

Department of Adult Continuing Education, Extension Work & Field Outreach

RABINDRA BHARATI UNIVERSITY

SYLLABUS FOR M.A. IN SOCIAL WORK UNDER CBCS, Session 2017-18 & onwards

Programme Objectives and Outcomes

The Master of Social Work programme is designed to create professional social workers who are dedicated to the service of society and achieve excellence in their walks of life. The goal of the programme is to train students for advanced social work practice and leadership roles.

Programme Objectives: -

To enable the students to understand the basic attributes of social work as a professional discipline.

To develop knowledge, skills and attitudes essential for effective social work practice.

To impart theoretical knowledge and practical exposures required for the professional social workers.

To empower the students to understand and intervene in the existing social problems in contemporary societies.

To play an active role as social workers in the established and emerging settings of social work practice.

To be conversant in practicing social work methods.

To gain proficiency in practicing social work in concerned areas of specializations.

Programme Outcomes: -

Students will demonstrate the ability to:

Understand a community in terms of its different aspects, power structure and their inter-relationships based on the theoretical understanding of society.

Apply critical thinking skills within the context of professional social work practice.

Understand the values and ethics base of the profession and apply in practice.

Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, colour, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex, and sexual orientation.

Understand the socio, economic, political and environment problems prevailing in our society and develop need-based interventions to find sustainable solutions to these problems.

PG CBCS structure for Master of Social Work Course, Session 2017-18

Semester – I							
Core Course	Credit Class	Credit Tutorial	Total	Elective Course	Credit Class	Credit Tutorial	Total
CC 1.1	4	1	5	History and Philosophy of Social Work			5
CC 1.2	4	1	5	Understanding Society & Culture and Identity			5
CC 1.3	4	1	5	Social Work Theories I			5
CC 1.4	4	1	5	Social Work Theories II			5
CC 1.5	4	1	5	Social Welfare Administration			5
Total Credit of Semester – I							25
Semester – II							
CC 2.1	4	1	5	Human Growth and Development			5
CC 2.2	4	1	5	Understanding Human Behaviour			5
CC 2.3	4	1	5	Principles and process of case work			5
CC 2.4	4	1	5	Social security and social legislation			5
CC 2.5	4	1	5	Social action and movements			5
Total Credit of Semester – II							25
Semester – III							
CC 3.1	4	1	5	Community organization rural and urban			5
CC 3.2	4	1	5	Research Methodology			5
CEC 3.1	4	1	5	Crime and Criminology and correctional administration / Women studies			5
CEC 3.2	4	1	5	Child and youth welfare / Geriatric Care	4	1	5

CC 3.3	4	1	5	Dissertation	4	1	5
Total Credit of Semester – III							25
Semester – IV							
CC 4.1	4	1	5	Reporting on Field Level Intervention	4	1	5
CEC 4.1	4	1	5	Programme Planning and Management	4	1	5
CEC 4.2	4	1	5	Business Plan Development on Social Sector	4	1	5
OEC 4.1	4	1	5	Society – Conflict and Peace Process	4	1	5
OEC 4.2	4	1	5	Social Policy and Planning	4	1	5
Total Credit of Semester – IV							25
Total Credit of the PG (Master of Social Work) Academic Programme							100

SEMESTER – I
CORE COURSE(CC) 1.1
HISTORY AND PHILOSOPHY OF SOCIAL WORK
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

To comprehend and understand the meaning and definitions of Social Work Concept and scope of Social Work.

To acquaint students about Objectives, function and methods of social work.

To understand the history and evolution of social work and the philosophical ideas which inspired the doctrines of social work.

UNIT: 1 Meaning of the terms: social work, social welfare, social security, social reform, social defence, social change and social development.

UNIT: 2 Changing concept and practice during different stages of development of society. Nature of social provisions, charity and philanthropy. Industrial society. Social responses to individuals and groups.

UNIT: 3 Brief history of social work in UK and USA and India.

UNIT: 4 Social work philosophy. Basic assumptions and principles of social work. Values and ethics of social work. Objectives and functions of social work. Social work as a profession – professional identification. Problems faced by social workers in India. Gandhian model of social work vis a vis professional social work.

UNIT: 5 Emergence of modern social work and its applications in various fields. Different schools of social work and their tasks. Intervention of social work methods for aged persons, children and women.

Reference books

Indian Social Work, Edited By Bishnu Mohan Dash, Mithilesh Kumar, D. P. Singh, Siddheshwar Shukla

DIRECT SOCIAL WORK PRACTICE: Theory and Skills (9th edition), Dean H. Hepworth, Ronald H. Rooney, Glenda Dewberry Rooney and Kimberly Strom-Gottfried

Rethinking Values and Ethics in Social Work, Richard Hugman (Author) , Jan Carter (Author)

Social Work: Theory and Practice, S K Murthy

INTRODUCTION TO SOCIAL WORK, Lambert K Engelbrecht

The History of the Development of Social Work, Lynne M. Healy Friendlander W A (),

Introduction to Social Welfare: Friendlander W A (),

Concepts & Methods of Social Work: Gore M.S (),

Social Work & Social Work Education: P D Mishra (),

Social Work Philosophy & Methods: Paul Choudhary (),

Introduction to Social Work: Sanjay Bhattacharya (),

Social work- An Integrated Approach:, Wadia (),

History & Philosophy of Social Work in India: Bhanti,Raj.(1996).

Field Work in Social Work Perspective. New Delhi: Himanshu Publications.

2. Bhattacharya S. (2003). *Social Work: An Integrated Approach*, Deep and Deep publisher
3. Choudhary, Paul. (1983). *Introduction to Social Work*. New Delhi: Atma Ram & Sons.
4. Dasguta, S. (1967). *Towards a Philosophy of Social Work in India*. New Delhi: Popular Book Services.
5. Dinitto, Diana, M. (2008). *Social Work Issues and Opportunities in a Challenging Profession* (3rd edition). Chicago: Lyceum Books.
6. Fink, Arthur et al (1985). *The Fields of Social Work*. Beverly Hills, Calif: Sage Publications.
7. Friedlander, Walter A (1968). *Introduction to Social Welfare*, Prentice Hall
8. Gore, M. S. (1965). *Social Work and Social Work Education*. Bombay: Asia Publication House.
9. Hepworth, Dean H (2010). *Direct Social Work Practice-Theory and Skills* (8th edition). New York: Brooks/Cole.
10. Konopka, Gisela (1958). *Social Work Philosophy*. Minneapolis: The University of Minnesota Press.
11. Mclunis-Dittrich, Kathlee (1994). *Integrating Social Welfare Policy and Social Work Practice*. New York: Brooks/Cole.
12. Misra P.D., and Beena Misra, (2015). *Social Work Profession in India*, Lucknow: New Royal Publisher
13. Murli Desai (2002). *Ideologies and Social Work: Historical and Contemporary Analyses* (Subject Curriculum Series for Social Work Education), Jaipur: Rawat Publisher
14. Palackappilly, George & Felix T.D. (1998). *Religion & Economics, Gandhism, Buddhism*. AIDBES, SPCI House.
15. Wadia, A. R (1961). *History and Philosophy of Social Work in India*. New Delhi: Allied Publishers.
16. Zastraw H.C. (2003) *The Practice of Social Work*, Canada Thomson Learning Academic Centre
17. Desai, M. (2006). *Ideologies and social work: historical and contemporary analyses*. Rawat Publications.
18. Talwar, U. K. (2012). *History and philosophy of social work*. Anmol Publications
19. Hering, S., & Waalwijk, B. (2003). *History of social work in Europe (1900-1960): female pioneers and their influence on the development of international*

SEMESTER – I
CORE COURSE(CC) 1.2
UNDERSTANDING SOCIETY & CULTURE & IDENTITY
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

It provides the students idea about the basic sociological concepts required to practice social work .

