



MASTERS IN ARTS IN SOCIAL WORK  
SYLLABUS  
DEPARTMENT OF SOCIAL WORK, TEZPUR  
UNIVERSITY

**Department of Social Work**  
**Tezpur University**  
**Masters in Social Work: CREDIT STRUCTURE**

Course code	Title of the Course	No. of Credits	Core/Elective
<b>First Semester</b>			
SW451	Understanding Society	2	Foundation
SW452	Human Behaviour and Social Environment	2	Foundation
SW453	Political Economy: State, Society and Social Development	2	Foundation
SW454	Social Work Profession	3	Core
SW455	Social Work Methods: Working with Individuals and Families	3	Core
SW 456	Community health	2	Core
SW 457	Social work with Children and Older adults	2	Core
SW 458	FIELD WORK	6	
	<b>TOTAL CREDITS</b>	<b>22</b>	
<b>Second Semester</b>			
SW 459	Research methods (Part-I; Qualitative)	2	Core
SW 460	Social Work Methods: Working with Communities	3	Core
SW 461	Social Work Methods: Working with Groups	3	Core
<b>ELECTIVES (Choose any one group)</b>			
<b>Group A</b>			
( SW 421 )  ( SW 422 )	Urban community development	2	Elective
	Rural and Tribal Community Development	2	
<b>Group B</b>			
( SW 423 )  ( SW 424 )	Social Work in Schools	2	Elective
	Development Communication for Social Work	2	
<b>SW 462</b>	<b>Engaging with Communities</b>	<b>3</b>	<b>(Open Elective</b>

			<b>offered by the Department)</b>
SW 463	FIELD WORK	5+1*	*1 Credit is for Urban Camp
	<b>TOTAL CREDITS</b>	<b>21</b>	
<b>Third Semester</b>			
SW 521	Development Administration	2	Core
SW 522	Social Action, Advocacy and Movements	2	
SW 523	Research methods (Part II); Quantitative)	2	Core
SW 524	Gender issues	2	Core
<b>ELECTIVES (Choose any one Group)</b>			
<b>Group A</b>			
<span style="font-size: 2em; vertical-align: middle;">{</span> SW 571  SW 572 <span style="font-size: 2em; vertical-align: middle;">}</span>	Social Work and Mental Health	2	Elective
	Social Work Practice in HIV and Other Infectious Diseases	2	
<b>Group B</b>			
<span style="font-size: 2em; vertical-align: middle;">{</span> SW 573  SW 574 <span style="font-size: 2em; vertical-align: middle;">}</span>	Ecology and Social Work	2	Elective
	Social Work and Livelihoods Promotion	2	
SW 525	FIELD WORK	5+1*	*1 Credit is for Rural Camp
SW 526	Dissertation	2	Core
<b>SW 462</b>	<b>Engaging with Communities</b>	<b>3</b>	<b>(Open Elective offered by the Department)</b>
	<b>TOTAL CREDITS</b>	<b>23</b>	
<u>Internship non credited but mandatory</u>			
<b>Fourth Semester</b>			
SW 527	Human Rights and Social Justice	2	Core
SW 528	Social Policy and Planning	2	Core

<b>ELECTIVE (Choose any One Course)</b>			
SW 575	Introduction to Dalit Studies	2	Elective
SW 576	Social Work with Persons with Disability	2	Elective
<b>ELECTIVES (Choose any one Group)</b>			
<b>GROUP A</b>			
SW 577	Disaster Management	2	Elective
SW 578	Peace Building and Conflict Management	2	
<b>GROUP B</b>			
SW 579	Labour Legislation	2	Elective
SW 580	H.R. Management and CSR	2	
SW 529	BLOCK FIELD WORK	6	Core
SW 530	DISSERTATION	4	Core
	<b>TOTAL CREDITS</b>	<b>20</b>	
<b>TOTAL COURSE CREDITS</b>		<b>86</b>	

Semester	Foundation	Core	CBCT	Elective	Fieldwork	Dissertation	Total
I	2+2 +2	2+3+3+2			6		22
II		2+3+3	3	2+2	6		21
III		2+2+2+2	3	2+2	6	2	23
IV		2+2		2+2+2	6	4	20
				<b>Total Credits</b>			<b>86</b>

**Skill Labs:** Non- skill labs will be planned by all faculty members with respect to individual courses. These labs will be designed considering the recent developments in various fields. Assessment of the skills required will be made and the labs will be planned accordingly to build the capacities of the students.

## **Learning Outcome based Curriculum**

### **Preamble:**

The mission of the Department of social work is to enhance the well being and empowerment of people who are marginalized, vulnerable and oppressed. It strives to promote social justice and social change. Through its intensive field work practicum, the Department continuously emphasizes on the blending of theory into practice. The core values of social justice, dignity, importance of human relations, integrity and competence are embraced and imparted through its curriculum to the social work trainees.

### **1. Introduction: The present need and the approach of the Curriculum.**

Tezpur University is located in the North bank of Brahmaputra. The specific geographical location of the Social Work Department in Tezpur University presents unique challenges and opportunities for running a Master's Programme in Social Work. The Districts of Assam in the North bank of Brahmaputra fare very poorly in the ranking for various development indicators. Vulnerable and marginalised groups such as indigenous tribes, tea tribes, and char and chapori dwellers constitute a major share of the population in these districts. The geographical remoteness of the region plays an important role in determining the development prospects of the region. Further this region is also affected by frequent floods and other ecological changes. The design of a M.A. Social Work programme demands accommodating the need for skill development of students to cater to the National and international opportunities as well as to the specific needs of the region. M.A. in Social Work Programme at the Department of Social Work, Tezpur University follows a generalist social work approach to social work training. The curriculum is designed with equal emphasis given to training in both theory and practice. Courses are designed to orient graduates to the national and international developments in the discipline as well as to sensitise students to the local demands.

### **2. Qualification descriptors for the graduates**

#### **Knowledge & Understanding**

1. Understanding of social structure and social processes that affects life chances of Individuals, groups and communities
2. Competence in emerging theoretical perspectives and their application in specific local social contexts.
3. Gain technical knowledge in various domains of social work practice.
4. Able to comprehend the debates on marginalisation, exclusion, oppression globally and regionally and to apply the same in their specific context

## Skills & Techniques

1. Basic skills in establishing professional relationship
2. Skills in executing field based research
3. Skills in applying the methods of social work

## Competence

1. Aptitude to understand and empathise with people's hope, aspirations and despair
2. Competence in taking up challenges and work in adverse situations.
3. Bringing in the values and ethics of social work practice.

**3. Graduates Attributes:** This consists of the skills, competencies, knowledge and perspectives that a post graduate student would develop through the programme in the Department.

**Knowledge and Understanding:** The Graduate student will have Sound Knowledge and understanding of methods in social work, knowledge and understanding of theories of social structure and social process, knowledge and understanding in interdisciplinary domains of social work practice, Knowledge and understanding of various tools and techniques applied in social work practice. Awareness and understanding of the debates on issues that are fundamental to social work practice.

**Skills:** team work, programme management, interpersonal relationships, skills to work in adverse situations, skills to work with vulnerable population, research and innovation skills, sound knowledge in different tools, techniques that can be applied in field, develop non-judgemental attitude and acceptance of people.

**Competencies:** Theoretical understanding and examining socio political issues objectively, Understanding of diversity and inclusion, working towards ensuring social justice, integration of theory into practice, working towards research based perspective, develop ethical practice.

## 4. Program Outcomes

1. Graduates will have the capacity to comprehend and analyse the social, economic, religious, institutional and cultural barriers that prevent individuals, groups and communities from achieving their fullest potential.
2. Graduates will be imbued with the philosophy, values, principles and skills of professional social work to cater to the various needs of the society.
3. Graduates will be equipped to identify the specific needs of the vulnerable and the marginalised groups and effectively intervene in addressing them.
4. Graduates will be able to plan, innovate and evolve strategies to deal effectively with social problems/needs (better word).
5. To be able to apply primary and secondary methods of Social Work in addressing social issues.

## 5. Programme structure

**Total Credits: 86**

### Structure of the curriculum

<b>Course category</b>	<b>No of courses</b>	<b>Credits per course</b>	<b>Total Credits</b>
I. Foundation Courses	3	2	6
II. Disciplinary Core courses	4	3	12
III. Interdisciplinary Core Courses	9	2	18
IV. Elective courses	7	2	14
V. Field Work	4	6	24
VI. Dissertation	2	2+4	6
VII. Open Elective (CBCT)	2	3	6
<b>Total credits</b>			<b>86</b>

# 1. SEMESTER-WISE SCHEDULE

## SEMESTER I

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Foundation	SW451 Understanding Society	2	0	0	2	2
	SW452 Human Behaviour and Social Environment	2	0	0	2	2
	SW453 Political Economy: State, Society and Social Development	2	0	0	2	2
Disciplinary Core	SW454 Social Work Profession	2	1	0	3	3
	SW455: Social Work Methods: Working with Individuals and Families	2	1	0	3	3
Interdisciplinary Core	SW 456 Community health	2	0	0	2	2
	SW 457 Social work with Children and Older adults	2	0	0	2	2
Field Work	SW 458 Field Work	0	0	6	6	6



SEMESTER II						
Disciplinary Core	SW 460 Social work with communities	2	1	0	3	3
	SW 461 Social Work Methods: Working with Groups	2	1	0	3	3
Interdisciplinary Core	SW 459 Research methods (Part-I; Qualitative	2	0	0	2	2
Electives						
Group A	SW421 Urban community development	2	0	0	2	2
	SW422 Rural and Tribal Community Development	2	0	0	2	2
Group B	SW423 Social Work in Schools	2	0	0	2	2
	SW424 Development Communication for Social Work	2	0	0	2	2
	SW463 Field Work	0	0	6	6	6

	Open Elective (CBCT)	3	0	0	3	3
<b>SEMESTER III</b>						
Interdisciplinary Core	SW 521 Development Administration	2	0	0	2	3
	SW 522 Social Action, Advocacy and Movements	2	0	0	2	3
	SW 523 Research methods (Part II); Quantitative)	2	0	0	2	2
	SW 524 Gender issues	2	0	0	2	2
Electives (Choose any one group)						
Group A	SW571 Social Work and Mental Health	2	0	0	2	2
	SW572 Social Work Practice in HIV and Other Infectious Diseases	2	0	0	2	2
Group B	SW573 Ecology and Social Work	2	0	0	2	2

	SW574 Social Work and Livelihoods Promotion	2	0	0	2	2
Field Work	SW 525 FIELD WORK	0	0	6	6	6
Dissertation	SW 526 Dissertation	0	2	0	2	2
<b>SEMESTER IV</b>						
Interdisciplinary Core	SW 527 Human Rights and Social Justice	2	0	0	2	2
	SW 528 Social Policy and Planning	2	0	0	2	2
Elective (Choose any one Course)						
	SW 575 Social Work with Dalits	2	0	0	2	2
	SW 576 Social Work with Persons with Disability	2	0	0	2	2
Elective (Choose any One group in this)						

Group A	SW577 Disaster Management	2	0	0	2	2
	SW578 Peace Building and Conflict Management	2	0	0	2	2
Group B	SW579 Labour Legislation	2	0	0	2	2
	SW580 H.R. Management and CSR	2	0	0	2	2
Field Work	SW 529 BLOCK FIELD WORK	0	0	6		6
Dissertation	SW 530 DISSERTATION	0	2	2	4	4

6. Mapping of course with program outcomes (POs)

Course title	PO1	PO2	PO3	PO4	PO5
<b>Semester I</b>					
SW451 Understanding Society	x		x		
SW452 Human Behaviour and Social Environment		x	x		

SW453 Political Economy: State, Society and Social Development	X		X	x	
SW454 Social Work Profession				x	x
SW455: Social Work Methods: Working with Individuals and Families	X	X	X	X	X
SW 456 Community health		x	x		x
SW 457 Social work with Children and Older adults	X	X	X		
SW 458 Field Work	X	X	X	X	X
<b>Semester II</b>					
SW 460 Social work with communities		x	x		x
SW 461 Social Work Methods: Working with Groups		x		x	x
SW 459 Research methods (Part-I; Qualitative)	x		x		
SW421 Urban community development (Elective)	X	X	X		
SW422 Rural and Tribal Community Development (Elective)	X	X	X		
SW423 Social Work in Schools (Elective)		X		X	x
SW424 Development Communication for Social Work (Elective)	x	X		X	x
SW463 Field Work	x	x	x	x	x
<b>Semester III</b>					

SW 521 Development Administration	X	X		X	
SW 522 Social Action, Advocacy and Movements	X	X	X	X	X
SW 523 Research methods (Part II); Quantitative)	x		x		x
SW 524 Gender issues	x		x		
SW571 Social Work and Mental Health (Elective)	x		x	x	x
SW572 Social Work Practice in HIV and Other Infectious Diseases (Elective)			x	x	x
SW573 Ecology and Social Work (Elective)	x		x	x	
SW574 Social Work and Livelihoods Promotion (Elective)	X		X	x	
SW 525 FIELD WORK	X	X	X	X	x
SW 526 Dissertation	X		X	X	X
<b>Semester IV</b>					
SW 527 Human Rights and Social Justice		X	X	x	
SW 528 Social Policy and Planning	X	X	x		
SW 575 Social Work with Dalits (Elective)	X	X	x		
SW 576 Social Work with Persons with Disability (Elective)	X	X	x		
SW577 Disaster Management (Elective)	x		x		x
SW578 Peace Building and Conflict Management	x		x		x

(Elective)					
SW579 Labour Legislation (Elective)	x		x		
SW580 H.R. Management and CSR (Elective)			x	x	
SW 529 BLOCK FIELD WORK	x	x	x	x	x
SW 530 DISSERTATION	x	x	x	x	

7. Evaluation plan:

Programme Outcome	Methods of Evaluation
Graduates will have the capacity to comprehend and analyse the social, economic, religious, institutional and cultural barriers that prevent individuals, groups and communities from achieving their fullest potential.	Written tests, Assessment of field work interventions, Research projects
Graduates will be imbued with the philosophy, values, principles and skills of professional social work to cater to the various needs of the society.	Group Conferences, Individual Conferences, Social Work interventions
Graduates will be equipped to identify the specific needs of the vulnerable and the marginalised groups and effectively intervene in addressing them.	Group Conferences, Individual Conferences, Written tests
Graduates will be able to plan, innovate and evolve strategies to deal effectively with social problems/needs	Assessment of Field work interventions, internships,
To be able to apply primary and secondary methods of Social Work in addressing social issues	Rural and urban Camp, Field work interventions, Assessment of internships, written tests, class assignments, group discussions





## SW 451: Understanding Society

L	T	P	Cr
2	0	0	2

### Course Objectives:

- To develop a basic understanding of the sociological concepts
- To develop an understanding on the sociological theories
- To gather critical insights on the functioning of social institutions.
- To build perspectives on contemporary social problems.

### Learning outcomes:

- Understand basic sociological concepts and will be able to relate it to the field
- Develop a critical insight to analyse the any given event in the backdrop of the way a society functions
- Gather a perspective on contemporary issues and draw critical inferences.

## COURSE CONTENT

### Unit I: Key Concepts

- Introduction to Sociology and its relevance to Social Work
- Concepts- Society, Culture, Community
- Social structure and substructure, Social Stratification
- Social Institutions- Family, Marriage, Kinship, Religion
- Caste, Class, Status, Power and Authority
- Social Control
- Social mobility

### Unit II: Sociological perspectives

- Structural Functionalism
- Conflict and Contradiction
- Symbolic Interactionism
- Modernism and Post modernism

### Unit III: Social Issues

- Crime and deviance
- Politics of identity
- Agrarian Crisis
- Issues related to governance

**Text Books:**

Giddens, A. (2009). Sociology. Polity Press

Gupta, D (1997).(Ed.) Social Stratification. Oxford University Press. New Delhi

**Additional Readings:**

Burce, S. (2000). Sociology : A very short introduction : Oxford University Press

Deshpande, S. (2003). Contemporary India: A sociological: Penguin India

Menon, N., & Nigam, A. (2007). Power and contestation: India since 1989

Richard, T. S. (2010). Sociology: Tata McGraw-Hill Higher Education

Ritzer, G. (2012). Sociological theory: Tata McGraw Hill Education

Sudha, P. (2013). Dalit assertion: Oxford India Short Introductions

Jodhka, S. S. (2012). Caste: Oxford India Short Introductions

Tabassum, H. (2011). Encyclopedia of contemporary social problems in India: Anmol

## SW 452 - Human Behavior and Social Environment

L	T	P	Cr
2	0	0	2

### Course Objectives:

- Understand the nature and development of human behaviour in socio-cultural context
- Develop a critical understanding of human behaviour and personality
- Learn analysis of these concepts for social work practice

### Learning Outcomes

- Will be to deal with human psychological problems at primary level
- Will develop more critical and sensitive understanding about human behaviour at individual, group as well as community level.
- Will develop better conceptual clarity of social work theories and build the foundation for social work intervention

## COURSE CONTENT

### Unit I: Human Growth and Behaviour

- Introduction to psychology and its relevance in social work practice
- Determinants of human behaviour: heredity, environment, and social institutions
- Life span perspective of human growth and development: developmental tasks , social, emotional and cognitive development

### Unit II: Basic Psychological Processes

- Personality: perspectives, types and theories
- Learning, Motivation , Intelligence
- Attitude: formation, change and measurement

### Unit III: Social Psychology

- Prejudice, stereotypes, Stigma ,discrimination and ethnocentrism
- Collective Behavior: crowd, riot and rebellion.
- Rumor, Propaganda and Public Opinion

### Text Books

Hurlock, E.A. (1994). Developmental Psychology, Lifespan Approach. New Delhi: Tata McGraw Hill.

Le bon G. (1999). The Crowd: A Study of Popular Mind. New York: Macmillan.  
Mansead A.S.R. Strobe W. (ed.) (1997). The Blackwell Reader in Social Psychology. Oxford: Blackwell.

Morgan, C.T., King, R.A., Welsz, J.R. & Schopler, J. (2003) . Introduction to Psychology (7<sup>th</sup> Edition). New Delhi: Tata McGraw Hill Publication Company Limited.

Additional Readings:

Baron, R.A. & Byrne, D. (1998). Social Psychology (8<sup>th</sup> Edition). New Delhi: Prentice Hall.

Berger, C.R. & Chaffee, S.H. (1978). Handbook of Communication Science. New Delhi: Sage.

