

**UNIVERSITY OF MADRAS**  
**APPENDIX- (R & S)**  
**BACHELOR OF SOCIAL WORK**  
**REVISED SCHEME OF EXAMINATION**  
**FIRST SEMESTER**

Course Content	Name of the Course	Ins. Hrs	Credits	Int.. Marks	Ext. Marks	Total
Part- I	Language Paper-I	4	3	25	75	100
Part- II	English Paper - I	4	3	25	75	100
Part- III	Core Paper – I – Social Work Profession- History and Philosophy	4	4	25	75	100
	Core Paper – II- Field Work- I	5	2	40	60	100
	Allied Paper I- Sociology for Social Work	5	5	25	75	100
Part- IV	Basic Tamil /Advanced Tamil/NME	2	2	25	75	100
	Soft Skill Paper-I	2	3	50	50	100

**SECOND SEMESTER**

Course Content	Name of the Course	Ins Hrs.	Credits	Int..Marks	Ext. Marks	Total
Part- I	Language Paper-II	4	3	25	75	100
Part- II	English Paper - II	4	3	25	75	100
Part- III	Core Paper – III – Social Work Practice with Individuals	4	4	25	75	100
	Core Paper – IV- Field Work – II	5	2	40	60	100
	Allied Paper –II – Psychology-IHuman Growth and Development	5	5	25	75	100
Part- IV	Basic Tamil /Advanced Tamil/NME	2	2	25	75	100
	Soft Skill Paper -II	2	3	50	50	100

**List of NME Papers for I Semesters**  
**(Choose any one of the following)**

1. Child Rights
2. Migration Issues and Human Security
3. Social Work in the Unorganized Sector
4. Youth Work

**List of NME Papers for II Semesters**  
**(Choose any one of the following)**

1. Unsystems for Development and Social Change
2. Social Work Persons with Disability
3. Marriage and Family Life Education
4. Development Planning

### THIRD SEMESTER

<b>Course Content</b>	<b>Name of the Course</b>	<b>Inst.Hrs.</b>	<b>Credit</b>	<b>Int. Marks</b>	<b>Ext. Marks</b>	<b>Total</b>
Part I	Languages Paper-III	4	3	25	75	100
Part II	English Paper III	4	3	25	75	100
Part III	Core Paper –V-Social Work Practice with Groups	4	4	25	75	100
	Core Paper- VI- Field Work-III	5	4	40	60	100
	Allied Paper-III Psychology II Human Behaviour	5	5	25	75	100
Part IV	Soft Skill- III	2	3	50	50	100
	Environmental Studies	Examination will be held in IV Semester				

### FOURTH SEMESTER

<b>Course Contents</b>	<b>Name of the Course</b>	<b>Inst.Hrs.</b>	<b>Credit</b>	<b>Int. arks.</b>	<b>Ext. Marks</b>	<b>Total</b>
Part I	Languages Paper – IV	4	3	25	75	100
Part II	English Paper - IV	4	3	25	75	100
Part III	Core Paper –VII Social Work Practice with Communities and Social Action	4	4	25	75	100
	Core Paper – VIII - Field Work-IV	5	4	25	75	100
	Allied Paper –IV Economic and Political Systems and Processes	4	5	25	75	100
Part – IV	Soft Skills-IV	2	3	50	50	100
	Environmental Studies	2	2	25	75	100

### FIFTH SEMESTER

Course Components	Subjects	Inst. Hours	Credits	Int. Marks	Ext. Marks	Marks
Part III	Core Paper- IX-Social Welfare Administration	4	4	25	75	100
	Core Paper –X Generalist Practice of Social Work	4	4	25	75	100
	Core Paper - XI Social Work Research and Statistics	4	4	25	75	100
	Core Paper- XII - Field Work-V	5	4	25	75	100
	Elective -I Social Development, Policies and Legislations/ Human Rights and Social Justice	5	5	25	75	100
PART IV	Value Education		2	25	75	100

### SIXTH SEMESTER

Course Components	Subjects	Inst. Hrs.	Credit	Int. Marks	Ext. Marks	Marks
Part III	Core Paper–XIII- Fields of Social Work	4	4	25	75	100
	Core Paper – XIV Women Development-Issues and Concerns	4	4	25	75	100
	Core paper –XV = Field Work-VI	5	4	25	75	100
	Core Paper XVI - Research Project	4	4	25	75	100
	Core Paper- XVII - Block Placement	CC		25	75	100
	Elective Paper –II Health Care/ Disaster Preparedness and Risk Reduction	5	5	25	75	100
	Elective Paper –III Social Enterprise Management/ Conflict and Peace Building	5	5	25	75	100
Part –IV						

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APPENDIX- (S)

**UNIVERSITY OF MADRAS  
BACHELOR OF SOCIAL WORK**

**REVISED SYLLABUS**

**SEMESTER – I**

**CORE PAPER – I**

**SOCIAL WORK PROFESSION- HISTORY AND PHILOSOPHY**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 64**

**OBJECTIVES OF THE COURSE**

- To appreciate the history and philosophy of Social Work and its emergence as a profession.
- To comprehend its underlying ideologies, philosophical base, theories and approaches to practice.
- To understand social work as a profession – its beliefs, values and principles.
- To develop an understanding of the various methods and fields of Social Work practice.
- To gain an understanding of current trends in Social Work practice.

**UNIT I**

**Social Work Profession**

Social Work Profession: Meaning and Definition of Social Work as a Profession, Origin and Growth of Social Work Profession in India, Goals and Functions, Principles and Scope of Social Work Profession, Beliefs and Values, Code of Ethics (NASW)

**UNIT II**

**Historical Development of Social Work Profession**

Overview of Historical Development of Social Work in UK and USA; Historical Development of Social Work in India - Social Service and Traditional Social Institutions; Contribution of Social Reformers – Raja Ram Mohan Roy, Sarojini Naidu, Periyar, Gandhi, Contributions of Religious

thought to Social Work, Contributions of Christian Missionaries to social development, Role of INGOs, NGOs and civil society organisations.

### **UNIT III**

#### **Introduction to Social Work and Social Work theories**

Social Service, Social Security, Social Change, Social Welfare, Social Policy, Social Planning, Social Action, Social Development, Empowerment; Social Work Theory-Conceptual understanding of Theory, Importance of Theory in Social Work, Major Theories in Social Work - Problem Solving Model, Behaviour Modification Model, and Crisis Intervention Model.

### **UNIT IV**

#### **Fields of Social Work Practice**

Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, Family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.

### **UNIT V**

#### **Social Work Education**

Social Work Education in India, Importance of Field Work and Supervision in Social Work Education, Professional Associations - International Federation of Social Workers (IFSW), The National Association of Social Workers (NASW), National Association of Professional Social Workers in India (NAPSWI), and the Professional Social Worker's Association (PSWA)

### **BOOKS FOR REFERENCE**

Adams, R. *Social Work and Empowerment*. New York: Palgrave Macmillan, 2003.

Alston, M. and Mckinnon, J. *Social Work – Fields of Practice*. Australia: Oxford U P, 2003.

Banks, S. *Ethics and Values in Social Work*. New York: Palgrave Macmillan, 2001.

Black, K., J. *Development in Theory and Practice- Paradigms and Paradoxes*. Jaipur: Rawat, 2007.

Bogo, M. *Social Work Practice- Concepts, Processes and Interviewing*. New York: Columbia University Press, 2006.

Clark, L., C. *Social Work Ethics – Politics, Principles and Practice*. New York: Palgrave Macmillan, 2001.

Desai, M. *Ideologies and Social Work- Historical and Contemporary Analyses*. Jaipur: Rawat, 2006.

Doel, M. and Shardlow, M., S. *Modern Social Work Practice- Teaching and Learning in Practice Settings*. London: Ashgate, 2005.

Dominelli, L. *Social Work-Theory and Practice for a Changing Profession*. New Delhi: Rawat, 2005.

Joshi, S., C. *Hand Book of Social Work*. New Delhi: Akansha, 2004.

Payne, M. *Modern Social Work Theory*. New York: Palgrave MacMilan, 2005.

Payne, M. *The Origins of Social Work - Continuity and Change*. New York: Palgrave Macmillan, 2005

Subhedar, T. S. *Field Work Training in Social Work*. Jaipur: Rawat, 2001.

SumitDutta. *Social Work and Social Development*. New Delhi: Wisdom Press, 2013.

Thompson, N. *Understanding Social Work- Preparing and Practice*. New York: Palgrave Macmillan, 2002.

## **Core Paper – II - FIELD WORK - I**

### **LAB SESSIONS AND OBSERVATION VISITS**

These are structured experiences in a skill lab setting, which provide an opportunity of “learning by doing” in a safe environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The skill lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students are exposed to social realities existing in society, a critical analysis of such situations and the need to work towards human development.

The observation visits aim to make the students oriented to various organisation in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children

### **OBJECTIVES OF FIELD WORK**

- To develop understanding of situations in the world of reality through experiencing situations in a laboratory settings, using imagination and fantasy.
- To develop the capacity to reflect over one’s own behaviour, and its effect on self and others and with the help of the facilitator, develop understanding of the same.
- To develop skills to establish relationship with clients and client groups by participating in games for listening, verbal communication and understanding non-verbal messages – body language and life skills.
- To acquire skills of observation and develop an understanding of society’s response to social problems through various services.
- To develop understanding and appreciation and ability to critically evaluate the efforts of voluntary and government programmes.
- To develop an appreciation of the significances of social work intervention in these programmes by recording.

The **topics** for **field Lab Sessions**:

- a. Self-Awareness
- b. Communication skills
- c. Interpersonal relationship.
- d. Indian social problems
- e. Values and ethics in Social Work.
- f. Leadership and personality development.

The **visits** to the organisations include:

- a. Children
- b. Elderly
- c. The differently abled (physically/mentally)
- d. Governmental agencies involved in Social Work

#### **METHOD OF ASSESSMENT**

1. Presentation of consolidated report on various lab sessions and observation visits.

### **ALLIED PAPER – I**

#### **SOCIOLOGY FOR SOCIAL WORK**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 64**

#### **OBJECTIVES OF THE COURSE**

- To understand Sociology as a discipline and its relevance for Social Work
- To initiate an understanding of basic Sociological concepts about society, its structure and dynamics
- To create the ability among students to analyse the Indian Social system, Social Phenomena & Social problems

#### **UNIT I**

##### **Sociology as a discipline and its relevance for Social Work**

Sociology – Introduction and Definition, Relationship between Sociology & Social Work

Difference between Sociology and Social Work, Basic Concepts in Sociology – Society – Definition & types, Community, Institution, Social Organisation, Social Structure, Association.

#### **UNIT II**

##### **Individual in Society**

Socialisation & Social Control - Definition, Agents – Family & Parents, Peers or age mates, Teachers, Literature & Mass Media of Communication, Functions and Importance of socialisation.

Social Control - formal and informal means., Culture: Definition, Two components of culture – Material & Non- material, Cultural lag; Folkways, Mores, Norms. Social Processes – Cooperation, Competition, Conflict, Accommodation and Assimilation.

### **UNIT III**

#### **Social groups and Social institutions**

Social Groups: Meaning, Definition, Types, Functions and Characteristics.  
Classification of Groups - Primary Group, Secondary Group, Reference Group, Social Institutions:  
Definition, Meaning and Types - Family, Marriage, Kinship, descent.

