Social Action
2. Social Action as method
3. Objectives of Social Action

Unit 2: Understanding Social Action-II
1. History of Social Action
2. Elements of Social Action
3. Principles of Social Action

Unit 3: Strategies and Process of Social Action
1. Three Strategy of Social Action
2. Four tactics of Social Action
3. Process of Social Action

Unit 4 : Models of Social Action
1. Elitist model
2. Populist model
3. Social Action model

Unit 5: Social Action and Social Work
1. Use of Social Action in Social Work
2. Role of social worker in social Action
3. Social Action in India

Suggested Readings:

1.Britto, Gabriel A.A. (1984), "Some Principles Of Social Action" In H.Y. Siddiqui (Ed.) Social Work And Social Action, Harnam Publications, Delhi
2. Siddiqui, H.Y. (Ed) (1984), Social Work And Social Action, Harnam Publications, Delhi
3. Das Gupta, Sugata, (1987), "Social Action" In Encyclopedia Of Social Work In India, Vol. 3, Publications Division, Delhi.
4.https://www.academia.edu/40090274/name_of_authordeepak_nayak_history_philosophy_and_fields_of_social_work_unit-i
5. http://www.egyankosh.ac.in/bitstream/123456789/32341/1/unit-4.pdf
6. https://guide2socialwork.com/social-action/

Course Title: Field Work Practicum- IV
Course Credits: 08
Course Learning Outcomes
The course learning outcomes are as follows:

1. *Developing professional attributes emerge as professional social worker.*
2. *Proposing and developing intervention plan in consultation with Agency/ Organization/ Institutions.*
3. *Learning nuances of managing and execution of Projects.*

Course Design

- Project proposal
- Intervention Plan
- Monitoring and evaluation
- Managerial roles and responsibilities
- Liasoning and Networking

Course Title:Block Placement
Course Credits: 04
Course Learning Outcomes (CLOs)
The course learning outcomes are as follows:

1. *Provide a professional learning environment.*
2. *Acquire capacity building and competence for employment opportunities.*

Course guidelines
Block Placement (Compulsory): It will commence soon after the end-semester examination for a period of 30 days. The students will be placed in an institutional set-up or open setting. The students are required to send a comprehensive weekly report duly signed by the authorized person of the institution / supervisor to the Block Placement Coordinator at Field Work Unit. In case of failing to complete the block placement in satisfactory manner, student has to complete the same with the next batch of students in the next academic year after completion of fourth semester's end semester examination.

Assessment

1. Viva voce examination of 100 marks: To be conducted by Block Placement Co-ordinator and External Expert (academician or practitioner with degree in Social work)

2. Assessment of Block placement Report

XlX. Syllabus of SEC/OEC/VAC/AEC offered by the Department of Social Work

Course Title: Social Science concepts and perspectives
Course Credits: 04
Course Learning Outcomes (CLOs)

1. *To acquaint with basic social science concepts and their application in social work practice*
2. *To develop a critical understanding of social issues*
3. *To holistically integrate these concepts to social work theory and practice*
4. *The course will help to grasp and imbibe basic understanding about the society, different social groups and various institutions of the society.*
5. *The course will instill among the students to critically analyze the various social problems through various approaches.*
6. *The course will develop an understanding about the culture, traditions and practices and will help them to connect easily while being in the field.*

Unit I:Sociological Concepts

- Concepts in Sociology: Society, Culture, Socialization, Social Control, Social Change, Social Groups and Social Construction
- Foundation of Society: Social Structure
- Institutions for Socialization: Family, Marriage, Religion,
- Power and Authority

Unit II: **Sociological thoughts**

- Positivist Approach (August Comte)
- Functionalist approach (Talcott Parsons)
- Conflict/ Dialectical approach (Karl Marx)

Unit III: Social Stratification

- Understanding Caste
- Ambedkar
- Periyar
- Understanding Gender
- (Bell Hooks, Urmila Pawar)
- Modernity (Dipankar Gupta)

Unit IV: Economic and Political Overview

- State and Nation: Concept and Historical overview
- Understanding Economic System – Capitalism, Socialism, Communism, Mixed Economy
- Overview of Indian Economy: Pre-Globalization and Post-Globalization

Unit V: Social Problems in India

- Genesis of Social Problems
- Discrimination based on Identity (Gender, Caste, Race, Community, Ethnicity)
- Contemporary Issues –
    - Farmer Distress
    - Displacement
    - Unemployment

References/ Suggested Readings/ Web links :

1. Ahuja, R. 2014 Social problems in India.
2. Bakshi, P.M.(2013 The Constitution of India. Universal Law Publishing
3. Basu, D.D. 2013. Introduction to the Constitution of India. Lexisnexis
4. Haralambos, M. & Holborn, M.2013. Sociology: Themes and Perspectives. Collins Educational
5. Kapila, U.2004. Indian Economy Since Independence Academic Foundation
6. Kothari, R.1970. Caste in Indian Politics. Orient Longmen
7. Leslie, B. and Lisa, H. 2009.E Governance Managing or Governing. Routledge
8. Mette, A.2005. Governance. Atlantic Publishers
9. Reddy, S.2006. Good Governance. IIPA
10. Shah, A.M.1998. The Family in India: Critical Essays. Orient Longman.
11. Madan, G.R.2012. Social Problems in India. Allied Publishers Pvt. Ltd.
12. Giddens, A.2009.Sociology.Polity Press
13. M,N,Srinivas.1966. Social Change in Modern India
14. Yogender Singh. 1986. Modernization of Indian Tradition
15. Dipankar Gupta. 1997. Social Stratification
16. Louis Dumont. 1966. Homo Hierarchicus

Course Title: Psychology for Social work
Course Credits: 04
Course Learning Outcomes (CLOs)

1. *To understand human behaviour and its importance in social work profession*
2. *Understand different theoretical perspectives related to human personality*
3. *Understanding the development of various social and cultural notions in the behaviour of individuals*
4. *Understanding practical implication of psychological concepts on societies existence.*
5. *Understand the concept of abnormality and how individuals with abnormality are diagnosed.*
6. *Building skill of using various scales for diagnosing the abnormal behaviour.*

Unit I:Human Growth and Development

- Relationship between Psychology and Social Work
- Debates in Psychology – Nature vs Nurture, Stability vs Change, Rationality vs Irrationality
- Life Span Perspective of Human Development (Jean Piaget, Lawrence Kohlberg, Erik Erickson, Sigmund Freud)

Unit II: Human Personality

- Personality: Concept and Types
- Theories of Personality: Psychoanalytic (Sigmund Freud), Trait (Allport and Cattel), Collective Unconscious (Carl Jung)
- Motivation
- Defense Mechanism

Unit III: Cognitive Psychology

- Sensation, Attention and Perception
- Memory and Forgetting
- Emotions: Concept and Theories
- Learning and Intelligence (Gardner and Stenberg)

Unit IV: Social Psychology

- Prejudices and Stereotyping
- Attitude- Nature, Formation and Persuasion
- Attribution & Bias
- Public Opinion

Unit V: Abnormal Psychology

- Psychological Disorders: An Introduction
- Perspective of Abnormality: Biological and Social
- Classifications
- Stress and Burn-out: Causal Factors and Management

References/ Suggested Readings/ Web links :

1. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. 1993. Introduction to Psychology.. McGraw Hill Education
2. Misra, G. 2011. Handbook of Psychology in India.Oxford University Press
3. Hurlock, E. 2012   Developmental Psychology.McGraw Hill Education

4. Hall, C. Lindzey, G, & Campbell, J.B. 1997. Theories of personality.Wiley
5. Smith, E.E. & Kosslyn, S.M.2007. Cognitive Psychology: Mind and Brain. PHI Learning
6. Sarason, I.G. & Sarason, B.R. 2001.Abnormal Psychology.PHI Learning
7. Baron, R.A. 2001. Social Psychology.Allyn and Bacon
8. Sharma, R.K. & Sharma, R. 2013. Social Psychology.Atlantic Publishers
9. Pestonjee, D.M.2003. Psychological and Social Instruments. Concept Publishing Company
10. Chadha, N.K. & Seth, S. 2014.The Psychological Realm: An Introduction.Pinnacle Learning
11. Baron, R.A.2018. Introduction to Psychology. Pearson

Course Title: Gender and Social work
Course Credits: 04
Course Learning Outcomes (CLOs)
The course learning outcomes are as follows:

1. *To know about the distinction between sex and gender and their relationship*
2. *Learn about concept of patriarchy and how it operates in the context of gender*
3. *Understand various gender related violence occurring in our societies through lived experiences*
4. *Building skill of using various tools for understanding the gender inequality in various aspects*
5. *Building skill of how to generate awareness and sensitisation for promoting gender equality in society.*

Unit I: **Conceptual framework**

- Conceptual Understanding – Sex and Gender
- Social Construction of Gender, Gender Shaping Institutions,
- Changing Content and Context of Gender - Need for Re-Socialization
- Recent Trends in Feminist Thinking- Eco-Feminism, Queer Theory
- Theoretical Perspectives: Psychoanalytic Perspectives on Gender, Feminism, Conflict theory, Functionalist Perspective

Unit II: **Fundamental Concepts**

- Femininity and Masculinity,
- Understanding Patriarchy and Theories of Patriarchy
- Private-Public Dichotomy
- Sexual Division of Work
- Relationship between Gender, Caste, Class, Religion and Politics

Unit III: Conceptualizing Feminist Theories

- First, Second and Third wave of feminism
- Ideologies of Feminist Theory: Liberal Feminism: Mary Wool stone Craft, J.S Mill; Marxist and Socialist Feminism: Marx and Engels;
- Feminism in Indian Context
- Radical Feminism: Sexuality, Reproduction and Reproductive Technology
- Black Feminism
- Existential Feminism: Simon de Beauvoir

Unit IV: Gender and State

- Extend of the Influence of the State on Women's Lives: Representation, Autonomy and Power
- Gendered Violence: Foeticide, Marital Rape, Honour Killing, Violence in Communal Riots
- Violence in Conflict Zones

Unit V: Gender Debate and Analysis

- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)
- Gender and Globalization: Commodification of Women, Feminization of Poverty
- Gender Analysis Tools (Key Concepts): Social Institutions and Gender Index (SIGI), Gender Parity Index, Gender-Related Development Index (GDI)
- MeToo Movement & One Billion Rising

References/ Suggested Readings/ Web links :
1. Lingamurthy, N. 2007. Towards Gender Equality. Serials Publications
2. Domenelli, L. 2007. Women and community action. Rawat Publications
3. Price, L.S. 2009. Feminist Frameworks. Aakar Books
4. Kurane, A. 2012. Issues in women's development. Rawat Publications
5. Verma, S. 2010. Gender, HIV and Social work. Rawat Publications

6. Gandhi, A. 2006. Women's work health & empowerment. Aakar Books
7. Brenner, J. 2006. Women and politics of caste. Aakar Books
8. Radhakrishnan, S. 2012. Appropriately Indian. Orient Blackswan
9. Swaminathan, P.   2012.Women and Work. Orient Blackswan
10. Wadley, S. 2008. Wife, Mother, Widow. Orient Blackswan

Course Title: Family and Geriatric Social work
Course Credits: 04
Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *The students will be able to understand the concept of family and its structures.*
2. *To analyze and design the programs to meet the challenges impacting family life*
3. *To familiarize with the concept of geriatrics and welfare programs*
4. *The students will be able to understand the problems and dynamics of a family system and how to work with them through counseling and therapies, for better family cohesiveness.*
5. *The students will be able to have an understanding of laws, legislations, programs and policies related to family strengthening and family wellbeing.*

Unit I: **Concept and Approaches**

- Family: Importance, Functions, Types of Families, Structure
- Stages of Family Life
- Families in Transition
- Family Dynamics
- Family Systems theory

Unit II: **Family Social Work**

- Family Problems and Disorganization
- Family Case work
- Family Life Education
- Home Management
- Life-Work Imbalance Affecting Family Life
- Family Courts and Counseling
- Therapies: Family Therapy, Narrative, Experiential and Structural Family Therapy

Unit III: Family Welfare Programs in India

- Population Education, Family Planning Objectives, Mechanisms and Processes Involved
- National Family Welfare Programme (1951)
- Family Welfare Schemes: ICDS, PDS

Unit IV: Understanding Old Age

- Defining Old Age: Developmental, Biological and Cultural Perspectives
- Psychological and Sociological Theories of Ageing
- Understanding Concepts: Geriatrics and Palliative Care
- Initiative of Development Sector for Elderly (Help Age India, Age Well Foundation, etc.)

Unit V: Safeguards for older persons

- Demography of the Aged in India and Related Issues
- Family and Community Caregiving for Older Persons
- Social Work Practice for Active Aging and Well-Being Constitutional and Legal Provisions
- Welfare Programs: Schemes and Institutions for Older PersonsTeaching - learning process

References/ Suggested Readings/ Web links :

1. Shah, A.M. 1998.The Family in India. Orient Blackswan
2. O' Loughlin, M. 2012. Social work children & families. Sage Publications
3. Davis, M. 2012. Social work children & families. Palgrave Macmillan
4. Zastrow, C.H. 2013. The practice of Social work. Cengage Learning
5. Shah, A.M. 2014. The households in India. Orient Blackswan
6. Sleeter, C. 1998. School Education, Pluralism and Marginility. Orient Blackswan
7. Das, S. 2010. Differential childhood. Concept Publishing Company
8. Unwin.2012. Effective Social Work with children and families. Sage Publications

Course Title: Theory and skills of Counselling
Course Credits: 04
Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *To understand the scope and relevance of counselling*
2. *To develop comprehensive understanding about various Counselling Theories and therapies*
3. *To develop knowledge about application of counselling in different settings.*
4. *The students will be able to understand the concept of counselling and the qualities of a good counsellor.*
5. *To acquire the know-how of using counselling as a technique used by professional.*

Unit I: Conceptual framework

- Counselling: Definition, Principles and Historical development,
- Nature, Purpose and Types
- Qualities of a Counsellor
- Ethical Guideline

Unit II: Counselling Theories

- Cognitive Therapies: Psychoanalytic Theory, REBT, Acceptance and Commitment Therapy (ACT),
- Humanistic Therapies: Reality Theory, Existential Therapy, , Person Centered Therapy, Solution-Focused Brief Therapy,
- Other Therapies: Family System Therapy, Ecological Theory, Mindfulness, Art as a Therapy

Unit III: Counselling Process

- Counsellor and Client Relationship, Boundaries in Relationship
- Problem Solving Process: 4 P's
- Steps in Counselling Process
- Referral Services
- Counselling Program Development and Management

Unit IV: Counselling Skills

- Communication Skills
- Interpersonal Skills- Listening, Observation, Assessment,
- Intra-Personal Skills- Reflective and Logical Thinking
- Psychometric Assessment Skills: IQ and EQ Tests
- Use of Information Technology in Counselling

Unit V: Area of Application

- Role in Prevention and Wellness
- Family Settings: Family and Marriage Counselling, Gerontology Counselling, Parenting Counselling, Child and Adolescent Counselling
- Individual Counselling: Educational Counselling, Employment Counselling, De-Addiction Counselling, HIV- Aids Counselling, Stress Management, Anxiety and Depression

References/ Suggested Readings/ Web links :
1. Ramkrishnan, P.K. 2013. Social work Counselling. Black Prints

2. Gibson, R.K. 2008. Introduction to Counselling and guidance. Pearson Prentice Hall

3. Prashantham, B. J. 1975. Indian Case Studies in Therapeutic Counselling. Christian Counselling Centre

4. Miller, S. 2012. Counselling Skill for Social Work. Sage Publications India Pvt. Limited

5. Riggel, S. 2012. Using Counselling Skills in Social Work. Sage Publications India Pvt. Limited
6. Rao, S.N. 1987. Counselling Psychology. Tata McGraw Hill Publishing Company
7. Gladding, S. T. 1996. Counselling: A Comprehensive Profession. Prentice Hall
8. Jones, R. N. 2013. Introduction to Counselling Skills. Sage Publications
9. Chung, R. & Bemak, F. 2012Social Justice Counselling. Sage Publications
10. Biestek, F. B. 1957. Case Work Relationship.   Loyola University Press

Course Title: Social Justice and Empowerment
Course Credits: 04
Course Learning Outcomes (CLOs)
The course learning outcomes are as follows:

1. *To know the concepts of social justice and empowerment*
2. *To interpret the context of human rights for various marginal groups*
3. *To acquaint with the emergence of rights-based perspective in social work practice*
4. *Incorporate the principles of social justice, human rights and empowerment in the practice with special focus on marginalised groups*

Unit I: Social Justice

- Conceptual understanding of Justice: Liberty, Equity, Impartiality, Fairness
- Theories of Justice: John Rawls, Robert Nozick, John Stuart Mill
- Social Justice: Concept, Absolute Justice and Relative Justice, Distributive Justice, Retributive Justice and Restorative Justice