Berk, L.E. (1996). Child Development. New Delhi: Prentice Hall of India.

Beck, R.C. (2003). Motivation: Theories And Principles, 4/e: Pearson Education.

Burke, P.J. (2006). Contemporary Social Psychological Theories: Stanford Social Sciences.

Carson R.C., Butcher, J.N. & Mineka, S. (2000). Abnormal Psychology and Modern Life. Singapore: Pearson Education.

Carr, A. (2003). Abnormal Psychology: Taylor & Francis

Corcoran, J. (2006). Cognitive-behavioral Methods for Social Workers: A Workbook: Pearson/Allyn and Bacon.

Groth-Marnat, G. (2009). Handbook of Psychological Assessment: Wiley.

Hall, C.S., Lindsay, G. & Campbell, J.B. (1998). Theories of Personality. New York: John Willey & Sons, Inc.

Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.

Kalat, J.W. (2013). Introduction to Psychology: Cengage Learning.

Kruglanski, A.W., & Higgins, E.T. (2007). Social Psychology: Handbook of Basic Principles: Guilford Press.

Lindzey, G. & Aronson, E. (1969). The Handbook of Social Psychology (2<sup>nd</sup> ed) Vol. II to V. Massachusetts: Addison, Wesley Publishing Co.

Ronen, T., & Arthur Freeman, E.D.A. (2007). Cognitive Behavior Therapy in Clinical Social Work Practice, Second Edition: Springer Publishing Company.

Shaffer, D.R., & Kipp, K. (2013). Developmental Psychology: Childhood and Adolescence: Cengage Learning.

Watts, J., Cockcroft, K., & Duncan, N. (2009). Developmental Psychology: UCT Press.

Westbrook, D., Kennerley, H., & Kirk, J. (2011). An Introduction to Cognitive Behaviour Therapy: Skills and Applications: SAGE Publications.

Wills, F., & Sanders, D. (2012). Cognitive Behaviour Therapy: Foundations for Practice: SAGE Publications.

Yufit, R.I., & Lester, D. (2004). *Assessment, Treatment, and Prevention of Suicidal Behavior*: Wiley.

Beckett, C. (2002). *Human Growth and Development*. New Delhi: Sage Publication.

Bless, H., Fiedler, K. & Strack, F. (2004). *Social Cognition: How Individuals Construct Social Reality*. New York: Psychology Press.

Harris, M. Butterworth, G. (2002). *Developmental Psychology: A student's Handbook*. Sussex: Psychology Press Ltd.

Hogan, R., Johnson, J. & Briggs S. (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.

Kretch, D. Cruthfield, R.S. & Ballachey E.L. (1962). *Individual in Society*. New York: McGraw Hill.

Melkote, S.R., & Steeves, H.L. (2001). *Communication for Development in the Third World: Theory and Practice for Empowerment*. New Delhi: Sage Publications.

Michael, B. Hunsaker, F.G. & Dawson E.J. (1994). *Human Communication* (3<sup>rd</sup> ed). New Delhi: Sage.

Myers, D. (2005). *Exploring Psychology*. New York: Worth Publication

Pervin, L.A. John, O.P. (ed.). (1999). *Handbook of Personality: Theory and Research* New York: The Guilford Press

Spores, J.M. (2012). *Clinician's Guide to Psychological Assessment and Testing: With Forms and Templates for Effective Practice*: Springer Publishing Company.

## SW 453 - Political economy: State, Society and development.

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objectives:

- To enable students decipher the concept of state, structures, processes and institutions
- To develop an understanding on the interactions of the state with economy and society
- To understand the governance systems and the mechanisms involved.
- To gather insights on the relevance of political economy in social work discipline

### Learning outcome:

- Understand the concepts of state, structures, processes and institutions
- Develop an understanding on the theories of political economy and be able to apply the same in the understanding of contemporary issues.
- Gather a critical insight to understand the link between 'economy' and 'politics'.

## COURSE CONTENT

### Unit I: Political Economy: theoretical perspectives

- Key thinkers: John S. Mill and lasting relevance of Marxian political economy
- Neo-Marxian perspectives: modernisation and underdevelopment theories
- Political economy: Third World, Post-Colonial, and global North/South dynamics
- State, Nation and Citizenship
- Economic processes—production, distribution, needs, demand and supply, inflation
- Liberalization, Privatization and Globalization

### Unit II: Political economy and governance

- Bureaucracy in a developing country
- Representative democracy and peoples' participation- issues and paradoxes, Panchayati Raj Institutions,
- Determinants of governance - participation, inclusion, transparency and accountability-Right to information, NAC, e- governance

### Unit III: State, Civil Society and Development

- Civil society and political society: concept, scope and roles

- Sustainability and development: debates and discussions
- Development aid policy and practice—critical overview
- National Policy of voluntary sector
- Market, state and civil society interaction
- State and development issues: gender, ethnicity, and human rights
- Peoples movements for democracy and development

### **Text Books**

Mill, J.S. (2018). Principles of Political Economy. Atlantic.

Nagraj, R. (2017). Political Economy of Contemporary India. Cambridge University Press

Smith, A. (2018). The Wealth of Nations. Fingerprint Publishing

### **Additional Readings**

Bardha, P. (1998). The Political Economy of Development in India. India. OUP.

Chatterjee, P. (2006). Politics of the governed: reflections on popular politics in most of the world. New Delhi. Orient Blackswan.

Frankel, F.R. (2006). India's Political Economy 1947-2004: The Gradual Revolution. OUP

Grillo, R. & Stirrat, R.L. (eds.), (1997). Discourses of Development: Anthropological Perspectives. New York. Berg Publishers.

Martinussen, J. (1997). State, Society and Market: A guide to competing theories of development. London: Zed books

Mosse, D. (2004). Cultivating development: An ethnography of aid policy and practice. London: Pluto Press

Rudolph, L. & Rudolph, S.H. (1987). In Pursuit of Lakshmi: The Political Economy of Indian State. Chicago: University of Chicago Press.

Scott, J.C. (2020) Seeing like a state: how certain schemes to improve the human condition have failed. Connecticut: Yale University Press.

Sen, A. (2001). Development as Freedom. India: Oxford

Tornquist, O. (2016). *Politics and Development*. London. Sage Publications.

Weingast, D. & Wittman, D.. (2008) *The Oxford handbook of political economy*. Oxford:  
Oxford University Press



## SW 454 Social Work Profession

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>

### Course objectives:

- To develop an understanding of how professional Social Work evolved historically.
- To develop a perspective on the relevance of social work values, ethics and principles
- To understand social work in different settings across sectors.

### Learning outcome:

- Learn about the evolution of Professional social work in India and abroad.
- Learn about the emergence of Social Work Education and its significance.
- Understand and internalise the social work values, ethics and principles and apply the same as a professional social worker.
- Understand the role of a social workers in different sectors and settings.

## COURSE CONTENT

### Unit I: Historical Development of Social Work

- Development of Social Work in the UK and USA
- Emergence of social work in India- Social Service , Social Welfare, Social Reform, Reconstruction, Social Advocacy
- Religious charity, philanthropy
- The role of social and political leaders- Mahatma Gandhi, Vinova Bhaba, Jay Prakash Narayan, Reform Movements
- Social Work education in India and North East ; Professional Social Work : concept, goals and functions; its relationship with Voluntary action, Social services, Social reform, Social movement, Social welfare, Social development, and Human rights

### Unit II: Theoretical Perspectives for Social Work Practice

- Therapeutic approach, Systems and Ecological perspectives
- Radical, Marxist approaches and Emancipatory social work
- Evidence based social work practice
- Integrated approach to social work practice and Rights based social work practice
- Emerging perspectives and trends of social work practice

### **Unit III: Social Work as a Profession**

- Value base of social work profession; Principles of social work and their application in diverse socio-cultural settings
- Competencies for social work practice
- Code of ethics for social workers
- Professional Associations
- Changing context for practice and emerging areas

#### **Text Books:**

Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Polity Press.

Healy, L. M. (2008). *International Social Work: Professional Action in an Interdependent World*. U.S.A. Oxford University Press.

#### **Additional readings:**

Bradford, S. (1989). *Social work: A profession of many faces*. Boston: Allyn & Bacon.  
Dubois, B. & Miley, K.K. (2004). *Social Work: An Empowering Profession*. London: Allyn and Bacon.

Desai, M(2002). *Ideologies and Social Work*.Jaipur:Rawat Publications.

Gore, M.S. (1965). *Social Work and Social Work Education*. Mumbai:Asia Publication House

Gore, M.S. (1993). *The Social Context of Ideology: Ambedkar's Social and Political Thought*. New Delhi: Sage Publishing.

Johnson, L.C. (1998). *Social Work Practice: A Generalist Approach*. Boston: Allyn and Bacon.

Lovelock, R., Lyons, K., & Powell, J. (Eds.) (2004). *Reflecting on Social Work – Discipline and Profession*. Burlington. Routledge.

Mohan, B. (2002). *Social Work Revisited*. Xillinis: Xillbris Corporation.

Nair, T. K. (2014). *Social Work Profession in India: An Uncertain Future*. Bangalore. Niruta Publications.

Payne, M. (2005). *Modern Social Work Theory*. New York: Palgrave/ MacMillan.

Pincus, A. & Minnahan, A. (1973). *Social Work Practice: Model and Method*. Itasca: Peacock.

Reamer, F.G. (1999). *Social Work Values and Ethics*. New York: Columbia University Press.

Singh, R.R. (1985). Field work in social work education: A perspective for human service profession, New Delhi : Concept Publishing Company.

Siporin, M. (1975). Introduction to Social Work Practice. New York: Macmillan Publishing Inc.

Trevithick, P. (2000) Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.

## **SW 455 Social Work Methods: Working with Individuals and Families**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>

### **Course Objectives:**

- Understand social casework as a method of social work practice.
- Develop the capacity to understand and accept the uniqueness of individuals and work towards strengthening the personality of clients by fostering skills of self-help.
- Understand the process involved in working with individuals in individualized situations.
- Develop self-awareness and skills in working with individual clients as well as family systems.

### **Learning Outcome**

- To develop theories and understanding in conducting casework in different settings.
- Enlighten students on different approaches, processes, and interventions of casework practice.
- Acquainted with skills and techniques while dealing with casework practices.
- This will help professionals in nurturing personal and professional skills

## **COURSE CONTENT**

### **Unit I: Nature and Development of Casework**

- Social casework: origin, growth, nature and historical development
- Study of circumstances, Components of Social Case work (person, problem, place, process 4Ps)
- Philosophical assumptions and values underlying casework practice and Principles of casework practice.
- Relationship in casework: Meaning, nature and elements of Transference and counter transference issues in relationship
- Skills, Techniques, Qualities of caseworkers and their role in the helping process.

### **Unit II: Approaches to Casework Practice**

- Approaches of Casework Practice-Psycho Social approach, Behavioural Approach, Psychoanalytical, Functional approach, Problem solving approach, task centered approach, strengths approach and crisis intervention, empowerment approach, eclectic approach

- Phases of casework intervention: study, diagnosis(assessment), intervention and evaluation
- Intervention Techniques, Casework, guidance, Counselling and Psychotherapy,
- Casework recording: Principles, Sessionwise, Summary, Types and format.

### **Unit III: Social Casework Practice: Client Groups and Settings**

- Family casework: skills and techniques, family counselling and therapy.
- Casework with children in adoption, correctional and mental health settings.
- Casework specific to Northeast: human trafficking, conflicts and disaster situation
- Casework with children in adoption, correctional and mental health settings
- Casework in crisis situations like rape, conflicts, disaster and other calamities
- Casework with oppressed groups, religious minorities, Sexual minorities (LGBTQ) and other socially and economically disadvantaged groups
- Scope of casework in Practice.

#### **Text Books:**

Bhattacharya, S. (2009). Social case work administration and development. New Delhi: Rawat Publications.

Biestek, F.(1968). The Casework Relationship.London: Unwin University Books.

Richmond.M. (1922). What is Social Casework, An Introductory description. New York, Russell Sage Foundation.

#### **Additional Readings**

Davison, H. E. 1972. Casework: A Psychosocial Therapy. New York: Random House.

Fook, J. (1993) Radical Casework: A Theory of Practice. Australia: Allen & Unwin.

Hamilton G. (1951). Principles of Casework Recording. New York: Columbia University Press.

Hamilton, G.(2012). Theory and Practice of Social Casework (Second edition revised). New York: Columbia University Press.

Jeffrey, K. A., & Shepard, D. S. (2009). Counselling: theories and practice. New Delhi: Cengage Learning India Pvt. Ltd.

Mathew, G. (1992) An Introduction to Social Casework. Mumbai, Tata Institute of Social Sciences.

Nursten, J. (1974). Process of Casework. G.B: Pitman Publishing.

Pearlman, H.H. (1957). *Social Casework: A Problem Solving Process*. Chicago: The University of Chicago Press

Pearlman, H.H. (1979). *Relationship: The Heart of Helping People*. Chicago: The University Chicago Press.

Rameshwari, D., and Ravi, P. (2004). *Social work methods, perspectives and practices*. Jaipur: Mangal Deep Publications.

Richmond, M.E. (1917). *Social Diagnosis*. New York: Russell Sage Foundation.

Tracy, E.M., and Whittaker, J.K. (1989). *Social Treatment: An Introduction to Interpersonal Helping in Social Work Practice*. New York: Aldine de Gruyter.

Upadhyay, R. K. (2003). *Social casework: A therapeutic approach*. New Delhi: Rawat Publications.

Zastrow, C. H. (2010). *The practice of social work: A comprehensive work text*. USA: Brooks/Cole.

## SW456 Social Work and Community Health

L	T	P	Cr
2	0	0	2

### Course Objectives

- Understand the changing concept of health, health as development indicator, health and social science discipline.
- Develop a critical perspective of community healthcare services and programmes
- Planning social work intervention in community health settings.

### Learning Outcome:

- Develop understanding on health and its relevant concepts, and as a development indicator
- Role and Scope of social science discipline in health
- Skill to identify community health needs and plan social work intervention

## COURSE CONTENT

### Unit I: Understanding Health

- Health: Meanings, Components, determinants of health
- Illness and Disease; Wellbeing and Quality of life
- Health and social development, Health status Measurement
- Contribution of Major Social Science Disciplines to Health and Medicine

### Unit II: Health Services in India

- Community Health: needs and people's participation.
- Health Systems and Health Service Systems in India
- Health scenario of India: Epidemiology and etiology of major communicable and non-communicable diseases, Major National Health Programmes (Immunization, Family Planning, RCH)
- Nutrition and malnutrition: Concepts and Components

### Unit III: Social Work interventions in Health Settings

- Health Education, Planning and Management
- Health extension and community outreach services
- Awareness and BCC: Concepts and Case Study (HIV/AIDS and Polio )
- Skills required by social work professionals in community Health settings

### Textbooks:

Park, K, 2015, Textbook of Preventive and Social Medicine. Barnarsidass Bhanot Publications, 23<sup>rd</sup> Ed, Jabalpur.

Bajpai, P. K. (Ed.). (1998). Social work perspectives on health. Rawat Publications.

### **Additional Readings**

Committee on Capitalizing on Social Science and Behavioral Research to Improve the Public's Health, Division of Health Promotion and Disease Prevention, Institute of Medicine\*. (2001). Promoting health: Intervention strategies from social and behavioral research. *American Journal of Health Promotion*, 15(3), 149-166.

Dasgupta, M. & Lincoln, C.C. 1996, Health, Poverty and Development in India. New Delhi: Oxford University Press.

Editorial (1985): "The Distinction between Public Health and Community/Social/ Preventive Medicine". *Journal of Public Health Policy*, December.

Engelhardt, H. T. (1975). The concepts of health and disease. In *Evaluation and explanation in the biomedical sciences* (pp. 125-141). Springer, Dordrecht.

Gangolli, L. V., Duggal, R., & Shukla, A. (2005). Review of healthcare in India. Mumbai: Centre for enquiry into health and allied themes.

Jerrold, R.Brandell, 2010, Theory & Practice in Clinical Social Work,., New Delhi: Sage Publication

Noack, H. (1987). Concepts of health and health promotion. *Measurement in health promotion and protection*, 22, 5-28.

Nordenfelt, L. (2007). The concepts of health and illness revisited. *Medicine, Health Care and Philosophy*, 10(1), 5.

Germain, C. B. (1977). An ecological perspective on social work practice in health care. *Social Work in Health Care*, 3(1), 67-76.

Hiramani, A. B. (1996). Health education: an Indian perspective. BR Publishing Corporation.

Bunton, R., Macdonald, G., & Macdonald, G. (Eds.). (2003). *Health promotion: disciplines and diversity*. Routledge.

McLeod, E., & Bywaters, P. (2000). *Social work, health, and equality*. Psychology Press.  
Phillips, D., & Verhasselt, Y. (Eds.). (2002). *Health and development*. Routledge.  
Voluntary Health Association of India (1995). *Reproductive Health and Reproductive Rights*. New Delhi: VHA.

WHO (1978). *Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF*. International Conference on Primary Health Care. Alma Ata: USSR.



## Supplementary Readings

Baru, R.V. (1998). *Private Health Care in India: Social Characteristics and Trends*. New Delhi: Sage Publications.

Burman, P. & Khan, M.E. (1993). *Paying for India's Health Care*. New Delhi: Sage Publications.

Dhillon, H.S. & Philip, L. (1994). *Health Promotion and Community Action for Health in Developing Countries*. Geneva: WHO.

Drinka, T.J.K. & Clark, P.G. (2000). *Health Care Teamwork: Interdisciplinary Practice and Teaching*. Westport, CT: Auburn House.

Katja, J. (ed.) (1996). *Health Policy and Systems Development*. Geneva: WHO.

Nadkarni, V.V. (1985). *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.

Oak, T.M. (ed.) (1991). *Sociology of Health in India*. Jaipur: Rawat Publications.

Rao, M. (ed.) (1999). *Disinvesting In Health: The World Bank's Prescriptions for Health*. New Delhi: Sage Publications.

Rosenfield, P. L. (1992). The potential of transdisciplinary research for sustaining and extending linkages between the health and social sciences. *Social science & medicine*, 35(11), 1343-1357.

Sarafino Edward P. et al. 2011, *Health Psychology*. Wiley India Publications. 7th Ed., New Delhi

Sundaram, T. (1996). *Reaching Health to the Poor*, Sourcebook on District Health  
Voluntary Health Association of India (1997) *Report of the Independent Commission on Health in India*. New Delhi: VHAI.

