

Masters of Social Work (MSW)
(Structure of the Curriculum)

Semester- I				
Course Code	Couse Type	Course Title	Credit	Marks
SW/I	CC1	History and Philosophy of Social Work	4	50
SW/I	CC2	Sociology for Social Work	4	50
SW/I	CC3	Working with Individuals	4	50
SW/I	CC 4	Working with Groups	4	50
SW/I	CC5	Social Work Research-I	4	50
SW/I	CC6	Field Work	6	150
Total			26	400
Semester- II				
SW/II	CC7	Psychology for Social Work	4	50
SW/II	CC8	Working with Communities	4	50
SW/II	CC9	Social Work Research-II	4	50
SW/II	CC10	Welfare and Development of the Disadvantaged	4	50
SW/II	CC11	Sustainable Development and Livelihood	4	50
SW/II	CC12	Field Work	6	150
Total			26	400
Semester-III				
SW/III	CC13	Social Work in Health and Mental Health	4	50
SW/III	CC14	Urban and Rural Community Development	4	50
SW/III	CC15	Social Policy and Social Welfare Administration	4	50
SW/III	DSEC 1 (Any One)	Human Rights, Advocacy and Social Action	4	50
		Person with Special Needs and Social Work		
		Human Resource Development and Management		
SW/III	CC16	Field Work	6	150
SW/III	GEC	Introduction to Social Work (To be selected by students of other Departments)	4	50
Total			26	400

From DSEC any four (4) course may be opted

Semester-IV				
Course Code	Course Type	Course Title	Credit	Marks
SW/IV	CC17	Counselling: Theory and Practice	4	50
SW/IV	CC 18	Ecology and Social Work	4	50
SW/IV	CC 19	Gender and Development	4	50
SW/IV	DSEC 2 (Any One)	Crime and Correctional Administration	4	50
		Child Rights and Protection		
		Care and Management of Elderly		
SW/IV	CC 20	Dissertation	4	50
SW/IV	CC21	Field Work	6	150
		Total	26	400
All Total			104	1600

Note:

1. Field Work comprises of Field Work Practice and Field Work Viva-Voce. Distribution of marks is as follows: Field Work Practice- 100 & Field Work Viva-Voce- 50= Total 150
2. For each theoretical paper of 4 credit, a minimum of 60 classes should be taken.
3. For a practical paper also, some theoretical classes should be taken to introduce the importance and nuances of the subject matter, say field work.
4. A detail note on the field work is stated below.

A Detail Note on Field Work

Field Work i.e., working with people in live situations, is the life-blood of social work profession. As an integral part of social work education process, it calls for sincere investment of one's intellect, efforts and time whoever aspires to become a professional social worker. Spirit of the profession enjoins upon the learner to imbibe the right kind of attitude, values and professional ethics along with knowledge. Knowledge, which to a considerable extent involve gathering of information, by itself is not meaningful unless the knowledge is put to use with appropriate values, ethics and attitude. Hence, the educational programme in social work involves simultaneous exposure to knowledge and work with people directly.

In view of the above, field work curriculum is designed and spread over the entire tenure of the course of study. Requirements are thus briefly mentioned below:

Orientation programme- (A) Apprising the learners broadly about the people and situations that call for intervention by external agencies as families/individuals find it difficult to deal with by themselves.

(B) Discussing the various concepts related to profession's requirements in relation to values and ethics that learners are expected to imbibe.

(C) Informing learners about broadly the types and nature of organizations that recruit the services of professional social workers.

(D) Orientation to specific contemporary social issues that need proper knowledge, understanding and intervention by professional workers.

(E) Relationship with people is the foundation based on which the practice implications are learnt by the learners. Hence, the beginning learners need to be oriented to this vital aspect of relationship with people.

(F) Professional practice of social work involve working with individuals and families as well as wider community and various service giving organizations and institutions. A brief introduction to this phenomenon is thus called for during orientation to the course of study in social work.

(F) Brief introduction to various service giving organizations where Social Workers are the main professional group and the organizations where they function along with other professionals who are the main professional group of these organizations. Such organizations are known as secondary setting for social work practitioners.

Summing up these dimensions of orientation programme are meant to give the beginning learners fair amount of knowledge and understanding about what is expected of them during this course of study. Orientation programme is a period when learners get the opportunity to clarify many doubts they may have as also raise relevant questions related to the profession.

Semester- I

CC1: History and Philosophy of Social Work

Objectives:

- Develop an understanding about the social service tradition, concept of social work, its core issues and a cultural perspective of professional social work.
- Develop commitment towards the goal of humanism and imbibe values as well as attitudes cherished by the social work profession.
- Understand the evolution, needs and issues of social work education in India.

Unit	Unit title	Content
I	Introduction to Social Work Profession	Tradition of social service in human society; concepts related to social service- charity, philanthropy, social welfare, social reform and social development.

		Concept, assumptions, values and principles of professional social work; social work as a profession and its role in contemporary society; code of ethics of professional social work; indigenization of social work.
II	Social Work Tradition in India	Religion and social tradition as roots of service to society in India; various institutions and their contributions service in society; social reform movements in India.
III	Emergence of Social Work as a Profession	Development of Social Work in UK, USA and India.
IV	Social Philosophy of Eminent Thinkers and Social Work Professionals	Social philosophy of Rabindranath Tagore, Mahatma Gandhi, Karl Marx and Swami Vivekananda. Mary Richmond and Jane Adam's contributions to social work as a profession.
V	Human Rights and Social Work Profession	Constitutional provisions of human rights in India; issues related to human rights and its implications for social work practice; institutional set-up for the protection of human rights - governmental as well as non-governmental.

IV	History of Social Work Education	Historical development of social work education in India; professional bodies for the promotion of social work education in India and at the global level.
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Suggested Readings:

1. Sheafor, Bradford, W. (2003), *Techniques and Guidelines for Social Work Practice*, 6th Edition, London: Allyn and Bacon
2. Dominelli, L. (2009), *Introducing Social Work*, Cambridge: Polity Press.
3. Desai, M. (2006), *Ideologies and Social Work-Historical and Contemporary Analyses*, Jaipur: Rawat Publications.
4. Diwakar, V.D. (ed), (1991), *Social Reform Movements in India: A Historical Perspectives*, Bombay: Popular Prakashan.
5. Ganguly B.N. (1973), *Gandhi's Social Philosophy, Perspective and Relevance*, New Delhi: Vikash Publishing House.
6. Johnson, Louise C. (1992), *Social Work Practice- A Generalist Approach*, Boston: Allyn and Bacon.
7. Madan, G.R. (1994), *Indian Social Problems Vol. I & II*, New Delhi: Allied Publishers Ltd.
8. Pandya, S.P. (2014), *Theory and Perspectives in Social Work*, Jaipur: Rawat Publications.
9. Patel, Chhaya (2016), *Social Work Practice: Religio-Philosophical Foundations*, Jaipur: Rawat Publications.
10. Pathak, S. H. (1981), *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
11. Shastri, R. R. (1966), *Social Work Tradition in India*, Varanasi: Welfare Forum and Research Organization.
12. Sinha, Sasadhar, (1962), *Social Thinking of Rabindranath Tagore*, Calcutta: Asia Publishing House.
13. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.

CC2: Sociology for Social Work

Objectives:

- Know the meaning, nature and scope of sociology and its use in social work.
- Understand the basic elements of human society.
- Enable the students to approach social institutions sociologically.
- Help students understand issues related to social problems, change and progress in the contemporary Indian society.

Unit	Unit Title	Content
I	Introduction to Sociology	Meaning and scope of sociology, its basic concepts - society, community, institution, association, social structure and culture; relationship of sociology with other social sciences. Sociology and social work - relationship signifying practice implications.
II	Social Institutions and Social Processes	Meaning of social institutions; Major social institutions - kinship, family marriage, religion, economic and political institutions.
III	Social Norms, Values and Socialization	Various aspects of social norms, social sanctions, customs, mores and values; socialization - meaning, aims and objectives, process of socialization and agencies of socialization.
IV	Social Stratification	Meaning and distinguishing features of social stratification; principal forms of social stratification - slavery, estate, caste system and social class; social stratification in the Indian context.
V	Social Control and Social Deviance	Meaning and means of social control, its role in socialization and social change; deviance and conformity, deviance and social control.

VI	Social Change	Meaning and nature of social change; social change and cultural change; social change and progress; social change and social problems; resistance to social change; globalization and social change.
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Suggested Readings:

1. Abraham, M. Francis (1982), *Modern Sociological Theory: An Introduction*, New Delhi: OUP.
2. Bottomore, T.B. (1986), *Sociology*, Bombay: Blackie & Son (India) Ltd.
3. Chakravorty, B.M. (2009), *Sociology- Theory, Methodology and Concepts*, Kolkata: New Central Book Agency.
4. Dube, S. C. (1977), *Understanding Society*, New Delhi: NCERT.
5. Giddens, A. (2010), *Sociology*, London: Polity Press.
6. Haralambos, M. (1980), *Sociology- Themes and Perspectives*, Delhi: OUP.
7. Kar, P.B. (2009), *Sociology*, Kolkata: New Central Book Agency.
8. Mciver, M. & Page, C. H. (1959), *Society- An Introductory Analysis*, London: Macmillan.
9. Rawat, H.K. (2007), *Sociology- Basic Concepts*, Jaipur: Rawat Publications.
10. Sharma, K.L. (2014), *Indian Social structure and Change*, Jaipur: Rawat.

CC3: Working with Individuals

Objectives:

- Understand the concept and different approaches to social work intervention with individuals.
- Develop appropriate skills and attitudes to work with individuals.
- Develop commitment to social work values and ability to reflect on 'self' as a person and as a professional.