Unit II: Social Justice and Human Rights

- Notion and Classification of Rights: Natural, Moral and Legal Rights.
- Human Rights: Concept and Philosophy and Evolution
- Understanding Human Rights Declarations, Treaties and Conventions
- Human Rights and Protection Systems: Role of Supra National Bodies, National Bodies and Non-Governmental Agencies

Unit III: Social Justice and Gender

- Social Construction of Gender, Gender Shaping Institutions,
- Understanding Patriarchy and Theories of Patriarchy
- First, Second and Third wave of feminism
- Liberal Feminism, Black Feminism

Unit IV: Empowerment

- Rights-Based Approach: Need for Rights-Based Approach, History, Scope, Analysis, Ethical issues involved
- Affirmative Action
- Human Rights Perspective in Social Work Practice: Ethnic Sensitive Practice, Feminist Practice, Child Rights Perspective

Unit V: Justice and Empowerment: Indian context

- Human Rights and Marginalized Groups in India (Children, Women, Dalits, Indigenous Population, Refugees, PWD)
- Social Work Practice with Victims of Human Rights Violations: Case Studies Illustrations and deliberation
- Idea of Reservations in India

References/ Suggested Readings/ Web links :

1. Clayton, M., & Williams, A. 2004. Social Justice:Blackwell Publishers
2. Reichert, E. 2003. Social Work & Human Rights: A Foundation for Policy and Practice: Columbia University Press
3. Bakshi, P.M. 2013. The Constitution of India: Universal Law Publishing
4. Base, D.D. 2012. Introduction to the Constitution of India: Lexis Nexis
5. Universal's Legal Manual. 2014. Criminal Manual: Universal Law Publishing
6. Clayton, M., & Williams, A. (eds). 2004. Social Justice: Blackwell Publishers
7. Singha, P.N. 2004. Industrial relations, trade unions and labour legislation: Pearson
8. Dubois, B. & Miley, K.K. 2002. Social Work: An Empowering Profession: Allyn and Bacon
9. Diwan, P. & Diwan, P. 2005. Family Law: Hindus, Muslims, Christians, Parsis and Jews: Allahabad Law Agency
10. Naib, S. 2013. The Right to Information in India: Oxford University Press
11. Baxi, U. 2008. The Future of Human Rights. Oxford University Press
12. Mangibhai, J.P. 2014. Human Rights as Practice: Oxford University Press
13. Michael, G. 2013. Human Rights: Ashford Colour Press
14. The Word Bank & OECD. 2013. Integrating Human Rights into Development: World Bank
15. Mishra, L. 2011. Human Bondage: Sage India
16. SAHRDC. 2014. Handbook of Human Rights and Criminal Justice in India: Oxford University Press
17. K. D. Gangrade. 2011. Social Legislation in India

Web Links

1. Social Justice   https://www.jstor.org/stable/40750554?seq=1
2. Human rights philosophy https://www.jstor.org/stable/762434?seq=1

3. History of human rights https://www.jstor.org/stable/23042448?seq=1
4. Understanding Gender https://www.jstor.org/stable/3088925?seq=1
5. Feminism   https://www.jstor.org/stable/3088925?seq=1
6. Rights based approach https://www.jstor.org/stable/25548258?seq=1
7. Role of NGO's https://www.jstor.org/stable/4029944?seq=1

Course Title: Diversity and Inclusiveness

Course Credits: 04

Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *To develop understanding about Nature, Concept and types of Diversity*
2. *To develop comprehensive understanding about Social Exclusion*
3. *To understand the scope of social work intervention for inclusion of marginalized communities*
4. *The students will be able to understand the inclusive policies, and the role of government, Judiciary, NGO's/Civil Society as a Constitutional Mechanisms for inclusion.*

Unit I: Diversity and Exclusion

- Diversity Consciousness: Opening Our Mind to People and Cultures (Cultural Diversity)
- Exclusion: Conceptual Understanding of Social Exclusion
- Historical Background of Social Exclusion
- Forms of Social Exclusion: Deprivation, Marginalization and Displacement

Unit II: **Social Exclusion**

- Inequality in Structural Exclusion
- The Multiplicity, Intersectionality and Heterogeneity of Oppression
- Social Exclusion and Oppression
- Social Work Approach to Exclusion: Anti Oppressive Social Work

Unit III: Risk of Exclusion

- Groups at the Risk of Getting being Excluded:
    - Caste, Class, Gender
    - Ethnicity,
    - Religion,
    - Differently Abled
    - Migrants and Refugee
- Contemporary Movements: Apartheid, Anti-Caste Movement, Tribal Right Movements

Unit IV: Minority Groups

- Minority: Concept, Definition and Types
- Historical Profile of Minority in India
- Constitutional Understanding of Minority (Ambedkar)
- Challenges before Minorities: Secularism, Communalism, Minority in Democracy

Unit V: Inclusion

- Social Inclusion: Citizenship, Mainstreaming, Equality, Dignity and Justice
- Inclusive Policies - Affirmative Action, Positive Discrimination
- Institutions as Instrument of Inclusion: State (Constitutional Mechanisms for inclusion), Govt., Judiciary, NGO/Civil Society

References/ Suggested Readings/ Web links :

1. Byrne, David. 2009. Social Exclusion: Rawat Publications
2. Grusky. D. B. 2014. Social Stratification: Class, Race And Gender In Sociological Perspective :Westview Press
3. Kannan, P. 2008. Scheduled Caste Welfare: APH Publishing Corporation
4. Kannan, P. 2008. Scheduled Caste Welfare: APH Publishing Corporation
5. Lal, V. 2013. Modern Indian society: Oxford university press
6. Pandey, R. 1997. Minorities in India protection and welfare: APH publishing corporation.
7. Rajan, I. S. 2011. Migration, identity and conflict :Routledge publication
8. Sharma, K.L.2011. Social Inequality In India: Rawat Publication

Course Title: Social work with persons with Disability

Course Credits: 04

Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *To make distinctive understanding of the theory and concepts related to persons with disability*
2. *To gain insight into the emerging needs and problems of persons with disability vis-a-vis services, programs for them*
3. *The learn about the nature of social work interventions with persons with disability.*
4. *The course will help to build an understanding about the needs and challenges faced by the Persons with Disability*
5. *The course will develop an understanding about the different legislations enshrined in out constitution*

Unit I: Concept and Understanding

- Disability Concept and Types
- Needs and Challenges of Persons with Disability (Women and Children)
- Impact of Disability with focus on Family
- Prevention of Disability at Primary, secondary and Tertiary

Unit II: Inclusive Framework

- Universal Design and Universal Access
- Disability Etiquettes
- UN Convention on the Rights of Persons with Disabilities

Unit III: Legal Framework

- Rehabilitation Council of India Act, 1992
- Persons with Disability Act, 1995
- National Trust Act, 1999
- Rights of Persons with Disabilities Act, 2016

Unit IV: Models of Disability

- Models of Disability, Charity, Medical, Social, and Human Rights Model
- Disability and Social Justice
- Disability Rights Movement: Historical Perspective, Major National and International Milestones.
- Schemes /Welfare Programmes for Persons with Disabilities in India

Unit V: Rehabilitation and Prevention

- Concept of Rehabilitation
- Different aspects of Rehabilitation
- Approaches to Rehabilitation
- Role of Social Worker in rehabilitation and prevention of PwD.

