



Central University of Jammu

Syllabus

**M.A. Social Work
2018**

Department of Social Work

Syllabus and Regulations Governing the

Master Degree Programme in Social Work (M.A. Social Work)

Central University of Jammu, Jammu

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

The key features of the course are:

1. It is an inter-disciplinary programme drawing strengths from social sciences;
2. Through its validated methods the units of social work intervention are individuals, groups, families, neighbourhoods, communities, social networks, organisations and social policies;
3. Theory and practice are integral part of learning continuum;
4. Social Work knowledge and skills can be applied in wide range of human service – relief, rehabilitation, reform, reconstruction, therapy, corrections and social action.

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

II. Objectives of the Course:

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

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

IV. Seats: Number of seats for M.A. Social Work will be 36.

Deputation and Sponsored Seats 05* (**refer to Annexure 1**)

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

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

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

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

Note: Course will start with a two week long orientation program, which will be mandatory for the first semester students.

VIII. Attendance Requirement:

1. Theory: As per the University Regulations in force
2. Field Work: Sixteen hours per week and minimum 75% of attendance is a must for Field Work. **A candidate who fails to satisfy the attendance requirement in Field Work shall repeat the SEMESTER AND NO PROMOTION IS ALLOWED.**

IX. Inter-Disciplinary Course:

1. The students have to take up one University-wide Elective (U) of their choice offered by any Department in the University as per University Rules.
2. The Department will offer courses to the students of other Departments of the University under the University-wide Elective (U) system as per University Rules.

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

a. Objectives of Field Work Practicum:

1. Develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized groups.
2. Develop skills to analyze the impact of the wider social system on individuals, families groups, communities and organizations.
3. Understand the agency as system – its philosophy, thrust, objectives, structure and management of services / programmes.
4. Develop the ability to involve the client system in the problem solving process.
5. Develop skills in identifying and utilising community resources; Government, Corporate and Voluntary.
6. Develop belief to work as a member of a team, reinforce belief in the inherent strength of the people to meet their needs and resolve problems.
7. Make conscious use of professional values and ethics.

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

- i. Observation Visits
- ii. Concurrent Field Work
- iii. Social work camp
- iv. Block Placement / Internship

A field work manual will be prepared by the Field Work Unit of the Department

c. Practicum Brief:

- i. **Observation Visits:** The objective of the observation visits is to orient the students to the social service delivery system, development sector, objective understanding of social issues and problems in the context of current environment. This will be part of two week long orientation module.
- ii. **Concurrent Field Work:** Concurrent Field Work is carried out two days in a week, which will be 16 hours per week either in a planned institutional setting or directly in the community.
- iii. **Social Work Camp (*Non-Credit*):** Social work camp will normally be organized in rural / tribal / urban areas across India.
 - a. The objectives of the social work camp are:
 1. Understand the social system with specific reference to social exclusions issues in the community.
 2. Analyze the nature of Government intervention in relation to poverty reduction in the region and the related structures of decision-making.
 3. Develop the capacity to undertake intervention adopting specific social work tools in the context of local needs e.g. SWOT / PRA / Social & Cultural Media.
 4. Through experience in-group living in actual field settings, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and taking on responsibility.
 - b. Social Work camp will be organized for 07-10 days in a selected area. This camp can be organized independently or with some institutional collaboration. Faculty members and one support staff will accompany the students for the camp. Essentially, the camp will be executed by the students themselves with guidance from the faculty members. The camp will be held once in every academic year.
 - c. Such camps can be also undertaken by the department in any emergency, disaster, relief context locally or nationally.
- iv. **Block Placement/Internship:** This opportunity is provided at the end of fourth semester. It is designed to integrate theory and practice and to enhance competence of social work practice and experience of self in that role.
 - a. The objectives of the block placement/internship are:
 1. Provide a professional learning environment.
 2. Acquire capacity building and competence for employment opportunities.
 - b. Block Placement (Compulsory): It will commence soon after end-semester examination for a period of 30 days. The students will be placed in an institutional set-up or open setting. The students are required to send a comprehensive weekly report duly signed

by the authorized person of the institution / supervisor to the Block Placement Coordinator at Field Work Unit. In case of failing to complete the block placement in satisfactory manner, student has to complete the same with the next batch of students in the next academic year after completion of fourth semester's end semester examination.

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

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

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

XIII. **Department-wide Electives - DWE:** A student can choose any one elective offered by the Department provided no elective shall have less than 1/6th of the total number of enrolled students. However this clause does not apply to the dissertation. The number of the students in elective course shall be proportionate to the number of electives offered by the department.

XIV. **Teaching Methods / Tools:**

- a. Book / Journal / Article Review
- b. Role Play/Drama/Skit & Other Medium
- c. Field Based Conference / Discussion
- d. Use of e-learning/Workshops
- e. Documentaries / E- Content

XV: Examination System:

a. Theory:

- i. English shall be the medium of instruction and examination.
- ii. The break-up of the marks in the theory papers as per the standard practice of the University are as follows:

	Weightage (%)	100	50
Continuous Internal Assessment (CIA) (Presentation from Field Experience 20%; Innovative Theory Assignment 40%; Theory + Practice 40%)	25	25	10
Mid Semester Examination (MSE)	25	25	15
End Semester Examination (ESE)	50	50	25

- iii. Pass and Promotion in Theory papers will be as per the University Statutes.
- iv. However, in case a student fails in the Field Work Practicum in a given Semester, she/he will not be promoted to the next semester. Only on successful completion of field work she/he will be eligible for next semester.
- v. The Department will work out a field work plan for such failed students.

b. Concurrent Field Work Practicum:

	Weightage (%)	Marks Computation
Internal Assessment	75	150
Viva-voce	25	50

c. Moderation Committee for Internal Assessment:

- i. Head
- ii. One Faculty Member by Rotation
- iii. Field Work Coordinator for Practicum

d. Practicum Examination: Concurrent Field work

1. Internal Assessment:

- i. The Faculty supervisor

2. Viva-Voce:

- i. Head of the Department
- ii. One External Examiner (Academician/Field Work Practitioner with Social Work Degree)
- iii. Field Work Coordinator for Practicum

e. Practicum Examination: Block Placement/Internship

- i. Head of the Department
- ii. Block Placement Coordinator

f. Dissertation Assessment

- i. Head of the Department
- ii. One External Examiner
- iii. Department Supervisor

XVI. Summary of Course Matrix:

Semester	Credit of Foundation (F), Core Skill Based Courses (C) in Social Work	Credit of Department-wide Elective (DWE) Course in Social Work	Credit of University-wide Elective (UWE)	Credit of Field Work Practicum	Total
Semester 1	16	--	--	08	24
Semester 2	16	--	--	08	24
Semester 3	08	04	04	08	24
Semester 4	10	04	04	10	28
Total	50	08	08	34	100

COURSE MATRIX: SEMESTER-1

Course Code	Course Title	Type of Course	Credits	CIA	MSE	ESE	Total
PGSSW1F003T	Social Science Foundation for Social Work	F	4	25	25	50	100
PGSSW1F004T	Psychology for Social Work	F	4	25	25	50	100
PGSSW1C005T	Social Work Profession	C	4	25	25	50	100
PGSSW1C006T	Theory and Skills of Working with Individuals*	C	4	25	25	50	100
PGSSW1C006F	Field Work Practicum-I [#]	C	8	-	-	-	200
Grand Total			24	-	-	-	600

COURSE MATRIX: SEMESTER-2

Course Code	Course Title	Type of Course	Credits	CIA	MSE	ESE	Total
PGSSW2C006T	Theory and Skills of Working with Groups*	C	4	25	25	50	100
PGSSW2C007T	Theory and Skills of Working With Communities*	C	4	25	25	50	100
PGSSW2C008T	Research Methodology and Computer Applications	C	4	25	25	50	100
PGSSW2C009T	Social Justice and Empowerment	C	4	25	25	50	100
PGSSW2C007F	Field Work Practicum-II [#]	C	8	-	-	-	200
Grand Total			24	-	-	-	600

F: Foundation Course;

C: Core Course

CIA: Continuous Internal Assessment;

MSE: Mid Semester Examination;

ESE: End Semester Examination

** Skill Based Course*

Internal Evaluation = 150 Marks, External Evaluation = 50 Marks

COURSE MATRIX: SEMESTER-3

Course Code	Course Title	Type of Course	Credits	CIA	MSE	ES E	Total
PGSSW3C003T	Social Welfare Administration	C	4	25	25	50	100
PGSSW3C004T	Social Policy and Planning	C	4	25	25	50	100
ELECTIVE @	PGSSW3E004T	Social Work and Disaster Management	DWE	4	25	25	100
	PGSSW3E005T	Rural and Urban Community Development	DWE	4	25	25	100
	PGSSW3E006T	Diversity, Exclusion and Inclusiveness	DWE	4	25	25	100
	PGSSW3E007T	Family and Geriatric Social Work	DWE	4	25	25	100
PGSSW3C004F	Field Work Practicum-III [#]	C	8	-	-	-	200
	Total		20	-	-	-	500
	University-wide Elective Course offered by other Departments*	UWE	4	25	25	50	100
	Grand Total		24	-	-	-	600
PGSSW3I002T	Life Skill Education**	UWE	4	25	25	50	100
PGSSW3I003T	Gender and Society**	UWE	4	25	25	50	100

COURSE MATRIX: SEMESTER-4

Course Code	Course Title	Type of Course	Credits	CIA	MSE	ESE	Total
PGSSW4C007T	Health and Well Being	C	4	25	25	50	100
PGSSW4C008T	Gender and Social Work	C	4	25	25	50	100
PGSSW4C009T	Social Work with Persons with Disability	C	2	10	15	25	50
ELECTIVE @	PGSSW4E003T	Development and Environmental Discourse	DWE	4	25	25	100
	PGSSW4E004T	Crime, Criminology and Penology	DWE	4	25	25	100
	PGSSW4E005T	Child Protection Mechanisms	DWE	4	25	25	100
	PGSSW4E004D	Dissertation	DWE	4	-	-	100
PGSSW4C007F	Field Work Practicum-IV [#]	C	8	-	-	-	200
PGSSW4C008F	Field Work Practicum-III (Block Placement/ Internship)	C	2	-	-	-	50
	Total		24	-	-	-	600
	University-wide Elective Course offered by other Departments*	UWE	4	25	25	50	100
	Grand Total		28	-	-	-	700
PGSSW4I002T	Counseling**	UWE	4	25	25	50	100
PGSSW4I003T	Social Exclusion**	UWE	4	25	25	50	100
PGSSW4I004T	Social Work Practice in Child Protection**	UWE	4	25	25	50	100

C: Core Course;

DWE: Department-wide Elective;

UWE: University-wide Elective

CIA: Continuous Internal Assessment;

MSE: Mid Semester Examination;

ESE: End Semester Examination

Internal Evaluation = 150 Marks, External Evaluation = 50 Marks

* A Course opted by a student of Master Degree Program in Social Work, out of the University-wide Elective Courses offered by other Departments

** For the Master Degree students of the University from other Departments

@ Department-wide Electives: A student can choose any one elective offered by the Department provided no elective shall have less than 1/6th of the total strength of the students.