Unit No.	Unit Title	Contents
I	Introduction to Social Casework	History, concept, objectives, assumptions, values and principles of social casework; social casework in the Indian context - its relevance and challenges.
II	Social Casework Process	Understanding the practice target system - micro, meso, macro and their contexts; various phases of social casework - intake and engagement, information gathering and assessment, planning and contracting, intervention and monitoring, termination and evaluation; skills used in different

		phases of social casework process; diagnostic and functional schools of social casework.
III	Tools and Techniques of Working with Individuals	Tools: listening, observation, interview, home visit and relationship; Techniques: supportive techniques, techniques for enhancing resources, and counselling techniques.
IV	Working with Individuals in Various Fields	Social casework in different fields - educational institutions, hospitals and clinics, mental health clinics and institutions, industry, correctional institutions and community.
V	Models of Intervention	Client centred approach, task centred approach, cognitive theory, eclectic approach, behaviour modification theory and strength perspective.
VI	Important Concepts in Social Casework	Personal self vis-a-vis professional self; professional accountability; communication: concept and types (symbolic, non-verbal and verbal); recording: needs, types, and processes.

Suggested Readings:

1. Banerjee, Gauri Rani (1973), *Papers on Social Work: An Indian Perspective*, Mumbai: TISS.
2. Bistek, F.P. (1961), *The Casework Relationship*, London: Allen and Unwin.
3. Friedlander, W. A. (1982), *Introduction to Social Welfare*, New Delhi: Prentice Hall of India.
4. Folgheraiter, Fabio, (2006), *Relational Social Work*, JKP: London.
5. Hamilton, G. (1951), *Theory and Practice in Social Case Work*, New York: Columbia University Press.
6. Hollis, Florence, (1964), *Case Work: A Psycho-social Therapy*, New York: Random House
7. Lishman, Joyce, (1994), *Communication in Social Work*, BASW Practical Social Work Series, Basingstoke: Palgrave Macmillan.
8. Mathew, G. (1993), *An Introduction to Social Case Work*, Mumbai: TISS.
9. Pearlman, H. H. (1957), *Social Case Work- A Problem Solving Process*, Chicago: The University of Chicago Press.
10. Upadhyay, R.K. (2003), *Social Casework: A Therapeutic Approach*, Jaipur: Rawat Publications.

CC 4: Working with Groups

Objectives:

- Develop an understanding of group work as a method of social work.
- Provide insights into the theoretical base and various dimensions of group work process.
- Develop skills and competence in applying group work method in various settings.

Unit No	Unit Title	Content
I	Introduction to Group and Social Group Work	Definition, characteristics and types of groups; significance of groups; group as an agent of social change. Definition, objectives, values and principles of social group work; historical development of social group work and its relevance in India.
II	Stages of Group Work and Group Dynamics	Group formation and its structure, various stages of group work, group dynamics and its influence on individual and community.
III	Theories and Models of Social Group Work	Theories: Adlerian theory, Gestalt theory, Person- Centred theory, Rational-Emotive Behaviour Therapy (REBT), Transactional Analysis, and Psychodrama; integrating the theoretical approaches in practice; Models: Papell and Rothman's Models (Social Goal, Remedial, Reciprocal), Kert Lewin's Model, Trackmen's Model, Mutual Aid Model, Needs-ABC Model, etc.
IV	Programme Planning and Leadership	Meaning and importance of planning programme, factors influencing programme planning, principles of programme planning in group work; importance of leadership development in group, required skills of leader in group, dealing with difficult members in group.
V	Roles and Skills of Group Worker	Various roles of social group worker such as guide, enabler, broker, advocate, negotiator, educator, facilitator, change agent, etc.; important skills of social group worker; usage, various types and processes, and principles of group work recording; preventive, promotive and therapeutic group work.
VI	Group Work Settings	Self-Help Groups (SHGs) in the Indian context, social group work in different settings such as community, school, child welfare, geriatric care, medical and psychiatry.

Suggested Readings:

1. Brown, A. (1986), *Group Work*, USA: Gower Aldershot.
2. Balgopal, P. R. and Vassil, T.V. (1983), *Group in Social Work-An Ecological Perspective*, New York: Macmillan Publication.
3. Capuzzi, D., Gross, D. R., Stauffer, M.D. (2010), *Introduction to Group Work*, Jaipur: Rawat Publications.

4. Davies, B. (1975), *Use of Group in Social Work Practice*, London: Routledge and Kegan Paul.
5. Douglas, T. (1976), *Group Work Practice*, New York: International University Press.
6. Garwin, C. D. (1981), *Contemporary Group Work*, New Jersey: Prentice Hall.
7. Konopka, G. (1963), *Social Group Work: A Helping Process*, New York: Prentice Hall.
8. Northen, H. (1969), *Social Work with Groups*, New York: Columbia University Press.
9. Siddiqui, H.Y. (2008), *Group Work- Theories and Practices*, Jaipur: Rawat Publications.
10. Trecker, H. B. (1970), *Social Group Work-Principles and Practice*, New York: Associated Press.

CC 5: Social Work Research- I

Objectives:

- Understand the nature and importance of the scientific method of research.
- Appreciate and learn the principles of social work research.
- Gain knowledge about various concepts, assumptions and methods of social work research.
- Develop the capacity to independently conceptualize a problem and execute social work research.

Unit	Unit Title	Content
I	Social Research and Scientific Approach	Meaning of social research and scientific approach; goals of social research; ethical issues in social research.
II	Social Work Research	Meaning of social work research and its relation to social science research, use of research in social work-practice based and intervention based; types of social work research - assessment of practice effectiveness, intervention as well as other assessment studies, social policy research, needs assessment, monitoring and evaluation.
III	Basic Elements in Social Research and Steps in Research	Concepts, constructs and variables; hypothesis, assumptions, operational definitions; steps in research - selection of research area and identification of problem to be studied, formulation of research design, data collection, processing and analysis of data, interpretation, and report writing.
IV	Research Design	

		Meaning of research design and its relevance; types of research design - exploratory, experimental, descriptive, social surveys, qualitative, quantitative, case study, and phenomenology research; mixed method research.
V	Sampling	Population and universe of study; sampling – meaning and aims; types of sampling – techniques of probability and non- probability sampling; sample calculation and sampling error; sampling in qualitative research.
VI	Methods of Data Collection and Analysis	Methods of data collection - sources- primary and secondary; observation - participatory and non-participatory, questionnaire, interview guide, interview schedule, and focus group discussion (FGD); advantages and limitations of different methods of data collection; analysis of qualitative data- method of processing and interpretation.

Suggested Readings:

1. Bryman, Alan. (2018), *Social Research Methods*. New Delhi: Oxford University Press
2. Alston, M. and Bowles, W. (2003), *Research for Social Workers*, Jaipur: Rawat Publications.
3. Das, N. G. (2010), *Statistical Methods, Vol- I and II*, New Delhi: Tata McGraw-Hill Publishing Co.
4. Creswell, J. W. (2015), *A Concise Introduction to Mixed Methods Research*, New Delhi: Sage.
5. Goode, J. and Hatt, P.K. (1952), *Methods in Social Research*, New Delhi: McGraw Hill.
6. Kumar, R. (2014), *Research Methodology*, New Delhi: Sage.
7. Kothari, C.R. (2004), *Research Methodology*, New Delhi: New Age International Publishers.
8. Lal Das, D.K. (2007), *Practice of Social Research*, Jaipur: Rawat Publications.
9. Malhotra, O. P. and Gupta S.K. (2009), *Elementary Statistics*, New Delhi: S. Chand & Co.
10. Ramachandram, P. (1990), *Issues in Social Work Research in India*, Bombay: Institute for Community Organization Research.

CC 6 – Field Work

Field Work during the First Year

Some suggested assignments

Considering the pandemic situation, the new entrants to the course of study in Social Work are constrained by the lack of or limited opportunities of learning by working in live situations. In spite of this limitation, some practical work can be done, a brief outline of which is given below. This has to be preceded by the orientation programme as mentioned earlier. This would make it easier for the learners to comprehend the requirements that they are expected to fulfil in field work. As such, orientation programme, like day-to-day classes, may have to be organized on-line. Alternatively, at least for once, to begin with, the selected learners may be called in the campus. Maintaining all COVID-19 protocols, discussions may be held once face- to- face.

Suggested assignments: A learner can get associated with a social service giving organization in their respective area of residence city, town, development block, village, etc. This will make their commuting to the organization easy. For this purpose, a formal request for placement of the learner for a specific period of time in the respective organization has to be made by the teaching institution, e.g., respective Department Head, in this case Head of the Department of Social Work. This only legitimizes the placement on completion of which the organization can issue certificate relating to performance and fulfilment of other requirements by the respective learner.

Assignments:

- (a) Learning about the organization- its broad administrative set up, goals and objectives of the organization and the type of programmes being carried out;
- (b) The agency/organization may be requested to attach a learner to a particular programme which has opportunity to get to know the people (beneficiaries and related others);
- (c) Learning about the methods, strategies or other related aspects used in the implementation of the programme;
- (d) Learn to relate to people both within the organization and outside the organization who matters in the functioning of the organization. This will enable the learner how to relate to different individuals who are unique in their own individual way. One relates mostly different way to different people depending on the uniqueness of the person and his/her situation;

- (e) Documentation of each day's field work which is known as recording is compulsory. It is a simple way of recording a learner did during the day of field work. In the beginning, it is a long hand writing without any format to be followed.

Organizations where students can be placed for field work:

1. Social Service Organizations – government or non-government
2. Development Block
3. Gram Panchayat
4. Hospitals / Health Centres
5. Schools
6. Grameen Bank.

MSW Semester- II

CC7: Psychology for Social Work

Objectives:

Inputs from psychology provides understanding about human growth process - psychosocial factors in growth and development, maturity and human – environment interrelationship.

- To understand the role of social work in human growth;
- To enable the learner, develop proper understanding of individual human beings and their behaviour;
- To help develop skills of insight and analysis of individual behaviour vis-à-vis diverse situations individual encounter;
- To help develop understanding of individuals, groups and different social systems - their functioning and inter-relationship.

<i>Unit No.</i>	<i>Unit Title</i>	<i>Content</i>
I	Introduction to Psychology	Psychology: its definition, nature, scope, and goals; relationship between psychology and social work; schools of Psychology.
II	Human Growth	Stages of Life: infancy and pre-school stage, childhood, adolescence, adulthood and old age; role of Social Work in each of these stages.
III	Learning and Motivation	Learning: meaning, types, methods and process of learning; factors of learning. Motivation: meaning, classification of motives, relationship of learning and motivation.
IV	Feelings and Emotion	Meaning of emotion and feelings - relationship between the two; components of emotion; dealing with emotions related to frustration, conflict, achievement, and failure.
V	Personality and Leadership	Definition, nature and factors that shape personality; theories of personality - psychoanalytic and social learning theories; Defence mechanism and coping mechanism. Concept of leadership - its components and styles.
VI	Individual and the Social System	Understanding attitudes, public opinion, prejudice, propaganda. Attitude - individual and group; attitude vis-à-vis public opinion - shaping and functioning of social system.