This course provides a critical and analytical framework to understand key concepts, development process and current issue, pertaining to different parts of the world, with specific reference to India.

UNIT: 1 Basic Sociological Concepts Social structure and relationships. Economic and social change ,and social mobility.

UNIT: 2 Socialization and social control, development of self Culture. Social Norms and values, culture and subcultures.

UNIT: 3 Social Systems, Social institution : marriage, family, religion, kinship, caste, class, occupation , economy, polity, education and legal system .

UNIT: 4 Social Stratification : Concept and Issues related to social stratification. Social structure-systems of social stratification, caste, class, occupation, culture, tribe and gender.

UNIT: 5 Problems of Contemporary Indian Society:

1. Social Problem: Concept, Factors, Theories.

2. Poverty: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

3. Population Explosion: Causes, Factors, Extent, Consequences, Measures, Impact on society.

4. Unemployment: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

5. Environment pollution: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

6. Malnutrition: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

Reference list

1. Introduction To Sociology, Vidya Bhushan and D.R. Sachdeva, Kitab Mahal, (1999) Thirty Second Edition, Allahabad –1,

2. M. Haralambos with R.M. Herald, Sociology Themes and Perspectives (2002) Twenty Fourth Impression, Oxford University Press.

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3. Kenneth J. Newbeck, Davita Silfen Glasberg, Sociology - A Critical Approach (1996) McGraw – Hill Inc.

4. K. Kumar, Principles of Sociology (1982), Neelam Sales Corporation, Agra.

5. James M. Henslin, Down To Earth Sociology (1995) The Free Press, New York.

6. T.B. Bottomore, Sociology (New edition – 1971) Blackie & Son (India) Ltd., Bombay.

7. William Ogburn & Meyer Nimkoff, A Handbook of Sociology (1979) Second Indian reprint, Eurasia Publishing House Pvt. Ltd., New Delhi – 55.
8. Dr. Hans Raj, General Sociology (1992), SBD Publishers Distributors, Delhi.
9. K.E. Verghese, General Sociology (1992), Macmillan India Ltd., Delhi.
10. K. Singh, Problems of Sociology (1997), Prakashan Kendra, Lucknow.
11. M. Francis Abraham, Modern Sociological Theory An Introduction, Oxford University Press (1982).
12. K. Singh, Religion And Society (1986), Prakash Kendra, Lucknow – 7.
13. K. Singh, Indian Society and Social Institutions, (1981), Prakash Kendra, Lucknow
14. N. Jayapalan, Indian Society and Social Institutions (2001), Atlantic Publishers, New Delhi.
15. Ram Ahuja, Indian Social System (1997), Rawat Publications, Jaipur and New Delhi.
16. Ram Ahuja, Society in India (2002), Rawat Publications, Jaipur and New Delhi.
17. Kingsley Davis, Human Society (1981), Surjeet Publications, Delhi – 7.
18. C.B. Memoria, Social Problems and Social Disorganisation in India.
19. Ram Ahuja, Social Problems in India.
20. Rajendra Pandey, Social Problems of Contemporary India.
21. Social Problems and Welfare – Dr. Vatsyan – Kedan Nath Ram Nath & Co. Meerut
22. Indian Social Problems – Volume 1 – G.R. Madam – Sixth Edition, Allied Publishers Pvt. Ltd., Mumbai.
23. Social Problems and Development Issues of Slum Women edited by Dr. Robin

SEMESTER – I
CORE COURSE (CC) 1.3
SOCIAL WORK THEORIES I
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

Describe and appraise essential concepts in key theories of practice and research with individuals.

Assess the value of major theories of practice and research with individuals in understanding social work practice, social problems, human systems, and human behavior.

Understand and apply theory for research design and practice .

UNIT: 1 Psychological Approaches

UNIT: 2 Person and Community centered Approaches

UNIT: 3 Crisis Intervention

UNIT: 4 Task centered Approaches

UNIT: 5 Cognitive Behavioral Approaches

Reference list:

Modern Social Work Theory And Practice , Baker Anderson

THEORY AND PRACTICE OF SOCIAL CASE WORK (2nd Edition), Gordon Hamilton

An Introduction to Applying Social Work Theories and Methods, Barbara Teater

MODERN SOCIAL WORK THEORY , Malcolm Payne

PSYCHOLOGY : THE STUDY OF HUMAN BEHAVIOUR, B. K Mishra

Psychology 5th edition , Baron / Mishra

Theory and Practice of Counseling and Psychotherapy (Paperback) , Gerald Corey

Coleman, James C. (1976), Abnormal Psychology and Modern Life, Allyn& Bacon.

Davidoff, L.L. (1981) Introduction to Psychology, Auckland; McGraw Hill Inc. Book Co.

Halls C.S. and Lindzey, G. (1978. Theories of Personality, New York: Wiley. Hillgard, Atkinson and

Atkinson (19750. Introduction to Psychology, New Delhi: Mcgraw Hill Publications.

Morgan, C. T. & King, R.A. (1975) Introduction to psychology, McGraw Hill, New York.

Munn Norman, L. (1967) Introduction to psychology, Oxford and IBH, New Delhi

J.D. (1967) Abnormal psychology, John Wiley & sons, New York

Parrish Margarete (2010) Social Work Perspectives on Human Behaviour

Saraswathi T.S, and Dutta, R. (1987) Development Psychology in India, Sage,

SEMESTER – I
CORE COURSE(CC) 1.4
SOCIAL WORK THEORIES II
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

Describe and appraise essential concepts in key theories of practice and research with individuals.

Assess the value of major theories of practice and research with individuals in understanding social work practice, social problems, human systems, and human behavior.

Understand and apply theory for research design and practice .

UNIT: 1 Motivational Interviewing

UNIT: 2 Family Therapy and Systematic Approaches

UNIT: 3 Solution Focused Brief Therapy

UNIT: 4 Life Story Work and Life Review.

UNIT: 5 Meditation, Integrative and Eclectic Models.

Reference list

Modern Social Work Theory And Practice, Baker Anderson

THEORY AND PRACTICE OF SOCIAL CASE WORK (2nd Edition), Gordon Hamilton

An Introduction to Applying Social Work Theories and Methods, Barbara Teater

MODERN SOCIAL WORK THEORY , Malcolm Payne

Theory and Practice of Counseling and Psychotherapy (Paperback) , Gerald Corey

Family Therapy: An Introduction to Process, Practice and Theory

Michael D Reiter

SEMESTER – I
CORE COURSE(CC) 1.5
SOCIAL WELFARE ADMINISTRATION
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

To introduce the students to concepts of social welfare, policy and development
To define the boundaries of social welfare policy and their relationship to social service delivery and social work practice.
Understand the fundamental dynamics of Social Welfare administration especially from the context of Indian system.

UNIT: 1 Governance: Administration as a Method of Social Work

UNIT: 2 Personal policies: Man power planning and organisation, Three tier management of project governance . Inter organisation relation.

UNIT: 3 Civil society and market , Understanding civil society and its role in good governance.

UNIT: 4 Accountability and Transparency, Participation, Peoples control, People – centered governance .

UNIT: 5 Bench marks : Stake Holders, Analysis, Social Audit , Budget Analysis.

Reference list

Social Welfare Administration (Set of 2 Vols), Ratna Guha
Social Welfare: Structure and Practice, David Macarov Publisher: SAGE Publications, Inc.
SOCIAL WELFARE ADMINISTRATION IN INDIA (SECOND HAND BOOKS) | DR. D.R. SACHDEVA |
Social Security and Welfare: Concepts and Comparisons, Robert Walker
Howard, Jones. Social welfare in Third World development. New York: St. Martin's Press, 1989.
Dasgupta, Sugata. Towards a post-development era: Essays in poverty, welfare, and development. Delhi: Mittal Publications, 1985.

