

**DIBRUGARH UNIVERSITY :: DIBRUGARH**  
**MASTER OF SOCIAL WORK (MSW) CURRICULUM**

**LIST OF SUBJECTS AND MAXIMUM MARKS FOR IN-SEMESTER ASSESSMENT AND END-SEMESTER EXAMINATION**

Sem ester	Paper No	TITLE OF THE SUBJECT	ISA	ES E	Type of Exam
I	SW 101	Introduction to Social Work	40	60	W
	SW 102	Society and Indian Social Issues	40	60	W
	SW 103	Human Growth and Development	40	60	W
	SW 104	Skills for Social Work Practitioners	40	60	W
	SW 105	Social Work Practice with Communities	40	60	W
	SCF 106	Concurrent Field Work I	40	60	W/V
II	SW 201	Social Work Practice with Individuals	40	60	W
	SW 202	Social Work Practice with Groups	40	60	W
	SW 203	Governance, Social Policy, Law and Social Work	40	60	W
	SW 204	Quantitative Research in Social Work	40	60	W
	SW 205	Qualitative Research in Social Work	40	60	W
	SCF 206	Concurrent Field Work – II	40	60	W/V
III	SW 301	Administration and Management of Social Welfare Organizations	40	60	W
	SCA 302	Computer Application of Social Work	40	60	P
		<b>Specialization Papers</b>			
	SCD 303	<b>Community Development 1:</b> Rural Economy and Cooperation	40	60	W
	SCD 304	<b>Community Development 2:</b> Rural Community Development	40	60	W
	SMP 303	<b>Medical &amp; Psychiatric 1:</b> Medical Social Work	40	60	W
	SMP 304	<b>Medical &amp; Psychiatric 2:</b> Mental Health and Social Work	40	60	W
	SFC 303	<b>Family and Child Welfare 1:</b> Family Social Work	40	60	W
	SFC 304	<b>Family and Child Welfare 2:</b> Social Work with Children	40	60	W
		<b>Electives</b> (the student will opt for one of the four elective papers):			
	SDM 305	Elective I: Disaster Management	40	60	W
	SPC 305	Elective 2: Project Cycle Management	40	60	W
	SPB 305	Elective 3: Peace Building	40	60	W
	SHA 305	Elective 4: HIV/AIDS Stigma, Discrimination and Prevention	40	60	W
SCF 306	Concurrent Field Work – III	40	60	W/V	
IV	SW 401	Tribal Development	40	60	W
		<b>Specialization Papers:</b>			
	SCD 402	<b>Community Development 3:</b> Welfare of the Weaker Sections	40	60	W
	SCD 403	<b>Community Development 4:</b> Urban Community Development	40	60	W
	SMP 402	<b>Medical &amp; Psychiatric 3:</b> Psychiatric Social Work	40	60	W
	SMP 403	<b>Medical &amp; Psychiatric 4:</b> Community Health	40	60	W
	SFC 402	<b>Family and Child Welfare 3:</b> Social Work with Youth	40	60	W
	SFC 403	<b>Family and Child Welfare 4:</b> Social Work with the Elderly	40	60	W
	SWR 404	Research Project	100	100	W/V
	SCF 406	Concurrent Field Work – IV	40	60	W/V
SBP 407	Block Field Work (compulsory)	--	--	BF	

ISA – In-Semester Assessment. ESE – End-Semester Exam. W – Written. V – Viva Voce. P – Practical. BF – Block Field Work

**SEMESTER 1 - PAPER 1: SW 101 INTRODUCTION TO SOCIAL WORK****Objectives**

- To acquire an understanding and knowledge of the history and philosophy of Social Work and its emergence as a Profession.
- To appreciate Social Work as a Profession and to recognise the need and importance of Social Work Education, Training and Practice.
- To provide an awareness of various models of professional practice and its application.

**Unit 1:**

Marks: 10

History of social work; Historical evolution of the profession; concepts related to social work: charity, social service and social welfare, voluntary action, social reform, social welfare services, social defence, social justice, social security, social policy, human rights.

**Unit 2:**

Marks: 15

Social work as a Profession: Nature, characteristics, objectives and scope of social work profession; Functions of Social Work: preventive, remedial and developmental; social work values, principles and ethics. Social Work and other human sciences.

**Unit 3:**

Marks: 10

Introduction to Social Work methods: case work, group work, community organization; social action, social work research, social welfare administration; Integrated approach to social work; systems approach to social work practice.

**Unit 4:**

Marks: 10

Fields of Social work: Fields of Social Work: i. Family and child welfare, ii. Youth development, iii. Industrial social work, iv. Correctional administration, v. Medical and psychiatric social work and vi. Community development.

**Unit 5:**

Marks: 15

Contemporary Concerns in Social Work: contextualizing interventions, theoretical perspectives for social work practice; factors influencing practice. Ideologies for social change in India – understanding reform movements.

**References:**

1. Allan, June, Bob Pease & Linda Briskman (ed.). 2003. Critical Social Work – An Introduction to Theories and Practices. Jaipur: Rawat Publications.
2. Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
3. Bhattacharya, Sanjay. 2008. Social Work Interventions and Management. New Delhi: Deep & Deep.
4. Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.
5. Chowdhry, D.P. 2001. Introduction to Social Work. New Delhi: Atma Ram.
6. Cox, David & Manohar Pawar. 2006. International Social Work – Issues, Strategies and Programs. New Delhi: Vistar Publications.
7. Desai, Murl. 2002. Ideologies and Social Work. Jaipur: Rawat Publications
8. Dominelli, Lena. 2004. Social Work: Theory and Practice for a Changing Profession. London: Polity Press
9. Gilbert, Neil. et. al. 2002. An Introduction to Social Work Practice. New Jersey: Prentice Hall.
10. Jha, Jainendra Kumar. 2002. Practice of Social Work. New Delhi: Anmol Publications
11. Joshi, S.C. 2004. The Handbook of Social Work. New Delhi: Akansha Publishing House.
12. Skidmore A Rx and Milton G Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

**SEMESTER 1- PAPER 2: SW 102 SOCIETY AND INDIAN SOCIAL PROBLEMS****Objectives:**

- To understand the concept of society, social institutions and social dynamics
- To gain insight into the Indian society, the changes therein and its problems

**Unit 1:**

Marks: 15

Society and Culture: Concept of Society- Definition- Major Elements of Society- Individuals, groups, association and Institutions; Culture- Characteristics- Elements- Function of Culture- Cultural Lag and Ethnocentrism; acculturation, assimilation, integration and cultural reversal. Social Disorganization - theories of social disorganization.

**Unit 2:**

Marks: 15

Social Institutions and Social Control: Structure and functions, Marriage, Family, Religion, Education, Economics, Politics, Patterns of interactions and interdependence. Social Control: Concepts, Types, Functions, major agencies of social control- Kinship, Religion, Law, Education, Traditions and Customs

**Unit 3:**

Marks: 10

Social Change in India: Concept, theories, the factors and process of social change. Urbanization, Industrialization, Westernization, Sanskritization, Secularization, Resistance to Change

**Unit 4:**

Marks: 10

Social Problems: Causes and consequences- Major social problems- Poverty, Population growth, Illiteracy, Casteism, Unemployment, Beggary, Drug Addiction, Alcoholism, Prostitution, Crimes against women, Crime, Delinquency, Corruption and Ecological problems

**Unit 5:**

Marks: 10

Approaches to the study of Indian Society: The Indological Approach- Structural approach- Functional approach-Dialectical approach-Subaltern approach

**References:**

1. Dube, S.C. 1990. Society in India, New Delhi: National Book Trust,
2. Giddens, Anthony, 2001. Sociology. Polity: Cambridge Press,
3. Johnson, M.M. 1993. Sociology. A Systematic Introduction. New Delhi: Allied Publishers Ltd.
4. Kingsley, Davis, 1995. Human Society, New Delhi: Surjeet Publications.
5. Madan, G.R. 1997. Indian Social Problems (Vol.I& II) New Delhi: Allied Publications
6. Ram, Ahuja, 1993. Indian Social Systems. New Delhi: Rawat Publications.
7. Sharma, K.L. 2007. Indian Social Structure and Change. Jaipur: Rawat Publications.
8. Singh, Naunihal. 2002. Population and Poverty. New Delhi: Mittal Publications.
9. Srinivas, M.N., 1980. Social Structure, New Delhi: Hindusthan Publishers Corporation.
10. Sudhir, H. et al. (ed.) 2007. Dimensions of Social Issues in India's North East
11. Uberoi, Petricia, 1993. Family, Kinship and Marriage in India, New Delhi: Oxford University Press,

**SEMESTER 1 - PAPER 3: SW 103 HUMAN GROWTH AND DEVELOPMENT****Objectives:**

- To develop an understanding of the biological and social growth of the individual as a thinking, feeling, and responding person
- To develop an understanding of the concept of Health and the measures to promote healthful living

**Unit 1:**

Marks: 13

Human Growth and Development: Concept, Patterns and Principles; Determinants of development; Developmental tasks; Maturation and learning.

**Unit 2:**

Marks: 13

Biological aspects of human growth and development: Understanding man and women, Human reproductive system, fertilization and foetal development, delivery, pre and postnatal care. Heredity versus Environment theories of human growth and development.

**Unit 3:**

Marks: 14

Theories of Human Development: Freud's psychosexual theory, Erikson's psychosocial theory, Piaget's theory of cognitive development; developmental periods and the physical, intellectual, emotional and social changes.

**Unit 4:**

Marks: 10

Influences of socialization and development: The family, social groups institutions. Community and culture.

**Unit 5:**

Marks: 10

Health: concept of physical health, WHO definition of health. Nutrition, Malnutrition and its impact on growth, Communicable diseases, Measures to promote physical health. Hygiene and socio-cultural contexts in India.

**References:**

1. Argle, Michael Ed. 1981. Social Skills and Health. London: Mazheum Publishers.
2. Davies, J.M. 1979. Community Health Preventive Medicine & Social Services. London: Bailliere Tindal.
3. Hurlock, Elizabeth. 1972. Child Development. New Delhi: Tata McGraw Hill.
4. Hurlock, Elizabeth. 1981. Development Psychology – A Life Span Approach. New Delhi: Tata McGraw Hill Ltd.
5. Park, J.E. & K. Park. \_\_\_\_ Preventive and Social Medicine. Jabalpur: Banarsidas Bharot.
6. Ruseel and Smart. 1975. Readings in Child Development and Relationships. New Delhi: Light & Life Publishers.
7. Sinclair, David. 1978. Human Growth after Birth. London: Oxford Medical Publications.
8. Steinberg, Laurence. 1993. Adolescence. New York: McGraw Hill Inc.
9. Watson, Robert and Lingren Henry Clay. 1979. Psychology of the Child and the Adolescent. New York: MacMillan Publishing Company.