Voluntary Health Association of India (1992). *State of India's Health*. New Delhi: Voluntary Health Association of India

## SW 457 Social Work with Children, Adolescents and the Older adults

L	T	P	Cr
2	0	0	2

### Course Objectives:

- To develop an understanding on the concept of Child rights.
- To understand the Juvenile Justice System in India and its significance for the Social Work discipline.
- To gather a critical perspective on the issues related to children, Adolescents and older adults.
- To learn about the organisations working with children, adolescents and older adults.
- To learn about the laws and policies for the welfare of the older adults.
- To develop a perspective on the role of social workers in dealing with Children, Adolescents and Older adults.

### Learning Outcome:

- Understand the concept of Child Rights
- Learn about the functioning and efficacy of the Juvenile Justice System
- Understand the significance of the role of professional social workers while working with children, adolescents and older adults.
- Learn and critically analyse the policies and legislations concerning children, adolescents and older adults.
- Learn to design interventions integrating the values and ethics of professional social work.

## COURSE CONTENT

### Unit I: Social Work with Children

- Child rights and Child Protection : concept and significance
- Crime against children and Laws for the protection of children: Child abuse, Child marriage, Child labour, female foeticide, child trafficking, child pornography.
- Child in conflict with law: Juvenile Justice system
- Social Work interventions – Case Studies

### Unit II: Social Work with Adolescents:

- Definition of Adolescents
- Issues related to Adolescents: Substance Abuse, Anger, Unemployment, Identity issues, sexuality, Youth and media.
- Governmental and Non governmental programmes in working with youth- NSS, NCC, Nehru Yuva Kendra, Youth clubs
- Role of a social worker in welfare of the youth

### **Unit III: Social Work with older adults**

- Definition and Demography of Older Adults.
- Issues related to Older Adults – Health , Mental health, Lifestyle ,sexuality , Family structure and Caregiving, managing chronic diseases.
- Social security measures; Welfare programmes/schemes for the elderly  
National Policy for older persons 1999, international resolutions
- Rights of older persons
- Social work intervention: Working at Micro, Meso and Macro levels; Counselling, Sensitising, Hospice and Palliative Care, Community Resource Building, Empowerment of the Older Adults

#### **Text Books:**

Dandekar, K. (1996). *The Elderly in India*. Sage

Sander, S. & Kolomer, S.R. (2019). *Gerontological Social Work and the grand challenges*. Springer

Bajpai, A. (2017). *Child Rights in India: Law, Policy and Practice*. India: OUP

#### **Additional Readings:**

Chonody, J.M. & Teater, B. (2017). *Social Work with older Adults*. Sage

Walker, S. (2012). *Effective Social Work with Children, Young People and Families*. Sage

Gibson, M. (2019). *Pride and Shame in Child and Family Social Work: Emotions and the Search for Humane Practice*. Policy Press

Winnicott, D.W. (2006). *The Family and Individual Development*. Routledge

## SEMESTER II

## SW 459 Social Work Methods (Part I: Qualitative Methods)

L	T	P	Cr
2	0	0	2

### Course Objectives

- Understand the nature, scope and significance of research in social work practice.
- Develop competence in conceptualizing, designing and implementing research using methods and techniques.
- Understand the nature and application of alternative research paradigms in a practice profession like social work.

### Learning Outcome:

- Develop research attitude and aptitude in basic research process
- Conceptualize, design and develop researchable problems in a systematic and scientific way
- Identify researchable area/topic in social work

## COURSE CONTENT

### Unit I: Foundation of Social Work Research

- Meaning of research; Types of research
- Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena.
- Social Research and Social Work Research: Meaning, nature and its significance.
- Similarities and differences between Qualitative and Quantitative research paradigms

### Unit II: Research Process

- Steps in research process; Research design and Types
- Research Problem: Identifying the research Problem ;Formulation of Research problem
- Concept of Hypothesis – Role and Formulation of Hypothesis
- Sampling design: Concepts, characteristics and types of sampling, limitations of sampling.
- Sources, Methods and tools of data collection.
- Data processing, data analysis and interpretation
- Writing research reports: Guidelines for presenting tabular data and visual Representations, Interpretations of Results

### Unit III: Research Approaches, Techniques and Conduct

- Approaches to Qualitative Research: Ethnography, Narrative, Phenomenological, Grounded Theory, Case Study, Content Analysis and Discourse Analysis
- Participatory rural appraisal: Principles, methods and application
- Research Ethics
- Plagiarism: Styles of referencing, citing and paraphrasing

**Textbooks:**

Bryman, A. (2003). *Research methods and organization studies* (Vol. 20). Routledge.

Laldas D.K. 2000, *Practice of Social Research: Social Work Perspective*. New Delhi: Rawat Publications

**Additional Readings:**

Ahuja, R. (2001). *Research methods*. rawat publications.

Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (Eds.). (2001). *Handbook of ethnography*. Sage.

Bailey, K.D. 1982 *Methods of Social Research*. New York: The Free Press.

Black, J.A. & Champion, D.J. 1976 *Methods and Issues in Social Research*. New York: John Wiley.

Boateng, W. (2012). Evaluating the efficacy of focus group discussion (FGD) in qualitative social research. *International Journal of Business and Social Science*, 3(7).

Burns, R.B. 2000 *Introduction to Research Methods*. New Delhi: Sage Publications.

Chambers, R. (1994). Participatory rural appraisal (PRA): Challenges, potentials and paradigm. *World development*, 22(10), 1437-1454.

Chambers, R. (1994). The origins and practice of participatory rural appraisal. *World development*, 22(7), 953-969.

Chambers, R. (2004). *Participatory rural appraisal: methods and applications in rural planning: essays in honour of Robert Chambers* (Vol. 5). Concept Publishing Company.

Chambers, R. (1994). Participatory rural appraisal (PRA): Analysis of experience. *World development*, 22(9), 1253-1268.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications  
Denzin, N. & Lincoln, Y. (Eds.) 1994 *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.

Dobbert, M.L. 1982 *Ethnographic Research: Theory and Application for Modern Schools and Societies*. New York: Praeger.

Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. *Qualitative inquiry*, 13(1), 3-29.

Galtung, J. (1967). *Theory and methods of social research*. Universitetsforlaget.

Gillham, B. (2005). *Research Interviewing: The range of techniques: A practical guide*. McGraw-Hill Education (UK).

Grinnell Jr, R. M., & Unrau, Y. (2005). *Social work research and evaluation: Quantitative and qualitative approaches*. Cengage Learning.

Goode, W.J. & Hatt, P.K. 1952 *Methods in Social Research*. New York: McGraw Hill Book Company, Inc. Jane, R. & Jane, L. 2003 *Qualitative Research Practice: A Guide for social science students and researchers*. New Delhi, Sage Publication.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Krueger, R.A. 1988 *Focus Groups: A Practical Guide for Applied Research*. Newbury Park: Sage Publications.

Minichiello, V., Aroni, R., & Hays, T. N. (2008). *In-depth interviewing: Principles, techniques, analysis*. Pearson Education Australia.

Meho, L. I. (2006). E-mail interviewing in qualitative research: A methodological discussion. *Journal of the American society for information science and technology*, 57(10), 1284-1295.

Resnik, D. B. (2015). *What is ethics in research & why is it important*. National Institute of Environmental health sciences. Ryan, F., Coughlan, M., & Cronin, P. (2009).

*Interviewing in qualitative research: The one-to-one interview*. *International Journal of Therapy and Rehabilitation*, 16(6), 309-314.

Padgett, D. K. (2016). *Qualitative methods in social work research (Vol. 36)*. Sage publications.

Peled, E., & Leichtentritt, R. (2002). The ethics of qualitative social work research. *Qualitative social work*, 1(2), 145-169

Tashakkori, A., & Creswell, J. W. (2007). *The new era of mixed methods*.

## SW 460 - Social Work Methods: Work with Communities

L	T	P	Cr
2	1	0	3

### Course Objectives

- To understand and analyze community as a dynamic entity
- To comprehend the concept, context and strategies of community work
- To develop commitment to the cause of the people on the margins

### Learning Outcome:

- Able to develop sensitivity and awareness about complexities, and specificities of various communities
- Able to understand the ideological orientations of various community work models and interventions
- Able to demonstrate understanding context, concept and strategies of community work

## COURSE CONTENT

### Unit I: Community Work: Concept, History and Contexts

- Introduction to Social Work in the Community
- Introduction to Community Organizing - Context
- Historical Development of Community Organization Practice
- Indigenous approaches to community work - Gandhi, Vinoba, Ambedkar and others from North east

### Unit II: Fundamentals of Community Organization

- Community organization- Theories  
Critical theory, Feminist Perspectives, Civil society Perspectives, Postmodern Perspectives
- Self, and the Community Organizer – Reflection, Clarity
- Critical Organizing Frame Works – Rothman's Models, Mondros and Wilson's Models, Alinsky Tradition, The Educational Method's of Paulo Frierie
- Skills, Roles in Working with Communities

### Unit III: Community Organization Practice

- Addressing Social Exclusion through Community Organization
- Community work with people on the margins - Dalits, minorities and adivasis/tribals



- Designing community interventions : Tools- Community analysis, participatory Approaches, - use of PLA, LFA, Problem analysis, Stakeholder analysis,

#### **Unit IV- Community Organization Practice in the North east India**

- Identity, Ethnicity and Community in the North east India
- History of Community Organization Practice in North east India – Sriramanth Sankardev Movement, Community Work and Christian Missionaries, Tribal Movements
- Community Organization in North east India – Current Scenario

#### **Textbooks:**

Pyles, L.(2009). Progressive Community Organizing : A Critical Approach for a Globalizing World, New York and London : Routledge.

Weil,M., Reisch,M., and Ohmer, M.L. (Eds.). (2013). The Handbook of Community Practice, Thousand Oaks, CA : SAGE Publication.

Siddiqui, H.Y.(1997).Community Organisation in India. New Delhi: Harnam.

Hardcastle, D. A., Powers, P. R. &Wenocur, S.(2004). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.

#### **Additional Readings:**

Andharia, J. (2009). Critical Exploration of Community Organization in India. Community Development Journal, VOI.44,No.3, July 2009.

Baines, D., (Ed.). (2011). Doing Anti-Oppressive Social Work (2nd ed.). Winnipeg, MB; Fernwood

Bishop, A. (2002). Becoming an ally: Breaking the cycle of oppression in people. (2nd ed.). Halifax, NS: Fernwood.

Henderson, P. & Thomas D.N. (Eds.). (1981). Readings in community work. London: Allen and Unwin.

Lee, J.A.B. (2001). The Empowerment Approach to Social Work Practice: Building the Beloved Community (2<sup>nd</sup> ed.). New York: Columbia University Press.

Rothman, J., J.L. Erlich and J. Tropman (Eds). (1995). Strategies of Community Intervention: Macro Practice. Itasca, Illinois: Peacock Publishers.

Teater, B. and Baldwin, M. (2012). Social Work in the Community: Making a Difference. Bristol: The Policy Press.

Weil, M. (Ed,) (1996). Community Practice: Conceptual Models. New York: The Haworth Press Inc.

## SW 461: Social Work Methods: Working with Groups

L	T	P	Cr
2	1	0	3

### Course Objectives:

- Develop understanding of group work as a method of professional social work
- Gain insight into various dimensions of group processes and group work practice
- Develop competencies for working with groups in diverse settings.

### Learning Outcome:

- Develop the skill to understand and work with diverse social groups
- Understand the dimensions and processes of working in groups settings
- Applying the skills and techniques of working with groups

### COURSE CONTENTS:

#### Unit I: Understanding Social Groups

- Social Groups: Definitions, characteristics, functions and group structure
- Classification of groups: Cooley, Sumner, Jennings and Tonnies; Types of Social Group Work
- Historical development of group work
- Group work: definition, goals and value; Principles and Models of group work practice

#### Unit II: Group Process, Group Dynamics and Group Development

- Group Processes and Dynamics: Group Structure, Group behaviour, Communication and interaction pattern, Group cohesion & conflict
- Leadership - Theories of leadership, roles and responsibilities of group leader
- Stages of group work: formation, intervention and termination phases
- Programme planning and use of programme media

#### Unit III: Application and Practice of Group Work

- Techniques and skills in group work, Group worker: roles and functions
- Group work with different groups- Children, persons with disability, youth, older persons and others, Group work with task groups
- Best practice guidelines of Association for Specialists in Group Work
- Diversity-competent group work: Principles

## Textbooks:

Balgopal, P.R. & Vassil, T.V. 1983, *Groups in Social Work: An Ecological Perspective*. New York: Macmillan.

Konopka, G. 1963, *Social Group Work: A Helping Process*. Englewood Cliffs: Prentice.

Trecker, H.B. 1972, *Social Group Work: Principles and Practices*. New York: Association Press.

## Additional Readings

Alphonse, M., George, P., & Moffatt, K. (2008). Redefining social work standards in the context of globalization: Lessons from India. *International Social Work*, 51(2), 145-158.

Brandler, S., & Roman, C. P. (2015). *Group work: Skills and strategies for effective interventions*. Routledge.

Balgopal, P. R. (Ed.). (2000). *Social work practice with immigrants and refugees*. Columbia University Press. [Selective chapter]

Douglas, T. (2002). *Basic groupwork*. Routledge.

Germain, C. B., & Gitterman, A. (1996). *The life model of social work practice: Advances in theory & practice*. Columbia University Press.

Kline, W. B. (2003). *Interactive group counseling and therapy*. Prentice Hall. [Selective Chapter]

Middleman, R. R., & Goldberg Wood, G. (1990). From social group work to social work with groups. *Social work with groups*, 13(3), 3-20.

Northen, H., & Kurland, R. (2001). *Social work with groups*. Columbia University Press.

Phillips, H. U. (1973). *Essentials of social group work skill*. University of Pennsylvania, School of Social Work.

Reid, K. E. (1997). *Social work practice with groups: A clinical perspective*. Brooks/Cole Publishing Company, 511 Forest Lodge Rd., Pacific Grove, CA 93950-5098.

Siddiqui, H.Y. (2008). *Group Work: Theories and Practices*. Jaipur, India: Rawat Publications

Somers, M. L. (1980). *Group Processes in Social Work: A Theoretical Synthesis*.

Toseland, R. W., & Rivas, R. F. (2012). *An introduction to group work practice*. Allyn & Bacon,.

Wilson, G., & Ryland, G. (1949). *Social group work practice*.

Alissi, A. S. (1980). *Perspectives on social group work practice*. New York: Macmillan

- Brown, L. (1993). Group work and the environment: A systems approach. *Social work with groups*, 16(1-2), 83-95.
- Corey, M. S., & Corey, G. (2002). *Groups: Process and practice*. Pacific Grove, CA.: Brooks.
- Douglas, T. (1979). *Group processes in social work: a theoretical synthesis*. John Wiley & Sons.
- Ephross, P. H., & Greif, G. L. (Eds.). (2005). Group work with populations at risk (pp. 357-377). Oxford University Press.
- Gladding, S. T. (2003). *Group work: A counseling specialty*. Prentice Hall.
- Gladding, S. T. (2005). *Counseling theories: Essential concepts and applications*. Prentice Hall.
- Greif, G., & Knight, C. (Eds.). (2016). *Group Work with Populations At-Risk*. Oxford University Press.
- Hartford, M. E. (1969). *Social Work with Groups*, Helen Northen. New York: Columbia University Press.
- Henry, S. (1981). *Group skills in social work*. Itasca, IL: FE Peacock.
- Imbrogno, S. (2014). Small Group Dynamics. *Social Work With Groups: Expanding Horizons*, 137.
- Maguire, L. (2002). *Clinical social work: Beyond generalist practice with individuals, groups, and families*. Brooks/Cole Publishing Company.
- McDermott, F. (2020). *Inside group work: A guide to reflective practice*. Routledge.
- Wenocur, S. (2014). *Social work with groups: Expanding horizons*. Routledge.

## SW421 Urban Community Development

L	T	P	Cr
2	0	0	2

### Course Objectives:

- Understanding urban communities and urban planning and development.
- Understanding the issues and problems, and rights of vulnerable groups in urban communities.
- Understanding of various policies, programmes, and legislations for UrbanCommunity

### Learning Outcome:

- Develop understanding in urbanization process and urban issues
- Develop understanding in urban policy and politics nationally and regionally.
- Skills and sensitivity to work amongst the vulnerable Urban Communities

## COURSE CONTENT

### Unit I: Understanding Urban Communities and Urbanization

- Urban Communities: Types and features, Causes and consequences of Urbanization
- Historical Perspective of urbanism and urbanization in India
- Slum: concept, factors contributing to slum development
- Challenges and Issues of the urban poor

### Unit II: Emerging Concerns of the Urban Community

- Urban growth management: Meaning and approaches
- Informal economy, self-employment, unorganized sector and entrepreneur development.
- Urban space: evictions and relocation, housing and right to shelter,

### Unit III: Urban Community Development: Strategies and Interventions

- Urban development programmes in India: JnNURM, North-Eastern Region Urban Development Programme (NERUDP)
- 74th constitutional amendment and the role of urban local bodies
- Urban Policy and Urban Reforms

### Unit IV: Urban Community: Participation, Action and Advocacy

- People's participation: Concept, importance, scope and problems
- Civil society organizations and initiatives for urban community development
- Case studies of best practices.

## **Textbooks**

Kasambi, M. (1994 )Urbanization and Urban Development in India. New Delhi: ICSSR

Rao, MSA (eds) (1991) Reader in Urban Sociology. New Delhi : Orient Blackswan Private Limited

## **Additional Readings**

Bhagat, R. B., & Mohanty, S. (2009). Emerging pattern of urbanization and the contribution of migration in urban growth in India. *Asian Population Studies*, 5(1), 5-20.

Bhan, G. (2009). “This is no longer the city I once knew”. Evictions, the urban poor and the right to the city in millennial Delhi. *Environment and urbanization*, 21(1), 127-142.

Bhattacharya, B. (2006). *Urban development in India: since pre-historic time*. Concept Publishing Company.

Bhattacharjee, P. R. (1995). Features of Urbanization In Northeast India as reflected in Migration Statistics. *Urbanization and Development in North-east India: Trends and Policy Implications*, 23.

Chandrasekarayya, T., & Ganesh, P. (2009). Trends and pattern of urbanization in India: An inter state analysis. *Artha Journal of Social Sciences*, 8(1), 9-17.