References/ Suggested Readings/ Web links :

1. RCI. 2014. Disability Development in India: Kanishka Publishers
2. Verma, R.K. & Verma, P. 2014. Disability Perspective in Rehabilitation: Kanishka Publishers
3. Ranganathan, S. 2014. Dyslexia and other Learning Disabilities: Kanishka Publishers
4. Ghai, A. 2015. Rethinking Disability in India: Routledge
5. Pandey, B. & Chirinar, P. 2005. Disability and the Law: HRLN
6. Singh, D. 2014. Disability & Special Needs: Dimensions and Perspectives: Kanishka Publishers
7. Ranganathan, S. 2014. Guidelines for Children with Special Educational Needs: Kanishka Publishers
8. Davis, L. (Eds) 2006. The Disability Studies Reader; Routledge
9. Dr. Hemlata. 2014.Technology for Inclusion of Persons with Disability: Kanishka Publishers
10. Muralidharan, V. 2014. Mentally Retarded and Intellectually Disabled: Kanishka Publishers

Course Title: Rural and Urban Community Development
Course Credits: 04
Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *Acquire advance understanding of tenets of Rural and Urban community development*
2. *Identify district challenges of rural and urban communities*
3. *To develop an insight on the policies, programmes and interventions by Governmental and Non- Governmental Organisations*
4. *To relate the problems of poor and marginalised within the broader developmental context.*

Unit I: Rural Communities

- The Village - Social perspectives: Gandhi and Ambedkar
- Rural Development: History, Concept and Philosophy
- Panchayati Raj and Development Programmes (73rd Amendment)
- Rural Mobilisation: Concept, Agrarian Movements, Cooperative Approach: Farmers cooperative, Land Reform, Rural Credit

Unit II-Rural Development and Interventions

- Determinants of Rural Development: Infrastructure, Poverty, Health, Sanitation, Employment, Education
- Dynamics of Rural Society: Caste, Class, Tribe and Gender relations
- Structural Inequality and Rural Poverty: Land Ownership/Entitlements and Indebtedness
- Rural Development Policies and Programmes: Impact Assessment of Livelihood, Education, Health, Skill Development, Sanitation, Land Acquisition programmes

Unit III-Understanding Urban Community

- Urban Communities: Types and Features
- Urbanization; Historical Formulation; Causes and Consequences
- Urban Planning
- Urban Governance: 74th Constitutional Amendment.

Unit IV-The Urban Poor

- Urban poor: Identity and Location
- Challenges and Options for the Urban Poor: Housing, Labor Participation and the Unorganized Sector
- Urban Basic Services for the Poor: Employment, Basic Needs, Sanitation, Education, Health and Shelter
- Impact of Liberalisation, Privatisation and Globalisation (LPG) on Urban Poor

Unit V-Common Issues of the Commons

- Human Rights and Marginalized in India: (Children, Women, Minorities, Indigenous Population, Refugees, Dalits, Persons with Disability)
- Social Work Practice with Victims of Human Rights Violations: Illustration Through Case Studies

References/ Suggested Readings/ Web links :

1. Arvind, K. 1999.Social inequalities in rural areas: Anmol publications
2. Bhattacharya, B.2006. Urban development in India: Concept publishing company
3. Blackshaw, Tony. 2009. Key concepts in Community Studies: Sage Publications
4. Boraian, P.M.2005. Participatory rural appraisal: Concept publishing company
5. Byrne, D. 2009. Social Exclusion: Rawat Publications
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8. Desai, A. R. 2012. Rural Sociology in India: Popular Prakashan
9. Desai, T.K. 2013. A textbook of rural development: Arise Publishers
10. Katar, S. 2009: Rural development principles, policies and management: Sage publication
11. Margaret, L. 2006. Community development: Rawat publication
12. Reddy, Sanjeev. 2006. Good Governance:IIPA
13. Thudipara. Z.2013. Urban community development: Rawat publication

Web Links

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2. Micro Finance https://www.jstor.org/stable/3517049?seq=1
3. Determinant of Rural Development https://sk.sagepub.com/books/rural-development-3e/n5.xml

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   MR%2013/17%20Urban%20Planning%20In%20India%e2%80%99s%20New%20Development%20Strategy_V.K.%20Phatak.pdf
5. Urbanisation and poverty in India   https://www.youtube.com/watch?v=yKm4Y2B-Byg
6. Farmer's suicide in India   https://www.youtube.com/watch?v=yKm4Y2B-Byg

Course Title: Health and Well Being
Course Credits: 04
Course learning outcomes
The course learning outcomes are as follows:

1. *To understand the concept of health from social and medical perspective*
2. *To orient learners to the historical evolution of health sector*
3. *To understand the change in health care and the contemporary issues*

Unit I: Concept of Health and Well-Being

- Health: Concept and Dimensions
- Well-being: Conceptual understanding
- Changing Contours of Health: Community Health, Social Medicine and Public Health
- Understanding Health from the Human Rights perspective

Unit II: Evolution in Health Care in India - I

- Structuring of Health Care Service System in India: Bhore Committee (1946), Mudliar Committee (1962), Junglwala Committee (1967), Kartar Singh Committee (1973)
- Primary to Selective Health Care: WHO Alma- Ata Declaration and SAP
- Strategic Shift in National Health Policy in India: Critical Understanding

Unit III: Evolution of Health Care in India - II

- Evolution of Health Care Service System in India: Public, Private and Charitable
- Integrated Approach to Health and Health Services
- Public vs Private Health Care
- Universal Health Coverage
- Insurance in Health Care – RSBY, PMJAY (Ayushman Bharat)

Unit IV: Contemporary Issues in Health

- Environment Issues and Health
- Media and Health
- Health Movements and Campaigns
- Surrogacy, IVF
- Medical Tourism

Unit V: Social Worker in Health Settings

- Role and Specific Skills Required for Medical and Psychiatric Social Work Practice.
- Application of Various Social Work Methods in Hospital Setting
- Scope of Practice: Assessment, Counseling, Crisis, Case Management and Networking for Social Support Strategies.

References/ Suggested Readings/ Web links :
Unit One

1. Boorse, C. (1977). Health as a Theoretical Concept. *Philosophy of Science*, *44*(4), 542–573.
2. Health., C. on S. D. of. (2008). Closing the gap in a generation: health equity through action on the social determinants of health G. In *World Health Organization.*
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8. Kelly, M. P., Morgan, A., Bonnefoy, J., Butt, J., Bergman, V., & Mackenbach, J. P. (2007). *The social determinants of health: developing an evidence base for political action.*

   Unit two

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Unit three

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2. Cho, T., & Faerman, S. R. (2010). An integrative approach to empowerment. *Public Management Review*, *12*(1), 33–51. https://doi.org/ 10.1080/14719030902798610
3. Health, people chater. (n.d.). *People's health movemnet*. PHM Global Secretariat.
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7. Sengupta, A. (2021). Two Decades of Struggle. *Economic and Political Weekly*, *48*(32), 43–45.

Unit Four

8. April L Cherry. (2014). THE RISE OF THE REPRODUCTIVE BROTHEL IN THE GLOBAL ECONOMY : SOME THOUGHTS ON REPRODUCTIVE TOURISM, autonomy and justice. *UNIV. OF PENNSYLVANIA JOURNAL OF LAW AND SOCIAL CHANGE*, *17*(257–289).
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16. Sodhi, C., & Rabbani, A. (2014). Health Service System in India : is insurance the Way forward? *Economic and Political Weekly*, *49*(35), 26–28.

Unit five

1. Beder, J. (2006). HOSPITAL SOCIAL WORK The Interface of Medicine and Caring. Routledge Taylor & Francis Group.
2. Berkman, B. (2006). Handbook of Social Work in Health and Aging. OXFORD UNVERSITY PRESS.
3. Browne, T. A. (2006). Social Work Roles and Health-Care Settings. In Handbook of Health Social Work. John Wiley & Sons, Inc.
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8. The, S., Journal, B., December, N., & Small, N. (2001). Social Work and Palliative Care Author (s): Neil Small Social Work and Palliative Care. 31(6), 961–971.

Course Title: Health Disparity in India
Course Credits: 04
Course Learning Outcomes

The course learning outcomes are as follows:

1. *To understand the concept of health disparities*
2. *To orient learners to the various existing health disparities within India*
3. *To expose students to shifts in disparities through government and civil societies initiatives*

Unit I: Conceptual Understanding of Health Disparities

- Disparity, Inequality and Inequity
- Introduction to Health Disparities: Definition and Historical Perspectives
- Construct of Disparity: Social Determinants (Wealth, Identity, Power)
- Individual/Behavioral Determinants of Health

Unit II: Understanding Disparity from Perspective of Vulnerability

- Accessibility, Affordability, Acceptability and Availability
- Inequities and Disparities in Health in India: Poverty, Discrimination, Vulnerability
- Vulnerable Group:
- Children
- Elderly
- Minorities: Religious, Sex Workers, LGBTQ

Unit III: Understanding Disparity from Equity Perspective

- Emergence of Health as Commodity
- Gender and Health
- Caste and Health
- Tribes and Health

Unit IV: Addressing Health Disparity through Policy Mechanisms

- Health as a Right
- Contours of Inclusion and Exclusion within Policy Frame
- Institutional Mechanisms to Address Health Disparity

Unit V: Social Worker Role in Health Equity

- Advocacy
- Mobilization
- Inclusive Initiative Design

References/ Suggested Readings/ Web links :

1. Aday, L.A. (2003). At risk in America: The health and health care needs of vulnerable populations in the United States. San Francisco, CA: Jossey-Bass.
2. Cockerman, W. (2013). Social causes of health and disease, 2nd Edition. Cambridge, UK: Polity Press
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4. Oxfam International. Reward work, not wealth. Oxford, Oxfam International, 2018. World Health Organization. World Health Statistics Annual: 2017. Geneva, WHO, 2017
5. Marmot M. Universal health coverage and social determinants of health. Lancet. 2013;382(9900):1227–8. doi:10.1016/S0140-6736(13)61791-2.
6. GOI. Report of the Health Planning and Survey Committee (Mudaliar Committee). Government of India: Ministry of Health; 1962.
7. GOI. High Level Expert Group Report on Universal Health Coverage for India. Submitted to the Planning Commission of India, New Delhi. 2011.

