B.S.W (HONS.) : SEMESTER I
PAPER - LC 1

ENGLISH –I

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVES :

- Helping the students to gain a working knowledge of the English Language to help in their professional field.
- Drafting of reports, field work reports, applications
- Developing analytical skills to understand long reports perceptively.

COURSE CONTENT :

Unit No	Title	Content
I	Composition	2-3 short paragraphs on a given topic generally related to subject
II	Letter writing	Both official and personal letters
III	Field report	Related to subject
IV	Comprehension	Passage generally related to social issues or psychology- Questions from passage
V	Précis	From the comprehension passage
VI	Grammar	Make sentences- Synonyms- Antonyms- Fill in the blanks (From comprehension)

SUGGESTED READINGS :

1. *Leaves from English Prose, Orient Longman, Mumbai, 1954*
2. *Modern Essays, Studying Language through Literature, Orient Longman, Calcutta, 1987*
3. *Ian Gordon: Practical Letter Writing, Kalyan Publishers, New Delhi*
4. *Rao Shante Rameswar (ed): Perceptions, Orient Longman, New Delhi, 1988.*

ENGLISH - II

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVE

- Equip the student to write correct and analytical passages in English.
- Introduce concepts of poetry, prose, Indian writing in English.
- Introduce basic concepts of genre.
- Enabling the student to draft independently essays and reports.

COURSE CONTENT

Unit No	Unit Title	Content
I	Poetry	W.Wardsworth- Upon West Minister Bridge. T.Hardy- In Time of Breaking Nations Nissim Ezikiel– Night of the Scorpion R. Broshe- The Soldier R. Tagore- Gitanjali (poem)
II	Poetry Prose	Oscar Wilde- The Happy Prince J. Nehru- Selections from Letters from a Father to his Daughter
III	Précis	Passage related to social issues
IV	Composition	Passage related to social issues

SUGGESTED READINGS

1. *Gupta, Nilanjana (ed), 1999 : English for All, Macmillan, New Delhi*
2. *Salumke, Vilas et.al, 1999 : The Mystic Drum, Orient Longman, New Delhi*
3. *Rao, Shante Rameswar (ed), 1988 : Perceptions, Orient Longman, New Delhi, 1988*

HUMAN GROWTH AND SOCIAL ENVIRONMENT – I

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVES
This paper focuses on theoretical perceptions in psychology, social psychology and particular concepts in sociology to understand individuals' behaviour in a social setting. Important concepts relating to personality, socialization and social motivation are studied in details to enable their application to field situations.

Objectives :

- To develop interest, awareness and understanding of persons in relation to oneself and each other.
- To perceive human beings as individuals possessing characteristics, potential, inclination that function largely within a social setting.
- To develop a theoretical orientation in Psychology and its various branches so that the knowledge could be applied in field and situations of employment.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Introduction to Psychology and Social Psychology	A brief introduction to what is Psychology. Social Psychology as a branch of Psychology; nature, definition, methods and scope of Social Psychology. Relation with other social sciences and social work.
II	Foundation of Human Behaviour	Foundations of human behaviour – biological, psychological and social
III	Personality	Definition, nature, shaping, pattern of personality. Types of personality disorders; their relation with behaviour problems.
IV	Socialization	Content and process of socialization with emphasis on process in social work; role of culture, society and family in reciprocal interaction with personality from the point of view of culture personality studies.
V	Motivation	Concept of motivation; social motives; the transformation of primary motives into complex secondary motives. Frustration and its effect on behaviour.
VI	Life skills for adjustment in different settings	Training and intervention in life skills for enhanced adjustment, socializations in various settings – orphanages, foster homes, adoption, SOS villages.

SUGGESTED READINGS

1. Baran, Robert A and Byrne, Donna, 1991 : Social Psychology, Understanding Human Interaction
2. Bcoket Chris, 2002 : Human Growth and Development : A Psycho-social Introduction, Saga, London.
3. Blum, L 1965, Harper International Edition, Harper and Row, London
4. Dowling, Marion, 2005 : Young Children's personal, Social and Emotional Development, 2nd Edition, Saga, London.
5. Hestherington, E. Mavis and Park, Ross D., 1986 : Child Psychology : A Contemporary Viewpoint, Mcgraw Hill.
6. Isacron, Robert L., Hutt, Mase L., Bhem, Milton L., 1965 : Psychology, the Science of Behaviour, Harper International Edition, London
7. Mavis Hestherington. E and Park, Ross. D, 1986 : Child Psychology : A contemporary viewpoint, McGraw Hill International.
8. Merrill Roff, S. Sells. B. and Golden. Mary N. 1972 : Social Adjustment and Personality Development in Children, The University of Minnesota Press, USA
9. Morgan and King, 1965 : Introduction to Psychology, McGraw Hill
10. Porter, Luise, 2003 : Young Children's Behaviour : Practical, Approaches for Caregivers and Teachers Saga, London
11. Robert Baran A. and Byrn Donna, 1991 : Social Psychology : Understanding Human Interaction

B.S.W (HONS.) : SEMESTER I
PAPER - SWC 2

SOCIOLOGY FOR SOCIAL WORKERS-I

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVES

- To know the scope and nature of sociology and its use in social work
- To understand the basic elements of human societies.
- To understand and analyze the nature of rural and urban life of Indian society.
- To know about the major institutions in India and their role in Indian Society.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Sociology and its relationship with other disciplines	Sociology, meaning, scope and significance. - relationship with other social science disciplines, including social work
II	Society	Nature of human social life, Functional requirements of society, Types of societies, Nature and characteristics of different types of societies, e.g., hunting and gathering, pastoral, agricultural, and industrial
III	Culture	Culture: definition and meaning, components of culture, culture and human behaviour
IV	Elements of Society	Community and Groups, Social Institutions and association .Definition, meaning and types.
V	Institutions and association	Basic social institutions and their characteristics: family, marriage, economic, political and religious institutions
VI	Indian Society	India and its diversities. Urban and rural life, Hierarchy and Discrimination in Indian society.

SUGGESTED READINGS

1. Abraham, M. Francis: *Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*

2. Beals, R. H. Hoijer: *Introduction to Anthropology, Macmillan, New York, 1971*

3. Chitamber, J. B.: *Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*

4. Cohn, A. K.: *Deviance and Social Control, Prentice Hall, New Delhi. 1991*

5. Desai, A. R. (ed): *Rural Sociology, Asia pub. Bombay. 1968*

6. Dube, S. C.: *Understanding Society, NCERT, New Delhi. 1977*

7. Giddens, Anthony: *Sociology, Polity Press, London. 1993*

8. Leonard,P.: *Sociology and Social Work, London, 1971*

9. Marriot, M (ed.): *Village India, University of Chicago Press, Chicago, 1955*

10. Mills, Theodor: *Sociology of Groups, Prentice Hall, New Delhi, 1991*

11. Srinivas, M. N.: *Village India, Asia Publishing House, Bombay, 1995*

B.S.W (HONS.) : SEMESTER I
PAPER - SWC 3

HISTORY AND PHILOSOPHY OF SOCIAL WORK –I

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper introduces the meaning, concept and principles of scientific social work. It also gives an idea about the social work tradition in India, including the British period, heightling important social reform movements. The paper also includes a historical perspective of social work in Great Britain and United States of America.

OBJECTIVES:
- Help students develop the concept of social work as a profession.
- Develop an understanding of the emergence and the historical perspectives of the social work profession.
- Develop a critical understanding of the role played by various social institutions in Indian tradition with respect to social welfare.

COURSE CONTENT :

UNIT NO	UNIT TITLE	CONTENTS
I	Social Work Profession	Meaning and concept of scientific social work- Principles of social work- Need for education in social work.
II	Social work tradition in India	Organization of services for the needy in ancient and medieval India- Role of joint family, caste and panchayat in providing services for the needy in Indian society in the past- Inter-relationships of state, individual and society in making provision for services for the needy
III	Social reform movements and social work philosophy	Role of social reform movements of the nineteenth century and early twentieth century in India: Brahmo Samaj, Arya Samaj, Theosophical Society.
IV	Social work in India during the British Period and early Twentieth Century	Role of Christian Missions in the development of social services in India. Indian philanthropic Institutions: Ramkrishna Mission, Social services by religious groups – Christian, Muslims, Parsees and Sikhs.

UNIT No	UNIT TITLE	CONTENTS
V	Development of Social Work in Great Britain and USA	History of development of social work in Great Britain and USA - Elizabethan Poor Law- Charity Organization Society, UK and Charity Organization Society, USA. Evolution of Social Work Practice in different settings, beginning of scientific social work and social work education.
VI	Social welfare in the post-Independence period	Social welfare programmes of the State during post-Independence period – Programmes under Five Year Plans and role of voluntary organizations in the development of social services and development programmes.

SUGGESTED READINGS :

1. *Banerjee G.R, 1967.: Social Work in Ancient India, Indian Journal of Social Work, Vol.28, No. 2*

2. *Desai, M, 2002: Ideologies and Social Work : Historical and contemporary Analysis, Jaipur, Rawat Publications.*

3. *Diwakar, V.D. (ed,) 1991 : Social Reform Movements in India- A Historical Perspective, Popular Prakashan, Bombay.*

4. *Friedlander, W.A., 1958 : Concepts and Methods of Social Work, Prentice Hall, Englewood Cliffs.*

5. *Gore, M.S., 1965 : Social Work and Social Work Education, Asia Publishing House, Bombay.*

6. *Reamer, F. G, 2001 : Ethics Education in Social Work, Alexandria, Viginia : Council on Social Work Education*

7. *Sen, Sudhir, 1991 : Rabindranath Tagore on Rural Reconstruction, Visva-Bharati.*

8. *Shastri, R.R.: Social Work Tradition in India, Welfare Forum and Research Organization, Varanasi*

9. *Wadia, A.R., 1961 : History and Philosophy of Social Work, Allied Publishers, Bombay.*

10. *Woodrofe, K., 1962 : From Charity to Social Work, Routledge and Kegan Paul, London.*

11. *Younghusband, E, 1967: Social Work and Social Values, George Allen and Unwin, London.*

WORKING WITH INDIVIDUALS AND FAMILIES

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

COURSE CONTENT :

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to social case work.	Concept, definition, objectives, historical ambience, principles and techniques of social case work. Interviewing as an important tool for case work practice.
II	Nature of professional relationship and its importance in social work.	The nature and formation of professional relationship in social work practice. Client case worker relationship.
III	Rudimentary knowledge about human behaviour theory.	System and Role theory, Psychoanalytic theory, Person–centered approach, Cognitive and Rational Emotive therapy.
IV	Integrated approach to social work practice.	Needs and significance of integrated approach. Contexts for use of integrated approach-planning ad process of work.
V	Records.	Process of recording; types and use of records as a tool of learning.
VI	Problem solving process.	Phases of intervention. Approaches to problem solving process. Assessment, contracts, termination and evaluation.

SUGGESTED READINGS :

1. Joshi, S. C., 2004 : Handbook of Social Work; Publishing House, New Delhi.
2. Carel, B. Germain, 1989 : Social Work Practice – People and Environment : Columbia University Press, New York.
3. Allan, June; Pease, Bob and Briskhan, Linda, 2003 : Critical Social Work – An Introduction to Theory and Practice, Rawat Publications, Jaipur and New Delhi.
4. Perlman, Helen, Harris, 1970 : Social Case Work – A Problem Solving Process; University of Chicago Press.
5. Greene, R. Robert and Ephross, H. Pau, 2005l : Human Behaviour Theory and Social Work Practice, Aldine De Gruyter, New York.
6. Cheetham, Juliet and Kazi. A. F., 1998 : The Working of Social Work, Jessica Kingsley Publishers, London
7. Mathew Grace, 1992 : An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay
8. Bailey, Royand Lee, 1982 : Theory and Practice in Social Work, Oxford Press, London
9. Jehu, Dereu, 2004 : Learning Theory and Social Work, 2004, Routledge and Kegan Paul, London
10. Timms, N., 1964 : Social Case Work : Principles and Practices : Routledge and Kegan Paul, London

B.S.W (HONS.) : SEMESTER II
PAPER - SWC 6

WORKING WITH GROUPS

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVES

To develop an understanding of group work as a method of social work
To develop an understanding of the reciprocal influence of groups on individuals
To provide insights into the various dimensions of group process and group dynamics
To develop skills and competence in applying group work method in various settings

COURSE CONTENT

Unit No	Unit Title	Content
I	Types and Role of Groups	Definition and types of groups-role of groups in society, neighbourhood, family and community. Group as an agent of social change, caste and class factors
II	Values and Principles of Group work	Definition of group work, objectives, values and principles of group work. Significance of group work in meeting the needs of individual, family and community
III	Intervention through Group Work and Role of Worker	Educational, preventive, promotive and therapeutic aspects of social group work. Different roles of the group worker.
IV	Group Process and Group dynamics	Group process, Elements of group dynamics, Promotion of healthy interaction in achieving the group, problem solving skills
V	Skills and Techniques	Programme and programme planning in social group work, and the principles. Leadership-Leadership development and Recording, uses, types and its importance
VI	Group Work Practice settings	Social group work and integrated social work practice, Social group work in different settings

SUGGESTED READINGS

Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,
Douglas, Tom: Group Work Practice, Tavistok, London, 1976
Godwin, Charles D.: Contemporary Group Work, Prentice Hall, New Jersey, 1981
Konopka, Gisella: Social Group Work: A Helping Process, Englewood Cliff, Prentice Hall, New York, 1963.
Nicoloson, Paula and Rowan Bayne: "Social Group Work Skills", in Applied Psychology for Social Workers, MacMillan, New York, 1993,
Trecker, Harbigh B.: Social Group Work Principles and Practice, Associated Press, New York 1970.

CITIZENSHIP AND GOVERNANCE

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper develops an understanding of the composition, structure and functioning of governance of Panchayati Raj institutions along with the evolution and development of the Panchayati Raj system in India. The Election and Reservation policies and the question of accountability, power and authority are also focused at. The paper aims to develop macro-intervention strategies involving the Panchayats highlighting the role of social workers. The paper also includes constitutional provisions of the urban local self-government, composition and functioning of the corporation and the power, authority and role of the Municipality.

OBJECTIVE
- To understand the concept of citizenship and governance at the local, national and international level
- Develop an understanding of the structure, composition and functions of democratic institutions at the grass-root level of rural and urban society of India.
- Acquaint learners with the process of planning and execution of programmes through participatory democracy of local Self-Government.
- Develop an ability to identify areas of work, service delivery system and bureaucracy in the institutions of grass-root democracy.
- Develop insight into social-work perspective in the functioning of the democratic institutions at the grass-root level.

COURSE CONTENT

Unit No	Unit Title	Content
I	Concept of citizenship and participation	Definition of citizenship, origin of citizenship, duties and obligations, relevance to Indian Society
II	Governance in India	Institutions of governance at different levels, center, state and local levels, Importance of people's participation in governance. Democratic decentralization Civil society.
III	Composition and function of PRIs	Composition, structure and function of Panchayati Raj institution: The constitution (73rd) Amendment Act, 1992.Gram Panchayat, Panchayat Samiti, Zila Parishad. Importance of Gram Sansad and Gram Sabha. Statutory and institutional powers and authority of Panchayati Raj Institution

Unit No	Unit Title	Content
IV	Constitutional provisions of urban local self-government	The conceptfor urban local Self- Government. The constitution (74) Amendment Act, 1992. Concept of statutory urban development board: its importance and functions. Importance of urban development authority and its function. Classification, composition of Nagar Panchayat and Municipality. Duties and responsibilities of municipal authorities and its functions- Administrative linkage and its relationship with state and Union Government.
V	Power, and authority of Local self governments	Administrative and judicial power and authority of rural and urban local self-government. Audit and accounts in LSGs The State Finance Commission and accountability. Power and authority to impose tax, rates, fees, cess, tools, and acquisition of land or property- Power of judiciary and social justice.
VI	Role of Local self governments	Role of local self-government for poverty alleviation, women's development and social welfare. Problems and future prospects.