Annexure I

1. Eligibility under Deputation/Sponsored Category:

Total number of seats under Deputation and Sponsored Category is 05. The minimum marks for eligibility is as per the University entry level required percentage.

- Deputation Seats 02
- Sponsored Seats 03

2. Deputation Candidate:

Deputation Candidate means any candidate in permanent service deputed to undergo M.A. Social Work Programme by Central/State Government /Public Sector undertaking provided the candidate is a Graduate in any discipline. The deputising Department/Institution shall meet all the fees and course expenses of the candidates.

3. Sponsored Candidate:

Sponsored candidate means a Graduate in any discipline with a minimum of three years services in the field of Social welfare/Service in a recognised institution. They are

- Those registered Social Service Organizations established under Societies Act / Trust Act/ Companies Act.
- Must be receiving grant-in-aid from Government / Corporate agencies or supported by Industrial organizations / Foreign funded organizations / own resources.

The Sponsored candidate can be admitted to M. A. Social Work programme provided the candidate and the agency give an affidavit along with the application stating that he/she was in employment for the past three years and he/she has not pursued any regular course in the period.

The sponsoring organisation also must give an affidavit stating that the candidate was in employment for the past three years and beside, the organisation must give copies of last three years work report and audited statement. This also must accompany the application.

4. Certain other conditions:

- i. A remission of five per cent will be considered
- ii. In case of more applicants for this category, preference shall be given to Government deputed candidates.
- iii. If there are more sponsored candidates, they shall be admitted as per their merits and number of years of total service.
- iv. All candidates shall pay full fees.
- v. These seats are allotted within the sanctioned strength of 30. Applicants seeking admission under this category shall communicate through proper channel, well in advance, before commencement of admission process for consideration.

SYLLABUS: SEMESTER 1

PGSSW1F003T :SOCIAL SCIENCE FOUNDATION FOR SOCIAL WORK	
Course Credits: 04 Maximum Marks:100	
Objectives	
<ul style="list-style-type: none"> • To acquaint with basic social science concepts and their applications in social work practice • To develop a critical understanding of social issues • To holistically integrate these concepts to social work theory and practice 	
Unit I	Sociological Concepts
	<ul style="list-style-type: none"> ▪ Concepts in Sociology: Society, Culture, Socialization, Social Control, Social Change, Social Groups and Social Construction ▪ Foundation of Society: Social Structure and Sub Structure ▪ Institutions for Socialization: Family, Marriage, Religion, ▪ Power and Authority
Unit II	Sociological thoughts
	<ul style="list-style-type: none"> ▪ Positivist Approach (August Comte) ▪ Functionalist approach (Talcott Parsons, Emile Durkheim) ▪ Conflict/ Dialectical approach (Karl Marx) ▪ Structuralism (Levi Strauss)
Unit III	Social Stratification
	<ul style="list-style-type: none"> ▪ Understanding Caste (Ambedkar, Periyar, Gail Omvedt) ▪ Understanding Gender_(Bell Hooks, Urmila Pawar, Irawati Karve) ▪ Modernity (MN Srinivas, Dipankar Gupta, Yogender Singh)
Unit IV	Economic and Political Overview
	<ul style="list-style-type: none"> ▪ State and Nation: Concept and Historical overview ▪ Understanding Economic System – Capitalism, Socialism, Communism, Mixed Economy ▪ Overview of Indian Economy: Pre-Globalization and Post-Globalization ▪ Economic Growth and Equity in Development
Unit V	Social Problems in India
	<ul style="list-style-type: none"> ▪ Genesis of Social Problem ▪ Discrimination based on Identity (Gender, Caste, Race, Community, Ethnicity) ▪ Contemporary Issues – <ul style="list-style-type: none"> ○ Farmer Suicide ○ Displacement ○ Unemployment ○ Violence

Suggested Readings:

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

PGSSW1F004T: PSYCHOLOGY FOR SOCIAL WORK	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • Basic concepts and theoretical perspectives in psychology for social work • Psychology perspective of human behavior in cultural context • Application of psychology for social work practice 	
Unit I	Human Growth and Development
	<ul style="list-style-type: none"> ▪ Relationship between Psychology and Social Work ▪ Debates in Psychology – Nature vs Nurture, Stability vs Change, Rationality vs Irrationality ▪ Life Span Perspective of Human Development (Jean Piaget, Lawrence Kohlberg, Erik Erickson, Sigmund Freud) ▪ Hazards in various Life Stages
Unit II	Human Personality
	<ul style="list-style-type: none"> ▪ Personality: Concept and Types ▪ Theories of Personality: Psychoanalytic (Sigmund Freud), Trait (Allport and Cattell), Humanistic (Carl Roger) ▪ Motivation ▪ Defense Mechanism
Unit III	Cognitive Psychology
	<ul style="list-style-type: none"> ▪ Sensation, Attention and Perception ▪ Memory ▪ Emotions ▪ Learning and Intelligence
Unit IV	Social Psychology
	<ul style="list-style-type: none"> ▪ Prejudices, Biases and Stereotyping ▪ Attitude: Nature, Formation and Attitudinal Change ▪ Schemas and Attribution ▪ Public Opinion
Unit V	Abnormal Psychology
	<ul style="list-style-type: none"> ▪ Psychological Disorders: An Introduction ▪ Classification ▪ Perspective of Abnormality: Biological and Social ▪ Stress and Burn-out: Causal Factors and Management

Suggested Readings:

1. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. Introduction to Psychology
1993 McGraw Hill Education
2. Misra, G. Handbook of Psychology in India
2011 Oxford University Press
3. Hurlock, E. Developmental Psychology
2012 McGraw Hill Education
4. Hall, C. Lindzey, G, & Campbell, J.B. Theories of personality
1997 Wiley
5. Smith, E.E. & Kosslyn, S.M. Cognitive Psychology: Mind and Brain
2007 PHI Learning
6. Sarason, I.G. & Sarason, B.R. Abnormal Psychology
2001 PHI Learning
7. Baron, R.A. Social Psychology
2001 Allyn and Bacon
8. Sharma, R.K. & Sharma, R. Social Psychology
2013 Atlantic Publishers
9. Pestonjee, D.M. Psychological and Social Instruments
2003 Concept Publishing Company
10. Chadha, N.K. & Seth, S. The Psychological Realm: An Introduction
2014 Pinnacle Learning
11. Baron, R.A. Introduction to Psychology

PGSSW1C005T: SOCIAL WORK PROFESSION	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To recapture nature and historical evolution of professional social work • To familiarise and internalise philosophy and core values of professional social work • To introduce the approaches and areas of professional practice • To critically evaluate assumptions, philosophy and ideals 	
Unit I	Conceptual Understanding
	<ul style="list-style-type: none"> ▪ Profession: Concept and Characteristics ▪ Social Work as Profession: Definition, Objectives, Assumptions and Misconceptions ▪ Methods, Process and Levels of Social Work ▪ Human Rights, Social Justice, Social Welfare, Liberation and Empowerment, Social Policy
Unit II	Social Work: Historical Perspective
	<ul style="list-style-type: none"> ▪ Historical Evolution of Social Work in UK and USA ▪ Origin and Development of Social Work in India ▪ Role of Social Reform Movements in India ▪ Professional Associations of Social Work
Unit III	Philosophy and Values
	<ul style="list-style-type: none"> ▪ Development of Social Work Practice: Charity to Empowerment ▪ Principles of Social Work ▪ Ethics and Values of Social Work ▪ Social Work Functions
Unit IV	Social Work Practice: Ideologies
	<ul style="list-style-type: none"> ▪ Gandhian Philosophy ▪ Anti Oppressive Social Work ▪ Radical Social Work ▪ Rights Perspective
Unit V	Scope of Social Work Practice
	<ul style="list-style-type: none"> ▪ Evidence Based Practice ▪ Feminist Practice ▪ Enhancement of Quality of Life ▪ Activism and Capacity Building

Suggested Readings:

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

PGSSW1C006T: THEORY AND SKILLS OF WORKING WITH INDIVIDUALS	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To introduce social casework as a method of social work • To learn the process application of social casework practice • To understand the process of counseling • To develop competencies and skills 	
Unit I	Social Case Work: Concept
	<ul style="list-style-type: none"> ▪ Social Case Work: Definition and Historical Development ▪ Principles of Social Casework ▪ Components of Case Work ▪ Client-Worker Relationship
Unit II	Social Case Work Interventions
	<ul style="list-style-type: none"> ▪ Client System ▪ Skills of case work: Observation, Interview, Home Visit, Enabler ▪ Social Case Work Techniques; Problem Solving Techniques: Catharsis, Reflective and Logical Discussion, Modeling, Role-Play, Confrontation; ▪ Case Work Process
Unit III	Models and Therapies of Social Casework
	<ul style="list-style-type: none"> ▪ Models of Case Work Practice: Problem Solving Model, Crisis Intervention Model, Existential Model and Ecological Model, Task Centered Model ▪ Therapies of Case Work Practice: Behavioral-Modification Therapy, Gestalt Therapy
Unit IV	Social Case Work Process Structure
	<ul style="list-style-type: none"> ▪ Recording: Facesheet, Process, Narrative and Summary ▪ Supervision in Social Casework ▪ Understanding Self and Professional Self
Unit V	Practical Approach to Social Case Work
	<ul style="list-style-type: none"> ▪ Counseling: Steps and Process ▪ Case Presentation in Different Settings: Educational, Health, Career Guidance, Family, Correctional and Disability

Suggested Readings:

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

SYLLABUS: SEMESTER 2

PGSSW2C006T:THEORY AND SKILLS OF WORKING WITH GROUPS	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> ▪ To introduce social group work as a method of social work ▪ To map the process of group experience and personality development ▪ To develop competencies and skills for working with different groups in various practice settings ▪ To enable the students to work with group dynamics 	
Unit I	Concept and Formation
	<ul style="list-style-type: none"> ▪ Social Groups: Concepts, Definition and Characteristics ▪ Social Group Work: Definition, Objectives, Scope, Attributes ▪ Types of Groups in Group Work Practice ▪ Historical Evolution of Social Group Work
Unit II	Principle Skills and Techniques
	<ul style="list-style-type: none"> ▪ Principles, Skills and Values of Social Group Work ▪ Techniques of Group Work: Acceptance, Recognition, Loving, Sharing, Playing, Helping and Limiting ▪ Theories of Social Group Work: Psychoanalytical Theory, Learning Theory, System Theory, Conflict Theory And Field Theory
Unit III	Group Dynamics and Development
	<ul style="list-style-type: none"> ▪ Group Dynamics: Group Bonding, Subgroups, Group Conflicts, Confrontation, Apathy and Group Control. ▪ Dimensions of Group Dynamics: Communication and Interaction, Cohesion, Social Integration and Group Culture ▪ Group Development: Meaning and Indicators ▪ Stages of Group Development: Tracker and Tuckman ▪ Roles of Social Workers in Difference Stages of Group Development
Unit IV	Group Process
	<ul style="list-style-type: none"> ▪ Process of Group Formation: Socio-Psychological Factors in Group Formation ▪ Leadership and its Development in Group Process ▪ Programme Planning in Group Work: Concept, Programme Media, Programme Development Process, Resources for Programmes ▪ Models of Social Group Work Practice: Remedial, Reciprocal, Social Goal Model
Unit V	Group Work in Diverse Settings
	<ul style="list-style-type: none"> ▪ Recording: Importance, Principles Types and Techniques ▪ Evaluation and Termination in Social Group Work ▪ Group Worker Roles: Enabler, Supporter, Guide, Educator, Resource Person

PGSSW2C007T: THEORY AND SKILLS OF WORKING WITH COMMUNITIES	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To understand and analyze community as a dynamic entity • To introduce community organization as a method of social work • To develop competencies and skill to work with communities • To enable the students to apply participatory approach for community work 	
Unit I	Community: Concept and Dynamics
	<ul style="list-style-type: none"> ▪ Community: Evolution of Concept of Community, Definitions, Characteristics ▪ Community from Social Work Perspective ▪ Types – Tribal, Rural and Urban Community ▪ Understanding Community Work and Community Organizations
Unit II	Community Organization
	<ul style="list-style-type: none"> ▪ Community Organization: Concept, Definitions, Values ▪ History of Community Organization: USA, UK and India Principles of Community Organization ▪ Steps in Community Organization
Unit III	Community Participation and Mobilization
	<ul style="list-style-type: none"> ▪ Models–of Community Organization – Rothman and M.G. Ross ▪ Roles of Social Worker ▪ People Participation: Concept, Principles, Importance, Techniques Community Mobilization ▪ Skills in Community Work,
Unit IV	Techniques for Community Organization
	<ul style="list-style-type: none"> ▪ Participatory Rapid/Rural Appraisal: Time, Space and Relationship- ▪ Social Mapping, Timelines, Mobility mapping, Matrix Ranking, Trend Analysis ▪ Recording in Community Work ▪ Gandhian Constructive Programme Best Practices in Community Work Through Case Studies
Unit V	Social Action
	<ul style="list-style-type: none"> ▪ Social Action: History, Concept, Principles ▪ Models of Social Action: Elitist, Popular, Institutional, Non-institutional and Gandhian (i.e.Satyagarh) ▪ Strategies and Tactics, Advocacy ▪ Social Movements: Concept and Formation

Suggested Readings:

1. Freire, P.
1997
Pedagogy of the oppressed
New Delhi
2. Jodhka, S.
2013
Community and identities
Sage Publishers
3. Meenai, Z.
2007
Participatory Community work
Concept publications
4. Oomen T.K.
2015
Social Movements 1
Oxford University Press
5. Pyles, Loretta
2014
Progressive Community Organising
Routledge Publishers
6. Rao, M.S.
2000
Social Movements in India
Manohar Publishers
7. Ross, M G.
1967
Community Organization: Theory, Principles, and Practice
Harper & Row
8. Rothman, J.
1970
Three Models of Community Organization Practice: Strategies of
Community Organization
Columbia University Press
9. Siddiqui, H.Y.
1997
Working with Communities/ Community Organization and Social
Action
Hira Publications
- 10 Singh, K.S.
2006
Tribal Movements in India
Manohar Publishers
- 11 Mahatma Gandhi
1928
Satyagraha in South Africa

PGSSW2C008T: RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To discern the importance of research in social work • To acquaint students with the use of computer applications for research and data analysis • To develop analytical and report writing skills 	
Unit I	Social Work Research
	<ul style="list-style-type: none"> ▪ Scientific Method: Meaning and Characteristics ▪ Social Science Research: Research Procedure, Meaning and Steps ▪ Social Work Research: Nature, Scope and Significance ▪ Types of Research: Quantitative, Qualitative and Mixed Method ▪ Ethics in Research
Unit II	Scientific Approach to Social Science Research
	<ul style="list-style-type: none"> ▪ Thinking Like a Researcher: Unit of Analysis, Concept, Construct and Variable ▪ Research Design: Exploratory, Explanatory, Descriptive, Experimental ▪ Sampling: Methods and Importance ▪ Tools of Data Collection: Qualitative and Quantitative
Unit III	Qualitative Research Methods
	<ul style="list-style-type: none"> ▪ Qualitative vs Quantitative Research ▪ Methods of Qualitative Research ▪ Participatory Action Research
Unit IV	Statistics and Data Analysis
	<ul style="list-style-type: none"> • Understanding Statistics in Social Science • Measures of Central Tendency and Measures of Dispersion • Correlation and Regression Analysis • Data Analysis, Interpretation and Discussion • Report Writing
Unit V	Computer Applications
	<ul style="list-style-type: none"> ▪ Relational Database Management System ▪ Computer Software for quantitative and qualitative data analysis ▪ Visualization of Concept, Process and Findings: Info-graphic Representation of Data: Preparation of Charts, Graphs and Diagram.

Suggested Readings:

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

PGSSW2C009T: SOCIAL JUSTICE AND EMPOWERMENT	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To know the concepts of social justice and empowerment • To interpret the context of human rights for various marginal groups • To acquaint with the emergence of rights based perspective in social work practice 	
Unit I	Social Justice
	<ul style="list-style-type: none"> ▪ Conceptual understanding of Justice: Liberty, Equity, Impartiality, Fairness ▪ Theories of Justice: John Rawls, Robert Nozick, John Stuart Mill ▪ Social Justice: Concept, Absolute Justice and Relative Justice, Distributive Justice, Retributive Justice and Restorative Justice ▪ Social Justice as a Core Value of Social Work Profession
Unit II	Development and Human Rights - I
	<ul style="list-style-type: none"> ▪ Notion and Classification of Rights: Natural, Moral and Legal Rights. ▪ Human Rights: Concept and Philosophy ▪ Historical Evolution of Human Rights ▪ Understanding Human Rights Declarations, Treaties and Conventions
Unit III	Development and Human Rights – II
	<ul style="list-style-type: none"> ▪ Universal Declaration of Human Rights (1948) ▪ Human Rights and Protection Systems: International and National(The United Nations, National Human Rights Commission, State Human Rights Commissions) ▪ Role of International Human Rights Agencies(Amnesty International and Human Rights Watch)
Unit IV	Empowerment
	<ul style="list-style-type: none"> ▪ Empowerment: Concept and Philosophy ▪ Shift from Empowerment to Emancipation ▪ Relationship between Social Justice and Empowerment ▪ Rights-Based Approach: Need for Rights-Based Approach, History, Scope, Analysis, Ethical issues involved
Unit V	Justice and Empowerment: Indian context
	<ul style="list-style-type: none"> ▪ Affirmative Action ▪ Human Rights and Marginalized in India: (Children, Women, Minorities, Indigenous Population, Refugees, Dalits, Persons with Disability, Slum Dwellers) ▪ Human Rights Perspective in Social Work Practice: Ethnic Sensitive Practice, Feminist Practice, Child Rights Perspective ▪ Social Work Practice with Victims of Human Rights Violations: Illustration Through Case Studies

Suggested Readings:

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

SYLLABUS: SEMESTER 3

PGSSW3C003T: SOCIAL WELFARE ADMINISTRATION	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To orient students to the basic concepts of administration and management. • To develop skills in the formulation and management of development projects • To acquaint students with the relevance of civil society and development organizations • To enable students to design and operate development organizations. 	
Unit I	Conceptual Understanding
	<ul style="list-style-type: none"> ▪ Social Welfare Administration: Definition and Scope ▪ Related Concepts: Social Administration, Social Service Administration, Social Security Administration, Public Administration, Development Administration ▪ Administrative Structure of Public Organizations: MoSJE, MoWCD, CSWB
Unit II	Principles of Administration
	<ul style="list-style-type: none"> ▪ Planning, Organizing, Staffing, Directing, Decision-making, Coordination, Communication, Reporting, Budgeting, Evaluation and Feedback ▪ Office Management: Budget Operation, Legal Compliances, Documentation, Filing and Record Maintenance, ▪ Transparency and Accountability of the Development Organization ▪ Unity of Command, Centralization and Decentralization, Span of Control, Delegation and Supervision, Theory X and Y
Unit III	Legal Avenues for Formation of Development Organizations
	<ul style="list-style-type: none"> ▪ Organizational Planning: Development of Vision, Mission, Goals, Objectives and Structure, Assets and Liabilities. ▪ Types of Development Organizations: Civil Society Organizations, Community Based Organizations, Peoples' Organization, Voluntary Organizations, Non-Governmental Organizations ▪ Legislative Framework: The Societies Registration Act (1860), The Public Trust Act (1882), The Cooperative Societies Act (1912), Section 25A and Section 135 of The Companies Act (1956), Sections 12A and 80G of The Income Tax Act (1961)
Unit IV	Project Planning and Development
	<ul style="list-style-type: none"> ▪ Proposal Formulations: Conceptual Frame, Stakeholders, Objective, Implementation Plan ▪ Log Frame Analysis, Cost Benefit Analysis, Risk Assessment Matrix, ▪ Monitoring and Evaluation ▪ Human Resource, Timeline and Budgeting.
Unit V	Civil Society and Development Organizations
	<ul style="list-style-type: none"> ▪ Terms of Reference (ToR) ▪ Documentation, Fund Raising ▪ Resource Mobilization, Social Marketing ▪ Foreign Funding: Application, Procedure and Foreign Contribution Regulatory Act (2010)