**SEMESTER 1 – PAPER 4: SW 104 SKILLS FOR SOCIAL WORK PRACTITIONERS****Objectives:**

- To help the student look into self as a person and a professional
- To enhance the personal qualities and capacities of the social work student
- To develop positive relationship skills of the student

**Unit 1:**

Marks: 10

Self-Awareness: SWOT Analysis, Self-Disclosure, Self-Esteem, Positive Attitude towards others and work. Johari Window.

**Unit 2:**

Marks: 14

Life Style: Critical Thinking, Developing Emotional Maturity, Holistic health through yoga, Meditation and Exercises, Work Ethics and work culture, Body Language, Etiquettes and Manners.

**Unit 3:**

Marks: 12

Life Coping Skills: Time Management, Stress Managements, Problem solving, Decision Making, Assertive Behaviour.

**Unit 4:**

Marks: 12

Human Dynamics: The need to Achieve, Socialize and control, Motivating oneself and others, Team working with colleagues, Team Building with subordinates.

**Unit 5:**

Marks: 12

Human Relationship Skills: Handling Negative criticism, Hurt feelings and Anger, building Relationships-Personal and Collegial, Trust Building. Behaviour Change Communication.

**References:**

1. Bishop Sue, 1996. Develop your Assertiveness. New Delhi: Kogan Page India Pvt. Ltd.
2. Celements Phi, 1998. Be Positive. New Delhi: Kogan Page India Pvt. Ltd.
3. Davar S. Rustom, 1996. Creative Leadership. New Delhi: UBS Publishers Ltd.
4. D'Souza Antony, 1995. Leadership. Mumbai: Better Yourself Books.
5. Gupta Seema, 2001. Etiquette and Manners. Delhi: Pustak Mahal.
6. Hasko Hurt, 1995. Motivation People. Delhi, Pustak Mahal
7. Johnson, David, Johnson P. Frank, 1982. Joining Together: Group Theory and Group Skills. New Jersey: Prentice-Hall Inc.
8. Lindenfield Gael, 1997. Assert Yourself. New Delhi: Harper Collins Publishers India Pvt. Ltd.
9. McGrath, e. H., 1997. Training for life and leadership in industry. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Nelson, Richards & Jones. 1990. Human Relationship Skills. Mumbai: Better Yourself Books.
11. Rangnekar, Sharu. 1996. In the World of Corporate Managers. Delhi: Vikas Publishing House Pvt. Ltd.

**SEMESTER 1 - PAPER 5: SW105 SOCIAL WORK WITH COMMUNITIES****Objectives:**

- To be acquainted with the concept of the community and its dynamics
- To understand community organization as a method of social work and as an effective tool for development
- To see the role of social action in social work and community organization

**Unit 1:**

Marks: 12

Concepts of Community: Understanding community: definition, concept, structure and functioning; urban, rural and tribal communities; community from a practitioner's perspective; Dynamics of human rights, leadership, power and empowerment in the community with particular reference to tribal communities.

**Unit 2:**

Marks: 14

Community Organization: definition, scope, philosophy, principles: generic and specific, relevance in context; community organization and community development. Community Work; Approaches of Community Organization and Community Development.

**Unit 3:**

Marks: 14

Process or phases of community organization. Study and survey, analysis, assessment, discussion, organization, action, reflection, modification continuation. Models of Community Organization: Locality development, social planning model, social action model, Saul Alinsky Model; Models of Community Development:

**Unit 4:**

Marks: 10

Social Action: concept, history, principles, objective and scope; social action as a method of social work. Rights-based Approach and Social Action. Strategies and Tactics in social action: Negotiation, conflict resolution, pressure, individual contact, conscientization, legal action, demonstrations and protests, public relations, political organization, collaborative action, peace initiatives.

**Unit 5:**

Marks: 10

Skills for community organization. Application of community organization and social action in tackling developmental issues.

**References:**

1. Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
2. Chowdhry, D.P. 1976. Introduction to Social Work. New Delhi: Atma Ram.
3. Christopher, A.J., and Thomas William, 2006. Community Organization and Social Action. New Delhi: Himalaya Publications.
4. Cox, F.M. et al. 1964. Strategies of Community Organisation. Illinois: Peacock Publishers. Inc.
5. Dunham, Arthur. 1970. The New Community Organisation. New York: Thomas, Y. Crowell Company.
6. Freire, Paulo. 1970. Education for the Oppressed. New York: Seaburg Press.
7. Freire, Paulo. 1972. Cultural Action for Freedom. Harmondo Worht: Penguin.
8. Gangrade, K.D. 1971. Community Organisation in India. Bombay. Bombay: Popular Prakasam.
9. Kramer, Ralph and Harry Specht. 1975. Readings in Community Organisation. Practice. London: Prentice Hall International.
10. Kumar, Somesh. 2002. Methods for Community Participation – a Complete Guide for Practioners. New Delhi: Vistaar Publications.
11. Prasad, Ankit. 2005. Social Welfare and Social Action. New Delhi: Mittal Publications
12. Ross. M.G. 1955. Community Organisation. Theories, Principles, and Practices. New York: Harper and Row.
13. Siddiqui. H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
14. Siddqui, H.Y. 1997. Working with Communities. New Delhi: Hira Publication.
15. Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

**SCF 106      CONCURRENT FIELD WORK – I**

Marks: 100

The field work practice in the first semester would consist of orientation visits, lab sessions for skills training and placement. In the first semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible.

Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes.

Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly.

At the end of the semester the student submits a summary report for the semester and viva is conducted.

**SEMESTER 2 - PAPER 1: SW 201 SOCIAL WORK WITH INDIVIDUALS****Objectives:**

- To understand the values and principles of social case work and to develop the capacity to practise them
- To develop the knowledge and the skills needed to work with individuals in the social system
- The understand and to apply the various the techniques of social casework in different settings

**Unit 1:**

Marks: 12

Human Behaviour and Social Environment: persons in environment (family, community, society); Social Casework: definition, objectives, values; Basic theories and approaches of casework: Diagnostic school, Functional School, Behaviour modification approach, crisis intervention approach; Historical development of social casework as a method of social work practice.

**Unit 2:**

Marks: 12

Major components of casework: Person, Problem, Place and Process. Casework Process: study – intake, analysis and problem identification and assessment, intervention, termination, evaluation.

**Unit 3:**

Marks: 12

Client – Worker relationship: Characteristics of helping relationship: Nurturing, authority, professional and fostering client growth; Resistance, transference and counter-transference in case work; Principles of Casework; Importance of communication in case work: verbal and non-verbal, enhancing the communication skills of the client and the social worker

**Unit 4:**

Marks: 12

Interviewing: concept, purpose, skills in interviewing – listening, observation, giving feedback; multiple interviewing, home visits, collateral contacts. Recording: principles and types, structure and content, narrative, condensed, analytical, process, summary. Use of Genogram and eco-map

**Unit 5:**

Marks: 12

Techniques in casework: Supportive techniques: acceptance, assurance, ventilation, emotional support, ego support, action oriented support and advocacy. Enhancing resources techniques: procuring material help, environment modification and enhancing information. Counseling techniques: Reflective discussion, advise, motivation, clarification, modeling, role-playing, reality orientation, partialisation, confrontation, and reaching out.

**References:**

1. Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
2. Biestek, Felix P. 1987. The casework relationship. London: Unwin University Press
3. Currie, Joe. 1976. The Bare foot Counsellor. Bangalore: Asian Trading Corporation.
4. Fuster, J.M. 1984. Personal Counselling. Bombay: St. Paul Publication.
5. Hollis, Florence and Mary E.Woods. 1981. Case Work – Psychosocial Therapy. New York: Random House.
6. Mathew, Grace. 1992. An introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
7. Narramore, M. Clyde. 1978. The Psychology of Counselling. Michigan: Zondervan Publishing House.
8. Nelson – Jones, Richard. 2008. Basic Counselling Skills. London: Sage Publications.
9. Prashantham, B.J. 1975. Indian Case studies in Therapeutic Counselling. Vellore: Christian Counselling Centre.
10. Richmond, E. Mary. 1971. Social Diagnosis. New York: Russel Sage Foundation.
11. Tilbury. D.E.F. 1977. Case Work in Context. Oxford: Pergamon Press.
12. Perlman, H.H. 1974. Social Case Work. Chicago: The University of Chicago Press.
13. Upadhyay, R.K. 2002. Social Case Work. Jaipur: Rawat Publications
14. Wasik, B.H. et. Al. 1990. Home Visiting Procedures for Helping Families. California: Sage Publications.

**SEMESTER 2 - PAPER 2: SW 202 SOCIAL WORK WITH GROUPS****Objectives:**

- To understand the concept of groups and its importance and influence on individuals
- To understand social group work as a method of social work and its applications in various settings
- To identify and acquire the skills needed to work with groups effectively

**Unit 1:**

Marks: 10

Concept of group: definition, group identity, cohesion, characteristics, significance and types; Life as a process of adjustment with different types of groups; Group as an instrument of change.

**Unit 2:**

Marks: 15

Social group work as a method of social work: definition, focus, values, principles, assumptions, ethics, characteristics and purpose of social group work; Historical evolution of social group work. Models of Group Work.

**Unit 3:**

Marks: 15

Group work process and phases: Stages/Phases of Group formation: Pre-group, initial, treatment, and critical phase, evaluation and termination; process and factors of group formation; formulation of goals and identification of problems to work; Role of the group worker: enabler, stimulator, supporter, guide, educator, resource person, therapist and supervisor.

**Unit 4:**

Marks: 10

Group Dynamics and Group work related knowledge and skills: leadership, isolation, decision making, team work, contagion, conflict, communication, relationships and bonding; Use of sociometry and sociogram in assessing groups; Group therapy; Knowledge and Skills for the Group Worker: facilitation, programme planning, recording and documentation.