Suggested Readings:

1. Baron, R. (2015). *Psychology*. New Delhi: Pearson.
2. Beckett, C. and Taylor, H. (2019). *Human Growth and Development*. London: Sage.
3. Nicholson, P. and Bayne, R. (2014). *Psychology for Social Work: Theory and Practice*. London: Palgrave.
4. Garth, J.S. and O'Donnell, V. (2018). *Propaganda and Persuasion*. London: Sage.
5. Rao, K.R. and Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New York: Springer.

6. Tiwari, A.K. (2009). *Psychological Perspectives on Social Issues and Human Development*. New Delhi: Concept.
7. Specht, J. (2017). *Personality Development Across the Lifespan*. London: Academic Press.
8. Barrett, D.W. (2016). *Social Psychology – Core Concepts and Emerging Trends*. London: Sage.
9. Morgan, C. T., King, R. A., Weisz, J. R., and Schopler, J. (2017). *Introduction to Psychology*. New York: McGraw-Hill.
10. Feldman, R.S. (2011). *Understanding Psychology*. New York: McGraw-Hill

CC8: Working with Communities

Objectives:

- To acquire a basic understanding of the community and its characteristics.
- To understand the concept of community organization as a method of social work.
- To gain knowledge regarding various models and approaches of community organization.
- To equip students with the skills to practice community organization.
- To acquaint students with tools of community organization

Unit	Unit title	Content
I	Basics of community and community organization	Community - concept, definition and types (Rural, urban, and tribal); characteristics of a community. Community organization - Concept and definition; Evolution of community organization as a method of social work. Basic assumptions, values, and principles of community organization. Difference between community organization and community development, social action and social development.
II	Community organization process and programme planning	Study, identification of needs, prioritization, resource mobilization, planning, execution, monitoring and evaluation. Meaning of programme planning; programme planning in community organization- objectives, process and principles; coordination, organization, cooperation, budgeting and accounting in the context of community organization. Community chest, Neighbourhood council- purpose, structure and programmes.
III	Leadership and Community Organization.	Leadership - concept, types and signification of leadership in relation to community. Leadership and community organization- importance of local leaders. Social-political factors in leadership development. Panchayati Raj institutions and leadership role.
IV	Models of community	<u>Murray. G. Ross</u> : General Content Approach, The

	organization	Specific Content Approach, The Process Approach. <u>Rothman</u> : Locality Development, Social Planning, Social Action. <u>H. Y. Siddiqui</u> : Neighbourhood Development Model, System Change Model, Structural Change Model. <u>Robert Fisher</u> : Social work approach, the political activist approach, neighbourhood maintenance approach.
V	Roles and skills of a community organizer	Different roles of community organizer - as guide, mediator, enabler, catalyst, educator, mobilizer of resources- man, material and other; approaches of community organization- directive and non-directive. Relationship skills, problem solving skills, political skills, professional skills.
VI	Tools for intervention	Community profiling, Problem analysis, Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Stakeholder analysis, Participatory Learning and Action (PLA), Logical Framework Analysis (LFA), Strategic planning

Suggested Readings:

1. Gangrade K. D. (2001), *Working with community at the grassroots level: Strategies and programmes*. Radha Publications.
2. Hardcastle D. A., Powers P. R and Wenocur S. (2004), *Community practice: Theories and skills for social workers*. Oxford University Press.
3. Jack Rothman and others (2001), *Strategies of Community Interventions and Macro Practices – Peacock Publications*, 6th Edition
4. Jones, D and Mayo (1974), *Community Work*, Routledge and Kegan Paul, London
5. Kumar, S. (2008), *Methods for community participation: A complete guide for practitioners*. Warwickshire England: Practical Action.
6. Ross Murray, G., (1985), *Community Organization: Theory and Principles*. New York: Harper and Row Pub.
7. Siddiqui, H.Y. (1997), *Community Organization in India*, Harnam Publisher, New Delhi
8. Singh, K. K., and Singh, R. S. (2011), *Social work and community development*. Jaipur: ABD.
9. Somerville Peter. (2016), *Understanding community: Politics, policy and practice* (2nd edition). Polity Press and Social Policy Association
10. Weil M., Reisch M. and Ohmer M. L. (2013), *The handbook of community practice* (2nd edition). SAGE.

CC 9: Social Work Research - II

Objectives:

- This paper aims to teach the basic research principles and concepts within the framework of ethical

practice of professional social work.

- It aims to provide opportunities for students to increase awareness of and be sensitive to the issues in the research process as they relate to diverse populations.
- It aims to provide students the avenue to develop their skills and knowledge by review of the literature that follow a professional writing style and prepare students for analytic writing.
- It aims the students to understand and imbibe the basics of quantitative and qualitative research.
- This paper aims to make the students understand the relevance of social work empirical research and evidence-based practice research as it is core to social work practice and policy.

Unit	Unit Title	Content
I	Research Contexts and Perspectives	Social Research and Social Work Research: Meaning, nature and their significance Qualitative and Quantitative research paradigms in social research: Meaning, essential features, importance. Steps in research process Ethics in social work research
II	Quantitative data Management and Data Presentation	Coding, editing, master sheet and tabulation plan. Statistical sampling; Scaling - Likert, Thurstone, Guttman; Problems and tests of Reliability and Validity. Statistical Package for Social Sciences (SPSS) – introduction, basic steps, defining data, data entry, data transformation, data analysis, graphical (diagrammatic) presentation using SPSS. Graphical and Tabular presentation - Pie Diagrams, Graphs like Bar, Line etc, Histogram, Scatter Plot, Box Plot, univariate and multivariate tables.
III	Data Analysis Part 1: Quantitative Analysis	Central Tendency: Mean, Median and Mode; Dispersion: Range, Mean deviation, Standard deviation, Quartile deviation; Co-efficient of variation, merits and limitations of each, ANOVA.
IV	Data Analysis Part2: Analysis of Quantitative Data	Karl Pearson's coefficient, Spearman's coefficient of correlation and Regression Test of hypotheses and its steps; Research hypotheses and null hypotheses- Type I error and type II error; Tests of chi-square, z and t and statistical application using SPSS.
V	Data Analysis Part 3: Analysis of Qualitative Data	Transcription Coding of Qualitative Data Analysis of Qualitative Data (Thematic, Narrative, Descriptive) QDA Miner Lite
VI	Research Reports/ Dissertations	Planning outline of report, developing a social work research proposal. Referencing, footnotes and bibliography. Dissemination of findings.

	Preparing research abstract and writing research paper.
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Suggested Readings:

1. Alston, M. and Bowles, W. (2003). *Research for Social Workers*. Rawat Publications.
2. Bailey, D.K. (1987). *Methods of Social Research*. Free Press, New York.
3. Das, N. G. (2010). *Statistical Methods. Vol I and II*. Tata McGraw-Hill Publishing Co. New Delhi.
4. Goode, J. and Hatt, P.K. (1952). *Methods in Social Research*. McGraw Hill, New Delhi.
5. Jefferies, J. and Diamons, I. (2000). *Beginning Statistics- An Introduction for Social Scientists*. Sage, New Delhi.
6. Kothari, C.R. (2004). *Research Methodology*. New Age International Publishers, New Delhi
7. Kumar, R. (2011). *Research Methodology*. Sage Publications, New Delhi.
8. Lal Das, D.K. (2007). *Practice of Social Research*. Rawat Publications, New Delhi.
9. Malhotra, O.P and Gupta S.K. (2009). *Elementary Statistics*. S. Chand and Co. New Delhi.
10. May, Tim. (1997). *Social Research - Issues, Methods and Process*. Open University Press, Buckingham.
11. Mukherjee, Partha N. (ed). (2000). *Methodology in Social Research: Dilemma and Perspectives*. Sage, New Delhi.
12. Reichmann, W. J. (1981). *Use and Abuse of Statistics*. Penguin Books.

CC 10: Welfare and Development of the Disadvantaged

In this paper issues arising out of the disadvantaged position of different sections of society are focused. While women occupy an important place in this context they are also, because of being in different sections of disadvantaged society, doubly handicapped. Hence, women's issues are dealt with exclusively. With reference to the other disadvantaged sections, their place, position, challenges they face are dealt with in reference to different national policies, programmes, constitutional provisions and legislative measures.

Objectives:

- To develop an understanding of the underlying situations that adversely affect different disadvantaged sections of society.
- To sensitize the learners to the situations in which women face enormous challenges and the specific disadvantages they face also because they belong to different weaker sections of the society.
- To develop skills to identify and locate the difficulties and challenges women and different weaker sections face, skills to identify their needs and skills for intervention.
- To develop the sensitivity to realize the disadvantaged sections' marginalization and how it impacts the overall development of the society.

Unit NO	Unit Title	Content
I	Basic concepts, The process of discriminations	Welfare, development, disadvantaged groups, discriminations - basic concepts and debates, Various Approaches: Social Ostracism, Social

		Rejection, Dehumanization and Discrimination; Case studies from the press/ media/ novel and poems.
II	Women and Gender Issue	Women's status and position- traditional and contemporary perspectives; gender issues- theories; gender relation and patriarchy. Demographic profile of Women in India. Employment opportunities types and nature of employment, extent of women's employment. Gender issues related to work and workplace. Women's empowerment and development- concept and implications for women's development.
III	Other sexual orientations	Historical evolution, definitions, debates. Legal and social status of other sexual orientations in India.
IV	Weaker Sections and Minorities.	Criteria for classification of weaker sections - Legally designated weaker sections Scheduled Castes, Scheduled Tribes, Other Backward Classes (OBCs). Definition of minorities- classification of minorities in India.
V	Protective discrimination; policies and programmes.	Reservation policy, laws related to various aspects of the development of weaker sections and prevention of discrimination against them. Institutional setup for protection and promotion, of development and welfare of the weaker sections. Institutional set up for the prevention of discrimination against minorities and welfare and promotion of their development.
VI	Philosophy of inclusion, relevant theories and methods of Social Work	Human Rights, Social justice, and Affirmative Actions. Radical and Critical Perspective; Anti-Discrimination and Oppressive Perspectives and application of basic methods of Social Work.