SEMESTER – II
CORE COURSE(CC) 2.1
HUMAN GROWTH AND DEVELOPMENT
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

To acquaint with the developmental pattern of an individual.

To assess the development of an individual.

Human development and the need to study it with special reference to Society

UNIT: 1

- Concept of growth and development of society an individual.
- Relationship between growth, development and maturation.

UNIT: 2

- Principles of human development
- Roles of heredity and environment in human development.

UNIT: 3

- Concept of individual differences
- Classification of individual differences
- Different aspects of individual differences
- Cause of individual differences

UNIT: 4

- Different aspects of development- physical, cognitive psychological, normal, educational.

UNIT: 5

- Approaches to the study of human development
- Methods of studying human development – observation, interview and questionnaire

References:

Berk L. E. (1956): Child development , New Delhi Practice Hall ii) Hurluck F.B. (2007) :

Developmental Psychology: A life span approach, New Delhi, Tata Mcgraw- Hill

Human Growth Behaviour and Development , Alastair Gibson

Human growth and development , Chris Beckett and H Taylor

Human Growth & Development across the Lifespan , O Brien

SEMESTER – II
CORE COURSE(CC) 2.2
UNDERSTANDING HUMAN BEHAVIOUR
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

To acquaint with the development shapes of an individual. To know the developmental of an individuals in different stages of life .

UNIT: 1

- Prenatal development: concept
- stages of prenatal development
- Conditions affecting prenatal development

UNIT: 2•infancy development-Characteristics, developmental tasks and problems

UNIT: 3•Childhood development- early childhood stage characteristics, developmental tasks and problems • Characteristics, developmental tasks and problems of later childhood .

UNIT: 4•Adolescence and adulthood : Characteristics, developmental tasks and problems of adolescence and adulthood stages.

UNIT: 5• Old age: Physical changes, developmental tasks and emotional problems.

References:

- (i) Papalia, D.E. ,Old S.W. and Feldmon, R.D. (2006). Human development
 - (ii) S.S. Chauhan: Educational Psychology
 - (iii) S.K. Mangal: Advanced Educational Psychology
 - iv. Elizabeth Hurlock Developmental Psychology: A Life - Span Approach | 5th Edition
Bee, Helen(1999), Lifespan Development, Pearson Higher Education.
2. Coleman, James C. (1976), Abnormal Psychology and Modern Life, Allyn& Bacon.
 3. Davidoff, L.L. (1981) Introduction to Psychology, Auckland; McGraw Hill Inc. Book Co.
 4. Halls C.S. and Lindzey, G. (1978). Theories of Personality, New York: Wiley.
 5. Hillgard, Atkinson and Atkinson (1975). Introduction to Psychology, New Delhi: Mcgraw Hill Publications.
 6. Hurlock E.B (1995) Developmental Psychology, Tat McGraw Hill, New Delhi
 7. Kuppuswamy B.C. (1980). An Introduction to Social Psychology, Bombay: Media Promoters & Pub. Pvt. Ltd.
 8. Lindon, Jennie (1998), Understanding Child Development, Thomson Learning.
 9. Morgan, C. T. & King, R.A. (1975) Introduction to psychology, McGraw Hill, New York.
 - 10.Munn Norman, L. (1967) Introduction to psychology, Oxford and IBH, New Delhi
 - 11.Page, J.D. (1967) Abnormal psychology, John Wiley & sons, New York
 - 12.Parrish Margarete (2010) Social Work Perspectives on Human Behaviour
 - 13.Saraswathi T.S, and Dutta, R. (1987) Development Psychology in India, Sage, Delhi.
 - 14.Schimberg, L.B. (1985). Human Development, London: Macmillan Pub. Co. 2nd Ed.
 - 15.Timothy H. Goldsmith (1994) The Biological Roots of Human Nature: Forging Links Between Evolution and Behavior

SEMESTER – II
CORE COURSE(CC) 2.3
PRINCIPLES AND PROCESS OF CASE WORK
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives :

To develop understanding on the basic concepts of social Case Work To acquaint the students with the process of social case work. To understand the utilization of tools and techniques and acquaint them with the skills to practice social case work

- UNIT: 1 Primary method: Case work method. Objective and Scope of case work method.
UNIT: 2 Study of Individual : Place , Problem, Person, Process
UNIT: 3 Individual and Family
UNIT: 4 Complexities of Family Disorganization. Inter Family Conflict.
UNIT: 5 Interviewing Techniques and Methods

Reference list

- Social Casework: A Problem-Solving Process, Helen Harris Perlman
What Is Social Case Work?; An Introductory Description , Mary Ellen Richmond
Theory And Practice Of Social Case Work 2017 Edition by Professor Gordon Hamilton
Social Case Work by Patil, Keshao & Pranali Biesteck, F.P. Perlman, H.H.Farard, M.L. & M.K. Roberts, R.W and Nev R. H. Turner, F. (ed)
Hamilton. G. Mathew. G., Concepts and Methods of Social Work, New Delhi, Prentice Hall. 1978.
The Case Work Relationship, London, Unwin. 1957.
Social Case Work – A Problem Solving Process, Chicago, Chicago University Press. 1957..
Theory and Practice of Social Case Work, New York, Colombia, University Press. 1940. An Introduction of Social Case Work,
TISS. India Printing House, Bombay. 1992.
Biestek, F. (1961): The Case Work Relationship, London: Allyn & Bacon
Friedlander, W.A. (1964). Concepts and Methods of Social Work, New Delhi, Prentice – Hall
Hamilton, G. (1951): Theory and Practice in Social Case Work, New York: Colombia University Press.
Lehmann, P. and Coady, N. (eds) (2001) Theoretical Perspectives for Direct Social Work Practice: A Generalist-Eclectic Approach. New York: Springer Publishing Co. Mathew, Grace (1993): An Introduction to Social Casework, Mumbai: TATA Institute of Social Sciences.
Pearlman, H. H. (1957): Social Case Work – A Problem Solving Process, Chicago: The University of Chicago Press.
Helen H. (1995) – Social Case Work: A problem solving process. New York, USA, The university press,
Pippins J.A., (1980), Developing case work skills, California: Sage Publications.
Richmond, Mary (1965): Social Casework – A Problem Solving Approach, Chicago: The University of Chicago Press.
Robert W Roberts Rebert H Nee: (2000) Theories of Social Case work, Chicago, Unity of Chicago Press,
Sena F. Fine and Paul H Glass (1996) - The First Helping Interview, Engaging the client and building Trust, Sage Publication.
Skidmore, Rex A and Thackeray, Milton G (1982). Introduction to Social Work, Prentice – Hall, Englewood Cliffs, New Jersey.
T. Ronen & A. Freeman (Eds.) (2007) Cognitive Behavior Therapy in Clinical Social Work Practice, New York: Springer Publishing Company.
Timms, N (1964). Social Case Work: Principles and Practice, London, Page 19

SEMESTER – II
CORE COURSE(CC) 2.4
SOCIAL SECURITY AND SOCIAL LEGISLATION
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives.

To get an overview of the major social legislation's in india

To get functional knowledge about Acts that are relevant to social work practice

To acquire skills for using legal measures in social work practice

UNIT: 1 Social Security – definition, objectives and methods

UNIT: 2 Social assistance and Social insurance

UNIT: 3 Social security for the women. Laws safeguarding the right of women and protecting chastity and dignity.

UNIT: 4 Major social legislations in India concerning child, aged persons, labours , mothers etc,

UNIT: 5 Sociology for social workers for enhancing social security and Social justice. Social stratification.