**Unit 5:**

Marks: 10

Social Group Work in Different Settings: Concept and dynamics of Self Help Groups, group work in community settings, in institutional settings like hospitals, rehabilitation centres, children's home, old age homes, welfare settings, educational and youth development settings.

**References:**

1. Argyle, Michael. 1969. Social Interaction. London: Tavistock Publications.
2. Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
3. Button, Leslie. 1976. Development Group Work with Adolescents, London: Hodder and Stoughton Ltd.
4. Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
5. Day, Peter, R. 1987. Sociology in Social Work Practice. London: Macmillan Education.
6. Douglas, Tom. 1976. Group Work Practice. London: Tavistock Publications.
7. Douglas, Tom. 1978. Basic Group Work. London: Tavistock Publications,
8. Ely, P.J. and M.K.Mc Cullough. 1975. Social Work with Groups. London: Routledge and Kegan Paul.
9. Finlay, Linda. 1993. Group Work in Occupational Therapy. London: Chapman and Hill.
10. Gillbert, Neil, et al. 1980. An Introduction to Social Work Practice, New Jersey : Prentice Hall, Inc., Englewood Cliffs.
11. Heap Hen, 1977. Group Theory for Social Workers. England: Pergamon Press,
12. Heap Hen. 1979. Process and Action in work with Groups. England : Pergamon Press,
13. Heap Hen. 1985. The Practice of Social Work Groups A Systematic Approach. London: George Allen Unwin.
14. Kanopka G. 1963. Social Group Work – A Helping Process. Englewoodcliff: Prentice Hall
15. Siddiqui, H.Y. 2007. Social Group Work. Jaipur: Rawat Publications
16. Toseland & Rivas. 2000. An Introduction to Groups Work Practice. Boston: Allyn & Bacon.
17. Trekker, H.B. 1975. Social Group Work. New York: Association Press.

**SEMESTER 2 - PAPER 3: SW 203 GOVERNANCE, SOCIAL POLICY, LAW AND SOCIAL WORK**

**Objectives:**

- To gain a background about the governance structures and its impact on the communities and development.
- To understand the policy and legal frameworks and provisions related to the various sections of the society.
- To learn how the various policy and legal structures can be used in social work

**Unit 1:**

Marks: 15

Governance and Public Administration: federal framework – separation of powers; centre state relations; executive, legislature and judiciary; local self governance – rural and urban; revenue and development administration in India; planning and policy formulation in India, understanding the budget – formulation process and outcome

**Unit 2:**

Marks: 15

Social Policy: Definition, principles and models; it's relation to constitution, fundamental rights and directive principles of state policy, social policy and planned social change. Policies pertaining to women, children and families; disability; dalits and tribals; health; urban and rural governance and development.

**Unit 3:**

Marks: 10

Social Legislations: Indian judicial system, Indian Penal Code, code of criminal procedure (knowledge about crime, criminal courts, FIR, investigation, arrest, complaint, confession)

**Unit 4:**

Marks: 10

Social Legislation: legal provisions for women: constitutional rights of women; Laws for socially disadvantaged and physically and mentally challenged; legal provisions for children;

**Unit 5:**

Marks: 10

Legal Aid, legal assistance, social advocacy and role of social worker in consumer protection, Public Interest Litigation, medical negligence, accident claims, worker's rights, Right to Information

**References:**

1. Constitution of India. 1991. Govt. of India.
2. Chawla, Monica. 2006. Gender Justice- Women and Law in India. New Delhi: Deep & Deep
3. Chatvervedi, A.N. 1984. Rights of the Accused under Indian Constitution. Delhi: Deep and Deep.
4. Diwan, Paras et al. 1998. Human Rights and the Law. New Delhi: Deep & Deep
5. Goel, S.L. 2007. Good Governance an Integral Approach. New Delhi: Deep & Deep
6. GOI. 2008. India 2008. New Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India.
7. Jacob, K.K. 1989. Social Policy in India. Udaipur: Himanshu Publications
8. Jain, N.K. 2007. Right to Information Concept, Law, Practice. New Delhi: Regal Publications
9. Lavelett, Michael and Allen Prat. 2002. Social Policy Theoretical and Conceptual Framework. London: Sage Publications
10. Mathew, P.D. 1986. Family Courts. New Delhi: Indian Social Institute.
11. Nair, T.Krishanan (ed). 1986. Social work Education and Development of Weaker Sections Madras: Association of Schools of Social Work in India.
12. Nation Law School. 1991. Select Materials on Public Legal Education. Bangalore: National Law School of India University.

**SEMESTER 2 - PAPER 4: SW 204QUANTITATIVE RESEARCH IN SOCIAL WORK****Objectives:**

- To understand and to learn the process and techniques of quantitative research in social work
- To familiarize with the statistical methods needed for research to use them in doing research.

**Unit 1:**

Marks: 13

Scientific Attitude- Meaning, Characteristics. Scientific Method- Meaning, Characteristics, application for the study of a Social Problem. Research- Definition, Objectives. Social Work Research- Meaning, Objectives, Procedures, Functions and Limitations. Scope of Social Work Research.

**Unit 2:**

Marks: 12

Conceptualizing and designing quantitative studies: problem identification and formulation; objectives, concepts, variables, hypothesis and assumptions; types of research design and their scope, identification of the sources of data

**Unit 3:**

Marks: 12

Methods and tools of data collection: observation, interviews, schedules, and questionnaires, participatory methods and techniques; scaling techniques; Sampling: Principles, types

**Unit 4:**

Marks: 10

Data Processing and Analysis: structuring and sorting the data, frequency distribution and percentages, tabular and graphic presentation of data; Levels of measurement: nominal, ordinal, interval and ratio;

**Unit 5:**

Marks: 13

Analysis of Data: Percentages, Measures of central tendencies: mean, median, mode; Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation; hypothesis testing: Chi-square test, T test; interpretation of findings.

**References**

1. Agarwal. Y.P. 1998. Statistical Methods Concepts Applications and Computation. New Delhi: Sterling Publishes Pvt. Ltd.
2. Chose, B.N. 1997. Scientific Method and Social Research. New Delhi: Sterling Publishers. Pvt. Ltd.
3. Das. D.K. Lal. 2008. Practice of Social Research: Social Work Perspective. Jaipur: Rawat Publications.
4. Das D.K.Lal. 2008. Designs of Social Research. New Delhi: Rawat Publications
5. Field. Discovering Statistics Using SPSS. California: Sage Publications.
6. Gaur, Ajai S., et al. 2006. Statistical Methods and Practice and Research. New Delhi: Response Books
7. Kerlinger, Fred. N. 1964. Foundations of Behavioural Research. New Delhi: Surjeet Publications.
8. Kothari, C.R. 1985. Research Methodology. New Delhi: Wiley Eastern.
9. Rubin, Allen et. al. 2006, Essential Research Methods for Social Work. California: Wadsworth Inc.
10. Rubin, Allen et. al. 2006, Research Methods for Social Work, California: Wadsworth Inc.
11. Salkind, Neil J. 2006. Tests and Measurements for People who Hate Tests and Measurements. California: Sage Publications
12. Salkind, Neil J. 2004. Statistics for People who Hate Statistics. California: Sage Publications
13. Singh, J. 1994. Introduction to Methods of Social Research. New Delhi: Sterling Publishers Pvt. Ltd.
14. Wilkinson, T.S. 1984. Methodology and Techniques of Social Research. Bombay: Himalaya.

**SEMESTER 2 - PAPER 5: SW 205QUALITATIVE RESEARCH IN SOCIAL WORK****Objective:**

- To understand the nature and process of qualitative research and its significance in social work
- To learn the skills and techniques of doing a qualitative research study.

**Unit 1:**

Marks: 12

Qualitative research: meaning, nature, and scope; Conceptualizing qualitative studies: identifying the focus of the study, areas of study and lines of inquiry

**Unit 2:**

Marks: 12

Designing qualitative studies: developing a research strategy, theoretical sampling, specifying the role of the researched and the researcher, and insider/outsider perspectives

**Unit 3:**

Marks: 14

Key Informants: Identification, selection and trapping information. Methods of data collection: participant observation, life histories, in-depth/unstructured interviews, group interviews and focus group discussions, and community based participatory methods and techniques. Content analysis.

**Unit 4:**

Marks: 10

Data Processing and Analysis: preparing narrative data texts, developing coding categories, use of matrices and integrating findings to develop field based conceptualizations

**Unit 5:**

Marks: 12

Writing-up qualitative studies: organisation of research report, insider/outsider perspectives, interactive process between the researched and the researcher, self reflectivity, and working towards the development of field based theory.

**References:**

1. Agar, M.H. 1986. Speaking Ethnography. California: Sage Publications.
2. Barbour. Introducing Qualitative Research. California: Sage Publications.
3. Denzin, N.K. 1989. Interpretive Interactions. California: Sage Publications
4. Gubrium, Jaber. 1998. Analyzing Field Reality. California: Sage Publications.
5. Jogensen, D.L. 1989. Participant Observations: A Methodology of Human Studies. California: Sage Publications.
6. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. California: Sage Publications.
7. Reissman, C.K. 1994. Qualitative Studies in Social Work Research. California: Sage Publications.
8. Silverman, D. 1993. Interpreting Qualitative Data. London: Sage Publications.

**SCF 206      CONCURRENT FIELD WORK – II**

Marks: 100

In the second semester the student is placed in institutional settings like hospitals, rehabilitation centres, counseling centres, schools and children's homes, where they can practice both social casework and group work. The student understands the way these institutions and agencies function and practice the skills of working with individuals and different groups. The student is expected to complete 5 cases in casework and follow up one group with at least 10 sessions. Besides these, the student would involve in the activities of the institution and fulfill the responsibilities that are asked of him/her by the agency supervisor.

Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly.

At the end of the semester the student submits a summary report for the semester and viva is conducted.

**SEMESTER 3 - PAPER 1: SW 301 ADMINISTRATION AND MANAGEMENT OF SOCIAL WELFARE ORGANIZATIONS**

**Objectives**

- To acquire Knowledge of the basic process of administration
- To understand the procedures and policies involved in establishing and maintaining social welfare organizations

**Unit 1:**

Marks: 12

Social Welfare Administration: Definition, Principles and scope, democratic nature of social welfare administration. Delegation, decentralization and participation. Management by objectives as applied to social welfare administration.