### **UNIT IV**

#### **Social Stratification**

Definition, Caste, Class and Gender – Changing patterns, Impact of caste on Indian Society  
Social Mobility, Gender roles & Gender discrimination in India

### **UNIT V**

#### **Social Change & Social Movements**

Social Change - Concept of social change, Nature and Characteristics of Social change, an  
introduction to the factors contributing to Social change – Geographic or the Physical Factors,  
Biological Factors, Cultural Factors, Technological Factors, Social legislation and Social change,  
Education and Social Change. Social changes in India. Social Movements - Concepts, Types,  
Meaning, Factors essential for a social movement, Social reform

### **BOOKS FOR REFERENCE**

- Dhanagare, D., N. *Indian Sociology*. Jaipur and New Delhi: Rawat, 1993.  
Frances, V., Moulder. *Social Problems of the Modern World*. U.S.A.: Eve Harward, 2000.  
Mac, Iver R., M. and Page, C., H. *Society: An Introductory Analysis*. Chennai: Macmillan, 1990.  
Ram, Ahuja. *Social Problems in India*. Jaipur and New Delhi: Rawat, 1997.  
Rao Shankar, C.N. *Principles of Sociology*. New Delhi: S.Chand  
Sharma, Rajendra, K. *Indian society – Institutions and Change*. New Delhi: Atlantic, 1997.  
Shepard, Jon, M. *Sociology*. New York: West Publishing Co, 1981.  
Upadhyaya, Sharma, V., P. *Contemporary Indian Society* New Delhi: Anmol, 1992.



**Non-Major Electives for I Semester  
PAPER -I  
CHILD RIGHTS**

**CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

**OBJECTIVES**

- To sensitize the students on the needs and problems of children in Indian society.
- To develop an understanding of the Rights of Children and the Provisions for Ensuring justice.
- To develop an understanding on the role of social work in working with Children in need.

**Unit I**

**(4 Hrs)**

**Child in India**

A demographic profile of the child in India; Needs of Children in India, the place of the child in the Family in India.

**Unit II**

**(8 Hrs)**

**Problems of Children**

Children in Special Circumstances: The Destitute Child, The Delinquent Child, Street Children, School dropouts, Children with HIV/AIDS, Children in disaster & war Situations;

Social Exploitation and Oppression of Children: Foeticide, Infanticide, Child Labour, Child Abuse and Children Trafficking;

Children in need of Special Care: The Disabled Child and the Emotionally Disturbed Child; -- Meaning, nature, factors (individual, familial, structural, economic and socio-cultural) giving rise to problems of the child and extent of the problem.

**Unit III**

**(6Hrs)**

**Health and Educational Services**

Right to Early Childhood Care and Learning.

Health Services: Health and Nutritional services for the child in India – ICDS Project, School health Programmes, Child Health and Health Education for the mother.

Educational Service: Government and Non- governmental programmes and alternate Strategies for education of the rural and urban child in India.

**Unit IV**

**(6 Hrs)**

**Provisions for Protection of Child Rights.**

U.N Charter on the Rights of the Child

Indian Constitution and Children's Rights

National Policy for Children

Juvenile Justice (Care and Protection of Children) Act, 2000

Legal provisions in India relating to the Children- National Commission for Protection of Child Rights

**Unit V**

**(6 Hrs)**

**Role of GO's & NGOs in advocacy of child rights.**

Governmental & Non-Governmental Programmes for Children, Role of Social Workers in ensuring child rights.

### **BOOKS FOR REFERANCE**

1. Anantha, Raman, Sita, (1996), **Getting Back to School. Social Reform in Tamil Districts, 1870 – 1930**, Stree, Calcutta.
2. Brandon, M., Schofield, G, and Trinder, L., (1998), **Social Work With Children**, New York; Palgrave.
3. Colton, M., Sanders, R., and Williams, M., (2001), **An Introduction to Working with Children – A Guide for Social Workers**, New York; Palgrave Macmillan.
4. Defence for Children International, (1997) **International Standards Concerning the Rights of the Child**, Geneva.
5. Devasia, Leelama and Devasia, V., V., (1991), **Girl Child in India**, Ashish Publishing House, New Delhi.
6. Draucker, Burke, Claire, (1992), **Counselling Survivors of Childhood Sexual Abuse**, Sage Publications, New Delhi Kakhar.
7. Helfer, E., Ray and Kempe, Henry, C., **The Battered Child**, Second Edition, The University of Chicago Press, Chicago.
8. Indian Council for Child Welfare, (1995), **Adoption**, ICCW Journal.
9. Indian Council for Child Welfare, (1997), **Twenty Years of ICDS**, ICCW Journal, July – December 1995.
10. Merrick, D., (2006), **Social Work and Child Abuse – Still Walking the Tight Rope**; London Routledge.
11. M.S.Swaminathan Research Foundation, (1994), **Policy of Young Children In Tamil Nadu**.
12. M.S.Swaminathan Research Foundation & NIPCCD, (1995), **Learning from Innovations – Report of a Consultation on Innovative Approach in Early Childhood Care and Education**.
13. Park, K., (1997), **Parks Text Book of Preventive Medicine**, Banarsidas Bhanot Publishers, Delhi.
15. Pati, R., N., (1991), ed., **Rehabilitation of Child Laborers in India**, Ashish Publishing House, New Delhi.
16. Prakash, Ved, (1993), **School Education in Rural India**, Mittal Publications, New Delhi.
17. Rane, Asha, (1994), ed., **Street Children - A Challenge to the Social Work Profession**, TISS.
18. Shanmugavelayuthm, (1995) K. **Social Legislation and Social Change**, Chennai , VazhaValmudan publishers
19. Sharma, Ram, Nath and Sharma, Rachana, (2006), **Child Psychology**, New Delhi, Atlantic Publishers and Distributors.

## PAPER II

### MIGRATION ISSUES AND HUMAN SECURITY

CREDITS: 2

TOTAL TEACHING HOURS: 30

#### OBJECTIVES OF THE COURSE

- Understand migration in the context of development and displacement
- Explore current and emerging trends on internal and International migrations
- Acquire knowledge on determinants of migration and rights of Migrants
- Understand the relationship between migration and development

#### Unit I

##### Introduction

(6 hrs.)

Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.

#### Unit II

(6 hrs)

Labour Migration in India, Brain Drain, Feminisation of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees

#### Unit III

(6 hrs)

Globalisation and Migration; Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,

#### Unit IV

##### International Migration Policies

UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law

#### Unit V

##### Migration and Human Security

(6 hrs)

Meaning and Concept, Need and Importance

Multi-Lateral Protection and Migration Issues, Colombo Process

Indian Emigration Policy, Indian Passport Act 2008, the Inter- State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979

#### BOOKS FOR REFERENCE

AmalDatta, *Human Migration. A Social Phenomenon*. India: Mittal, 2003.

Caroline B. Brettel, James F. Hollifield, *Migration Theory: Talking Across Disciplines*, Routledge, 2000.

Devesh Kapur. *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. India: Princeton University Press, 2010.

David J. Siddle. *Migration, Mobility and Modernisation*. Liverpool: Routledge, 2012

R. Mansell Prothero and Murray Chapman. *Circulation in Third World Countries*. London: Routledge and Kegan Paul, 1983.

### **Paper III**

#### **SOCIAL WORK IN THE UNORGANISED SECTOR**

Total Credits: 2

**Total: 30 Hours**

#### **OBJECTIVES**

- To provide an understanding into the extent and nature of unorganized workers in urban and rural India.
- To provide an understanding to the problem of unorganized worker, nature of work and services available for these groups.
- To develop skills for intervention and working with the workers of the unorganized sector.

#### **Unit I(6 hrs)**

Concept: Worker, Labourer, worker of unorganized sector, economic development, occupational structure, minimum wages.

#### **Unit II**

**(6 hrs)**

##### **Nature and Problems**

- a) Categories of the workers of the unorganized sector
- b) Socio – economic profile
- c) Problems
- d) Economic development and it's impact on workers of the unorganized sector.

#### **Unit III**

**(6 hrs)**

##### **Organisation of the Unorganized**

- a) Worker's movements Peasant, Naxalite, Tebhaga, Sewa.
- b) ILO and it's role
- c) Problems of organizing the unorganized
- d) Role of trade unions, social activists and voluntary organizations
- e) Generating – public opinion.

#### **Unit IV**

**(6 hrs)**

##### **Policies, Programmes and Legislations – Review of present situation and impact**

- a) National Child Labour Policy.

- b) NREG Act, 2005 and NREG schemes  
 c) Minimum Wages Act, Payment of Wages Act, Bonded System Act, Trade Union Act, Contract Labour Act, Equal Remuneration Act, Inter State Migration Workmen Act.

**Unit V**

**(6 Hours)**

**Social Work in the Unorganized Sector**

Methods and principles of organizing the unorganized.

**BOOKS FOR REFERENCE**

1. Aziz, Abdul Rural Poor: Problems and Prospects, Ashish Publishing House, New Delhi, 1981.
2. Banerjee N Women Workers in the Unorganized Sector, Sangam Books, 1985.
3. Census of India Provisional population totals: Workers and their Distribution Series I, India paper 3, 1991.
4. Dutt R. and Indian Economy, S.Chand and Co.Ltd., New Delhi, Sundharam, K.P.M 1995
5. Gangrade, K.D. Women and Child workers in unorganized sector: et.al. Non- Government organization perspectives, New Delhi, Concept, 1983.
6. Hasnain, N.(ed) Weaker sections – The psychosocial perspective, Gyan Publishing House, 1998.
7. ILO, Structure and Functions of rural workers organization, Geneva, 1978.
8. ILO, Showing the way – Trade union against child labour in India, New Delhi, 1998.
9. Jose, A.V. (ed) Limited options – Women workers in rural India, ILO and World Employ unions against child labour in India, New Delhi, 1998.
10. Joshi, S.S Women Workers at the grass - root level – A sociological study, Ashish Publishing House, 1995.
11. Joshi, V. Migrant labour and related issues, Oxford and IBH Publishers, New Delhi., 1987.
12. Jain, Mahaveer Bonded labour – Justice through Judiciary, Manak Publishers in association with V.V. Giri Labour

Institute, 1997.

13.Rao, M.S.A (ed) Social movements in India, Vol. I and 11, Manohar Publications, New Delhi, 1978.

14. Sarma, A.M. Welfare of special categories of Labour, Himlaya, 1990

#### **Paper IV**

### **YOUTH WORK**

**Total Credits: 2**

**Total Teaching Hours : 30**

#### **Objectives:**

- To understand the concept of youth, their specific needs and problems in a rapidly changing society.
- To critically overview various services provided for student and non – student youth and the plan approaches and programmes for youth welfare.
- To understand the role of youth in development and the role of social workers for the development of youth.

#### **Unit I**

##### **Introduction**

**(6 hrs)**

Demographic Profile of Youth in India: Concept of Youth Welfare. Student and non- student youth, Historical overview of youth movement in pre and post-independence

India, Needs of youth- Physical, Emotional, Economic, Social, Cultural, Political and Spiritual. Problems in the area of family, adjustment, education, marriage, employment, recreation.

#### **Unit II**

**(6 hrs)**

##### **Services for youth**

Services for student youth: Education, physical education, sports, vocational guidance, counseling, labour and social service camps, scout and guides, National Service Scheme, NCC, Services for non-student youth: Nehru YuvakKendras and Programmes of various Ministers.

#### **Unit III**

**(6 hrs)**

##### **Role of youth in development**

Planning for youth welfare, National Youth policy 2014, Role of voluntary agencies in the area of youth work, training of youth leaders.

#### **Unit IV**

**( 6hrs)**

Inter-generation conflict. Youth unrest and politicization of youth.youth and social action.