Kundu, A. (1993 ) *In the Name of Urban Poor*. New Delhi: Sage Publications.

Kundu, A. (2000 ) *Inequality Mobility and Urbanisation*. New Delhi: Indian council of Societal Science Research and Manak. Mishra, G.K. &

Kundu, A. (2011). Trends and Processes of Urbanisation in India, Urbanisation and Emerging Population Issues 6. International Institute for Environment and Development (IIED). Retrieved from <http://pubs.iied.org/10597IIED.html>.

Kundu, D. (2014). Urban development programmes in India: A critique of JNNURM. *Social Change*, 44(4), 615-632.

Narain, K. (ed.)(1989) *Development Programmes for Urban Poor*. New Delhi: Indian Institute of Public Administration.

Oommen, T. K. (1967). The Rural-Urban Continuum Reexamined in the Indian Context. *Sociología ruralis*, 7(1), 30-48.

Pernia, E.M. (ed.) (1994 ) *Urban Poverty in Asia*. Hong Kong: Oxford University Press.

Ramachandran, R. (1992). *Urbanization and urban systems in India*. OUP Catalogue.

Roy, P. & Das Gupta, S. (1995 ) *Urbanisation and Slums*. New Delhi: Har-Anand Publications.

Vaidya, C. (2009). *Urban issues, reforms, and way forward in India*. Department of Economic Affairs, Ministry of Finance.

Sheikh, K., & Rao, S. (2007). Participatory city planning in Chhattisgarh: a civil society initiative. *Environment and Urbanization*, 19(2), 563-581.

Dahiya, B. (2003). Peri-urban environments and community driven development: Chennai, India. *Cities*, 20(5), 341-352.

#### Supplementary Readings

Nagpal, H. (1994) *Modernization and Urbanization in India*. Jaipur: Rawat Publications

Sandhu, R.S (ed.) (2003 ) *Urbanization in India: Sociological Contribution*. New Delhi: Sage Publications.

Heggade, O. D. (1998). *Urban development in India: Problems, policies and programmes*. Mohit Publications.

## SW 422 -Rural and Tribal Community Development

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objective :

- Understand social structure, social relations and institutions in rural communities
- Develop sensitivity, commitment, and skills to influence critical issues in rural communities
- Understand the concepts to examine social phenomenon among tribes in India.
- Understand the policies, programmes and approaches of rural community development

### Learning Outcome:

- Able to understand theoretical debates on society, social relations and institutions in rural and tribal community
- Able to demonstrate sensitivity in understanding different contexts of rural and tribal communities
- Able to familiarize with policies, programmes and approaches to rural development
- Able to demonstrate skills in conceptualizing and designing interventions for rural and tribal communities

## COURSE CONTENT

### Unit I: Understanding Rural Communities

- Understanding the village – real and imagined
- Social stratification and power in rural communities
- Agrarian relations and land reforms
- Migration: nature, pattern and implications

### Unit II: Rural Community Development

- Rural community development: Concept, nature, philosophy and historical context
- Approaches to rural community development
- Policy instruments for rural development: National policy on agriculture, Forest policy
- Democratic decentralization and empowerment: Dynamics and functioning of Panchayati Raj
- Rural micro level planning, Tools, approaches and types
- Rural development in Five Year Plans

### Unit III: Tribal Society in India

- Definition and Characteristics of Tribal Society
- Tribal Society in North East India



- Land Alienation; Indebtedness; Poverty; Migration in the context of Tribal of India

#### **Unit IV: Development of Tribal in India**

- Government Programs since Independence and their Impact on Tribal Societies,
- Constitutional Provisions: Indian Constitution: V &VI Schedule, Protective legislations
- New strategy for Tribal development; Tribal sub-plan
- Tribal Movements: Agrarian Movements; Ethno-Political movements

#### **Textbooks:**

Ahuja, A.K. (2009). Welfare and Tribal Development and Administration. New Delhi: Rawat

Burman, B.K.(1994). Tribes in Perspective. New Delhi: Rawat

Chambers, R. (1983).Rural Development: Putting the Last First. London: Longman

Epstein, T.S., Suryanaraya, A.P., & Thimmegowda,T. (1998).Village Voices. Forty Years of Rural Transformation in South India. New Delhi: Sage Publications.

Mahanti, N. (1994). Tribal Issues: A non-conventional Approach. New Delhi: Inter-India Publications

#### **Additional Readings**

Amita.B. (1995). In the Valley of the River: Tribal Conflict over Development in the Narmada Valley. New Delhi: Oxford University Press

Anil.B.(1991). Development and Social Justice: Micro Action by Weaker Section. New Delhi: Sage

Choudhary, R.C. & Durgaprasad, P. (1999) Basic Rural Infrastructures and Service for Improved Quality of Life, Vol I. Hyderabad: National Institute of Rural Development.

Crowell, W.D.(2003). The SEWA Manual – 2: Rural Development Banas Kantha and Kutch Experience.New Delhi: Sage Publications.

Debrery, B., & Kaushik, P.D.(Eds.).(2005). Energising Rural Development through 'Panchayats'.New Delhi: Academic Foundation

DeshBandhu and Garg, R.K.(Eds.) (1999).Social Forestry and Tribal Development.Dehradun: Natraj

Dubey, S.M. and Murdia, Ratno(Eds.).(1995). Land Alienation and Restoration in Tribal Communities in India.Bombay: Himalaya Publishing House

Ellis, F.(2000). Rural Livelihoods and Diversity in Developing Countries. New Delhi: Oxford University Press.

Haimendorf, C.(1994).Tribes in India.New Delhi: Oxford University Press

Jenamani.S. (2005).Poverty and Underdevelopment in Tribal Areas: A Geographical Analysis. New Delhi: Concept.

Krishna, A., Uphoff, N., & Milton, E.J. (Eds.). (1997).Reasons for Hope: Instructive Experiences in Rural Development. New Delhi: Vistaar Publications

Kumar.A. (2004). Tribal Development and Planning. New Delhi: Anmol

Meena.R.S. (2006). Tribal Development Programmes: A Critical Appraisal. Jaipur: Ritu Publication

Patnaik, S.M. (2011).Culture, Identity & Development.New Delhi: Rawat

Prasad.J. (2005).Tribal Movements in India. New Delhi: Kilaso Books

Sahu.C . (2002).Tribes of North East India. New Delhi: Sarup & Sons

Sharma.K.L. (2001). Reconceptualising Caste, Class and Tribe. New Delhi: Rawat

Uphoff, N., Milton, E.J., & Krishna, A.(1998). Reasons for Success: Learning from Instructive Experiences in Rural Development.New Delhi: Vistaar Publications

## SW423- Social work in Schools

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objective:

- To learn about the emergence of school social work as a field of social work practice
- To understand the role of a professional social worker in the school setting and contextualise it in India.
- To develop understanding on the principles and the key concepts of school social work.
- To develop skills to apply social work core methods in the school setting.
- To develop a nuanced understanding of the social issues reflected in a school setting.
- To gain a critical insight to analyse the contemporary problems associated with children in school.

### Learning Outcome:

- Learn about the evolution of school social work in India and abroad.
- Able to build upon the role of school social worker in Public and private schools.
- Understand deeply about the key concepts like inclusion, participation, dialogue associated with school social work.
- Able to develop strategies in sync with social work values, ethic and principles to work effectively as school social workers.
- Learn the importance of home visits and the skills associated with it.
- Able to understand the NEP, 2020 and define the role of social worker within the policy.

## COURSE CONTENT

### Unit I: History of School Social Work

- The role and function of a school social worker
- The ecological development framework, Ethics of school social work
- The organizational structure and processes of the school
- Inclusive classrooms

### Unit II: Student focused intervention

- Internalising behavior problems in Children - anxiety, bullying, fear, shyness, grief, loneliness
- Social problems- drop outs, truancy, abuse and neglect, substance abuse, child sexual abuse.
- Use of Case work and Group work methods in school setting
- Role of school social worker under the New Education Policy, 2020

### **Unit III: Involving the community**

- Community Organisation for strengthening connectedness in schools
- Building school community partnerships
- Increasing parental connectedness to school
- Home visits
- Supporting families at risk
- Special education

### **Text Books**

Dupper. D.R. (2003). *School Social Work: Skills and Interventions for effective practice*.

Sen, S. (2017). *Imagine: No Child Left Invisible*. Harper Collins.

Pathak, A. (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Aakar books.

Webb. N.B. (2008). *Social Work practices with Children and Families*. The Guilford Press.

K.S. Michael, R.C. James, Stone, S. & Frey, A. (2010), *School Social Work: An Evidence-Informed Framework for Practice (Evidence-Based Practices)*. OUP.

Leticia, S.V, Cox, T. & Alvarez, M. (2017), *School Social Work: National Perspectives on practice in schools*. UK: OUP.

### **Additional Readings:**

Allen-Meares, P. (2010). School social work: Historical development, influences, and practices. In P. Allen-Meares (Ed.), *Social work services in schools* (6th ed., pp. 23-47). Boston: Allyn & Baco

Powers, J. D., Bowen, N. K., Webber, K. C., & Bowen, G. L. (2011). Low effect sizes of evidence-based programs in school settings. *Journal of Evidence-Based Social Work*, 8, 397-4

Stormont, M., Reinke, W. M., Herman, K. C., & Lembke, E. S. (2012). *Academic and behavior supports for at-risk students: Tier 2 interventions*. New York: Guilford Press

Corchado, A.I., Díaz-Aguado Jalón, M.J., & Martínez-Arias, R. (2017). Is being punished at school an indicator of psychosocial risk? *The Spanish Journal of Psychology*, 20, e65.

Kelly, M., Frey, A., Alvarez, M., Berzin, S., Shaffer, G., & O'Brien, K. (2010). School social work practice and response to intervention. *Children & Schools*, 32 (4), 201-210.

National Association of Social Workers. (2002). *NASW standards for school social work services*. Washington, DC: Author.

Shaia, W.E. & Crowder, S.C. (2017). Schools as retraumatizing environments. In N.M. Finigan-Carr (Ed.), *Linking health and education for African American students' success* (pp. 69-82). New York, NY: Routledge Press.

The Criticality of Pupil teacher ratio. *Issues in Elementary School*. Azim Premji Foundation, 2010.

Poppy AA. The Role of a School social worker from an Administrator's perspective. *Masters of Social Work Clinical Research Papers*, 2012, 74. Retrieved from *The Criticality of Pupil teacher ratio. Issues in Elementary School*. Azim Premji Foundation, 2010.

## SW424 Development Communication for Social Work

L	T	P	Cr
2	0	0	2

### Course Objectives:

- To develop an understanding of the role of communication in development processes.
- To build a perspective on the politics of communication.
- To learn about the various forms of media and its relevance in various fields of social work practice.
- To gain the skills necessary to use communication effectively in social work practice.

### Learning Outcome:

- Understand the role of communication in development process and the efficacy of the same.
- Decipher and analyse the play of politics in media.
- Learn about the various forms of media and utilise it appropriately
- Design media campaign for social issues.

## COURSE CONTENT

### Unit I: Understanding communication

- Concept of communication
- Forms of communication
- Process of communication
- Self Awareness in communication

### Unit II: Mass media

- Print media: Historicity; role in development
- Digital media: Different forms, usage; role of social networks in development; the strengths and limitations
- Alternate media: Definition and Usage; principle behind alternate media; relevance in contemporary times
- Folk media: Puppetry, folk songs, Folk dance, street plays, theatre, folk theatre; media in tradition

### Unit III: Media for development

- Audio visual media and development: short films, songs, poetry, documentaries.
- Popular media: songs, popular films, popular magazines.
- Selecting an issue and writing about it; designing a media campaign
- Generating public opinion through mass media

- Creating pressure groups
- Political economy of media: a critical perspective

### **Text books**

Melkote, S.R., (2011). *Communication for Development in the Third World: Theory and Practice for Empowerment*. SAGE

Melkote, S.R. & Steeves, L., (2015). *Communication for Development: Theory and Practice for Empowerment and Social Justice*. SAGE

Sarvaes, J. (2007). *Communication for development and social change*. SAGE

### **Additional Readings**

Bell L (2010) *Storytelling for social justice: connecting narrative and the arts in antiracist teaching*. Routledge, New York

Bessette G (2004) *Involving the community: a guide to participatory development communication*. Southbound, Penang

Chambers R (2008) *Revolutions in development inquiry*. Earthscan, London

De Nooy W (2013) *Communication in natural resource management: agreement between and disagreement within stakeholder groups*. *Ecol Soc* 18(2):44.

### **Fiske, J., (2010). Introduction to Communication Studies. Taylor and Francis**

Kennedy T (2008) *Where the rivers meet the sky: a collaborative approach to participatory development*. Southbound, George Town

Lundby K (ed) (2008) *Digital storytelling, mediatized stories: self-representations in new media*. Peter Lang, New York

Malikhao P (2016) *Effective health communication for sustainable development*. Nova Publishers, New York

Melkote SR, Steeves HL (2001) *Communication for development in the third world: theory and practice for empowerment*. 2nd ed. Sage, London

Narula, U., (2019). *Development Communication-Theory and Practice*. HAR-ANAND PUBLICATION PVT LTD

Quarry W, Ramírez R (2009) *Communication for another development: listening before telling*. Zed Books, London

Servaes J (2013) Sustainability, participation & culture in communication: theory and praxis. Intellect, Bristol

Waisbord S (2018) Family Tree of Theories, Methodologies, and Strategies in Development Communication. In: Servaes J. (eds) Handbook of Communication for Development and Social Change. Springer, Singapore

Zingaro L (2009) Speaking out: storytelling for social change. Left Coast Press, Walnut Creek



## SW 462- Engaging with communities. (Open Elective)

### Course Objectives:

- To gather a basic understanding about communities
- To understand the dynamics within a community.
- To learn the different methods of participatory approaches.
- To learn and understand the successful community processes in India.

### Learning outcome:

- Understand the rural and urban Indian communities.
- Enter a community and strategise appropriate intervention with respect to the individual discipline
- Apply participatory approaches and use the various methods and tools in community work

## COURSE CONTENT

### Unit I: Understanding Community

Concepts of community; types of communities  
Community power structure; Political organisations; Factions and Subgroups;  
Working with women in a community;  
Working with Dalits, religious minorities, ethnic minorities  
Integrative and Disintegrative processes in the community  
Conflict and tension resolution systems

### Unit II: Methods of working with communities

Participatory approaches: PLA and PRA tools  
Planning; Education; Communication; Collective decision making  
Use of communication and media

### Unit III: Practicing Community Work

Case studies of models of Community work  
Designing intervention strategies: activating; organizing; negotiating; planning and executing; Monitoring and evaluation  
Community work in India

### Text Books

Chambers, R (1997) Whose Reality Counts? Putting the First Last (London: Intermediate Technology Publications).

Siddiqui, H.Y. (1997). *Working with Communities: An Introduction to Community Work*. New Delhi: Hira Publications.

Wenger, Etienne (1998) *Communities of Practice: Learning, Meaning, and Identity*, Cambridge: Cambridge University Press.

### **Additional Readings:**

Clark, A. (2007). *Understanding Community: A Review of Networks, Ties and Contacts (Working Paper)*, Economic and Social Research Council National Centre for Research Methods Working Paper Series 9/07, Real Life Methods, University of Leeds

Chambers, R (1994) *Participatory Rural Appraisal (PRA): analysis of experience*, *World Development*, 22 (9), pp 1253-1268.

Gilchrist, A. and Taylor, M. (2012). *The Short Guide to Community Development*. Jaipur: Rawat Publications.

Guijt, I. and Meera K.S. (1998) 'Waking up to power, conflict and process', in Irene Guijt and Meera Kaul Shah (eds.) *The Myth of Community: Gender Issues in Participatory Development*, London: Intermediate Technology Publications.

Lips, H.M. (2018). *Gender: The Basics*. London: Routledge

Popple, K. (1995). *Analysing Community Work: Its Theories and Practice*. Philadelphia, USA: Open University Press.

Rappaport, J. (2000). *Community narratives: tales of terror and joy*. *American Journal of Community Psychology*. 28 (1): 1-24.

Sihlongonyane, Mfaniseni Fana (2001) 'The rhetoric of the community in project management: the case of Mohlakeng Township', *Development in Practice* 11 (1): 34-44.

## SEMESTER III

## SW 521 - Development Administration

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objectives:

- Develop an understanding of development administration as a method of social work profession.
- Understand various components of development administration and governance.
- Acquire competence in the administration of social welfare and development services.
- To analyse and examine the changing role of development administration in the present scenario.

### Learning Outcome

- This will develop an understanding of development administration theories and their relevance in the present scenario.
- Embibe students with different approaches, challenges, and welfare programmes of the government with special reference to northeast India.
- Develop an understanding in the process involved in local level administration and applying it in the field.
- The course will develop skills required in dealing with development administration, planning, and management in the different organizational settings.

## COURSE CONTENT

### Unit I: Welfare and Development Organisations

- Social welfare administration and development organizations: Meaning, history, functions, principles and changing context.
- Development Organisations as civil society Organisations, Various form of voluntary organisations and Non-Governmental Organisations.
- Voluntary Actions: Ideological basis of voluntary actions, Theoretical perspectives, changing context of voluntary organisations, government policies for voluntary sectors, NGO- Government interface.
- Globalisation and development Organisations: Transparency, Accountability and legitimacy of the NGO sector.
- Welfare Programme and role of NGOs in multidimensional development

### Unit II: Organisational Structure and Management

- Organisational Planning: Vision, mission, goals, Development of core strategies and objectives.
- Formation of an Organisation: Procedure, relevant legislations- Society, Cooperative, trust, trade union, Companies Act, Income Tax (12A, 80G), Shop and commercial establishment Act.
- Central and State Social welfare boards, institutions and welfare Directorate.
- Sustainability: Institutional and Project, liaison and networking, Government , CSR activities.
- Techniques: Project model approach, project cycle approach, Logical Framework Approach, micro planning, comprehensive strategic planning.
- Project proposal: planning, monitoring & evaluation.

### **Unit III: Welfare Programme and Office Management**

- Various government welfare programmes for disadvantage section.
- Development of human resources: Capacity building, training and development, communication and leadership.
- Financial Management: Fund raising-principles, sources & implications, internal & external resource mobilisation, Grant-in-aid, budgeting, accounting & auditing, Foreign funding- application, procedure & FCRA.
- Documentation: Record keeping, upkeeps and ergonomics, publicity: public relations & networking, monitoring and evaluation

### **Unit IV: Strategies and Mechanisms of Administration**

- Sustainability of programmes-Phasing-out and termination.
- Social marketing: Principles, philosophy, process and models
- Contribution of Social Work to Social Welfare in India

### **Text Books**

Bhattacharya, S. ( 2009). Social work administration and development. New Delhi: Rawat Publications.