SUGGESTED READINGS

1. *Bandyopadhyay D and Mukherjee A, 2004 : Task Force on Panchayati Raj, New Issues in Panchayati Raj., Rajib Gandhi Fundation Concept Publishing Company, New Delhi.*

2. *Bandyopadhyay. D and Mukherjee N, 1993 : New Horizons for West-Bengal Panchayat- A Report for the Government of West Bengal, Ministry of R.D. (W.B).*

3. *Datta L. N., 2006 : The West Bengal Municipal Act (Amended uptodate), Tax's Law, Kolkata*

4. *Datta L. N., 2006 : The West Bengal Panchayat Act (Amended uptodate), Tax's Law, Kolkata*

5. *Datta, Nikeenjalata, 1989 : Village Panchayat in India, Mittal Publication, New Delhi*

6. *Gangrade K.D, 1992 : 'Power to Powerless-A Silent Revolution through Panchayati Raj System', Journal of Rural Development, Vol-16 (4)*

7. *Ghosh R and Pramanik A, 2002: Panchayat System in India – Historical Constitution and Financial Analysis, Konishka Publicaters, Distributors, New Delhi*

8. *Kashyap Anirban, 1998 : Panchayati Raj: Views of the Founding Fathers and Recommendation of different Committees, Report of the Ministry of R.D., Govt. Of India, New Delhi*

9. *Malashwari K and Malashwari I (ed), 1998 : The Calcutta Municipal Corporation Act, 1980; Intellectual Law Publishers, Calcutta*

10. *Mathew, George, 1995 : 'Will Reservation Ensure Participation', Social Welfare, Vol.42, No.5-6*

11. *Misra S.N, 1981 : Rural Development and Panchayati Raj, Concept Publishing Co., New Delhi*

12. *Mukeshwari K & Mukeshwari I, 1998 : The Culcutta Municipal Coporation Act (Amended 1998), Intellectual Law Publishers, Kolkata*

13. *Mukherjee N, 1996 : 'Decentralization Below State Level- Need for a New System of Government', in Mathur Kuldeep (ed): Development Policy and Administration, Sage, New Delhi*

14. *Paul Chowdhury D, 1994: 'Panchayat and NGO', Social Welfare, Vol.41, No.-2, May*

15. *Saha A. N., 1999 : Handbook of the West benagl Municipal Act (Amended 1999), Distributors, Kolkata*

16. *Saha A.N, 1999 : The West Bengal Municipal (Amendment) Act, 1997, Venus Book Distributors, Calcutta*

17. *Social Action, A Quarterly Review of Social Trends, Vol – 47, No. I A Social Action Trust publication. (Jan. – March 1997)*

18. *Webster. Neil, 1992 : Panchayati Raj and the Decentralization of Development Planning in West-Bengal, Calcutta*

19. *Development Planning in West-Bengal, Calcutta, 1992.*

HUMAN GROWTH AND SOCIAL ENVIRONMENT- II

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVES

This paper focuses on theoretical perceptions in psychology, social psychology and particular concepts in sociology to understand individuals' behaviour in a social setting. Important concepts relating to personality, socialization and social motivation are studied in details to enable their application to field situations.

Objectives :

- To develop interest, awareness and understanding of persons in relation to oneself and each other.
- To perceive human beings as individuals possessing characteristics, potential, inclination that function largely within a social setting.
- To develop a theoretical orientation in Psychology and its various branches so that the knowledge could be applied in field and situations of employment.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Group and Group Dynamics	Group nature, definition, properties of small groups. Types of groups (primary-secondary, formal-informal, in group-out group, membership-reference, exclusive-inclusive); group cohesiveness – determinants and consequences.
II	Leadership	Nature, definition, characteristics of leadership, role differentiation into democratic and authoritarian leadership styles.
III	Stages of Development	A brief introduction to child growth and development. The importance of understanding child growth and development in Social Work.
IV	Infancy and Childhood	Physical, emotional, intellectual and social development during these stages.
V	Adolescence	Physical, emotional, cognitive, social development during this life stage with focus on identity formation, change, crisis. Introduction to Erikson's Life Cycle Stages.
VI	Ecological factors and human behaviour	Race, gender, religion, community and sexual orientation; social distance and causes for social tension.

SUGGESTED READINGS

1. Baran, Robert A and Byrne, Donna, 1991 : Social Psychology, Understanding Human Interaction
2. Bcoket Chris, 2002 : Human Growth and Development : A Psycho-social Introduction, Saga, London.
3. Blum, L 1965, Harper International Edition, Harper and Row, London
4. Dowling, Marion, 2005 : Young Children's personal, Social and Emotional Development, 2nd Edition, Saga, London.
5. Hestherington, E. Mavis and Park, Ross D., 1986 : Child Psychology : A Contemporary Viewpoint, Mcgraw Hill.
6. Isacron, Robert L., Hutt, Mase L., Bhem, Milton L., 1965 : Psychology, the Science of Behaviour, Harper International Edition, London
7. Mavis Hestherington. E and Park, Ross. D, 1986 : Child Psychology : A contemporary viewpoint, McGraw Hill International.
8. Merrill Roff, S. Sells. B. and Golden. Mary N. 1972 : Social Adjustment and Personality Development in Children, The University of Minnesota Press, USA
9. Morgan and King, 1965 : Introduction to Psychology, McGraw Hill
10. Porter, Luise, 2003 : Young Children's Behaviour : Practical, Approaches for Caregivers and Teachers Saga, London
11. Robert Baran A. and Byrn Donna, 1991 : Social Psychology : Understanding Human Interaction

SOCIOLOGY FOR SOCIAL WORKERS-II

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVES

To know the basic theoretical foundation in sociology and their use in social work practice
To understand the role of caste and class in Indian society.
To understand and analyze the major issues of education and religion in Indian Society
To understand the role modern organizations in India society

COURSE CONTENT

Unit No	Unit Title	Content
I	Sociological theory-I	Significance of theoretical understanding of society, Nature and types of sociological theories
II	Sociological theory-II	Introduction to Marxism, Structural functional and Symbolic interaction theory. Its use in Social work practice
III	Social stratification in India	Class and caste in India. The role of caste in Indian society and politics, Caste as positive and negative feature of Indian society
IV	Education in India	Educational situation in India. Illiteracy And school dropouts, Compulsory Primary education.
V	Religions in India	Major religions in India- Hinduism, Islam, Sikhism, Christianity, Buddhism and Jainism, Inter-religion relations Secularism and communalism
VI	Organizations in India	Governmental and Non Governmental organization, Characteristics of bureaucracy, Disorganization and Corruption.

SUGGESTED READINGS

1. *Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*
2. *Beals, R. H. Hoijer: Introduction to Anthropology, Macmillan, New York, 1971*
3. *Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*
4. *Cohn, A. K.: Deviance and Social Control, Prentice Hall, New Delhi. 1991*
5. *Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968*
6. *Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977*
7. *Giddens, Anthony: Sociology, Polity Press, London. 1993*
8. *Leonard,P.: Sociology and Social Work, London, 1971*
9. *Marriot, M (ed.): Village India, University of Chicago Press, Chicago, 1955*
10. *Mills, Theodor: Sociology of Groups, Prentice Hall, New Delhi, 1991*
11. *Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995*
12. *Ahuja, Ram, Social Problems in India, Rawat Publications, New Delhi. 1996*
13. *Madan, G.R., Indian Social Problems, Rawat Publications, New Delhi, 1992*
14. *PROBE report*

B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 11

HISTORY AND PHILOSOPHY OF SOCIAL WORK - II

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVES

- Sensitize the students about the social philosophy of eminent thinkers and philosophers, which have important bearing on the social work profession.

- Enable the students develop the capacity to understand the change in perception of different social phenomenon and their implications for social work profession.

- Sensitize the students about the ethics and values of the profession and the need for code of ethics for social workers.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Sources of Social Work Philosophy	Social work philosophy within a religiously pluralistic society. Ideology of spiritualism, humanism, liberalism, socialism and democracy.
II	Goals of Social Work	Goals of social work in a changing society; state and social service – changing pattern from charity to welfare to development.
III	Social Philosophers and Social Work Philosophy	Social philosophy of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, B R Ambedkar and their contribution to social work.
IV	Welfare state	Concepts, ideal, welfare state within a market economy
V	Social Movements	Social movements: concept, dalit movements, environmental movements, women's movements & human rights movements.
VI	Professional ethics	Code of ethics for social workers

SUGGESTED READINGS

1. Chatterjee, Pranab: *Approaches to the Welfare State*, National Association of Social Workers (NASW), Washington D.C., 1996
2. George, Vic and Wilding, Paul: *Ideology and Social Welfare*, Routledge and Kegan Paul, London, 1976
3. Ganguly, B.N.: *Gandhi's Social Philosophy, Perspectives and Relevance*, Vikas Publishing House, Delhi, 1973
4. Jatav, D.R.: *Social Philosophy of B.R. Ambedkar*, Rawat Publications, Jaipur, 1997.
5. Machenrie, Norman: *Socialism, A short History*, Hutchinson University Press, London, 1967
6. Sinha, Sasadhar: *Social Thinking of Rabindranath Tagore*, Asia Publishing House, Calcutta, 1962
7. Gadgil, Madhav and Guha, Ramchandra: *Ecology and Equity : The Use and Abuse of Nature in Contemporry India*, Penguin, Delhi, 1995
8. Centre for Science and Environment: *The State of India's Environment. The Citizens Reports, Vol. I-IV*, New Delhi.
9. Omdvet, Gail: *Violence against Women: New Movements and New Theories in India*, Kali for Women, New Delhi, 1990
10. Tata Institute of social Sciences: *Declaration of Code of Ethics for Professional Social Workers*, Bombay, 1997

B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 12

COMMUNITY ORGANIZATION

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper contains an in-depth study of community organization practice. Analyzing communities, conceptualizing communities historically and spatially are issues within the scope of this paper. The paper also provides an insight into the role and skills of an efficient community organizer and an understanding of voluntary organizations and non-governmental organizations.

OBJECTIVES:

- To develop the understanding of community organization as a method of social work.
- To develop ability to analyze the community, its problems and issues with special emphasis on rural communities.
- To provide insight into the various dimensions of organizing a community.
- To enhance the attitudes and skills as a community organizer and for participatory process.

COURSE CONTENT:

Unit No	Unit title	Content
I	Contextualizing community organization practice	Location of community work within social work. Historical development of community organization practice.
II	Analyzing Community	Concept of community, sociological and practitioner's perspectives. Structure and functions. Analyzing communities.
III	Understanding community organization practice.	Concept of community organization. Values and principles. Community organisation and Community development
IV	People's participation	Meaning of people's participation. Importance of people's participation in community organization.
V	Programme planning	Programme planning in community organization- objectives, principles and process.

Unit No	Unit title	Content
VI	Role of community organiser	Role of organizer-skillsof community organization practitioner: problem nalysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking and training.

SUGGESTED READINGS

1. *Arthur Dunham and Harper E. B, 1959: Community Organization in Action, Association Press, New York.*
2. *Das, Samantak, 2001: NGO-Story, in Joseph Sherry (ed): Social Work in the Third Millennium, Department of Social Work, Visva Bharati.*
3. *Eade D (Ed.), 2005 : Development, NGO's and Civil Society.*
4. *Gangrade K. D, 1971: Community Organization in India, Popular Prakashan, Bombay*
5. *Jones, D. and Mayo, M, 1974 : Community Work, Routledge and Kegan Paul, London.*
6. *Kranner, R.M. and Specht, 1983 : Readings in Community Organization Practice, 3rd edition, Prentice Hall, Englewood Cliffs.*
7. *Kothari, Milon : Development and Social Action, Rawat Publications.*
8. *Parrott, 2006 : Values and Ethics in Social Work.*
9. *Rajasekhar D, 2000 : Non-Governmental Organisations (NGOs) in India-Opportunities and Challenges, Journal of Rural Development, Vol. 19 (2).*
10. *Ross, Murray G., 1958 : Case Histories in Community Organization, Harber and Brothers, New York.*
11. *Ross, Murray G. 1955 : Community Organization- Theory and Principles, Harper and Brothers New York.*
12. *Rowlands Jo. 2006 : Development Methods and Approaches Critical Reflection, Rawat Publications, New Delhi.*
13. *Siddique, H. Y, 1997 : Working with Communities- An Introduction to Community Work, Hira Publication, New Delhi.*
14. *Siddiqui, H.Y., 2004 : Social Development in Indian Sub-continent, New Delhi.*
15. *Siddiqui, H.Y. (ed), 1984 : Social Work and Social Action, Harnam Publisher, New Delhi.*

B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 14

ECONOMIC POLICES AND SOCIAL DEVELOPMENT - I

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper focuses on development concepts and perspectives. This paper also critically analyses the various economic policies in different sectors of the Indian economy. The impact of these policies on the social aspects will be an effective knowledge base for the learners of social work

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTECTS

Unit No.	Unit Title	Content
I	Characteristics of a developing economy	Concept of economic growth and development, GDP & GNP, Income Inequality, Occupational pattern.
II	Human Development in India	Concept of Human Development Index, Gender Development Index and Human Poverty Index. National Human Development Report.
III	Small Scale Industries in India	Definition, Significance in a developing economy, Problems and need for policy intervention
IV	Agriculture in India	Role of Agriculture in a developing economy, Problems in agriculture
V	Food Security in India	Problems of Food Security in India, PDS
VI	Poverty in India	Definition, Measurement, Causes for persistence of poverty, Rural Poverty

SUGGESTED READING :

1. *Ray, D 2003. Development Economics, OUP, New Delhi.*
2. *Meier, G and Rauch, J 2006. Leading issues in Economic Development, OUP (Indian Edition)*
3. *Hayami, Y and Godo, Y 2006. Development Economics (Third edition), OUP (Indian Edition)*
4. *Thirlwall, A.P. 2005. Growth and Development. ELBS*
5. *Todaro, M. 2005. Economic Development in the Third World. Orient Longman, New Delhi.*
6. *Kolstad, C. 2000. Environmental Economics. OUP.*
7. *Peet, R. 2005. Theories of Development. Rawat Publications. New Delhi.*
8. *Singha Roy, D.K.(ed) 2003. Social Development and the Empowerment of the Marginalized Groups-Perspectives and Strategies. Sage. New Delhi.*
9. *Carley, M.1981. Social Measurement and Social Indicators. George Allen and Unwin. London.*
10. *Bulmer, M.1986. Social Science and Social Policy. George Allen and Unwin. London.*

AGRICULTURE AND ANNIMAL HUSBANDRY

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*
Agriculture: 50 [IA- 10, Exam- 40]Animal Husbandry : 50 [IA- 10, Exam- 40]

This course deals with the scientific approaches and contemporary technologies used in agriculture and animal husbandry. Information content of the course emphasizes on social worker's knowledge base in the area for working with farm community.

OBJECTIVES :

- To acquaint students with the technical aspects of occupation of farm community in villages
- To enable students develop an understanding of the economic aspects of the farmer's occupation.
- To help students develop an understanding of how occupation shapes the life style of farm community

COURSE CONTENT

SECTION – A

AGRICULTURE FARM TRAINING

Classification of crops, weeds and their identification. Soil types, fertility and productivity. Use of manures and fertilizers. Methods of irrigation. Different agricultural farm operation of major crops: seed bed preparation, sowing, manuring, weeding, hoeing, use of pesticides and herbicides. Use of tillage implements. Calculation of fertilizer dose, seed rate and pesticides. Demonstration of different methods of cultivation of field crops. Practical records and herbarium

SECTION – B

ANIMAL HUSBANDRY AND ALLIED MATTER

Role of livestock in Indian Economy and human health. Mixed farming, important breeds of domestic animals and birds, artificial insemination. Classification of feeds, feeding standards, cultivation of fodder, preservation of fodder. Nutrition deficiencies and their management. System of housing and management of livestock and poultry. Farm records. Methods of slaughter of meat animals, meat products and hyoddice. Major contagious diseases of animals and birds: etiology, symptoms, treatment and control of major diseases. Principle of immunization and vaccination. Zoo-noses, physico-chemical and nutritional properties of milk. Role of microorganisms in quality of milk and milk products, physiology of milk secretion.
         External body parts of cattle and fowl. Methods of identifying animal- dentition and aging of animals: Judging of cattle and poultry. Familiarity with A.I. system- identification of feeds and fodder. Cleaning of cattle-sheds, test for fat in milk

COMMUNITY DEVELOPMENT

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper introduces an analysis of the village structure, amenities and the layout of the Indian villages. The different community development programmes implemented in India are analysed. The aspects of health, sanitation, food, nutrition, education including adult and extension education are studied in details in separate sections.

OBJECTIVE :

- Gain knowledge of basic concept of community development and village community.
- Get acquainted with the various community development programmes implemented in India.
- Gain an understanding of the role of social worker in different community development programmes

COURSE CONTENT

	Section – A VILLAGE STRUCTURE, PHYSICAL AMENITIES AND DEVELOPMENT PROGRAMMES	
Unit No	**Unit Title**	**Content**
I	Village structure and Physical Amenities	Characteristics, appearance and layout of Indian villages with regard to housing, roads, water supply, irrigation, electric supply. Programmes for improvement of housing, roads, water supply, irrigation, electric supply in rural areas.
II	Infrastructure Development in Villages	Different programmes of infrastructure development implemented through the Development Block
III	Economic Development	Current Indian Climate for Development Work

	Section – B VILLAGE HEALTH, SANITATION AND COMMUNITY DEVELOPMENT	
Unit No	**Unit Title**	**Content**
VI	Village Health and Sanitation	General characteristics of Indian villages with regard to health and sanitation problems. Common ailments and epidemics-Cholera, filaria, malaria, tuberculosis, leprosy and hepatitis- their prevention and early treatment
V	Food and Nutrition	Meaning of Nutrition, status of nutrition among different age-groups in villages, deficiency in nutrition and its consequences. Various programmes of health under Community Development.

	Section – C EDUCATION AND COMMUNITY DEVELOPMENT	
Unit No	Unit Title	Content
VI	Community and Community Development	Definition of community, Characteristics of different types of community: sectarian, territorial and functional- Concept of community development. History of community development. Administration of community development set-up in India
VII	Village Education and Community Development	Basic Education- Adult education – Non-formal education - Extension Education - Continuing education – Role of School and Panchayet in Community Development.
VIII	Development of village economy and current development endeavour	Foundation of village economy in India; issues related to rural economic development, rural development work and its critique.