#### **Unit V**

**(6 Hours)**

Rajiv Gandhi National Institute of Youth Development, Directorate of Youth Welfare –  
Government of India & Government of Tamil Nadu

### List of Readings

1. Gore, M.S. Indian Youth: Process of Socialization, VishwaYura Kendra, New Delhi, 1977.
2. Havighurst, R.J. Youth; University of Chicago Press, Chicago, 1975.  
& Dreyer, P.H
3. John, V.V Youth and National Goals, VishwaYura Kendra, New Delhi, 1974.
4. Brew, J.M. Youth & Youth Groups, Faber, London, 1968
5. Fuchs, E. (ed) Youth in Changing World: Cross – Cultural Perspective on Youth; Mouton, The Hague, 1976.
6. Mehta, P.(ed) Indian Youth, Somaiya Bombay, 1971 Youth;  
Casson, Mark Unemployment, Macmillan, London, 1979
7. Gills, John R. Youth and History, Academic Press, New York, 1974
8. Raghuvanshi, M.S Modernizing Rural Youth, Ajanta, Delhi, 1984
9. Pandey, Rajendra Sociology of Youth, Sterling, New Delhi, 1984.
10. Singhvi, D.M.(ed) Youth Unrest-Conflict of Generations National, Delhi, 1972.
11. Keniston, Kenneth Youth and Dissent : The Rise of a New Opposition Harcourt Brace Jovanovich, New York, 1971.
12. Mukherjee, Dhurjati Youth Change and Challenge, Firma KLM Pvt.Ltd Calcutta, 1977.
13. Erikson, E.H. Youth, Change and Challenge, Basic Books, London, 1963
14. Altbach, Philip G. The Student Revolution- A Global Analysis Lalvani, Bombay, 1970
15. Emmerson, D.K. Students and Policies in Developing Nations Pal Mail Press, London, 1969.
16. Ross, Aileen D. Student Unrest in India – A Comparative Approach, McGill – Queen’s University Press, London, 1969.

## SEMESTER II

### CORE PAPER – III

### SOCIAL WORK PRACTICE WITH INDIVIDUALS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 64**

### **OBJECTIVES OF THE COURSE**

- To introduce the various methods of Social Work practice
- To enable and identify the appropriate usages of the various methods in practice
- To equip students with knowledge in various models of Case Work.

#### **Unit I**

##### **Introduction**

Introduction to the methods of Social Work – Definition, Meaning - Case Work, Group Work, Community Organisation, Social Action, Social Work Administration and Social Work Research as practice methods . Integrated Method of Social Work, Shifts in focus of practice – from expert/professional to collaborative partner

#### **Unit II**

##### **Social Case Work**

Historical Evolution of Case Work - Objectives, Principles, Philosophy, Values, Skills and Techniques of Case Work, Components of Social Case Work – Person, Place, Problem, Process, (4p's) and Case work Relationship.

#### **Unit III**

##### **Models of Social Case Work**

Meaning of Theory and Model, Psychosocial Model, Client Centered Model, Life Model perspective in Social Case Work.

#### **Unit IV**

##### **The Helping Process**

Phase I- Psychosocial Study, Psychosocial Assessment

Phase II- Intervention Plan and Goal Setting, Intervention

Phase III- Termination, Evaluation and Follow up

#### **Unit V**

##### **Recording and Supervision in Social Case Work**

Recording in Social Case Work – Definition, Types, Need and Importance of Recording

Supervision in Case Work – Meaning, Need and Importance

Role of a Social Case Worker in different settings – Medical, Child Guidance Clinics, Correctional Settings, Family and Child Welfare Settings and Geriatric Care.

### **BOOKS FOR REFERENCE**

Bhattacharya, Sanjay. *Social Work, An Integrated Approach*. New Delhi: Deep & Deep, 2004.  
Datar Sudha, Ruma, Bawikar et al. *Skill Training for Social Workers- A Manual*. New Delhi: Sage, 2010.



Hamilton, Gordon, *Theory & Practice of Social Case Work 2<sup>nd</sup> Edition*. Jaipur: Rawat, Indian Reprint, 2013.

Hepworth, D.H. & J.A. Larsen. *Direct Social Work Practice: Theory and Skills*. Dorsey Press, 1993.

Hollis, F. *Case Work: A Psychosocial Therapy*. New York: Random House, 1964.

Mathew, Grace. *An Introduction to Social Casework*. Mumbai TISS, 1992.

Misra, P.D. & Beena Misra. *Social Work Profession in India*. Lucknow: New Royal Book, 2004.

Perlman, Helen Harris, *Social Casework*, Chicago: The University of Chicago Press, 1957.

Pippins, J. *Developing Case Work Skills*. USA: Sage, 1980.

Trevithick, Pamela. *Social Work Skills – A Practice Handbook*. 2<sup>nd</sup> Edition. Jaipur: Rawat, 2009.

## **Core Paper – IV - FIELD WORK - II**

### **LAB SESSIONS AND OBSERVATION VISITS**

These are structured experiences in a skill lab setting, which provide an opportunity of “learning by doing” in a safe environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The skill lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students are exposed to social realities existing in society, a critical analysis of such situations and the need to work towards human development.

The observation visits aim to make the students oriented to various organisations in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children

### **OBJECTIVES OF FIELD WORK**

- To develop understanding of situations in the world of reality through experiencing situations in a laboratory settings, using imagination and fantasy.
- To develop the capacity to reflect over one’s own behaviour, and its effect on self and others and with the help of the facilitator, develop understanding of the same.
- To develop skills to establish relationship with clients and client groups by participating in games for listening, verbal communication and understanding non-verbal messages – body language and life skills.
- To acquire skills of observation and develop an understanding of society’s response to social problems through various services.
- To develop understanding and appreciation and ability to critically evaluate the efforts of voluntary and government programmes.
- To develop an appreciation of the significances of social work intervention in these programmes by recording.

The **topics** for **field Lab Sessions**:

- g. Reality walk – meeting various people and understanding reality life situations.
- h. The City slums through an NGO involved in developmental work.

- i. Time Management
- j. Societal Analysis
- k. Stress Management and Problem Solving

The **visits** to the organisations include:

- e. Children
- f. Elderly
- g. The differently abled (physically/mentally)
- h. Governmental agencies involved in Social Work
- i. Government hospitals – specific departments

Skill training in alternate media of communication – street theatre, folk songs and folk dance

### **METHOD OF ASSESSMENT**

2. Presentation of consolidated report on various lab sessions and observation visits.
3. Presentation of the alternate media for communication in a slum community.

## **ALLIED PAPER – II**

### **PSYCHOLOGY I**

### **HUMAN GROWTH AND DEVELOPMENT**

**CREDITS: 45**

**TOTAL TEACHING HOURS: 64**

#### **Objectives:**

- To understand the principles of human development process
- To develop an understanding of the developmental task
- To learn to apply human growth and development principles for better social work interventions

#### **Unit I**

##### **Introduction to Psychology**

Definition of Psychology, Fields of Psychology- General, Developmental, Abnormal, Social, Counselling, Community Psychology, Relationship between Psychology and Social Work  
Relevance of Psychology for Social Work Practice

#### **Unit II**

##### **Human Growth and Development**

Meaning of growth and development, principles of development, life span, 3A's of happiness and unhappiness during life span.

### **UNIT III**

Prenatal period: Characteristics, conception, pregnancy, delivery and hazards during prenatal period. Infancy: Characteristics, major adjustments and hazards of infancy. Babyhood: Characteristics and developmental tasks. Childhood: Early childhood-Characteristics, developmental tasks and hazards, Late childhood- Characteristics, developmental tasks and hazards.

### **UNIT IV**

Puberty: Characteristics, causes, age, body change, effects of change and hazards. Adolescence: Characteristics, developmental tasks, physical, social, psychological changes and hazards. Adulthood: Characteristics, developmental tasks, vocational adjustments, marital adjustments, personal, social, vocational and marital hazards.

### **UNIT V**

Middle age: Characteristics, developmental tasks, physical, psychological, social and vocational adjustments, social, personal, vocational and marital hazards. Old age: Characteristics, developmental tasks, adjustment to physical changes, changes in motor and mental ability, vocational adjustments and hazards.

### **BOOKS FOR REFERENCE**

Bee, Helen. Mitchell, Sandra. *The Developing Person-A Life Span Approach*. Ed2, New York Harper and Row, 1984.

Engler, Barbara, *Personality Theories-An Introduction*. Ed3, Boston: Brooks Cole Learning, 1991.

Mangal, S K., *General Psychology*. New Delhi: Sterling, 2010

Spect, Riva. Craig, Grace J., *Human Development-A Social Work Perspective*. New Jersey: Prentice Hall, 1982

Vankhede, A N., *Handbook of Psychology*. New Delhi: Wisdom Press, 2012.

Coleman, James, *Abnormal Psychology and Modern Life*. Ed 5, Mumbai: D.B Taraporewala & Sons, 1976.

Compton, Beulah. Galaway, Cournoyer, *Social Work Processes*. Ed 7, USA: Brooks Cole Learning, 2005

Corner Ronald, J ., *Abnormal Psychology*. New Delhi: Wisdom Press, 2012

Hurlock, Elizabeth, *Developmental Psychology-A Life Span Approach*. Ed 5, New Delhi: Tata

McGraw Hill, 1995.

Morgan, Clifford T., King, A., Richard Weisz., John .R. and Schople, *Introduction to Psychology*. New York: Tata McGraw Hill, 1986

## **SEMESTER - II**

### **Paper I**

#### **UNSYSTEMS FOR DEVELOPMENT AND SOCIAL CHANGE CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

#### **OBJECTIVES OF THE COURSE**

- To enable students familiarise with UN systems and frameworks for development
- To familiarise students with current UN documents, treaties and policies for development
- To critically analyse the functioning and achievements of the UN Systems

#### **Unit I**

##### **The United Nations System (5 hrs.)**

Main aim of the United Nations; Historical Evolution, UN Principal Organs, UN Charter, Membership in the UN and International Development

#### **Unit II**

##### **Global Issues on the UN Agenda: Brief Overview (5 hrs.)**

Peace and Security, Women, Youth, Children, Refugees, Human Rights, Disaster relief, Disability, Food, Family, Education, Indigenous people, Water, Terrorism, Ageing, AIDS, Agriculture. Millennium Development Goals

#### **Unit III**

##### **Organisations of Economic and Social Council (7 hrs.)**

Introduction to ECOSOC,

The aims of the Functional Commissions: Social Development, Sustainable development, Women and Development, Population and Development, The aims of the five Regional Commissions: Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), Economic Commission for Latin America and the Caribbean (ECLAC), Economic and Social Commission for Asia and the Pacific (ESCAP), and Economic and Social Commission for Western Asia (ESCWA)

United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) – role and functions.

#### **Unit IV**

##### **Programmes of the UN – Aims and Programmes (7 hrs.)**

United Nations Development Programme (UNDP), UN-Women, United Nations Environment Programme (UNEP) - aims and programmes

United Nations Fund For Population Activities (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN – HABITAT) - aims and programmes

United Nations Children’s Fund (UNICEF), World Food Programme (WFP) - aims and programmes

## **Unit V**

### **UN Entities and other related agencies – Aims and Programmes (6 hrs.)**

Office of the United Nations High Commissioner for Human Rights (OHCHR), Joint United Nations Programme on HIV/AIDS (UNAIDS); Other related agencies: International Labour Organisation (ILO)

Food and Agriculture Organisation (FAO), United Nations Educational, Scientific and Cultural Organisations (UNESCO), World Health Organisation (WHO)

World Bank (WB), International Monetary Fund (IMF), International Fund for Agricultural Development (IFAD), and United Nations Research Institute for Social Development (UNRISD)

### **BOOKS FOR REFERENCE**

Basu, Rumki. *UN Structure and Function: An International Organisation*. New Delhi: Sterling, 1993.

Black, K. J. *Development in Theory and Practice- Paradigms and Paradoxes*. Jaipur: Rawat, 2007.

Boulder, Colo. *The United Nations and the Changing World Politics*. New York: West View, United Nations, 1997.

Pant, S. K. *Human Development- Concept and Issues in the Context of Globalisation*. Jaipur: Rawat, 2006.

Pawar, S. N. Ambekar, J., B., and Shrikant, D. *NGOs and Development - The Indian Scenario*. Jaipur: Rawat, 2004.

Verma, K. Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat 2004.

Willems, Peter. *The Conscience of the World: The Influence of Non-Governmental Organisations in the UN Systems*. Washington DC: Brookings Institutions, 1996.