Course Title: Development Project Planning and Management \
Course Credits: 04
Course Learning Outcomes

The course learning outcomes are as follows:

1. *To formulate a developmental project proposal*
2. *To know from where and how to raise the funds for the developmental project*
3. *To monitor, evaluate and report the developmental projects*

Unit I: Project Proposal

- Basic Structure of a Proposal: Context, Empirical Evidence, Proposition, Methodology, Timeline, Monitoring and Evaluation, Budget.
- Conceptualization of Proposition and Critical Engagement
- Ethical Standards

Unit II: Project Planning and Implementation Tools

- Log Frame Analysis
- Risk Assessment Matrix
- Gantt Chart

Unit III: Project Management

- Project Management: Initiation, Planning, Execution,
- Monitoring and Controlling
- Stakeholder Engagement Plan

Unit IV: Fundraising

- Type of Funding -I: Charity, Crowdfunding, Philanthropic Foundations
- Type of Funding -II: Government Departments, Councils and Ministries
- Type of Funding -III: CSR
- Appeal for fund: Prerequisite conditions, Concept Note, Detailed Project Proposal, Interaction with funding agency.

Unit V: Monitoring, Evaluation and Reporting

- Monitoring and Evaluation: Definition, Theory of Change,
- Performance: Management, Measurement, SMART Indicators
- Measuring Results: Target and Baseline
- Reporting: Observation, Spatial/Temporal Linkages, Report Format

References/ Suggested Readings/ Web links :

1. Robert J. Hamper and L. Baugh (2010), Handbook for Writing Proposals, Second Edition, McGraw Hill, New York.
2. Jane C. Geever (2012), The Foundation Center's Guide to Proposal Writing (Fundraising Guides) 6th Edition, Foundation Center, New York.
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6. Matta, N. E. and R. N. Ashkenas. 2003. Why good projects fail anyway. Harvard Business Review (September): 109-114. (A way to design projects that guards against failure).
7. Wysocki, R. K. 2009. Effective Project Management: Traditional, Agile, Extreme, 5th edition. Wiley.

Course Title: Social Work and Disaster Management
Course Credits: 04
Course Learning Outcomes

The course learning outcomes are as follows:

1. *To develop a foundational perspective on disasters and disaster management for social work Professionals*
2. *To comprehend upon the policy framework, institutional structures and programmes for disaster management in India*
3. *To understand the process and techniques of empowering communities in disaster preparedness and Response*
4. *To know about the nature and scope of psychosocial care in post disaster situations*

Unit I: Conceptual Understanding of Disaster

- Concepts and Definitions: Hazard, Disaster and its Forms , Extreme Events, Disaster Management
- Impact of Disasters: Physical, Social, Economic, Political, Psychosocial, Ecological
- Vulnerability, Risk & Capacity Vis a Vis Groups and Communities
- Hazard Profile, Vulnerability Mapping and Risk Assessment

Unit II: Disaster Management Framework

- Global Concerns and Initiatives- World Conference on Disaster Reduction (2005)
- Hyogo Framework for Action (2005-15) & Sendai Framework of DRR (2015-2030)
- Evolution of Disaster Management in India.
- Salient features: DM Act (2005) & Disaster Management Policy (2009) in India

Unit III: Partnerships and Capacity Development

- Stakeholder Participation and Capacity Building of Communities
- IEC, ICT, Media Partnership, CSR and Networking in Disaster Management
- Community Based Disaster Preparedness (CBDP) and Management (CBDM);
- Building Disaster Resilient Communities; Best Practices from across the Globe

Unit IV: Post Disaster Response

- SOPs for Search and Rescue; Evacuation and Relief Mobilization
- Post Disaster Need Assessment & Emergency Management
- Livelihood Restoration and Animal Care; Rehabilitative Interventions
- Disaster Reconstruction, Recovery and Compensation

Unit V: Coping with Disaster-Psychosocial Care

- National Guidelines on Psychosocial Support and Mental Health Services in Disasters.
- Understanding Psychosocial Needs of the Disaster Survivors and Vulnerable Groups
- Principles and Techniques of Psychosocial Care in Post Disaster Situations
- Post Trauma Care and Counseling of Survivors; Self-Care and Care of Co-Workers
- Disaster Psychosocial Care Ethics & Essentialities

References/ Suggested Readings/ Web links :

1. Newburn, T. 1993.Disaster and After: Social Work in the Aftermath of Disaster. Bristol, PA: Jessica Kingsley Publishers
2. Carter, W.N. 1992. Disaster Management: A Disaster Manager's Handbook. Manila: Asian Development Bank.
3. CAPART. 1995. Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction.   NewDelhi.
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5. Singh, S.K., Kundu, S., & Singh, S. 1998. Disaster Management. New Delhi: Mittal Publications
6. Sinha, P.C. (ed.) 1998. Encyclopedia of Disaster Management. New Delhi: Anmol Publications Pvt. Ltd
7. Ehrenreich, J. 2001.Coping With Disaster: A Guidebook to Psychosocial Intervention. Old Westbury, NY:Center for Psychology & Society.
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Delhi: Prentice Hall of India Pvt. Ltd
10. Zubenko, W.N., & Capozzoli, J. (eds.) 2002. Children and Disasters: A Practical Guide to Healing & Recovery. Oxford University Press.
11.Gupta, M.C., Sharma, V.K. Gupta, L.C.,&. Tamini, B.K. 2001.Manual on Natural Disaster Management in India.New
Delhi. National Centre for Disaster Management.
12. Streeter, C.L., Murty, S.A. (eds.) 1996.Research on Social Work and Disasters: Binghamton, NY: Haworth Publishers.
13. Hodgkinson, P.E., & Stewart, M. 1998. Coping with Catastrophe: A Handbook of Post Disaster Psychosocial Aftercare (2nd Edition).London:
Routledge.
Websites:
www.nidm.gov.in
https://www.fema.gov/

Course Title: Child Protection Mechanisms
Course Credits: 04
Course Learning Outcomes
The course learning outcomes are as follows:

1. *Understand Child Vulnerabilities and the need for protection*
2. *Appreciate the various perspectives and approaches to child protection*
3. *Develop an understanding of the legal framework and systems of child protection in India*
4. *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: State, Society, Family and Individual
- Intersectionality of Vulnerability- Structural, Gender-Related, Children with Disabilities, Children in Disasters/ Emergencies/Border/Conflict/ Difficult Environments/ Migration
- Vulnerable Children in India: Street, Sexually Abused, Trafficked, Working

Unit II: Child Protection Approaches and Strategies

- Traditional Institutional and Non-Institutional Approaches
- United Nations Convention on the Rights of Child
- UN Guidelines on Alternative Care
- Community Based Approach: CPC, Children's Group, CFSs
- Family Strengthening and Non-Institutional Approach to CP: Adoption, Foster Care and Sponsorship

Unit III: Child Protection and Legal framework

- Legal Approach: Constitutional Provisions
- The Protection of Children from Sexual Offences Act 2012 (POSCO)
- Revised Integrated Child Protection Scheme (2014) (ICPS): Structures and Functionaries
- Juvenile Justice (Child Care & Protection) Act, 2015 (JJ Act)

Unit IV: Child Protection Mechanisms in India

- The NCPCR & SCPCRs: Roles and Functions
- Child Line, NCLP, Shishu Greh Scheme
- NGOs and Child Protection: Scope for Involvement and Present Status
- Quality Standards of Care in Child Care Institutions

Unit V: Child Protection: Tools and Techniques

- Preparation of Individual Child Care Plan and Case Management
- Child Protection Audit
- Vulnerability Mapping and Assessment:
- CPA
- BIC
- DRR

References/ Suggested Readings/ Web links :

1. UNICEF. "UNICEF Child Protection Strategy." Executive Board Annual Session 2008, 3-5 Jun 2008. E/ICEF/2008/5/Rev.1
2. UNICEF, UNHCR, Save the Children, and World Vision. A better Way to Protect ALL Children: The Theory and Practice of Child Protection System, Conference Report, UNICEF 2013.
3. UNICEF. Core Commitments for Children in Humanitarian Action. UNICEF, New York: 2010.
4. UNICEF Innocenti Research Centre. "Championing Children's Rights: A global study of independent human rights institutions for children – summary report." UNICEF, Florence: 2012.
5. Global Protection Cluster (2012), "Information Note on the Global Protection Cluster". Geneva: UNHCR.
6. Wessells, M. "What Are We Learning About Protecting Children in the Community? An interagency review of the evidence on community-based child protection mechanisms in humanitarian and development settings," 2009, http://www.unicef.org/wcaro/ What_We_Are_Learning_About_Protecting_Children_in_the_Co mmunity_Full_Report.pdf
7. UNICEF, Child Protection Resource Pack – How to Plan, Monitor and Evaluate Child Protection Programmes. UNICEF, New York: 2014.
8. Nussbaum, M. (2006), Frontiers of Justice. Disability, Nationality, Species Membership. The Belknap Press of Harvard University.