Goel, S.L. and Jain, R.K. (1988). Social Welfare Administration: Theory and Practice. New Delhi: Deep and Deep Publications.

### **Additional Readings**

Banerjee, G. (2002) Laws Relating to Foreign Contributions in India. New Delhi: Commercial Law Publications.

Batra, N. ( 2004). Administration of social welfare in India. Jaipur: Raj Publishing House.

- Chandra, S. (2001). Non-Governmental Organizations: Structure, Relevance and Function. New Delhi: Kanishka Publishers
- Chowdhry, P.D. (1983). Social Welfare Administration. Delhi: Atma Ram Sons.
- Coley, S.M. and Scheinberg, C.A. (1990). Proposal Writing (Sage Human Services Guides). New Delhi: Sage Publications
- Jackson, J. (1989). Evaluation for Voluntary Organizations. Delhi: Information and News Network
- Kohli, A. S. and Sharma, S. R. (1998), Encyclopedia of Social Welfare and Administration. Vol. 1 to 7. New Delhi: Anmol Publishing Pvt. Ltd.
- Mathur, K. (1996). Development Policy and Administration. New Delhi: Sage Publications.
- Patti, R.J. (2000). The Handbook of Social Welfare Management. Sage Publications.
- Rao, V. (1987). Social Welfare Administration. Bombay: Tata Institute of Social Sciences.
- Slavin, S. (ed.) (1978). Social Administration. New York: The Haworth Press.

## SW522 Social Action, Advocacy and Movements

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Specific Objectives

- To incorporate values and commitment towards the people on the margins.
- To understand the concepts relevant for the application of social action and social movement in responding to the critical social reality.
- To examine and develop skills among social work professionals in the use of various approaches and techniques relevant to social action and movements.

### Learning Outcome

- To understand and analyze social action and movements in terms of their organizational structure, decision-making processes underlying ideology, strategy, and tactics.
- To equip with skills in the mobilization of people, advocacy, and lobbying.
- To understand different social movements and their relevance in the present context.
- To enable professionals in applying theory and knowledge of social action and social movements in fieldwork and organizational setting.

## COURSE CONTENT

### Unit I: Social Action: concept, models and components

- Concept and history of social action and social movements
- Social action as a method of social work intervention, Strategies for social action
- Models: Paulo Freire, Saul Alinsky ,Gutiérrez
- Pressure group and civil society organisation

### Unit II: Introduction to Social Advocacy

- Meaning, types and process of Social Advocacy
- Social advocacy and social change: Leadership, Campaign Planning, coalition and Network building, Budget Analysis, Communication
- Advocacy and Public Interest Litigation-steps and processes

### Unit III: Social Movements, Social Action and Social Change

- Social Movements: types (Old and New) and elements (Ideology, Structure, leadership, Processes and outcomes)
- Theories of social movement
- Analysis of ideology and approach of: Gandhi, Ambedkar, Martin Luther King Jr., Frantz Fanon and Che Guevara
- Social work intervention and social change

#### **Unit IV: Social Movements in India**

- Dalit, tribal, students, women (Case study in reference to North-east India)
- Disability, environment, LGBTQ movements (one case study from each)
- Movement against Corruption, Movement against CAA.

#### Text Books

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

Siddiqui, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publishers.

#### Additional Readings

Carroll, W. (ed.) (1997). *Organizing Dissent*. Toronto: Garamond Press.

Cone, J.H. (1996). *Martin & Malcolm & America - A Dream or A Nightmare*. Maryknoll, NY: Orbis Books.

Cruikshank, B. 1999. *The Will to Empower: Democratic Citizens and other Subjects*. Ithaca: Cornell University Press.

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

Fleischer, D.Z., & Zames, F. 2001. *The Disability Rights Movement: From Charity to Confrontation*. New Jersey: Temple University Press.

Freire, P. (1999). *Cultural Action for Freedom*. New Delhi: Penguin Books.

Gamson, W.A. (1975). *The Strategy of Social Protest*. Homewood: Dorsey Press.

Gutierrez, R. (1991). *When Jesus Came, the Corn Mothers Went Away*. Stanford University Press.

Jain, P.C. (1991). *Social Movements among Tribals*. New Delhi: Rawat Publications.

Klandermans, B. (1997). *The Social Psychology of Protest*. Oxford: Blackwell.

Moyer, B. (2001). *Doing Democracy: The MAP Model for Organizing Social Movements*. BC: New Society Press.

Rothman, J. (1970). *Three Models of Community Organization Practice. Strategies of Community Organization*. New York: Columbia University Press.

Sharp, G. (1973). *The Politics of Non-violent Action*. Boston: Porter Sargent Publishers.

Shrivasta, S. K (1988). *Social Movements for development*, Allahabad :Chugh Publications.

Smelser, N.J. (1971). *Theory of Collective Behaviour*. New York: The Free press.

Teeple, G. (2000). *Globalization and the Decline of Social Reform*. Aurora: Garamond Press.



## SW523- Research Methods (Part II: Quantitative)

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objectives:

- Understand the nature, scope and significance quantitative research data in social work practice.
- Develop competence in conceptualizing, designing and implementing research using quantitative paradigms and techniques.
- Understand the nature and application of quantitative research paradigms in a practice profession like social work.

### Learning Outcomes:

- Able to understand basic statistical procedure
- Able to analyzed and interpret quantitative research data
- Able to do graphical presentation of quantitative research data
- Able to use various statistical software for analyzing of research data

## COURSE CONTENT

### Unit-I: Basic statistical concepts

- Variables, Data Processing (editing, coding, mastersheet, tabulation,etc.), population, sample and parameter/statistic, Confidence & significance level , precision, etc
- Sampling and non sampling error
- Hypothesis: Meaning and formulation of hypothesis, Steps in testing hypothesis, concept of degree of freedom, Type I and II errors in hypothesis testing.

### Unit II: Basic Statistics and Statistical Methods

- Descriptive statistics: Measures of central tendency (mean, median, mode), Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation),
- Measures of correlation (Product Moment Correlation and regression analysis)
- Basic principles in test of Hypothesis and tests based on Chi-square, Student 't' and 'f' Statistics.
- Preparation of a table and interpretation- Graphical presentation of Data - Bar Diagram, Histogram, Frequency Polygon etc.
- Introduction of statistical software

Note: Unit II will be supplemented with computer aided instruction

**Textbooks:**

Selltiz, C., Wrightsman, L.S. & Cook, S.W. 1976, *Research Methods in Social Relations*. New York: Holt, Rinehart and Winston.

Laldas D.K. 2000, *Practice of Social Research: Social Work Perspective*. New Delhi: Rawat Publications

Bruce, B. L. 1995, *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.

Podgett, D. 1998, *Qualitative Methods in Social Work Research. Challenges and Rewards*. New Delhi: Sage Publications.

Miles, M. & Huberman, A. 1994, *Qualitative Data Analysis: A Sourcebook of New Methods*, 2nd Edition. Thousand Oaks: Sage Publications.

**Additional Readings:**

Black, J.A. & Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley.

Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.

Burns, R.B. (2000). *Introduction to Research Methods*. New Delhi: Sage Publications.

Denzin, N. & Lincoln, Y. (Eds.). (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.

Dobbert, M.L. (1982). *Ethnographic Research: Theory and Application for Modern Schools and Societies*. New York: Praeger.

Goode, W.J. & Hatt, P.K. (1952). *Methods in Social Research*. New York: McGraw Hill Book Company, Inc.

Jane, R. & Jane, L. (2003). *Qualitative Research Practice: A Guide for social science students and researchers*. New Delhi, Sage Publication.

Krueger, R.A. (1988). *Focus Groups: A Practical Guide for Applied Research*. Newbury Park: Sage Publications.

Mandal KN. (2012). *Social work research and statistics*. Centrum Press. New Delhi.

Moore DS and McCabe George P (2006). *Introduction to the practice of statistics*, 5th edition, WH Freeman and Company, New York.

Nicola, B., Richard, K. & Rose Mary, S. (2003). *SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows*. Palgrave Macmillan.

Reid, W.J. & Smith, A.D. (1981). *Research in Social Work*. New York: Columbia University Press.

Rubin A and Babbie E (2011). *Methodology for social work research*. 2nd Edition, Cengage Learning India Private Limited.

Howell D C (2013) *Statistical methods for Psychology*. Wadsworth Cengage Learning India Private Limited.

Pagano, M and Gauvreau K (2001) *Principles of Biostatistics*. 2nd Edition, Cengage Learning India Private Limited.

Pelham BW (2013). *Intermediate Statistics*, 2nd edition, Sage Publications.

Venkadaswamy Reddy M (2015). *Statistical Methods in Psychiatry Research and SPSS*, Apple Academic Press.

Singh AK. (2002). *Tests, measurements and research methods in behavioural sciences*. Bharati Bhwan, New Delhi.

Taylor, G.R. (2000). *Integrating Quantitative and Qualitative Methods in Research*. Maryland: University Press of America.

Yin, R.K. (1984). *Case Study Research: Design and Methods*. Beverly Hills, Sage Publications. 1984

### **Supplementary Readings:**

Weinback, R.W. & Rubin, A. (eds.). (1987). *Teaching Social Work Research: Alternative Programs and Strategies*. New York: Council on Social Work Education

Jackson, W. (1988). *Research Methods: Rules for Survey Design and Analysis*. Ontario: Prentice Hall Canada Inc.

Crano, W.D., & Brewer, M.B. (2002). *Principles and Methods of Social Research*. New Jersey: Lawrence Erlbaum Associates.

Anastas, J.W. (1999). *Research Design for Social Work and The Human Services* (2<sup>nd</sup> ed.) New York: Columbia University Press.

Franklin, R.D., Allison, D.B., & Gorman, B.S. (ed.) (1997). *Design and Analysis of Single-Case Research*. New Jersey: Lawrence Erlbaum Associates.

Ruane, J.M. (2005). *Essentials of Research Methods: A guide to Social Science Research*. Melbourne: Blackwell Publishing.

Rafael, J.E. & Russell, K.S. (2005). *The practice of Research in Social Work*. Sage Publication

Montcalm, D. & Royse, D. (2002). *Data Analysis for Social Workers*. London: Allyn and Bacon.

Duane, R.M., Thomas, S., & Cornell, R.D. (1986). *Applied Social research – A tool for the human services*. Holt, Rinehart and Winston Inc. Fortworth

## SW 524 Gender issues

L	T	P	Cr
2	0	0	2

### Course Objectives:

- To develop an understanding on the social construction of gender
- To analyse social realities through the lens of gender
- To learn about the evolution of the feminist movement in the west, in India
- To gather insight on the emergence of gender in development processes
- To gain a perspective on the rights of women
- To understand the role of NGOs and CSOs in mainstreaming gender

### Learning outcome:

- Understand the concept of gender
- Apply tools of gender mainstreaming in development strategies and processes.
- Draw from biographies of feminists and understand its relevance in contemporary times
- Be informed about the rights of women.
- Learn the processes involved in the schemes and policies for women empowerment.

## COURSE CONTENT

### Unit I: Understanding gender and feminism

- Defining gender; Questioning gender, gendered script, gendered roles, Unpaid work; third gender; gender and sexuality.
- Doing and Undoing Gender
- Feminism- the history of the feminist movement, the theories and approaches of feminism.
- Biographies- Chandraprabha Saikiani, Mamoni Raisom Goswami, Indira Miri, Savitri Rao Phule, Amrita Pritam, Maya Angelou; Birubala Rabha, Kavita Krishnan, Kamla Bhasin.

### Unit II: Women, Development and Rights

- Violence against women- Domestic violence, Intimate partner violence, Rape, Sexual harassment, commodification of women
- Women rights- Women and land rights, Reproductive rights, Women and democracy.
- Mainstreaming gender- WID, WAD, GAD; Gender budgeting;

### Unit III: Institutions and mechanisms

- Legislations and policies for the protection of women- Central and State
- Schemes and policies for women empowerment- Central and State
- National commission for women, United Nations and Women- CEDAW, UN Women,
- NGOs and CSOs working for the rights of women
- Case studies- Meira Paibi, Tezpur Mahila Samiti, Gulabi Gang

### **Text books**

Beauvoir, S. (2010). The Second Sex. RHUK

Butler, J. (2017). Bodies that Matter. T&F

Butler, J. (2017). Undoing Gender. Routledge

Friedan, B. (2010). The Feminine Mystique. Penguin

### **Additional Readings**

Chakravarty, U. (2018). Gendering Caste: Through a Feminist Lens. India: SAGE

Dutta, N. (2016). Communities of Women in Assam; Being, Doing and Thinking. New York. Routledge

Evaristo, B. (2019). Girl, Woman, Other. Hamish Hamilton

Freedman, E. (2007). The Essential Feminist Reader. Modern Library.

John, M.E. (2008). Women's Studies in India: A Reader. India: Penguin

Maiti, S. (2016). Women Empowerment and Development: Readings from Asia. Rawat

Publications

Menon, N. (2012). Seeing Like A Feminist. India: Penguin

Menon, N. (2007). Recovering Subversion. New Delhi: Orient Blackswan

Omvedt, G. and Geetha, V. (2007). Patriarchy. Bhatkal and Sen

Rehman, T. (2017). The Mothers of Manipur. Zubaan

Wolf, N. (1991). The Beauty Myth. Vintage

Woolf, V. (2016). Room of Ones Own. Fingerprint Publishing

Wollstonecraft, M. (2015). *A Vindication of the Rights of Woman* . Vintage Classics.

## SW571 - Social Work and Mental Health

L	T	P	Cr
2	0	0	2

### Course Objectives:

- Understand the nature, scope and significance quantitative research data in social work practice.
- Develop competence in conceptualizing, designing and implementing research using quantitative paradigms and techniques.
- Understand the nature and application of quantitative research paradigms in a practice profession like social work.

### Learning Outcomes:

- Able to understand basic statistical procedure
- Able to analyzed and interpret quantitative research data
- Able to do graphical presentation of quantitative research data
- Able to use various statistical software for analyzing of research data

## COURSE CONTENT

### Unit I: Concept of Diseases, Health and Well-Being

- **Concept of Normal, Understanding Normal and Abnormal behaviour**
- **Mental Health and Public Mental Health, Mental Illness**
- Classification of Mental and Behavioural Disorders – DSM / ICD systems
- Major and Minor mental illness –Aetiology, characteristics features etc.

### Unit II: Mental Healthcare Services and Programmes

- Mental Healthcare in India- Policies and Legislations (The Mental Healthcare Act, 2017)
- Community mental health: Primary mental health care, community initiatives, and deinstitutionalisation of psychiatric services
- National and District mental health programme

### Unit III: Mental health and Scope of Social Work Intervention

- History of social work practice in mental health: Evolving roles of social worker in mental health services ;
- Clinical and Non- Clinical social work practice Use of Social Work Methods in Prevention, Promotion , management and Rehabilitation of persons with mental Illness.
- Pandemic and Mental health
- Mental health extension, intersectoral collaboration and NGO



- Innovative approaches to mental health care

### **Textbooks**

Callicutt, J. W., & Lecca, P.J. (eds.) (1983) *Social Work and Mental Health*. New York: The Free Press.

Gottlieb, B.H. (1983) *Social Support Strategies: Guidelines for Mental Health Practice*. New Delhi: Sage Publications.

Horwitz, A.V., (1999) *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. Cambridge: Cambridge University Press.

### **Additional Readings**

Arboleda-Flórez, J., & Sartorius, N. (2008). *Understanding the Stigma of Mental Illness: Theory and Interventions*: Wiley.

Barker, P., & Chang, J. (2013). *Basic Family Therapy*: Wiley.

Barry, M.M., & Jenkins, R. (2007). *Implementing Mental Health Promotion*: Churchill Livingstone.

Beder, J. (2013). *Hospital Social Work: The Interface of Medicine and Caring*: Taylor & Francis.

Bowen, S., Chawla, N., & Marlatt, G.A. (2011). *Mindfulness-based Relapse Prevention for Addictive Behaviors: A Clinician's Guide*: Guilford Press.

Carr, A. (2012). *Family Therapy: Concepts, Process and Practice*: Wiley.

Cesar M. Garces Carranza, D., & Carranza, D.C.S.M.G.S. (2013). *Social Work in the Hospital Setting: Interventions*: AuthorHouse.

Collins, R.L., Wong, E.C., Cerully, J.L., Schultz, D.J., Eberhart, N.K., & Corporation, Rand. (2012). *Interventions to Reduce Mental Health Stigma and Discrimination: A Literature Review to Guide Evaluation of California's Mental Health Prevention and Early Intervention Initiative*.

Compton, M.T. (2009). *Clinical Manual of Prevention in Mental Health*: American Psychiatric Publishing.

Cunningham, I., & James, P. (2012). *Voluntary Organizations and Public Service Delivery*: Taylor & Francis.

Carson R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Singapore: Pearson Education.

Dhanda, A. (2000). *Legal Order and Mental Disorder*. New Delhi: Sage Publications.

Gamble, C., & Brennan, G. (2006). *Working with Serious Mental Illness: A Manual for Clinical Practice*: Elsevier/Butterworth-Heinemann.

Germain, C.B. (1993). *Social Work Practice in Health Care: An Ecological Perspective*. New York: The Free Press.