## **Paper II**

### **SOCIAL WORK AND PERSONS WITH DISABILITY**

**Total Credits: 2**

Total Teaching Hours : 30 Hours

#### **Objectives:**

- To develop understanding of the needs and problems of persons with disability.
- To understand policies, programmes and services available to persons with disability.
- To provide opportunities for social work intervention to the persons with persons

#### **Unit I**

**(6 Hours)**

Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability –

Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability.

**Unit II** (6 Hours)

Historical development of services & programmes for the various categories of persons with disability. institutional and Non –institutional services for various groups, management of institutions of disabled people.

**Unit III** (6 Hours)

Causation of Disabilities, Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India.

**Unit: IV** (6 Hours)

UN Declaration of Human Rights of Disabled Persons. International year for Disabled, Efforts by International organizations for prevention, welfare & rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Welfare Services for disabled.

**Unit : V** (6 Hours)

Work, Occupation and Disability, Factors specific to disabled elderly people; and Children, social work in traditional setting. The changing context of social work practice. Social Work intervention for creating supportive environment.

**BOOKS FOR REFERENCE**

1. Narashimha, M.C. & A.K. Mukherjee Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi, 1986.
2. Wilson B.R & D.L. McMillan, Rehabilitation Studies, Cambridge University Press, 1997.
3. Oliver, Michale Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London, 1993.
4. Gajendra Gadkar, S.N. Disabled in India; Somaiya Publications Pvt. Ltd., Bombay, 1983.
5. Bequer Ali & Anjali Sharma Disability: Challengers, Response, Concerned Action, New Delhi, 1997.
6. Kitchlu, T.N A Century of Blind Welfare in India, Penman Publishers, New Delhi, 1991.
7. Batra, Sushma Social Integration of the Blind, Concept, New Delhi,

- 1981.
8. Abidi, Javed No Pity. Health for the Millions. Vol. 21, No.6  
Voluntary Health Association of India (VHAI), New  
Delhi, 1995.
  9. Baquer Ali Disabled, disablement, Disablism, VHAI, New Delhi,  
1994.
  10. Barnes, Colin Disables People in Britain and Discrimination: A  
Case for Anti – Discrimination Legislation, Hurst &  
Company, London, 1991.
  11. Bhargava, Mahesh Introduction to Exceptional Children: Their Nature  
and Educational Provisions, Sterling Publishes Pvt.  
Ltd., New Delhi, 1994.
  12. Bhushan, Shashi et.al The Situation of the – Handicapped in India,  
Institute of Social Sciences, New Delhi, 1988.
  13. Chainani, M.L. Rehabilitation of Physically Handicapped, Popular  
Prakashan, Bombay, 1971
  14. Chattopadhyay, Anjana All India Directory of Educational an Vocational  
Training Institutes for the Handicapped. Patriot  
Publishers, New Delhi, 1986.

**Paper III**  
**MARRIAGE AND FAMILY LIFE EDUCATION**

**CREDITS: 2**  
**TOTAL TEACHING HOURS: 30**

**OBJECTIVES**

- To establish a meaningful understanding of family life, marriage and responsible Parenthood.
- To help the students to acquire the skills necessary to develop and maintain Satisfying and stable relationship.
- To gain knowledge on the services available for the welfare of the family.

**Unit 1**

**(6 Hrs)**

**The family**

Definition, Importance of the family for Individual, Types of family, changing Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages.

## Unit 2

(6 Hrs)

### **Marriage**

Definition, Types of marriages – Love, arranged, arranged love marriages. Love & Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative Reasons for marriage – right outlook, Need for marital preparation and Pre Marital Counselling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy.

## Unit 3

(6 Hrs)

### **Conjugal Harmony**

Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband & wife today (Career Women), and appropriate division of roles.

### **Communication in Marriage**

Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success.

## Unit 4

(6 Hrs)

### **Sexuality**

Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, Pregnancy and Birth. Family planning.

## Unit 5

(6 Hrs)

### **Family Disorganization**

Factors contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage.

### **Family Welfare Services**

Pre – marital Counselling, Family Counselling Centres, Family Court, All Women's Police Station.

## **BOOKS FOR REFERENCE**

1. Betty, Carter and Monica, MCGoldrick, **The Changing Family Life Cycle – A framework for Family Therapy**, II Ed.
2. Emile, Joseph, de, Smedt, (1964), **Married Love – An Enquiry and Dialogue with People**; Geoffrey Chapman, London.
3. Evelyn, Millis, Duvall, **Family Development**, II Ed.
4. Kaila, H., L., (2005), **Women, Work And Family**, New Delhi; Rawat Publications.
5. Kapadia, K., M., (1968), **Marriage and Family in India**; Oxford University Press
6. Klemers, **Marriage and Family Relationships**.
7. Marie, Mascarenhas, (1999), **Family Life Education of Value Education**.



8. Pimeta, J., **Grooming you for Marriage**, St. Paul's Publications.
9. William, J., Goode, (1989), **The Family**; Prentice Hall of India, Pvt.Ltd., New Delhi.

**PAPER - IV**  
**DEVELOPMENT PLANNING**

**CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

**OBJECTIVES**

- To develop theoretical understanding of development and planning.
- To enable students gain an understanding of the administrative machinery Involved in development.
- To provide Knowledge on various methods, strategies and development efforts.
- To understand the role and contribution of professional social work in the Development process.

**Unit I**

**(8 Hrs)**

Planning: Concept, Types of Planning, Planning Process and Importance of Planning for Development.

Development: Concept, Indicators – Human Development Index, Physical Quality of life Index, Human Poverty Index, Gender Related Index, Development Strategies with Specific Reference to Balanced & Unbalanced

**Unit II**

**(6 Hrs)**

Participatory Planning: Peoples Participation – Concept, Factors Promoting & Hindering Peoples Participation. Techniques of Participation with Specific Reference to Participatory Rural Appraisal & Participatory Need Assessment.

**Unit III**

**(6 Hrs)**

Development Planning In India: Need, Goals of Rural and Urban Development, Critical Analysis of the Five Year Plans till the current Plan. Understanding the Concept of Globalization, Liberalization, Privatization and Its Impact on the poor. 73<sup>rd</sup> and 74<sup>th</sup> amendment and Its Impact on Rural and Urban Management.

**Unit IV**

**(6 Hrs)**

Structure & Levels of Planning at Centre, State, District and at Block levels. Brief History of Urban Local Bodies in Urban Areas; Forms of Urban Local Government in India, Corporation, Towns Notified Areas and Cantonment Boards.

## Unit V

(6 Hrs)

Role of NGOs in Rural and Urban Development:  
Concept of Voluntary Organisation in Rural / Urban Development. Critical Analysis  
Of Voluntary Action in India; Role of International Funding Agencies in  
Development.

### BIBLIOGRAPHY

1. AbdulKalam. A.P.J&Rajan, Y.S, (1998), **India 2020 – A Vision for the New Millennium** Penguin Publication
2. Agarwal, A.N, (1998), **Indian Economy: Nature, Problem & Progress**, Vikas Publications New Delhi.
3. Bhat, Anil, (2001), **Development & Social Justice: Micro Action by Weaker Sections**, Sage Publications, New Delhi.
4. Puri, V.K & Misra S.K (1988), **Indian Economy Himalayan** Publishing house, New Delhi.
5. Dhingra C. Ishwari, (1998), **The Indian Economy**, Sultan Chand & Sons, New Delhi.
6. Datt & Sundaram K.P.M., (2007), 54<sup>th</sup> Ed. **Indian Economy**. S.Chand, Company New Delhi.
7. Dubhashi P.R, (1994), **Rural Development Administration in India**, Popular Press, Bombay
8. **Desai Vasanth, (1998), Rural Development, Vol. 1&2.** Himalaya Publishing house, New Delhi
9. Gupta S.P. (1993), **Liberalization and impact on the Indian Economy**, Macmillian India Ltd
10. Jain S.C, (1985). **Community Development & Panchayat Raj in India**, Allied Publishers Ltd., Chennai
11. Jain S.C, (1985), **Rural Development Institutions & Strategies**. Rawat Publications, Jaipur
12. Jain S.C, (1985), **Grass without Roots: Rural Development under Government Auspices**, Rawat Publications, New Delhi
13. Kapila Uma, (2007), **India's Economic Development Since 1947**, Academic Foundation, New Delhi
14. Sharma, Kampa Prasad, (1993), **Participation Planning at the Grass Roots**, Sterling Publishers, New Delhi

## **SEMESTER III**

### **CORE PAPER – V**

#### **SOCIAL WORK PRACTICE WITH GROUPS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- To acquire knowledge of the objectives, characteristics values of working with groups.
- To understand the significance of the methods and their uses in the Indian context and equipping students with a broad range of skills in social work practice.
- To develop the necessary skills to apply the methods of working with groups.

#### **UNIT I**

**(10 hours)**

##### **Introduction to Groups**

Definition, Meaning, and types of groups and their characteristics - Open and closed groups, Treatment Groups: Educational, Growth, remedial and socialization. Task Groups: Committees, councils, teams; Therapeutic Groups: T groups, and group counseling. Significances of social groups in the life of the individuals and families

#### **UNIT II**

**(10 hours)**

##### **Introduction to Group Work**

Definition, Meaning, Goals, and characteristics of Group Work. Historical evolution of social group work practice .Principles of Group work, purposive programming planning, guiding group interaction, handling conflict, building team spirit, monitoring evaluation, follow up.

#### **UNIT III**

**(10 hours)**

##### **Basic skills and techniques of working with groups**

Skills or working with groups: skills in identifying potential groups, skills in forming groups, skills in strengthening groups, facilitation and leadership.

## UNIT IV

(15 hours)

### Stages in Social Group Work

Forming and assessing groups: Group formation, Formulation of objectives, individual and group goals, Planning assessment, Implementation and intervention in groups.

Stages of group development – Identifying barriers to change and managing them Termination and Evaluation.

## UNIT V

(15 hours)

### Recording in Group Work and the Role of a Group Worker in Different Settings

Recording – Types and uses; Role of a Social Group Worker in different settings – Community Development Settings, Residential Settings, Clinical, Schools, Addiction Centres

## BOOKS FOR REFERENCE

- Bhatt R.M. *Records of Group Work Practice in India*. Baroda University : Baroda, 1960.
- Bhattacharya, Sanjay. *Social Work an Integrated Approach*. New Delhi: Deep & Deep, 2008.
- Doel, Mark & Sawda, Catherine. *The Essentials of Group Worker*. London: Jessica Kingsley, 2003.
- Douglass, Tom. *Group Processes in Social Work – A Theoretical Synthesis*. New Delhi: Thomson, 1979.
- Garvin, Charles D. Gutierrez, Lorraine .M. Galinsky, Maeda. J. *Handbook of Social Work with Groups*. New York : The Guildford, 2006.
- Johnson and Johnson. *Joining Together: Group Theory and Group Skills*. New Delhi: Premier, 1982.
- Konopka Gisela. *Social Group Work – A Helping Process*. London: Prentice Hall, 1963 2nd Edition.
- Mark, Doel. *Using Group Work*. London: Routledge, 2010.
- Milson, Fred. *An Introduction to Group Work Skills*, London: Routledge and Kegan Paul, 1973.
- Misra P.D. and Beena Misra. *Social Work Profession in India*. Lucknow: New Royal, 1979.
- Trecker. Harleigh, B. *Social Group Work- Principles and Practice*. New York: Association Press, 1970.
- Toseland, R.W. Rivas. R.F. *An Introduction to Group Work Practice*. New York: Macmillan, 1984.

## **Core Paper – VI - FIELD WORK – III**

### **RURAL CAMP AND CONCURRENT FIELD WORK**

The students will attend the rural camp before concurrent Field Work begins. The broad aim of Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

### **OBJECTIVES OF FIELD WORK**

- To develop an understanding of the rural social system with special reference to a specific poverty group
- To develop an understanding of government intervention in relation to poverty groups in the region and the related structures of decision-making and intervention
- To develop the capacity to appreciate and make a critical analysis of interventions of both voluntary organisation and the government agencies
- To experience in-group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and mutual responsibility
- To acquire skills in planning, organising, implementing the camp
- To understand the organisation, its philosophy and goals and to prepare an organisation's profile
- To understand the community, the needs and problems of the communities by preparing a community profile
- To analyse the organisations' structure, functioning and its networking strategies

### **METHODS OF ASSESSMENT**

1. A seminar will be organised to present group papers to cover the activities of the camp.
2. A report on their observations and learning of the organisations and Community.