Web links

1. Child Protection   https://www.unicef.org/child-protection
2. Understanding child abuse   https://www.jstor.org/stable/4419782?seq=1
3. ICPS scheme   https://www.google.com/url?
sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj0gKLjwd73AhUk7HMBHcaqDggQFnoECAUQAQ&url=https%3
A%2F%2Fwcd.nic.in%2Fintegrated-child-protection-scheme-ICPS&usg=AOvVaw2s-XLEGb-wpVZAxJ3yWpNv
4. Child care institutions.   https://wcd.nic.in/sites/default/files/CIF%20Report%201_0_0.pdf
5. Best Interest of Child   https://www.unhcr.org/4566b16b2.pdf
6. Vulnerability mapping   https://www.un.org/ruleoflaw/files/
Child%20Protection%20Systems%20Mapping%20and%20Assessment%20Toolkit.pdf

Course Title: Life Skills Education

Course Credits: 04

Course Learning Outcome
The course learning outcomes are as follows:

1. *Provide Orientation in Life skills.*
2. *Introduce concept and approaches of learning through structural games.*
3. *Impart basis life skills for day to day functioning*
4. *The students will be able to learn the importance of life skills and the qualities required to conduct life skills with others.*
5. *The students will have an understanding of different types of life skills, such as knowing self, communication skills, relationship building, decision making, coping with emotions, substance abuse, etc.*

Unit I: Education and Life Skills

- Life Skill: Definition and Importance
- Life Skill: Generic, Problem Specific and Area Specific
- Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, Learning to Be
- Learning throughout Life: Life Skills – Thinking, Communication & Connection

Unit II: Thinking Skills

- Nature, Elements of Thought, Types of Thinking, Concept of Formation and Reasoning
- Thinking: Creative and Critical Thinking & Application
- Problem Solving: Definition, Steps in Problem Solving, Factors Influencing Problem Solving
- Decision Making: Definition, Need, Process and Consequences, Models of Decision Making

Unit III: Learning about Self

- Self-Awareness: Types of Self, Self-Concept, Body Image, Self-Esteem, Confidence
- Techniques for Self Awareness – Johari Window, SWOT Analysis
- Values and Ethics; Appreciating Individual and Cultural Differences
- Assessing Need Vs Wants, Goals,, Goal Fixing, Rights and Responsibilities
- Emotions and Emotional Intelligence

Unit IV: Social and Negotiation Skills

- Prejudice, Bias & Stereotypes
- Sympathy, Empathy and Altruism
- Motivation & Defense mechanism
- Effective Communication & Negotiations
- Interpersonal Relationship: Definition and Factors Affecting Relationships

Unit V: Evolving Life Skills

- 21st Century Life Skills Set
- Financial Literacy and Management
- Avoiding Substance Abuse
- Coping with Life Challenges, Stress & seeking help
- Connecting with Nature/ Environment

References/ Suggested Readings/ Web links :

1. Baron, B., Baron, A.R. & Donn, B. (2003)   Social Psycholgy, Prentice Hall
2. Myers, G. D. (2007   ) Social Psycholgy.   Tata McGraw Hill
3. Nair, A. R. (2010) Life Skills Training for Positive Behaviour. RGNIYD
4. Santrock, W. J. (2006) Educational Psycholgy. Tata McGraw Hill
5. Hereford, Z.   (2007) Essential Life Skills: A Guide for Personal Development and Self- Realization

6. World Health Organization (1999) Partners in Life Skill Education: Conclusions from a United Nations Inter-Agency Meeting. WHO
7. Stella, C. (2005)Critical Thinking Skills: Developing Effective Analysis and Argument. Palgrave Macmillan Limited

8. Delors, J. (1997) Learning: The Treasure Within. UNESCO
9. Nair, A. R. (2010) Life Skills, Personality and Leadership. RGNIYD
10. UNESCO(2005) Quality Education and Life Skills: Darkar Goals. UNESCO

Course Title: Health Monitoring and Evaluation
Course Credits: 04
Course Learning Outcomes
The course learning outcomes are as follows:

1. *Understanding the theoretical concept of monitoring and evaluation.*
2. *Understanding and developing the indicators for monitoring and evaluation process.*
3. *Building on the skill of using various tools for effective evaluation of various Public health programmes*
4. *Building the skill of data handling though analysis and documentation.*
5. *Learning about the various data sources and its usage in context of public health*

Unit I:Monitoring and Evaluation

- Understanding Monitoring and Evaluation
- Principles of Monitoring and Evaluation
- Monitoring Process
- Evaluation Process

Unit II: Monitoring and Evaluation Frameworks

- Conceptual Framework
- Result Framework
- Logical Framework
- Theory of Change

Unit III: Indicators in Monitoring and Evaluation

- SMART Indicators
- Types: Qualitative, Quantitative
- Data Sources:
    - Demographic: Census, Vital registration System, SRS
    - Health: NFHS, NSSO

Unit IV: Data Handling

- HMIS
- Analysis
- Data Visualization
- Documentation

Unit V: Programmes: Monitoring and Evaluation

- Ethics: differences between evaluation and research, need for ethical approval, ethical conduct as an evaluator
- Evaluation of Public Health Programmes
    - PMJAY
    - NACP
    - RNTCP
    - NVBDCP

References/ Suggested Readings/ Web links :

1. Bates G, Jones L. Monitoring and evaluation: A guide for community projects. Liverpool: John Moores University Centre for Public Health; 2012. Available from: http://www.cph.org.uk/wp-content/uploads/2013/02/Monitoring-and-evaluation-a-guide-for-community-projects.pdf
2. Gosling L, Edwards M. Toolkits: A practical guide to assessment, monitoring, review and evaluation. London: Save the Children Fund; 1995. Available from: http://www.savethechildren.org.uk/resources/online-library/toolkits-practical-guide-planning-monitoring-evaluation-and-impact
3. International Federation of Red Cross and Red Crescent Societies. Project/programme monitoring and evaluation (M&E) guide. 2011. Available from: http://www.ifrc.org/Global/Publications/monitoring/IFRC-ME-Guide-8-2011.pdf
4. Rubin F. A basic guide to evaluation for development workers. Oxford: Oxfam; 1995. Available from: http://policy-practice.oxfam.org.uk/publications/a-basic-guide-to-evaluation-for-development-workers-121038

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7.   Work Group for Community Health and Development, University of Kansas. The community tool box, Section 6, Chapter 36: Participatory Evaluation. Available from: http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main
8.   Health Policy Project. 2014. "Capacity Development Resource Guide: Monitoring and Evaluation." Washington, DC: Futures Group, Health Policy Project.
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11.   11.Jones, H. 2011. "A Guide to Monitoring and Evaluating Policy Influence." London, UK: Overseas Development Institute. Available at: http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/ publications-opinion-files/6453.pdf.
12.   12.MLE Project 2013. "Measuring Success Toolkit: Using Data for Health Program Planning, Monitoring and Evaluation." Available at: http://toolkits.urbanreproductivehealth.org/toolkits/ measuring-success.

Course Title: Social Policy and Planning
Course Credits: 04
Course Learning Outcome
The course learning outcomes are as follows:

1. *To gain insight of conceptual framework of social policy*
2. *Develop analytical and critical understanding of social policies and their impact*
3. *To learn the relationship between policies programs and development*

Unit I: Conceptual framework

- Policy: Historical and Conceptual Understanding
- Social Policy: Concept, Objectives and Evolution
- Approaches to Social Policy: Welfare, Development and Rights Based Approach
- Models of Social Policy: Residual, Welfare, Institutional Redistributive Model.