- Hiramani, A.B. (1996). Health Education: An Indian Perspective. New Delhi: B.R. Publishing Corporation.
- Mane, P., & Gandevia, K.Y. (eds.). (1993). Mental Health In India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
- Macklem, G.L. (2013). Preventive Mental Health at School: Evidence-Based Services for Students: Springer.
- McLeod, E., & Bywaters, P. (2000). Social Work, Health and Equality. London: Routledge.
- Norton, C.L. (2010). Innovative Interventions in Child and Adolescent Mental Health: Taylor & Francis.
- Park, K. (2005). Textbook of Prevention and Social Medicine (18<sup>th</sup> edition). Jabalpur: Banarsidas Bhanot.
- Phillips, D.R. & Verhasselt, Y. (1994). Health and Development. London: Routledge.
- Ritter, L.A., & Lampkin, S.M. (2011). Community Mental Health: Jones & Bartlett Learning.
- Rosenberg, J., & Rosenberg, S. (2013). Community Mental Health: Challenges for the 21st Century, Second Edition: Taylor & Francis.
- Salter, M., & Turner, T.H. (2008). Community Mental Health Care: A Practical Guide to Outdoor Psychiatry: Churchill Livingstone/Elsevier.
- Sartorius, N., Schulze, H., & Association, Global Programme of the World Psychiatric. (2005). Reducing the Stigma of Mental Illness: A Report from a Global Association: Cambridge University Press.
- Sheppard, M. (1991). Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing: Falmer Press.
- Sahni, A. (1999). Mental Health Care in India: Diagnosis, Treatment and Rehabilitation. Bangalore: Indian Society of Health Administrators.
- Sutherland, J.D. (ed). (2003). Towards Community Mental Health. London: Routledge.
- Voluntary Health Association of India. (1995). Reproductive Health and Reproductive Rights. New Delhi: VHAI.
- World Health Organization . (1978). Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care. Alma Ata: USSR.
- Walker, S. (2011). The Social Worker's Guide to Child and Adolescent Mental Health: Jessica Kingsley Publishers.
- Yesudian, C.A.K (ed.). (1991). Primary Health Care. Mumbai: Tata Institute of Social Sciences.

## Supplementary Readings

- Applegate, J. S., & Shapiro, J. R. (2005). *Neurobiology for clinical social work: Theory and practice*. New York: Norton
- Baru, R.V. (1998). *Private Health Care in India: Social Characteristics and Trends*. New Delhi: Sage Publications.
- Burman, P. & Khan, M.E. (1993). *Paying for India's Health Care*. New Delhi: Sage Publications.
- Benjamin J Sadock Virginia A Sadock Pedro Ruiz 'Kaplan and Sadock's Comprehensive Textbook of Psychiatry (English) 9th Revised edition' Publisher: Lippincott Williams And Wilkins
- Benjamin James Sadock 'Kaplan and Sadock's Concise Textbook of Child and Adolescent Psychiatry' 1st Edition' Publisher: Lippincott Williams And Wilkins
- Benjamin James Sadock , M. D Pedro Ruiz , M. D Virginia Alcott Sadock 'Kaplan and Sadock's Synopsis of Psychiatry (English) 11th Edition' Publisher: LWW
- Dasgupta, M. & Lincoln, C.C. (1996). *Health, Poverty and Development in India*. New Delhi: Oxford University Press.
- Katja, J. (ed.). (1996). *Health Policy and Systems Development*. Geneva: WHO.
- Mguire, L. (2002). *Clinical Social Work: Beyond Generalist Practice with Individuals, Groups and Families*. CA: Brooks/Cole.
- Mina K. Dulcan 'Dulcan's Textbook of Child and Adolescent Psychiatry' Publisher: American Psychiatric Publishing, Inc
- Murthy, R.S.(1992). "Mental Health", In A. Mukhpadhyay, (Ed.) *State of India's Health* (pp. 401-4 ). New Delhi: VHAJ.
- Nadkarni, V.V. (1985). *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.
- Nirmala (Eds)' *Handbook of Psychiatric Rehabilitation Services*' NIMHANS Publication
- Oak, T.M. (ed.). (1991). *Sociology of Health in India*. Jaipur: Rawat Publications.
- Rao, M. (ed.). (1991). *Sociology of Health in India*. Jaipur: Rawat Publications.
- The Mental Health Care Act 2017.
- Voluntary Health Association of India. (1997). *Report of the Independent Commission on Health in India*. New Delhi: VHAJ.
- World Health Organization. (1990). *The Introduction of a Mental Health Component into Primary Health Care*. Geneva.
- World Health Organization. (2002). *The ICD-10/11 Classification of Mental and Behavioural Disorders*. Geneva.
- World Health Organization. (2001). *The World Health Report 2001- Mental Health: New Understanding, New Hope*. New Delhi: Bookwell.

## **SW 572 -Social Work Practice in HIV and Other Infectious Diseases**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### **Course Objectives:**

- Understand HIV and Other Communicable diseases
- HIV/AIDS and infectious diseases as a health and development issue
- Understand the social dimension of HIV/AIDS and infectious diseases
- Learn social work profession's response to HIV/AIDS and PLHA, and Infectious Diseases

### **Learning Outcome:**

- Understand Concept of infectious diseases and emerging diseases
- Develop Critical Understanding of Programme and Services in India
- Skill to Plan Social Work Intervention

## **COURSE CONTENT**

### **Unit I: Introduction to Infectious Disease Epidemiology**

- Diseases: Concept and Types Persons affected and Infected
- Health and epidemiological transition: Global and India
- Principles of Infectious Diseases; Outbreak Investigation; Disease Surveillance; Principles of Screening and Screening Tests
- Major infectious diseases and modes of transmission: Food-borne Illness; Zoonotic Diseases; Vector-Borne Diseases; Other Parasitic Diseases; Sexually Transmitted Diseases- HIV/AIDS; Covid19, Viral Hepatitis

### **Unit II: Major infectious and Emerging diseases and global responses**

- Epidemiology of infectious diseases: HIV, Malaria , Tuberculosis
- Emerging Infectious Diseases: SARS, Swine flu, Ebola Zika and Covid19
- Infectious disease control programmes for TB, Malaria, vaccine preventable diseases

### **Unit III HIV /AIDS: Programmes and Services**

- Stigma, prejudice and discrimination faced by PLHA and their family members; Human rights and legal issues in HIV/AIDS
- National AIDS Control Programme: Components of comprehensive care: Testing, Counselling (Pre and post-test counselling; Crisis intervention and grief counselling), Care and Support for PLHA
- National AIDS prevention and control policy

### **UNIT IV: Social Work Interventions in HIV and Other Communicable Diseases**

- Greater Involvement of people with AIDS (GIPA) and PLHA Networks: NGO response and network of positive people. GIPA Models
- Advocacy, community mobilization, lobby efforts and networking with AIDS Service Organizations (ASO)
- Social Workers Role in Infectious diseases control

## **Textbooks**

Aronstein, D.M. & Thompson, B.J.(1998). HIV and Social Work: A Practitioner's Guide. Binghamton, NY: Harrington Press.

Basch, P. F. (1999). Textbook of international health. Oxford University Press, USA.

## **Additional Readings**

Bharat, S. (2011). A systematic review of HIV/AIDS-related stigma and discrimination in India: current understanding and future needs. SAHARA-J: Journal of Social Aspects of HIV/AIDS, 8(3), 138-149.

Caldwell, J. C. (2001). Population health in transition. Bulletin of the World Health Organization, 79, 159-160.

Chandrasekaran, P., Dallabetta, G., Loo, V., Rao, S., Gayle, H., & Alexander, A. (2006). Containing HIV/AIDS in India: the unfinished agenda. The Lancet infectious diseases, 6(8), 508-521.

Dandona, L., Dandona, R., Kumar, G. A., Shukla, D. K., Paul, V. K., Balakrishnan, K., ... & Nandakumar, A. (2017). Nations within a nation: variations in epidemiological transition across the states of India, 1990–2016 in the Global Burden of Disease Study. The Lancet, 390(10111), 2437-2460.

Daszak, P., Cunningham, A. A., & Hyatt, A. D. (2000). Emerging infectious diseases of wildlife--threats to biodiversity and human health. science, 287(5452), 443-449.

Dikid, T., Jain, S. K., Sharma, A., Kumar, A., & Narain, J. P. (2013). Emerging & re-emerging infections in India: an overview. The Indian journal of medical research, 138(1), 19.

Gribble, J. N., & Preston, S. H. (1993). The epidemiological transition. Policy and planning implications for developing countries Washington, DC: National Academy Press.

Jain, M. K., John, T. J., & Keusch, G. T. (1994). Epidemiology of HIV and AIDS in India. AIDS (London, England), 8, S61.

John, T. J., Dandona, L., Sharma, V. P., & Kakkar, M. (2011). Continuing challenge of infectious diseases in India. The Lancet, 377(9761), 252-269.

Jones, K. E., Patel, N. G., Levy, M. A., Storeygard, A., Balk, D., Gittleman, J. L., & Daszak, P. (2008). Global trends in emerging infectious diseases. Nature, 451(7181), 990-993.

Krishna, V. A. S., Bhatti, R. S., Chandra, P. S., & Juvva, S. (2005). Unheard voices: experiences of families living with HIV/AIDS in India. Contemporary Family Therapy, 27(4), 483-506.

Kumarasamy, N., Venkatesh, K. K., Mayer, K. H., & Freedberg, K. (2007). Financial burden of health services for people with HIV/AIDS in India. The Indian journal of medical research, 126(6), 509.

Mackenbach, J. P. (1994). The epidemiologic transition theory. *Journal of Epidemiology and Community Health*, 48(4), 329.

Hamblin, J. (1993). *People Living with HIV: The Law, Ethics and Discrimination*. HIV and Development Programme.

Jayasurya, D.C. (Ed.). (1995). *HIV-Law, Ethics and Human Rights*. New Delhi: UNDP.

Morens, D. M., Folkers, G. K., & Fauci, A. S. (2004). The challenge of emerging and re-emerging infectious diseases. *Nature*, 430(6996), 242-249.

Parker, R. G., Aggleton, P., Attawell, K., Pulerwitz, J., & Brown, L. (2002). HIV/AIDS-related stigma and discrimination: A conceptual framework and an agenda for action.

Pradhan, B. K., Sundar, R., & Singh, S. K. (2006). *The Socio Economic Impact of HIV and AIDS In India*. NACO, NCAER, UNDP.

Paudel, V., & Baral, K. P. (2015). Women living with HIV/AIDS (WLHA), battling stigma, discrimination and denial and the role of support groups as a coping strategy: a review of literature. *Reproductive health*, 12(1), 53.

Santosa, A., Wall, S., Fottrell, E., Högberg, U., & Byass, P. (2014). The development and experience of epidemiological transition theory over four decades: a systematic review. *Global health action*, 7(1), 23574.

Van Hollen, C. (2010). HIV/AIDS and the gendering of stigma in Tamil Nadu, South India. *Culture, Medicine, and Psychiatry*, 34(4), 633-657.

Wilkinson, R. G. (1994). The epidemiological transition: from material scarcity to social disadvantage?. *Daedalus*, 123(4), 61-77.

#### Supplementary Readings:

Van Hollen, C. (2013). *Birth in the Age of AIDS: Women, Reproduction, and HIV/AIDS in India*. Stanford University Press.

Van Dyk, A. C. (2010). *HIVAIDS care and counselling: a multidisciplinary approach*. Pearson South Africa.

Singhal, A., & Rogers, E. M. (2003). *Combating AIDS: Communication strategies in action*. Sage.

Over, M. (Ed.). (2004). *HIV/AIDS treatment and prevention in India: modeling the costs and consequences*. The World Bank.

Greene, K., Derlega, V. J., Yep, G. A., & Petronio, S. (2003). *Privacy and disclosure of HIV in interpersonal relationships: A sourcebook for researchers and practitioners*. Routledge.

## SW573 Ecology, Sustainable Development and Social Work

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objectives:

- To gather an intrinsic understanding about the relationship between the human and the non human world
- To develop a critical perspective on political ecology.
- To gather insights to understand and apply the ecological theories.
- To learn about the policies and legislations concerning environment.
- To realise the role of a professional social worker in the protection and conservation of environment and wild life.

### Learning Outcome:

- Understand and realise the intrinsic relationship of man with environment
- Apply skills to assess the status of environment in a given place
- Strategise to address the concerns of development, livelihood and environmental conservation.
- Understand the politics of ecology and analyse contemporary issues through the same lens.
- Critically analyse the legislations and policies related to environment.

### Unit I: Environment and society

Environment and ecology- basic concepts, significance in the field of Social Work; History of environmentalism (global and National);  
Common Property Resource; Conservation and livelihood debate; Natural resource management.  
Appropriate technology, sustainable living- zero waste lifestyle, minimalism, off-the-grid living

### Unit II: Theories and perspectives

Theories and perspectives- Deep ecology, Cultural ecology, Gandhian ecology, Marxist ecology, Ecofeminism, Ethnoecology.  
Traditional ecological knowledge, Biodiversity register; Conservation tools- Quadrat sampling, Integrated Biodiversity Assessment tools (IBAT), The World database on Protected Areas (WDPA),

### Unit III: The politics of ecology

Political ecology-north south debate, Ecology and neoliberalism;  
Climate change – Causes and effects of climate change, Ozone layer depletion, carbon footprint, Conference of parties, IPCC, climate sceptics;

Sustainable development- sustainable livelihoods.

#### **Unit IV: Mechanisms of environment protection**

Peoples initiatives- NGOs and CSOs working on environment, environmental activism, environmental movements.

Acts and policies related to environment- The Indian Forest Act, 1927; The forest Rights Act, 2006; the Wildlife Protection Act, 1972; Biological Diversity Act, 2002; Assam Forest Act, Assam biodiversity rules, Assam forest protection Force act, 1986, Assam forest policy  
Environmental movements

#### **Textbooks**

Dominelli, L. (2018). Green Social Work. Rawat

Gadgil, M. and Guha, R. (2012). This Fissured Land: An Ecological History of India. OUP

Rangarajan, M. (2017). Nature and Nation:Essays on Environmental History. OUP

Saikia, A. (2011). Forests and Ecological History of Assam, 1826–2000. OUP

#### **Additional Reading List**

Berkes, F. (2012). Sacred Ecology. Routledge

Burkett. P. (2014). Marx And Nature: A Red Green Perspective. Haymarket Books.

Bhagat, S. (2018). Conservation and development in India: Reimagining wilderness. Routledge.

Carson. R. (2000). Silent Spring. Penguin Classic.

Foster, J.B. (2000). Marx's Ecology: Materialism and Nature. USA: Monthly Review Press.

Ghosh, A. (2019). The Great Derangement: Climate Change and the Unthinkable. Penguin.

Guha, R. (2017). Unquiet Woods. New Delhi: Orient Blackswan.

Lele, S and Menon, A. (2014). Democratizing Forest Governance in India. India: OUP.

Naess, A. (1990). Ecology, Community and Lifestyle: Outline of an Ecosophy. Cambridge. University Press.

Shahabuddin, G. (2018). Conservation at the crossroads. Orient Blackswan



Shiva, V. (2009). *Staying Alive Women, Ecology and Survival in India*. Woman unlimited.

Sutton, M.Q. and Anderson, E.N. (2013). *Introduction to Cultural Ecology*. USA: AltaMira Press

Tiwary, M. (2004). *Participatory Forest Policies and Politics in India*. Ashgate Publishing

## SW574- Social Work and Livelihoods Promotion

L	T	P	Cr
2	0	0	2

### Course Objectives:

- To understand the concept of livelihood promotion and social development.
- To develop livelihood initiative and entrepreneurship among the marginalised communities.
- To acquire knowledge and apply social work skills and practices in developing livelihood interventions.
- To understand various programmes and policies related to livelihood generation for the vulnerable groups with special focus on northeast India.

### Learning Outcome

- The students will gain detailed understanding on the concept, needs and importance of livelihood and related issues.
- Equipped with skills and knowledge in working with livelihood issues of vulnerable groups while working with Communities and Organisations.
- Develop a critical understanding of approaches and models used by apex developmental institutions in livelihood generation along with some successful case studies.
- Understand the contemporary government programmes and policies on livelihood promotion and challenges to strengthen them while working with government agencies and related research projects with special reference to the northeast.

## COURSE CONTENT

### Unit 1: Basic concepts and understanding of Theory

- Concept and definitions of livelihoods, Indicators and Principles
- Evolution, History and Importance of livelihoods.
- Understanding sustainable livelihoods framework analysis and strategies.
- Approaches and Models- BASIX, DFID, CARE, UNDP
- Participatory Livelihoods Assessment and Planning (PLAP)

### Unit2: Livelihood Intervention with Communities

- Displacement and migration for livelihood, Feminisation of labour, Food security linkages
- Livelihood patterns and options/opportunities for the vulnerable groups
- Linkages of L.P.G on rural and urban livelihood

- Entrepreneurial and Livelihoods Training
- Livelihood generation and entrepreneurship specific to North East India

### **Unit 3: Programmes for Livelihood Promotion**

- IRDP, FRA, LAAR, Mahatma Gandhi National Rural Employment Grantee Act (MGNREGA), DAY-NRLM, PMMY (PM Mudra Yojana), Stand Up India, Start Up India.
- Livelihood development programmes of UN and other international agencies (OXFAM, ACTION AID, World Bank).

### **Unit 4: Case Studies on Livelihood Models**

- Kudumbashree, Grameen Bank and SHGs, SEWA, NABARD projects.

### **Text Books:**

Burra, N, Ranadiv .D. J and Murthy R. K. (2005), Microcredit, poverty and Empowerment: Linking the Triad, Sage Publications, New Delhi.

Krishna, S. (Ed). (2007). Women's Livelihood Rights: Recasting Citizenship for Development. New Delhi. Sage India.

### **Additional Readings:**

Agarwal, B. (1998). Disinherited Peasants, Disadvantaged Workers: A Gender Perspective on Land and Livelihood. *Economic and Political Weekly*.33(134).

Allison, E. and Ellis, F. (2001). The livelihoods approach and management of small-scale fisheries. *Marine Policy*, 25(2): pp 377–388.

Ashley, C. and Carney, D. (1999). Sustainable livelihoods: lessons from early experience, London: DFID.

Chambers, R. and Gordon C. (1992). Sustainable Rural Livelihoods: Practical concepts for the 21st Century. IDS Discussion Paper 296, IDS, Brighton, UK.

Chambers, R. (1995). Poverty and livelihoods: whose reality counts?. In IDS discussion paper, Vol. 347, Brighton: IDS.

DFID. (1999). Sustainable livelihoods Guidance Sheets. Retrieved from [http://www.livelihoods.org/info/info\\_guidancesheets.html](http://www.livelihoods.org/info/info_guidancesheets.html).

Deshingkar, P. and Farrington, J. (2009). Circular migration and multilocal livelihood strategies in rural India. New Delhi: Oxford University Press.

Ellis, F. (2000). The Determinants of Rural Livelihood Diversification in Developing Countries. *Journal of Agricultural Economics*, 5(2), 289-302.

Hogger, R. (2004). In search of sustainable livelihood systems, Managing resources and change. New Delhi, Sage Publication.