**Unit 2:**

Marks: 12

Basic Administration Processes: Planning, Organizing, staffing, decision-making, coordination, communication, monitoring, evaluation, public relations and networking.

**Unit 3:**

Marks: 12

Financial and Office Administration: Budgeting, accounting, auditing, fundraising, office procedure and record maintenance.

**Unit 4:**

Marks: 12

Social welfare Organization: Registration of Societies and Trusts: Societies Registration Act XXI of 1860, Indian Trust Act 1882. Foreign Contribution and Regulation Act – 1976. Laws related to income tax exemptions, receiving donations and grants. Functions and responsibilities of governing board, committees and office bearers. Legal compliance. Organizational structure, functions, programme of Central Social Welfare Board and state Social welfare Board.

**Unit 5:**

Marks: 12

Personnel Administration: Manpower planning, induction, training, supervision, staff welfare, service condition and staff morale, problems faced by social work organization. Laws related to personnel management.

**References:**

1. Banerjee, Shyamal. 1981. Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt.Ltd.
2. Bhattacharya, Sanjay. 2006. Social Work Administration and Development. Jaipur: Rawat Publications.
3. Chowdhry, D.Paul. 1992. Social Welfare Administration. New Delhi: Atmaram and Sons.
4. Encyclopaedia of Social Work. Vol I & III
5. French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. 2006. Organization Development (6<sup>th</sup> Edn.) New Delhi: Dorling Kindersley (India) Pvt. Ltd.
6. Goel. S.L. & R.K. Jain. 1998. Social Welfare Administration. Vol. I & II. New Delhi: Deep & Deep Publications.
7. Lalitha N V. 1981. Financial Assistance to Voluntary Organisations for Development. New Delhi: NIPCCD.
8. Sarita Sharma, Basotia G.R.Popalnia A.K. 1997. Management, Function, Financial Planning and Policy. New Delhi: Kanishka Publishers
9. Shankaran R & Rodrigues: A handbook to the Management of Voluntary Organisations. Madras: Alpha Publishers.
10. Skidmore, Rex and Miltons G. Thackeray. 1976. Introduction to Social Work. London: Prentice-Hall International.

**SEMESTER 3 - PAPER 2: SCA 302 COMPUTER APPLICATIONS FOR SOCIAL WORK****Objectives**

- To learn the basic computer applications that are useful for the social worker
- To learn and do data analysis for research using SPSS

**Unit 1:**

Marks: 10

Word Processing: Meaning, Features, advantages. Structure of a word window. Creating document, saving opening and printing, find and replace. Creating table. Mail merge-main document, data source and merging. Spread Sheet Package: Cell, rows and columns. Range, structure of excel window. Creating, saving opening and printer a spreadsheet, creating tables, charts, Calculations.

**Unit 2:**

Marks: 10

Presentation package: Creating presentations in power point text, tables, charts. Animation running slide show, saving the slides, printing presentations. Internet and browsing E-Mail, use of Internet in Research.

**Unit 3:**

Marks: 15

Statistical Package for Social Science: Basics of Statistical analysis – population, sample, case, case number, variable, variable level, types of variable – numeric, string, alpha numeric, system missing value, user defined missing value, code book and code sheet, types of statistics, statistical tests, types of analysis. Structure of SPSS windows.

**Unit 4:**

Marks: 10

Creating data file: Defining data, Variable name, Variable label Values, value labels. Editing data file, add cases, add variables, saving files, retrieving data files, printing data file. Recording of data.

**Unit 5:**

Marks: 15

Analysis of data: Single frequency, bivariate analysis, charts and diagrams. Editing of table and charts, fixing tables and charts in word document. Interpretation of data, Application of statistical calculation and test, measurement of central tendency, dispersion,  $X^2$  test, 't' test.

**Reference:**

1. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. London: Sage Publications Ltd.
2. Gaur, Ajai S., et al. 2006. Statistical Methods and Practice and Research. New Delhi: Response Books
3. Kelle, V. 1998. Computer Aided Qualitative Data Analysis. Theory, Methods and Practice. London: Sage Publications Ltd.
4. Lincoln, Y. S. and N. K. Denzin. 1994. Handbook of Qualitative Research. California: Sage Publications.
5. Miles, M.B. and E.A. Weitzman. 1995 Computer Literacy in Human Services. New York: The Haworth Process.
6. Taxali, R.K.. 1998 PC Software Made Simple. New Delhi: Tata MCGraw-Hill Publishing Company Ltd.
7. Taxali, R.K. 1998. PC Software for Windows Made Simple. New Delhi: Tata Mc Graw-Hill Publishing Company Ltd.

**SEMESTER 3 – SPECIALIZATION: COMMUNITY DEVELOPMENT - PAPER 1**  
**SCD 303 RURAL ECONOMY AND COOPERATION**

**Objectives**

- To understand the significance of Rural Economy and its problems.
- To understand the role of Government and non-governmental in rural economy.
- To understand rational of co-operative activity and its role in promoting development goals.

**Unit 1:** Marks: 15  
 Definition, pattern and problems of Indian Rural Economy. Economics of Agriculture: Methods of Cultivation, System of Land tenure, Land Reform Measures since independence, Bhoodhan and Gramdhan.

**Unit 2:** Marks: 10  
 Problems of Agriculture Labour: Low wages, Poor Standard of Living, Child Labour, Bonded Labour, Unemployment and Indebtedness. State of agrarian relations in India, Minimum wage Legislation and Problems of Organizing the Rural folk.

**Unit 3:** Marks: 10  
 Agencies for the development of small and marginal farmers and agricultural labourers, Rural economic measures and their evaluation. Rural industries: Cottage and Village Industries.

**Unit 4:** Marks: 15  
 Philosophy of co-operation, meaning and scope, principles and its: co-operation, socialism and democracy. Cooperative Institution, Constitution, organizational set-up and cooperative legislation. Types of cooperatives.

**Unit 5:** Marks: 10  
 History of cooperative movement in India; classification of co-operative movement, critical analysis of co-operative movement in India; achievements, problems and limitations. Role of Reserve Bank in cooperative movement

**References:**

1. Agarwal, A.N. 2001. Indian Economy: Nature, Problem & Progress. New Delhi: Vikas Publishing House.
2. Ghosh, Alak. 1984. Indian Economy. New Delhi: Asian Publication.
3. Bansil, P.C. 1981. Agricultural problems of India New Delhi: Vikas Publishing House.
4. Bagai, Krishnan. 2000. The Cooperative Movement in India. New Delhi: Vijaya Press.
5. Dutt & Sundaram. 2006. Indian Economy. New Delhi: S Chand & Co.
6. Kishen, Ram. 2003. Management of Co-operatives. Mumbai: Jaico Publishing House.
7. Mathur, B. 1998. Co-operative in India: A Critical analysis of the Co-operative movement in India's planned economy. Agra: Sahitya Bhavan.
8. Sankaran, S. 1981. Economic development of India. Bombay: Progressive Co-operation

**SEMESTER 3 – SPECIALIZATION: COMMUNITY DEVELOPMENT - PAPER 2**  
**SCD 304 RURAL COMMUNITY DEVELOPMENT**

**Objectives:**

- To understand the meaning and problems of rural community development.
- To understand the history, philosophy, principles, objectives and skills of rural community development.
- To appreciate the role of various stakeholders of rural development

**Unit 1:** Marks: 15  
 Concepts of Rural Community - Rural Development. Rural Community Development: definition, concepts, philosophy, objectives and scope. Models and Approaches to Rural Community Development.

**Unit 2:** Marks: 10  
 History of Rural Community Development in India - Early pioneering period - Sriniketan, Marthandam, Gurgaon and Gandhiji Wardha project and Post Independence period. Five Year Plans and Rural Community Development. Impact of Globalisation on Rural Development. Right to Information on Rural Development.

**Unit 3:** Marks: 10  
 Analysis of Rural Problems: Poverty, Unemployment, Malnutrition and Hunger, Ill health, Shelter, Migration, Illiteracy, Discrimination, Exploitation, Neglect, Ignorance, Vulnerability.

**Unit 4:** Marks: 15  
 Community Development Administration: Organization and administration of Community Development from Village to National levels - Components of Block Administration, development programmes and their co-ordination. Functions of BDO and other functionaries, E-Governance in Rural Development. Concept of Democratic Decentralization: Panchayati Systems and Historical perspectives in Local Self Government, Balwantrai Mehta Committee Report, 73rd Amendment of Constitution, Three Tier System administrative set-up and functions: finance, elections and problems of Panchayati Raj.

**Unit 5:** Marks: 10  
 Role of Self-Help Groups, Commercial Banks, Rural Banks, Industries, Non-Governmental Bodies and United Nations Bodies in Rural Community Development. Role and skills of a Community Development Worker: identification and working with leaders, resource mobilization, organizing people, working in groups, networking, influencing Panchayat bodies, lobbying and advocacy.

**References:**

1. Agarwal , A.N. 2001. Indian Economy; Nature, Problems and Progress. New Delhi: Vikas Biraj Praksah, New Delhi
2. Chambers, R. 1983. Rural Development: Putting the Last First. Harlow: Longman,
3. Datt & Sundaram. 2002. Indian Economy. New Delhi: S. Chand & Co.
4. Desai, A.R. 1995. Rural Sociology in India. Bombay: ISAE
5. Dubhashi, P.R. 2000. Rural Development Administration in India. Mumbai.
6. Jain, S.C. 1998. Community development and Panchayat Raj in India. Chennai: Allied Publishers Ltd.
7. Jain, S.C. 1998. Rural Development Institute and Strategies. New Delhi: Rawat Publications.
8. Riley, John M. 1995. Stakeholders in Rural Development. New Delhi: Sage Publications.
9. Sachinanda and Purnendu. 2001. Fifty Years of Rural Development in India. Kolkatta: Firma KLM Pvt Ltd.
10. Singh, Katar. 1986. Rural Development – Principles, Policies and Management, New Delhi: Sage Publications.