Unit II: Planning and Policy Formulation

- Elements of Policy Climate - 1: Political Environment, Neo Liberal Climate; Supra National Bodies and Globalization;
- Elements of Policy Climate – 2: Advocacy, Research, Judicial Activism, Lobbies and Pressure Groups, Social Movements.
- Policy Formulation: Determinants, Steps and Critique.
- Social Planning: Processes and Institutional Mechanisms;

Unit III: Policy Analysis- Conceptual and Methodological Issues

- Overview of Five Years Plans
- Approaches and Tools - Political Economy, Gender Analysis/Gender Budgeting, Thematic vs. Analytical Approaches;
- Policy Evaluation Based on Components like Values, Principles, Purposes and Implementation, Operation and Practice, Results and Outcome
- Social Audit

Unit IV: Analysis of Social Policy

- Development Policies: Analysis of Objectives/Allocations and Budgetary Expenditures with Respect to Policy of: Education Policy, Health Policy, Forest Policy

Unit V   Policy Interventions – Approaches and Strategies

- Need and Scope of Social Work Intervention
- Research and Advocacy Approaches – Strategies and Action- Identification of Issues and Stake Holders in Policy; Strategy Formulation; Case Illustrations.
- Public Hearing, Pani Panchayat

References/ Suggested Readings/ Web links :

1. Spicker, P. 2010. Social Policy: Rawat Publications
2. Kalapagam, U. 2011. Gender and Development in India: Rawat Publications
3. Kannappan, P. 2008. Schedule caste welfare: A P H Publishing Corp
4. Hill, M. 2003.Understanding Social Policy:Blackwell Publishing
5. Drake, R.F. 2001.The Principles of Social Policy: Palgrave. Publications

6. Weimer, D.L.1994.Policy Analysis: Concepts and Practice
7. Pimpley, P.N. 1989.Social Development Process & Consequences: Rawat Publications
8. Siddiqui, H.Y. 2004. Social Development in Indian Subcontinent: Rawat Publications
9. Hill, M. & Irving, Z. 2009. Understanding Social Policy:Wiley- Blackwell
10. Spicker, P. 2010. Social Policies: Themes and Approaches: Rawat Publications
11. Mohanty, M. 2011. India Social Development Report 2010 (Edited): Oxford University Press
12. Pathak, S. 2013. Social Policy, Social Welfare and Social Development: Niruta Publications

Course Title: Development and Environmental Discourse
Course Credits: 04
Course Learning Outcome

1. *The course learning outcomes are as follows:*
2. *To critically understand the concept of development and interrelationship with Ecology*
3. *To develop an insight into the various environmental protection Mechanism in India*
4. *To understand the changing world view on development and environment discourse*
5. *To develop a holistic view on climate change and human sustainability*
6. *To understand the future possibilities in ecosystem services management*
7. *To Develop skills of social work intervention in the protection and promotion of the environment.*

Unit I: Development – A Journey

- Conceptual Understanding, Growth vs Development debate
- Theories of Development: Rostov, A.G Frank
- Development, Ecology and Environment Inter-linkages
- Human Development Index & Sustainable Development Goals

Unit II: Environmental Changes

- Understanding Environment Degradation
- Causes of Environment Degradation: Anthropogenic (Social, Economic, Institutional) Factors
- Consequences of Environmental Degradation: Disrupted Eco-systems
- Impacts on Human Health, Livelihoods, Food Insecurity, Migration, Conflicts

Unit III: Environmental Concerns

- Changing World View from Environmental to Climate Change Discourse
- Impacts of Climate Change Globally & India
- Development Projects and their Impact on Environment
- Population Boom, Unplanned Urbanization, Waste ,Water Crisis

Unit IV: Environmental Laws and People's Initiative

- Salient features: Environment Protection Act-1986, Biological Diversity Act, 2002,
- National Action Plan on Climate Change (NAPCC),2008-India
- National Green Tribunal Act-2010
- Environment in the Human Rights Perspective & PIL
- People's Initiatives for Environment Protection and Role of NGOs

Unit V: Future Possibilities: Way Forward

- Green Social Work
- Recycling to Zero Waste Management
- Eco-system services Management & Nature based Solutions
- Building Sustainable Communities (Case Studies)
- Social work intervention in the management, protection and promotion of the environment.

References/ Suggested Readings/ Web links :

1. Charak, P. & Mohan, S. 2012. Women and Development: Primus Books
2. Das , R.C., Barul , J.K. Sahu , N.C. & Mishra ,M.K. 1998.The Environment divide: the Dilemma of Developing Countries.
3. Indus Publishing co.
4. Jana, M.M.1991. Environmental Degradation and Developmental Strategies in India: Ashish Publications.

5. Reid, D.E.1995.Sustainable Development: An Introductory Guide: Earthscan Publications.
6. Sheth , P.1997. Environmentalism: Politics, Ecology and Development: Rawat Publications.
7. Wolpert L.2007. Principles of Development: Oxford University Press
8. Egelston, Anne E. 2013. Sustainable Development: A History: Springer
9. Kumar Hajira: 2005. Social work and developmental issues: Aakar books.
10. Ledwith Margaret. 2006. Community development: Rawat publication
11. Uma, M.2007.Environmental Issues in India: a Reader: Longman

Course Title: Criminology and Correctional Services
Course Credits: 04
Course Learning Outcome
The course learning outcomes are as follows:

1. *Understand the relationship between crime, society and social problems.*
2. *Understand the emergence of the concept of crime and its relation to human behaviour.*
3. *Learning about the concept of social defence and correctional services*
4. *Develop and understanding about structures dealing with punishment of criminals nationally and globally.*
5. *Building understanding about crime prevention and role of different stakeholders in crime prevention.*
6. *Building the skill of how to engage with crime prevention as a professional social worker.*

Unit I: Crime and Criminology

- Crime: Concept, Causation and its Relation to Social Problems
- Theories of Crime
- Criminology: Definition, Nature and Scope
- Social Deviance and Juvenile Delinquency
- Changing Dimensions of Crime: Cyber Crimes- Frauds and Pornography,
- Sexual Harassment at Work Place, Rape, Incest, Acid Attack

Unit II: Social Defense and Correctional Services

- Social Defense: Philosophy and Concept
- Correctional Services: Philosophy and Concept
- Punishment: Meaning, Aims, philosophy and Theories of Punishment
- Types Punishment and Objectives of Punishment

Unit III: Criminal Justice System I

- Indian Legal System and its Operational Instruments: IPC, CrPC
- Criminal Justice System in India: Components, Processes and Perspectives
- Police, Prosecution, Judiciary and Correctional institutions
- Probation and Parole: Concept and Effectiveness

Unit IV: Criminal Justice System II

- Prisons: Types & Types of Prisoners
- Correctional Institutions for Women: Vigilance Homes, Protective Homes and Open Prisons
- Role of Central and State Governments in Correctional Administration
- UN Standard Minimum Rules for Treatment of Prisoners and other Standard Settings

Unit V: Crime PreventionNeed and Scope of Social Work Intervention

- Crime Prevention: Conceptual Definition of Crime Prevention, History of Crime Prevention, Primary, Secondary and Tertiary Crime Prevention, Prevention of various types of Crimes, (Educational Programs, Training and Assistance, Recidivism; Fear of Crime).
- Role of Judiciary and Police in Crime Prevention:
- Public Interest Litigation,
- Victimology: Study of Victims of Crime, Victim Compensation, Victim Support Services.