Suggested Readings:

1. Goel, S.L
2010
Social Welfare Administration
Deep & Deep Publications
2. Kaushik, A.
2012
Welfare and development administration in India
Academic Foundation
3. Rao, T.
2000
Office Organization and Management
Atlantic Publishers and Distributors
4. Rao, M.F.T
2000
Office Organisation and Management
Atlantic Publishers
5. Banerjee, G.
2001
Laws relating to foreign contribution in India
Commercial Law Publishers
6. Eade, D.
2005
Development, NGOs and Civil Society
Rawat Publications
7. Sooryamoorthy, R. & Gangrade, K.D.
1989
NGOs in India
Rawat Publications
8. Chandra, S.
2007
Non-Governmental Organizations: Structure,
Relevance and Function
Kanishka Publishers
9. Pawar, S.B., Ambedkar, J.B., & Shrikant, D
2004
Non-Governmental Organizations and
Development: The Indian Scenario
Rawat Publications
10. Brown, W. A.
2015
Strategic Management in Non-Profit
Organisation
Jones & Bartlett Learning
12. Rex Skidmore
1983
Social Work Administration: Dynamic
Management and Human Relationships

PGSSW3C004T: SOCIAL POLICY AND PLANNING	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To gain insight of conceptual framework of social policy • Develop analytical and critical understanding of social policies and their impact • To learn the relationship between policies programs and development 	
Unit I	Conceptual framework
	<ul style="list-style-type: none"> ▪ Policy: Historical and Conceptual Understanding ▪ Social Policy: Concept, Objectives and Evolution ▪ Approaches to Social Policy: Welfare, Development and Rights Based Approach ▪ Models of Social Policy: Residual, Welfare, Institutional Redistributive Model.
Unit II	Planning and Policy Formulation
	<ul style="list-style-type: none"> ▪ Elements of Policy Climate: Political Environment, Neo Liberal Climate; Supra National Bodies and Globalization; Advocacy, Research, Judicial Activism, Lobbies and Pressure Groups, Social Movements. ▪ Policy Formulation: Determinants, Steps and Critique. ▪ Social Planning: Concept and Scope; Structures and Processes and Institutional Mechanisms; Decentralization and Devolution Practices; Levels of Planning: Local/Regional/State/National; Participatory Processes; Convergence/Divergence of Service Delivery Mechanisms and Processes
Unit III	Policy Analysis- Conceptual and Methodological Issues
	<ul style="list-style-type: none"> ▪ Overview of Five Year Plans ▪ Approaches and Tools - Political Economy, Gender Analysis/Gender Budgeting, Thematic vs. Analytical Approaches; Human Rights Approaches ▪ Policy Evaluation Based on Components like Values, Principles, Purposes and Implementation, Operation and Practice, Results and Outcome, Process Elements, Stake Holder Analysis, Participatory Evaluation ▪ Social Audit
Unit IV	Analysis of Social Policy
	<ul style="list-style-type: none"> ▪ Development Policies: Analysis of Objectives/Allocations and Budgetary Expenditures with Respect to Policy of: <ul style="list-style-type: none"> ○ Poverty and Poverty Alleviation, ○ Education, ○ Health and Population ○ Forest
Unit V	Policy Interventions – Approaches and Strategies
	<ul style="list-style-type: none"> • Need and Scope Of Social Work Intervention • Research and Advocacy Approaches – Strategies and Action- Identification of Issues and Stake Holders in Policy; Strategy Formulation; Case Illustrations. • Public Hearing, Bal Panchayat, Pani Panchayat

Suggested Readings:

1. Spicker, P.
2010
Social Policy
Rawat Publications
2. Kalapagam, U.
2011
Gender and Development in India
Rawat Publications
3. Kannappan, P.
2008
Schedule caste welfare
A P H Publishing Corp
4. Hill, M.
2003
Understanding Social Policy
Blackwell Publishing
5. Drake, R.F.
2001
The Principles of Social Policy
Palgrave. Publications
6. Weimer, D.L.
1994
Policy Analysis: Concepts and Practice
Prentice Hall
7. Pimpley, P.N.
1989
Social Development Process & Consequences
Rawat Publications
8. Siddiqui, H.Y.
2004
Social Development in Indian Subcontinent
Rawat Publications
9. Hill, M. & Irving, Z.
2009
Understanding Social Policy
Wiley- Blackwell
10. Spicker, P.
2010
Social Policies: Themes and Approaches
Rawat Publications
11. Mohanty, M.
2011
India Social Development Report 2010 (Edited)
Oxford University Press
12. Pathak, S.
2013
Social Policy, Social Welfare and Social Development
Niruta Publications
13. P.D. Kulkarni
1979
Social Policy and Social Development in India

PGSSW3E004T: SOCIAL WORK AND DISASTER MANAGEMENT	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To develop a foundational perspective on disasters and disaster management for social work Professionals • To comprehend upon the policy framework, institutional structures and programmes for disaster management in India • To understand the process and techniques of empowering communities in disaster preparedness and Response • To know about the nature and scope of psychosocial care in post disaster situations 	
Unit I	Conceptual Understanding of Disaster
	<ul style="list-style-type: none"> ▪ Concepts and Definitions: Disaster and its Forms, Hazard, Extreme Events, Vulnerability and Risk, Disaster Management ▪ Impact of Disasters: Physical, Social, Economic, Political, Psychosocial, Ecological ▪ Vulnerability: Factors Enhancing Vulnerability to Natural and Man-Made Disasters; Regional Vulnerability; Vulnerable Groups and Communities ▪ Hazard Profile, Risk Assessment and Vulnerability Mapping
Unit II	Disaster Management Framework
	<ul style="list-style-type: none"> ▪ Global Concerns and Initiatives- World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15), Sendai Framework of DRR (2015-2030) ▪ Disaster Management Continuum; Paradigmatic Shift in Disaster Management and DM Act (2005); Disaster Management Policy (2009) and Programmes in India; ▪ Institutional Framework, Financial Arrangements, Techno-legal Regime for Disaster Management in India ▪ National Guidelines on Psychosocial Support and Mental Health Services in Disasters.
Unit III	Partnerships and Capacity Development
	<ul style="list-style-type: none"> ▪ Stakeholder Participation and Capacity Building of Communities ▪ IEC, ICT, Media Partnership, CSR and Networking in Disaster Management ▪ Community Based Disaster Preparedness (CBDP) and Management (CBDM); Community Based Disaster Risk Reduction (CBDRR); ▪ Building Disaster Resilient Communities; Best Practices from Across the Globe
Unit IV	Post Disaster Response
	<ul style="list-style-type: none"> ▪ SOPs for Search and Rescue; Evacuation; Relief Mobilization and Crisis Management ▪ Rapid Health Assessment and Emergency Medical Response ▪ Livelihood Restoration and Animal Care; Rehabilitative Interventions ▪ Disaster Reconstruction, Recovery and Compensation
Unit V	Coping with Disaster-Psychosocial Care
	<ul style="list-style-type: none"> ▪ Understanding Psychosocial Needs of the Disaster Survivors and Vulnerable Groups ▪ Principles and Techniques of Psychosocial Care in Post Disaster Situations ▪ Post Trauma Care and Counselling of Survivors; Self-Care and Care of Co-Workers ▪ Disaster Psychosocial Care Ethics & Essentialities

Suggested Readings

1. Newburn, T.
1993
Disaster and After: Social Work in the Aftermath of Disaster. Bristol, PA: Jessica Kingsley Publishers
2. Carter, W.N.
1992
Disaster Management: A Disaster Manager's Handbook. Manila: Asian Development Bank.
3. CAPART
1995
Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction. New Delhi.
4. Singh, R.B. (eds.)
1996
Disasters, Environment and Development (Proceedings of International Geographical Union Seminar. New Delhi: AA Balkema/Rotterdam/Brookefield.
5. Singh, S.K., Kundu, S., & Singh, S. 1998
Disaster Management. New Delhi: Mittal Publications
6. Sinha, P.C. (ed.)
1998
Encyclopedia of Disaster Management. New Delhi: Anmol Publications Pvt. Ltd
7. Ehrenreich, J
2001
Coping With Disaster: A Guidebook to Psychosocial Intervention. Old Westbury, NY:Center for Psychology & Society.
8. Raphael, B.,
Wilson, J.P. (eds.)
2000
Psychological Debriefing: Theory, Practice and Evidence. Cambridge: Cambridge University Press.
9. Sahni, P., Dhameja, A., & Medury, U.
2001
Disaster Mitigation: Experiences and Reflections. New Delhi: Prentice Hall of India Pvt. Ltd
10. Zubenko, W.N., & Capozzoli, J. (eds.)
2002
Children and Disasters: A Practical Guide to Healing & Recovery. Oxford University Press.
11. Gupta, M.C., Sharma, V.K.
Gupta, L.C.,& Tamini, B.K.,,
. 2001
Manual on Natural Disaster Management in India. New Delhi. National Centre for Disaster Management.
12. Streeter, C.L., & Murty, S.A. (eds.)
1996
Research on Social Work and Disasters: Binghamton, NY: Haworth Publishers.
13. Hodgkinson, P.E., & Stewart, M.
1998
Coping with Catastrophe: A Handbook of Post-Disaster Psychosocial Aftercare (2nd Edition). London: Routledge.