### **ALLIED PAPER – III**

#### **PSYCHOLOGY II HUMAN BEHAVIOUR**

**CREDITS: 4 TOTAL TEACHING HOURS: 60**

#### **Objectives:**

- To understand the basic concepts of human behavior.
- To gain knowledge on psychological base of human behavior.
- To get an insight on the individuals to become an effective social worker.

**UNIT – I (12 hours)**

## **Introduction**

Human Behaviour: Meaning, basic concepts, understanding human behavior and Personality

Personality- Definition. Personality Traits and Dimensions to describe Personality

Theories related to Structure and Development of Personality. Psychoanalytic (Freud),

Psychosocial Development (Erickson), Social Learning (Bandura), Humanistic (Rogers)

## **UNIT II (12 hours)**

Sensation- meaning, Perception: meaning, perceptual process, factors in perception and perceptual selectivity. Learning: meaning, process, theories of learning and types of learning. Memory: registration, retention and recall. Intelligence: concept, level of intelligence and theories of intelligence.

## **UNIT – III (12 hours)**

Motivation: concept, theories and types of motives. Emotions: nature and characteristics emotional expressions, adaptive and disruptive qualities of emotions.

## **UNIT IV (12 hours)**

Attitude: meaning, types of attitudes, attitude formation, attitude change, stereo types and prejudices. Adjustment: concept of adjustment and maladjustment, factors in adjustment, stress, frustration, conflict and defense mechanisms.

## **UNIT V (12 hours)**

Concept of Mental Health, Minor and Major mental disorders, Community Mental Health. Community Based Mental Health.

## **BOOKS FOR REFERENCE**

Bee, Helen. Mitchell, Sandra. *The Developing Person-A Life Span Approach*.Ed2, New York Harper and Row,1984.

Compton, Beulah. Galaway, Cournoyer, *Social Work Processes*. Ed 7, USA: Brooks Cole Learning, 2005

Corner Ronald,J ., *Abnormal Psychology*.New Delhi: Wisdom Press, 2012  
Engler, Barbara, *Personality Theories-An Introduction*. Ed3, Boston: Brooks Cole Learning, 1991.

Mangal, S K., *General Psychology*. New Delhi: Sterling, 2010

Morgan, Clifford T., King, A., Richard Weisz., John .R. and Schople, *Introduction to Psychology*.New York: Tata McGraw Hill, 1986

Vankhede, A N., *Handbook of Psychology*. New Delhi: Wisdom Press, 2012

## **SEMESTER IV CORE PAPER – VII**

# **SOCIAL WORK PRACTICE WITH COMMUNITIES AND SOCIAL ACTION**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

## **OBJECTIVES OF THE COURSE**

- To Understand the community as a method, its specific approaches and models
- To develop ability to utilize appropriate approaches and skills to work with communities
- To develop sensitivity and commitment towards issues of marginalized and oppressed groups.

### **UNIT I**

**(12 hours)**

#### **Community**

Concept, definition, types of communities and their characteristics: rural, urban and tribal.

Community Power – Meaning, Types, functions, qualities of a leader.

### **UNIT II**

**(12 hours)**

#### **Community Organisation**

Definition, Philosophy, Principles of Community Organization – Historical Development of Community Organisation, Models and Approaches: Murray Ross - specific content, general content, process content & J. Rothman- Social Planning, Locality Development, Social Action

Definition, concept, similarities and differences between community development and community organization.

### **UNIT III**

**(12 hours)**

#### **Process, Skills in Community Organisation**

Process: Study, analysis, intervention, discussion, implementation, evaluation, modification and follow-up, Skills: communication, organizing, mobilizing resources, negotiating, liasoning, advocacy, participatory skills and techniques.

### **UNIT IV**

**(12 hours)**

#### **Social Action**

Meaning, Definition, Objectives, Principles, Strategies, Skills in Social Action and Elements of Social Action. Social Action Models – Paulo Freire and Saul Alinsky

## UNIT V

(12 hours)

### Community Organisation & Social Action in different settings:

Community Organisation in: Health, Family and Child development, Women, Marginalized groups like SC/STs. Role of Community Organizer, Social Action in: Health Settings, Family and Child Development, Women, Marginalized Groups like STs and STs.

### BOOKS FOR REFERENCE

- Devi, R., Prakash, R., *Social Work Methods, Practices and Perspectives Vol 1, 2, 3*. Jaipur: Mangal Deep, 2004.
- Josi, A., K., *Emigration and Social Change*. Jaipur: Rawat Publications, 2005.
- Katare, M., P., *Social Work and Rural Development*. New Delhi: Arise, 2006.
- Kumar, S., *Methods for Community Participation – A Complete Guide for Practitioners*. New Delhi: Vistaar Publications, 2002
- Maidment, J., Egan, R., *Practice Skills in Social Work and Welfare - More Than Just Common Sense*. Australia: Allen and Unwin, 2006.
- Nash, M., Mundford, R., Donoghue, K., *Social Work Theories in Action*. London: Jessica Kingsley, 2005.
- Rao, M., S., A., *Social Movements in India*. New Delhi: Manohar, 2004.
- Ross, Murray, G., *Community Organisation: Theory, Principles and Practice*. New York: Harper and Row, 1955.
- Srinivas, M., N., *Social Change in Modern India*. New Delhi: Orient Longman, 2003.
- Thompson, N., *Understanding Social Work - Preparing and Practice*. New York: Palgrave Macmillan, 2002.

### Core Paper – VIII - FIELD WORK - IV

#### CONCURRENT FIELD WORK

The broad aim of Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.



## **OBJECTIVES OF FIELD WORK**

- To develop an understanding and sensitivity towards the needs and problems of individuals and families
- To identify 3 cases and draw up a face sheet
- To draw up a family profile of two families
- To execute simple referrals
- To identify groups in existence and study the functions/ activities of the group
- To conduct a group activity with any one existing group in the community
- To visit and interact with different groups that exists in the community (Youth, Women, Children and Senior Citizens).

## **METHODS OF ASSESSMENT**

1. In relation to task and personal growth.
2. An internal viva voce will be conducted.

## **ALLIED PAPER – IV**

### **ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES**

**CREDITS:4TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- Understand the importance of economics and politics for social work.
- Understand the Indian political and economic system and be able to examine problem situations in the field.
- Develop skills in analyzing the political & economic processes in the context of development/under development.
- To know the performance of Five Year Plans in India and to realize the significance of economic & political aspects of planning.

#### **UNIT I**

##### **Introduction to Economic and Political Systems**

**(12 Hours)**

Relationship between economics, politics & social work; Economic concepts for social work: Poverty, unemployment, Rural and Urban Economy, Rural-Urban Gaps, Urbanisation and Industrialisation as economic processes. Concept of Development and Underdevelopment, economic growth. Indicators of Development: Human Development Index, Human Poverty Index, Gender Development Index. Millennium Development Goals (MDG). Sustainable Development Goals (SDGs).

#### **UNIT II**

**(12 Hours)**

**Economic systems:** Types of Economy: Capitalists, Socialists and Mixed economy. The Indian economic system, Concept of welfare in relation to economic development; Economic planning under the constitution, Five Year Plans- an overview, poverty and under development in the third world countries with special reference to India.

### UNIT III

(12 Hours)

**Political concepts for Social Work:** Politics, State, Power and Authority, Government, Nation and Nationality; .Political Socializations, Participation and Culture; Political Parties; Political system: Definition, types of political system based on power and authority; Centre and State relations in Indian Federation. Officials of the Political System - President, Prime Minister, Council of Ministers – Cabinet Ministers of State – Governor , Chief Minister, Comptroller and Auditor General of India

### UNIT IV

(12 Hours)

**The Indian Constitution:** features, fundamental rights and Duties, Directive Principles of state policy. Demographic governance, rural and urban, administrative patterns, role of civil societies in promoting development.

### UNIT V

(12 Hours)

Overview of problems in the economic and political system of India – systemic / structural and functional. Analysis of economic and political policies.

### BOOKS FOR REFERENCE

- Agarwal, A.N. *Indian Economy: Nature, Problem and Progress*. New Delhi: VikasNiraj Prakash, 1994
- Bhat, Anil. *Development and Social Justice - Micro Action by Weaker Section*. New Delhi: Sage Publications, 1989.
- Bhattacharya, S. *Social Work Administration and Development*. Jaipur: Rawat, 2006.
- Dahiwala, S. M. *Understanding Indian Society - The Non-Brahmanic Perspective*. Jaipur: Rawat Publications, 2006.
- Dutt, Ruddar, Sundharam, K.P. M. *Indian Economy*. New Delhi: Chand & Company, 2006.
- Kumar, H. *Social Work and Developmental Issues*. New Delhi: Aakar Books, 2005.
- Jogdand, P.G. and Michael. S. M. *Globalisation and Social Movements - Struggle for a Humane Society*. Jaipur: Rawat Publications, 2006.
- Pant, S.K. *Human Development- Concept and Issues in the Context of Globalisation*. Jaipur: Rawat, 2006.
- Papalia, D. Wendkos, S. and Feldman, R.D. *Human Development*. New Delhi: Tata McGraw - Hill, 2004.
- Phadke, V. S. and Banerjee, Guha, S. *Urbanisation Development and Environment*. Jaipur: Rawat, 2007.
- Radhakrishna, R. and Shovan, Ray. *Handbook of Poverty in India - Perspectives, Policies and Programmes*. New Delhi: Oxford University Press, 2006.
- Verma, K. Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat, 2004.

### SEMESTER V

### CORE PAPER – IX

### SOCIAL WELFARE ADMINISTRATION

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES OF THE COURSE**

- Develop an understanding of the administration process in the agency in the total frame of social work practice.
- Develop ability to apply the basic principles of social work to administration of social welfare and development agencies.
- To acquire knowledge and skills of the basic components of the administrative and organization process.
- Develop an understanding of the procedures related to establishment and management of social welfare organization/agencies governmental and non-governmental

**UNIT I (12 hours)**

**Evolution of Social Welfare administration**

Evolution of Social Welfare administration, concepts, public administration, social services, social welfare services, philosophies of social welfare and social development, principles and values of social welfare administration.

**UNIT II (12 hours)**

**Agency administration**

Agency administration – administration in voluntary organization, constitution and bye laws, Boards and Committees, organization as a system. Structure, functions of Central Social Welfare Board; Directorate of Social Welfare, Social Defence.

**UNIT III (12 hours)**

**Elements of administration**

Elements of administration – policy, planning, organizing, staffing, coordination, reporting, record keeping, budgeting, fund raising monitoring, communication and evaluation.

Public Relation and Publicity.

Basic Accounting, use of computers for office procedures.

**UNIT IV (12 hours)**

**Laws related to NGO**

Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25)

Foreign Contributions Regulation Act and related issues

**UNIT V (12 hours)**

**Human Resources Development**

Human resource development, conflict management, stress management, motivation, appraisal and supervision, team development; Relationship between Human Resources and Social Work.

## **BOOKS FOR REFERENCE**

- Bhattacharya, Sanjay. *Social Work Administration and Development*. Jaipur: Rawat, 2006.
- Chowdhry, Paul. D. *Social Welfare Administration*. New Delhi: Atma Ram, 1970.
- Dharmarajan, Shivan. *NGO Development Initiative and Public Policy*. New Delhi: Kanishka, 1998.
- Kirs.Ashman. Karen. K. *Introduction to Social Work and Social Welfare, Critical Thinking Perspectives*, U.S.A: Thomson, 2003.
- Parmar, P. M. *Social Work and Social Welfare in India*. New Delhi: Sublime, 2002.
- Pawar, S. N. Ambedkar, J. B. and Shrikant, D. *NGOs and Development: The Indian Scenario*.New Delhi:Rawat, 2004.
- Skidmore, Rex, A. *Social Work Administration Dynamic Management and Human Relationships*. New Jersey: Prentice Hall, 1990.
- Wormer, Van, Katherin. *Introduction to Social Welfare and Social Work*, London: Thomson, 2006.