Suggested Readings:

1. Timms, N. W., and Timms, R. (2016). *Dictionary of social welfare*. Routledge.
2. Sen, A. (2000). *Social exclusion: Concept, application, and scrutiny*. Social Development Papers No. 1. Asian Development Bank.
3. Ife, J. (2012). *Human rights and social work: Towards rights-based practice*. Cambridge University Press.
4. Beteille, A. (1990). Race, caste and gender. *Man*, 489-504.
5. Virginius Xaxa. (1999). Tribes as Indigenous People of India. *Economic and Political Weekly*, 34(51), 3589–3595.
6. Xaxa, V. (2008). *State, Society and Tribes: Issues in Post-colonial India*. New Delhi: Pearson.
7. Drèze, J., and A. Sen (2013). *An Uncertain Glory: India and its Contradictions*. Princeton and

Oxford: Princeton University Press.

8. Ghosh, Biswajit. (2012). *Interrogating Development: Discourses on Development in India Today*. Rawat Publication.
9. Dominelli, L. (2002). *Anti-oppressive social work theory and practice*. Palgrave Macmillan.
10. Schirmer, W., and Michailakis, D. (2019). *Systems theory for social work and the helping professions*. Routledge.
11. Okitikpi, T., and Aymer, C. (2009). *Key concepts in anti-discriminatory social work*. Sage.

CC11: Sustainable Development and Livelihood

Objectives:

- To familiarize students with the Concepts, Theories and Functional Practice in the area of Livelihood
- To understand the importance of Sustainable Development and Livelihood in the contemporary development agenda
- To inform the students about the domains of Sustainable Development and Livelihood
- To develop skills with a bridge of theory into practice that are essential for Social Work and Development Professionals

Unit	Unit Title	Content
I	Economy and Poverty	Concept and Function of Economy, Market, Subsistence and Subsidence, Sectors (Informal v/s Formal, Non-Farm v/s Farm Sector), Poverty, Rural and Urban Poverty, Multidimensional Causality of Poverty, Indicators of Poverty.
II	Sustainable Development	Environment, Development, and Sustainability (Concept and Need), North v/s South Perspective, Implication on Livelihood and Food Security, Resource Management and Common Property Resources, SDG
III	Introduction to Livelihood	Concept, Scope, Need, Difference between Livelihood, Sustainable Livelihood, and Alternative Livelihood; Applications, Types of Capital (Physical, Natural, Social, Human)
IV	Settings and Sectors of Sustainable Livelihood	Settings (Rural, Peri Urban, Urban) Non-Farm Sector: Handloom/KVIC, Tourism, Skill Development, Microfinance, Micro-Credit Farm Sector: Community Farming, Livestock Management
V	Livelihood Policy, Schemes and Institutions	Policy Approaches in Rural and Urban Livelihood, Five Year Plans, Women and Sustainable Livelihood, MGNREGS, Karma Saathi Prakalpa, NRLM, SHGs, Cooperatives, NABARD.

VI	Social Work Intervention in Livelihood	Planning (Grassroot, Micro, Meso, Macro, Convergent) Advocacy, Networking, Livelihood Tools - Matrix, Log Frame and Others
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Suggested Readings:

1. Hart, K, Laville, JL Eds. (2010). *The Human Economy*. Polity.
2. UNDP. (2017). Sustainable Development Goals and Panchayats.
3. Morse, Stephen, McNamara, Nora. (2013). *Sustainable Livelihood Approach: A Critique of Theory and Practice*. Springer.
4. H.S Shylendra and Uma Rani. (2005). *Diversification and sustainable rural livelihood*, Concept Publishing.
5. Mukherjee, J. (2018). *Sustainable Urbanization in India: Challenges and Opportunities*. Singapore: Springer.
6. Bhogal, R.K. (2014). Strategies for building livelihoods for the poorest of the poor. Policy paper. Access Development Services and UNDP.
7. Moser, C. and Dani, A. S. (2008). Assets, livelihoods and social policy. World Bank.
8. NITI Aayog. (2020). Empowering Migrant Workers through Skill Development and Livelihood Generation. New Delhi.
9. NITI Aayog. (2019). Skilling for Employability: Best Practices. New Delhi.
10. State of India's Livelihood Report 2015, 2019, 2020

CC 12 – Field Work

Field Work during the First Year Some suggested assignments

Considering the pandemic situation, the new entrants to the course of study in Social Work are constrained by the lack of or limited opportunities of learning by working in live situations. In spite of this limitation, some practical work can be done, a brief out line of which is given below. This has to be preceded by the orientation programme as mentioned earlier. This would make it easier for the learners to comprehend the requirements that they are expected to fulfil in field work. As such, orientation programme, like day-to-day classes, may have to be organized on-line. Alternatively, at least for once, to begin with, the selected learners may be called in the campus. Maintaining all COVID-19 protocols, discussions may be held once face- to- face.

Suggested assignments: A learner can get associated with a social service giving organization in their respective area of residence city, town, development block, village, etc. This will make their commuting to the organization easy. For this purpose, a formal request for placement of the learner for a specific period of time in the respective organization has to be made by the teaching institution, e.g., respective Department Head, in this case Head of the Department of Social Work. This only legitimizes the placement on completion of which the organization can issue certificate relating to performance and fulfilment of other requirements by the respective learner.

Assignments:

- (f) Learning about the organization- its broad administrative set up, goals and objectives of the organization and the type of programmes being carried out;
- (g) The agency/organization may be requested to attach a learner to a particular programme which has opportunity to get to know the people (beneficiaries and related others);
- (h) Learning about the methods, strategies or other related aspects used in the implementation

of the programme;

- (i) Learn to relate to people both within the organization and outside the organization who matters in the functioning of the organization. This will enable the learner how to relate to different individuals who are unique in their own individual way. One relates mostly different way to different people depending on the uniqueness of the person and his/her situation
- (j) Documentation of each day's field work which is known as recording is compulsory. It is a simple way of recording a learner did during the day of field work. In the beginning, it is a long hand writing without any format to be followed.

Organizations where students can be placed for field work:

1. Social Service Organizations – government or non-government
2. Development Block
3. Gram Panchayat
4. Hospitals / Health Centres
5. Schools
6. Grameen Bank

MSW Semester III

CC13: Social Work in Health and Mental Health

Objectives:

- To conceptualize Health and Mental Health and understand the relationship with Social Work.
- To understand the functional components of Health like System, Service Provision, Domains.
- To develop an integrative perspective of Health, Mental Health and allied concepts of Nutrition and Sanitation in the contemporary development sector.
- To build capacity concerning specific Skills and Methods of Social Work Intervention in both Institutional and Non-Institutional Settings.

Unit	Unit title	Content
I	Introduction to Health and Development	Meaning and Importance of Health; Determinants of Health (Physical, Psychological, Economic, Social and Others); Concept of Disease and Illness; Domains of Health; Health, Development and Approaches.
II	Epidemiology, Health Systems and Community Health	Introduction to Epidemiology and Terminology; Levels of Health System; Issues of Availability, Accessibility, Affordability, and Acceptability; Community Health and Community Health Workforce.
III	Mental Health	Concept and Determinants of Mental Health; Stigma and Discrimination; Mental Illness (Depression, Anxiety, Schizophrenia, Attention Deficit Hyperactivity Disorder); Social Work Practice of Mental Health, Settings of Practice and Lessons from the Pandemic.
IV	Nutrition and Sanitation	Concept of Nutrition and Malnutrition; Concepts of Stunting, Wasting, and Importance of Nutrition in Maternal and Child Health; Nutrition Rehabilitation Centres; Issues of Availability, Accessibility in Sanitation, Behaviour Change Communication and Best Practices in Sanitation.
V	Policy, Programmes, Schemes, and Legislations	NHP (1983, 2002, 2017); NMHP (2014); NHM; IPHS; Role of NGO's, and PPP Mode of Implementation; Importance of Data (NFHS and HMIS); The Mental Health Care Act, PCPNDT Act and MTP Act. Contemporary Concerns – COVID Pandemic and One Health.

VI	Social Work Intervention in Health and Mental Health	Community Participation, Needs Assessment, and Community Outreach; Disease Prevention and Health Promotion; 3 Delays Model; Monitoring and Evaluation; Convergence and Collaboration; Psycho-Social Care and Counselling Skill.
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Suggested Readings:

1. Park, K. (2015). *Textbook of Preventive and Social Medicine* (23 ed.). Jabalpur: Bhanot Publications. (Selected Chapters) (Core Text Book)
2. Nagla, M. (2018). *Sociology of Health and Medicine*. Jaipur: Rawat Publications. (Core Text Book)
3. Sarkar, A.K. (2005). *NGOs: The New Lexicon of Health Care*. New Delhi. Concept Publishing
4. Parveen, S. (2017). *Social Work in Health Care*. Varanasi: Bharati Prakashan.
5. Coppock, V., and Dunn, B. (2010). *Understanding Social Work Practice in Mental Health*. New Delhi: Sage.
6. Baru, R. V. and Nundy, M. (2008). Blurring of Boundaries: Public-Private Partnerships in Health Services in India. *Economic & Political Weekly*, 43(4), 62-71.
7. Patel, V. and Paul, V.K. et.al. (2015). Assuring health coverage for all in India. *The Lancet*, 386(10011), 2422-2435.
8. Bajpai, V. (2015). Draft National Health Policy 2015: A Public Health Analysis. *Economic & Political Weekly (EPW)*, 50(17), 94-101.
9. National Health Policy, 1983, 2002 and 2017, Government of India
10. Articles on NHM West Bengal, Swasth Saathi Scheme and Other State Specific Articles.

CC14: Urban and Rural Community Development

Objectives:

- To learn basic concepts, theories and debates on Rural and Urban Community Development.
- To understand the socio-economic realities of rural and urban India.
- To explore some of the conflicts during the rural and urban transformations in India.
- To know the basic approaches to the welfare of the indigenous communities in India.