**SEMESTER 3: SPECIALIZATION: MEDICAL AND PSYCHIATRIC SOCIAL WORK - PAPER 1**  
**SMP 303 MEDICAL SOCIAL WORK**

**Objectives:**

- To understand the relevance and the need for social work in the field of health
- To gain insight into the impact of ill health on the individual and his social system
- To understand ways of promoting health and well being through social work

**Unit 1:**

Marks: 10

The beginnings of medical social work: the meaning of health, hygiene, illness and handicap: medicine through the ages; changing concept of health: concept of patient as a person. Historical development in medical social work in the west, in India. Scope of medical social work.

**Unit 2:**

Marks: 12

Health care models – medical health prevention and promotion model, integrative model and development model; holistic approach to health: alternative system of health – yoga naturopathy.

**Unit 3:**

Marks: 13

Organization and administration of medical social work department in hospitals. Medical social work relation to different disciplines, Multidisciplinary approach and teamwork, Patients right in health care, Implications of hospitalization for the patient and his family

**Unit 4:**

Marks: 15

The Psychosocial Problems. Major communicable disease – TB, STD, AIDS, Polio. Diarrhoeal diseases. Malaria, typhoid, leprosy, leptospirosis. Major non communicable diseases- cancer, diabetes, hypertension, cardio disorders, neurological disorders, and asthma; Physically challenged, Nutritional disorders, Occupational health problems, Women's health problems, Pediatric health problems, Geriatric health problems

**Unit 5:**

Marks: 10

Medical social work practice in different settings – hospital, out patient departments, emergency / crisis care. Hospice, special clinics: and community health use of volunteers; social support and self help groups. Problems encountered by medical social workers in the field.

**References**

1. Anderson R. & Bury M. (eds.) 1988. Living with Chronic Illness – the Experience of Patients and their Families. London: Unwin Hyman
2. Bajpai P.K. (Ed.) 1997. Social Work perspectives in health. New Delhi: Rawat Publications.
3. Barlett H.M. 1961. Social Work Practice in the Health Field. New York: National Association of Social Workers.
4. Dalal, Ajit K. & Subha Ray (Ed.) 2005. Social Dimensions of Health. Jaipur: Rawat Publications.
5. Dimatteo, M. Robin & Leslie R. Martin. 2007. Health Psychology. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
6. Field M. 1963. Patients are People – A Medical – Social Approach to Prolonged Illness. New York: Columbia University Press.
7. Narasimhan, M. C. & Mukherjee A.K. 1987. Disability – A continuing Challenge. New Delhi: Wiley Eastern Ltd.
8. Pathak S. H. 1961. Medical Social Work in India. New Delhi: DSSW.
9. Pokarno K.L. 1996. Social Beliefs, Cultural Practices in Health and Diseases. New Delhi: Rawat Publications.
10. Sweiner C. Sengupta N and Kakula. S. 1978. Manual for Child Nutrition in India; New Delhi: VHAI

**SEMESTER 3: SPECIALIZATION: MEDICAL AND PSYCHIATRIC SOCIAL WORK - PAPER 2**  
**SMP 304 MENTAL HEALTH AND SOCIAL WORK**

**Objectives:**

- To understand the need and relevance of social work in the field of mental health
- To familiarize with the common problems that affect the mental well being of various groups of people.

**Unit 1:**

Marks: 12

Psychiatric Social Work: History and scope of psychiatric social work; changing perspective of psychiatric social work; changing trends in mental health care; India view of mental health and well being.

**Unit 2:**

Marks: 13

Life – stress and Coping: Stress and Mental health problems especially among children adolescents, women, workers, elderly and related to physical illness, coping with stress and crise; use of internal and external resources in coping. Family support for coping.

**Unit 3:**

Marks: 13

Psychiatric Assessment: History taking and mental status examination, psycho social and multidimensional assessment of mental disorders in psychiatric social work. Common Mental Disorders – symptoms, causes and treatment of Neuroses, Psychoses Psycho Physiological Disorders, Personality Disorders.

**Unit 4:**

Marks: 10

Alcoholism, Drug abuse and Suicide. Mental Retardation and alzhimir's disease, sexual deviation, epilepsy, culture bound syndrome.

**Unit 5:**

Marks: 12

Childhood Disorders: Autism & infantile schizophrenia, attention deficit and hyperactivity disorder, behaviour and habit disorder, disorders associated with eating, speech and sleep, scholastic backwardness, identity crisis.

**References**

1. Abelin, T. Brzenski and V.D. Carstairs. Measurement in Health Promotion and Protection. Copenhagen: WHO.
2. Alderson, M. 1983. An Introduction to Epidemiology. 2<sup>nd</sup> Ed. London: Macmillan.
3. Bhattacharya, Sanjay Dr. 2008. Social Work: Psycho-Social and Health Aspects. New Delhi: Deep & Deep.
4. Francis, C. M. 1991. Promotion of Mental Health with Community Participation. Kerala: The Center for Health Care Research and Education.
5. Jay, Pee. 1994. Diagnostic and Statistical Manual of Mental Disorders (DSM IV). New Delhi: Oxford Press.
6. Kaplan, Saddock. 1994. Synopsis of Psychiatry 7<sup>th</sup> Ed. New Delhi: BI Waverly Pvt. Ltd.
7. Kappur. M. Sheppard. Child Mental Health-Proceedings of the Indo-US symposium.
8. Mane P. & Gandevia K. 1994. Mental Health in India Issues and Concerns. Mumbai: Tata Institute of Social Sciences.
9. Shepherd, Michael et al. 1971. Childhood Behaviour and Mental Health. London: University Press.
10. World Health Organization. Geneva. 1992. The ICD 10 Classification of Mental and Behavioural disorders, Clinical Description and Diagnostic Guidelines; Oxford University. Press

**SEMESTER 3: SPECIALIZATION: FAMILY AND CHILD WELFARE - PAPER 1**  
**SFC 303 FAMILY SOCIAL WORK**

**Objectives**

- To understand the family structure and dynamics for effective intervention
- To get to know the changing patterns, relations and structures in the family and the problems that emerge therefrom.

**Unit 1:**

Marks: 10

Theoretical and conceptual frame works to study family. Origin and evolution of family and marriage. Ideology of family rights and responsibilities

**Unit 2:**

Marks: 12

Normative family functions and structure and changes. Normative family and marriage functions and structure, ethnicity and socio-economic background, Social changes and family -Implications for the family and its members.

**Unit 3:**

Marks: 12

Alternative Family and Marriage Patterns and Structures. Dual earner / career families. Single parent families. Female headed households. Childless families. Reconstituted / step families. Consensual unions. Homosexual families

**Unit 4:**

Marks: 12

Socialization of the Child in the Family, Family interactions, Family development, Family life cycle

**Unit 5:**

Marks: 14

Contemporary Problems in the Family: causes, types. Family Assessment and family problem assessment: Methods and its implications; Family therapy.

**References**

1. Desai, M. (ed), 1994. Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
2. Engles, F. 1994. Origin of the Family, Private Property and the Status. Bombay: People's Publishing House.
3. Haritman. A. and J. Laird. 1982. Family Centered Social Work Practice. New York: Free Press.
4. Horchschild. A, 1989. The Second Shift: Working Parents and the Revolution at Home. New York: Viking.
5. India: Ministry of Welfare 1994. India's Commitment of Family Well Being, An Overview of the Report of National Seminars on the International year of the family. Bombay: Tata Institute of Social Sciences.
6. Khasgiwala, A. 1993. Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers.
7. Klein, D. M. and White, J. M. 1996. Family Theories: An Introduction. London: Sage Publications.

**SEMESTER 3: SPECIALIZATION: FAMILY AND CHILD WELFARE - PAPER 2****SFC 304 SOCIAL WORK WITH CHILDREN****Objectives:**

- To enable the students to gain a deep understanding of the psycho-socio, economic and cultural factors that influence the lives of children in our country
- To help the students to critically review the various policies, programmes and services available for children in India.

**Unit 1:**

Marks: 12

Child Welfare: Concept, demographic profile of the child in India: Constitutional safeguards for children in India, national policy for children, UN. Charter on the rights of the child, advocacy of children's rights, laws relating to the child. The place of child in the family in India. SAARC Policy on the female child

**Unit 2:**

Marks: 10

Health & Educational Needs of the Child in India. Health and nutritional services for the child in India- the UCDS project. school health programmes, child health and health education of the mother. Role of UNICEF & WHO. Educational Needs of the Child in India: Governmental and non-governmental programmes / strategies for education of the rural and urban child in India.

**Unit 3:**

Marks: 14

Children in Special Circumstances. 1. The destitute child: meaning of destitution, cause of destitution, services for the destitute child. Institutional and non-institutional services. 2. The delinquent child: meaning of delinquency causes of delinquency. The justice system in India. Institutions for juvenile offenders. Prevention of juvenile delinquency. 3. Street Children: Definition, nature, causes and effects of the problem, services for street children. Children of prostitutes. Children of unwed mothers. Role of the Social Worker.

**Unit 4:**

Marks: 12

Socially Exploited and Oppressed Children: Child Labour: Nature and extent of the problem of child labour in India, cause and effects of child labour. Legal provisions regarding child labour in India. Social work intervention in the problem of child labour.

**Unit 5:**

Marks: 12

Child Abuse: Nature, types and causes of child abuse in India, the Battered child, and child Trafficking, Child-Prostitution, and Child-Beggars. Social work intervention in the problems of child abuse.

**References:**

1. Devi, Laxmi (ed) 1998. Child and Family Welfare. Institute of Sustainable Development. Lucknow: Anmol Publications Pvt. Ltd.
2. Kaldate, S. V. 1982. Society, Delinquent and Juvenile Court, New Delhi: .Ajanta Publications.
3. Kamble, M.R. Social Work with Children. Jaipur: Avishkar Pulishers.
4. M. S. Swaminathan Research Foundation & NIPCCD, 2000, Learning Innovations, - Report of a consultation in innovative approaches in early child care and education.
5. National Institute of Public Cooperation & Child Development, 1994. The Child in India a Statistical Profile. New Delhi: NIPCCD.
6. Rane, Asha, 1994. Street Children - Challenge to Social Work Profession- Mumbai: Tata Institute of Social Sciences.
7. Santrock, John W. 2007. Child Development. New Delhi: Tata McGraw-Hill.
8. Sarkar, Chandana. 1999. Juvenile Delinquency in India, an Etiological Analysis. Delhi: D. P. House
9. Tandon, R. K., & Sudarsha, K. N. 1998. Directory & Hand book on Children. New Delhi: Oxford Publishing House

**SEMESTER 3: ELECTIVE 1    SDM 305    DISASTER MANAGEMENT****Objective:**

- To understand the nature of disasters and their many sided impact
- To gain knowledge of the methods and processes of disaster management, relief and rehabilitation

**Unit 1:**

Marks: 12

Disasters: An Overview: Disaster: meaning, factors, significance, causes and effects; Types of disasters: earthquake, flood, cyclone, drought and famine; landslide, snow avalanche, fire, forest fire, industrial and technological disasters and epidemics; conflicts, community/ethnic clashes and warfare.