## **CORE PAPER – X**

### **GENERALIST PRACTICE OF SOCIAL WORK**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- To understand Generalist Practice as a method of Social Work
- To enable students to have a holistic perspective in Social Work practice
- To equip the students with knowledge and skills in the Integrated Method of
  - Social Work Practice

#### **Unit I (12 hours)**

##### **Introduction to Generalist Practice**

Concepts – Systems, Human Beings in a Systems Framework, Applying Systems Theory to Social Work Practice, Goals and Purpose of Social Work in Systems Approach, Basic Systems in Generalist Practice and Resource Systems, Levels of Social Work Practice- Micro, Mezzo, Macro and Generalist Practice

#### **Unit II (12 hours)**

##### **Generalist Practice – Interaction, Engagement and Assessment**

Interaction and Engagement – Meaning, Formation of One to One Action System and Relationship in Action System. Interview in Interaction

Assessment – Meaning, Process, Stages in Assessment Phase - Identification of Needs, Identification of the Nature of the Need, Identification of the Potential Strengths and Resources in the Ecosystem, Collecting Information, and Analysing the Information, Skills used during the Interview

#### **Unit III (12 hours)**

##### **Planning**

Planning – Components of a Plan, Goals and Objectives, Planning with Multi-person Client Systems, Factors affecting a Plan of Action - Community, Agency, Social Problem, Worker and Client, Agreement between Worker and Client

**Unit IV****(12 hours)****Intervention**

Direct Practice – Meaning, Action to enable use of Available Resources, Referral, and Use of Programme,

Indirect Practice – Meaning, Approaches in Indirect Practice – Action as Mediation, Influence, Environmental Change, Coordination of Services, Actions to Change Organisations and Actions to Change the Community, Role of Change Agent

**Unit V****(12 hours)****Evaluation & Termination**

Evaluation – Meaning and Types of Evaluation, Techniques for Evaluation, Recording, Programme Evaluation, Client Participation, Confidentiality, Termination – Meaning and Types of Termination - Planned and Unplanned Termination, Components of Termination, Disengagement

**BOOKS FOR REFERENCE**

Bogo, M.; *Social Work Practice- Concepts, Processes and Interviewing*. Jaipur: Rawat , 2006. Devi, R., and R. Prakash, *Social Work Methods - Practices and Perspectives*. Vol. 1, 2, 3,

Jaipur: Mangal Deep, 2004.

Encyclopedia of Social Work, Vol. 1, 2, 3 *National Association of Social Workers*. Washington D.C.: NASW, 1996.

Goldstein, H., *Social Work Practice - A Unitary Approach*. Columbia: University of South Caroline Press, 1980.

Hepworth, D., H., and Larsen, J., A., *Direct Social Work Practice - Theory and Skills*. London: The Dorsey Press, 1993.

Johnson, L.C., Yanca, S.T., *Social Work Practice- A Generalist Approach*. Delhi: Prentice Hall, 2012

Johnson, Louise, *Social Work Practice - A Generalist Approach*. London: Aelyn and Bacon, 1983.

Payne, M, *Modern Social Work Theory*. New York: Palgrave Mac Milan, 2005.

Pincus, A., and Minahan.A, *Social Work Practice Model and Method*. Illinois Peacock , 1973.

**CORE PAPER – XI**  
**SOCIAL WORK RESEARCH AND STATISTICS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES OF THE COURSE**

- To develop an understanding of the nature, purpose and importance of social work research
- To develop competence to conceptualise a problem, analyse and assess social problems and needs at the micro-level
- To acquire research skills in conducting research by developing ability to prepare appropriate tools and collect, analyse and interpret data through appropriate tables

**UNIT I**

**Introduction to Social Work Research (12 hours)**

Basic Elements of Scientific Method; Social Work Research – Definition, Objectives, Scope and Limitations, Scientific Attitude, Ethics in Social Work Research, Quantitative and Qualitative Research, Planning a Research Project: Problem Formulation, Framing Objectives, Defining Concepts, Use of Theorization in Review of Literature, Variables: Definition and Function; Assumptions – Hypotheses, Types of Hypotheses

**UNIT II**

**(12 hours)**

**Types of Research, Research Design & Sampling:**

Research Methodology: Quantitative, Qualitative & Mixed methods.

Research Design: Concept, Types of Designs: Explorative, Descriptive, Diagnostic and Experimental. Functions of Research Designs.

Concepts and Meaning of Sampling – Frame, Unit and Universe, Sampling Techniques- Probability Sampling – Simple, Systematic, Stratified, Multi- Stage Non-Probability Sampling – Purposive, Quota, Cluster, Snowball

**UNIT III**

**(12 hours)**

**Sources of Data, Tools of data collection:**

Sources of Data: Primary and Secondary, Quantitative & Qualitative data; Tools of Data Collection: Observation – Participant, Non-Participant, Interview Schedule, Interview Guide, Questionnaire, Focused Group Discussion, Life History, Case Study & PRA Techniques. Scaling Techniques, Reliability and Validity of Tools

**UNIT IV**

**(12 hours)**

**Data Processing, Analysis, Interpretation and Reporting**

Data Processing – Editing, Coding, Classification, Tabulation, Transcription, Outline of a Good Research Report. Diagrammatic Presentation of Data – One, Two and Three Dimensional Diagrams, Pie Charts, Pictograms and Cartograms. Uses of computer for data processing.

## UNIT V

(12 hours)

### Basic Statistical analysis of data

Statistics – Definition, Meaning, Need and Importance of Statistics in Research, Normal Distribution, Characteristics of a Normal Curve, Frequency and Percentage Distribution – Preparation of One, Two and Three Way Tables, Levels of Measurement – Nominal, Ordinal, Interval and Ratio, Measures of Central Tendency – Mean, Median, Mode and their Uses, Measures of Central Tendency – Mean, Median and Mode – Definition, Meaning, Need and Importance, Calculation – Continuous and Discrete Series (Direct Method Only), Measure of Dispersion - Standard Deviation.

### BOOKS FOR REFERENCE

- Antony, Joseph. *Methodology for Research*. Bangalore: Bangalore Theological 1986.  
Bajpai. *Methods of Social Survey and Research*. Kanpur: KilaGhar, 1982.  
Birtha, Mikkelsen. *Methods for Development Work and Research*. New Delhi: Sage, 1995.  
Gupta. *Statistical Methods*. New Delhi: Sultan Chand and Sons, 1985.  
Hubert, M., Blalock, Jr. *An Introduction to Social Research*. New Jersey: Prentice Hall.  
Jack, D., Houglass. *Investigate Social Research Individual and Field Team Research*. London: Sage Publications, 1976.  
Jaspal, Singh. *Introduction to Methods of Social Research*. New Delhi: Sterling Publishers Pvt, Ltd, 1991.  
Kothari. *Research Methodology; Methods and Techniques*. Chennai: Wiley Easter Ltd, 1978.  
Kerlinger. *Foundations of Behavioural Research* New Delhi: Surjeet Publications, 1964.  
Ramachandran, P. *Survey Research For Social Work. A Primer: Institute of Community Organization Research*. Mumbai 1990.  
Reddy. *Research Methodology in Social Sciences*. New Delhi: Daya Publishing House, 1987.

## Core Paper – XII - FIELD WORK - V

### CONCURRENT FIELD WORK

The broad aim of Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan implement and evaluate these experiences while working with residents in an institution. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

### OBJECTIVES OF FIELD WORK

- To organise and conduct a programme based on the needs assessed
- To develop skills in resource mobilisation
- To identify 3 cases and draw up a face sheet and case analysis
- To execute simple referrals
- To identify groups in existence and study the functions/ activities of the group
- To conduct groups work with any one existing group
- To acquire the skills in report writing
- To acquire the basic skills of administration

### METHODS OF ASSESSMENT

1. In relation to tasks achieved and personal growth
2. An internal viva voce will be conducted.

## **ELECTIVE- I**

### **1. SOCIAL DEVELOPMENT, POLICIES AND LEGISLATIONS**

**CREDITS: 4 TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand the concept of development and development issues in India.
- To learn about formulation and implementation of Social Policies in India.
- To understand the role of legislations in relation to development.

#### **UNIT- I (12 hours)**

##### **Social Development Concepts:**

Meaning, Definition, Concept of development, Social Development, Social Indicators, Human Development Index (HDI), Social Progressive Index (SPI), Gross National Happiness Index (GNHI), Quality of Life Index (QOL), Below Poverty Line (BPL).

#### **UNIT-II (12 hours)**

##### **Developmental Issues in India:**

Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization, Scope for Social Work in Development Issues.

#### **UNIT-III (12 hours)**

##### **Social Policy**

Social Policy – Definition, Characteristics, Objectives, Models – Residual Welfare Model, Industrial Achievement- Performance Model, Institutional Redistributive Model, Actors in Formulation of Social Policy, Problems in Policy implementation, Strategies for effecting Changes in Policies.

#### **UNIT-IV (12Hours)**

##### **Government Policies and Programmes:**

Government Policies: National Urban Sanitation Policy (NUSP), National Policy on Skill Development.

Government Programmes: Jawahar Rozgar Yojana (JRY), Training Rural Youth for Self



Employment(TRYSEM),MahatmaGandhiNationalRuralEmployment

GuaranteeAct(MGNREGA),SmartCitiesMission.

FiveYearPlansandNITIAayog(NationalInstitutionforTransformingIndia). UNDP. SAARC.

## **UNIT- V**

**(12Hours)**

### **Social Legislations**

Concept, Need and Objectives;Special Marriage Act, 1954, Hindu Marriage Act, 1955, Hindu Succession Act, 1956 with amendment in 2005, Immoral Traffic (Prevention) Act, 1956 , Maternity Benefit Act, 1961 (Amended in 1995),Dowry Prohibition Act, 1961; Children - Introduction to the Prohibition of Child Marriage Act, 2006, Juvenile Justice (Care and Protection of Children) Act, 2015, Disabled –Persons with Disabilities Act 1995 and Scheduled Castes and Scheduled Tribes - Scheduled Castes and The Scheduled Tribes (Prevention of Atrocities) Act, 1989

### **BOOKS FOR REFERENCE**

*Census of India*, Government of India, New Delhi, 2011

Dandekar V.M., *Indian Economy*, Himalaya Publishing House, New Delhi, 1999

Dutt&Sundaram, *Indian Economy*, KalyaniPublishers, New Delhi.,2001

Ghosh, B.N., *Political Economy -New Colonialism for Third World Countries*, Sterling Publishers, N. Delhi,1985

Michel Todaro, *Economic Development*, Berrett-Koehler Publishers,2000

## **ELECTIVE- I**

### **2. HUMAN RIGHTS AND SOCIAL JUSTICE**

**CREDITS: 4TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- Develop sensitivity to the problems and concerns in Indian Society
- Develop ability for analysis or Indian society and identify the roots of the problems and also the structures that sustain them.
- To understand Human Rights with specific reference to special groups.

## **UNIT I**

**(12 hours)**

Concept of human rights and classification of human rights, Importance of Human Rights.Human rights and social justice concerns in Indian society: inequality, injustice, oppression, social economic, political structures of Indian society, and their effect on social development and ecology. Globalization and its impact on human rights.

**UNIT II** (12 hours)  
Human rights concern – the U.N. Declarations of Human Rights. Introduction to the Conventions – Civil and Political and Economic, Social and Cultural.