SUGGESTED READINGS :

1. *Clinard, Marshal B., 1976 : Slums and Community Development, Free Press, New York.*
2. *Dhama, O.P., 1962 : Extension and Rural Welfare, Ramprasad and Sons, Agra.*
3. *Gangrade, K.D., 1971 : Community Organization in India, Popular Prakashani, Bombay.*
4. *Jain, S.C., 1967: Community Development and Panchayati Raj in India, Allied Publishers, New Delhi.*
5. *Mathur, Brijudra M., 2007 : Adult Education and Social Change, The Associated Publishers, Ambala Cantt. 133001*
6. *Mathur, V. S, 2007 : Towards New Education, The Associated Publishers, Ambala Cantt. 133001*
7. *Mukherjee, B., 1960 : Community Development in India, Ministry of Community Development, Govt. of India, New Delhi.*
8. *Pillai, K. S., 2007 : Community Education, The Associated Pubvlishers, Kacha Bazar, Ambala Cantt. 133001*
9. *Reddy, A.Adis., 1971 : Extension Education, Sree Lakshimi Press Bapatla (A.P.).*
10. *Shukla, Sweshchandra and Kaul, Rekha, 1998, Education, Development and Underdevelopment, Sage Publications, New Delhi*
11. *Vaidyanathan, A and Nair, P. R. Gopinathan, 2000, Elementary Education in Rural India, Sage New Delhi*

ADMINISTRATION OF SOCIAL WELFARE ORGANIZATION

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper deals with the concept, principles, methods and techniques of administration of social welfare organisations. The types and characteristics of social welfare organisations are also studied. An idea about the Indian Constitution, the Welfare State, the Five Year Plans, the Central Social Welfare Board and the Societies Registration Act is within the purview of this paper.

OBJECTIVES

- To understand the framework of the Indian Constitution within which social welfare system operates.
- To gain an understanding of the characteristics of the social welfare organizations in different sectors and different levels.
- To develop knowledge of fundamental elements of administration of welfare organization.

COURSE CONTENT

Unit No	Unit Title	Content
I	Social Welfare Administration	Concept of social welfare, social welfare administration. Principles of social welfare administration— methods and techniques
II	Concept of Welfare State	Responsibilities of State for social welfare services- changing role of administration in a Welfare State.
III	Constitution of India	The Preamble, Fundamental Rights and the Directive Principles of State Policy as related to the concept of Welfare State.
IV	Types of Organizations	Types of organizations and their characteristics. Administration of institutional and non-institutional programmes.
V	Administration of Social Welfare Organizations	Introduction to various aspects of administration, organization and structure, policy making, planning programmes. Functions of the executives- supervision and evaluation. Budget, fiscal control and accountability, maintenance of records.

Unit No	Unit Title	Content
VI	Central Social Welfare Board	Administrative set up − objectives and programmes.

SUGGESTED READINGS

1. Dale, Reidar: 2000 : *Organisation and Development Strategies and Process*, Sage, New Delhi.
2. Dantwala, M. L, Sethi, Harshard , Visaria, Pravin, 1998 : *Social Change through Voluntary Action*, Sage, New Delhi.
3. Donnison, D.V. and Chapman Valerie, 1970 : *Social Policy and Administration*, George Allen and Unwin, London.
4. Harper, Malcolm, 2000 : *Public Service through Private Enterprise – Micro privatization for Improved Delivery*
5. Kabra, Kamal Narayan, 1997 : *Development Planning in India : Exploring an Alternative Approach*, Sage New Delhi
6. Lauffer. A., 1977 : *Understanding Your Social Agency*, Sage Publications, London.
7. Maheswari, Sriram, 1995 : *Rural Development in India – A People Policy Approach*, Sage, New Delhi
8. Mathew, P.D, 1994 : *Law on the Registration of Societies*, ISI, New Delhi
9. Patti R., 1983 : *Social Welfare Administration*, Prentice Hall, Englewood Cliff.
10. PRIA, 1989 : *Management of Voluntary Organization*, New Delhi
11. PRIA, 1991 : *Voluntary Development Organizations in India : A Study of History, Roles and Future Challenge and NGO's in India – A Critical Study*, New Delhi
12. Rao, C. H. Hanumantha (ed.) and Linneman, Hans, 1996 : *Economics Reforms and Poverty Alleviation in India*, Sage, New Delhi
13. Sankaran and Rodrigues, 1983 : *Handbook for the Management of Voluntary Organizations*, Alpha Publications, Madras.
14. Siddiqui H. Y., 1983 : *Social Work Administration- Dynamic Management and Human Relationships*, Prentice Hall, New Jersey.
15. Skidamore, 1983 : *Social Work Administration*, Prentice Hall, New Jersey
16. Steiner, R., 1977 : *Managing Human Service Organization- From Survival to Achievement*, Sage Publications, Beverly Hills.
17. Tandon, Rajesh and Mohanty, Ranjita, 2000 : *Civil Society and Governance*.

B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 19

ECONOMIC POLICIES AND SOCIAL DEVELOPMENT - II

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper focuses on development concepts and perspectives. This paper also critically analyses the various economic policies in different sectors of the Indian economy. The impact of these policies on the social aspects will be an effective knowledge base for the learners of social work

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTENTS

Unit No	Unit Title	Content
I	Unemployment in India	Definition, Measurement, Analysis of the employment generation programs in India.
II	Rural Credit	Sources of Rural Credit in India, Problems of Rural Credit in India.
III	Trade	GATT and WTO, Implications for the agricultural and pharmaceutical sector.
IV	Statistics of India	Brief Analysis of the Social Sectors in Economic Survey of India
V	Education	Role of Education in development, Problems in Literacy, Elementary education and Higher education
VI	Health	Health and Globalisation, National Health Policy

SUGGESTED READINGS :

1. Datt. R. and Sundharam,K. 2009. Indian Economy. S.Chand and Company Limited. New Delhi.
2. Mishra, S.K. and Puri, V.K. 2009. Indian Economy. Himalaya Publishing House. New Delhi.
3. Bardhan, P. and Krishnan, T.N. (eds.) 1993. Essays in honour of K.N.Raj. OUP, New Delhi.
4. Dantwala, M.L. 1996. Dilemmas of Growth: The Indian Experience. Sage Publications. New Delhi.
5. Lucas, R.E.B. and Papanek, G.F. 1998. The Indian Economy – Recent Developments and Future Prospects. OUP.
6. Government of India. (Recent years) Economic Survey, Five-Year Plans, Annual Budgets. New Delhi.
7. Journals and Magazines to be regularly read- Economic and Political Weekly, Yojana, Frontline.

SOCIAL ISSUES AND PROBLEM - I

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper focuses on the development of different groups with special needs for example children, youth, elderly and the physically and mentally challenged people. The needs of these special groups the existing welfare services for them and the scope of social work intervention fail within the scope of this paper.

OBJECTIVES :

- To provide knowledge about development services for different groups of people for example children, youth, disabled in diverse spheres of their life.
- To provide awareness about the changing ideological perspectives of the different welfare and development services in health care and promotion of mental health.
- To identify scope of social work intervention in these diverse fields of welfare services and to development appropriate skills of working with people, groups and community.

COURSE CONTENT :

Unit No.	Unit Title	Content
I	Contextualizing Needs	Meaning and feature of Social Problem spatial circumstantial and life stage contents of human need and human vulnerability. Its implications for social work practice.
II	Child Welfare	Concept, philosophy and evolution of child welfare Demographic characteristics and issues related to children's development. Girl child and their specific problems Programmes and services for children under government and non government sector.
III	Youth Welfare	Demographic profile of youth in India. Needs of youth organization for welfare of youth and national service scheme.
IV	Health Care	III health as a social problem. Health care services .Social worker's role in dealing with social, economic and emotional problems related to illness. Rural and urban health mission.
V	Mental Health and Care	Meaning and concept of mental illness and mental health care. Mental illness and its impact on family and society. Mental health care and services, social worker's role in prevention of mental illness and promotion of mental health.

Unit No.	Unit Title	Content
VI	Welfare of the Disabled	Concept and meaning of disability Types of disability . Needs and problems of persons with disability. Services for the disabled children and adult, role of social workers in working with disabled.

SUGGESTED READINGS :
1.   *Bhangawa Pramilan, 2003 : The Elimination of Child Labour, Whose Responsibility, Sage Publication, New Delhi Thus and Oaks, London*
2.   *GOI, 1992 : National Plan of Action, A Commitment on the Child, Department of Women and Child Development, Government of India, New Delhi*
3.   *Hazarika Prafulla, 2004 : Child Labour in India , Akansha Publishing House, New Delhi*
4.   *Rane Asha, 1986 : Children in Difficult Situations in India : A Review, Tata Institute of Social Science, Bombay*
5.   *GOI, : Indian Constitution – Constitutional Provisions for the Scheduled Castes and Scheduled Tribe.*
6.   *GOI, 1974 : Report of the Committee on the Status of Women in India – towards Equality.*
7.   *GOI, 1988 : National Perspective Plan for Women 1988-2000 AD*
8.   *GOI, 1992 : The National Commission for Women*
9.   *Doyle, Celia : 2006 : Working with Abused Children (3rd Ed.) Palgrave Macmillan, Basingstik*
10. *Michael, S. N, 1999 : Dalits in Modern India : Vision and Values, Vistar Publication, New Delhi*
11. *Part, S.C, 1986 : Indian Labour Problems, Allahabad Law Agency, Allahabad*
12. *Saxena, R. C, 1986 : Labour Problem and Social Welfare, L. K. Nato and Company, Meerat*
13. *National Institute of Public Cooperation and Child Development, 1994 : Child in India: A Statistical profile, New Delhi*

DEVELOPMENT OF WEAKER AND VULNERABLE SECTIONS

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper acquaints the students about social work intervention in the welfare of different disadvantaged groups like women and children under difficult situations; SCs, STs and minorities; and organized and unorganized sector workers. The paper focuses on the contextual and conceptual issues, the constitutional provisions and the areas of intervention for the social workers to facilitate the development of these oppressed groups.

OBJECTIVES

- To acquaint students with the nature of disadvantages suffered by various socially oppressed groups in the society.
- To gain knowledge about the national Endeavour for bringing the socially oppressed groups in the mainstream facilitate their participation in the development Endeavour.
- To sensitize students to the specific needs of these groups and develop skills to work with them.

COURSE CONTENT

Unit No	Unit Title	Content
I	Social Work and Disadvantaged Groups	Social Work's ethical responsibility towards marginalized and Disadvantaged Groups broad policy perspective guiding the welfare programmes and services
II	Women's welfare and development	Changing concept of women's welfare- Gender equality - special needs of women- Programmes and services for women's empowerment and development- Social work intervention in the field of women's welfare.
III	Welfare of the Scheduled Castes (SCs)	Constitutional provision to ensure justice to SCs Progr-ammes and services for SCs Social worker's role in organization and development of SC community
IV	Welfare of the Scheduled Tribes (STs)	Constitutional provision for the welfare and development of STs – ensuring social justice, equity and participation- Programme and services for the STs- Role of social workers in organizing STs and facilitating development work of the group.

Unit No	Unit Title	Content
V	Children under difficult situations	Child abuse- Different types of abuse: physical, sexual - neglected and oppressed children; child labour: nature; programmes and services for these group of children.
VI	Welfare of the Minorities	Definition of minorities- Concept of national integration vis-à-vis minorities- Role and functions of the National Commission for Minorities and the Commission for Linguistic Minorities- Fifteen Point (15 point) programme for the welfare of minorities

SUGGESTED READINGS

1. *Bhangawa Pramilan, 2003 : The Elimination of Child Labour, Whose Responsibility, Sage Publication, New Delhi Thus and Oaks, London*
2. *GOI, 1992 : National Plan of Action, A Commitment on the Child, Department of Women and Child Development, Government of India, New Delhi*
3. *Hazarika Prafulla, 2004 : Child Labour in India , Akansha Publishing House, New Delhi*
4. *Rane Asha, 1986 : Children in Difficult Situations in India : A Review, Tata Institute of Social Science, Bombay*
5. *GOI, : Indian Constitution – Constitutional Provisions for the Scheduled Castes and Scheduled Tribe.*
6. *GOI, 1974 : Report of the Committee on the Status of Women in India – towards Equality.*
7. *GOI, 1988 : National Perspective Plan for Women 1988-2000 AD*
8. *GOI, 1992 : The National Commission for Women*
9. *Doyle, Celia : 2006 : Working with Abused Children (3rd Ed.) Palgrave Macmillan, Basingstik*
10. *Michael, S. N, 1999 : Dalits in Modern India : Vision and Values, Vistar Publication, New Delhi*
11. *Part, S.C, 1986 : Indian Labour Problems, Allahabad Law Agency, Allahabad*
12. *Saxena, R. C, 1986 : Labour Problem and Social Welfare, L. K. Nato and Company, Meerat*
13. *National Institute of Public Cooperation and Child Development, 1994 : Child in India: A Statistical profile, New Delhi*

B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 22

SOCIAL WORK RESEARCH & STATISTICS

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This subjects introduces learners to the fundamentals of social work and social science research methods. The subject deals with both theoretical and practical aspects of research methodology and basic statistical techniques used in these research.

OBJECTIVES

- To orient about the need for scientific approach to human inquiry and promote an understanding of the meaning, nature, scope and importance of social work research;
- To conceptualise social work research projects and introduce the concepts of sample and sampling methods
- To develop an understanding of simple statistical tools and learn to use them.

COURSE CONTENT

Unit No	Unit Title	Content
I	Scientific Enquiry	Scientific approach to human enquiry. Meaning and purpose of research, Social work research: meaning, scope and importance. An overview of the research process: Problem formulation, data collection, data processing, analysis and interpretation, Qualitative and quantitative methods.
II	Universe and sample	Universe and Census- Elements of sampling: meaning, rationale, probability and non-probability sampling techniques, advantages and disadvantages of each type of sampling
III	Data collection and processing	Sources of data- Types of data: primary and secondary. Tools of data collection: interview schedule and questionnaire. Methods of data collection: interviewing and observation. Data processing: coding, editing, classification, tabulation, analysis and interpretation
IV	Use of Statistics-I	Statistics: uses and limitation- Measures of central tendency: Mean, Median and Mode: Computation, use and relative strength and limitations

Unit No	Unit Title	Content
V	Use of Statistics-II	Measures of Dispersion: Concept of Range, Inter-quartile Range, Quartile Deviation, and Standard Deviation Simple Graphical and tabular presentation of data:
VI	Writing Skills	Research report writing

SUGGESTED READINGS

1. *Alston,M and Bowles,W: Research for Social Workers, An Introduction to Methods, Rawat Publications, 2nd edition, 2003.*
2. *Goode W. J. and Hatt P. K: Methods in Social Research, McGraw Hill, Tokyo, 1952.*
3. *May, T: Social Research-Issues, Methods and Process, 3rd edition, Open University Press, Buckingham.*
4. *Mukherjee, Partha N. (eds): Methodology in Social Research- Dilemma and Perspectives, Sage, New Delhi, 2000.*
5. *Mikkelsen, B: Methods for Development and Research, 2nd ed, Sage Publication, 2005.*
6. *Polansky, A. Norman: Social Work Research, University of Chicago Press, Chichago, 1967.*
7. *PRIA: Participatory Research- An Introduction, Participatory Research Network Series, No. 3, Society for Participatory Research in Asia, New Delhi, 1995.*
8. *Ramachandran, P. and Naik R. D.: 'Research in Social Work', in Encyclopedia of Social Work in India, Vol.2, New Delhi, 1988.*
9. *Ramachandran P: Issues in Social Work Research in India, Institute of Community Organisation Research, Bombay, 1990.*
10. *Thyer A. B. and Wodarshi J. S: Handbook of Empirical Social Work Practice, Vol. 1, John Wiley and Sons Inc., New York 1998.*
11. *Wilkinson and Bandarkar: Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay, 1988*

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 24

SOCIAL ISSUES AND PROBLEM - II

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This paper focuses on the concept and implication of disaster management, population problem, human right and legal aid, corruption, national integration and peace initiative. The needs of these special groups the existing welfare services for them and the scope of social work intervention fall within the scope of this paper.

OBJECTIVES:
- To enable students develop an understanding of the problems elderly and their care, disaster management, problem of population human rights corruption and issues related to national integration and peace.
- To provide awareness about the changing ideological perspectives of the different welfare and development services
- To identify scope of social work intervention in these diverse fields of welfare services and to develop appropriate skills of working with people groups and community.

COURSE CONTENT

Unit No	Unit Title	Content
I	Elderly and their Care	Demographic profile of elderly in India. Needs and problems of elderly. Role of social worker in dealing with social, economic physical and emotional problems of elderly.
II	Disaster Management	Meaning and concept of disaster, type of disaster natural and man-made-implications of disaster for rescue, relief and rehabilitation-Role of social workers.
III	Population Problem	Concept, meaning trends of population growth, birth & death rate Programme and policy. Role of social worker dealing with population problem
IV	Human Rights and Legal Aid	Concept, meaning of universal declaration of human rights, legal aid services. Role of social worker dealing with issues related to human right and social justice.
V	Corruption	Concept and meaning of corruption. Causes of corruption. Its effects in socio-political sphere in India. Role of social worker dealing with corrupt practices.
VI	National Integration and Peace Initiative	Meaning and concept of national integration Causes of disintegration. Peace movement and communal

Unit No	Unit Title	Content
		harmony. Role of social worker dealing with issues related to national integration and peace.