**Unit 2:**

Marks: 12

Planning Disaster Management: Planning, policies and management of disasters; Awareness about disasters: public awareness programme and mobilizing community participation; Role of various agencies: Government, military and para-military forces, NGOs, media. Disaster mapping, predictability, forecasting, preparing community and mitigation.

**Unit 3:**

Marks: 12

Impact of disasters: on individuals, families, groups; on children, women and the elderly; physical, economic, and psycho-social.

**Unit 4:**

Marks: 12

Relief and Reaching out: Search, rescue, evacuation and shelter for victims; Clearance of debris, disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition, and hygienic sanitation; Emergency support functions and their coordination.

**Unit 5:**

Marks: 12

Reconstruction and rehabilitation: Rehabilitation: social, economic, health and hygiene aspects; Reconstruction and rehabilitation; Disaster resistant housing, house relocation, repairing, strengthening of house; Monitoring and evaluation.

**References**

1. Abarquez I and Murshed Z .2004. Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center
2. Anderson M and Woodrow P. 1998. Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, [www.itdgpublishing.org.uk](http://www.itdgpublishing.org.uk)
3. Blaikie P, Cannon T, Davis I and Wisner B. 2004. At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.
4. Carter I. 2002. Preparing for disaster, PILLARS Guide, Tearfund UK. Order from [roots@tearfund.org](mailto:roots@tearfund.org) or download from [www.tearfund.org/tilz](http://www.tearfund.org/tilz)
5. Carter I. 2003. Mobilising the community, PILLARS Guide, Tearfund UK. Order from [roots@tearfund.org](mailto:roots@tearfund.org) or download from [www.tearfund.org/tilz](http://www.tearfund.org/tilz)
6. Deshpande, B.G. 1996. Earthquakes. Animals and Man. Gurgaon : JAC Trust.
7. Heijmans A and Victoria L 2001. Citizenry-Based and Development-Oriented Disaster Response. Philippines: Centre for Disaster Preparedness.
8. Mohan, Munasinghe and Clarke Caroline. 1992. Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank
9. Murthy, D.B.N. 2007. Disaster Management: Text and Case Studies. New Delhi: Deep & Deep.
10. Tearfund UK. 2004. Development and Risk Reduction in the Indian State of Andhra Pradesh: A case study <http://tilz.tearfund.org/Topics/Disaster+Management>

**SEMESTER 3: ELECTIVE 2    SPC 305    PROJECT CYCLE MANAGEMENT****Objectives:**

- The student understands the importance and process of planning
- The student learns the methodology for planning and formulating projects using the Logical Framework

**Unit 1:**

Marks: 13

Introduction: Planning and its importance, who should be involved in planning. Overview of Project Cycle Management: Identification, Design, Implementation, Reviewing, Monitoring, Evaluation, Learning the lessons. Model Project Proposal Formulation.

**Unit 2:**

Marks: 12

Project Identification: Needs assessment: listening, interviewing, focus group discussions, community mapping; Capacity assessment: human, social, natural, physical, economic, cultural

**Unit 3:**

Marks: 13

Project Design: Stakeholder analysis: user groups, interest groups, beneficiaries, decision makers; Primary and Secondary stakeholders; identifying appropriate stakeholders for participation; levels of participation; Research – participatory methods; Problem Analysis – problem tree; Objectives tree, Logical framework, Proposal, Action Planning, Budget.

**Unit 4:**

Marks: 10

Logical Framework: terms, purpose, structure: Objectives, assumptions and their assessment; indicators and means of verification; activities and activity schedule

**Unit 5:**

Marks: 12

Monitoring and Evaluation: the need, monitoring, reviewing and evaluation; reporting; Learning the lessons. Programme/Project Evaluation Review Technique (PERT); Critical Path Method (CPM).

**References:**

1. Blackman, Rachel. 2003. Project Cycle Management. UK: Tearfund. (Downloaded from [www.tearfund.org/tilz](http://www.tearfund.org/tilz))
2. Preskill, Hallie and Russ-Eft, Darlene. 2005. Building Evaluation Capacity. London: Sage Publications.
3. Capezio, Peter. 2000. Powerful Planning Skills. Mumbai: Jaico Publishing House.
4. Smith, Steve. 2002. Plan to Win. New Delhi: Kogan Page India Pvt. Ltd.
5. Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
6. Loehle, Craig. 2000. Thinking Strategically. New Delhi: Foundation Books.
7. Padaki, Vijay. 1995. Development Intervention and Programme Evaluation. New Delhi: Sage Publications.

**SEMESTER 3: ELECTIVE 3    SHA 305    HIV/AIDS: STIGMA, DISCRIMINATION AND PREVENTION**

**Objectives:**

- To gain knowledge of HIV/AIDS and insight into its impact on the individual and his/her social systems
- To understand the existing strategies for the prevention of the HIV/AIDS and to reduce stigma associated with it.
- To develop social work interventions in providing care and support to the infected and the affected.

**Unit 1:**

Marks: 12

Understanding HIV/AIDS: HIV/AIDS: A Global epidemic: history magnitude, disease profile; Transmission of HIV/AIDS: sex, blood, drugs, mother to child, moral issues; HIV/AIDS counselling and testing; HIV/AIDS and ethical issues: on testing, care and treatment, health care professional.

**Unit 2:**

Marks: 12

HIV/AIDS: stigma and discrimination: Misconceptions of HIV/AIDS/STDs; Stigma and discrimination: challenges; Global response to stigma and discrimination: Social Work response to HIV/AIDS, stigma and discrimination.

**Unit 3:**

Marks: 13

HIV/AIDS: A developmental issue: HIV/AIDS and socio-economic implications; Impact of HIV/AIDS on development sectors: health, education, migratory population, corporate sectors;

**Unit 4:**

Marks: 13

Impact of HIV/AIDS on social sectors: women, children, injecting drug users, youth, health care workers, sex workers; HIV/AIDS and human rights.

**Unit 5:**

Marks: 10

HIV/AIDS prevention and control: Global response to prevention and control; Government initiatives in India; Suggested strategies for prevention based on routes of transmission; Importance of life skills education; Care and support (best practices)

**References:**

1. Bhattacharya, Sanjay. 2008. Social Work: Psycho-Social and Health Aspects. New Delhi: Deep & Deep.
2. D'Cruz, Premilla. 2004. Family Care in HIV AIDS. New Delhi: Sage Pub.
3. Dutt, Suresh, 1998. AIDS: Prevention and Control. New Delhi: Anmol Publications
4. Narain, Jai P. 2004. AIDS in Asia. New Delhi: Sage Publications.
5. Cameron, Miriam E. 1993. Living with AIDS: Experiencing Ethical Problems. Sage Publications.
6. Mishra, P.C. 2005. HIV/AIDS Education. Delhi: Saujanya Books.
7. Satpathy, G.C. 2001. AIDS Transmission: Challenges in the New Millennium.
8. Ramamurthy, V. 2000. Global Patterns of HIV/AIDS Transmission.
9. Ramamurthy, V. 2004. Guidance and Counselling of HIV/AIDS
10. Sharma, Namita. HIV AIDS in Women and Children of India.
11. Singhal Arvind & Everett M. Rogers. 2003. Combatting AIDS: Communication Strategies in Action. New Delhi: Sage Publications

**SEMESTER 3: ELECTIVE 4    SPB 305    PEACE BUILDING****Objectives:**

- To understand the nature and the factors contributing to conflict and its impact
- To learn the skills of building peace
- To develop a social work perspective to peace building

**Unit 1:**

Marks: 13

Conflict and context analysis: Defining conflict, conflict levels and dynamics, conflict and culture, gender children and conflict, trauma, conflict analysis, power. Conflict and development.

**Unit 2:**

Marks: 13

Peace Building: Concept, gender and peace building, peace building where, peace building when, operating principles for peace building, an integrated frame work for peace building. Peace and development.

**Unit 3:**

Marks: 12

Challenge of reconciliation: concept of reconciliation; truth, justice and peace in relation to reconciliation; religious perspectives, dilemmas in reconciliation, sustaining reconciliation work

**Unit 4:**

Marks: 10

Communication and conflict management: perception, communication, conflict and culture, conflict handling skills

**Unit 5:**

Marks: 12

Peace Building Programme Analysis: strategic concepts and capacities for peace building, connectors and dividers, visioning, evaluation, using peace building principles in evaluation, analysing how programming affects conflict, peace building evaluation frame work.

**References:**

1. \_\_\_\_\_ 2002. Peace Building: A Caritas Training Manual. Caritas Internationalis
2. Kaur, Balvinder. 2006. Teaching of Peace and Conflict Resolution, New Trends and Innovations. New Delhi: Deep and Deep Publications
3. Kaur, Balvinder. 2006. Peace Education, New Trends and Innovations. New Delhi: Deep & Deep Publications
4. McConnon Shay & Margaret. 2002. Resolving Conflict. Mumbai: Jaico Publishing House.
5. Reddy, P.L. Sanjeev and Reddy, P.C Shekar. 2007. Peace and Development in the North East. New Delhi: Mittal Publications.
6. Shenk, Carolyn Schrock (ed.) 2000. Mediation and Facilitation Training Manual. Pennsylvania: Mennonite Conciliation Service.

**SCF 306      CONCURRENT FIELD WORK – III**

Marks: 100

The field work practice during the third semester is in line with the specialization that the student has opted for. The students are placed in NGOs, Organizations or Government agencies working in the various sectors of community development; in hospitals, rehabilitation centres, counseling centres and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the family, children, youth and the elderly. The placement, as far as possible, would also be with an agency that works in the area of the research project that they chose. They are expected to understand the vision, mission, objectives and strategies and programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in dealing with people and situations in their area of work. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency, they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization

Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly.