**UNIT III** (12 hours)  
The Preamble, Fundamental Rights and duties under the Indian Constitution, Directive principles of State Policy, Law and social justice in India, a critical assessment.

**UNIT IV** (12 hours)  
Justice Issues and Human Rights with Specific Reference to Women, Children, Dalits, Environment, Unorganised Labourers, Disabled and Tribes.

**UNIT V** (12 hours)  
Role of Social Work in Relation to Human Rights. Mechanism of securing social justice: First Information Report, Public Interest Litigation, Legal Aid, Lok Adalats, role of organizations working in the field of Human Rights - advocacy, role of social action.

#### **BOOKS FOR REFERENCE**

- Agarwal, H.O, *International Law and Human Rights*, Central law Publications, 2002.  
Alok Chakravati, *Protecting Human Rights*, Reference Press, New Delhi, 2003  
Bajwa G.S, *Human Rights in India*, Anmol Publishers, 1995  
Gupta D. N, *Human Rights Acts, Statutes and Constitutional Provisions*, Kalpaz Publications, 2003  
Jayashree P.M, *Dalit Human Rights Violation*, Vol.1, National Campaign, 2000  
Khanna, H.R, *The Judicial System*, 11 P.A, New Delhi, 1980  
Ramphal, *Perspectives in Human Rights*, Rawat Publications, 2001  
Syed, M. H, *Human Rights-The New Era*, Kilaso Books, 2003

#### **SEMESTER VI**

#### **CORE PAPER – XIII**

#### **FIELDS OF SOCIAL WORK**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- To develop an understanding regarding the macro level of practice in Social Work
- To develop skills in students to envisage, plan and work out strategies in working with different macro level interventions

## **Unit I**

### **Social Work with Family, Children, Adolescents and Youth (12 hours.)**

Intervention with Family and Children – Indian Families, Prospects and Problems, Problems of Children, Children in Special Circumstances, Emerging Issues in the Areas of Family and Child Welfare, Services in the Field of Family and Child Welfare, Role of Social Worker; Intervention with Adolescents and Youth – Definition, Demographic Profile, Needs, Specific Problems and Services for Youth, School Social Work, Role of Social Worker, National Policy on Youth

## **Unit II**

### **Social Work with the Senior Citizens (12hours.)**

Definition of the Aged, Changes – Physiological, Economic and Social, Common Problems of the Elderly, Services for the Senior Citizens. Legislation and Policies for the Senior Citizens

## **Unit III**

### **Social Work with Rural and Urban Communities (12 hours.)**

Definition of Rural and Urban Community and Rural and Urban Community Development, Emerging Trends in Urban and Rural Development. Current Issues in Urban Areas, Different Services in the Field of Urban and Rural Community Development, Role of Social Worker

## **Unit IV**

### **Social Work with the Displaced (12 hours.)**

Meaning, Causes, Problems of Displacement, Social, Economic, Psychological, Cultural, Rehabilitation, Problems of Rehabilitation – Awareness, Resources, Opportunities. Legislations – The Displaced Persons Claims and Other Laws Repeal Bill (2004), Programmes, Services, Role of Social Worker

## **Unit V**

### **Social Work with Industries (12 hours.)**

Definition, Concept, Meaning – Labour Welfare and Industrial Relations, Industrial Welfare Measures, The Need and Importance of Social Work Services in the Field of Labour Welfare and Industrial Relations

## **BOOKS FOR REFERENCE**

- Brandon, M., Schofield, G., and Trinder, L. *Social Work With Children*. New York: Palgrave, 1998.
- Colton, P., Sanders, M., R., and Williams, M. *An Introduction to working with Children – A Guide for Social Workers*. New York: Palgrave Macmillan, 2001.
- Devi, Laxmi. *Child and Family Welfare- Institute for sustainable development.*, New Delhi: Anmol. 1998
- Johri, P., K. *Social Work for Community Development*. New Delhi: Amol, 2005.
- Kaila, H., L. *Women, Work And Family*. New Delhi: Rawat, 2005.
- Liebig, S., P., Rajan, I., S. *An Aging India- Perspectives, Prospects and Policies*. Jaipur: Rawat, 2005.
- Ledwith, M. *Community Development*. Jaipur: Rawat, 2005.
- Katara, M., P. *Social Work and Rural Development*. New Delhi: Arise, 2006.
- Kumar, S. *Methods for Community Participation – A Complete Guide for Practitioners.* New Delhi: Vistaar, 2002.

- Mohan, S. *Urban Development New Localism*. New Delhi: Rawat, 2005.
- Nagpaul, H. *Social Work in Urban India*. Jaipur: Rawat, 2005.
- Phillips, I., Ray, Mo, Marshall, M. *Social Work With Older People*. New York: Palgrave Macmillan, 2006.
- Radhakrishna, R., and Ray, Shovan. *Handbook of Poverty in India- Perspectives, Policies and Programmes*. New Delhi: OxfordUniversity Press, 2006.
- Sandhya, N. *Indian Society*. New Delhi: Vrinda Publications (P) Ltd., 2005.
- Sharma, Ram Nath and Sharma, Rachana. *Child Psychology*. New Delhi: Atlantic, 2006.
- Twelvetrees, A. *Community Work*. New York: Palgrave, 2002.
- Verma, K., Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat, 2004.

## **CORE PAPER – XIV**

### **WOMEN DEVELOPMENT- ISSUES AND CONCERNS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- To gain an understanding of Gender positions in society
- To enable students comprehend the various domains of development and its impact on men and women
- To understand the various approaches to development processes specifically for women
- To empower students with skills in social work practice for women's development

#### **Unit I**

##### **Introduction – Gender and Development (12 hours.)**

Gender and Development – Meaning and Definition, Women in the Development Process: Need and Importance, Developmental Rights of Women, WID, WAD, GAD, GEM, Significance of Women's Development; Positive and Negative Indices of Women Development.

#### **Unit II**

##### **Basic Concepts in Understanding Women's Development (12 hours.)**

Sex and Gender, Gender Stereotypes, Gender Relations, Gender Division of Labour, Gender Roles and Responsibilities, Gender Discrimination, Equity and Equality, Gender Mainstreaming, Concept of Patriarchy, Feminism.

### **Unit III**

#### **Issues and Concerns related to Women**

**(12 hours.)**

Socialization of the Girl Child, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, Reproductive health, Women in Media, Rights of the Girl Child, Problems of Women at Work- Women's Triple Role, Invisibility of Women's Work, Glass Ceiling, Women and Self- Employment, Self- Help Groups Micro-Enterprises and Women's Development.

### **Unit IV**

#### **Legislations Related to Women**

**(12 hours.)**

Legal Rights of Women with Reference to Inheritance, Adoption, Education, Employment, Health, Marriage, Divorce and Maintenance, CEDAW – Convention on Elimination of All Forms of Discrimination Against Women and Girls.

### **Unit V**

#### **Empowerment Strategies for Women**

**(12 hours.)**

Empowerment: Definition and Meaning, Types and Levels of Women's Empowerment, Needs of Women – Practical and Strategic Needs of Women (PGN/SGN), National Policy for Empowerment of Women 2001, Government Policies and Programmes, Social Work and Women's Empowerment

### **BOOKS FOR REFERENCE**

- Devandar, Kiran. *Status and Positions of Women in India*. New Delhi: Shakti Books, 1985.
- Kanhere U.S. *Women and Socialisation*. New Delhi: Mittal, 1980.
- Kaushik, Susheela. *Women's Oppression – Patterns and Perspectives*. New Delhi: Shakti Books, 1985.
- Kidwai M.H. *Women under different Social and Religious Laws*. New Delhi: Seema, 1979.
- Marilee Karl. *Women and Empowerment - Participation and Decision Making*. London: Zed, 1995.
- Marilyn Carr, Martha Chen, Renana Thabvala. *Speaking Out: Women's Economic Empowerment in South Asia*. London: IT Publications on behalf of Aga Khan Foundation Canada and UNIFEM, 1996.
- Neera Desai and Maitreyi Krishnaraj. *Women and Society in India*. New Delhi: Ajanta, 1987.

## **Core Paper XV - FIELD WORK - VI**

### **CONCURRENT FIELD WORK**

#### **OBJECTIVES OF FIELD WORK**

- To record systematically using the Integrated Social Work process
- To enable students practice the Integrated Approach in specialised settings
- To record systematically using the Integrated Social Work process
- To acquire the skills of fund raising and resource mobilisation
- To acquire the skills in report writing
- To acquire the basic skills of administration
- To develop skills working with different client systems using the integrated approach in practice – integrating methods

#### **METHODS OF ASSESSMENT**

1. In relation to tasks achieved and personal growth and change
2. An external viva voce will be conducted.

A comprehensive viva voce of all the six semesters fieldwork learning will be conducted.

## **CORE PAPER – XVI**

### **RESEARCH PROJECT**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To train the student to design research problem.
- To orient the student about research methodology, data collection and data analysis.
- To equip the student to compile a project report.

#### **RESEARCH REPORT FORMAT**

Title Page

Acknowledgement

Certificate

Declaration

Table of Contents

List of Tables

List of Charts

#### **Chapter I - Introduction**

- General view about your research problem
- National and International issues related to the research problem

- Legislations related to research problem
- Statistical report related to research problem
- Present situation in Tamilnadu
- Profile of the study organization

### **Chapter II - Review of literature**

- Research studies from different sources (Journals, Articles, Books, online resources)
- In Chronological order and reviews from 2010.

### **Chapter III - Research Methodology**

- Title of the study
- Operational definition
- Aim of the study
- Objectives of the study
- Statement of the problem
- Scope of the study
- Pilot study
- Research design
- Universe of the study
- Sampling Technique (Sample size 30)
- Sources of Data collection
- Tools of Data collection
- Pre-test (with 3 samples)
- Limitations of the study
- Chapterisation

### **Chapter IV - Data Analysis and Interpretation**

- Simple tables
- Percentage analysis
- Diagrammatic Representation

### **Chapter V - Findings, Suggestions and Conclusion**

Summary, Findings, Discussions, Suggestions, Conclusion

References: APA Format – 6<sup>th</sup> Edition

### **Appendix**

## **RESEARCH GUIDELINES**

1. Introduction chapters should contain the basic concepts and theoretical

background of the study for about 10 pages.

2. Profile of the study organization has to be given briefly not exceeding five pages.
3. Minimum 15 reviews have to be given in the review of literature chapter concerning previous studies related to the research topic.
4. Should be typed in "TIMES NEW ROMAN" font, Size 12.
5. Should be typed in one side of the A4 sheet.
6. Projects should be hard bound and the covers should be in uniform colour. (as prescribed by the Department)

### **Core Paper – XVII - BLOCK PLACEMENT**

The Block Field Work is intended to give the students an opportunity to work as a full-time trainee in the selected organisation so as to learn the day-to-day role and tasks of a full-time social worker for 25 working days.

#### **OBJECTIVES OF BLOCK PLACEMENT**

- To understand organization's goals and administrative functioning
- To be sensitive to existing social issues in the placement
- To be efficient in carrying out day-to-day activities of the organization
- To develop skill in documentation, communication, observation, planning and organising programmes
- To mobilise funds if required

#### **METHODS OF ASSESSMENT**

1. In relation to task and personal growth.
2. Sharing of their learning experience.
3. Presentation of a consolidated report to be submitted.

### **ELECTIVE- II**

#### **1. HEALTH CARE**

**CREDITS: 5**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- To understand the concept and dimensions of health – physical, social, environmental and mental health.
- To give the student an insight into etiology, symptoms, treatment and prevention of communicable disease, non-communicable diseases, deficiency diseases and physical handicaps.
- To appreciate indigenous systems and their influence on holistic health
- To help the student understand the role of the government in the health issues



**UNIT I** (12 hours)

**Health Concepts**

Health - Definition, Hygiene – importance of personal hygiene, Illness, Disease and Handicap, changing concepts of health, Dimensions - Physical, Social, Mental, Spiritual and Positive Health, determinants and philosophy of health.