Hulme, D. (2008). The Story of the Grameen Bank: From Subsidised Microcredit to Market-based Microfinance. Retrieved from <http://hummedia.manchester.ac.uk/institutes/gdi/publications/workingpapers/bwpi/bwpi-wp-6008.pdf>

Kumar, A. (Ed). (2010). The Question of the Poor. In R, Taylor. Third Sector Research. Johannesburg: Springer, pp 281-298.

Manimekali, N. and Rajeshwari, N. (2000). Empowerment of Women through Self Help Groups, *Margin*, 32 (4).

NCEUS (2007). Report on the conditions of Work and Promotion of Livelihoods in the Unorganised Sector. New Delhi: National Commission for Enterprises in the Unorganised Sector (NCEUS).

Tinker, I. (1990). *Persistent Inequalities: Women and World Development*. New York/Oxford, Oxford University Press.

Thorat, S. (2010). Social exclusion and human poverty: safeguards through inclusive policy. *Indian journal of labour economics*. 53(1), 23-42.

## SEMESTER IV

## SW 527- Human Rights and Social Justice

L	T	P	Cr
2	0	0	2

### Course Objectives:

To learn about the evolution of Human Rights

To understand the relevance of human rights in social work practice.

To understand the institutional mechanisms for the protection of Human Rights.

To develop a perspective on Human Rights Activism

### Learning Outcome:

Understand the evolution of Human Rights as a concept and its relevance in the contemporary society.

Understand the institutional mechanisms and its functioning.

Learn how to carry out Human Rights Advocacy and activism.

## COURSE CONTENT

### Unit I: Human rights and social justice

- Introduction to Human Rights- concept of justice and rights; Human Rights and the Social Work profession; Indian Constitution and Human Rights
- Social Justice- concept and history; Social justice as a core value of social work

### Unit II: Human rights and vulnerable constituencies

- United Nations and Human Rights- The core international Human Rights instruments, Treaties, Conventions and Declarations;
- Human Rights in the globalized world.
- Human rights and the marginalized (Children, Women, Dalits, Tribals, urban poor, refugees, minorities, people with disability, elderly)

### Unit III: Human Rights and Social work practice

- Social work and the rights based approach- history, scope and the ethical concerns
- Human rights perspective in social work practice: needs based approach vs rights based approach
- Institutions and mechanisms for the protection of human rights in India- NCW, NHRC

- Human Rights Activism and civil society initiatives - Amnesty international, Human Rights Watch, PUCL, PUDR, Human Rights Law Network.

### **Text Book**

Bakshi, P.M.(2013). The Constitution of India. Universal Law Publishing

Mangibhai, J. P. (2014). Human Rights as Practice. Oxford University Press.

Sandel, M. J. (2010). Justice: Whats the right thing to do?.UK: Penguin

### **Additional Reading**

Adly, M., Borg, C., & Mayo, P. (2007). Human Rights, Social Justice and Civil Society. Counterpoints, 276, 49-59.

Anandhi, S., Manoharan, K.R., Vijayabaskar, M., Kalaiyarasan, A. (2020). Rethinking Social Justice. Orient Blackswan

Baxi, U. (2007). The future of Human Rights. OUP

Buckley, M., & Dukelow, F. (2020). Human rights-based approaches to social policy development. In Sachs A. (Author) & McCann G. & HAdhmaill F. (Eds.), International Human Rights, Social Policy & Global: Critical Perspectives (pp. 169-180). Bristol: Bristol University Press.

Clayton, M., & Williams, A. (2004). Social Justice. Blackwell Publishers

Ife, J. (2008). Human Rights and Social Work: Towards Rights-based Practice. Cambridge University Press.

Karen M. Staller. (2011). Children's Rights, Family Rights: Whose Human Rights? International Review of Qualitative Research,4(2), 171-188.

Messer, E. (1997). Pluralist Approaches to Human Rights. Journal of Anthropological Research, 53(3), 293-317.

Midgley, J. (2007). Development, Social Development, and Human Rights. In REICHERT E. (Ed.), Challenges in Human Rights: A Social Work Perspective (pp. 97-121). New York: Columbia University Press.

Nirmal, C.J. (2002). Human Rights in India – Historical, Social and Political Perspectives. OUP

Puhl, R. (2011). Human Rights and Social Justice and its Relevance for Social Work Theory and Practice. In Adwan S. & Wildfeuer A. (Eds.), Participation and Reconciliation: Preconditions of Justice (pp. 151-158). Opladen; Farmington Hills

Reichert, E. (2003). Social Work and Human Rights. A foundation for policy and practice. Columbia University Press

Reichert, E. (2011). Universal Declaration of Human Rights. In *Social Work and Human Rights, Second Edition: A Foundation for Policy and Practice* (pp. 45-79). New York: Columbia University.

Renteln, A. (1988). The Concept of Human Rights. *Anthropos*,83(4/6), 343-364.

SAHRDC. (2014). *Handbook of Human Rights and Criminal Justice in India*. OUP

Sen, A. (2010). *The Idea of Justice*. Penguin.

Hyde, C., & Galpern, C. (2019). Human Rights Based Social Work and New Right Populism. In Fischer J. & Dunn K. (Eds.), *Stifled Progress – International Perspectives on Social Work and Social Policy in the Era of Right-Wing Populism* (pp. 191-204). Opladen; Berlin; Toronto: Verlag Barbara Budrich.



## SW 528 - Social Policy and Planning

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objectives:

- Develop an understanding of the nature of social policy and planning in the Economic, social and political context.
- Acquire knowledge of policy analysis and policy formulation processes
- Develop critical insights into the working of policies.

### Learning Outcome:

- Able to understand the importance and relevance of social policy and social planning to social work practice
- Able to familiarize with the key concepts in social policy
- Able to understand the connection between social realities and the shaping of social policies and vice versa
- Able to demonstrate skills in analyzing social policies

## COURSE CONTENT

### Unit I: Introduction to Social Policy and Social planning

- Social Policy: Concept, goals, scope and context, India's colonial past and Indian constitutional provisions,
- Evolution of Welfare State- Politics, Ideologies, Values and principles (social justice, equality, Rights, respect for diversity)
- Contemporary Social Policy in India : Public Health, Education, Food Security, Employment Guarantee, Social Security

### Unit II: Policy Development, Implementation and Policy Interventions

- Approaches to social policy, Models of social policy
- Social Policy and Theory :Gender and Social Policy, Class and Social Policy, Power and Social Policy, Globalization and Social Policy
- Social Policy and Social Change
  
- Research and Advocacy approaches –Advocacy as a tool for social change, Elements and principles of advocacy
- Campaigns and building Networks ;Coalitions,Legal activism in advocacy ( RTI, PIL, office of Lokayukta, etc.)
- Social audit, jan sunvai, egovernance,Public Hearing/Bal Panchayat/Pani Panchayat Interest Groups

### **Unit III:- Social Planning**

- Social Planning: Concept of social planning , Scope – planning for social services and inclusive planning , Overview of Five Year Plans.
- Development planning - concept and strategies; Micro –Planning , Regional Planning and Growth Centre Approach, Convergence/divergence of service delivery mechanisms and processes.
- Planning in India - Historical Perspective, Constitutional position of planning in India

### **Unit IV : Social Policy and Planning Specific to North east India**

- Colonial rule, specificities of the region
- Sixth schedule areas and Autonomous District Councils, devolution of powers and funds
- DoNEAR and special Central provisions to North east region
- Look East policy and Development in the region

#### **Textbooks**

Dreze, J. (Ed.). (2016). Social Policy. Hyderabad : Orient Black Swan Private Limited.

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

Spicker, P. (2014). Social Policy : Theory and Practice. 3<sup>rd</sup> Edition. Bristol : Policy Press.

#### **Additional Readings**

Chakraborty, S. (1987). Development Planning – Indian Experience., Oxford: Clarendon Press.

Drake, R.F. (2001). The Principles of Social Policy. New York: Palgrave

Dreze.J. & Sen. A. (2002). India: Development and Participation: New Delhi: Oxford University Press:

Ghosh. A. (1992). Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.

Hudson, J & Lowe, S. (2007). Understand the Policy Process. New Delhi: Rawat Publications.

Hughes, G. & Lewis, G. (Eds.) (1998). Unsettling Welfare: The Reconstruction of Social Policy. London: Routledge/The Open University.

Langan, M. (Ed.) (1998). Welfare: Needs, Rights and Risks. London: Routledge/Open University.

MacCallum. D. (2009). Discourse Dynamics in Participatory Planning. Farnham, U.K. : Ashgate.

Nath.V. (2010). Economic Development and Planning in India. Delhi : Concept Publishing

Company.

Razavi, S. (2000). *Gendered Poverty and Well-Being*. USA: Blackwell Publishers.

Weimer, D.L. & Vining, A.R. (1994). *Policy Analysis: Concepts and Practice*. New Jersey: Prentice Hall.

## SW575 Introduction to Dalit issues

L	T	P	Cr
2	0	0	2

### Course Objectives:

- Understand issue and concerns of the Dalits
- Understand the constitutional provisions and welfare programmes for the Dalits
- Acquaint with Social Work practices in Dalit Issues

### Learning Outcome:

- Develop critical understanding to the Context, Process and the Politics of Marginalisation of the Dalits
- Develop skills among social work students for effective interventions among the Dalits

## COURSE CONTENT

### Unit- I. Understanding Concepts, Perspectives and Problems Concerning Dalits

- Caste: Concept, Nature and Characteristics of caste; Issues of Caste System in India,
- Approaches to Caste: G.S. Ghurye, Louis Dumont, Ambedkar, Srinivas etc
- Dalits Movements in India
- Caste and Social Exclusion.
- Changing Socio-economic Position of Dalits, and Socio-political Identity

### Unit-II Social Policies and Welfare Measures

- Development Programmes for Dalit Development
- Constitutional Provisions regarding Dalits; National Commission for Scheduled Castes, Reservations in Educational Institutions, Legislation, Parliament and Employment

### Unit-III. Strategies and Social Work Practices for Dalits

- Caste and North-East India
- Anti-Oppressive Social Work Practice
- Role of Ambedkar and Gandhi in removal of Untouchability
- Social Work Intervention

### Textbooks

Ambedkar, B.R. 1944. Annihilation of Caste:

Gopinath, M., & Rajshekhar, V. T. (1994). Textbook on Dalit Movement in India, Meaning and Message. Dalit Sahitya Academy, Bangalore.

### Additional Readings

- Bob, C. (2007). " Dalit rights are human rights": Caste discrimination, international activism, and the construction of a new human rights issue. *Human Rights Quarterly*, 167-193.
- Chakraborty, D., Babu, D. S., & Chakravorty, M. (2006). Atrocities on Dalits: What the District Level Data Say on Society-State Complicity. *Economic and Political Weekly*, 2478-2481.
- Deshpande, S., Karve, I., Srinivas, M. N., Gupta, D., Béteille, A., Kothari, R., ... & Sarukkai, S. (2014). The problem of caste. *Economic & Political Weekly*, 49(41), 17.
- Ghosh, J. (2006). Case for caste-based quotas in higher education. *Economic and Political Weekly*, 2428-2432.
- Ghurye, G. S. (1969). *Caste and race in India*. Popular Prakashan.
- Giddens, A. 1999. *Sociology*, Cambridge: The Polity Press.
- Gupta, Dipankar, ed., *Social Stratification*, Delhi: Oxford University Press, 1991.
- Hanchinamani, B. B. (2001). Human rights abuses of Dalits in India. *Human Rights Brief*, 8(2), 6.
- Haq, R. (2010). 9 Caste-based quotas: India's reservations policies. *Managing Cultural Diversity in Asia: A Research Companion*, 166.
- Jodhka, S. (2017). *Caste in contemporary India*. Routledge.
- Kumar, R., Kumar, S., & Mitra, A. (2009). Social and economic inequalities: contemporary significance of caste in India. *Economic and Political Weekly*, 55-63.
- Madan, T.N., 'Caste and the ordering of Hindu society', in F. Robinson, ed., *The Cambridge Encyclopedia of India*, 1989.
- Nair, T. Krishnan (1975) *Social Work Education and Development of Weaker Section, Madras : Association of Schools of Social Work in India*
- Narula, S. (2008). Equal by law, unequal by caste: The untouchable condition in critical race perspective. *Wis. Int'l LJ*, 26, 255.
- Oommen, T. K. (1984). Sources of deprivation and styles of protest: The case of the Dalits in India. *Contributions to Indian Sociology*, 18(1), 45-61.
- Pai, S. (2000). New social and political movements of dalits: A study of Meerut district. *Contributions to Indian Sociology*, 34(2), 189-220.
- Risley, H., & Crooke, W. (1999). *The people of India*. Asian Educational Services.
- Singha, K. (2012). Caste Based Reservation in India: An Analysis. *Social Work Chronicle*, 1(1), 117.
- Srinivas, M. N. (1962). *Caste in modern India and other essays*. Caste in modern India and other essays.
- Teltumbde, A. (2000). Theorising the Dalit Movement: A Viewpoint. *Vikalp Alternatives*, 8(1&2), 71-92.

Thorat, S., & Neuman, K. S. (2012). *Blocked by caste: Economic discrimination in modern India*. Oxford University Press.

### **Supplementary Readings**

Guru, G. (1993). Dalit movement in mainstream sociology. *Economic and Political Weekly*, 570-573.

Hnatkovska, V., Lahiri, A., & Paul, S. B. (2013). Breaking the caste barrier intergenerational mobility in india. *Journal of Human Resources*, 48(2), 435-473.

Kshīrasāgara, R. (1994). *Dalit movement in India and its leaders, 1857-1956*. MD Publications Pvt. Ltd..

Omvedt, G. (1994). *Dalits and the democratic revolution: Dr Ambedkar and the dalit movement in Colonial India*. SAGE Publications India.

Ram, N. (2009). *Beyond Ambedkar: Essays on Dalits in India*. Har Anand Publications.

Teltumbde, A. (2010). One More Reservation. *Economic and Political Weekly*, 13-15.

Thorat, S. (2002). Oppression and denial: Dalit discrimination in the 1990s. *Economic and Political Weekly*, 572-578.

Thorat, S. (2005). Reservation and efficiency: Myth and reality. *Economic and Political Weekly*, 808-810.

Thorat, S. (2009). *Dalits in India: Search for a common destiny*. SAGE Publications Ltd.

## SW 576 Social Work with Persons with Disability

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Course Objectives:

- Understand issues and concerns related to persons with disability and their caregivers
- Critically appraise theoretical and conceptual perspective with regard to PWDs
- Facilitate the integration and synthesis of theoretical concepts and social work tasks

### Learning Outcomes:

- Develop critical reflection on the presentation of disability in society
- Develop sensitivity, commitment, and skills for working with PWDs
- Able to design social work intervention for PWDs

### COURSE CONTENT

#### Unit I: Introduction to Disability

- Definitions: Impairment, Disability and Handicap.
- Models of disability: The charity model, bio-centric model, functional model and human rights model.
- Disability Movement: Classification and causes
- Prevention of disabilities at primary, secondary and tertiary level

#### Unit II: Concerns and Challenges of Living with Disability

- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Adults with Disability
- The Gender Dimensions of Disability
- Human rights violations and protection of rights of PWDs

#### Unit III: Policies Programmes and Initiative

- Critical analysis of various legislations (RCI Act, PWD Act & National Trust Act)
- Existing services and programmes for persons with disabilities: Role of government and NGO
- Community based rehabilitation: Philosophy and approaches
- Rehabilitation services for the PWD (Educational, vocational, economic & social)
- Multidisciplinary framework of disability work: Roles and functions of professionals

#### Unit IV: Social Work Intervention.

- Social work intervention for prevention and rehabilitation: Institutional and non-institutional and community settings

- Disability counselling: Components and approaches

### **Textbooks**

Banerjee, G. (2001 ). *Legal Rights of Person with Disability*. New Delhi: Gyan Publishing House.

Oliver, M. & Sapey, B. (ed.) (1998). *Social Work with Disabled People*. London: Palgrave Macmillan

Rothman, J.C. (2003) *Social Work Practice Across Disability*. Boston: Allyn & Bacon.

### **Additional Readings**

Addlakha, R., & Mandal, S. (2009). Disability law in India: paradigm shift or evolving discourse?. *Economic and Political Weekly*, 62-68.

Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). *Handbook of Disability Studies*. California: Sage Publications.

Badley, E. M. (1993). An introduction to the concepts and classifications of the international classification of impairments, disabilities, and handicaps. *Disability and Rehabilitation*, 15(4), 161-178.

Bagenstos, S. R. (2000). Subordination, stigma, and "disability". *Virginia Law Review*, 397-534.

Buckingham, J. (2011). Writing histories of disability in India: strategies of inclusion. *Disability & Society*, 26(4), 419-431.

Charlton, J. I. (2000). *Nothing about us without us: Disability oppression and empowerment*. Univ of California Press.

El-Hazrj, M. A. (1997). Early recognition and intervention for prevention of disability and its complications. *Eastern Mediterranean health journal*, 3(1), 155.

Feuerstein, M. (1991). A multidisciplinary approach to the prevention, evaluation, and management of work disability. *Journal of Occupational Rehabilitation*, 1(1), 5-12.

Hurst, R. (2003). The international disability rights movement and the ICF. *Disability and rehabilitation*, 25(11-12), 572-576.

Jones, R. B. (2001). Impairment, disability and handicap—old fashioned concepts?. *Journal of medical ethics*, 27(6), 377-379.

Karna, G.N. (1999). *United Nations and the Rights of Disabled Persons: A Study In Indian Perspective*. New Delhi:

Karna, G.N. (2001). *Disability Studies in India: Retrospect and Prospects*, New Delhi: Gyan Publishing House.

Kundu C.L (ed) (2003) *Disability status India*, New delhi, Rehabilitation Council of India.



- Mehrotra, N. (2011). Disability rights movements in India: Politics and practice. *Economic and Political Weekly*, 65-72.
- Oliver, M. (1996 )*Understanding Disability: From Theory to Practice*. Basingstoke, New York: Palgrave.
- Organization (1980 )*International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases)*, Geneva: World Health Organization.
- Orgogozo, J. M. (1994). The concepts of impairment, disability and handicap. *Cerebrovascular Diseases*, 4(Suppl. 2), 2-6.
- Parekh, P. N. (2008). Gender, disability and the postcolonial nexus. *Wagadu*. Volume 4. *Intersecting Gender and Disability. Perspectives in Rethinking Postcolonial Identities*.
- Puri, M., & Abraham, G. (eds.)(2004 )*Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries*. New Delhi: Sage Publications.
- Robert, P. Marinelli, R.P. & Dell Orto, A.E.(1999)*The Psychological and Social Impact of Disability*. New York: Springer.World Health
- Stein, M. A. (2007). Disability human rights. *Calif. L. Rev.*, 95, 75.
- Susman, J. (1994). Disability, stigma and deviance. *Social science & medicine*, 38(1), 15-22.