At the end of the semester the student submits a summary report for the semester and viva is conducted.

**SEMESTER 4 - PAPER 1: SW 401 TRIBAL DEVELOPMENT****Objectives:**

- Gain understanding into the tribal communities and their social systems
- Gain information on the overall understanding about the socio-economic situation of the tribal communities with special emphasis on the tribal communities in the North Eastern states of India
- Review the development programmes and their impact on the life of the tribal communities

**Unit 1:**

Marks: 12

Concepts: tribal, adivasi, indigenous, aborigines; Tribal social systems and structures; world view, belief systems, culture; kinship, marriage, family, community, socialization

**Unit 2:**

Marks: 12

Tribal communities and the process of change: social, economic, cultural and political; globalization and the tribal communities; Role of the social worker

**Unit 3:**

Marks: 14

Development issues of the tribal communities: education, health, food security, land rights, land alienation, development displacement and resettlement, migration, natural resource management and sustainable development, livelihood, markets. Forest laws and tribal development.

**Unit 4:**

Marks: 12

Socio-political issues: sixth schedule, autonomy, self determination, governance and administration of the tribal areas – autonomous district councils; reservation; tribal sub-plan; social movements and protests – insurgency, militancy, conflicts and their impact in the North East.

**Unit 5:**

Marks: 10

Socio-economic development programmes for the tribal areas and their impact; Government policy for tribal development. Future prospects and the role of the social worker.

**References:**

1. Chandhuri, B. (ed.) Tribal Development in India. Delhi: B.R. Publishing
2. Chaudhury, Sukant K. & S.M Patnaik. 2008. Indian Tribes and the Mainstream. Jaipur: Rawat Publications.
3. Furer-Haimendorf, C.V. 1982. Tribes of India: The Struggle for Survival. Delhi: Oxford University Press
4. Madan, D.N. & T.N. Madan. \_\_\_\_\_. Social Antropology. Noida: Mayur Publications.
5. Shah , V.P and Patel, T. 1985. Social Contexts of Tribal Education. New Delhi: Concept Publishing Company.
6. Singh, Ajit. 1984. Tribal Development in India. Delhi: Amar Prakashan
7. Singh, K.S. Tribal Movements in India. Vol. I and II
8. Singh, J.P, Vyas. M.N. Tribal Development: Past Efforts and New Challenges
9. Sudhir, H., & Hajarimayum, Jubita (ed.). 2007. Dimensions of Social Issues in India's North East. New Delhi: Akansha Publishing House.
10. \_\_\_\_\_ Tribal Development in 21<sup>st</sup> Century. New Delhi: Mittal Publications
11. \_\_\_\_\_ Tribal Studies, Emerging Facts. New Delhi: Mittal Publications.

**SEMESTER 4: SPECIALIZATION: COMMUNITY DEVELOPMENT – PAPER 3**  
**SCD 402 Welfare of Weaker Sections**

**Objectives:**

- To expose the students to the reality of the dispossessed sections of the society
- To facilitate an understanding of the social and political factors that influence the weaker sections
- To provide an analytical perspective of the issues involved in the weaker sections.

**Unit 1:** Marks: 14  
 Societal processes: Socialization, Socialized Self, Social Control and Group Formation, Social Inequality, Social Stratification, Race, Ethnicity, Inequality in the Indian context

**Unit 2:** Marks: 12  
 Disadvantaged Sections: Identifying the Weaker Sections, concept and definition of Welfare, looking through the lenses of the Disadvantaged Sections, classification of the Weaker Sections, background, context, legal classification and its consequences

**Unit 3:** Marks: 14  
 Disadvantaged Sections: a Sectoral Approach; An analysis of the situation of Dalits, Tribals, Women, Landless Labourers and Minorities

**Unit 4:** Marks: 12  
 Laws and welfare measures for the Weaker Sections, Protective Discrimination, approaches for the welfare/development/empowerment of the Disadvantaged Sections- Program Planning and related issues - budget, social policy, and the politics of welfare planning. Social legislations for the weaker sections.

**Unit 5:** Marks: 10  
 Social Work Interventions: Case Studies and Models for the upliftment of the Disadvantaged Sections. Reformers: Phule, Ambedkar, Baba Amte.

**References:**

1. Ambedkar, B.R. 1987. "Annihilation of Caste" Dr.B.R. Ambedkar -"Writing and Speeches" The Education Department, Government of Maharashtra, Mumbai.
2. Beteille, Andre. 1996. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Delhi: Oxford University Press.
3. Ghurye, GS. 1961. Caste, Class and Occupation. Popular Book, Depot, Bombay.
4. Ilaiah, Kancha. 1996. Why I Am Not A Hindu. Kolkatta: Samya publications.
5. Louis, Prakash. 2003. The Political Sociology of Dalit Assertion. New Delhi: Gyan.
6. Michael, S,M., ed., 1999. Dalits in Modern India, Vision and Values. New Delhi.
7. National Human Development Report 2001, Government of India, New Delhi.
8. Ramaiah, A. 2007. Laws for Dalit Rights and Dignity. Jaipur: Rawat Publications.
9. Social Development Report. 2006, New Delhi: Oxford University Press.
10. Yadav. 2004. Encyclopedia of Scheduled Castes and Scheduled Tribes. New Delhi: Anmol Publications.

**SEMESTER 4: COMMUNITY DEVELOPMENT – PAPER 4**  
**SCD 403      Urban Community Development**

**Objectives:**

- To understand urban community development principles, process and role of the social worker.
- To learn the significance of Non-Governmental Organisations in Urban Community Development.
- To gain knowledge and experience about the Structure, Process and Programmes of Governmental mechanisms.

**Unit 1:**

Marks: 15

Characteristics of Urban life, Urban services and deficiencies. Theories of Urbanization; Industrialization and Urbanization and its impact on the Urban society. Ecological pattern of cities, Characteristics of town, City and Metropolis, Suburbs, Satellite town, City - hinterland relationship.

**Unit 2:**

Marks: 10

Major problems of urban communities in India. Economic problems, problem of Housing, lack of training, problem of unemployment. Special problems: Women, Youth, Children and Aged.

**Unit 3:**

Marks: 15

Concept of Urban and town Planning, Urban Development and Urban Community Development: Urban Community Development, Meaning, Need and Scope, Urban Development Policy and laws related to Urban Development – Urban Land Ceilings Act and Land Acquisition Act. Origin of Urban Community Development in India: Model Urban Community Development projects: Welfare extension projects of Central Social Welfare Board.

**Unit 4:**

Marks: 10

Slum: Definition, Theories, causes, characteristics and problems, and characteristics. Slums in Indian cities. Slum clearance boards. Community development projects in slums.

**Unit 5:**

Marks: 10

Administrative set-up of local self-government in Indian cities and towns: forms of Municipal Government, structure, functions, personnel and finances.

**References:**

1. Ashish, Bose. 2001. India's Urbanization, Institute of Economic Growth. New Delhi: McGraw Hill.
2. Bala. 2000 Trends in Urbanization in India. New Delhi: Patel enterprises.
3. Bhattacharya, B. 2000. Urban Development in India. New Delhi: Shree Publishing House.
4. Census of India Government of India Publication, 2001.
5. Cherunilam, Francis. 1984. Urbanisation in developing countries. Mumbai: Himalaya Publishing House.
6. Desai, A.R & Devadas, Pillai (ed). 1970. Slums & Urbanization. Mumbai: Popular Prakashan Pvt. Ltd.
7. DeSouza, Alfred & Singh, A.M. 1998. The Urban Poor. New Delhi: Manohar Publications.
8. Jayamala, Diddee & Rangasamy, N. 1993. Urbanisation Trends, Perspectives & Challenges. Jaipur: Rawat Publications.
9. Sinha, Satish. 1995. Slum Eradication & Urban Renewal. New Delhi: Inter-Publications.
10. Sharma, C.L. 1992. Urban Power Structure. Udaipur: Shiva Publications.
11. Tha, S.S. 1986. Structure of Urban Poverty. Bombay: Popular Prakashan.
12. Thudipara, Jacob Z. 1993. Urban Community Development. New Delhi: Rawat Publications.
13. Wiebe, Paul. 1998. Social Life in an Indian slum. New Delhi: Vikas Publishing House.

**SEMESTER 4: MEDICAL AND PSYCHIATRIC SOCIAL WORK - PAPER 3****SMP 402 PSYCHIATRIC SOCIAL WORK****Objectives**

- To understand the need and scope for social work in the field of psychiatric health.
- To familiarize the student with social work treatment process in various settings and identify the social worker's role and task in promoting mental health.
- To look critically at the mental health policies and programmes in the country and to design programmes

**Unit 1:**

Marks: 12

Psychiatric social work practice – scope; magnitude of mental health problems; analysis of mental health problems among vulnerable groups such as women, aged, socio-economically disadvantaged urban and rural population and disaster victims; scope of social work in mental health.

**Unit 2:**

Marks: 10

Social work practice in mental health field: Psychiatric settings – hospitals, Non-psychiatric settings, Non-institutional models of mental health as alternatives to institutional care (community based), Collaborating and networking with various organizations; new avenues of mental health.

**Unit 3:**

Marks: 12

Social Work treatment – Theory and Models, Psychoanalytical, Psycho-social, Transactional analysis, life model, family centred treatment, tasks centred, crisis intervention, behaviour modification, cognitive therapy.

**Unit 4:**

Marks: 13

a. Psychiatric social work in special settings: Child mental health and social work practice; development and psychological perspectives in child mental health; social work practice in child guidance clinic; Prevention and treatment intervention in family, school, neighborhood and community settings. b. Social work practice in de-addiction and crisis intervention centers and with special groups such as rape victims and HIV/AIDS patients.

**Unit 5:**

Marks: 13

Psychological Rehabilitation: concept, principles, process and programmes; role of social workers. Mental health policies and legislation in India; national mental health programmes. Designing and implementing programmes that promote health in communities, Research: single case evaluation; qualitative and action research on mental health issues; monitoring and evaluation programmes.