Factors affecting health - Personal hygiene and health – importance, problems associated with lack of personal hygiene – eyes, nose, teeth, mouth, gums, nail, skin, ear, hair, clothing sunlight posture, sleep and personal sanitary habits, poverty, ignorance, superstition and beliefs, Sanitation – meaning and importance.

**UNIT II** (12 hours)

**Diseases**

Clinical aspects of major communicable diseases – leprosy, TB, STD, AIDS, Poliomyelitis, malaria, cholera, typhoid and diarrhoeal diseases.

Clinical aspects of major non-communicable diseases – cancer, diabetes, asthma, hypertension, cardiac disorders.

**UNIT III** (12 hours)

**Nutrition**

Malnutrition, Clinical aspects of deficiency diseases.

**Environmental**

Water, air, vector control, housing, noise, radiation, waste disposal.

**Mental health**

Mental Health - Definition, History, Characteristics of a Mentally Healthy Person, Types of Mental Illness – Definition, Meaning, Types, Causes, Symptoms, Treatment and Prevention - Major and Minor Mental Illnesses – Schizophrenia, MDP, Anxiety, Phobia, OCD, Hysteria) Psycho-Physiological Disorders - Definition, Meaning, Types, Causes, Symptoms, Treatment and Prevention – Respiratory Disorders, Digestive Disorders

**UNIT IV** (12 hours)

**Factors contributing to health**

Food hygiene, balanced diet, Indigenous system of health – Siddha, Unani, Ayurveda, Yoga, Naturopathy, Relaxation Therapy, Meditation, Exercise.

**UNIT V**

**Health Care Services**

(12 hrs.)

Voluntary Health Agencies in India – Role of - Indian Red Cross Society, Indian Council for Child Welfare, Tuberculosis Association in India, Central Social Welfare Board, Family Planning Association of India

Health Programmes in India – Overview of National Malaria Eradication Programme, Diarrhoeal Diseases Control Programme, National Filarial Control Programme, National Tuberculosis Control Programme, STD Control Programme

Role of International Organisations – WHO, UNICEF, FAO

**BOOKS FOR REFERENCE**

Abraham, Verghese. *Introduction to Psychiatry*. BI Pub, 1996.

Bajjee. *Textbook of Preventive and Social Medicine*. New Delhi: Jaypee Brothers Medical Publishers, 1995.

Chauhan, S., S. *Mental Hygiene – A Science of Adjustment*. New Delhi, 2009.

Mangal, S., K. *Introduction to Abnormal Psychology*. New Delhi: Sterling Publishers, 2004.

Park, J., E., and Park, K, *Textbook of Preventive and Social Medicine*. Jabalpur: Banarsidas, 2011.

Park, K. *Textbook of Prevention and Social Medicine*. Jebelpur: Banaridas, 2011.

## **ELECTIVE- II**

### **2. DISASTER PREPAREDNESS AND RISK REDUCTION**

**CREDITS: 4TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES**

- To develop an understanding of ecological balance and imbalance.
- To understand the process of Disaster Management.
- To know the Disaster Management Framework in India.
- To analyse the role of social worker in disaster management

#### **Unit I**

**(12 Hours)**

##### **Disasters – Introduction**

Concept and Definition of Disaster

Types of Disaster – Natural and Human Made: Cyclone, Flood, Landslide, Fire, Earthquake, Avalanches, Tsunami, Forest Fires, Accidents in Coal Mines, Drought, War, Terrorism and Technological Disasters

Displacement, Refugees / Issues and concerns of causes of disasters, Principles / components of disaster management.

#### **Unit II**

**(12 Hours)**

##### **Disaster Management Cycle and Management Issues related to Disaster**

Pre-disaster: Prevention, Mitigation, Preparedness, Disaster Management

Toolkit, During Disaster: Response, Post-disaster: Relief, Recovery and Rehabilitation

Mitigation through Capacity Building, Pre - Disaster Risk and Vulnerability Reduction, and Disaster Related Infrastructure Development, Mitigation measures, risk management, risk – reducing measures.

#### **Unit III**

**(12 Hours)**

##### **Disaster Analysis and Technology for Disaster Management**

Disaster Mapping, Risk Assessment, SWOT Analysis, Vulnerability analysis, cost effective analysis, Psycho Social Analysis & Vulnerability Analysis, Technology for Disaster management Warning Systems, Recent Trends in Disaster Information Provider, Remote Sensing & GIS Technology, Quick Reconstruction Technologies

**Unit IV****(12 Hours)****Role of Various Organisations in Disaster Management**

Role of State, Armed Forces / NGOs, INGOs, Philanthropists in Disaster Situations, Role of Community, Development Workers, Volunteers and Media, Role of Social Work

**Unit V****(12 Hours)****Legislations for Disasters**

Disaster Management Framework in India, Disaster Management Act – 2005, Recommendation of the 18<sup>th</sup> World Conference on Disaster Management (Toronto), Implications of the HUGO Model , Do No Harm Intervention, HAP Framework

**BOOKS FOR REFERENCE**

- Bose, B. C. *Disaster Management in 21<sup>st</sup> Century*. New Delhi Rajat Publication, 2007.
- Goel, S. L. *Disaster Management Organisations and Management, Health Management of Human Being and Animals*. New Delhi: Deep & Deep, 2001.
- Newburn, Tim. *Disaster & After*. London: Jessica Kingsley, 1993.
- Roy, Sanjay, K. *Refugees and Human Rights*. Jaipur: Rawat, 2001.
- Smita. *Locked Homes Empty Schools*. New Delhi: Zubaan, 2007.
- Singh, R. B. *Disaster Management*. Jaipur: Rawat, 2000.
- Sinha, Prabhas Chandra. *Disaster Management Process, Law, Policy & Strategy*. New Delhi: SBS, 2006.
- Sinha, Prabhas Chandra. *Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance*. New Delhi: SBS, 2006.
- Sinha, Prabhas Chandra. *Disaster Vulnerabilities & Risks*. New Delhi: SBS, 2006.
- Sinha, Prabhas Chandra. *Disaster Mitigation, Preparedness, Recovery & Response*, New Delhi: SBS, 2006.
- Verma, K. Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat, 2004.

**ELECTIVE- III****1. SOCIAL ENTERPRISE MANAGEMENT****CREDITS: 4 TOTAL TEACHING HOURS: 60****OBJECTIVES OF THE COURSE**

- To provide students with an overview on Social Enterprise as a major sector
- To introduce concepts underlying Social Enterprise Management
- To equip students with skills and strategies that would empower them to become Social Entrepreneurs or take up Leadership/Managerial roles in social Enterprises

**Unit 1 (12 Hours)**

**Social Enterprise – The Third Sector**

Understanding the three sectors – Public, Private and the Third Sector, Brief history of the emergence of the Third Sector, Definition & Meaning - Social Enterprise, 'Business at the base of the Pyramid' – understanding the Latent Market Potential of the Poor

**Unit 2 (12 Hours)**

**Social Entrepreneurship**

Characteristics of a Social Entrepreneur, Role of a Social Entrepreneur, Case studies – JavedAbidi, JerooBillimoria, Bill Drayton, M. Yunus, KailashSatyarthi, BindeshwarPathak, Anand Kumar, MadhavChavan, VinayakLohani, ArunachalamMuruganatham

**Unit 3 (12 Hours)**

**Social Enterprise Management**

Vision, Mission, Objectives of the Social Enterprise, Need Assessment-Baseline Survey, Participatory Project Planning Techniques, PRA, RRA, Logical Frame Work Analysis, Development of a Product or Service

**Unit 4 (12 Hours)**

**Resources of Enterprise**

Registration of the Enterprise – Introduction to Tamil Nadu Societies Registration Act, 1975, Introduction to Foreign Contribution (Regulation) Act, 2010, Human Resources, Structure of the Organisation, Revenue Model , Organisation Management & systems , Marketing, Network & relationship

**Unit 5 (12 Hours)**

**Measuring Impact of Social Enterprises**

The challenges faced by Social Enterprises in measuring their impact, Debates surrounding the Measurement of Social Impact, Approaches/methods used to measure impact of Social Enterprises

**BOOKS OF REFERENCE**

- Bansal, Rashmi, *I have a dream*, Noida: Westland and Tranquebar Press, 2011.  
Bornstein, David. *How to Change the World*, New York: Penguin Books. 2005.  
Chambers, R. *The Origins and Practice of Participatory Rural Appraisal*, World Bank. UK: Elsevier Science Ltd, 1994  
Crutchfield, R. Leslie and McLeod Heather, Grant, *Forces for Good: The Six Practices of High-Impact Nonprofits*, USA: HB Printing, 2007.  
Kramer, R. Mark. *Measuring Innovation: Evaluation in the Field of Social Entrepreneurship*, USA: Foundation Strategy Group, 2005.

- Nicholls, Alex. *Social Entrepreneurship, New Models of Sustainable Social Change*, Oxford: Oxford University Press, 2006.
- Padaki&Manjulika, *Management Development in Non-Profit Organisation*, New Delhi: Sage. 2005
- Prahlad, C. K. *The Fortune at the Bottom of the Pyramid*, New Jersey: Wharton School, 2005.
- Ridley-Duff, R. J. and Bull, M. *Understanding Social Enterprise: Theory and Practice*, London: Sage, 2011.
- Yunus, M, *Banker to the Poor*, USA: Penguin Books, 1999

### **ELECTIVE- III**

#### **2. CONFLICT AND PEACE BUILDING**

**CREDITS: 4 TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES OF THE COURSE**

- To develop appreciation for India's multi-cultural and multi- religious traditions and sensitivity towards difference
- To need to create peace and integration among people
- To develop the capacity to understand the wide range of activities associated with capacity building, reconciliation and societal transformation

#### **Unit I (12 Hours)**

##### **Introduction to the problems affecting Indian Society: Meaning and Forms**

Criminalisation and Communalisation of Politics  
Majority vs. Minority and Religious Fundamentalism  
Fanaticism, Regionalism and Terrorism

#### **Unit II (12 Hours)**

##### **Structural violence in Indian Society and its causative factors: Caste**

Violence and Communal Violence

State-sponsored Violence and Violence on Ethnic Groups  
Resource-based Violence, Conflict over Land, Forest and Water

#### **Unit III**

##### **Peace Building (12 Hours)**

Working on Rights Based Approach, the Gandhian Approach, and HizkiasAssefa Approach, Inter- Religious and Intra- Religious Approach,  
Skills in Peace Building - Effective Communication, Dialogues, Negotiation, Empathy, Problem Solving

#### **Unit IV**

##### **Peace Interventions and Social Change (12 Hours)**

The Role of Civil Society, Media, and Religious Leaders in Building Lasting Peace  
John Paul Lederach's Model of Hierarchical Intervention Levels  
Paul Galtung's Model Conflict Resolution  
Ron Kraybill's Model on Conflict Resolution

**Unit V**

**National and International agencies and their Interventions (12 Hours)**

UN Initiative for Peace, Peace March, Peace Movements, and Peace Corps

National

**BOOKS FOR REFERENCE**

Arulsamy.S. *Religion for a New Society*. Delhi: ISPCCK, 2000.

Dominelli Lena. *Anti-Oppressive Social Work Theory and Practice*. New York: Palgrave Macmillan, 2002.

Raghavan V.R. *Conflict Resolution and Peace Building in Sri Lanka*, New Delhi: Tata McGraw-Hill, 2005

Raj BalaMathur. *NGOs and Human Rights Movements*. Jaipur: Aadi, 2012.

Shukla R.P. *Value Education and Human Rights*. New Delh: Sarup& Sons, 2004.

SumitDutta. *Social Work and Social Development*. New Delhi: Wisdom Press, 2013.

Thomson Neil. *Anti-Discriminatory Practice*. London: Macmillan Press, 1997.

Thomson Neil. *Promoting Equality- Challenging Discrimination and Oppression*. New York: Palgrave Macmillan, 2003.

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