Unit	Title	Content
I	Introduction to Rural Development	Concept of Rural Development: Its meaning, Nature, Scope in the arena of Development. Gandhi's and Tagore's concept of Rural Development; Historical Evolution based on 5-year plans. Rural Community Development: Social justice, Ecological and Indigenous Perspectives. Approaches: Dialogic and Developmental approach to Community.

		Development- Concept, Principles and Transformational Skills.
II	Rural socio-economic structure and functions	Rural Society, and discussion with data on Economy, Employment, Land, Demography and Politics. Formal and informal economy. Panchayati Raj Institutions.
III	Introduction to Urban Development	Meaning of Urban Development, Current trend of Urbanization process, its driving factor. Migration: Nature and Causes of migration from Rural area to Urban area.
IV	Urban Socio-economic structure and functions	Urban Society, Economy, Land, Demography and Politics. Formal and informal economy.
V	Rurban and urban hinterland	Its meaning, features, planning, movements and politics. Some case studies; Mumbai-Pune corridor region, Durgapur expressways (the Singur movement), and New Town Development.
VI	Welfare of the indigenous communities and their present circumstance	Welfare of indigenous population: Its Concept, Nature, and evolution. The place of indigenous population according to Indian constitution, laws and policy. Human development status of the indigenous communities in India.

Suggested Readings:

1. Singh, K., & Shishodia, A. (2016). *Rural development: Principles, policies, and management*. SAGE Publishing India.
2. Bhushan, N., & Garfield, J. L. (2014). *Swaraj and Swadeshi: Gandhi and Tagore on Ethics, Development and Freedom*. Smith College, Yale University
3. Harriss, J. (2017). *Rural Development: Theories of peasant economy and agrarian change*. Rawat.
4. Chand, R., Srivastava, S. K., & Singh, J. (2017). Changes in rural economy of India, 1971 to 2012. *Economic & Political Weekly*, 52(52), 65.
5. Maddick, H. (2018). *Panchayati Raj: A Study of Rural Local Government in India*. Jaipur: Rawat.
6. Rajasekhar, D. (Ed.). (2021). *Handbook of Decentralised Governance and Development in India*. Taylor & Francis.
7. Pattanaik, B. K. (2020). *Introduction to Urban Development and Planning*. India: SAGE Publications.
8. Denis, E., and Zerah, M. H. (eds.) (2017). *Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns*. (n.d.). India: Springer India.
9. Xaxa, V. (2008). *State, Society and Tribes: Issues in Post-colonial India*. New Delhi: Pearson.
10. Rao, V. S. (Ed.). (2018). *Adivasi rights and exclusion in India*. Taylor & Francis.

CC15: Social Policy and Social Welfare Administration

Objectives:

- To learn basic concepts, theories and applications of social policy and social welfare administration.
- To develop capacity to critically examine the policies which have an important bearing on social development and social work practice.
- To acquire knowledge of the basic processes of social welfare administration.
- Develop the ability to analyse the practices and process of administration in specific settings and understand change and conflicts.

Unit	Title	Content
I	Introduction to Social Policy	Meaning, characteristics, objectives, scope and models of social policy; determinants of social policy; issues of social policy based on Indian Constitutional Provisions-Directive Principles of State Policy and Fundamental Rights.
II	Policy Formulation	Need and process of policy formulation in India, different political ideologies in policy formulation, role of civil society institutions in social policy formulation.
III	Social Policy and Other Policies	Social policy versus public policy, social policy versus economic policy, social policy versus social welfare policy, how do social workers use social policy in their practice?
IV	Introduction to Social Welfare Administration	Social Welfare Administration: Basic concepts, scope and Principles; Distinction between Public Administration and Social Welfare Administration; Social welfare administration in India.
V	Social Welfare Administration in India	Social welfare administration at different levels in India: central, state and local-administrative structure and functions; Central and State social welfare board: structure and functions; Administration of Non-governmental Social Welfare Organization (The Society Registration Act 1860 and The Indian Trust Act.1882; the scope, application and basic difference).
VI	Project Formulation and Project Appraisal	Service project proposal, Research project proposal---steps in project formulation; Project appraisal, Monitoring and Evaluation.

Suggested Readings:

1. Adamas, R. (2002), *Social Policy for Social Work*, Singapore: Palgrave Macmillan.
2. Spicker, P. (2014). *Social policy: Theory and practice*. Policy Press.
3. Bochel, H. and Daly, S. (2005), *Social Policy*, London: Routledge.
4. Bhartiya, A.K. and Singh, D.K., (2009), *Social Policy in India*, Lucknow: New Royal Book Company
5. Chakrabarti, R., & Sanyal, K. (2017). *Public policy in India*. Oxford University Press.
6. Mathur, K. (Ed.). (1996). *Development policy and administration*. Sage Publications.
7. Bhattacharya, S. (2009). *Social work administration and development*. New Delhi: Rawat Publications.
8. Levis, D. and Ravichandran N. (2008): *NGO and Social Welfare Administration: New Research Approaches*, Jaipur, Rawat Publication
9. Khatua, S. (2011). *Project Management and Appraisal*. Oxford University Press.
10. Dale, R. (2004). *Evaluating Development Programmes and Projects*, Sage, New Delhi

DSEC 1: Human Rights, Advocacy and Social Action**Objectives:**

- To understand the concept of human rights.
- To acquire a basic understanding of human rights laws.
- To gain knowledge regarding various conventions relating to women and children.
- To learn advocacy as a strategy in social work practice.
- To develop a basic understanding of social action as a method in social work.

Unit	Unit Title	Content
I	Introduction to human rights	Human rights- concept, definition, characteristics, and types; generations of human rights; evolution of human rights; other key terminologies- declaration, convention, customary law, signature, ratification, accession, and codification.
II	Theoretical perspectives of human rights	Theories of rights and human rights, concept of state; Universalism and Cultural Relativism; Religion and Human Rights;
III	Human rights laws	Universal Declaration of Human Rights; International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights.

IV	Human rights in Indian context	Indian constitution-fundamental rights, directive principles of state policy, schedules; human rights and marginalized population; refugee and human rights; environment and human rights.
V	Advocacy as a strategy in social work practice	Advocacy- concept, definition, types and levels; Public Interest litigation; advocacy in social work practice.
VI	Social Action in social work practice	Social action- concept, definition, objectives, tactics and strategies, principles and phases; models of social action; Gandhian approach to social action.

Suggested Readings:

1. Biju, M. R. (2005). *Human Rights in a Developing Society*, New Delhi: Mittal Prakashan.
2. Brij Kishore Sharma (2015) *Introduction to the Constitution of India*, PHI Learning Private Limited-New Delhi; Seventh edition.
3. Reichert, Elisabeth (2003). *Social Work and Human Rights*, Jaipur: Rawat Publications.
4. Austin, G. (2018). *The Indian constitution cornerstone of a Nation*. New Delhi: Oxford University Press.
5. Chakrabarty, B. (2017). *Indian constitution: Text, context and interpretation*. New Delhi: SAGE Publications.
6. Nirmal, C.J. (1999). *Human Rights in India – Historical, Social and Political Perspectives*, Delhi: Oxford University Press.
7. Jain, P., (1985). *Gandhian Ideas, Social Movements and Creativity*, Rawat Publications, Jaipur.
8. Siddiqui, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
9. Kothari, M. (2005). *Development and Social Action*, Jaipur: Rawat Publication
10. Mohapatra, A.R. (2001). *Public Interest Litigation and Human Rights in India*. New Delhi: Radha publications.

DSEC 1: Person with Special Needs and Social Work

Objectives

- To develop a conceptual clarity about disability, types of disability and its causes.
- To understand the needs and problems of persons with disability along with the contexts of social work intervention in the field of disability and develop skills in counselling and rehabilitation of persons with disability.
- To develop an understanding about the policies and programmes for prevention of disability and rehabilitation of persons with disability.

UNIT	TITLE	CONTENT
I	Concepts related to disability	Concepts of disability, causes of disability and the need for prevention; Contemporary Discourses and Models of disability; Health promotion-specific protection, early detection and disability limitations.
II	Types and Extent of Disability in India	Various types and magnitudes of disability in India; Various lenses to understand disability (Anti-oppressive theory, Exclusion and inclusion lens, etc)
III	Problems of Persons with Disabilities	Individual level and societal level, general and specific; Vulnerability of PWDs: Persons with multiple disabilities, Benchmark disability Persons with severe and profound disability.
IV	National Policies and Legislations	Mental Health Care Act 2017, National Rehabilitation Council of India Act, 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, UN Convention on The Rights of Person with Disabilities, Rights of Persons with Disabilities Act, 2016 etc.
V	Programmes and Services	Policies and Programmes, Institution Based Programmes and services and Community Based Rehabilitation Programmes; Government Organizations: RCI (Structure, Function, and Service Provision), National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department, NGOs intervention.
VI	Social Work Interventions	Disability Interventions strategies at the family level, community level, institutional level (advocacy, networking, awareness generation, community education, community-based rehabilitation); social work intervention with reference to different groups: children, adults, women, and elderly with disability.

Suggested Readings:

1. Alper, S. Schloss, P and Schloss, C, 1994: Families of the students with Disabilities Consultation and Advocacy, Allyn and Bacon, Boston.
2. Bhambhani, M. (1999). The burden of woman with Disabilities. Action Aid Disability News, 1 and 2, 22–24.