Reference list

Social Policy, Law and Protection of Weaker Sections of Society by D.N. Saraf

Hitesh Bhatia ; Introduction to Social Security - With Special Reference to India

Social Security and Labour Laws : S.C. Srivastava

Social security in india , Dr Satyabrata Patro

A M Sarmaa; Aspects of Labour Welfare and Social Security (Himalaya Publication)

S K Puri: Law & Industrial Relations (Allahabad Publication)

Meenu Poul: Labour & Industrial Laws (Allahabad Publication)

N C Jain : Labour Laws

Avtar Singh :Mercantile Laws

P L Malik: Industrial Laws ECB

SEMESTER – II
CORE COURSE(CC) 2.5
SOCIAL ACTION AND MOVEMENTS
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Rationale of the Course:

In the context of the changing world order, where increasingly the locus of control has shifted from local communities to state and market institutions at multiple levels; social action and advocacy has emerged as an important tool of representing the voices of the marginalized and protecting their interests. It therefore has immense value for development practice. Social action as a method and methodology for facilitating and ensuring people's rights and entitlements has gained enormous importance in the socio-economic context of India. Though, public action and social action has always been part of human service profession like Social Work, it has gained wider acceptance and relevance in last two decades. In order to influence policies and programmes for the marginalised and deprived sections of the society, the need of forging alliances and network has become much more crucial now than ever before. Social workers and development practitioners have to advocate at various levels with and on behalf of the poor, marginalized and vulnerable groups. Hence, they need to have a good understanding of engaging with and influencing the democratic and political processes. It is imperative that students of Community Organization and Development Practice should prepare themselves with required knowledge base and skill sets so as to either lead social action or to engage in a variety of pro-people mobilisation and advocacy processes. With this understanding, the course would acquaint students with concepts, processes, strategies and techniques of social action, movement, advocacy and networking. This course also aims to reinforce the students' knowledge about the basic structure of Indian democratic institutions and systems and accessing them.

Objectives of the Course:

1. To familiarize students with an understanding of the concepts, context and processes that is relevant for people's struggles, social action and social movements
2. To enable students to understand and analyse issues in a broader context of governing institutions and civil society actors in responding to critical social realities
3. To familiarize students with concepts, processes and techniques of social advocacy
4. To prepare students through building a strong perspective and skill base to engage themselves in struggles, protests and movements.

UNIT: 1, (a) Models, Approaches and Strategies of Social Action, (b) Radical, Structural and Emancipatory Social Work, (c) Social Change and Conflict.

UNIT: 2(a) Theories of Social Movement and Political Movement and New Social Movement

(b) Types of Movements- identity, political assertion and autonomy movements

UNIT: 3(a) Paradigm of Action and Movement : Peasants, Tribals, Farmers, Zaptistas

(b) Movement analysis- Ideology, structure, leadership, processes and outcome

(c) Non-Party Political processes; Movement Analysis- Ideology, Structure, leadership, processes and outcomes

UNIT: 4, Ideology and Methodology: Gramsci, Freire, Alinsky; Analysis of ideology

and approach of: Gandhi, Ambedkar, Nehru and Lohia

UNIT: 5(a)Budget Analysis, (b)Campaign Planning, Coalition and Network Building, (c)Instruments & Strategies: Public Interest Litigations, (d)Media advocacy, communication for mobilisation, leadership building process. Method of Teaching: Lecture, discussions, and seminar
Method of Assessment: Examination, assignments and presentations.

Essential Readings:

Alinsky, Saul. (1989). Rules for Radicals. Vintage Book Edition.

Bailey, R. and Mike Brake (eds.). (1975). Radical Social Work. London: Edward Arnold.

Baviskar, A. (2010) Social Movements in India, in N. G. Jayal and P. B. Mehta. Eds. Oxford Companion to Politics in India, New Delhi: Oxford University Press

Chatterjee, P (2001). On Civil and Political Societies in Postcolonial Democracies, in S. Kaviraj and S. Khilnani eds. Civil Society: History and Possibilities,. Cambridge: Cambridge University Press, 165-178.

Cohen, David, Rosa De La Vega and Gabriella Watson. (2001). Advocacy for Social Justice: A Global Action and Reflection. Kumarian Press.

Freire, P. (1997). Pedagogy of the Oppressed. New Delhi: Penguin Books.

Gurr, T.R. (1970). Why Men Rebel. Princeton NJ: Princeton University Press

Jha, Manish K. (2009). Gulamia Ab Hum Nahi Bajaibo: People's Expressions for Justice in Jehanabad in Paula Bannerjee and Sajay Chaturvedi (ed.) Marginalities and Justice. New Delhi: Sage Publication

Jha, Manish K., (2002). Rajasthan: Hunger and Starvation Deaths- Call for Public Action. Economic and Political Weekly. Vol 37 No. 52 December 28 - January 03.

Powell, F. (2001). Politics of Social Work. Sage Publication Ltd.

Ray, Ray and M. F. Katzenstein, eds. (2005). Social Movements in India: Poverty, Power, and Politics, Rowman & Littlefield.

Sangvai S.,(2007). The New People's Movements in India. Economic & Political Weekly. Vol 42 No. 50 December 15 - December 21.

Scott, James. (2009). The Art of Not Being Governed. An Anarchist History of Upland Southeast Asia. New Haven:Yale University Press

Siddiqui, H.Y.(ed.) (1984). Social Work and Social Action: A Development Perspective. New Delhi: Harnam Publications.

Singh, Rajendra. Social Movement : Old and New. New Delhi: Sage Publications.

Thompson, N. (2002). Social Movements, Social Justice and Social Work. British Journal of Social Work ,32 (6):711-722.

Suggested Readings:

Adams,R, Dominelli,L & Payne.M. (2002). Critical Practice in Social Work. Palgrave:Macmillan.

Desai, A.R. (ed). (1986). Agrarian Struggles in India after Independence. Bombay: Oxford University Press.

Eade, Deborah (ed). (2002). Development and Advocacy: Selected Essays from Development in Practice. Oxford : Oxfam Publishing.

Foran. J. (2003). The Future of Revolutions. London: Zed Books

Khinduka, S.K. and J. Coughlin Bernard., (1975). A conceptualisation of Social Action. Social Service Review. Vol 49

National Centre for Advocacy Studies. Resource Kit for Advocacy and Campaign Building. Pune:

NCAS. (undated) Oomen, T. K. (2004). Nation, Civil Society and Social Movements: Essays in Political Sociology. Delhi: Sage Publications. Pandey, Shashi Ranjan. (1991). Community Action

for Social Justice: Grassroots Organizations in India, New Delhi: Sage Publications. Pichardo, N. A. 1997. New Social Movements: A Critical Review. Annual Review of Sociology 23:411-430.

SEMESTER – III
CORE COURSE(CC) 3.1
COMMUNITY ORGANIZATION (RURAL & URBAN)
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

To understand the different aspects of a community, its functions and problems

- To understand the critical elements of community organisation process
- To enhance critical understanding of models and strategies for CO
- To develop attitudes conducive to participatory activities for a civil society
- To gain knowledge on the various techniques and skills of community organisation & social action and to develop the basic skills to apply those in the community.

UNIT: 1 Introduction : - Community : Concepts and definitions, types, functions, community organization as a method of social work, Community organization: definitions, principles and process; Historical development of community organization in India.

UNIT: 2 Methods of identifying community problems: Problem solving processes in community organization; different phases of community organization, planning, identification. Mobilization and utilization of community resources, implementation and evaluation processes.

UNIT: 3 Strategies of community organization: Strategies: Consensus, negotiation, collaboration, conflict resolution, pressure groups; Social Action: techniques of legislative and non-legislative; leadership functions; concept and dimensions of power in community work.