PGSSW3E005T: RURAL AND URBAN COMMUNITY DEVELOPMENT	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To understand the concept of Rural and Urban community development • To provide understanding of various challenges in developing rural and urban community • To develop an insight on the policies, programmes and interventions by Governmental and Non- Governmental Organisations 	
Unit I	Rural Communities
	<ul style="list-style-type: none"> ▪ The Village - Social perspectives : Gandhi and Ambedkar ▪ Rural Development: History, Concept and Philosophy ▪ Panchayati Raj and Development Programmes (73rd Amendment) ▪ Rural Mobilisation: Concept, Agrarian Movements, Green Revolution and White Revolution (Cooperative Approach), Land Reform Movements, Micro Finance
Unit II	Rural Development and Interventions
	<ul style="list-style-type: none"> ▪ Determinants of Rural Development: Infrastructure, Poverty, Health, Sanitation, Employment, Education ▪ Structural Inequality and Rural Poverty - Land Ownership/Entitlements and Alienation, Indebtedness ▪ Rural Development Policies and Programmes Impact and Analysis ▪ Selected Case Studies of the Government Programmes: Livelihood, Education, Health, Skill Development, Sanitation, Land Acquisition
Unit III	Understanding Urban Community
	<ul style="list-style-type: none"> ▪ Urban Communities: Types and Features ▪ Historical Formulation of Urbanization: Level of Urbanization and Urban Infrastructure in India ▪ Causes and Consequences of Urbanization and Unplanned Urban Growth, urban Planning: City and Town Planning, Role of Urban Governance, 74th Constitutional Amendment.
Unit IV	The Urban Poor
	<ul style="list-style-type: none"> ▪ Urban poor: Identity and Location ▪ Issues of Citizenship and Differential Treatment by the State-Powerless Citizenry, Denial of Rights-Exclusion and Inclusion ▪ Challenges and Options for the Urban Poor: Housing, Labor Participation and the Unorganized Sector ▪ Urban Basic Services for the Poor, the Privatization Process and its Impact on the Urban Poor and the Marginalized.
Unit V	Common Issues of the Commons
	<ul style="list-style-type: none"> ▪ Food Security ▪ Migration ▪ Displacement, Resettlement and Rehabilitation ▪ Issues of Accessibility, Availability and Affordability of Basic Services

Suggested Readings:

1. Arvind, K.
1999
Social inequalities in rural areas
Anmol publications
2. Bhattacharya, B.
2006
Urban development in India.
Concept publishing company
3. Blackshaw, Tony
Key concepts in Community Studies
Sage Publications
4. Boraian, P.M.
2005
Participatory rural appraisal
Concept publishing company
5. Byrne, D.
2009
Social Exclusion
Rawat Publications
6. Chirtralekha
2012
Ordinary People extraordinary violence
Routledge Publishers
7. Dasgupta, A.
2011
Minorities and the state
Sage Publications
8. Desai, A. R.
2012
Rural Sociology in India
Popular Prakashan
9. Desai, T.K.
2013
A textbook of rural development
Arise Publishers
10. Katar, S.
2009
Rural development principles, policies and
management.
Sage publication
11. Margaret, L.
2006
Community development.
Rawat publication
12. Reddy, Sanjeev
2006
Good Governance
IIPA
13. Thudipara. Z.
2013
Urban community development.
Rawat publication

PGSSW3E006T: DIVERSITY EXCLUSION AND INCLUSIVNESS	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To develop understanding of diversity exclusion and inclusiveness as conceptual categories. • To understand institutions as instrument of inclusion. • To understand the scope of social work intervention in working for marginalized sections 	
Unit I	Diversity and Exclusion
	<ul style="list-style-type: none"> ▪ Diversity Consciousness: Opening Our Mind to People and Cultures (Cultural Diversity) ▪ Exclusion: Conceptual Understanding of Social Exclusion ▪ Historical Background of Social Exclusion ▪ Forms of Social Exclusion: Deprivation, Marginalization and Displacement
Unit II	Social Exclusion
	<ul style="list-style-type: none"> ▪ Inequality in Structural Exclusion ▪ The Multiplicity, Intersectionality and Heterogeneity of Oppression ▪ Social Exclusion and Oppression ▪ Social Work Approach to Exclusion: Anti Oppressive Social Work
Unit III	Risk of Exclusion
	<ul style="list-style-type: none"> ▪ Groups at the Risk of Getting being Excluded: <ul style="list-style-type: none"> ○ Caste, Class, Gender ○ Ethnicity, Language, Race ○ Religion, ○ Differently Abled ○ Migrants and Refugee ▪ Contemporary Movements: Apartheid, Anti-Caste Movement, Tribal Right Movements, Feminist Movement, Subaltern
Unit IV	Minority Groups
	<ul style="list-style-type: none"> ▪ Concept, Definition and Types ▪ Historical Profile of Minority in India ▪ Ambedkar's View ▪ Challenges before Minorities <ul style="list-style-type: none"> ○ Secularism ○ Communalism ○ Politics of Marginalization ○ Minority and Democracy
Unit V	Inclusion
	<ul style="list-style-type: none"> ▪ Social Inclusion: Citizenship, Mainstreaming, Equality, Dignity and Justice ▪ Inclusive Policies - Understanding the Manifestations: Affirmative Action, Positive Discrimination, Reservation ▪ Institutions as Instrument of Inclusion: State (Constitutional Mechanisms for inclusion), Govt., Judiciary, NGO/Civil Society, Media ▪ Building an Inclusive Workplace

Suggested Readings:

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

PGSSW3E007T: FAMILY AND GERIATRIC SOCIAL WORK	
Course Credits: 04 [Maximum Marks: 100]	
Objectives	
<ul style="list-style-type: none"> • To develop an understanding of the dynamics in families • To analyze and design programs to meet the challenges impacting family life • To familiarize with the important concepts in geriatrics 	
Unit I	Concept and Approaches
	<ul style="list-style-type: none"> ▪ Family: Importance, Functions, Types of Families, Structure ▪ Stages of Family Life ▪ Families in Transition ▪ Family Dynamics ▪ Family Systems theory
Unit II	Family Social Work
	<ul style="list-style-type: none"> ▪ Family Problems and Disorganization ▪ Family Case work ▪ Family Life Education ▪ Home Management ▪ Life-Work Imbalance Affecting Family Life ▪ Family Courts and Counseling ▪ Therapies: Family Therapy, Narrative, Experiential and Structural Family Therapy
Unit III	Family Welfare Programs in India
	<ul style="list-style-type: none"> ▪ Population Education, Family Planning Objectives, Mechanisms and Processes Involved ▪ National Family Welfare Programme (1951) ▪ Family Welfare Schemes: ICDS, PDS
Unit IV	Understanding Old Age
	<ul style="list-style-type: none"> ▪ Defining Old Age: Developmental, Biological and Cultural Perspectives ▪ Psychological and Sociological Theories of Ageing ▪ Understanding Concepts: Geriatrics and Palliative Care ▪ Initiative of Development Sector for Elderly (Help Age India, Age Well Foundation, etc.)
Unit V	Safeguards for older persons
	<ul style="list-style-type: none"> ▪ Demography of the Aged in India and Related Issues ▪ Family and Community Care giving for Older Persons ▪ Social Work Practice for Active Aging and Well-Being ▪ Constitutional and Legal Provisions • Welfare Programs: Schemes and Institutions for Older Persons

Suggested Readings:

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

SYLLABUS: SEMESTER 4

PGSSW4C007T: HEALTH AND WELL BEING	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To understand the concept of health with a holistic perspective • To understand the change in health care and the contemporary issues • To orient learners to the field Medical & Psychiatric Social Work 	
Unit I	Concept of Health and Well-Being
	<ul style="list-style-type: none"> ▪ Health: Concept and Dimensions ▪ Well-being: Conceptual understanding ▪ Social Determinants of Health
Unit II	Public Health
	<ul style="list-style-type: none"> ▪ Changing Contours of Health: Community Health, Social Medicine and Public Health ▪ Primary to Selective Health Care: WHO Alma- Ata Declaration and SAP ▪ Strategic Shift in National Health Policy: Critical Understanding ▪ Evolution of Health Care Service System in India: Public, Private and Charitable
Unit III	Contemporary Issues in Health - I
	<ul style="list-style-type: none"> ▪ Integrated Approach to Health and Health Services ▪ Understanding Health from the Human Rights perspective ▪ Environment Issues and Health ▪ Media and Health ▪ Health Movements and Campaigns
Unit IV	Contemporary Issues in Health - II
	<ul style="list-style-type: none"> • Public vs Private Health Care • Insurance in Health Care - RSBY • Reproductive Health Care Technologies – Surrogacy, IVF • Global Funding and Change in Health Care • Health Tourism
Unit V	Social Worker in Health Settings
	<ul style="list-style-type: none"> ▪ Role and Specific Skills Required for Medical and Psychiatric Social Work Practice. ▪ Application of Various Social Work Methods in Hospital Setting ▪ Scope of Practice: Assessment (Comprehensive Psychosocial Assessment, Risk Assessment), Counseling (Adjustment to Diagnosis, Trauma, Possible Role Changes, Emotional/Social Responses to Illness and Treatment, Grief, Loss and Bereavement Support), Crisis Intervention (Supporting Vulnerable People within Health Setting), Case Management and Networking for Social Support Strategies

Suggested Readings:

1. Park, K.
2016
Park's Textbook of Preventive and Social Medicine
Banarsidas Bhanot Publishers
2. Golightloy, M.
2012
Social work & Mental Health
Academic Foundation
3. French, L.M.
1940
Psychiatric Social Work
The Commonwealth Fund
4. Sutherland, J.D.
2003
Towards Community Mental Health
Routledge Publication
5. Bartlett
1961
Social work practice in the health field
National Association of social workers
6. Park, K.
1977
Social work with dying patients and the family
Columbia University Press
7. Mechanic, D.
1968
Medical Sociology- a selective view
Free Press
8. Bhattacharya, S.
2010
Social determinants of Health
Orient Blackswan
9. Zachariah, A.
2010
Towards a critical medical practice
Orient Blackswan
10. Moss
2012
Communication skills in Health and Social care
Sage Publications
11. WHO
2014
ICD 10
Optum360