3. Chandra, Krishan, 1994: Handbook of Psychology for the disabled and Handicapped, Anmol Publication, New Delhi.
4. Hans, A and Patri, A, 2002: Women and Disability, Sage, New Delhi.
5. Harper, M and Momm, W, 1992: Self Employment for Disabled People, ILO, Geneva.
6. Hegarty, Seamus and Alur, Mithu, 2002: Education and Children with Special Needs From Segregation to Inclusion, Sage, New Delhi.
7. Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. International Journal of Management, Marketing and HRD,
8. Oliver, Michael, 1996: Understanding Disability, Macmillan Press, London.
9. Peshwaria, R and Other, 1996: Understanding Indian Families. Having Persons with Mental Retardation, National Institute of Mental Health, Hyderabad.
10. Puri, Madhumita and Abraham, George, 2004: Handbook of Inclusive Education for Educators, Administrators and Planners within Walls, without boundaries, Sage, New Delhi.
11. Sapey, B, 1998: Social Work with Disabled People, Macmillan Hampshire.
12. Shetty, L, 1998: Social Work with Mentally Disabled Children and their parents, TISS, Mumbai.
13. Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.
14. Venkatesan, S, 2004: Children with Developmental Disabilities, Sage, New Delhi.
15. Werner, David, 1994: Disabled Village Children-A Guide for community workers, Rehabilitation workers and Families, Voluntary Health Association in India, New Delhi.
16. World Health Organization, 1980: International Classification of Impairments, Disabilities and Handicaps, WHO, Geneva.

DSEC 1: Human Resource Development and Management

Objectives:

- Develop an understanding of the concepts of human resource development and management in formal organizations.
- To understand the various functions, processes and methods of Human Resource Management.
- Gain knowledge about different legislative measures for Labour welfare and industrial relation.

Unit	Unit Title	Content
I	Concept of Human Resource Development and Management	Concept of Personnel Management, Human Resource Development (HRD) and Human Resource Management (HRM), Strategic Human Resource Management (SHRM); Corporate ethics and values; functions of HRM. Human resource planning: concept, objectives, process.
II	Acquisition of Human Resources	Job analysis: concept, purpose, methods. Difference between job analysis, job specification, job description,

		job evaluation. Recruitment: concept, sources and methods. Difference between recruitment and selection. Selection: concept, process and devices. Employee induction and internal mobility.
III	Employee Development	<p>Training: concept, importance, types, process, and methods (on the job training and off the job training methods), and difference between employee training and management development;</p> <p>Management development: steps, and methods;</p> <p>Career development: concept of career and career development, Career stages, Strategies for effective career development; Performance Management: Concepts of performance, performance appraisal, Difference between performance and potential appraisal, performance appraisal process, performance appraisal methods, Factors that distort appraisals.</p>
IV	Maintenance and Retention	<p>Concept of teamwork, team building and team development; Concept and approaches to discipline, disciplinary action, and essentials of a good disciplinary system;</p> <p>Compensation: concept, and determinants of compensation (legislations, job evaluation, surveys, components of the pay structure); components of remuneration: wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits.</p> <p>Rewards and benefits: Concepts and types, Criteria for distributing rewards, Difference between Performance-based pay and Competence-based pay. Employee Retention Strategies.</p>
V	Industrial Relations and Disputes	<p>Concept of industrial relations; Concept, causes, prevention and settlement of industrial disputes.</p> <p>Collective bargaining; Worker's Participation in Management; Communication in industry; Concept and sources of Grievances and Grievance handling procedures; Employee Counselling. The Trade Union Act-1926, Industrial Disputes Act-1947, and Industrial Employment (Standing Orders) Act-1946.</p>
VI	Welfare and Legislations	<p>History and concept of labour welfare, ILO and trade unionism.</p> <p>Labour welfare: features, types, role and functions of labour welfare officer.</p> <p>The Factories Act 1948, The Minimum Wages Act-1948, The Payment of Wages Act-1936, The Payment of Bonus Act-1965, and The Payment of Gratuity Act-1972.</p>

		Concept of Social Security. Salient features of: The Workmen's Compensation Act-1923, The Employees' State Insurance Act-1948, The Employees Provident Funds (Misc. Prov.) Act-1952, The Equal Remuneration Act-1976, and The Maternity Benefit Act-1961.
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Suggested Readings:

1. Armstrong, M. (2001). Handbook of Human Resource Management Practice (9th ed), London: Kogan Page.
2. Aswathappa, K. (2010). Human Resource Management – Text and Cases, New Delhi: Tata McGraw Hill.
3. Chauhan, S. S. (1993). Labour Welfare Administration in India, Delhi: Kanishka Publishers.
4. Dessler, G. and Varkley, B. (2011). Human Resource Management (12e), New Delhi: Pearson.
5. Gupta C.B. (2012), Human Resource Management Text and Cases, Delhi: Sultan Chand & Sons.
6. Laldas, D.K. (1991): Personnel Management, Industrial Relations and Labour Welfare, Agra: Y. K. Publishers.
7. Rao, T. V. (1996). Human Resource Development Experiences, Intervention and Strategies, New Delhi: Sage.
8. Rao, V.S.P. (2010). Human Resource Management – Text and Cases (3e), New Delhi: Excel Books.
9. Saini, D. S. (1994). Redressal of Labour Grievances, Claims and Disputes, New Delhi: Oxford and IBM.
10. Sharma. S.K. (2009), Hand Book of HRM Practices: Management Policies and Practices, Delhi: Global India Publications.
11. Padhi, P.K. (2019). Labour and Industrial Laws (4th Ed), Delhi: PHI Learning Private Limited

CC16: FIELD WORK

The pandemic has introduced changes in all sectors of lives. The fieldwork for the third semester is designed to create new opportunities for the students to learn directly in Government and non-government institutions in their nearby areas. This has to be preceded by the orientation programme which would make it easier for the learners to comprehend the requirements that they are expected to fulfil in fieldwork. All COVID-19 protocols will be maintained as per government regulations during Fieldwork Practice.

Suggested Assignments:

A learner can get associated with a social service-giving organization in their respective area of residence, town, development block, village, etc.

1. Learning about the organization- its broad administrative set-up, goals and objectives of the organization and the type of programmes being carried out;

2. The agency/organization may be requested to attach a learner to a particular programme which has the opportunity to get to know the people (beneficiaries and related others);
3. Learning about the methods, strategies or other related aspects used in the implementation of the programme;
4. Learn to relate to people both within the organization and outside the organization who matters in the functioning of the organization. This will enable the learner how to relate to different individuals who are unique in their way. One relates mostly different ways to different people depending on the uniqueness of the person and his/her situation;
5. Documentation of each day's fieldwork which is known as the recording is compulsory. It is a simple way of recording what a learner did during the day of fieldwork. In the beginning, it is long handwriting without any format to be followed.

Organizations where students can be placed for fieldwork:

- Social Service Organizations – government or non-government

GEC: INTRODUCTION TO SOCIAL WORK
(To be selected by students of other Departments)

OBJECTIVES:

- Develop an understanding about the social service tradition, concept of social work, its core issues and a cultural perspective of professional social work.
- Develop commitment towards the goal of humanism and imbibe values as well as attitudes cherished by the social work profession.
- Understand the evolution, needs and issues of social work education in India.

Unit	Unit Title	Content
I	Introduction to Social Work Concepts	Tradition of social service in human society; concepts related to social service- charity, philanthropy, social welfare, social reform and social development. Critically understanding the definition of social work; indigenization of social work.
II	Core Issues in Social Work	Assumptions of social work, goals of social work, values and principles of social work, and ethical responsibility of social workers.
III	Social Work Education	Historical development of social work education in India and abroad; professional bodies for the promotion of social work in India and at the global level.

Unit	Unit Title	Content
IV	Social Work as a Profession	Concept of profession, criteria of profession, social work as a profession, roles of professional social workers, regulation of social work profession.
V	Methods of Social Work	Concept and process of social work methods i.e., social casework; social group work; community organization; social welfare administration; social action; and social work research.
VI	Human Rights and Social Work Profession	Constitutional provisions of human rights in India; issues related to human rights and its implications for social work practice; institutional set-up for the protection of human rights- governmental as well as non-governmental.

Suggested Readings:

1. Bradford, S.W. (2003). Techniques and Guidelines for Social Work Practice, 6th Edition, London: Pearson Education Inc.
2. Chandrasekar, J. (2012). New Heights in Contemporary Social Work, Delhi: Cyber Tech Publications.
3. Chiranjivi, J. (2002). Human Rights in India, New Delhi: Oxford University Press.
4. Das, B.D. (1994). Human rights in Constitutional Law, London: Princeton Hall.
5. Desai, M. (2006). Ideologies and Social Work-Historical and Contemporary Analyses, Jaipur: Rawat Publications.
6. Dominelli, L. (2009), Introducing Social Work, Cambridge: Polity Press.
7. Johnson, L. C. (1992), Social Work Practice- A Generalist Approach, Boston: Allyn and Bacon.
8. Kohli, A.S. (2004). Human Rights and Social Work Issues, Madurai: Society for Community Organisation.
9. Pandya, S.P. (2014), Theory and Perspectives in Social Work, Jaipur: Rawat Publications.
10. Patel, C. (2016), Social Work Practice: Religio-Philosophical Foundations, Jaipur: Rawat Publications.
11. Shastri, R. R. (1966), Social Work Tradition in India, Varanasi: Welfare Forum and Research Organization.
12. Skidmore, et al (1991), Introduction to Social Work, New Jersey: Prentice Hall.

Kanyashree University

MSW, Semester IV

CC17: Counselling: Theory and Practice

Objectives:

- To understand the nature and goals of counselling as a helping process
- To understand the theoretical aspects of counselling practice.
- To learn counselling skills, competencies and their applications as social workers.
- To inculcate the professional values and attitudes of a counsellor.
- To keep in mind ethical and cultural sensitivity for a better understanding of clients.

Unit	Unit title	Content
I	Introduction to Counselling	Meaning, nature and goals of counselling; Philosophical bases of counselling; Principles of Counselling; Application of counselling in social work practice; Group and individual counselling.
II	Skills and Techniques of counselling	Different phases of counselling; Indications and contraindication, and the process; Skills and techniques of counselling: effective communication, listening, questioning, coaching, inferring and interview, competencies. Counsellor's roles and functions in the counselling process. Qualities of an effective counsellor, Working with self and professional development, professional burnout: Causes and Remedies; Beliefs, attitudes, and value orientations; The therapeutic relationship: counselling relationship. Relationship as the medium of facilitating change Ethical Issues: code of ethics for counsellors.
III	Theoreis of counselling	Theories of counselling; Crisis counselling (theory, methods and techniques of crisis intervention), Eclectic counselling, Psychoanalytic theory, Client-centred, Transactional analysis, Cognitive behaviour therapy, Rational Emotive Therapy (RET).
IV	Counselling in different settings	Marriage and Family counselling; Counselling for substance abuse and adiction (Motivational Intervention for sobriety); HIV/AIDS counselling; Grief counselling; Counselling of children.