Suggested Readings :
1. *A.S. Kohli, 2004, Human Rights and Social Work, Kanishka Publishers, Distributor, New Delhi*
2. *Arvindrai N Desai.1995, Helping the Handicapped problems and perspects. Ashish Publications House, New Delhi.*
3. *B.R. Nanda, 1989, Gandhi Pan-Islamism, Imperialism and Nationalism in India. Bombay Oxford University Press, Delhi Oxford, New York.*
4. *C. Nasecma, 2002, Human Right Education comcptual and pedagogical aspects, Kanishka Publishers, Distributors, New Delhi.*
5. *Dandekar Kumudini, 1996. The Elderly in India, Sage, New Delhi*
6. *Dhillon P.K. 1992 Psycho-socio Aspects of Aging in India, Concept Publishing Company, New Delhi.*
7. *GOI, 1992 : National Plan of Action, A Commitment to the Child Department of Women and Child Development, Government of India, New Delhi.*
8. *Gopal Bhargava (ed.) 2001, Human Rights Concern of the future, Kalpaz Publications, Delhi*
9. *Gore M.S. 1977 : Indian Youth Process of Socilization, Vishawa Yuva Kendra, New Delhi*
10. *Harshenson David B and Power Paul W, 1987 : Mental Health Counselling – Theory and Practice, Perganmon Press, New York.*
11. *Hegarty, Seamus and Alur, Mithu : 2002 Education and Children with Special Needs, Sage, New Delhi*
12. *J.P. Yadav (ed.) 2004 Human Rights and Social Security, Anmol Publications Pvt.Ltd.New Delhi*
13. *Janardan Prasad, 1996, education of Handicapped Children Problems and solutions, Kanishka Publishers, Distributors, New Delhi*
14. *Janusz Symonides (ed.) 2003, New Dimensions and challenges for Human Rights, Rawat Publications, Jaipur and New Delhi.*
15. *John V.V., 1974. Youth and National Goals, Vishawa Yuva Kendra, new Delhi*
16. *Justice V.R. Krishna Iyer, 1990, Human Rights and Inhuman Wrongs, B.R. Publishing Corporation, Delhi*
17. *K.C. Panda, 1999, Disadvantaged Children, Mittal Publications, New Delhi*
18. *K.P. Saksena (ed.) 2003, Human Rights and the Constitutions Vision and the reality, Gyan Publishing House, New Delhi*
19. *Kamal Taori, IAS (Vidyarthi), 2005 Disaster Management. Through Panchayati Raj.Concept Publication Company, New Delhi-110059.*
20. *Kanth A and Verma R.M. 1993 Neglected Child-Changing Perspective, Prayas Juvenile Aid Centre, New Delhi*
21. *M.G.Chitkara, 1996 , Human Rights : Commitment and Betrayal, Aph. Publishing Corporation, Delhi*
22. *M.R. Biju, 2005 Human Rights in a Developing Society , Mittal Publications, New Delhi*

23. *Mamta Swain, Mritunjay Swain, Ranju Hasini Sahoo. 2006, Disaster and Gender, Serials Publications, New Delhi.*
24. *Mane P and gandevia K.Y. (ed.) 1993, Mental Health in India, Issues and Concern, Tata institute of Social Sciences, Bombay.*
25. *Manjumohan Mukherjee, 2006, Problems of Disabled People the Associate Publishers, B-43, Vita Colony, Post Dhulkot, Ambala City, Haryana.*
26. *Mary Lou Bertucci, (ed.) 2005, Enegchopredia of Human Rights, Taglor and Francis Publishers, USA*
27. *Metha P (ed.) 1971, Indian Youth Somaiya Publication, Bombay*
28. *Mukhopadhyay A (ed.) 1992, State of Indian Health, VHAI, Excellent Printing House, New Delhi.*
29. *Prachi Kanbai (ed.) 2001. Child Development and Disability, Commonwenth. New Delhi*
30. *Prakash Rai, 1995, Helping the Disabled Indian Perspective, Ashish Publishing House,Nnew Delhi*
31. *Pramod Mishra (ed.) 2000, Human Rights Global Issues, Kalpaz Publications.*
32. *R.K. Sinha, 1998, Human Rights of the would vol.2, Indian Publishers Distributors*
33. *Rane Asha, 1986, Children in Difficultsituation in India : A Review, Tata Institute of Social Sciences, Bombay*
34. *S. Subramanian, 2000, Human Rights training, Vol.2. Manas Publications, New Delhi*
35. *S.L. Goel and Ram Kumar (ed.) 2001, Disaster Management, Deep and deep Publications Pvt.Ltd. F – 159, Rapuri Garden, New Delhi-11027*
36. *S.M. Channa, 2006, Women and Human rights Cosmo Publications, New Delhi*
37. *Shailandra K. Singh, Subhash C. Kundu, Shoba Singh, 1998. Disaster Management, Mittal Publications, New Delhi-11059.*
38. *Subramanian, Human Rights Training Vol.1, Manas Publications , New Delhi, 2000*
39. *Suresh Dutt, 1997, Eneychopadea of Child Psychology and Development, Anmol Publication Pvt. Ltd., New Delhi*
40. *V.V. Devasia, 1999, Human Rights and Victimology, Dattsons, Nagpur.*
41. *Venkatesan, S.2004 Children with Development Disabilities, Sage, New Delhi.*

SOCIAL JUSTICE AND SOCIAL LEGISLATION

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

This Paper will acquaint the students about the legislative of framework related to Weaker section of the society so as to enable them to get knowledge and to render services to these sections of the society.

Objectives:

- To help them to gain knowledge about legal frame work related to various weaker and vulnerable section of the society.
- To acquaint them with the various legislative measures so as to help them to cope up
- with different socio-economic problems and changes in the society.
- To make them aware about the concept of social injustice and social justice.

Course Content:

Unit No	Unit Title	Content
I	Concept of social legislation And social justice	Concept and objective of social legislation, social legislation in a Welfare state, social justice and Its relationship with social legislation
II	Salient features of laws, which Have brought change and doing Women's welfare	Hindu and Muslim Marriage Dowry Prohibition, Right of inheritance of succession Adoption and Maintenance, Immoral Traffic
III	Child Welfare and Juvenile Justice	The JJ act(CP)-2000, The Child Labour(PP)-1976The Pro Bation of Offenders Act-1958
IV	Social Justice with regard to Untouchables and marginalized section of the society.	The PCR Act-1958,Provision of Legal Aid.

Unit No	Unit Title	Content
V	Backward classes and Minori Ties	National Policies related to backward classes and minorities, National Commission For Minorities Act-1992,15 Point prog. for Minorities.
VI	Welfare of unorganized and Organized workers	Meaning of the concept, salient of Factories Act-1948, Mines Act-1951, The Plantation labour Act-1953 ,The Minimum Wages Act-1948,Role of Labour Welfare officer.

Suggested Readings:

1. *KD Gangrade – 1986, Social Legislation in India, Geetanjali Pub,House,N.Delhi.*
2. *GOI-Constitution of India.*
3. *D.Paul Choudhury-Child Welfare in India-NIPCCD,New Delhi.*
4. *Commentry on Hndu Laws-Allahabad Law Agency,Allahabad.*
5. *Iyer,VRK ,1980 Some Half Hidden aspects of Indian Social Justice,Lucknow:EasternBook Company.*
6. *Do,1984-Justice in Words and Justice in Deed for Depressed classes, N Delhi, Indian Social Institute,*
7. *Do,1981-Law Versus justice: Problems and Solutions, N Delhi: Deep and Deep.*
8. *Khanna,HR 1980 The Judicial System, N Delhi: IIPA.*
9. *Mathew,PD Legal Aid Series, Delhi: Indian Social Institute.*
10. *GR Madan- Social Problems In India,1980, Manu Pub House, N Delhi,*
11. *Bare acts with commentary*
12. *A M Sarma-1990-Some aspects of Labour welfare and Social Security,TISS,Bombay..*

SOCIAL WORK PERSONNEL: TRAINING & DEVELOPMENT

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVE

To introduce the student to the importance of training and development.

To introduce the student to the process of training and development.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to training	Concept, definition, objectives and importance of training.
II	Training needs	Organizational level, Occupational level, Individual level- Gaps in knowledge, skills and attitude.
III	Methods of training	On the job training, Rank and File job training, Supervisory and Executive training, different types of training methods.
IV	Training and learning	General education and training-types of learning- training design and evaluation.
V	Introduction to development	Concept, definition, objectives and importance of development- conceptual differences between training and development.
VI	Development needs	Elements of development. Relation between knowledge and development. Roles and skills required for development. Limitations of training and development.

SUGGESTED READINGS

McFarland, D.E.: *Personnel Management-Theory and Practice*; 1968: Macmillan Company, New York.

Robert. Mathis; *Human Resource Management*, 2000: West Publishing Company, New York.

Yoder, D; *Personnel Management and Industrial Relations*; 1975: Prentice-Hall, New Delhi.

Cascio, W.F.; *Applied Psychology in Personnel Management*, 1999; Reston Publishing Company; Virginia.

Armstrong, Micheal. *Human Resource management Practice*, 1999, Koganpage, London.

Peter, F. Drucker.; The Practice of Management; 1967: Harper and Row; New York;

McGregor.; *The Human Side of Enterprise*; 1960; McGraw-Hill, New York.

Reddin, W.J.; Management Effectiveness, 1988; McGraw-Hill, New York.

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 27

COMMUNICATION: AN INTRODUCTION TO AUDIO-VISUAL MEDIA

Time: Three Hours   *Marks— 100 [I A- 20, Exam- 80]*

OBJECTIVE

To introduce the basics of audio-visual media used in the social work profession

To know about the communication process, problems and ways to improve the process

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to communication	Concept, meaning and definition of communication. Types of communication. Process and principles. Signs and symbols.
II	Communication barrier	Noise and barriers. Overcoming barriers. Listening skills and importance of communication in social work.
III	Media	Types of media and their tools- Folk, classical, print, photo, film, radio, audio, video. New media, outdoor, presentation media and non-conventional.Traits of different types of media. Multiple media communication strategy.
IV	IEC	Speech Act Theory. Theory of Sadharanikaran-Information, Education and Communication strategy analysis.
V	Audience	Understanding Audience: Socio-economic condition, group behavior, indigenous knowledge, communication practices, people's perception, media availability, convenience of time-leisure-occasion-event-situation,
VI	Communication strategy	Participatory communication for development. NGOs in social marketing- Social marketing communication

SUGGESTED READINGS

Subir Ghosh, Indian Perspective in Mass Communication, Sahitya Samsad,Kolkata,2009

Asha Kaul, Business Communication, Prentice-Hall India, 2001

I.P. Tewari, Communication Technology and Development, Publications Division,Delhi,2001

Biplab Loha Choudhury, Media organization Management, UBI,2009

D.Dasgupta et al.(ed) Development Communication in Rural Sector,Avijit,Delhi,2007

Kiran prasad, Development Communication ,BR,Delhi,2008

Uma Narula, Development Communication Concepts

BSW SEMESTER-I
COURSE – CC 1
HISTORY AND PHILOSOPHY OF SOCIAL WORK

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- Develop an understanding about the concept of social work considering the past and present.
- Develop commitment towards the goal of humanism.
- Imbibe values and attitude cherished by the social work profession.
- Understand the philosophy of social work including the contribution of eminent social philosophers and social movements initiated in India.
- Review the historical development of social work in India, UK and USA.

COURSE CONTENT

UNIT No	UNIT TITLE	CONTENTS
I	Concepts Used in Social Work Domain	Meaning of charity, voluntary action, social service, social welfare, social reform, social defense, social movement, and social work; critically reviewing the old and new definitions of social work; cultural issues and indigenization of social work.
II	Core Issues in Social Work	Assumptions of social work, goals of social work, approaches of social work, methods of social work, principles of social work, values of social work, and ethical responsibility of social workers.
III	Social Work as a Profession	Concept of profession, criteria of profession, social work as a profession, roles of professional social workers, professional associations of social workers in India, regulation of social work profession: Asian and Global view.
IV	History of Social Work in India, U.K and USA	History of social work in Ancient, Medieval, British and independent India; history and development of social work in U.K. and U.S.A; social work education in India.
V	Philosophy of Social Reform and Social Movements in India	Social reform movements of 19th and 20th century in India; social movements such as Dalit movements, Women's movements and Environment movements.
VI	Social Philosophy and Social Work	Philosophy of professional social work, religious philosophy (Christianity, Hinduism, Buddhism, Islam, Jainism and Sikhism), social philosophy of Rabindranath Tagore, Mahatma Gandhi and Swami Vivekananda,

LEARNING OUTCOMES

1. Able to understand social work as a profession

2. Able to understand various ideologies of social work

3. Able to demonstrate awareness of ethics and values of social work as a profession

SUGGESTED READINGS

1. Bradford, S.W (2003), *Techniques and Guidelines for Social Work Practice*, *6th Edition,* London: Pearson Education Inc.
2. Barker, R. L. (1999), *Milestones in the Development of Social Work and Social Welfare*, Washington, D.C.: NASW Press.
3. Dominelli, L. (2009), *Introducing Social Work,* Cambridge: Polity Press.
4. Friedlander, W.A (ed.) (1976), *Concepts and Methods of Social Work, Second Edition*, New Jersy: Printece-Hall.
5. Johnson, Louise C. (1992), *Social Work Practice- A Generalist Approach*, Boston: Allyn and Bacon.
6. Pathak, S. H. (1981), *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011), *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (ed.) (1970), *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.
10. Watts, T. D. E, Doreen, Mayadas, Nazneen S. (eds.) (1995), *International Handbook on Social Work Education*, London: Greenwood.

SOCIAL ISSUES AND PROBLEMS

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To provide knowledge on some selected social issues and problems in India
- To provide awareness about the causal relationships and the development programmes dealing with these social problems.
- To identify scope of social work intervention in these diverse fields of welfare services to develop appropriate skills of working with individual, groups and community.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Social Problems	Concept of social problems----meaning, nature, causes and its types. Theoretical explanation to social problems and its implications to social work.
II	Understanding some major Social Issues: Poverty, Unemployment & Corruption	Concept of poverty-- its causes and poverty alleviation programmes. Unemployment--its types, causes and measures to control it. Corruption—its meaning and causes; Programmes and legislative measures to combat corruption. Role of social worker in dealing with poverty/ unemployment/corruption.
III	Population Explosion	Population explosion—its meaning. Causes of population growth. Population Policy. Role of social worker in dealing with population problem.
IV	Problems related to Family, Marriage and Other Social Dependency	Marital conflict: causes and consequences. Dowry system, atrocities against women and policies to control the problem. Problems of older persons in India; programmes and services; Role of social worker in dealing with problems of older persons/marital conflict cases.
V	Problems of Youth	Concept of youth: characteristics and their problems. Programmes and services for youth.Children in conflict with law—factors responsible for it. Prevention and controlling measure. Role of social worker in dealing with children in conflict with law.
VI	Communal Harmony and National Integration	Concept of national integration. Causes of disintegration and communal violence Peace initiatives and government measures to combat communal violence. Role of social worker in dealing with issues related to national integration and peace.

LEARNING OUTCOMES

1. The learners will be able understand and develop knowledge on selected social issues and problems in India.
2. They will be able to understand the context of such problems. It will obviously generate awareness and to deal such issues sensitively while dealing with problems and people.
3. The learners will be able to learn the scope of social work intervention in dealing with various welfare services and to use appropriate skills of working with individual, groups and community.

SUGGESTED READINGS

Ahuja, R. (2014). *Social problems in India,* Jaipur: Delhi, Rawat Publication.

Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage publications.

DeSouza, P.R, Kumar, S & Shastri, S. (2009). *Indian Youth in a Transforming World,* New Delhi, Sage Publications.

Dhillon P.K. (1992) *Psycho-Socio Aspects of Aging in India*, New Delhi: Concept Publishing Company.

Gore M.S. (1977) *Indian Youth Process of Socialization*, New Delhi: Vishawa Yuva Kendra.

Janusz S (2003) *New Dimensions and challenges for Human Rights* (Eds), Jaipur and New Delhi: Rawat Publications.

John V.V.(1974) *Youth and National Goals*, New Delhi: Vishawa Yuva Kendra.

Kohli A.S, (2004) *Human Rights and Social Work*, New Delhi: Kanishka Publishers, Distributor.

Kumar, P (2011). *Communal Crimes and National Integration : A Socio Legal Study,* New Delhi: Read Worthy.

Madan, G.R. (2009). *Social Problems*, New Delhi: Allied Publisher Pvt. Ltd.

Metha, P. (1971). *Indian Youth* (Eds) Bombay: Somaiya Publications.

Ministry of Youth affair and Sports (2014). *National Youth Policy,* New Delhi: Government of India.

Sharma, R.K. (2007) *Demography and Population Problems*, New Delhi: Atlantic Publications

Widmalm, S(2008). *Decentralisation, Corruption and Social Capital: From India to the West,* New Delhi: Sage Publications

BSW SEMESTER-I
COURSE- GEC 1B
INTERNATIONAL SOCIAL CONCERNS

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the world of its most devastating social ills—drugs, crime, illiteracy – causes and consequences
- To understand the ways and means for social betterment methods and principles from humanitarian perspectives

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to international issues	Happiness and social progress: loss of moral standards due to illiteracy, unemployment, poverty and education; substance abuse; criminality and the pervasive attitude. Individual and collective happiness.
II	Environment	Environmental degradation and global warming
III	Health	Globalisation and Health, Gender and Health a concern towards social development
IV	Wealth and Inequality	Capitalism and Income Inequality, Role of the state, civil society and the market
V	Inclusion/Exclusion	Marginalisation and exclusion of vulnerable groups, Inclusive Policies
VI	Terrorism	Cross country terrorism and violence; Peace and happiness based on value education

LEARNING OUTCOMES

1. Able to build a knowledge base of the social ills in the context of the world
2. Able to apply critical thinking to reduce the problems by applying social work principles and methods

BSW – SEMESTER II
COURSE – CC 3
SOCIOLOGY IN SOCIAL WORK

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES:

1. To know the basic concepts in sociology and their use in social work practice
2. To understand the role of caste and class in Indian society.
3. To familiarize the students with social dynamics of contemporary Indian Society

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to sociology	Introduction to Sociology, Contribution of August Comte, Marx, Durkheim, Weber on Modern Sociology
II	Socialization	Concept of Socialization and agencies of socialization. Role of culture in society, Multiculturism
III	Social stratification	Role of Caste and Class system in Indian society and Politics, Concept of Purity and Pollution, Sanskritization and Westernization.
IV	Social Control	Meaning of Social control, Agencies and Mechanisms of Social control, Social Conformity and Social Deviance.
V	Social Change	Concept of social change, Theories and factors of Social Change, Social Evolution and Social Progress.
VI	Modern Sociology	Effects of Modernization Globalization and Media on Modern Society. Role of Public and Private Partnership in Development Discourse.