PGSSW4C008T: GENDER AND SOCIAL WORK	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • Understanding Gender as a social construct. • Analyzing gender in socio- environmental and political context. • Current socio-legal protection and programmes for women • Emerging trends in gender and development 	
Unit I	Conceptual framework
	<ul style="list-style-type: none"> ▪ Conceptual Understanding – Sex and Gender ▪ Social Construction of Gender, Gender Shaping Institutions, ▪ Changing Content and Context of Gender - Need for Re-Socialization ▪ Recent Trends in Feminist Thinking- Masculinities, Eco-Feminism, Queer Theory, Transgender Politics, Cyber-Feminism ▪ Theoretical Perspectives: Psychoanalytic Perspectives on Gender, Feminism, Conflict theory, Functionalist Perspective
Unit II	Fundamental Concepts
	<ul style="list-style-type: none"> ▪ Femininity and Masculinity, ▪ Understanding Patriarchy and Theories of Patriarchy ▪ Equality and Difference, ▪ Private-Public Dichotomy ▪ Sexual Division of Work ▪ Relationship between Gender, Caste, Class, Religion and Politics
Unit III	Conceptualizing Feminist Theories
	<ul style="list-style-type: none"> ▪ First, Second and Third wave of feminism ▪ Ideologies of Feminist Theory: Liberal Feminism: Mary Wool stone Craft, J.S Mill; Marxist and Socialist Feminism: Marx and Engels; ▪ Feminism in Indian Context ▪ Radical Feminism: Gender, Patriarchy, Sexuality, Dialectic Logic of Sex, Reproduction and Reproductive Technology ▪ Black Feminism ▪ Existential Feminism: Simon <i>de</i> Beauvoir
Unit IV	Gender and State
	<ul style="list-style-type: none"> ▪ The Influence of State on Construction of Gender Identities ▪ Extend of the Influence of the State on Women’s Lives: Representation, Autonomy and Power ▪ Gendered Violence: Foeticide , Marital Rape, Honour Killing, Witch Hunting, , Violence in Communal Riots, Trafficking, Violence in Conflict Zones
Unit V	Gender: Debate and Analysis
	<ul style="list-style-type: none"> ▪ Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) ▪ Gender and Globalization: Commodification of Women, Feminization of Poverty ▪ Gender Analysis Tools (Key Concepts):Social Institutions and Gender Index (SIGI),Gender Inequality Index, Gender Parity Index, Gender-Related Development Index (GDI)

Suggested Readings:

1. Lingamurthy, N.
2007
Towards Gender Equality
Serials Publications
2. Domenelli, L.
2007
Women and community action
Rawat Publications
3. Price, L.S.
2009
Feminist Frameworks
Aakar Books
4. Kurane, A.
2012
Issues in women's development
Rawat Publications
5. Verma, S.
2010
Gender, HIV and Social work
Rawat Publications
6. Gandhi, A.
2006
Women's work health & empowerment
Aakar Books
7. Brenner, J.
2006
Women and politics of caste
Aakar Books
8. Radhakrishnan, S.
2012
Appropriately Indian
Orient Blackswan
9. Swaminathan, P.
2012
Women and Work
Orient Blackswan
10. Wadley, S.
2008
Wife, Mother, Widow
Orient Blackswan

PGSSW4C009T: SOCIAL WORK WITH PERSONS WITH DISABILITY	
Course Credits: 02 Maximum Marks: 50	
Objectives	
<ul style="list-style-type: none"> • To make distinctive understanding of the theory and concepts related to Persons with Disability (PwD) • To gain insight into the emerging needs and problems of PwDs vis-à-vis services programs for them • The nature of social work interventions with PwDs 	
Unit I	Conceptual Understanding
	<ul style="list-style-type: none"> ▪ Disability: Definition, Types and Classification ▪ Needs and Challenges of Persons with Disability (Focus on Women, Children and Marginalized Population) ▪ Impact of Disability: Family and Society ▪ Concept of Universal Design and Universal Access ▪ Prevention of Disabilities at Primary, Secondary and Tertiary Level ▪ Disability Etiquette
Unit II	Legal Framework
	<ul style="list-style-type: none"> ▪ UN Convention on the Rights of Persons with Disabilities ▪ Legislations for PwD: RCI Act (1992), PWD Act (1995), National Trust Act (1999), The Rights of Persons with Disabilities Act, 2016 ▪ Schemes/Welfare Programmes for Persons With Disabilities in India
Unit III	Approaches and Community Based Rehabilitation
	<ul style="list-style-type: none"> ▪ Models of Disability: Charity Model, Medical Model, Social Model and Human Rights Model ▪ Disability Rights Movement: Historical Perspective, Major National and International Milestones ▪ Disabled Peoples' Self Organizations ▪ Rehabilitation: Vocational Training, Use of Technology and Life Skill Education ▪ Community Based Rehabilitation: Meaning and Principles Case Studies: Role of Social Worker in Prevention and Rehabilitation of PwD

Suggested Readings:

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

PGSSW4E003T: DEVELOPMENT AND ENVIRONMENTAL DISCOURSE	
Course Credits: 04	
Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> ▪ To understand the concept of development, sustainable development and environment protection and management ▪ To develop an insight into changing world view of environment discourse. ▪ To understand future possibilities in ecosystem services management 	
Unit I	Sustainable Development
	<ul style="list-style-type: none"> ▪ Development: Concept, Theories ▪ Ecology and Environment: Definition & Inter-Linkages ▪ Sustainable Development ▪ Development, Growth and Sustainability
Unit II	Environmental Change
	<ul style="list-style-type: none"> ▪ Changing World View from Environmental to Climate Change Discourse: International Domain, Academic Domain, People's Domain ▪ Causes of Environmental Degradation: Social, Economic and Institutional Factors ▪ Consequences of Environmental Degradation: Disrupted Eco-System, Health Hazards, Food Insecurity, Migration ▪ Strategic Shift: From MDG to SDG
Unit III	Environmental Management and Development
	<ul style="list-style-type: none"> ▪ Environment in the Human Rights Perspective, Approaches of Environmental Conservation ▪ Environment Protection in India: Legal Provisions, Policies and Programmes. ▪ Community-Based Environment Actions: People's Initiatives for Environment Protection and Role of NGOs (Chipko Movement, The Silent Valley Project, Narmada Bachao Andolan) ▪ Natural Resource Management, Common Property Resources, Traditional Knowledge for Environment Protection
Unit IV	Environmental Concerns
	<ul style="list-style-type: none"> ▪ Development Projects and their Impact on Environment ▪ State of India's Natural Resources (Case Studies- Metro Cities: Waste, AQI and Water Bodies; Himalaya: Ecological Imbalance and Floods; Mineral's Mining) ▪ Special Economic Zones and Environment ▪ Unplanned urban growth and developmental projects
Unit V	Future Possibilities
	<ul style="list-style-type: none"> ▪ Green Social Work ▪ Recycling to Zero Waste Management ▪ Carbon Credit and Carbon Footprints ▪ Management of Ecosystem Services ▪ Building Sustainable Communities

Suggested Readings:

1. Charak, P. & Mohan, S.
2012
Women and Development
Primus Books
2. Das , R.C., Barul , J.K. Sahu , N.C. &
Mishra ,M.K.
1998
The Environment divide: the Dilemma of
Developing Countries.
Indus Publishing co.
3. Jana, M.M.
1991
Environmental Degradation and
Developmental Strategies in India.
Ashish Publications.
4. Reid, D.E.
1995
Sustainable Development: An Introductory
Guide.
Earthscan Publications.
5. Sheth , P.
1997
Environmentalism: Politics, Ecology and
Development
Rawat Publications.
6. Wolpert L.
2007
Principles of Development
Oxford University Press
7. Egelston, Anne E
2013
Sustainable Development: A History
Springer
8. Kumar Hajira
2005
Social work and developmental issues.
Aakar books.
9. Ledwith Margaret
2006
Community development.
Rawat publication
10. Uma, M.
2007
Environmental Issues in India: a Reader
Longman

PGSSW4E004T: CRIMINOLOGY AND CORRECTIONAL SERVICES	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To conceptualize criminology and penology. • To critically analyze various institutional and non-institutional correctional services. • To acquire practice skills in correctional setting. 	
Unit I	Crime and Criminology
	<ul style="list-style-type: none"> ▪ Crime: Concept, Causation and its Relation to Social Problems ▪ Theories of Crime ▪ Criminology: Definition, Nature and Scope ▪ Social Deviance and Juvenile Delinquency ▪ Changing Dimensions of Crime: Cyber Crimes- Frauds and Pornography, ▪ Sexual Harassment at Work Place, Rape, Incest, Acid Attack
Unit II	Social Defense and Correctional Services
	<ul style="list-style-type: none"> ▪ Social Defense: Philosophy and Concept ▪ Historical Development of Social Defense ▪ Correctional Services: Philosophy and Concept ▪ Changing Perspectives of Correctional Services
Unit III	Criminal Justice System I
	<ul style="list-style-type: none"> ▪ Punishment: Meaning, Aims, philosophy and Theories of Punishment ▪ Types Punishment and Objectives of Punishment ▪ Indian Legal System and its Operational Instruments: IPC, CrPC, RPC ▪ Criminal Justice System in India: Components, Processes and Perspectives-Police, Prosecution, Judiciary and Correctional institutions ▪ Probation and Parole: Concept and Effectiveness
Unit IV	Criminal Justice System II
	<ul style="list-style-type: none"> ▪ Prisons: Types, Structure and Management ▪ Types of Prisoners ▪ Correctional Institutions for Women: Vigilance Homes, Protective Homes and Open Prisons Prison Manuals (Salient Features) ▪ Role of Central and State Governments in Correctional Administration ▪ UN Standard Minimum Rules for Treatment of Prisoners and other Standard Settings
Unit V	Crime Prevention
	<ul style="list-style-type: none"> ▪ Crime Prevention: Conceptual Definition of Crime Prevention, History of Crime Prevention, Primary, Secondary and Tertiary Crime Prevention, Prevention of various types of Crimes, (Educational Programs, Training and Assistance, Recidivism; Fear of Crime). ▪ Role of Judiciary and Police in Crime Prevention: ▪ Role of Social Work in Prevention of Crime ▪ Emerging Discussions: Application of United Nations Standards and Norms, Public Interest Litigation, Human Rights Perspective and Community Corrections ▪ Victimology: Study of Victims of Crime, Victim Compensation, Victim Support Services.