V	Working with people and for the people	Ethno- cultural sensitivity and its relevance in counselling, Human rights and Legal perspective and its application in counselling.
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Suggested Readings:

1. Jones, R . N. (2011). Theory and practice of counselling and therapy, (5th Edition). Sage Publication.
2. Corey, G . (2005). Theory and practice of counselling and psychotherapy. California: Brooks/ Cole.
3. Worden, J . W. (2001). Grief counselling and grief therapy: A handbook for the mental health professional. Springer Publishing Company.
4. Hoffman, M . A. (1996). Counselling clients with HIV disease. New York: Guilford Press.
5. Street, E. (1994). Counselling for family problems. London: Sage Publications
6. Young, M. E. (1992). Counselling methods and techniques: An eclectic approach. New York: Macmillan.
7. Velleman, R. (1992). Counselling for alcohol problems. New Delhi: S age Publications.
8. Ivey, A . E., et al. (1987). Counselling and psychotherapy: Integrating skills, theory and practice, 2nd ed. New Jersey: Prentice Hall.
9. Patterson, C. H. (1986). Theories of counselling and psychotherapy. New York: Harper & Row. 11. Karpf, M . J. D., et al. (1958). Marriage counselling: A casebook. New York: Association Press.
10. Pepinsky, H. B., et al. (1954). Counselling theory and practice. New York: Ronald Press Company.
11. Scissons. H. E. (1993). Counselling for results. California: Brooks/Cole Publishing Company.

CC18: Ecology and Social Work

Objectives:

1. To provide an insight into the two-way interface between ecology, environment and human development.
2. To offer an analytical perspective about the environmental issues, their management and affirmative action in the context of ongoing environmental policies, legislation and programs.
3. To understand the integration of social work with ecology and environment.

Unit	Unit title	Content
I	Basic Concepts of Ecology	Meaning and definition, Philosophy of development and ecology, Approaches to Ecology, Environment and Ecology: Concepts and Components.

		Perspective on the environment- Systems perspective, Multidisciplinary perspective, Deep ecology, Ecofeminism, Marxian ecological perspective, and Gandhian perspectives on the environment.
II	Development Process and Environment	Development Processes and Environment: Technology, Industrialization, Urbanization and Globalization- their impact on the environment. Commercialization of Agriculture, changing land use patterns and the rural society. Construction of Dams and its consequences- Displacement, Relocation and Rehabilitation; Deforestation and Ecological Imbalance.
III	Threats to Ecology	Pollution, E-waste, Depletion of natural resources, greenhouse effect, and global warming. Measures to combat the threat. Waste management- disposal, recycling, renewal: Problems and issues.
IV	Ecology: Affirmative Action, Policies and Legislations	Rio Summit, Kyoto Protocol, Montreal Protocol and its implications, Government policies and programmes related to the environment. Legislations related to the environment- needs and importance. Role of civil society organizations, international and national Non-governmental organizations. Environment management: role of traditional, state-controlled, people-controlled and jointly managed systems.
V	Environmental Movements	Ecological movements: Global level, people's initiatives to save their environment- Chipko Movement, Save Forests Movement, Save Ganga Movement, Mitti Bachao Andolan, Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts. Role of environmental activists: Vangari Mathai, Vandana Shiva, Medha Patkar, Sunder Lal Bahuguna and Arundhati Roy.
VI	Linkage between Ecology and Social Work	Women, youth and conservation of the environment; Environmental education and awareness at primary and secondary levels, Environmental education for students, tribal, rural and urban people. Social work initiatives at different levels-different roles of social workers in the protection and management of the environment.

Suggested Readings:

1. Arnold, D. and Guha, R. (1999). (eds.), Nature, Culture, Imperialism; Essays on the Environmental History of South Asia, Delhi, OUP .
2. Gadgil, M. and Guha, R. (1995). Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi.
3. Gadgil, M. and Guha, R. (1994). This fissured Land: An ecological History of India, OUP, Delhi.
4. Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.
5. Guha, R. (1991). The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, OUP, Delhi.
6. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD).
7. Krishna, S. (1996). Environmental Politics; People's lives and Developmental Choices, Sage, Delhi.
8. Mrs, M. and Shiva, V. (1993). Eco-feminism, Delhi.
9. Owen, D.F. (1980). What is Ecology, Oxford University Press.
10. Shiva, V. (1993). Minding our Lives, Women from South and North Reconnect Ecology and Health, Kali, Delhi.

CC19: Gender and Development

Objectives:

- To learn basic concepts, theories and applications of gender studies in Social Work.
- Understand the history and concept of feminism.
- Appreciate how race, class and gender come together to act and react to each other to create inequalities and exclusions.
- Be able to rationalise what it means to be a woman.
- Have a fair understanding of the media hype related to masculinity and femininity.
- Introduce them to feminist research and feminist social work.

Unit	Title	Content
I	Introduction to Gender and Feminism	Concept of Gender and Sex; Cultural perspectives on gender and its construction; the question of difference; History of Feminism, Understanding Patriarchy and the burden of honour; Understanding the context in which the feminist theorization in India has problematised the historical interpretation of gender and culture. Women and Special Groups- indigenous, Hispanic, LGBTQ.
II	Feminist Theories and Women's Movement	Beginnings and developments in feminist consciousness, Liberal Feminism, Marxian Feminism, Radical Feminism, Social Feminism, Eco-Feminism, Post Modern Feminism

III	Gender and Society: Social Representation	Gender and Violence, Imaging the woman; Culture; Media; Concept of Empowerment, Need for the empowerment of Women, Social, Economic, Political and Cultural empowerment of women. Women and workplace
IV	Crime and Legislations	Women and Crime; Types of Crime Laws relating to rights of women under UN Conventions, IPC and CRPC; Laws against Acid Attack, Rape and Sexual Harassment at Workplace
V	Women and improvement of quality of life	Women and Health, Health as a gender issue, Missing women, Women and Education, Accessibility, Issues of Drop Out, Women and Employment: Special Groups: Women with disability, Mental health and Women
VI	Feminist Research and Social Work	Method, Methodology, and Epistemology, (Oral history, Content analysis, Feminist Ethnography, and Life history); Feminist social work.

Suggested Readings:

1. Beteille, A. (1990). Race, caste and gender. *Man*, 489-504.
2. Mohanty, M. (Ed.). (2004). *'Introduction' in Class, Caste and Gender*. New Delhi: Sage.
3. Xaxa, V. (2004). Women and Gender in the Study of Tribes in India. *Indian Journal of Gender Studies*, 11 (3): 345–67.
4. Morgan, S. (Ed.). (2006). *The Feminist History Reader*. London: Routledge.
5. Weldon, S. L., Goertz, G., & Mazur, A. (2008). Politics, Gender and Concepts: Theory and Methodology.
6. Evans, M. (2017). *The persistence of gender inequality*. John Wiley & Sons.
7. Agnes, F. (2008). *Law and Gender Inequality: The Politics of Women's Rights in India*. New Delhi: OUP. (selected chapters)
8. Drèze, J., and A. Sen (2013). *An Uncertain Glory: India and its Contradictions*. Princeton and Oxford: Princeton University Press.
9. Dominelli, L. (2002). *Feminist Social work Theory and Practice*. New York: Palgrave.
10. Sen, A. (2015). *The country of first boys. And other essays*. Oxford University Press.

DSEC 1: Crime and Correctional Administration

Objectives:

- To understand the concept of crime and correctional with its changing dimensions.
- To understand the essence of justice and the nature of social defence.
- To Understand the Criminal Justice System (CJS).

- To develop knowledge and practice skills required for working with people, institutions and systems associated with Criminal Justice.

Unit	Unit Title	Content
I	Crime	Concept of Crime, Crime Statistics and major factors of crime, Theoretical framework of analysing crime: classical, neo-classical and positive theories. Physiological theories, Psychological theories and sociological theories. Crime: concept, causation and its relation to social problems. Theories of crime and punishment. Changing dimensions of crime, cyber and digital crime. Correctional services: concept, philosophy and changing perspectives.
II	Victims and Survivors of crime	Victimology and theories of crime, study of victims of crime, victim compensation, victim support services; Concept of restorative justice; Human Rights Perspective and early diversion approach to prevention of crime.
III	Correctional services	Persons in need of care and protection: children, street and working children, older persons, homeless, women, nature of crime with these vulnerable constituencies. Alcoholism, drug abuse and the response of de-addiction centres and civil society organizations. Community-based initiatives and correction programmes. Institutional and non-institutional services. Aftercare, intensive aftercare, reintegration and follow-up.
IV	Criminal Justice System	Criminal Justice System: Police, Prosecution, Judiciary and Correctional institutions. Criminal Justice System: components, processes and perspectives. Indian Penal Code and Civil Procedure Codes. Criminal Procedure Code and Indian Evidence Act. Prisons Act, Prisoners Act.
V	Legislations	Juvenile Justice(Care and Protection of Children) Act 2000, POCSO Act, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts, Narcotic Drugs and Psychotropic Substances Act 1986, Contemporary discourses on Capital punishment, Euthanasia, forensic investigation, cyber laws.
VI	Social Defence	Social Defence: Concept, definition, philosophy and changing dimensions. Institutional set-up of social defence in India, components of social defence. Classification, positivism in social defence. Restorative justice-an alternative to retributive justice. Social defence and implications for social work.

Suggested Readings:

1. Alder, F., Mueller., & Laufer, W. (2007). Criminology. New York: McGraw Hill
2. Callen, F. T., & Agrew, R. (eds.) (2005). Criminological theories, past to present. Los Angeles: Roxbury Publishing.
3. Chong, M . D., & Francis, A . P . (2016). Demystifying Criminal Justice Social Work in India. Sage Publications Pvt. Ltd.
4. Dave, A . (2015). Women survivor of violence; Genesis and growth of state support system. New Delhi: Orient Black Swan.
5. Devasia, V . V. (1992). Criminology, victimology and corrections. New Delhi: Ashish Publishing House.
6. Gaur, K. D. (2002). Criminal law, criminology and criminal administration. New Delhi: Deep and Deep Publications.
7. Holtzhausen, L. (2012). Criminal justice social work. Claremont, South Africa: Juta
8. Kostic, M. (2010). Victimology: A contemporary theoretical approach to crime and its victim. Law and Politics Vol.8, No. 1, pp.65-78
9. Kumari, V. (2004). Juvenile justice in India: From welfare to rights. New Delhi: Oxford University Press.
10. Molloch, M., & McIvor, G. (2012). Women, punishment and social justice: Human rights and penal practices. Oxon: Routledge.