LEARNING OUTCOMES

1. To be able understand the basic sociological concepts related to social work.

2. To be able to comprehend the sociological theories and processes and their relation to social work practice

3. To be able to have a learning of modern sociology

SUGGESTED READINGS

1. *Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*

2. *Beals, R. H. Hoijer: Introduction to Anthropology, Macmillan, New York, 1971*

3. *Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*

4. *Cohn, A. K.: Deviance and Social Control, Prentice Hall, New Delhi. 1991*

5. *Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968*

6. *Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977*

7. *Giddens, Anthony: Sociology, Polity Press, London. 1993*

8. *Leonard,P.: Sociology and Social Work, London, 1971*

9. *Marriot, M (ed.): Village India, University of Chicago Press, Chicago, 1955*

10. *Mills, Theodor: Sociology of Groups, Prentice Hall, New Delhi, 1991*

11. *Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995*

12. *Ahuja, Ram, Social Problems in India, Rawat Publications, New Delhi. 1996*

13. *Madan, G.R., Indian Social Problems, Rawat Publications, New Delhi, 1992*

BSW – SEMESTER II
COURSE – GEC 2A
INTRODUCTION TO GUIDANCE AND COUNSELLING

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES:

- To orient the students to the concepts, functions and processes of guidance and counselling.

- To provide a brief theoretical perspective to strengthen practice

- To understand the skills of counselling for future professional practice

UNIT NO	TITLE OF UNIT	UNIT CONTENT
I	Guidance and Counselling	Introduction to the concepts; relationship between the two. Aims and objectives. Career options.
II	Functions and Types of Guidance	Guidance in adjustment, orientation and development. Educational, Vocational and Health.
III	Counselling	Definition; nature and characteristics.
IV	Process of Counselling	Information, advising and counselling
V	Approach to Counselling	Roger's Theory of Self – brief introduction
VI	Skills of Counselling	Observation, listening, communicating, confidentiality.

LEARNING OUTCOME

1. Able to understand the concepts, functions and processes of guidance and counselling.

2. Able to gain a brief insight into theoretical perspective to strengthen practice

3. Able to understand the skills of counselling for future professional practice

REFERENCES:

Bourne, Lyle E and Bruce R Ekstrand (1982), 4th edn. *Psychology: Its Principles and Meanings,* USA, Holt Rinehart and Winston; ISBN: 0-03-0596882.

Davis, Keith and John W. Newstrom (1989), 8th edn. *Human Behaviour at Work, Organizational Behaviour,* USA, McGaw Hill; ISBN: 0-070015574-7.

Hall, Calvin S and Gardiner Lindzey (1978), 3rd edn. *Theories of Personality,* Canada, J. Wiley and Sons Inc. ISBN: 0-471-342278.

Hilgard, Ernest R, Richard C. Atkinson and Rita L. Atkinson (1979), 6th edn. *Introduction to Psychology,* New Delhi, Oxford and IBH.

Aggrawal J. C. (1991). Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, N. Delhi.

Gibson R. & Mitchell M. (2005). *Introduction to Guidance & Counseling*, 6th edition, Prentice Hall of India, N. Delhi.

Kochhar, S. K. (1981). *Guidance in Indian education*, N. Delhi

Kochhar, S. K. (1987). *Educational & Vocational Guidance in Secondary Schools*, Sterling Publishers, N. Delhi.

Kochhar, S. K. (1986). *Guidance & Counseling in Colleges & Universities*, Sterling Publishers, N. Delhi

Madhukar I. (2005). *Guidance & Counseling*, Authors Press, N. Delhi

BSW – SEMESTER II
COURSE – GEC 2B
SOCIAL CONCERNS OF VULNERABLE COMMUNITIES

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

The basic objectives of this course will be to sensitize students to understand multiple vulnerable, underprivileged and marginalized Groups in India, their problems, legislations and programmes so as to develop a concern while working with them.

UNIT NO	UNIT TITLE	CONTENT
I	Vulnerability, Marginalize, Stigma and Discrimination Underprivileged	Understanding concept---Vulnerable, Marginalized Groups and their Stigma and Discrimination. History of Slavery, Racial Discrimination and Apartheid in USA, Europe and Africa.
II	SC, ST, OBC and Constitutional Safeguards and legislations in India	Constitutional safeguards for SC, ST and OBCs. Laws and legislation: The Schedule Caste and the Schedule Tribes (Prevention of Atrocities) Act 1989, National Commission for Schedule Caste and Schedule Tribes, National Commission for Other Backward Classes. Role of Social Work in the field of underprivileged empowerment and development.
III	Women, Children and Elderly: Challenges and legal safeguards	Problem of Women and Children: Dowry, Sex Determination, Domestic Violence, Sexual Harassment, Trafficking; Child Labour, Children in Conflict with Law, Child Marriage. Laws and Legislations to deal with various issues: Dowry Prohibition Act-1986, Medical Termination of Pregnancy-1971, Protection of Women from Domestic Violence Act – 2005.Child Labour (Prohibition and Regulation) Act – 1986, Juvenile Justice (Care and Protection) Act – 2000, Protection of Children Against Sexual Offenses Act - 2012, Right of Children to Free and Compulsory Education Act – 2010. National Commission for Protection of Rights of Children. Elderly: Socio-Economic and Psychological problems. Laws relating to Elderly issue:Maintenance and Welfare of Parents and Senior Citizens Act, 2007.
IV	PWDs-Challenges, legal safeguards and Affirmative Action	Problem of People With Disability: Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act – 1995:
V	Sexual Minorities and Legal Safeguards	Understanding "Sexual Minority", theterm LGBTQR. Safeguarding the Rights of Sexual Minorities.
VI	Other Vulnerable groups	Sex Workers, Prisoners, Victims of Trafficking and Migrants:their Problems, Challenges and Safeguards

LEARNING OUTCOME

1. Able to demonstrate familiarity with issues and concerns of the vulnerable communities and a perspective towards their issues and problems
2. Able to understand constitutional provisions and legal framework available for the marginalized groups
3. Able to understand the welfare efforts of the government and the non government sector at supporting the cause of the vulnerable people.

SUGGESTED READINGS

Asha Rani.(1986). Children in Different situation in India – A Review, Bombay, Tata Institute of Social Sciences.

Bhargava Vinita. (2005). Adoption in India, New Delhi, Sage Publications.

Government of India.(1992). A Commitment to the Child Women and Child Development, Dept. of Plan of Action.

KanthaAmod and Varma. (1993). Neglected Child – Changing Perspective,New Delhi, Prayas Juvenile Aid Centre, R.M.

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Bali . P. Arun (2001) Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.Dandekar, Kumudini. (1996). The Elderly In India, New Delhi, Sage Publications.

Desai, Murli and Raju Siva.(2000). Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing

Dey, A. B (Ed.) (2003).Ageing in India: Situation Analysis and Planning for the Future.New Delhi / WHO and AIIMS.

Indira Jaiprakash. (1999). Aging in India, A report submitted to World Health Organization, Geneva.

Tata Institute of Social Sciences. (1998). An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.

National institute of public Co-operation & child development. (1994). The child in India –a statistical profile New Delhi : NIPPCCD

Gupta, M. (1998) International Encyclopaedia of women's Development, Sage Publications: New Delhi.

Hichael, S.M. (1998) Dalits in modern India, Sage Publications: New Delhi

Time: 3 Hours   Full Marks: 75
Credits : 4   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand social casework as a method of social work.
- To develop abilities to critically analyze problems of individuals as well as families and factors affecting them.
- To enhance understanding of the basic concepts, tools techniques skills, and process.
- To develop ability of establishing and sustaining a working relationship with the client.
- To understand the role of counselling as a technique in social case work

COURSE CONTENTS:

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Social Case Work	Definitions, meaning, nature, purpose of Case Work, Principles of Case Work, Historical development of Case Work and its relationship with other Social Work methods
II	Tools of Case Work	Case Worker- Client relationship- basic principles of relationship; skills in establishing relationship; problems encountered and their solution; interviewing: Definition, meaning, principles, techniques and Skills.
III	Case Work Process	Intake and Exploration, Analysis and Assessment, Psycho-social treatment, Supportive techniques, Evaluation, Termination and follow-up. Importance of involvement of Collateral Contact in the entire process.
IV	Approaches to Practice of Case Work	Psychosocial, Functional, Problem Solving and Crisis Intervention.; Recording; Meaning, types and importance in Social Case Work.
VI	Application of Social Case Work	Application of Social Case Work in various settings-.health, education, communities, hospitals, mental health, alcohol and substance abuse.
VI	Counseling	Definition, nature and goals; counseling process; types of counseling: individual and group counseling; family counseling, marital counseling, student counseling and industrial counseling; skills and techniques; Characteristics of an effective counselor; role of a counselor in various settings.

LEARNING OUTCOME

1. Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.

2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

SUGGESTED READINGS

Beistek, F.P. (1957). *The Casework Relationship*. Chicago :Loyola University Press.

Hamilton, G. (1956). *Theory and Practice of Social Casework*. New York: Columbia University Press.

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

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Timms, N. (1972). *Recording in Social Work*. London, :Routlege and Kegan Paul.

Werner, H.D. (1965). *A Rational Approach to Social Case Work*,.New York: Association Press.

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BSW SEMESTER – III
COURSE – CC 6
WORKING WITH GROUPS

Time: 3 Hours **Full Marks: 75**
Credits: 6 **[Internal Assessment-15, Exam-60]**

OBJECTIVES

- To develop an understanding of group work as a method of social work
- To develop an understanding of the reciprocal influence of groups on individuals
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Basic concepts on Group	Definition and types of groups, role of groups in individual's life and in a community, group as an agent of social change.
II	Basic Concepts on Group Work	Definition of group work, objectives, values and principles of group work, history of social group work, stages of group development, significance of group work in meeting the needs of individual, family and community.
III	Role of Worker	Educational, preventive, promotive and therapeutic aspects of social group work; different roles of the group worker.
IV	Programme Development and Leadership	Importance of programme in group, principles of programme planning and use of resource utilization in planning, importance of leadership in group, leadership development, skills of leader in group, roles of a leader.
VI	Group Dynamics, Skills and Techniques	Elements of group dynamics, promotion of healthy interaction in group; problem solving skills and conflict resolution skill skills and techniques used in group work process for an effective group work; Recording: uses, types and its importance.
VI	Group Work Practice Settings	Social group work and integrated social work practice, Social group work in different settings: community, school and medical settings.

LEARNING OUTCOMES:

- Able to demonstrate the familiarity with Group Work process.

- Capable to understand various dimensions of group processes and group dynamic in different settings.

- Able to develop competence, various tools, techniques and skills required for working with groups.

SUGGESTED READINGS

Davies, B. (1975). *Use of Group in Social Work Practice*. London: Routledge and Kegan Paul.

Douglas, Tom. (1976). *Group Work Practice*. London: Tavistock.

Godwin, Charles D. (1981). *Contemporary Group Work*. New Jersey: Prentice Hall.

Konopka, Giselle. (1963). *Social Group Work: A Helping Process*. New York: Englewood Cliff Prentice Hall.

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

Trecker, Harbigh B. (1970). *Social Group Work Principles and Practice*. Associated Press: New York.

COURSE- GEC 3A

INTRODUCTION TO SOCIAL PSYCHOLOGY

Time: 3 Hours   Full Marks: 75

Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the importance and contribution of Psychology to Social Work

- To gain insight into one's own self; develop self-analytic skills

- To gain understanding of inner dynamics of motivation and enhancement of behaviour repertoire for better adjustment to life situations.

COURSE CONTENTS

UNIT NO	UNIT TITLE	UNIT CONTENT
I	Introduction	Definition of Social Psychology; relationship of Social Psychology with Psychology and Sociology.
II	Social Psychology in everyday life	Understanding society and its impact on human lives; interpersonal interactions as the basis of society
III	Individuals and groups	Introduction to group; group dynamics and processes.
IV	Leadership	Discuss the concept of leadership and its components. Are leaders born or can they be made? Styles of leadership.
V	Social Tension and Social Distance	Understanding causes of conflict and finding ways of resolving them.
VI	Individual and the Social System	Attitudes and Prejudice

LEARNING OUTCOMES

1. Recognize aspects of social psychology such as social norms, social roles and biases in daily life and how social psychology can be applied to deal with various issues and problems in individual and society.
2. Recognize the social influence on individual behaviour and group dynamics.

SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

Bose, Pradip Kr. (2006). *Health and Society in Bengal.* New Delhi: Sage Publication.

Claeson, M., A. Wagstaff, E. Bos, P. Hay, and J. Baudouy. (2004). "The Case for Mobilizing New Research behind the Health Millennium Development Goals." In *Global Forum Update on Research for Health 2005*,73–75. Geneva: Global Forum.

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Gupta, N and Others. (2007). *Adoption of Health Technologies in India*. London: Sage Publication.

Gwatkin, D., S. Rutstein, K. Johnson, and R. P. Pande. (2000). *Socio-economic Differences in Health, Nutrition, and Population*. Washington, DC: World Bank.

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Jordon, C. (2003) *Clinical assessment for Social Worker 2nd*. Chicago: Lyceum Books.

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Misra, S. (2000). *Voluntary Action in Health and Population, the Dynamics of Social Transition*. New Delhi: Sage.

Hore, T. (2009). *Essential Skills of Social Work Practice*. Chicago: Lyceum Books.

Park, K. (1995). *Text Book of Preventive and Social medicine*. Jabalpur : Banarasidas Bharot.

Quadeer, I. and Sen, K. (2001). *Public Health and Poverty of Reforms-The South Asian Predicament*. Delhi: Sage Publication.

Ramana, G. (2003). *Background paper for The Millennium Development Goals for Health: Rising to the Challenges*. Washington DC: World Bank.

Sujatha, V. (2003) *Health by the People: Sociology of Medicallor*. Jaipur: Rawat Publication.

Narayan, K.V. (1997) *Health and Development Intersectoral Linkages in India*. Jaipur: Rawat Publication.

BSW SEMESTER - III
COURSE- GEC 3B

HEALTH AND DEVELOPMENT

Time: 3 Hours   Full Marks: 75

Credits : 4   [Internal Assessment-15, Exam-60]

OBJECTIVES:
- To help students understand the objectives of health care delivery system, health management and health infrastructure.
- To provide a holistic view and knowledge base of health and development in India.
- To prepare the student to take initiative as a social worker to improve health of the vulnerable groups.

COURSE CONTENT:

UNIT No	UNIT TITLE	CONTENTS
I	Introduction to Health and Development	Concept, importance, factors impacting health and development, health and development in India, Global Conventions for health and development – health component of MDGs ,SDGS.
II	Introduction to Public Health	Concept, relevance of public health care system in India, public health Infrastructure in India, health policies in India, and health component in Five Year Plans.
III	Introduction to Mental Health	Concept and types of mental illness, brief introduction to common DSM V mental disorders, community mental health, prevention and promotion of community mental health programmes in India.
IV	Epidemiology and Health Care	Introduction, core concepts of epidemiology and health, epidemiology of communicable and non communicable diseases, epidemiological methodology for heath care measures, Introduction to core components of Biostatistics and health Care; ethics and legislation in public health.
V	Ecology and Health care	Environmental factors in healthcare, population studies, family planning programmes, health and financing, drug patenting and health care rights.
VI	Health Care and Social Groups	Vulnerable groups and health care- women, children, marginalized group, PLWHA, social and behavioural influences on health care, social work intervention in health.

LEARNING OUTCOMES

- Able to learn the concept and aspects of public health
- Able to understand various dimensions of healthcare services and programmes.
- Gain different perspectives on health and social development and also the response of the social work profession.

SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

Bose, Pradip Kr. (2006). *Health and Society in Bengal.* New Delhi: Sage Publication.

Claeson, M., A. Wagstaff, E. Bos, P. Hay, and J. Baudouy. (2004). "The Case for Mobilizing New Research behind the Health Millennium Development Goals." In *Global Forum Update on Research for Health 2005*,73–75. Geneva: Global Forum.

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Gladding, Samuel T. (1995). *Family Therapy: History, Theory and Practice*. New Jersey: Prentice Hall.

Glasby, Jon. (2004). *The Health and Social Care Divide*. U.K: The Policy Press.

Gupta, N and Others. (2007). *Adoption of Health Technologies in India*. London: Sage Publication.

Gwatkin, D., S. Rutstein, K. Johnson, and R. P. Pande. (2000). *Socio-economic Differences in Health, Nutrition, and Population*. Washington, DC: World Bank.

Healthy Life style Basis. (1994). Special Issue on Healthy Life Style: Basis for good Health, *The Indian Journal of Social Work*, Vol. 55, No. 01.