Suggested Readings:

1. Ahuja, R.
2012
Criminology
Rawat Publications
2. Ahuja, R.
2014
Social Problems in India.
Rawat Publications
3. Akers, R. L & Sellers, C. S.
2004
Criminological Theories
Rawat Publications.
4. Bhattacharya, S.K.
2003
Social Defense-An Indian Perspective
Regency Publications
5. Bhattacharya, S. K.
2000
Juvenile Justice -An Indian Scenario
Regency Publications
6. Carter, R.M., Glasser, D. & Wilkins, L.T.
1984
Probation, Parole and Community Corrections
Prentice Hall
7. Chakrabarti, N. K.
1999
Institutional Corrections
Deep & Deep Publications.
8. Carney, L. P.
1980
Corrections, Treatment & Philosophy
Prentice Hall.
9. Deb, R.
1998
Criminal Justice
The Law Book Company Private Limited.
10. Paranjape, N.V.
2001
Criminology and Penology
Central Law Publications
11. Shah, S. P.
2014
Street Corner Secrets
Orient Blackswan Private Limited
12. Sharma, P. D.
1998
Criminal Justice Administration
Rawat Publications
13. Shah, G.
1999
Crime and Criminology
Anmol Publications Pvt
14. Siegel, L. J.
2000
Criminology
Wadsworth Thomson Learning
15. Siddique, A.
1993
Criminology-Problems and Perspectives
Eastern Book Company
16. Tripathy, P. C.
2000
Crime against Working Women
APH Publishing Company
17. Unnithan, N.P.
2013
Crime and Justice in India
Sage Publications

PGSSW4E005T: CHILD PROTECTION MECHANISMS	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> ▪ Understand Child Vulnerabilities and the need for protection; ▪ Appreciate the various perspectives and approaches to child protection; ▪ Develop an understanding of the legal framework and systems of child protection in India, with special reference to Jammu & Kashmir; and ▪ Learn & demonstrate the use of various tools and techniques used in child protection. 	
Unit I	Children’s Vulnerability and the Need for Protection
	<ul style="list-style-type: none"> ▪ Understanding Childhood: Different Perspectives on Childhood (Social & Legal Construction), Adult-Child Dynamics ▪ Children’s’ Vulnerabilities and Implications: Risks in the External Sphere (State and Society) and the Internal Sphere (Family and Community). Risk Factors: Bodily Vulnerability, Mental, Sexual, Social, Cultural ▪ Intersectionality of Vulnerability- Structural, Gender-Related, Children with Disabilities, Children in Disasters/ Emergencies/Border/Conflict/ Difficult Environments/ Migration, ▪ Vulnerable Children in India: Street, Sexually Abused, Trafficked, Working
Unit II	Child Protection Approaches and Strategies
	<ul style="list-style-type: none"> ▪ Traditional Institutional and Non-Institutional Approaches: (Kinship Care, Orphanages) ▪ Community Based Approach: CPC, Children’s Group, CFSs, etc ▪ Family Strengthening and Non-Institutional Approach to CP: Adoption, Foster Care and Sponsorship, Concept and Strategies of Gate Keeping
Unit III	Child Protection and Law including provisions in J&K
	<ul style="list-style-type: none"> ▪ Legal Approach: State Response and Intervention [Constitutional Provisions in Constitution of India and J & K] ▪ The Protection of Children from Sexual Offences Act 2012 (POSCO) ▪ Revised Integrated Child Protection Scheme (2014) (ICPS) ▪ Juvenile Justice (Child Care & Protection) Act, 2015 (JJ Act) ▪ The Jammu And Kashmir Juvenile Justice (Care And Protection Of Children) Act, 2013
Unit IV	Child Protection Mechanisms in India
	<ul style="list-style-type: none"> ▪ The NCPCR & SCPCRs: Roles and Functions, Limitations ▪ The JJ Act: Functionaries and their Roles and Limitations ▪ The ICPS System: Functionaries and their Roles and Limitations [SARA, CARA, DCPS, DCPC, CWC, DCPU, Social Workers, Programme Officers, SFCAC] ▪ Child Line, NCLP, Shishu Greh Scheme ▪ NGOs and Child Protection: Scope for Involvement and Present Status
Unit V	Child Protection: Tools and Techniques
	<ul style="list-style-type: none"> ▪ Vulnerability Mapping and Assessment ▪ Preparation of Individual Child Care Plan and Case Management ▪ Child Protection Audit ▪ Quality Standards of Care in Child Care Institutions ▪ UN Guidelines on Alternative Care ▪ Existing Tools on Child Protection (DNA, BIC, DRR)

Suggested Readings

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

PGSSW4E004D: DISSERTATION

Course Credits: 04
Maximum Marks: 100

Objectives

- To develop ability to conceptualize, formulate and conduct simple research projects.
- To develop ability for logical reasoning and critical analysis.
- To develop skills for use of library and documentation services for research.

Guidelines

- 1) Though Dissertation is scheduled in the Semester Four, the work process shall begin from the Third Semester.
- 2) The student will be placed under the guidance of a faculty member for dissertation work. The student will be required to select area of the subject of his/her interest. Subsequently, the student is guided to prepare Questionnaire/interview schedule/ any other tools for systematic collection of data from a group of subjects.
- 3) The students have to do data collection during the vacation period between Semester 3 & 4.
- 4) After the completion of data collection, the student has to undertake data analysis.
- 5) The core content of the report may not be more than 100 typed pages and it should cover in general the following chapters.
- 6) General content outline of the dissertation:
 - a) Introduction
 - b) Review of Literature
 - c) Research Methodology
 - d) Analysis and Discussion
 - e) Conclusion and Suggestions
 - f) Bibliography and Appendices
- 7) One printed copy and one CD of the dissertation is to be submitted to the University for evaluation before the commencement of theory examination of semester 4.
- 8) Citation Style: APA (American Psychological Association)
- 9) Page Setup:
 - a) Paper: A4
 - b) Page Margin: 2.5 from each side with .4 gutter
 - c) Font: Times New Roman, Size 12
 - d) Heading: Size 12 Bold; Subheading: Size 12 Italic
 - e) Indented text: Size 11
 - f) Paragraph Spacing: point 6
 - g) Space between one section to another: point 12

INTER-DISCIPLINARY COURSES

PGSSW3I002T: LIFE SKILL EDUCATION	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • Provide orientation in life skills • Introduce concepts and approaches of learning through structured games • Impart knowledge of basic life skill for day to day living 	
Unit I	Education and Life Skills
	<ul style="list-style-type: none"> ▪ Life Skill: Definition and Importance ▪ Life Skill: Generic, Problem Specific and Area Specific ▪ Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, Learning to Be ▪ Learning throughout Life: Life Skills – Communication Skills, Critical Thinking, Creativity, Empathy
Unit II	Thinking Skills
	<ul style="list-style-type: none"> ▪ Thinking: Nature, Elements of Thought, Types of Thinking, Concept of Formation and Reasoning ▪ Creative and Critical Thinking: Definition, Nature and Stages ▪ Problem Solving: Definition, Steps in Problem Solving, Factors Influencing Problem Solving ▪ Decision Making: Definition, Need, Process and Consequences, Models of Decision Making, Goal Setting
Unit III	Learning about Self
	<ul style="list-style-type: none"> ▪ Assessment of Life Skill: Confidence and Self-Esteem, Looking at Self, Knowing Oneself through Self-Esteem Video, Planning for Personal Growth, Appreciating Individual and Cultural Differences, Values, Goals, Assessing Needs vs Wants, Goal Fixing, Rights and Responsibilities ▪ Dealing with Life Situations ▪ Avoiding Substance Abuse
Unit IV	Social and Negotiation Skills
	<ul style="list-style-type: none"> ▪ Self-Awareness: Definitions, Types of Self, Self-Concept, Body Image, Self-Esteem, Techniques for Self Awareness – Johari Window, SWOT Analysis ▪ Empathy: Sympathy, Empathy and Altruism ▪ Effective Communication: Definition, Functions, Models and Barriers ▪ Interpersonal Relationship: Definition and Factors Affecting Relationships
Unit V	Coping Skills
	<ul style="list-style-type: none"> ▪ Coping with Emotions: Definition, Characteristics and Types, Classification – Wheel Model, Two-Dimensional Approach ▪ Strategies of Coping ▪ Coping with Stress: Definition, Stressors, Sources of Stress, General Adaptive Syndrome Model

Suggested Readings:

1. Baron, B., Baron, A.R. & Donn, B. Social Psycholgy
2003 Prentice Hall
2. Myers, G. D. Social Psycholgy
2007 Tata McGraw Hill
3. Nair, A. R. Life Skills Training for Positive Behaviour
2010 RGNIYD
4. Santrock, W. J. Educational Psycholgy
2006 Tata McGraw Hill
5. Hereford, Z. Essential Life Skills: A Guide for
2007 Personal Development and Self- Realization
6. World Health Organization Partners in Life Skill Education: Conclusions from
1999 a United Nations Inter-Agency Meeting
WHO
7. Stella, C. Critical Thinking Skills: Developing Effective
2005 Analysis and Argument
Palgrave Macmillan Limited
8. Delors, J. Learning: The Treasure Within
1997 UNESCO
9. Nair, A. R. Life Skills, Personality and Leadership
2010 RGNIYD
10. UNESCO Quality Education and Life Skills: Darkar Goals
2005 UNESCO

PGSSW3I003T: GENDER AND SOCIETY	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • Understanding Gender as a social construct. • Analyzing gender in socio- environmental and political context. • Current socio-legal protection and programmes for women 	
Unit I	Conceptual framework
	<ul style="list-style-type: none"> ▪ Gender: Concept, Sex and Gender ▪ Social Construction of Gender, Gender Shaping Institutions, ▪ Changing Content and Context of Gender-Need for Re-Socialization ▪ Femininity and Masculinity
Unit II	Fundamental Concepts
	<ul style="list-style-type: none"> ▪ Understanding Patriarchy; Equality and difference, ▪ Private-Public Dichotomy ▪ Sexual Division of work ▪ First, Second and Third Wave of Feminism
Unit III	Gender and Vulnerability - I
	<ul style="list-style-type: none"> ▪ Relationship between Gender and Caste ▪ Status of Women in Indian Society and Different Religions ▪ Gendered Violence: Foeticide, Marital Rape, Honour Killing, Witch Hunting, , Violence in Communal Riots, Trafficking, Violence in Conflict Zones
Unit IV	Gender and Vulnerability - II
	<ul style="list-style-type: none"> ▪ Women and Work: - Issues of Labour, Discriminatory Wages, Changing Working Conditions Issues and Concerns ▪ Access to Resources - Feminization of Poverty ▪ Issues of Health - Malnutrition, Poor Maternal Health, Missing Girls and Challenges in Access. ▪ Women and Politics-Political participation, Decision making, Women Reservation
Unit V	Protective Measures
	<ul style="list-style-type: none"> ▪ Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) ▪ Constitutional and Legal Mechanism for Women in Indian Context: 73rd and 74th Amendments to the Constitution of India ▪ Social Legislations Relating to Women (<i>Salient features</i>): Dowry Prohibition Act 1961, Immoral Traffic Prevention Act 1986, MTP and Prenatal Diagnostic Technique (PNDT) Act 1994, Sexual Harassment at Work Place Act

Suggested Readings:

1. Lingamurthy, N.
2007
Towards Gender Equality
Serials Publications
2. Domenelli, L.
2007
Women and community action
Rawat Publications
3. Price, L.S.
2009
Feminist Frameworks
Aakar Books
4. Kurane, A.
2012
Issues in women's development
Rawat Publications
5. Verma, S.
2010
Gender, HIV and Social work
Rawat Publications
6. Gandhi, A.
2006
Women's work health & empowerment
Aakar Books
7. Brenner, J.
2006
Women and politics of caste
Aakar Books
8. Radhakrishnan, S.
2012
Appropriately Indian
Orient Blackswan
9. Swaminathan, P.
2012
Women and Work
Orient Blackswan
10. Wadley, S.
2008
Wife, Mother, Widow
Orient Blackswan

PGSSW4I002T: COUNSELING	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To develop theoretical base for counseling theories. • To acquire skills and techniques of counseling • To develop knowledge about application of counseling in different settings. 	
Unit I	Conceptual framework
	<ul style="list-style-type: none"> ▪ Counseling: Definition, Principles and Historical development, ▪ Nature, Purpose and Types. ▪ Qualities of a Counselor ▪ Ethical Guideline
Unit II	Counselling Theories
	<ul style="list-style-type: none"> ▪ Cognitive Therapies: Psychoanalytic Theory, REBT, Acceptance and Commitment Therapy (ACT), ▪ Humanistic Therapies: Reality Theory, Existential Therapy, , Person Centered Therapy, Solution-Focused Brief Therapy, ▪ Other Therapies: Family System Therapy, Ecological Theory, Mindfulness, Art as a Therapy
Unit III	Counseling Process
	<ul style="list-style-type: none"> ▪ Counselor and Client Relationship, Boundaries in Relationship ▪ Problem Solving Process: 4 P's ▪ Steps in Counseling Process ▪ Referral Services ▪ Counseling Program Development and Management
Unit IV	Counseling Skills
	<ul style="list-style-type: none"> ▪ Communication Skills ▪ Interpersonal Skills- Listening, Observation, Assessment, ▪ Intra-Personal Skills- Reflective and Logical Thinking ▪ Psychometric Assessment Skills: IQ and EQ Tests ▪ Use of Information Technology in Counseling
Unit V	Area of Application
	<ul style="list-style-type: none"> ▪ Role in Prevention and Wellness ▪ Family Settings: Family and Marriage Counseling, Gerontology Counseling, Parenting Counseling, Child and Adolescent Counseling ▪ Individual Counseling: Educational Counseling, Employment Counseling, De-Addiction Counseling, HIV- Aids Counseling, Stress Management, Anxiety and Depression

Suggested Readings:

1. Ramkrishnan, P.K.
2013
Social work counseling
Black Prints
2. Gibson, R.K.
2008
Introduction to counseling and guidance
Pearson Prentice Hall
3. Prashantham, B. J.
1975
Indian Case Studies in Therapeutic Counselling
Christian Counselling Centre
4. Miller, S.
2012
Counselling Skill for Social Work
Sage Publications India Pvt. Limited
5. Riggel, S.
2012
Using Counselling Skills in Social Work
Sage Publications India Pvt. Limited
6. Rao, S.N.
1987
Counselling Psychology
Tata McGraw Hill Publishing Company
7. Gladding, S. T.
1996
Counselling: A Comprehensive Profession
Prentice Hall
8. Jones, R. N.
2013
Introduction to Counselling Skills
Sage Publications
9. Chung, R. & Bemak, F.
2012
Social Justice Counselling
Sage Publications
10. Biestek, F. B.
1957
Case Work Relationship
Loyola University Press

PGSSW4I003T: Social Exclusion	
Course Credits: 04	
Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • To introduce debate, definitions and various approaches to the study of social exclusion and inclusive policy measures. • To understand about the excluded communities and the factors imparting on social system leading to social exclusion. • To understand existing institutional mechanisms to address social exclusion. 	
Unit I	Understanding Social Exclusion
	<ul style="list-style-type: none"> ▪ Social Exclusion: Foundations, Concept and Themes. ▪ Intersecting Concepts- Discrimination, Marginalisation, Humiliation, Deprivation ▪ Social Justice and Rights, Social Welfare and Wellbeing, Capabilities and Entitlements ▪ Social Capital and Social Exclusion ▪ Role of Culture in Social Exclusion
Unit II	Genesis of Social Exclusion
	<ul style="list-style-type: none"> ▪ Nature, Mechanism and Process of Social Exclusion in India – Geographies of Exclusion, Exclusion in Livelihood Opportunities, Exclusion Due to Poverty, Issue of Political Participation and Representation ▪ Theories of Discrimination
Unit III	Exclusion Based on Social Identity
	<ul style="list-style-type: none"> ▪ Religion, Race, Caste, Ethnicity ▪ Gender, Disease, Disability ▪ Class, Region, Culture, Language, ▪ Migrants and Refugees ▪ Persons with Alternative Sexual Orientation
Unit IV	Protective Measures
	<ul style="list-style-type: none"> ▪ Affirmative Action ▪ Constitutional Safeguards to Address Social Exclusion ▪ Inclusive Policies and Programs and Existing Gaps
Unit V	Discourse on Social Exclusion
	<ul style="list-style-type: none"> ▪ Case Studies on Social Exclusion Faced by Dalit, Tribal, Religious minorities, Racial Minorities, Women, LGBT, Aged, Physically and Mentally Challenged People, Migrants and Refugees. ▪ Lessons Learned for Policy Making

Reading List

1. Amartya, Sen (2007) On economic inequality, Oxford University Press
2. Arjan de Haan, Conceptualising social exclusion in the context of India's poorest regions: a contribution to the quantitative-qualitative debate, Working Paper, March 2004
3. Bhaduri (2006) Employment and Development Oxford University Press
4. Bhalla A.S and F. Lapeyre, Poverty and Exclusion in a Global World, Macmillan Press, London, 1999.
5. Daly, M. & Silver, H. (2008), Social exclusion and social capital: A comparison and critique, *Theory and Society*, Vol. 37 Issue 6 pp: 537-566
6. Hilary Silver and Frank Wilkinson, Policies to Combat Social Exclusion: A French British comparison, International Institute for Labour Studies, Geneva, 1995
7. Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press
8. Jordan, B. 1996, A Theory of Poverty and Social Exclusion, Oxford: Black well
9. Kanchana N. Ruwanpura, Exploring the links of multi-discrimination: Considering Britain and India, The International Institute for Labour Studies, Discussion Paper Series, DP/157/2005
10. Nolan, B. and Whelan, C. (1996) Resources, Deprivation and Poverty (Clarendon Press, Oxford)
11. Robinson, Peter, and C. Oppenheim 1998, Social Exclusion Indicators. London: IPPR
12. Rodgers, G., C. Gore and J. B. Figueiredo (eds), 1995, Social Exclusion, Rhetoric, Reality, Responses, International Institute for Labour Studies, ILO, Geneva.
13. Siisiäinen, M (2000), Two Concepts of Social Capital: Bourdieu vs. Putnam, *Paper presented at ISTR Fourth International Conference "The Third Sector: For What and for Whom?"* Trinity College, Dublin, Ireland July 5-8, 2000
14. Sukhadeo Thorat and Katherine S. Newman (Ed) (2009), Blocked by Caste: Economic Discrimination and Social Exclusion in Modern India, Oxford University Press, New Delhi
15. Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi
16. Sukhadeo Thorat, Caste, Social Exclusion and Poverty Linkages – Concept, Measurement and Empirical Evidence, Working Paper
17. Theories of Discrimination." National Research Council. 2004. *Measuring Racial Discrimination*. Washington, DC: The National Academies Press
18. Thompson, N (2016), Anti-Discriminatory Practice: Equality, Diversity and Social Justice, Sixth Edition, Palgrave, London.
19. UN (2009), Deprivation, Vulnerability and Exclusion, in *Rethinking Poverty – Report on the World Social Situation 2010*, UN, New York.

PGSSW4I004T: SOCIAL WORK PRACTICE IN CHILD PROTECTION	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> • Understand Childhood, Children’s vulnerabilities and the need for protection; • Appreciate the various perspectives and approaches to child protection; • Develop an understanding of the legal framework and systems of child protection in India, with special reference to Jammu & Kashmir; and 	
Unit I	Childhood, Children’s Vulnerability and the Need for Protection
	<ul style="list-style-type: none"> ▪ Understanding Childhood in India: Different Perspectives on Childhood (Social and Legal Construction), Adult-Child Dynamics ▪ Life Span Perspective of Human Development (Jean Piaget, , Erik Erickson, Sigmund Freud) ▪ Hazards in Various Life Stages ▪ Child and the Family
Unit II	Childhood, Children’s Vulnerability and the Need for Protection
	<ul style="list-style-type: none"> ▪ Children’s Vulnerabilities and Implications: Risks in the External Sphere (State and Society) and the Internal Sphere (Family and Community). Risk Factors: Bodily Vulnerability, Mental, Sexual, Social, Cultural, ▪ Intersectionality of Vulnerability- Structural, Gender-Related, Children with Disabilities, Children in Disasters/ Emergencies/Migration, etc. ▪ Vulnerable Children in India: Street, Sexually Abused, Trafficked, Working
Unit III	Child Protection Approaches and Strategies
	<ul style="list-style-type: none"> ▪ Traditional Institutional and Non-Institutional Approaches: (Kinship Care, Orphanages) ▪ Community Based Approach: CPC, Children’s Group, CFSs ▪ Family Strengthening and Non-Institutional Approach to CP: Adoption, Foster Care and Sponsorship
Unit IV	Child Protection and Law including provisions in J&K
	<ul style="list-style-type: none"> ▪ Legal Approach: State Response and Intervention [Constitutional Provisions in Constitution of India and J & K] ▪ The Protection of Children from Sexual Offences Act 2012 (POSCO) ▪ Revised Integrated Child Protection Scheme (2014) (ICPS) ▪ Juvenile Justice (Child Care and Protection) Act, 2015 (JJ Act) ▪ The Jammu And Kashmir Juvenile Justice (Care and Protection Of Children) Act, 2013
Unit V	Child Protection System in India
	<ul style="list-style-type: none"> ▪ The NCPCR and SCPCRs: Roles and Functions, Limitations ▪ The ICPS System: Functionaries and their Roles and Limitations [SARA, CARA, DCPS, DCPC, CWC, DCPU, Social Workers, Programme Officers, SFCAC] ▪ Child Line, NCLP, Shishu Greh Scheme ▪ NGOs and Child Protection: Scope for involvement and Present Status

Reading List:

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