**References**

1. Berriors G.E. and Dawson J.H. 1983. Treatment and Management in Adult Psychiatry. London: Bailliere Tindall.
2. Ellis, Albert. 1967. Reason and Emotion in Psychotherapy. New York: Lyle Stuart.
3. Gerald Caplin. 1961. An Approach to Community Mental Health: New York: Grun & Stratton.
4. Goldstein E. 1984. Ego Psychology and Social Work Practice: New York: Free Press.
5. Goldstein H. 1979. Social Work Practice a Unitary Approach: Caroline: University of South Caroline Press.
6. Hartman and Lairdj. 1983. Family Centered Social Work Practice. New York: The Free Press.
7. Jehu, Derek et al. 1972. Behavior Modification in Social Work. London: Wiley Inter Science.
8. Jay, Pee. 1994. Diagnostic and Statistical Manuel of Mental Disorder. New Delhi: Jay Pee Brothers.
9. Kaplan, Sadock. 1994. Synopsis of Psychiatry. 7<sup>th</sup> Ed. New Delhi: BI Waverly Pvt. Ltd.
10. Scully, James H. 1995. Psychiatry. New Delhi: BI Waverly Pvt. Ltd.

**SEMESTER 4: MEDICAL AND PSYCHIATRIC SOCIAL WORK – PAPER 4**  
**SMP 403 COMMUNITY HEALTH**

**Objectives:**

- To help the student gain understanding into the concept of community health and health systems
- To critically understand the policies, legislations and schemes for community health.

**Unit 1:**

Marks: 10

Public health-concept and development in India; Organization and administration of health care at the center, state, district, municipality and village level; health planning in India; health committees; five year plans in relation to health care.

**Unit 2:**

Marks: 15

Community health care – changing concepts; primary health care for all; health status and health problems; health care systems – primary health centre; private health systems indigenous systems; voluntary health systems; role of social worker in community health

**Unit 3:**

Marks: 10

Health Legislation: Employees State Insurance Act. 1948, Amendment 1975; Medical Termination of Pregnancy Act 1971. Doctors, Patients and the consumer protection act. 1986. Persons with Disabilities & Equal opportunities Act. 1995.

**Unit 4:**

Marks: 10

Health Policies: National Health Policy. 1983, The Population, Environment Protection Act.

**Unit 5:**

Marks: 15

National Health Programmes: Family Welfare; Maternal & Child health; Integrated Child Development Scheme; Schools Health Programmes, NEMP; NLEP; NTP; National Rural Health Mission; Diarrhoeal disease control.

**References**

1. Bhattacharya, Sanjay Dr. 2008. Social Work: Psycho-Social and Health Aspects. New Delhi: Deep & Deep.
2. Levant, Ronald F. 1984. Family Therapy. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Mane P. and Gandevia K. 1992. Mental Health in India, Issues and Concerns. Bombay: Tata Institute of Social Sciences.
4. Mayor C.H. 1983. Clinical Social Work in the Eco-Systems Perspective. Columbia: University Press.
5. Satir, V. 1967. Conjoint Family Therapy. America: Science and Behaviour Books Inc.
6. Schopler J.H. and Galinsky M.J. 1989. Groups in Health Care Setting. London: The Haworth Press.
7. World Health Organization. 1986. Prevention of Mental Neurological Psychosocial Disorders. Geneva: WHO.
8. World Health Organization. 1988. Psychiatric Disability Assessment Schedule. Geneva: WHO
9. World Health Organization 1990. Schizophrenia Information for Families – A Manual prepared by the World Schizophrenia Fellowship for Publication in Cooperation with the WHO.

**SEMESTER 4: FAMILY AND CHILD WELFARE – PAPER 3**  
**SFC 402 SOCIAL WORK WITH YOUTH**

**Objectives**

- To understand youth and their needs and issues.
- To look critically at the schemes and programmes for youth in the country.
- To learn the basic skills and methods of working with youth

**Unit 1:** Marks: 12

Understanding 'youth' from diverse perspectives: social sciences, developmental studies, psychology.

**Unit 2:** Marks: 14

Needs of youth - physical, intellectual, emotional, social and religious needs. Socialisation of youth - influence of the parents, family members, peers, neighborhood, reference groups, religion. Impact of westernization, modernization and urbanization

**Unit 3:** Marks: 14

Critical issues affecting youth in relation to their developmental roles and tasks: education, work, family, marriage and relationships. Specific problems of the youth: Behavioural problems, Drug abuse, alcoholism, Suicide, Sexually transmitted diseases, sexual problems. Functional disorders - eating disorders, obesity. Emotional problems - identity crises, alienation, low self esteem, careers, conflict, conflicts in selecting a partner.

**Unit 4:** Marks: 10

Role of youth in social change - youth in politics - youth policy - youth welfare programmes for rural and urban youth. Governmental: NCC, NSS, Scouts, Guides, Youth Hostels, Youth festivals, career counseling. Other programmes AICUF, TRYSEM, NYK, Vishva Yuva Kendra, Bharat Seva Samaj and Servants of India Society.

**Unit 5:** Marks: 10

Application of social work methods in working with youth and youth groups; working with parents to create a positive family atmosphere for youth.

**References**

1. Arimpoor. J.P. 1983. Indian Youth in Perspective. Tirupattur: Sacred Heart College.
2. Chowdhry D.P. 1988. Youth Participation and Development. New Delhi: Atma Ram and Sons Publications.
3. Gore, M.S. 1978. Indian Youth – Process of Socialisation. New Delhi: Vishva Yuvak Kendra.
4. Harper and Malcolm. 1996. Empowerment Through Enterprise. London: Intermediate Technology Publications.
5. Kenyon, et. Al 1996. Youth Policy 2000: Formulating and Implementing National Youth policies, Chandigarh.: Module 9. CYP. Asia Regional Centre.
6. Macwan'gi M – Zambia. 1998. Promoting Enterprise and Economic Development. Module 11. Chandigarh: CYP. Asia Regional Centre.
7. Philip and Mc Michael 1996. Development and Social Change: A global Perspective. Sage publications. London.
8. Santrock, John W. 2007. Adolescence. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
9. Wyn J and R. White. 1997. Rethinking Youth. London: .Sage Publications limited.

**SEMESTER 4: FAMILY AND CHILD WEFARE – PAPER 4**  
**SFC 403 SOCIAL WORK WITH THE ELDERLY**

**Objectives:**

- To look at the world of the elderly from a holistic perspective
- To learn the various aspects of care that social worker can bring for the elderly from their own environment and families and social groups

**Unit 1:**

Marks: 12

Roles, Power and Status of Elderly: Historical norms in different cultural, urban/rural, economic contexts. Age and gender contexts. Emerging trends and issues in the context of the liberalized political economy. Historical norms of practices related to death and bereavement and emerging trends.

**Unit 2:**

Marks: 10

Health of the Elderly, Longevity and physical health. Mental and emotional health, Ill health, disabilities and care giving. Sexuality in old age. Spirituality in old age.

**Unit 3:**

Marks: 12

Review of health policies of the elderly. Policies for the disabled and their implementation with references to elderly. Health intervention: periodical check up, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counselling, physical aids and access to geriatric treatment.

**Unit 4:**

Marks: 13

Elderly and livelihood. Work participation of elderly in the organized and unorganized sectors. Economic situation of the elderly. Age related policies and laws for education. Employment, Retirement, social security and pensions. Intervention needs: retirement planning, promoting savings, investments and making a will, training and opportunities for income generation, employment exchange and sponsorship programmes.

**Unit 5:**

Marks: 13

Elderly and family. Interventions of elderly with parents, Spouse, children, children-in-laws, grandchildren and others. Care giving roles between elderly and the family. Issues of division of property, housing and social security. Issues of neglect, abuse, violence and abandonment. Review of laws for inheritance and protection from abuse. Intervention needs: Raising family awareness; bereavement counselling .

**References:**

1. Chowdhry, Paul. D. 1992. Aging and the Aged. A Source Book. New Delhi: Inter India Publications.
2. Cox, Enid O and J Parson Ruth. 1994. Empowerment Oriented Social Work Practice with the Elderly. California: Brooks Cole Publishing Company.
3. Dandekar, K. 1996. The Elderly in India. New Delhi: Sage Publications.
4. Desai. M and Siva Raju. 2000. The Elderly in India. New Delhi: Sage publications
5. Irudaya Rajan et al. 1997. Indian Elderly: Asset or Liability. New Delhi: Sage Publications.
6. Kakula S, B. 1978. Basic Readings in Medical Sociology. London: Tavistok Publishers.
7. Khan, M. Z. 1997. Elderly in Metropolis. New Delhi: Inter India Publishers.
8. Krishnan, P and K. Mahadevan (eds) 1992. The Elderly Population in the Developed World: Policies, Problems and Perspectives. Delhi: B. R. Publishing.
9. Upham, F. 1999. Living with Chronic Illness - the Experience of Patients and their Families. London: Unwin Hyman.

### **SWR 404 RESEARCH PROJECT**

Every student is required to do a research project for the completion of the course. The students are placed under a supervisor for the research project work.

The students start the project work in the third semester itself. Each student identifies a research problem in the area of specialization, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, constructs a tool for data collection.

After the completion of the third semester and before starting the fourth semester the students collect the data.

In the fourth semester the students complete the data processing and complete the research study and submit the final copy for valuation.

At the end of the semester the student will make a dissertation of the research study and appear for the viva-voce examination as part of the valuation.

### **SCF 406 CONCURRENT FIELD WORK - IV**

The specialization chosen by the students determines the field work placement during the fourth semester, as in the third semester. However, a student would not be placed in the same agency/institution that he/she attended during the third semester. The students are placed in NGOs, Organizations or Government agencies working in the various sectors of community development; in hospitals, rehabilitation centres, counseling centres and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the family, children, youth and the elderly. The placement, as far as possible, would also be with an agency that works in the area of the research project that they chose. They are expected to understand the vision, mission, objectives and strategies and programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in dealing with people and situations in their area of work. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency, they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization.

Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly.

At the end of the semester the student submits a summary report for the semester and viva is conducted.

### **SBP 407 BLOCK PLACEMENT**

Immediately after the final semester written examination the students are placed for a month for block placement training which is compulsory.

The students are placed in settings related to his/her field of specialization, like community based organizations, organizations, hospitals, schools, NGOs, government agencies, counseling centers, rehabilitation centres, welfare organizations, or service organization for a month.

The student has to be part of the organization and take part in all the activities of the organization and undertake the assignments given to him.

After completion of one month placement the student is graded based on the report from the placement agency supervisor and the summary report submitted by the student.