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Kalra et al. (2008). *Teaching and Inculcating a Healthy Life style among students*. Delhi: Shipra Publication.

Misra, S. (2000). *Voluntary Action in Health and Population, the Dynamics of Social Transition*. New Delhi: Sage.

Hore, T. (2009). *Essential Skills of Social Work Practice*. Chicago: Lyceum Books.

Park, K. (1995). *Text Book of Preventive and Social medicine*. Jabalpur : Banarasidas Bharot.

Quadeer, I. and Sen, K. (2001). *Public Health and Poverty of Reforms-The South Asian Predicament*. Delhi: Sage Publication.

Ramana, G. (2003). *Background paper for The Millennium Development Goals for Health: Rising to the Challenges*. Washington DC: World Bank.

Sujatha, V. (2003) *Health by the People: Sociology of Medicallor*. Jaipur: Rawat Publication.

Narayan, K.V. (1997) *Health and Development Intersectoral Linkages in India*. Jaipur: Rawat Publication.

CIVIL SOCIETY AND PHILANTHROPY

Time: 3 Hours   Full Marks: 25
Credits: 2

OBJECTIVES
- To understand the various related concepts in the field of civil society and philanthropy.
- To get an overview on the historical development of civil society and philanthropy in American, European and Asian context..
- To develop a knowledge base on Indian philanthropic work to become an independent social work professional.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Basic Concepts	Understanding the concepts of: civil society, philanthropy, voluntarism, charity, altruism, foundations, faith based organizations, and non-profit organization or non-governmental organization.
II	History and Theory of Civil Society and Philanthropy	History and evolution of civil society and philanthropy- American scenario, European scenario, and Asian scenario with special focus on India. Theories of civil society, theories of philanthropy.
III	Philanthropy in India	Motivation and approaches of philanthropic work in India, Ethics and philanthropic work, nature of philanthropic work in India, corporate philanthropy in India, future of philanthropy in India.

LEARNING OUTCOME:

1. Able to know the basic concepts of a civil society and its role in social welfare.

2. Ability in understanding the role of civil society in development discourse and the challenges in the way of philanthropic work may be mitigated with theoretical understanding.

3. Ability to be equipped with expertise to work in civil society organizations

SUGGESTED READINGS

Adam, T. (2014). Profit and Philanthrophy: Stock Companies as Philanthropic Institution in Nineteenth Century Germany. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 25 (2), 337-351.

Andreoni, J. (1998). Toward a Theory of Charitable Fund-Raising. *Journal of Political Economy* , 106 (6), 1186-1213.

Barker, C. R. (2000). Public Charitable Collections: Are They a Worthwhile Cause? *The Modern Law Review* , 63 (6), 791-812.

Baviskar, B. (2001). NGOs and Civil Society in India. *Sociological Bulletin* , 50 (1), 3-15.

Béja, J.-P. (2006). The Changing Aspects of Civil Society in China. *Social Research* , 73 (1), 53-74.

Boulding, K. E. (1962). Notes on a Theory of Philanthropy. In Frank G. Dickinson, *Philanthropy and Public Policy* (pp. 57-72). Michigan: NBER.

Cantegreil, M. (2013). *Revealing Indian Philanthropy.* London: Alliance Publishing Trust.

Dekker, P. (1998). Civil Society in Comparative Perspective: Involvement in Voluntary Associations in NorthAmerica and Western Europe. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 9 (1), 11-38.

Edwards, M. (2014). *Civil Society.* Cambridge: Polity Press.

Greene, P. (2001). Taxes and Charitable Giving. *National Tax Journal* , 54 (3), 433-453.

Gupta, D. (1997). Civil Society in the Indian Context: Letting the State off the Hook. *Contemporary Sociology* , 26 (3), 305-307.

Jansons, E. (2015). The Business Leaders Behind the Foundations: Understanding India's Emerging Philanthropists. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 26(3), 984-1006.

Jayaram, N. (2005). *On Civil Society.* New Delhi: Sage.

Kassam, M. (2016). *Philanthropy in India- Promise to Practice.* New Delhi: Sage.

Kingma, B. R. (1997). Public Good Theories of the Non-Profit Sector: Weisbrod Revisited. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 8 (2), 135-148.

Modi, I. (2014). *Polity, Civil Society and Development.* New Delhi: Rawat Publications.

Morsy, L. (2015). Corporate Philanthropic Giving Practices in U.S. School Education. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 26 (4), 1510-1528.

Name-Correa, A. J. (2013). A Theory of Charitable Fund-Raising with Costly Solicitations. *The American Economic Review* , 103 (2), 1091-1107.

Pekkanen, R. (2004). After the Developmental State: Civil Society in Japan. *Journal of East Asian Studies* , 4 (3), 363-388.

Pharoah, C. (1997). Trends in Charitable Giving. *Fiscal Studies* , 18 (4), 427-443.

Sidel, M. (2001). Recent Research on Philanthropy and the Nonprofit Sector in India and South Asia. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 12 (2), 171-180.

Sundar, P. (1996). Women and Philanthropy in India. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 7 (4), 412-427.

Vinod, M. (2006). The Changing Dimensions of Civil Society in the Twenty First Century: Theory Versus Reality. *The Indian Journal of Political Science* , 67 (4), 783-792.

Wang, L. (2008). Social Capital, Volunteering, and Charitable Giving. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 19 (1), 23-42.

Woods, D. (1992). Civil Society in Europe and Africa: Limiting State Power through a Public Sphere. *African Studies Review* , 35 (2), 77-100.

BSW SEMESTER - III
COURSE- SEC 1B

HEALTH AND DEVELOPMENT

Time: 3 Hours   Full Marks: 25
Credits: 2   [Internal Assessment-5, Exam-20]

OBJECTIVES
- To help students understand the objectives of health care delivery system, health management and health infrastructure.
- To provide a holistic view and knowledge base of health, mental health and development in India.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Health and Development	Concept, importance, factors impacting health and development, health and development in India, Global Conventions for health and development – health component of MDGs ,SDGS.
II	Introduction to Public Health	Concept, relevance of public health care system in India, public health Infrastructure in India, health policies in India, and health component in Five Year Plans.
III	Introduction to Mental Health	Concept and types of mental illness, brief introduction to common DSM VI mental disorders, community mental health, prevention and promotion of community mental health programmes in India.

LEARNING OUTCOMES
- Able to learn the basic concept and aspects of public health
- Able to understand various dimensions of public health.
- Able to gain an introductory understanding of mental health.

SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

Bose, Pradip Kr. (2006). *Health and Society in Bengal.* New Delhi: Sage Publication.

Claeson, M., A. Wagstaff, E. Bos, P. Hay, and J. Baudouy. (2004). "The Case for Mobilizing New Research behind the Health Millennium Development Goals." In *Global Forum Update on Research for Health 2005*,73–75. Geneva: Global Forum.

Cook, Harold. (2009). *History of Social Determinants of Health: Global Histories*. Hyderabad: Orient Longman.

D'Cruz, Premilla. (2004). *Family Care in HIV/AIDS*. New Delhi: Sage Publications.

Dean T. Jamison. (2006). *Priorities in Health*. The World Bank: Washington D.C.

Dhooper, S. (1997). *Social Work in Health care in the 21st Century*. New Delhi: Sage Publication.

Gladding, Samuel T. (1995). *Family Therapy: History, Theory and Practice*. New Jersey: Prentice Hall.

Glasby, Jon. (2004). *The Health and Social Care Divide*. U.K: The Policy Press.

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Gwatkin, D., S. Rutstein, K. Johnson, and R. P. Pande. (2000). *Socio-economic Differences in Health, Nutrition, and Population*. Washington, DC: World Bank.

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Misra, S. (2000). *Voluntary Action in Health and Population, the Dynamics of Social Transition*. New Delhi: Sage.

Hore, T. (2009). *Essential Skills of Social Work Practice*. Chicago: Lyceum Books.

Park, K. (1995). *Text Book of Preventive and Social medicine*. Jabalpur : Banarasidas Bharot.

Quadeer, I. and Sen, K. (2001). *Public Health and Poverty of Reforms-The South Asian Predicament*. Delhi: Sage Publication.

Ramana, G. (2003). *Background paper for The Millennium Development Goals for Health: Rising to the Challenges*. Washington DC: World Bank.

Sujatha, V. (2003) *Health by the People: Sociology of Medicallor*. Jaipur: Rawat Publication.

Narayan, K.V. (1997) *Health and Development Intersectoral Linkages in India*. Jaipur: Rawat Publication.

Time: 3 Hours   Full Marks: 75

Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES:

- To provide a theoretical and conceptual foundation regarding community organisation as a method of Social Work practice and its related aspects.
- To develop the ability to analyse the community - its problems and issues with special emphasis on rural communities.
- To provide insight into the various processes and dimensions in organising a community.
- To enhance the attitude and skills as a community organiser for participatory and democratic community organisation process.

COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Understanding Community	Concept of community, Structures and Functions of Community Classifications-Geographical, Functional and Virtual Social Work Practitioner's perspective on community
II	Understanding Community Organisation practice	Concept of Community Organisation; Values and Assumptions; Principles and Processes of community organisation; Difference between Community Organisation and Community development
III	Contextualising Community Organisation practices	Historical Development of Community Organisation Practice in India; Models of Community Organisation: Locality Development Model, Social Planning Model and Social Action Model.
IV	People's participation in Community Organisation	People's Participation: Meaning, Objectives, Types, Principles.
V	Programme planning in Community Organisation	Objectives, Principles and Process
VI	Roles and skills of Community Organisation practitioners	Roles in –Problem analysis, Resource mobilisation, Conflict resolution, Organising meetings, Networking and training ,Report writings and Documentation

LEARNING OUTCOME

1. Able to understand skills to mobilize rural and urban community around various development issues.
2. Able to do systematic planning for awareness generation, creation of community groups to deal with various challenges in the community.

3. Able to understanding different types of community and strategies to deal with their problems.

SUGGESTED READINGS:

Chambers, R. (2005). *Ideas for Development*. London: Earth Scan.

Cox, F. (1987).*Community organization*. Michigan: F.E. Peacock Publishers

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

Ife, J. W.(2013).*Community Development in an uncertain world: Vision, analysis and Practice(5th ed).C*ambridge University Press.

Jerry,W., Robinson,Jr.,& Green,G.P.(eds).(2011).*Introduction to Community Development:Theory, Practice and Service-learning.* Sage Publications Inc.

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

Siddiqui, H.Y. (1997).*Working with Communities*. New Delhi: Hira Publications.

Somesh, K. (2002). *Methods for Community Participation: A complete guide for Practitioners.* New Delhi: Sage Publication (Vistaar).

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

Douglas, B. (1983).*Community organization theory and practices.* New Jersey: Hall.

Kramer, R.M., & Specht, H. (1983). *Readings in Community Organisation Practice*. Englewood: Cliffs Prentice Hall Inc.

Henderson, P & Thomas D.N. (eds.). (1981). *Readings in community work*. London: George Allen & Unwin

Friedlander, W.A. (1978). *Concepts and Methods in Social Work*. New Delhi: Bentice Hall International Inc.

Gangrade, K.D. (1971). *Community Organisation in India*. Bombay: Popular Prakashan.

Ross, M.G. (1967). *Community Organisation*. New York: Harper and Row.

Ross, M.G., & Lappin, B. (1967). *Community Organization: Theory, Principles, and Practice.* New York: Harper & Row

Dunham, A. (1962). *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the importance and contribution of Psychology to Social Work

- To gain insight into one's own self; develop self-analytic skills

- To gain understanding of inner dynamics of motivation and enhancement of behaviour repertoire for better adjustment to life situations.

COURSE CONTENTS

UNIT	UNIT TITLE	CONTENT
I	Mechanisms of Behaviour	Biological foundation of behaviour; Sensation and Perception; Learning – Classical and Instrumental Learning approaches; Psychology as a feeder discipline for Social Work
II	The Individual Attributes	Emotion and Motivation; Intelligence
III	Individuation and Identity	Personality – nature, pattern, shaping. Social aspects of identity formation
IV	Collective Behaviour	Human collectives (Groups); Crowd and Crowd behaviour; Emergence of Leadership as a function of group dynamics
V	Life-span perspectives	Infancy; Childhood; Adolescence – Understanding the Changes; Behaviour problems and their management
VI	Stress, Health and Wellbeing	Stress; Conflicts; Frustration; Coping and Life Skills

Learning Outcomes

1. To be able to understand the basic concepts related to psychology and social work

2. To be able to understand social processes in social psychology

3. To be able to understand social attributes and psycho-social behaviour

SUGGESTED READINGS

Bourne, Lyle E and Bruce R Ekstrand (1982), 4th edn. *Psychology: Its Principles and Meanings,* USA, Holt Rinehart and Winston; ISBN: 0-03-0596882.

Cicarelli, Saundra K and Glen e. Meyer (2008), *Psychology,* India, Pearson; ISBN: 9780131839595.

Davis, Keith and John W. Newstrom (1989), 8th edn. *Human Behaviour at Work, Organizational Behaviour,* USA, McGaw Hill; ISBN: 0-070015574-7.

Forsyth, Donelson R (1999), 3rd edn. *Group Dynamics,* USA, Brooks/Cole Wadsworth.

Garvin, Charles D; Lorraine M. Gutierrez and Maeda J.Galinsky (eds.), (2004), *Handbook of Social Work with Groups,* New York, London, Gulford Press; ISBN: 1-59385-004-2.

Hall, Calvin S and Gardiner Lindzey (1978), 3rd edn. *Theories of Personality,* Canada, J. Wiley and Sons Inc. ISBN: 0-471-342278.

Hilgard, Ernest R, Richard C. Atkinson and Rita L. Atkinson (1979), 6th edn. *Introduction to Psychology,* New Delhi, Oxford and IBH.

Hurlock, Elizabeth B (1996), *Child Growth and Development: A Life Span Approach,*

Krech, David, Richard Crutchfield and Egerton L. Ballachey (1962), *Individual in Society: A Textbook of Social Psychology,* USA, McGraw Hill; ISBN: 61-18134.

Morgan, Clifford T, Richard A. King, John R. Weisz and John Schopler (1999) 7th edn.;.*Introduction to Psychology*, New Delhi, Tata McGraw Hill; ISBN: 0-07-462250-1.

Zigler, Edward F and Matia Finn-Stevenson (1987), *Children, Development and Social Issues,* USA, D.C. Heath and Company ISBN: 0-669-07754-2.

Zimbardo, Philip G and Ann L. Weber (1997) 2nd edn. *Psychology,* USA, Longman; ISBN: 0-673-99968-8.

BSW SEMESTER-IV
COURSE – GEC 4A
INTRODUCTION TO SOCIAL WORK PRACTICE

Time: 3 Hours   Full Marks: 75
Credits: 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- Develop an understanding about the concept of social work considering the past and present.
- Develop commitment towards the goal of humanism.
- Imbibe values and attitude cherished by the social work profession.
- Develop an understanding about the social work practice or fields of social work.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Concepts Used in Social Work Domain	Meaning of charity, voluntary action, social service, social welfare, social reform, social defense, social movement, and social work; critically reviewing the old and new definitions of social work; cultural issues and indigenization of social work.
II	Core Issues in Social Work	Assumptions of social work, goals of social work, approaches of social work, principles of social work, values of social work, and ethical responsibility of social workers.
III	Social Work as a Profession	Concept of profession, criteria of profession, social work as a profession, roles of professional social workers, professional associations of social workers in India, regulation of social work profession: Asian and Global view.
IV	Practice of Primary Methods of Social Work	Social Casework: Concept, Objectives and Process (explain with an example); Social Group Work: Concept, Objectives and Process (explain with an example); Community Organization: Concept, Objectives and Process (explain with an example).
V	Practice of Secondary Methods of Social Work	Social Welfare Administration: concept and elements; Social Action: Concept, Objectives and Process (explain with examples); Social Work Research: Concept, Objectives and Process (explain with examples).
VI	Fields of Social Work	Child welfare, women welfare, youth welfare, welfare for the older people, social work in health and mental

UNIT NO	UNIT TITLE	CONTENTS
		health setting, social work in correctional setting, social work in educational setting, urban and rural community development, welfare for the disadvantaged section, industrial social work etc.

LEARNING OUTCOME

1. Able to understand the basic concepts in social work

2. Able to get a knowledge of the primary methods of social work

3. Able to have an understanding of the different fields of practice of social work.

SUGGESTED READINGS

1. Bradford, S.W (2003), *Techniques and Guidelines for Social Work Practice*, *6th Edition,* London: Pearson Education Inc.
2. Barker, R. L. (1999), *Milestones in the Development of Social Work and Social Welfare*, Washington, D.C.: NASW Press.
3. Dominelli, L. (2009), *Introducing Social Work,* Cambridge: Polity Press.
4. Friedlander, W.A (ed.) (1976), *Concepts and Methods of Social Work, Second Edition*, New Jersy: Printece-Hall.
5. Johnson, Louise C. (1992), *Social Work Practice- A Generalist Approach*, Boston: Allyn and Bacon.
6. Pathak, S. H. (1981), *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011), *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (ed.) (1970), *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.
10. Watts, T. D. E, Doreen, Mayadas, Nazneen S. (eds.) (1995), *International Handbook on Social Work Education*, London: Greenwood.