UNIT: 4 Community work in specific settings: Health, Educational, Correctional, Rural, urban and Tribal.

UNIT: 5 Role of Community worker: Guide, enabler, therapist, researcher, analyst, project, manager, organizer and activist; Recording in community work, current trends in community work.

References:

- Berry, M.(1999), Service and Cause: Both Sides of the Coin. In J. Rothman (Ed.). Reflections on Community Organization: Enduring Themes and Critical Issues (PP. 106-122). Itasea, IL:F.E. Peacock.
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- Jodhka S (2001), *Community and Identity : Contemporary Discourses on Culture and Politics in India*, New Delhi, Sage.
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Yar, M. (2004), Community Past, Present and Future, Social Issues : Electronic Journal, 2 (1)

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Gandhi, M. K. Sarvodaya (I'he Welfare of All), Ahmedabad: Navjivan Publishing House.

Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.

Haynes, Karen S. & Mickelson, James S., Affecting Change, Social Movements Pub. 107 pp.

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Lal, A. K. 1977 Politics of Poverty: A Study of Bonded Labour. New Delhi: Chethana Publications.

SEMESTER – III
CORE COURSE(CC) 3.2
RESEARCH METHODOLOGY
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

- 1) Develop an understanding about the scientific approach to human inquiry
- 2) Develop an appreciation of the value and approach in social work research in addressing problems in the field of professional practice
- 3) Develop attitudes and skills appropriate for social work research
- 4) Develop skills for use of library and documentation in research work
- 5) Acquire the skills for data analyses and research writing

UNIT: 1 Introduction : - Concept of research, types of research, social research, social work research, research as an enabling process of social work

UNIT: 2 Scientific Method : Problem Identification and formulation, Statement of Objectives, hypothesis and Sampling

UNIT: 3 Research and Design : Meaning, principles and types : exploratory, descriptive, experimental and evaluative designs. Quantitative and qualitative

UNIT: 4 Tool and techniques of data collection : Questionnaire, interview schedule, interview guide, case study, reservation, standardized scales and records.

UNIT: 5 Data Processing and Reporting : Editing, coding and tabulation; Analysis and interpretation of data, types of reports, report writing, research abstracts and research proposals.

References

Alston M and Bowles, W (2003). Research for Social Workers : An Introduction to Methods, NSW : Allen and Unwin.

Campbell, A., Taylor, B and McGlade, A (2015), Research Design in Social Work, USA : Sage

Corby, B. (2006). Applying Research in Social Work Practice. Berkshire : Open University Press.

Engel, R and Schutt R.K. (2014) Fundamentals of Social Work, Research, USA : Sage

Field, A (2014). Discovering Statistics Using IBM SPSS Statistics. UK Sage

Gaur, A.S. and Gur, S..S. (2009), Statistical Methods for Practice and Research : A Guide to Data Analysis using SPSS, New Delhi : Sage Response

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Henn, M. Weinstein, M and Foard N (2013). A Critical Introduction to Social Research, New Delhi, Sage

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Krysiak, J.L. and Finn, J (2010). Research for Effective Social Work Practice. New York : Routledge

Rubin, A. and Babbie, E. (2008). Research Methods for Social Work. California : Brooks/Cole.

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Wyattakar, A (2009). Research Skills for Social Work, UK : Sage Publications.

SEMESTER – III
COMMON ELECTIVE COURSE(CEC) 3.1
CRIME, CRIMINOLOGY AND CORRECTIONAL ADMINISTRATION
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives :

To acquaint the students about the dynamics and complexities of deviance and crime from diverse world-views, and to develop capacities to critically reflect on the criminal justice system across the country.

To develop critical understanding of criminal /juvenile justice systems and agencies, and current issues such as policing, prison management, custodial justice, human rights violations, role of the State, correctional agencies and alternative justice systems.

To train students to engage towards social reintegration and inclusion of persons affected by crime, violence, stigma, and aggravated forms of vulnerabilities.

UNIT I :Crime & Correctional System in India : Crime : Concept, Characteristics and theories (Classical, neo classical, psychological and sociological): Brief history and scope of correctional administration, classification of correctional institutions.

UNIT: 2 Probation & Parole : Definition, Objectives, Role of Probation in prevention and treatment of crime and delinquency : Parole : Principles, eligibility and condition of parole.

UNIT: 3 Prison Administration : Prisons Acts History, Objectives, Organisational Structure and functions and prisons reforms, types of prisons, Problems of prison administration, prison labours, prison panchayat system, pre-release preparation, release, follow-up and rehabilitation.

UNIT: 4 Juvenile Delinquency: Juvenile delinquency : nature and incidence, characteristics, types, factors, treatment, prevention, custody in Juvenile Justice Act (Amended)

UNIT: 5 After-care services: Concept, definition, meaning and objectives of After care services: History and recent trends, Role of Government, NGO's International agencies in planning and implementation of After-care services, Application of Social Work Methods, Promoting public participation in correctional services.

References :

Ahuja Ram, 1996	Youth and Crime, Jaipur, Rawat Publications
Bhattacharya, S.K. 1985	Social Defense – An Indian Perspective, Delhi Manas Publications
Chaddha, K, 1983	Indian Jail – Contemporary Document, New Delhi, Vikash Publishers
Chakraborty, N.K. (ed). 1977	Administration of Criminal Justice (Vol.1), New Delhi, Deep and Deep Publications
Curry, J.C., 1977	The Indian Police, New Delhi, Manu Publishers
Iyer, V. R.K. 1984	Some Half Hidden Aspects of Indian Social Justice, Lucknow : Eastern Book Company

Khan M.Z. 1978	Work by Jail Inmates, New Delhi: Inter India Publications
Peak, K.J., 1998	Justice Administration-Police, Courts and Corrections, New Jersey, Prentice Hall
Rane Asha, 1986	Children in difficult situations in India : A Review. Bombay : Tata Institute of Social Sciences
Singh, Indra. J. 1979	Indian Prison – A Sociological Enquirey, Delhi : Concept Publishers

SEMESTER – III
COMMON ELECTIVE COURSE(CEC) 3.1
WOMEN STUDIES
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

To enable the students to develop their skills and knowledge related to women's culture, current women's rights in India, and more.

To familiarise the students with the history, theories, assumptions, and key concepts of Women's Studies.

UNIT: 1 : Indian Constitution and provisions relating to women, Personal laws – Labour Laws – Violence against women – Legal protection – Family Courts – Enforcement machinery – Police and judiciary, Human Rights as Women's Rights.

UNIT: 2 Women Empowerment, Women in Development (WID), Women and Development (WAD) State Policy and Programmes, Self – help Groups women and leadership – NGOs and Women Development – National and International Funding Agencies.

UNIT: 3 Feminism : Indian Perspective : Origins of patriarchy, Understanding patriarchy through overview of the feminist theories – Contemporary patriarchy, Feminist understanding of caste, class and gender

UNIT: 4 Women's Movement in India : Pre-independent, Post-independent and Current women's movements, National Committees and Commissions for Women – Government Organisations for Women – Department of Women and Child Development

UNIT: 5

(a) Women's Experience and Health : Health and violence : Psychological concerns and women coping with stress : Alcoholism, Drug Abuse, Lifestyle and Health, Special issues in women's health (Menopause, cancer, violence, AIDS and ageing).

(b) Status of persons with different sexualities, Understanding personal narratives of the LGBT persons, History of the LGBT movement in India, Status of the LGBT community and their issues.

Reference List:

Mary E. John: Women's Studies in India: A Reader

V Geetha : Gender

Kate Millett : Sexual Politics

Annie Leibovitz and 1 more : Women

Eagleton Mary (2003): A Concise Companion to Feminist Theory. USA. Black Well Publishers.