References/ Suggested Readings/ Web links :

1. Ahuja, R. 2012. Criminology: Rawat Publications
   2. Ahuja, R. 2014 Social Problems in India.Rawat Publications
3. Akers, R. L & Sellers, C. S. 2004. Criminological Theories: Rawat Publications.
4. Bhattacharya, S.K. 2003. Social Defense-An Indian Perspective:Regency Publications

5. Bhattacharya, S. K. 2000. Juvenile Justice -An Indian Scenario:Regency Publications
6. Carter, R.M., Glasser, D. & Wilkins, L.T. 1984.Probation, Parole and Community Corrections:Prentice Hall
7. Chakrabarti, N. K. 1999.Institutional Corrections: Deep & Deep Publications.
8. Carney, L. P. 1980.Corrections, Treatment & Philosophy: Prentice Hall.
9. Deb, R. 1998.Criminal Justice: The Law Book Company Private Limited.
10. Paranjape, N.V. 2001. Criminology and Penology:Central Law Publications
11. Shah, S. P. 2014.Street Corner Secrets: Orient Blackswan Private Limited
12. Sharma, P. D. 1998.Criminal Justice Administration: Rawat Publications
13. Shah, G. 1999.Crime and Criminology:Anmol Publications Pvt
14. Siegel, L. J. 2000.Criminology: Wadsworth Thomson Learning
15. Siddique, A. 1993. Criminology-Problems and Perspectives: Eastern Book Company
16. Tripathy, P. C. 2000. Crime against Working Women: APH Publishing Company
17. Unnithan, N.P. 2013.Crime and Justice in India: Sage Publications

Course Title: Corporate Social Responsibility

Course Credits: 04

Course Learning Outcome
The course learning outcomes are as follows:

1. *To develop an understanding of CSR from social work perspective*
2. *To develop an understanding of global and national CSR legislations*
3. *To develop Professional skills in formulation and implementation of CSR projects*
4. *To develop Skills in Monitoring and Evaluation of CSR Projects*
5. *To understand the linkage between Community, CSR and Development*

Unit I: Evolution and Concepts of CSR

- Concept & Definition of CSR
- Theories and Models of CSR
- Idea of CSR globally and India
- Social Work And CSR

Unit II: Understanding Corporate in CSR

- Companies Act. 2013 and other CSR related Policies
- Responsible Business Strategy
- Structural and Functional Setup
- Governance and Corporate Ethics

Unit III: CSR Mechanisms

- Need Assessment
- Programme Planning
- Implementing institutions : Foundations, NGOs, Govt. Institutions
- Stake holder Participation and Challenges

Unit IV: CSR Monitoring and Evaluation Tools

- Corporate sustainability reporting
- Corporate Social Audit
- Social Audit
- Social Return on Investment (SROI)

Unit V: CSR and Sustainable Development

- Concept of Development and Sustainability
- Community and Corporate- Synergies and Trade-offs
- Core Issues (Poverty, Education, Health, Gender)
- Global Issues (Climate Change, Disaster and Natural Resources)

References/ Suggested Readings/ Web links :

1. Ministry of Corporate Affairs.2011.National Voluntary Guidelines on Social, Environmental & Economic Responsibilities of Business: Ministry of Corporate Affairs, Government of India.
2. CII.2013. Handbook of Corporate Social Responsibility in India: PWC Pvt. Ltd

3. Crane, A.2008.A History of Corporate Social Responsibility: Concepts and Practices.McWilliams. et al.(eds.)   The Oxford Handbook of Corporate Social Responsibility: Oxford University Press
4. Owen, D.P. 2013.Beyond Corporate Social Responsibility: The Scope for Corporate Investment in Community Driven Development: World Bank Report No. 37379-GLB
5. Visser, W. et al. 2007. The A to Z of Corporate Social Responsibility. London:Wiley
6. KPMG. 2011. KPMG International Survey of Corporate Responsibility Reporting 2011: KPMG International
7. Sundar, P. 2000. Beyond Business: From Merchant Charity to Corporate Citizenship. Indian Business Philanthropy through the Ages: Tata McGraw-Hill
8. OECD. 2014.Responsible Business Conduct Matters. OECD Guidelines for Multinational Enterprises: OECD

    Brennan, D. 1994.The Politics of Australian Child Care – Philanthropy to Feminism and Beyond. Cambridge UK: Cambridge University Press.
9. Sen, A. K.1999. Development as freedom. Oxford university press: Oxford.

Web Links:

1.https://www.unido.org/our-focus/advancing-economic-competitiveness/competitive-trade-capacities-and-corporate-responsibility/ corporate-socialresponsibility-m KPMG International Survey of Corporate Responsibility Reporting 2011arket-integration/what-csr

 2. World Business Council for Sustainable Development (1999), CSR definition, http://www.wbcsd.org/workprogram/business-role/previous-work/corporatesocial-responsibility.asp

3. Carroll, A.B. (1999). Corporate Social Responsibility: Evolution of a Definitional Construct. Business & Society. 38 (3) pp. 268 -   295

4. http://thecsrjournal"http://thecsrjournal.in/dr-bhaskar-chatterjee-on-corporatesocial-responsibility/

Course Title: Dissertation

Course Credits: 08

Course Learning Outcome
The course learning outcomes are as follows:

1. *To develop ability to conceptualize, formulate and conduct research.*
2. *To develop ability for logical reasoning and critical analysis.*
3. *To develop skills for data analysis, interpretation and academic writing.*

Guidelines

1. For opting dissertation, the student should have passed all papers in previous 3 semesters.
2. The student will be placed under the guidance of a faculty member for dissertation work. The student will be required to select area of the subject of his/her interest.
3. The core content of the report may not be less than 150 typed pages and it should cover in general the following chapters.
4. General content outline of the dissertation:
    a. Introduction
    b. Review of Literature
    c. Research Methodology
    d. Analysis and Discussion
    e. Conclusion and Suggestions
    f. Bibliography and Appendices
    g. Plagiarism Certificate (Originality Report) from the University Library
5. 3 copies in the prescribed format shall be printed and submitted in the office.
6. Plagiarism report has to be submitted with the Dissertation and should not be more then 10 %.
7. The final Dissertation will be submitted before the commencement of preparatory holidays before the exams, as notified by the department.
8. One printed copy and with e-copy (pdf) of the dissertation is to be submitted to the Department for evaluation before the commencement of theory examination of semester 4.
9. Citation Style: APA (American Psychological Association)
10. Page Setup:
    a. Paper: A4
    b. Page Margin: 2.5 from each side with .4 gutter
    c. Font: Times New Roman, Size 12
    d. Heading: Size 12 Bold; Subheading: Size 12 Italic
    e. Indented text: Size 11
    f. Paragraph Spacing: 6
    g. Space between one section to another: 12

Course Title: Understanding NGO's
Course Credits: 02
Course Learning Outcomes
The course learning outcomes are as follows:

1. *To understand the nature and types of NGO's*
2. *To know about process of NGO formation*

UNIT I: Concept of NGOs

- Civil Society, Non Profit Organisations and Non-Governmental Organisations
- NGOs: Meaning, Definition
- NGOs: Objectives, Characteristics and Types
- Role of NGO's in Community Development: Social Change and Upliftment

UNIT II: NGO Formation

- Formation of NGOs: Trusts and Societies
- Process in NGO Registration
- Legal - rational structure of Non-profits: Nature of registration and Modalities of registration
- Income Tax Exemption (80-G, 12-A, & 35AC): Rules and Regulation
- Challenges of NGOs – fund raising, achieving the targets, duplication of NGOs

Readings

1. Ian Smillie, John Hailey (2000). Managing For Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
2. Deb Prasanna Choudhury (2011). Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books
3. United Nations (2005). UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium. United Nations, New York
4. Julie Fisher. (2003). Non-Governments – NGO's and the Political Development of the Third World. New Delhi: Rawat
5. Marlowe and Georger, (2005). Structural Social Work in Action Journal of Progressive Human Services 16(1):5-2 DOI: 10.1300/J059v16n01_02

Course Title: Understanding Social Problems
Course Credits: 02
Course Learning Outcome
1. *To develop the conceptual understanding of social problems*

2. *Contextualise the social problems present in our society*

UNIT I: Social Construction of Social Problems

- Concept of Problem: Personal and Collective Problem
- Definition and Characteristics of Social Problems
- Social deviance and Social Problems
- Social Justice and Social Problems
- Structural Social Work and Social Problems

UNIT II: Social Problems in India

- India as a diverse nation
- Diversity and Social Problem
- Poverty and Homelessness
- Climate Change
- Farmer Suicides
- Drug Addiction
- Unemployment and Underemployment
- Hunger and Malnutrition

References/ Suggested Readings/ Web links :

1. Robert P. Mullaly & Bob Mullaly (1997). Structural Social Work: Ideology, Theory, and Practice. Oxford University Press, Usa
2. Judith Halasz and Peter Kaufman, "Social Structure and the Individual," Chapter 3. https://www.sociologyexperiment.com
3. Sharma, .L. (2000). Empowerment Without Antagonism: A case for Reformulation of Woman's Empowerment Approach .Sociological Bulletin. Vol.49. No.1.
4. Waxman. (1983). The Stigma of Poverty: A Critique of poverty Theories and policies.
5. Marlowe and Georger, (2005). Structural Social Work in Action Journal of Progressive Human Services 16(1):5-2 DOI: 10.1300/J059v16n01_02