RESEARCH IN SOCIAL WORK

Time: 3 Hours   Full Marks: 75
Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To orient about the need for scientific approach to human inquiry and promote an understanding of the meaning, nature, scope and importance of social work research;
- To conceptualise social work research projects and introduce the concepts of sample and sampling methods
- To develop an understanding of simple statistical tools and learn to use them.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Scientific Enquiry In Social Work Research	Scientific approach to human enquiry in social work. An overview of the research process: Problem formulation, data collection, data processing, analysis and interpretation, Qualitative and quantitative methods.
II	Universe and sample	Universe and Census- Elements of sampling: meaning, rationale, probability and non-probability sampling techniques, advantages and disadvantages of each type of sampling, sampling error.
III	Data collection and processing	Sources of data- Types of data: primary and secondary. Tools of data collection: interview schedule/guide and questionnaire. Methods of data collection: interviewing and observation. Data processing: coding, editing, classification, tabulation, analysis and interpretation
IV	Qualitative Research	Approach, Tools, Techniques and Analysis
V	Use of Statistics	Measures of central tendency: Mean, Median and Mode: Computation, use and relative strength and limitations Measures of Dispersion: Concept of Range, Inter-quartile Range, Quartile Deviation, and Standard Deviation Simple Graphical and tabular presentation of data:
VI	Writing Skills	Research report writing in qualitative and quantitative research.

LEARNING OUTCOME

1. Able to understand the scientific process of social research
2. Able to get an idea of qualitative and quantitative methods of research
3. Gain an insight into writing research reports and dissertations

SUGGESTED READINGS

1. *Alston,M and Bowles,W: Research for Social Workers, An Introduction to Methods, Rawat Publications, 2nd edition, 2003.*
2. *Goode W. J. and Hatt P. K: Methods in Social Research, McGraw Hill, Tokyo, 1952.*
3. *May, T: Social Research-Issues, Methods and Process, 3rd edition, Open University Press, Buckingham.*
4. *Mukherjee, Partha N. (eds): Methodology in Social Research- Dilemma and Perspectives, Sage, New Delhi, 2000.*
5. *Mikkelsen, B: Methods for Development and Research, 2nd ed, Sage Publication, 2005.*
6. *Polansky, A. Norman: Social Work Research, University of Chicago Press, Chichago, 1967.*
7. *PRIA: Participatory Research- An Introduction, Participatory Research Network Series, No. 3, Society for Participatory Research in Asia, New Delhi, 1995.*
8. *Ramachandran, P. and Naik R. D.: 'Research in Social Work', in Encyclopedia of Social Work in India, Vol.2, New Delhi, 1988.*
9. *Ramachandran P: Issues in Social Work Research in India, Institute of Community Organisation Research, Bombay, 1990.*
10. *Thyer A. B. and Wodarshi J. S: Handbook of Empirical Social Work Practice, Vol. 1, John Wiley and Sons Inc., New York 1998.*
11. *Wilkinson and Bandarkar: Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay, 1988*

SOCIAL ACTION AND SOCIAL MOVEMENTS

Time: 3 Hours   Full Marks: 75

Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To give an understanding on very basic concept of social action and social movements.
- To develop knowledge in depth so that the students can analyze and respond to critical social realities especially in the context of people's movements.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to Social Action	Social Action: Meaning, Principles and Strategies. Social Action as a method of social work.
II	Models of Social Action	Models of Social Action. Understanding Some approaches: Need Based & Right Based Approach. Various contributions to the theory of Social Action (Saul Alinsky, Paulo Friere, Mahatma Gandhi, Ambedkar, etc).
III	Understanding Social Movements	Social movements---basic concept. Types of social movements. Condition of a successful movement. Understanding some social movements: Social Reform Movements, Dalit Movements, Environmental movements (Chipko, Narmada Valley Project, Silent Valley), Women's Movement, etc.
IV	Human Rights & Human Rights movements	Human Rights---basic concept. Classification of Rights: Natural, Moral and Legal Rights. Evolution of Human Rights—from Magna Carta to Universal Declaration of Human Rights (UDHR) and beyond.
V	Social Action approaches and social movements in India	Vinobha Bhave---Sarvodaya; Mahatma Gandhi_Swadeshi and Independent Movement; Sundarlal Bahugana—Environmental Movement; Medha Patkar---Narmada Bachao Andolan; Anna Hazare—Lokpal Movement against corruption; Dr. Sudarshan--Tribal Movement
VI	Human rights: Some Difficulties. Role of Civil Society. Social Advocacy	Human rights violation in India. Some repressive laws. Protection mechanism (National Human Rights Commission, National Commissions for SCs, National Commission for STs, etc), Public Interest Litigation. Difficulties in human rights protection. Role of NGOs in promoting human rights (PUCL, PUDR, ILHR, AI, HRW). Social Advocacy as a tool for social change.

LEARNING OUTCOMES

1. Able to develop an understanding on the very basic concepts of social action and social movements.
2. Able to develop knowledge to analyze and respond to critical uses and social realities especially in the context of people's movements.

SUGGESTED READINGS

- Basu, D.D (2000) Introduction to the Constitution of India, 18th edition New Delhi: Wadhwa & Company.

- Baxi, Upendra, (1987) (ed). The Right to be Human, New Delhi: India International Centre.

- Bhattacharjee, Ajit (1997) (ed) Social Justice and the Constitution. Shimla: Indian Institute of Advanced Studies.

- Desai, A.R, Violation of Democratic Rights in India, Bombay: Popular Prakashan.

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

- Ghosh, S.K (1980) Protection of Minorities and Scheduled Castes, New Delhi: Ashish Publishing House.

- Glazer, Nathan (1978) Affirmative Discrimination New York: Basic Books.

- Haksar, Nandita (1986), "Women and Justice for All", in A.R Desai (ed) Women's Liberation and Politics of Religious Personal Laws in India, Bombay: Popular Prakashan.

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

- Sastry, TSN (2005) India and Human Rights, Delhi: Publishing House Company.

- Saxena, K.P (1999) (ed) Human Rights and the Constitution: Vision and Reality New Delhi: Gyan Publications.

- Sehgal, B.P. Singh (1996) (ed) Human Rights in India: Problems and Perspectives, New Delhi: Deep & Deep Publications.

- Sangavi S (2007) The New Peoples Movement in India. Economic and Political Weekly, Vol. 42, Issue No. 50, 15 Dec, 2007

Time: 3 Hours   Full Marks: 75
Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To help the students critically analyse concepts and perspectives of social policy and planning.
- To understand the importance of contextual issues in social policy.
- To develop an understanding of the linkages between policy perceptions and planning in development practice

COURSE CONTENTS

UNIT NO.	UNIT TITLE	CONTENT
I	Introduction to development	Concept, objectives, approaches to development; development indicators.
II	Introduction to social policy	Concept and significance of social policy and social welfare policy, models of social policy; formulation of social policy.
III	Introduction to social planning	Concept, goals, principles and problems in social planning.
IV	Social Policy and Social Planning	Concept, significance and linkage between social policy and planning; Social Audit; SWOT Analysis and LFA.
V	Social Planning in India	Planning as an instrument and source of policy making in India. Five Year Plans in India. The Planning Commission and NITI Ayog.
VI	Social Policy in India	Values underlining social policy in India based on constitutional provisions – Directive Principles of State Policy, Fundamental Rights. Contemporary Social Policies relating to women, children, youth and aged. Policies relating to Education and Environment in India.

LEARNING OUTCOME

1. Able to understand the basic concepts related to social development, social policy and social planning

2. Able to understand the linkage between social policy and social planning

3. Able to get an exposure to social policy in India

SUGGESTED READINGS

Adams, Robert. (2002). *Social Policy for Social Work.* Palgrave Macmillan, Basingstoke.

Beldock, J. M. et al.(ed.) (1999). *Social Policy.* Oxford: Oxford University Press.

Bharadwaj, R. and Nadkarni. (1992). *Planning for Social and Economic Development.* New Delhi: Sage Publications.

Bhartiya, A.K. (2009). *Introduction to Social Policy.* Lucknow: New Royal Book Company.

Bhartiya, A.K. and Singh, D.K. (2009). *Social Policy in India.* Lucknow: New Royal Book Company.

Chakraborty, Sukhomoy. (1987). *Development Planning: The Indian Experience.* New Delhi: Oxford University Press.

Kabra, Kamal Nayan. (1997). *Development Planning in India.* New Delhi: Sage.

Singh, Surendra (ed). (2012). *Encyclopaedia of Social Work in India.* Lucknow: New Royal Book Company.

Agrawal A. N. and Kundan L. (1984). *Economic and Development and Planning,* Bombay: Vikas Publishing House.

Time: 3 Hours

Full Marks: 75

Credits : 6

[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the framework of the Indian Constitution within which social welfare system operates.
- To gain an understanding of the characteristics of the social welfare organizations in different sectors and different levels.
- To develop knowledge of fundamental elements of administration of welfare organization.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Social Welfare Administration	Concept of social welfare, social welfare administration. Principles of social welfare administration— methods and techniques
II	Concept of Welfare State	Responsibilities of State for social welfare services- changing role of administration in a Welfare State.
III	Constitution of India	The Preamble, Fundamental Rights and the Directive Principles of State Policy as related to the concept of Welfare State.
IV	Types of Organizations	Types of organizations and their characteristics. Administration of institutional and non-institutional programmes.
V	Administration of Social Welfare Organizations	Introduction to various aspects of administration, organization and structure, policy making, planning programmes. Functions of the executives- supervision and evaluation. Budget, fiscal control and accountability, maintenance of records.
VI	Central Social Welfare Board	Administrative set up − objectives and programmes.

LEARNING OUTCOME

1. Able to understand concept of social welfare and social welfare administration
2. Able to understand the Structure and components of social welfare administration
3. Able to understand the relevance of social welfare administration for social workers

SUGGESTED READINGS

1. *Dale, Reidar: 2000 : Organisation and Development Strategies and Process, Sage, New Delhi.*
2. *Dantwala, M. L, Sethi, Harshard , Visaria, Pravin, 1998 : Social Change through Voluntary Action, Sage, New Delhi.*
3. *Donnison, D.V. and Chapman Valerie, 1970 : Social Policy and Administration, George Allen and Unwin, London.*
4. *Harper, Malcolm, 2000 : Public Service through Private Enterprise – Micro privatization for Improved Delivery*
5. *Kabra, Kamal Narayan, 1997 : Development Planning in India : Exploring an Alternative Approach, Sage New Delhi*
6. *Lauffer. A., 1977 : Understanding Your Social Agency, Sage Publications, London.*
7. *Maheswari, Sriram, 1995 : Rural Development in India – A People Policy Approach, Sage, New Delhi*
8. *Mathew, P.D, 1994 : Law on the Registration of Societies, ISI, New Delhi*
9. *Patti R., 1983 : Social Welfare Administration, Prentice Hall, Englewood Cliff.*
10. *PRIA, 1989 : Management of Voluntary Organization, New Delhi*
11. *PRIA, 1991 : Voluntary Development Organizations in India : A Study of History, Roles and Future Challenge and NGO's in India – A Critical Study, New Delhi*
12. *Rao, C. H. Hanumantha (ed.) and Linneman, Hans, 1996 : Economics Reforms and Poverty Alleviation in India, Sage, New Delhi*
13. *Sankaran and Rodrigues, 1983 : Handbook for the Management of Voluntary Organizations, Alpha Publications, Madras.*
14. *Siddiqui H. Y., 1983 : Social Work Administration- Dynamic Management and Human Relationships, Prentice Hall, New Jersey.*
15. *Skidamore, 1983 : Social Work Administration, Prentice Hall, New Jersey*
16. *Steiner, R., 1977 : Managing Human Service Organization- From Survival to Achievement, Sage Publications, Beverly Hills.*
17. *Tandon, Rajesh and Mohanty, Ranjita, 2000 : Civil Society and Governance.*

BSW SEMESTER-V
COURSE-DSE 1A
TRAINING AND CAPACITY BUILDING

Time: 3 Hours   Full Marks: 75

Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES:

- To understand the concept of Training and Capacity Building.
- To get insights into different aspects of Capacity Building of people.
- To get an overview of the importance of Training and Capacity building in government and Non-government organizations.
- To understand role of social workers in Training and Capacity-building of vulnerable people.

COURSE CONTENT:

UNIT	TITLE	CONTENT
1	Introduction to basic concepts of Training and Capacity Building	Concept of Training and Development, its importance and relevance; introduction to different types of training and capacity building methods.
II	Need for Training and Capacity Building	Organizational level, occupational level, community level individual level- gaps in knowledge, skills, and attitude. identification and understanding of gaps; training need assessment.
III	Methods of training	On-the-job training, rank and file job training, apprentice, supervisory and executive training; need based training for disadvantaged sections; training of trainers.
IV	Designing Training and Capacity Building programmes	Formulation of training programmes; designing training objectives and activities; developing indicators for evaluation of training programme, designing training programmes for specific groups.
V	Training and Capacity Building in Organizations	Overview of training and capacity building programmes in governmental and non-governmental organizations; training and capacity building for self-help groups and youth
VI	Role of Social Worker	Knowledge and skills needed to be a good trainer, social worker as a training organizer and capacity builder in communities and organizations; use of resources in building capacities for individuals, organizations and communities.

LEARNING OUTCOME:

1. Able to understand basic tenets of training and capacity building.
2. Able to know the issues in enhancing performance of the organization through providing concurrent training and capacity building to employees.
3. Able to bridge the gaps in knowledge and performance

SUGGESTED READINGS

Janakiram, B. (2007). *Training and Development*. DreamTech Press: New Delhi.

Lynton, Rolf P. and Udai Pareek. (2011). *Training for Development.* New Delhi: Sage Publications.

Noe, Raymond. (2010). *Employee Training and Development*. McGraw-Hill: New York.

Sah, A.K. (1991). *Systems Approach to Training and Development*. New Delhi: Sterling Publications.

BSW SEMESTER - V
PAPER – DSE 1B
CITIZENSHIP AND GOVERNANCE

Time: 3 Hours   Full Marks: 75
Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the concept of citizenship and governance at the local, national and international level
- Develop an understanding of the structure, composition and functions of democratic institutions at the grass-root level of rural and urban society of India.
- Acquaint learners with the process of planning and execution of programmes through participatory democracy of local Self-Government.
- Develop an ability to identify areas of work, service delivery system and bureaucracy in the institutions of grass-root democracy.
- Develop insight into social-work perspective in the functioning of the democratic institutions at the grass-root level.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Concept of citizenship	Concept of citizenship---- origin of citizenship, rights duties and obligations of citizens.
II	Governance in India	Meaning of governance. Importance of people's participation in governance. Democratic decentralization in civil society.
III	Composition and function of PRIs	The constitution (73rd) Amendment Act, 1992.Composition, structure and function of Panchayati Raj institution: Gram Panchayat, Panchayat Samiti, Zila Parishad. Importance of Gram Sansad,Gram Sabha and Gram Unnayan Samiti. Nyaya Panchayat.
IV	Constitutional provisions of urban local self-government	The concept for urban local Self- Government. The constitution (74) Amendment Act, 1992. Classification, composition of urban areas----Nagar Panchayat, Municipality and Municipal Corporation. Functions of Municpality and Municipal Corporation.
V	Power, and authority of Local self governments	Audit and accounts in LSGs The State Finance Commission and accountability. Power and authority to impose tax, rates, fees, cess, tools, and acquisition of land or property.
VI	Role of Local self governments	Role of PRIs in poverty alleviation, women's development and social welfare. Role of Social Worker in poverty alleviation programme.

LEARNING OUTCOME

1. Able to understand the core concepts of citizenship and governance at the local, national and international level.
2. Able to develop a clear understanding on structure, composition and functions of democratic institutions, grass root level problems, service delivery system, various institutions and bureaucracy at grass-root democracy.
3. Able to develop an insight into social-work intervention required while functioning with democratic institutions at the grass-root level.

SUGGESTED READINGS

1. *Bandyopadhyay D and Mukherjee A, 2004 : Task Force on Panchayati Raj, New Issues in Panchayati Raj., Rajib Gandhi Fundation Concept Publishing Company, New Delhi.*

2. *Bandyopadhyay. D and Mukherjee N, 1993 : New Horizons for West-Bengal Panchayat- A Report for the Government of West Bengal, Ministry of R.D. (W.B).*

3. *Datta L. N., 2006 : The West Bengal Municipal Act (Amended uptodate), Tax's Law, Kolkata*

4. *Datta L. N., 2006 : The West Bengal Panchayat Act (Amended uptodate), Tax's Law, Kolkata*

5. *Datta, Nikeenjalata, 1989 : Village Panchayat in India, Mittal Publication, New Delhi*

6. *Gangrade K.D, 1992 : 'Power to Powerless-A Silent Revolution through Panchayati Raj System', Journal of Rural Development, Vol-16 (4)*

7. *Ghosh R and Pramanik A, 2002: Panchayat System in India – Historical Constitution and Financial Analysis, Konishka Publicaters, Distributors, New Delhi*

8. *Malashwari K and Malashwari I (ed), 1998 : The Calcutta Municipal Corporation Act, 1980; Intellectual Law Publishers, Calcutta*

9. *Mathew, George, 1995 : 'Will Reservation Ensure Participation', Social Welfare, Vol.42, No.5-6*

10. *Misra S.N, 1981 : Rural Development and Panchayati Raj, Concept Publishing Co., New Delhi*

11. *Mukherjee N, 1996 : 'Decentralization Below State Level- Need for a New System of Government', in Mathur Kuldeep (ed): Development Policy and Administration, Sage, New Delhi*

12. *Paul Chowdhury D, 1994: 'Panchayat and NGO', Social Welfare, Vol.41, No.-2, May*

B.S.W SEMESTER - V
COURSE – DSE 2A
ECONOMIC POLICY AND SOCIAL WELFARE

Time: 3 Hours   Full Marks: 75
Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTENTS

UNIT NO.	UNIT TITLE	CONTENT
I	Characteristics of an economy	Concept of market, production, savings and investment, economic growth, GDP & GNP, National Income. Concept of human development. Sustainable development
II	Unemployment in India	Definition, Measurement, Analysis of the employment generation programs in India.
III	Small Scale Industries in India	Definition, Significance in a developing economy, Problems and need for policy intervention
IV	Agriculture in India	Role of Agriculture in a developing economy, Problems in agriculture, Sources of Rural Credit in India, Problems of Rural Credit in India.
V	Food Security in India	Problems of Food Security in India, PDS
VI	Poverty in India	Definition, Measurement, Causes for persistence of poverty, Rural Poverty

LEARNING OUTCOME

1. Able to grasp the basic economic concepts and its relation to social welfare
2. Able to understand the policy measures initiated at present by the government of India and undertake a critical analysis of them in the perspective of social welfare.