Patel Vibhuti (2002): Womens Challenges of the New Millennium. New Delhi. Gyan Publishing House.

Jain Devaki & Rajput Pam (2003): Narratives From The Womens Studies Family: Recreating Knowledge. New Delhi. Sage Publications.

Murthy N Linga (2007): Towards Gender Equality: India's Experience. New Delhi.

Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).

Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.

Miles Angela R & Finn Geraldine (2002). Feminism: From Pressure to Politics. Jaipur. Rawat Publications.

Singh Surendra & Srivastava S P (2001). Gender Equality through Womens Empowerment: Strategies and Approaches. Lucknow. Bharat Book Centre.

SEMESTER – III
COMMON ELECTIVE COURSE(CEC) 3.2
CHILD AND YOUTH WELFARE
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

Develop an understanding of child development and various childhood problems

Study the programmes, Policies, legislations and organizations in the area of child Welfare & Development

Acquire knowledge and skills in social work intervention of early child hood care and development in agencies and communities.

Acquire knowledge and skills in working with different section of youth and skills in organizing programmes for youth.

UNIT: 1 Family and Social Change : Changing pattern of family in India – a historical review, family life cycle, Family : organization, disorganization and reorganization, family dynamics – meaning and patterns of interaction among family members, conflicts and adjustment.

UNIT: 2 Family Welfare in India : National Family Welfare Programme, India's population policy, demographic characteristics of India's population and its implications; Family planning methods their advantages and disadvantages, Medical termination of pregnancy, adoption, sex, education.

UNIT: 3 Child Development : Concept, Stages, Role of family and community in child development, Socialisation patterns in India, Child health, Nutrition, Child mortality and morbidity, Pre-School Education, Problems of School drop-outs.

UNIT: 4 Child Development Services : Constitutional safeguards, National policy for the children, U.N. Convention on child rights, Child Welfare Services, Integrated Child Development Scheme (ICDS), Sarva Shiksha Abhiyan (SSA), Children in need of special care – neglected abused children and child care.

UNIT: 5 Social Work Intervention : Role of Social Workers in awareness building and advocacy, Family centered social work, Life enrichment programme, developmental approach, Role and functions of school worker

References :

Banerjee, B.G. (1987). Child Development and Socialization, New Delhi : Deep and Baroocha.

Bhalla, M.M. (1985). Studies in Child Care, Delhi : NIPCCD

Desai, M (1986). Family and Intervention – Some case Studies, Mumbai, TISS

Jouer, L.J. (1994), The Social Context of Health & Health Work, Macmillan Press Ltd.

LSS O'Malley (Nd.). India's Social Heritage, Kanpur, Vikas Publishing House Pvt. Ltd.

Pandit, P. (1999). Handbook on Child, New Delhi, Concept Publishing Com

Ramu G.N. (1977), Family Structure & Fertility, New Delhi / New Bury Park, London, Sage Publication.

Singh, Y. (1997), Social Stratification & Change in India, 1997, New Delhi, Manohar Publication.

Ahuja, Ram. (1996) Youth and Crime, Jaipur: Rawat Publications

2. Allan, J., & Catts, R. (2012). Social capital, children and young people:

Implications for practice, policy and research. Bristol England: Policy Press.

3. Cocker, C., & Allain, L. (2013). Advanced social work with children and families.

Thousand Oaks: Sage.

4. Donald, S., Anderson, T. D., & Spry, D. (2011). Youth, society and mobile media in Asia. London: Routledge.
 5. Doyle, C. (2012). Working with abused children: Focus on the child. Basingstoke: Palgrave Macmillan.
 6. Kavitha, P, Sekar, K, Raj, W. (2012). Psychosocial Care for children in difficult circumstances – A Community Based Approach. National Journal of Professional Social Work, 13(1-2), 28-41.
- Michele Henderson, (2009). How to motivate children to learn? New York: Epitome Books
- Nakkula, M. J. (2012). Building healthy communities for positive youth development. New York: Springer.
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- Rane, Asha. (1986) Children in Difficult Situations in India: A Review. Bombay: Tata Institute of Social Sciences
- Rashmi Agarwal (2008) Education for Disabled children. New Delhi: Shipra Publication
- Rustagi, P., K., S. K., & Subrahmanian, R. (2015). India's children: Essays on social policy. New Delhi, India: Oxford University Press.
- Saraswathi, S (2008). Indian youth in the new Millennium. RGNIYD [Rajiv Gandhi National Institute of Youth Development], Coimbatore
- Sekar et al., (2008). Psychosocial Care for children in difficult circumstances – My Work Book, NIMHANS, Bangalore.
- Shyam Sunder Shrimali (2008). Child Development. New Delhi: Rawat publications

SEMESTER – III
COMMON ELECTIVE COURSE(CEC) 3.2
GERIATRIC CARE
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Objectives:

To learn Definition, concept, History, importance and scope of geriatric studies. To understand the demographics of Aging, and characteristics of old age.

To be able to compare the myths and stereotypes about aging.

To be acquainted with the changes and Developmental tasks of Old age- Cognitive, physical, psychological and social along with the laws that protect them

To develop skills for old age care .

UNIT: 1

Introduction : Definition of Elderly, Concept of ageing, Changing roles in Family Life and Social Relationships, Demography of ageing population in India, Productive ageing.

UNIT: 2

Needs and Issues of Elderly: Needs of elderly people, Psychological needs, recreational needs, attitudes towards ageing, Issues relating inheritance, destitute women, Elder abuse, symptoms and signs of elder abuse, Risk factors of elder abuse, Preventing elder abuse

UNIT: 3

National Policies & Programmes for Welfare of the Elderly : Constitutional Provisions, National Policy on Older Persons, National Social Assistance Programme, Annapurna Yojana, Integrated Programme for Older Persons (IPOP) Maintenance and Welfare of Parents and Senior Citizens Act, 2007

UNIT: 4

Institutional and Non-Institutional Services and the Elderly : Care giving roles between Older Persons and the family, Understanding caregiver stress and burnout, older persons and livelihood, family based services, community based services.

UNIT: 5

Social Work Practice for and with Elderly : Role of Social Worker in promoting the services and programs for the Aged, International and Nations organizations working for the welfare, development and empowerment of Elderly, Counselling and legal aid to the older persons.

References :

Aiken, L.R. (1978), The psychology of later life, Philadelphia: WB Saunders Company.

Beerman, S and Rappaport – Musson, J. (2008), Eldercare 911 : The caregiver's complete handbook for making decisions. Amherst, NY : Prometheus Books.

Bergman, K (1972), Aged : Their understanding and care. London : Wolfe Publications

Binstock, R.H. and Shanes, E. (Eds), 1986, Handbook of Ageing and Social Sciences, New York : V.N. Reinhold Co.

Blau, Z.S. (1983), Old age in a changing society, New York : New View Prints

Bose, A.B. and Gangrade, K.D. (1988), Aging in India : Problems and Potentialities, New Delhi, Abhinav

Chowdhury, P.D. (1992), Aging and the aged, New Delhi : Inter India Publications.

Cook, A.S. (1983), Contemporary Perspectives on Adult Development & Aging, New York : Macmillan

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Ghosh, B (1988) : Contemporary Social Problems in India, Bombay, Himalaya

Homban D, (1978), *Social Challenge of Aging*, London : Groom Helm.
Johnson, E (1982), *Growing old, Social problems of Aging*, New York : Holt Rineheart and Winston
Kennedy C (1988), *Human Development*. New York : Macmillan
Kimmel, D. (1974), *Adulthood and Aging* : New York : Wiley
Mishra, S (1987), *Social Adjustment of Old Age*, Delhi : B.R. Pub Corp.
Pinkston, P.H. and Linsk, N.K. (1984). *Care of the Elderly : A family Approach*, New York : Pergamon Press.
Schiamberg, L.B. (1985), *Human Development*. New York, Macmillan
Sharma, M.L. and Dak, T.M. (1987), *Aging in India : Challenge for the Society*, Delhi : Janta Pub.