DSEC 2: Child Rights and Protection

Objectives:

- To understand the concept of childhood.
- To be able to conceptualize the basic rights of children.
- To understand the determinants of child rights.
- To learn about the existing child protection laws.
- To understand the role of different stakeholders in ensuring the rights of children.

Unit	Unit title	Content
I	Conceptualizing child and Childhood	Childhood as a social construct- Understanding the child and childhood; history of childhood; childhood in the socio-cultural context. Childhood as a legal construct- legal definition of a child; varying legal definitions of the child in policies and laws; uniform age definition vs. age appropriate for interventions.
II	Basic concepts of Child Protection and Vulnerability	Concept of child protection; Vulnerability: Concepts and characteristics; types of vulnerability; social exclusion: concepts and characteristics; structural determinants of disparity/discrimination/access; drivers of social exclusion and marginalization.

III	Children and Vulnerability-I	Child drug abuse, child labour, HIV/AIDS infected/affected children, children with disability, child marriage, child sexual abuse, and child malnutrition.
IV	Children and Vulnerability-II	Children in vulnerable situations such as in Natural disasters, displacement, trafficking, armed conflicts, ethnic conflicts and insurgency; children on international borders; and children in rehabilitation camps.
V	International laws and Child rights	Evolution of child rights; United Nations Convention on the Rights of the Child; optional protocols to the convention to the rights of the child; Minimum age convention, 1973; United Nations standard minimum rules for the administration of juvenile justice (Beijing Rules); International Labour Organization (ILO) conventions (for children).
VI	Indian Laws and child rights	The Constitution of India- Fundamental Rights & Directive Principles of State Policy; the Juvenile Justice Act; the Child labour act; the Right to Education Act; the Integrated Child Protection Scheme; CARA and SARA guidelines; the Commission for Protection of Child Rights Act, 2005; and Protection of Children from Sexual Offences Act, 2012.

Suggested Readings:

1. Bajpai, Asha. (2017). Child Rights in India. New Delhi: Oxford University Press.
2. Parkes, Aisling. (2015). Children and International Human Rights Law. New Delhi: Routledge.
3. Sagade, Jaya. (2005). Child Migration: Socio, Legal and Human Rights Dimensions. New Delhi: Oxford University Press.
4. D'Costa, Bina. (2016). Children and Violence. Cambridge University Press.
5. Donnelly, J. (2003). *Human Rights in Theory and Practice*. Ithaca: Cornell University Press.
6. Iyer, V.R.(1995). *Human Rights – A Judge's Miscellany*. New Delhi: D.K. Publishers.
7. Janusz, S. & Volodin, V. (Eds.). (2001). *A Guide to Human Rights: Institutions, Standards, and Procedures*. Paris: UNESCO Publishing.
8. Kothari, S. & Sethi, H. (Eds.). (1991). *Rethinking Human Rights – Challenges for Theory and Action*. New Delhi: Lokayan Publications.
9. Pachauri, S.K. (1999). Children and Human Rights. New Delhi: A.B.H. Publishing Corporation.
10. Rehman, K. (2002). Human Rights and the Deprived. New Delhi: Commonwealth publishers.

DSEC 3: Care and Management of Elderly

Objectives:

- To clarify the terms and context of Elderly, Geriatric, Gerontology.

- To provide an integrative approach to the Students towards Care and Management of Elderly.
- To specifically inform the dynamics in Physical and Mental Domains of Elderly.
- To build capacity concerning specific Skills and Methods of Social Work Intervention with Elderly.

Unit	Unit title	Content
I	Introduction to Geriatric Care	Basic concepts of geriatric care and gerontology; Perspectives in geriatric care (bio-psycho-social, socio-cultural, emotional and others), identification of core stakeholders in geriatric care (children, grandchildren, peers and others), importance of family (joint v/s nuclear) in Geriatric Care.
II	Urban Elderly and Rural Elderly	Contextualization and its impact on the elderly, needs, challenges and differences; Migration and change: adaptability and adjustment (context, socio-cultural perspective and others); Scope of social work intervention.
III	Elderly and Physical Health	Old age and lifespan enhanced conditions; Impact of Non-Communicable Diseases (NCD) on elderly (cancer, osteoarthritis etc.); palliative care; role of social workers to improve physical health of the elderly.
IV	Elderly and Mental Health	Mental health challenges: Dementia, Alzheimer's, Loneliness, Abuse and Desertion; Impact of COVID-19 pandemic; the role of caregivers and social workers for improving mental health of elderly.
V	Policy, Programmes and Legislations concerning Elderly	National Policy for Senior Citizens, Development Programmes and Schemes for the Elderly (Vaya Vandana Yojana, NPHCE, State Old Age Pension Scheme and Others), The Maintenance and Welfare of Parents and Senior Citizens Act, 2007.
VI	Social Work Intervention with Elderly	Context and Methods of Social Work Intervention with Elderly (Counselling, Integrative Care, Supportive Supervision and Others). Institutionalization v/s Non-Institutionalization for elderly care

Suggested Readings:

1. Desai, Murli and Siva, Raju, (2000). *Gerontological Social Work in India- Some Issues and Perspectives*. Delhi: B.R. Publishing.
2. Kerr, B. and Gordon, J. (2005). *Effective Social Work with Older People*. Edinburgh: Scottish Executive Social Research under Scottish Department of Education.

3. Sharma, K. L. (Ed.). (2009). *Dimensions of Ageing: Indian Studies*. Jaipur: Rawat Publications.
4. Srivastava, V. (2010). *Women Ageing: Social Work Intervention*. Jaipur: Rawat Publications.
5. Raju, Siva S. (2011). *Studies on Ageing in India: A Review*. New Delhi: United Nations Population Fund (UNFPA).
6. Tripathy, J. P. (2014). Geriatric Care in India: A long way to go. *Journal of Mid-Life Health*, 5(4), 205–206. doi:10.4103/0976-7800.145176
7. Grover, S., & Malhotra, N. (2015). Depression in Elderly: A review of Indian research. *Journal of Geriatric Mental Health*, 2(1), 4-15. doi:10.4103/2348-9995.161376
8. Lodha, P., & De Sousa, A. (2018). Geriatric Mental Health: The challenges for India. *Journal of Geriatric Mental Health*, 5(1), 16-29. doi:10.4103/jgmh.jgmh_34_17
9. Rajan, S Irudaya and Mishra, U S. (2011). *The National Policy for Older Persons: Critical Issues in Implementation*. New Delhi. United Nations Population Fund (UNFPA).
10. National Policy for Senior Citizens, 2011, Government of India.

CC20: Dissertation

The students will undertake a Dissertation of 4 Credits which will be a compulsory deliverable in partial fulfilment of meeting the requirements for the award of the Master of Social Work Degree. This Dissertation will be supportively supervised by teachers from the Department for the facilitation of the students.

Objectives:

- To orient and familiarize the students with the process of research
- To provide hands-on experience of conducting, implementing, and practice of research
- To enable understanding of the linkage between theory and practice of research among students

The process documentation of the dissertation work will help students understand and relate to the step-by-step process of research that they have studied theoretically. Additionally, teachers will provide supportive supervision to help students operationalize the concept. The students will first develop and submit a very brief concept note of the thematic area and the research work they want to do and share this with the Course Coordinator/Any Other Teacher as instructed by the Course Coordinator. According to the Concept Note, the thematic areas and interests of the Teachers and the Students will be matched with the Supervisors in a non-negotiable and final manner. The Students and Supervisors will begin the work, will first present and submit the Research Proposal and then conduct the Research Work which will result in the drafting of a Dissertation as per the prescribed format in a minimum of 10,000 Words (Excluding References).

The Evaluation of the Dissertation will be based on the Presentation and Submission of the Research Proposal, Submission of the Dissertation as per the Prescribed Format, Open Presentation of the Dissertation after completion of the Work and a Viva Voce Examination with an External Examiner.

.CC21: Field Work

The pandemic has introduced changes in all sectors of lives. The field work for the third semester is designed to create new opportunities for students to learn directly in Government and non-government institutions in their nearby areas. This has to be preceded by the orientation programme which would make it easier for the learners to comprehend the requirements that they are expected to fulfil in field work. As such, orientation programmes, like day-to-day classes, may have to be organized online. Alternatively, at least once, to begin with, the selected learners may be called to the campus. Maintaining all COVID-19 protocols, discussions may be held once face-to-face.

Suggested Assignments:

A learner can get associated with a social service-giving organization in their respective area of residence, town, development block, village, etc. This will make their commuting to the organization easy. For this purpose, a formal request for placement of the learner for a specific period in the respective organization has to be made by the teaching institution, e.g., the respective Department Head, in this case, the Head of the Department of Social Work. This only legitimizes the placement on completion of which the organization can issue certificates relating to performance and fulfilment of other requirements by the respective learner.

- a) Learning about the organization- its broad administrative set-up, goals and objectives of the organization and the type of programmes being carried out;
- b) The agency/organization may be requested to attach a learner to a particular programme which has the opportunity to get to know the people (beneficiaries and related others);
- c) Learning about the methods, strategies or other related aspects used in the implementation of the programme;
- d) Learn to relate to people both within the organization and outside the organization who matters in the functioning of the organization. This will enable the learner how to relate to different individuals who are unique in their way. One relates mostly different ways to different people depending on the uniqueness of the person and his/her situation;
- e) Documentation of each day's field work which is known as the recording is compulsory. It is a simple way of recording what a learner did during the day of field work. In the beginning, it is long handwriting without any format to be followed.

Organizations where students can be placed for field work:

1. Social Service Organizations – government or non-government
2. Development Block
3. Gram Panchayat
4. Hospitals / Health Centres
5. Schools
6. Grameen Bank