SUGGESTED READING:

1. Meier, G and Rauch, J 2006. Leading issues in Economic Development, OUP (Indian Edition), New Delhi.
2. Hayami, Y and Godo, Y 2010. Development Economics (Third edition), OUP (Indian Edition), New Delhi.

3. Thirlwall, A.P. 2010. Growth and Development. ELBS, London.
4. Todaro, M. 20010. Economic Development in the Third World. Orient Longman, New Delhi.
5. Datt. R. and Sundharam,K. 2009. Indian Economy. S.Chand and Company Limited. New Delhi.
6. Mishra, S.K. and Puri, V.K. 2009. Indian Economy. Himalaya Publishing House. New Delhi.

Time: 3 Hours   Full Marks: 75
Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
- Develop sensitivity to the needs and problems of elderly. Gain knowledge about the policies and programmes for elderly.
- Gain an understanding of the role of social worker in working with elderly and develop required skills.

COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Ageing and aged	Meaning and definition of aged; Needs of elderly. Demographic profile- concepts of geriatric and gerontology.
II	Rural Elderly	Differences between rural and urban elderly.
III	Elderly and Physical Health	Physical problems encountered by elderly.
IV	Elderly and Mental Health	Mental health problems of elderly.
V	Elderly Abuse	Concept, meaning, causes, types and implications for social work practice.
VI	Social Work with Elderly	Methods of intervention. Developmental programmes for elderly.

LEARNING OUTCOME

1. Able to understand the concept of geriatric science and gerontology.
2. Able to have an idea about the role of social workers with elderly.
3. Able to learn government policies and programmes meant for elderly.
4. Able to learn role of civil society in dealing with the various problems of elderly

SUGGESTED READINGS :

- Dandekar, Kumudini , 1997: The Elderly in India, Sage, New Delhi.
- Desai, Murli & Siva, Raju , 2000: Gerentological Social Work in India – Some Issues & Perspectives , B.R. Publishing, Delhi.
- Dhar, Chowdhury, Rajgopal, 2004: The Graying of India; Population of Ageing in the Context of Asia, Sage, New Delhi.
- Dhillon , P.K.; 1992: Psych-social Aspects of Ageing in India , Concept Publication Co., New Delhi .
- Featherstone , Mike & Andrew , Wernick 2008: Image of Ageing , Rutledge II, London

- Khan, M.Z.: 1997: Elderly in Metropolis, Inter-India Publishers, New Delhi.
- Kunkel, Suzanne, 2001: Ageing-the Social Context, Pine Forge Press, New York.
- Krishnan, P and Mahadevan, K. (ed.), 1992: The Elderly population in the Developing World: Policies, Problems & Perspective, B.R. Publishing, New Delhi.
- Marshall, Mary, 1983: Social Work with Old-People, the Macmillan Press Ltd.
- Rao, SR., 2003: "Health & living arrangements of the elderly in India " in K.B. Pathak 7 Others (ed.), 2003: Dynamics of Populations & Family Welfare, Himalaya Publications , Mumbai
- Reddy, L.K., 2004: "Health & Attitude towards health among the elderly" in Vinod Kumar (ed.): Ageing-Indian Perspective & Global Scenario, All India institute of Medical Sciences, New Delhi.

BSW SEMESTER -VI
COURSE – CC 13
SOCIAL WORK RESEARCH

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To orient the students to the various research methods, concepts, and assumptions underlying the methods.
- To impart to the students knowledge about practical aspects of research process from planning to implementation.
- To give input to the students about the concept of science and its philosophy, various types of research and research design.

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Scientific Enquiry	Emergence of social research, scientific approach to human enquiry. meaning and purpose of research; Social Work Research: meaning, scope and importance; an overview of the research process.
II	Types of Research	Qualitative, Quantitative, Action and Evaluative; concept, meaning, and characteristics.
III	Research Design	An overview of research design; Experimental, Exploratory and Descriptive: its objectives, importance and characteristics.
IV	Universe and Sample	Universe and Census-Elements of sampling: meaning, rationale, probability and non-probability sampling techniques; advantages and disadvantages of each type of sampling.
V	Data Collection and Processing	Types of data; sources of data-: primary and secondary; tools of data collection: interview schedule and questionnaire; methods of data collection: interviewing and observation; data processing: coding, editing, classification and tabulation; data analysis and interpretation.
VI	Report Writing	Steps in social research and research report writing.

LEARNING OUTCOME

1.Able to demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools

2. Able to develop skills of data collection, organization, presentation, analysis and report writing

SUGGESTED READINGS

Ahuja Ram. (2014). *Research Methods.* New Delhi: Rawat Publications.

Babbie, Earl. (1998). *The Practice of Social Research*. New York: Wadsworth Publishing Company.

Bhandarkar, P.L.& Wilkinson, T.S. (1994). *Methodology and Techniques of Social Research.* Bombay: Himalaya Publishing House.

Black, James A. and Dean J. Champian. (2006). *Methods and Issues in Social Research*. New York: John Wiley.

Burns, Robert B. (2000). *Introduction to Research Methods*. London: Sage Publications.

Lofland, John. (2014). *Analyzing Social Settings*. California: Wadsworth.

Manheim, Henry. (1977). *Sociological Research: Philosophy and Methods.* Illinois: The Dorsey Press.

Mitchell, J.C. (1983). *Case and Situation Analysis" in Sociological Review*, 31 (2).

Platt, J. (1999). "What can case studies do" in Studies in Qualitative Methodology.

Young, P.V. (1949*). Scientific Social Surveys and Research*. New York: The Dorsey Press

BSW SEMESTER – VI
COURSE – DSE 3A
S T A T I S T I C S   F O R   S O C I A L   W O R K

Time: 3 Hours   Full Marks: 75
Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES:

- To familiarize the students with various statistical techniques applicable in Social Work Research and to emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.

COURSE CONTENT:

UNIT NO.	UNIT TITLE	CONTENT
I	Basics	Definition, uses and limitations of statistics. Statistics and Social Work
II	Handling quantitative data:	Code book, master sheet, editing, classification and processing. Statistical Analysis of data.
III	Presentation of data	Graphic and tabular presentation- Pie diagrams, graphs, bar diagrams, univariate and multivariate tables.
IV	Measure of central tendencies and dispersion	Mean mode and median. Range, mean deviation, standard deviation, quartile deviation and co-efficient of variation, merits and limitations of each
V	Correlation of data	Karl Pearson's coefficient, Spearman's coefficient of correlation.
VI	Testing of data	Test of hypotheses and its steps. Research hypotheses and null hypotheses- Type I error and type II error. Parametric tests of chi-square test and t-test.

LEARNING OUTCOME

1. Able to understand the basic concepts of social research

2. Able to know the collection and analysis of quantitative data

3. Able to interpret the analysed data in the perspective of social research

SUGGESTED READINGS:

- Alston, M.and Bowles, W. 2003 *Research for Social Workers,* Rawat Publications

- Bailey, D.K, 1987: *Methods of Social Research,* Free Press, New York

- Das, N. G, 2010: *Statistical Methods.* Vol I and II, Tata McGraw-Hill Publishing Co. New Delhi. (available as an e-book)

- Goode, J. and Hatt P.K., 1952: *Methods in Social Research,* McGraw Hill, New Delhi

- Jefferies, J. and Diamons, I., 2000: *Beginning Statistics- An Introduction for Social Scientists,* Sage, New Delhi

- Kothari, C.R. 2004 *Research Methodology* New Age International Publishers, New Delhi

- Kumar, R. 2011 *Research Methodology* Sage Publications, New Delhi

- Lal Das, D.K, 2007 *Practice of Social Research* Rawat Publications, New Delhi.

- Malhotra, O.P and Gupta S.K, 2009 *Elementary Statistics* S.Chand & Co. New Delhi

- May, Tim, 1997: *Social Research- Issues, Methods and Process,* Open University Press, Buckingham

- Mukherjee, Partha N. (ed), 2000: *Methodology in Social Research: Dilemma and Perspectives,* Sage, New Delhi

- Reichmann, W. J., 1981: *Use and Abuse of Statistics,* Penguin Books.

BSW SEMESTER - VI
PAPER – DSE 3B
SOCIAL JUSTICE AND SOCIAL LEGISLATION

Time: 3 Hours
Full Marks: 75
Credits : 6
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To make them aware about the concept of social injustice and social justice.
- To help them to gain knowledge about legal framework related to various weaker and vulnerable section of the society.
- To acquaint them with the various legislative measures so as to help them to cope up with different socio-economic problems and changes in the society.

Course Content:

UNIT NO	UNIT TITLE	CONTENT
I	Concept of Social Legislation and social justice	Concept and objective of social legislation, social legislation in a welfare state, social justice and its relationship with social legislation; human rights.
II	Laws and Women's welfare	Hindu and Muslim Marriage, Right of inheritance and succession, adoption and maintenance; Dowry Prohibition and Prevention of Immoral Traffic.
III	Child Welfare and Juvenile Justice	The JJ Act(CP)-2000, The Child Labour(PP)-1976; The Probation of Offenders Act-1958.
IV	Social Justice, Untouchables and Marginalized	The PCR Act-1955,Provision of Legal Aid, Legal and Public Advocacy, PIL and RTI.
V	Backward classes and Minorities	National Policies related to backward classes and minorities, National Commission For Minorities Act-1992,15 Point Programme for Minorities.
VI	Welfare of Unorganized and Organized Workers	Concept and salient features of Factories Act-1948, Mines Act-1951, The Plantation labour Act-1953 and The Minimum Wages Act-1948; Role of Labour Welfare Officer.

LEARNING OUTCOME

1. Able to promote knowledge in understanding the cause and effect of discrimination and oppression
2. Able to prepare modules and strategies for advocacy to bring sustainable social change

SUGGESTED READINGS

Choudhury, Paul, D. (). *Child Welfare in India*. New Delhi: NIPCCD.

Gangrade, K.D. (1986). *Social Legislation in India.* New Delhi: Geetanjali Pub. House.

Khanna, H. R. (1980). *The Judicial Syste.,* N Delhi: IIPA.

Madan, G.R. (1980). *Social Problems In India*. New Delhi: Manu Pub House.

Mathew, P D. Legal Aid Series. Delhi: Indian Social Institute.

Sarma, A M. (1990). *Some aspects of Labour welfare and Social Security.* Bombay: TISS.

Bare acts with commentary

GOI-Constitution of India.

Commentary on Hindu Laws Allahabad: Allahabad Law Agency.

DISASTER MANAGEMENT AND SOCIAL WORK

Time: 3 Hours   Full Marks: 75

Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To sensitize students to understand various terminologies on disaster, disaster cycles, various concepts like disaster risk reduction, mitigation, psychosocial care, legal framework relating to disaster, etc.

- To enable the students to understand its implications for a professional social worker especially in undertaking various roles in pre-disaster, during disaster and post disaster period.

UNIT NO	UNIT TITLE	CONTENT
I	Basic concept on Disaster	Disaster-its various types. Difference between hazard and disaster. Past and present disasters in India.
II	Some Terminologies on disaster.	Disaster Preparedness, Disaster Risk Reduction, Mitigation, Disaster Relief, Psycho social care.
III	Disaster Management	Disaster Management Cycles.
IV	Key Legal Framework at International level. Laws relating to Disasters in India	UN-ISDR. Hygo Framework of Action. Sendai Framework. Disaster Management Act in India 2005
V	Disaster Management Authority	National Disaster Management Authority and its function. State Disaster Management Authorities—its function.
VI	Disaster Management and NGOs	National and International NGOs in the field of disaster response, DRR, mitigation and psycho social care.

LEARNING OUTCOME

1. Able to gain understanding on various terminologies relating to disaster, disaster cycles, concepts like disaster risk reduction, mitigation, psychosocial care, legal framework, including ideas of national and international organization working in the field of disaster relief, response and disaster risk reduction.

2. Able to respond to vulnerable and emergency management to restore quality of life.

SUGGESTED READINGS

M. C. Gupta, L.C. Gupta, B. K. Tamini & Vinod K. Sharm. 2000. Manual on Natural Disaster Management in India. New Delhi, National Institute of Disaster Management.

Satendra, K.J. Anandha Kumar & V.K. Naik. 2013. India's Disaster Report. New Delhi, National Institute of Disaster Management.

D. B. N. Murty. 1907. Disaster Management- Text and case Studies. New Delhi. Jain Book Agency.

Anil Sinha. 2001. Disaster Management-Lessons drawn and Strategies for Future. New Delhi, Jain Publications.

Kamal Taori. 2005. Disaster Management through Panchayati Raj. New Delhi, Jain Publications.

Nidhi G Dhawan. 2014. Disaster Management and Preparedness. New Delhi, Jain Publications.

Hyogo Framework for Action 2005 – 2015: Building the Resilience of Nations and Communities to Disasters. UN/ISDR, Geneva 2004.

Sendai Framework for Disaster Risk Reduction 2015-2030

Establishing Community Based Early Warning System Hand Book – by Anup Phaiju, Debnarayan Bej, Sagar Pokharel and Ulla Dons. Practical Action and Mercy Corps publication

National Disaster Management Policy 2009

Disaster management Act 2005

BSW SEMESTER - VI
COURSE – DSE 4B
CRIMINAL JUSTICE AND SOCIAL WORK

Time: 3 Hours   Full Marks: 75
Credits : 6   [Internal Assessment-15, Exam-60]

OBJECTIVES

- To familiarize students with the field of criminology, custodial justice, corrections and rehabilitation.

- To help students get an overview of the structure of and hierarchy within the different wings of the crime and correctional administration.

- To orient students to methods such as advocacy, judicial intervention, working with the system, legal awareness and aid, in criminal justice social work.

COURSE CONTENT

UNIT	TITLE	CONTENT
I	Introduction to Crime	Definition and patterns of crime - Understanding crime statistics – Theoretical framework of analyzing crime.
II	Displacement of Indigenous Systems of Law in India	Codification: First Law Commission of India – Lex Loci report; Development of the prevailing judicial system in India ; hierarchy of the judiciary.
III	Overview of the Criminal system	Three major criminal Acts – IPC, CR P C and Indian Evidence Act , **IPC :** Elements of a crime (*actus reus* and *mens rea* attempt to commit offence ; certain major offences : Murder, Culpable Homicide not amounting to murder, Rape, offences against property, offences against Marriage, Dowry Deaths, S.498A, Force and criminal force*ea*); Presumption of innocence. **Criminal Procedure Code:** Types of offences (cognizable, non-cognizable; bailable, non-bailable; compoundable, non-compoundable) ; hierarchy and jurisdiction of criminal courts ; investigation of offences ; First Information Report and Post Mortem Report ; accused's rights on arrest –bail and anticipatory bail. **Indian Evidence Act :** Evidence in a trial :

		Substantive, corroborative, Oral and documentary; circumstantial evidence, dying declarations, Privileged communication – Witnesses – Confessions.
IV	Correctional Perspectives and Practice	History and emergence of correctional policies, legislation, procedures; Custodial justice, corrections and rehabilitation, advocacy, judicial intervention, Social Worker working with the system, legal awareness and aid.
V	Juvenile Conflict with Law	Meaning ,Classification, nature and incidence, factor of juvenile, Juvenile Justice Act 2015, rehabilitation system in India- Borstal school, probation hostel, observation home, children home, special home, after care home.
VI	Crime in India	Rural and urban crimes. National Crime Record Bureau (NCRB), New trends of crime- cyber-crime, white-collar crime, organized crime.

LEARNING OUTCOME

1. Able to understand the basic concepts of crime and the criminal system in India

2. Able to gain an understanding of different correctional perspectives

3. Able to understand the situation of crime in India

SUGGESTED READINGS:

Ahuja, R. (2014). *Social problems in India*. Jaipur¨Rawat publications.

Kathpalia, G. (2014). *Criminology and Prison Reforms*. LexisNexis.

Kumar, V. (2010). *The Juvenile Justice System in India: From Welfare to Rights*

Rao, A. & Dube, S.(2013). Crime Through Time (Oxford in India Readings: Themes in Indian History).

Samaddar, R. (2009). *State of Justice In India: Issues of Social Justice.* New Delhi: Sage Publications.

Sankaran, K. & Singh, U. (2007). *Towards Legal Literacy: An Introduction to Law in India*. Delhi: Oxford University Press.

South Asia Human Rights Documentation Center (2007). *Handbook of Human Rights and Criminal Justice in India: The System and Procedure.*

Unnithan, N. P. (2013) *Crime and Justice in India*. New Delhi: Sage Publication.