SEMESTER – III
CORE COURSE(CC) 3.3
DISSERTATION
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

The students will work under the supervision of their assigned supervisors and they will submit their dissertations. The students will be in touch with their supervisors and report their progress regularly.

SEMESTER – IV
CORE COURSE(CC) 4.1
REPORTING ON FIELD LEVEL INTERVENTION
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

The students would go to field work at least 25 working days and prepare report/ reports to teachers for advice and necessary guidance. Field works would be done under regular guidance of teachers and the reports would be assessed regularly. The final assessment would be done towards the end of the semester.

SEMESTER – IV
COMMON ELECTIVE COURSE(CEC) 4.1
PROGRAMME PLANNING AND MANAGEMENT
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Rationale of the Course

The present day context of development practice is complex at the global as well as local levels. Project based practice brings with it a multiplicity of agencies engaged in various development projects, and a financial scenario that is uncertain in terms of availability of resources for community work implies that practitioners have to work with, and be able to communicate about their work with a range of stakeholders. The challenges of issue and struggle based work, and long term engagement with communities and issues, however, are not exactly similar. It is important that these differences in the sites of practice inform and nuance the education for development workers. Further, the ability for planning, monitoring, implementing and evaluation of one's work is basic to effective practice with sustainable outcomes. Programme and project based work today draws on community participation and acknowledges its necessity for enhancing the positive impact of development efforts. For students therefore, a people-centred perspective; the ability for methodical conceptualising, and hence, planning and work; knowledge of tools of planning, monitoring and evaluation; skills in utilising them; would be developed through this course. It is intended to orient them to the role of both formal and informal mechanisms within development programmes, ranging from micro interventions to macro projects, and to prepare them for effective engagement.

Objectives of the Course

1. To develop a people- centred perspective on planning, monitoring and evaluation of programmes and projects
2. To enhance student ability for systematic conceptualisation and implementation of work through knowledge of components of the project cycle
3. To develop student capacity to grasp and utilise various tools of planning, monitoring and evaluation
4. To build skills required in using these tools at various stages of programmes and projects.

UNIT: 1 Context, Concepts – programmes, projects, project cycle , Methods, process, tools

UNIT: 2 Project proposal writing; Logical Framework Analysis

UNIT: 3 Cost-effectiveness analysis; basics of accounting

UNIT: 4 (a)*PRA; Micro-planning, (b) EIA; SIA

UNIT: 5 Social Audit

Method of Teaching: Lecture, discussions, case studies, workshops

Method of Assessment: Examination, field / group based assignment

References:

Altschuld J W. (2000). From Needs Assessment To Action. Thousand Oaks: Sage Publication.

Butcher H et al., (2007). Critical Community Practice. The Policy Press. Bristol.

Dale R. (2006). Development planning: Concepts and tools for Planners Managers and Facilitators. Published in India. New Delhi: Academic Foundation.

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Shaw I F, Greene J C and Mark M M (ed.). (2007). Sage Handbook Of Evaluation : Policies, Programs and Practices. London: Sage Publications.

Suggested Readings:

Centre for Good Governance. (2006). A Comprehensive Guide for Social Impact Assessment. Hyderabad : Centre for Good Governance.

Centre for Good Governance. (2005). Social Audit: A Tool for Performance Improvement and Outcome Measurement. Hyderabad

Devinney T M., (2009). Is the Socially Responsible Corporation a Myth? The Good, the Bad, and the Ugly of Corporate Social Responsibility. Academy of Management Perspectives.

DFID. (2005). Monitoring And Evaluating Information and Communication for Development (ICD) Programmes.

International Institute for Environment and Development. (2004). Participatory Learning and Action. London .

Marsden D and Oakley P (ed.). (1990). Evaluating Social Development Projects. Oxford: Oxfam.

Morgan M, Levitt R E and Malek W. (2008). Executing Your Strategy. Boston: Harvard Business School Press.

Mukherjee N. (1993) Participatory Rural Appraisal: Methodology and Applications. New Delhi: Concept Publishers.

Narayanasamy N. (2009). Participatory Rural Appraisal: Principles, Methods and Application. Los Angeles: Sage Publications.

Ramachandran P and others. (2008). Applied Social Research. Bangalore: Centre For Social Action Trust.

Ramkumar Vivek. (2008). Our money, Our responsibility. The International Budget Project.

SEMESTER – IV
COMMON ELECTIVE COURSE(CEC) 4.2
BUSINESS PLAN DEVELOPMENT FOR SOCIAL SECTOR
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Rationale of the Course:

Business planning is critical in the achievement of objectives and targets aimed by social enterprises. This course provides a thorough grounding in how to create, measure and implement a business plan. This course combines the entrepreneurship-based skills and managing innovation techniques by developing business plans for ventures with social value. Students' skill and basic understanding in developing a comprehensive business plan will be enhanced through this course.

Objectives of the Course

1. To provide a basic understanding on the purpose and components of a business plan.
2. To familiarize students in developing and writing business plans.
3. To enhance the skills of students in innovative thinking and creation of business plans for social enterprises.

UNIT: 1 Concepts of Business Plan: Definitions and concepts of Business Plan, Need of Business Plan for Social Ventures.

UNIT: 2 The Business Development Process for Social Enterprises: Motivation, Preparation, Assessment, Testing idea, Exploration, Business Planning, Start-up.

UNIT: 3 (a)Critical Factors: Financial Planning, Scenario Planning, Investment Finance
(b)Market Analysis, Research and Need Assessment.

UNIT: 4 The Basic Components of Business Plan – Mission, Objectives, Enterprise Description, Beneficiaries, Situation Assessment, Other organisations offering similar services, Partners and Collaborators, Opportunities and Threats, Strengths and Weaknesses, Service and Products, Outreach Plan, Operations, Leaders, Governance, Social Returns on Investment, Potential Social Investors, Financial Plan, Sustainability Issues, Statement of Assets and Liabilities

UNIT: 5 Business Plan preparation – Writing a Business Plan, Method of Teaching: Lectures, Method of Assessment: Assignment and Examination.

Essential Readings:

Thomas W. Zimmerer and Norman M. Scarborough (2005) Essentials of Entrepreneurship and Small Business Management, Prentice Hall India, New Delhi.

Tom Peters (1997) The Circle of Innovation, Alfred A. Knopf, New York.

Abrams, Rhonda M. 1993. The Successful Business Plan: Secrets and Strategies. Grants Pass, Oregon: Oasis Press

Edgecomb, Elaine, and James Cawley. 1993. An Institutional Guide for Enterprise Development Organizations. New York: SEEP Network.

Emerson, Jed, and Fay Twersky. 1996. New Social Entrepreneurs: The Success, Challenge and Lessons of NonProfit Enterprise Creation. San Francisco: Roberts Foundation.