Supplementary readings:

- Llewellyn, A., & Hogan, K. (2000). The use and abuse of models of disability. *Disability & Society*, 15(1), 157-165.
- Wang, C. (1992). Culture, meaning and disability: Injury prevention campaigns and the production of stigma. *Social Science & Medicine*, 35(9), 1093-1102.
- Fleischer, D. Z., Zames, F. D., & Zames, F. (2012). *The disability rights movement: From charity to confrontation*. Temple University Press.
- Jeffery, R., & Singal, N. (2008). Measuring disability in India. *Economic and Political Weekly*, 22-24.
- Watson, A. C., & Larson, J. E. (2006). Personal responses to disability stigma: From self-stigma to empowerment. *Rehabilitation Education*, 20(4), 235-246.
- Whiteneck, G. (2006, February). Conceptual models of disability: past, present, and future. In *Workshop on disability in America: A new look* (pp. 50-66). Washington: National Academies Press.

**SW 577 - Disaster Management**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

## **Course Objectives**

- Develop understanding of disasters and disaster management
- Acquire a critical perspective of the policy framework, institutional structures and programmes for disaster management in India
- Understand the process and techniques of empowering communities in disaster preparedness and mitigation
- Learn the nature and scope of psychosocial care in disaster management

## **Learning Outcomes**

- Will be an effective member in a multidisciplinary team, with comprehensive understanding and expertise knowledge to manage disaster.
- Will be able to address the psychosocial issues and appropriate referral in disaster management at all level.
- Able to do risk profiling and community based disaster management

## **COURSE CONTENTS:**

### **Unit I: Conceptual Framework: Disaster Vulnerability and Risk**

- Hazard, Risk, Vulnerability, resilience and Disaster; Natural and Human made Disasters
- Impact of disasters: Physical, economic, political, psychosocial, ecological, and others;
- Development induced disasters.
- Risk and vulnerability assessment with special emphasis on participatory tools and techniques.
- Disaster Management Cycle and its components; paradigmatic shift in disaster management; Integration of disaster management and development planning

### **Unit II: Disaster Management Initiatives and Community Interventions**

- National & Global issues and initiatives- World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15) and Sendai Frame Work (2015-2030)
- Disaster Management Policy and programmes in India; National Disaster Management Framework. Understanding Disasters and responses in the North East
- National Guidelines on Psychosocial support and mental health services in disasters.
- Community Based Disaster Preparedness (CBDP) and Community Based Disaster Management (CBDM), Community based risk management and response plans; Community participation in managing and mitigating disasters, Stakeholder participation in disaster management.

### **Unit III: Social work Interventions and Psycho-social Care**

- Prevention and disaster preparedness, mitigation; Contingency planning and crisis management
- Restoration and rehabilitation interventions, livelihood security and social justice concerns in disaster recovery and reconstruction
- Compensation and related issues in disaster management
- Mental health consequences of disaster: grief reactions, post-traumatic stress disorders, grief counseling with survivors etc

- Specific psychosocial needs of vulnerable groups like children, women, older persons and persons with disability
- Management and training of care givers, Social care of orphans, disabled and those facing destitution

### **Textbooks**

Ehrenreich, J.H. (2001). *Coping With Disaster: A Guidebook to Psychosocial Intervention*. Old Westbury, NY: Center for Psychology and Society.

Hodgkinson, P.E., & Stewart, M. (1998). *Coping with Catastrophe: A Handbook of Post-Disaster Psychosocial Aftercare* (2<sup>nd</sup> Edition). London: Routledge.

Sharma, V.K. (ed.) (1994). *Disaster Management*. New Delhi: National Centre for Disaster Management.

### **Additional Readings**

Arora, R., & Arora, P. (2013). *Disaster Management: Medical Preparedness, Response and Homeland Security*: CABI.

CAPART. (1995) *Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction*. New Delhi.

Carter, W.N. (1992). *Disaster Management: A Disaster Manager's Handbook*. Manila: Asian Development Bank.

McDonald, R. (2007). *Introduction to Natural and Man-made Disasters and Their Effects on Buildings*: Taylor & Francis.

Newburn, T. (1993). *Disaster and After: Social Work in the Aftermath of Disaster*. Bristol, PA: Jessica Kingsley Publishers.

Parasuraman, S., & Unnikrishnan, P.V. (2000). *India Disasters Report, Towards a Policy Initiative*: Oxford University Press.

Parker, S., & West, D. (2011). *Human-Made Disasters*: Crabtree Publishing Company.

Patel, S., & Revi, A. (2012). *Recovering from Earthquakes: Response, Reconstruction and Impact Mitigation in India*: Taylor & Francis.

Raphael, B., Wilson, J.P. (eds.) (2000). *Psychological Debriefing: Theory, Practice and Evidence*. Cambridge: Cambridge University Press.

Sahni, P., Dhameja, A., & Medury, U. (2001). *Disaster Mitigation: Experiences and Reflections*. New Delhi: Prentice Hall of India Pvt. Ltd.

Shastri, K.N. (2012). *Disaster Management in India*: Pinnacle Technology.

Singh, R.B. (ed.) (1996). *Disasters, Environment and Development* (Proceedings of International Geographical Union Seminar. New Delhi: AA Balkema/ Rotterdam/Brookefield.  
Singh, S.K., Kundu, S., & Singh, S. (1998). *Disaster Management*. New Delhi: Mittal Publications.

Sinha, P.C. (ed.) (1998). *Encyclopedia of Disaster Management*. New Delhi: Anmol Publications Pvt. Ltd.

Zubenko, W.N., & Capozzoli, J. (eds.) (2002). *Children and Disasters: A Practical Guide to Healing and Recovery*. OxfordUniversity Press.

Supplementary Readings

Eade, D., & Williams, S. (1995). *The Oxfam Handbook of Development and Relief* (Vols. I and II). U.K: OXFAM Publication.

Engelbert, P., & Sawinsky, D. (eds). (2001). *Dangerous Planet: The Science of Natural Disasters* (Vol. I to III). Detroit: Gale Group, VXL.

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.

Ha, H., Fernando, R.L.S., & Mahmood, A. (2015). *Strategic Disaster Risk Management in Asia*: Springer India.

Lovell-Hawker, D. (2002). *Effective Debriefing. Handbook*. London: People in Aid.

Misra, G.K., & Mathur, G.C. (eds). (1995). *Natural Reduction*. New Delhi: Reliance Publishing House and IIPA.

Regional Development Dialogue. (2003). *Disaster Management for Sustainable Development: Focus on Community Initiatives*. Regional Development Dialogue, Vol. 24, No.1.

Smith, K. (1996). *Environmental Hazards, Assessing Risk and educing Disasters*. London: Routledge.

Streeter, C.L., & Murty, S.A. (eds.). (1996). *Research on Social Work and Disasters*: Binghamton, NY: Haworth Publishers.

## SW578- Peace Building and Conflict Management

L	T	P	Cr
2	0	0	2

### Course Objective:

- Understand situations of conflict, violence and conflict zones in the country
- Learn to intervene from early warning to post-conflict reconstruction and restoration
- Learning from peace building initiatives

### Learning Outcome:

- Develop understanding on Peace education and its importance
- Know the different approaches to peace building and conflict management
- Understand the role of different institutions in Peace
- Develop skills and aptitude for the pursuit and promotion of peace

## COURSE CONTENT

### Unit I: Conceptual Introduction

- Conflict and its related terms
- Conflict Management, Conflict Resolution and Conflict Transformation
- Types, Sources and causes of conflict
- Conflict: Processes and Stages of conflict; Actors involved – timing, targets, setting, symbols
- Theoretical understanding of conflicts: Paul Brass, Johan Galtung

### Unit II: Conflict in Plural Societies

- National, Sub-national and autonomy movement
- Characteristics of plural societies and conflicts
- Case Study from India with special reference to North-East India; Inter and intra-state conflict, Land, Water, Communal/ethnic/caste/racial conflict

### Unit III: Peace Building and Reconstruction

- Reconstruction and Rebuilding in conflict-torn societies,
- Peace Building: The role of state, civil society sectors
- Social work interventions for Peace building
- Peace building through movement- Locating women and youth in Peace Movements, indigenous actors in Peace Building

### Textbooks

Brown, M.E. (ed.) (2001) Nationalism and Ethnic Conflict. Cambridge: The MIT Press.

Webel, C., & Johansen, J. (Eds.). (2012). Peace and conflict studies: A reader. Routledge.

### **Additional Reading :**

Ashmore, R.D, Jussim, L. & Wilder, D (eds.) (2001). *Social Identity, Intergroup Conflict, and Conflict Reduction*. Oxford: Oxford University Press.

Bacchetta, P. (2000). Sacred space in conflict in India: The Babri Masjid affair. *Growth and Change*, 31(2), 255-284.

Barash, D. P., & Webel, C. P. (2008). *Peace and conflict studies*. Sage.

Barbora, S. (2008). Autonomous districts and/or ethnic homelands: an ethnographic account of the genesis of political violence in Assam (North-East India) against the normative frame of the Indian constitution. *International Journal on Minority and Group Rights*, 15(2-3), 313-334.

Baruah, S. (1986). Immigration, Ethnic Conflict, and Political Turmoil--Assam, 1979-1985. *Asian Survey*, 26(11), 1184-1206.

Bayly, C. A. (1985). The pre-history of communalism? Religious conflict in India, 1700-1860. *Modern Asian Studies*, 19(2), 177-203.

Bhalotra, S., Clots-Figueras, I., Iyer, L., & Cassan, G. (2012). Politician identity and religious conflict in India. Unpublished manuscript, retrieved November, 14, 2012.

Brass, P. R. (1996). Introduction: Discourses of ethnicity, communalism, and violence. In *Riots and pogroms* (pp. 1-55). Palgrave Macmillan, London.

Brass, P. R. (2005). *Language, religion and politics in North India*. iUniverse.

Brass, P. R., & Brass, P. R. (1991). *Ethnicity and nationalism: Theory and comparison*. Sage Publications (CA).

Bright, J., & Gledhill, J. (2018). A divided discipline? Mapping peace and conflict studies. *International Studies Perspectives*, 19(2), 128-147.

Byman, D. (2002) *Keeping the Peace-Lasting Solutions to Ethnic Conflict*. Baltimore: The John Hopkins University Press.

Chenoy, A. M. (2004). Women in the South Asian Conflict Zones. *South Asian Survey*, 11(1), 35-47.

Cline, L. E. (2006). The insurgency environment in Northeast India. *Small Wars & Insurgencies*, 17(2), 126-147.

Collins, R. (1990). Conflict Theory and the Advance. *Frontiers of social theory: The new syntheses*, 68.

Das, S. K. (2007). *Conflict and peace in India's northeast: the role of civil society*.

Das, S. K. (2008). Ethnicity and democracy meet when mothers protest. *Women in peace politics*, 54-77.

- Fox, J. (2004). Is ethnoreligious conflict a contagious disease?. *Studies in Conflict & Terrorism*, 27(2), 89-106.
- Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization* (Vol. 14). Sage.
- Ganguly, S. (1993). Ethno-religious conflict in South Asia. *Survival*, 35(2), 88-109.
- Gomes, J. F. (2015). The political economy of the Maoist conflict in India: an empirical analysis. *World Development*, 68, 96-123.
- Gosseline, R. G. (1994). Minority rights and ethnic conflict in Assam, India. *BC Third World LJ*, 14, 83.
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- Malhotra, P. (2010). Water Issues between Nepal, India and Bangladesh. IPCS Special Report.
- Punjabi, B., & Johnson, C. A. (2019). The politics of rural–urban water conflict in India: Untapping the power of institutional reform. *World Development*, 120, 182-192.
- Qureshi, W. A. (2017). Water as a human right: A case study of the Pakistan-India water conflict. *Penn St. JL & Int'l Aff.*, 5, 374.
- Shimray, U. A. (2004). Socio-political unrest in the region called North-East India. *Economic and Political Weekly*, 4637-4643.

#### Suggested Readings

- Varshney, A. (1997). Postmodernism, civic engagement, and ethnic conflict: A passage to India. *Comparative Politics*, 1-20.
- WAHI, N. (2019). Understanding land conflict in India and suggestions for reform.
- Wilmot, W. W., & Hocker, J. L. (2010). *Interpersonal conflict*. McGraw-Hill Higher Education.

## SW 579 Labour Legislation

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### Course Objectives

- Develop understanding of requisite legal base to deal with issues related to workers
- Develop understanding of the political economy of labour

### Learning Outcome

- Able to familiarize with the legal provisions on employment and labour
- Able to demonstrate skills in analyzing labour issues
- App understanding of Labour legislations to address problems in labour-employer relationships

### COURSE CONTENTS:

#### Unit I: Work, Workers' Profile and Problems of Workers

- Concept of work, employment and decent work, Explanation asked for decent work
- Changing profile of work force in organized and unorganized sector-issues, and concerns
- Social life of workers and problems having bearing on work life: indebtedness, housing, livelihood and access to basic services

#### Unit II: Protective Provisions for workers and International Perspectives

- Labour in the Constitution in India and labour policies
- Factories Act, Mines Act and Plantation Labour Act
- Legislations related to Wages – Minimum Wages Act, Payment of Wages Act, Equal Remuneration Act, Payment of Bonus Act:

#### Unit III: Legislations for industrial relations and Social Security Legislations

- Industrial Dispute Act, Industrial Employment Standing Orders Act, Trade Union Act
- Provisions related to employees behaviour – Madhya Pradesh Industrial Relations Act : discharge, misconduct, domestic enquiry and disciplinary action; Sexual harassment at work place, employees with HIV/AIDS
- Employees Provident Fund Miscellaneous Provisions Act,
- Employees State Insurance Act
- Maternity Benefit Act

#### Unit IV: Emerging Issues and Concerns

- Industrial restructuring and the employee response-emerging concerns
- Impact of changing economic scenario on workers and work organizations – downsizing, displacement, rehabilitation, employment, employees benefits
- Occupational social work-history, scope, principles, and components

### Textbooks



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Mor Barak, M.E. & Bargal, D. (Ed.) (2000). *Social Services in the Workplace: Repositioning Occupational Social Work in the New Millennium*. New York: The Haworth Press Inc.

Bhagoliwal, T.N. (2002). *Economics of Labour and Industrial Relations*. Agra: Sahitra Bhawan

### **Additional Readings**

Alam, M. & Mishra, S.M.(1998). *Structural Reform and Employment Issues in India: A Case of Industrial Labour*. *Indian Journal of Labour Economics*, 41(2),271 – 292.

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Dutt, R. & Sundaram, K.P.(2005). *Indian Economy*, New Delhi : Sultan Chand & Co.  
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Maiden, R.P.(2001). *Global Perspectives of Occupational Social Work (Monograph Published Simultaneously As Employee Assistance Quarterly, 1/2)*. Haworth Press.

Malik, P.L. (2000). *Industrial Law Vol. I &II*. Lucknow: Eastern Book Company.

Monappa, A. (2000). *Managing Human Resources*. New Delhi: M C Millan

Papola T. S. & Sharma A. N. (1999). *Gender and Employment in India*. New Delhi: Vikas Publishing House

Straussner, S.L.A. (1990). *Occupational Social Work Today*. New York: The Haworth Press.

Subrahmanya, R.K. (1996). *Social Aspect of Structural Adjustment in India*. New Delhi: Friedrich Elbert Stiffings.

V V Giri National Labour Institute (2004). *Globalisation & Women Work, Labour & Development (Special Issue) 10(2)*.

World Bank (1995). *World Development Report (WDR). Workers in an Integrating World*. New York : Oxford University Press.

## **SW580 Human Resource Management and CSR**

### **Course Objective:**

- To develop an understanding on the HRM processes.
- To gather skills on the various sub systems of HRM
- To develop an understanding on organizational behaviour.
- To learn about CSR and its scope in socialwork practice

### **Learning Outcome:**

- Understand the HRM processes and the HRD theories
- Know the processes involved in staffing, recruitment, performance management and appraisal, compensation management and apply the same.
- Develop an insight on concepts of leadership, power and conflict, motivation and team work.
- Gather an understanding about CSR and learn to streamline CSR initiatives appropriately.

## **COURSE CONTENT**

### **Unit 1: Human Resource Management**

- Concept of HR Development- history
- Theories of HRD
- HRM process
- Strategy driven Human Resource Management
- Staffing; Recruitment; Selection; Development and Management; Performance management and appraisal; Compensation management.

### **Unit II: Organisational Behaviour**

- Organisational behaviour concept and background
- Personality dynamics; Group dynamics; Interpersonal communication
- Organisational culture; Organisational climate
- Talent management; Motivation; Leadership; Power and conflict; Teams and teamwork,

### **Unit III: Corporate Social Responsibility**

- Business Houses : concept, functions and services
- Corporate Social Responsibility : concept, services functions & stages
- Values , Ethics and Corporate Social Responsibility
- Stakeholders in CSR

- The ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy
- Roles, practices and challenges on CSR for governments, employers, workers and other actors
- Challenges in CSR
- Social Work and CSR
- Case Studies and Good Practices in India

### **Text Book:**

Robbins, S.P. and Judge, T.A. (2019). Essentials of Organizational Behavior. Pearson.

Torrington, D.(2013). Managing to Manage. Kogan Page.

### **Additional Reading**

Becker, B., Huselid, M., Ulrich, D., Brockbank, W. (2015). The H. R. Management (3 books collection). Harvard Business Review

Carnal, C. (2019). Managing Change. Routledge.

Christensen, R. (2005). Roadmap to strategic Human Resources. Amacom.

**Judge, M.C. & Judge, H. (2015).** Organization Development: A Practitioner's Guide for OD and HR **Kogan Page.**

Lawler, E.E. & Ulrich, D. (2008). Talent: Make people your competitive advantage. Jossey Bass.

Lussier, R.N. & Hendon, J.R. (2018). Human Resource Management. SAGE

Machado, C. & Devim, J.P. (2018). Organisational Behaviour and Human Resource Management. Springer.

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