O'Donnel, Michael. 1991. Writing Business Plans that Get Results: A Step-by-Step Guide. Lincolnwood, Ill. Contemporary Books

SEMESTER – IV
OPEN ELECTIVE COURSE(OEC) 4.1
SOCIETY-CONFLICT AND PEACE PROCESS
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Rationale of the Course:

Conflicts of varying nature are inevitable and a part of the socio-political reality of contemporary societies. South Asia is a tumultuous region which occupies a prominent place in the global map of conflicts. Religion, language, caste, ethnicity and issues of autonomy and sub-nationalism are the faultlines which in varying dimensions feed into a cycle of conflicts in India. In the geographies of conflict, it is quite difficult to work with individuals, groups and communities without involving oneself with the most serious concerns affecting their life in communities. The course on Society, Conflicts and Peace Processes is designed to enable students to analyse and appreciate the complexity of socio-political situations which result in conflicts of varied nature. Students will also engage critically with theories of conflicts and will develop their understanding of the theoretical resources available in the area of conflict and peace studies. The course attempts to make the students of social work more informed about varied causes and consequences of conflicts and prepares them to engage in societal processes with a sense of commitment for enduring peace. It also aims to develop some practice skills in various methods of conflict transformation and processes.

Objectives of the Course:

1. To help students to examine the causes of conflict along with the changing nature of conflicts in modern societies
2. To familiarize students with various socio-political conflicts in India emanating from issues surrounding religion, caste, ethnicity and nationality
3. To introduce various theories of Conflicts and Violence and its critical analysis
4. To help understand the role of local, national and international organizations in conflict transformation and peace processes by strengthening their knowledge and skills in conflict assessment, mediation, negotiations, peace audit etc.

UNIT: 1 Conflicts in modern societies, socio-political and economic factors in conflicts.

UNIT: 2 Socio-political conflicts in India, Kashmir, North- East, Telengana, Maoism, Communalism etc.

UNIT: 3 Conflicts: Theories and concepts and analysing conflicts through theoretical frameworks: case studies

(a)Addressing conflicts: Conflict management and conflict resolution and Conflict Transformation frameworks and its critiques

(b)Techniques in Conflict Transformation: Dialogue, Negotiation, Mediation etc

Peace Processes: Peace Missions, Peace agreements, accords

Role of UN and other international actors

Method of Teaching: Lectures, discussions, simulation exercises and case studies

Method of Assessment: Examination, simulation assessments and assignments

Essential Readings:

Brecher, M and J.Wilkenfeld. (1989), Crisis, Conflict and Instability, Oxford: Pergamon Press.

Froerer, Peggy. (2007), Religious Division and Social Conflict. New Delhi: Social Science Press.

Gupta, Deepak K. (2009), *Understanding Terrorism and Political Violence*. New York: Routledge.
 Mohanty, Manoranjan (ed). (2004), *Class, Caste, Gender: Readings in Indian Governement and Politics - 5*. New Delhi: Sage.
 Nussbaum, Martha C. (2007), *The Clash Within: Democracy, Religious Violence and India's Future*. New Delhi: Permanent Black.
 Wilkinson, Steven I, (2005), *Religious Politics and Communal Violence*. New Delhi: Oxford University Press.

Suggested Readings:

Banerjee, Paula. (2010), *Borders, Histories, Existence: Gender and Beyond*. New Delhi: Sage.
 Baruah, Sanjib. (2010) *Critical Issues in Indian Politics: Ethnonationalism in India: A Reader*. New Delhi: Oxford.
 Bhaumik, Subir. (2009), *Troubled Periphery*. New Delhi: Sage.
 Brass, Paul R. (2003), *The Production of Hindu Muslim Violence in Contemporary India*. New Delhi: Oxford University Press.
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 Shajahan, P.K . (2009). *Demons, Proselytizers and Liquid Fear: Communal Expressions in Contemporary India* In: S. Sharma and M.K. Jha (Eds), *In Opposition to Silence*. Delhi: Alternotes Press.
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 Singh R. (2010). *On Nationalism and Communalism in India*. Delhi: Aakar
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SEMESTER – IV
OPEN ELECTIVE COURSE(OEC) 4.2
SOCIAL POLICY AND PLANNING
Full Marks: 50[=40(exam)+10(internal assessment)]
(5 Credits)

Rationale of the Course:

This course is meant to provide the students with an overview of the theoretical underpinnings of social policy that has direct bearing with the welfare and development agenda of the state. The course would delve into the ideological underpinnings and process of social and public policy making in the country context. Through interrogation of recent policy analysis, the course would examine the impact of policies on the poor and marginalized sections of society. It also seeks to provide an understanding of the modern state and its role in a democracy and as an agent which is accountable to the people. It aims to look at the impact of neo-liberal structural adjustment policies in defining the role of the state, international agencies, non-profit organizations and other civil society groups in policy formulation and implementation. It also looks at policy-implementation gaps and seeks to enable students to locate its causes. This course aims to prepare students to critically understand and evaluate policy and its implications, undertake capacity building of people to enable them to participate effectively in decision-making at various levels as citizens. It also looks at governance within a democratic framework and the role of civil society and political society in a democratic polity. Besides, the course would help students develop skills to engage in the process of social planning that is inclusive and people-centric.

Objectives of the Course:

1. To enable students to develop critical awareness of the concepts and debates around social policy and planning
2. To develop an understanding of the nature of social policy in the cultural /social political, economic context
3. To help students understand the interconnection between economic and social policies and its implication for social development.
4. To acquire knowledge of policy analysis and policy formulation processes
5. To develop critical insights into the working of policies-identifying conceptual and operational lacunae.

UNIT: 1 (a)Social Policy: Concept, goals, scope and context

(b)Changing contours of nature and character of state Vis-à-vis social Policies

(c) Approaches to social policy: Welfare, development and rights based approach to social policy

UNIT: 2 (a)Ideologies-state formations, shifts and radical departures, influences, values and principles (social justice, equality, Rights, respect for diversity)

(b)Elements of policy climate: Political environment, Neo liberal climate; Supra national bodies and globalization; Advocacy, research, Judicial activism, lobbies and pressure groups, social movements.

UNIT: 3 Policy Formulation: Determinants and steps, state, government-process, critique.

UNIT: 4

(a)Approaches and tools -Political economy, Gender analysis/Gender budgeting, diversity and uniformity; thematic vs. analytical approaches; Human Rights approaches

(b)Development Policies: Analysis of objectives/allocations and budgetary expenditures with respect to policy, schemes and programmes of poverty alleviation, education, health and population and Forest policies, rural and urban community development.

UNIT: 5 Social Planning: Concept and scope; Planning as an instrument of social policy; 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; Overview of Five Year Plans.

Method of Teaching: Lectures, discussion and seminar.

Method of Assessment: Examination, assignments and presentation.

Essential Readings:

Alcock, P., A. Erskine and M. May (eds.). (1998). *The Student's Companion to Social Policy*. Oxford: Blackwell/ Social Policy Association

Hill, M. (2003). *Understanding Social Policy*. Oxford. Blackwell Publishing

Hughes, G. and G. Lewis (eds.). (1998). *Unsettling Welfare: The Reconstruction of Social Policy*. London: Routledge

Hungama For Change. (2012). *The Hungama Survey Report– 2011*. Hyderabad: Naandi Foundation (web source <http://hungamaforchange.org/HungamaBKDec11LR.pdf>)

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Meena Acharya and Puspa Ghimre., (2005). *Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/Project Effectiveness*. *Economic and Political Weekly*. Vol 40 No. 44 and 45 October 29 – November 04

Mishra, R. (1999). *Globalization and the Welfare State*. Chentham Press. Northampton: Edward Elgar

Watson, S. And L. Doyal. (1999). *Engendering Social Policy*. Milton Keynes Open University Press.

Suggested Readings

Denny, David. (1998). *Social Policy and Social Work*. Oxford: Claredon Press

Gail, L., G. Sharon and J. Clarke (ed). (2000). *Rethinking Social Policy*. London: Open University Press in association with Sage Publications.

Jayati Ghosh., (2002). *Globalisation, Export Oriented Employment for Women and Social Policy: A Case Study of India*. *Social Scientist*. Vol. 30, No. 11/12.

Kennet, P. (1999). *Comparative Social Policy*. London: Open University Press.

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