Bachelor of Social Work (Core/Major)

(Four Year Undergraduate (FYUG) Programme to be offered from 2023-24 academic sessions onwards as per NEP 2020)

Structure of the Four Year UG Programme with Social Work as Core/Major

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	Historical and Philosophical Foundations of Social Work	4
	Minor – 1		4
	IDC – 1		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
Total			***20***
II	Major – 2	Social Work Practice with Individuals and Group	4
	Minor – 2		4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
Total			***20***
Exit 1		**UG Certificate**	**40**
III	Major – 3	Community Organisation	4
	Major – 4	Regional Economy of North East India	4
	Minor – 3		4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
Total			***23***
IV	Major – 5	Sociology of Northeast India	4
	Major – 6	Social Action and Social Movements	4
	Major – 7	Social Welfare Administration	4
	Minor – 4		4
	AEC – 4	*Any one from the following:* Studies of Assamese Culture; or Spoken English	4
Total			***20***
Exit 2		**UG Diploma**	**83**
V	Major – 8	Public Administration in India	4
	Major – 9	Health and Mental Health	4
	Major – 10	Social Work with Persons with Disability	4
	Major – 11	Contemporary issues in World Politics	4
	Minor – 5	Demography	4

Total			***20***
VI	Major – 12	Peace, Conflict and Human Rights	4
	Major – 13	OB and HRM	4
	Major – 14	Introduction to Gender Studies	4
	Major – 15	Family and Child Welfare	4
	Minor – 6		4
Total			***20***
Exit 3		**UG Degree (General)**	**123**
VII	Major – 16	Social Work Counselling	4
	Major – 17	Social Entrepreneurship and Project Management	4
	Major – 18	Economics of Social Sector	4
	Minor – 7		4
	SEC – 4	Social Work Research	4
	Field Work	Seminar/Presentation/Internship etc.	4
Total			***24***
VIII	Major – 19	Social Work with Elderly	4
	Major – 20	Communication for Development	4
	Minor - 8		4
	Field Work	Project/Dissertation	12
Total			***24***
Exit 4		**UG Degree (Honours/Research)**	**171**

Structure of the Four Year UG Programme with Social Work as Minor

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	Foundations of Social Sciences	4
	IDC – 1		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
Total			***20***
II	Major – 2		4
	Minor – 2	Indian Society	4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
Total			***20***
Exit 1		**UG Certificate**	**40**
III	Major – 3		4
	Major – 4		4
	Minor – 3	Regional Economy of North East India	4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
Total			***23***
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	Sociology of Northeast India	4
	AEC – 4	*Any one from the following:* Studies of Assamese Culture; or Spoken English	4
Total			***20***
Exit 2		**UG Diploma**	**83**
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Demography	4
Total			***20***
VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4
	Minor – 6	Peace, Conflict and Human Rights	4
Total			***20***
Exit 3		**UG Degree (General)**	**123**
VII	Major – 16		4

	Major – 17		4
	Major – 18		4
	Minor – 7	Economics of Social Sector	4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
Total			***24***
VIII	Major – 19		4
	Major – 20		4
	Minor - 8	Communication for Development	4
	Field Work	Project/Dissertation	12
Total			***24***
Exit 4		**UG Degree (Honours/Research)**	**171**

Four Year UG Programme in Social Work
(Detailed Syllabi)

SEMESTER – I

DSC 1: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL WORK

Course Objectives:

- To orient the learners to the basic concepts of social work,
- To understand the basic values and principles of social work profession,
- To trace the history of social work in India and abroad,
- To understand the significance of contemporary ideologies in the practice of social work.

Learning Outcome: the learners of social work will be equipped with the knowledge philosophical ideologies, principles of social work and understand the profession's applicability in various settings.

Part I: Theory
(2 credits)

UNIT 1: CONCEPT OF SOCIAL WORK

Meaning, Definition, Basic Assumptions, Scope, Objectives, Basic Principles. Functions of Social work: Preventive, Remedial, Developmental; Methods of Social Work.

UNIT 2: BASIC CONCEPTS RELATED TO SOCIAL WORK

Social Service, Social Welfare, Social Reform, Social Justice, Human Rights, Social Security, Social Policy and Legislation, Social Development, Social Administration.

UNIT 3: HISTORICAL DEVELOPMENT OF SOCIAL WORK

Professional development of Social Work in India, USA and UK. Development of Social Work Education in India; Professionalization of Social Work, Basic Values, Philosophy, Principles of Social Work.

UNIT 4: PROFESSIONAL CODE OF ETHICS OF SOCIAL WORK

Code of Ethics in Social Work Profession, Marginalization of vulnerable groups and limitations of professional social work; Professional Social Workers Associations in India and abroad.

UNIT 5: INTRODUCTION TO POLITICS

Meaning, Concept and Definition of Politics, Power, Authority, Equality, Rights, Freedom, Liberty, Justice, Citizenship

UNIT 6: SOCIAL POLICIES AND SPECIAL PRIVILEGES

Social Policies and Special Privileges for SC/STs, Backward classes, women, children and religious and linguistic minorities, Policy, values and limitations

UNIT 7: CONTEMPORARY IDEOLOGIES- I
Meaning: Neo-Liberalism, Globalization, Postmodernism, Feminism, Multiculturalism.

UNIT 8: CONTEMPORARY IDEOLOGIES-II
Ideology of Sustainable & People Centred Development, Resurgence of the Civil Society, Ideology of Non-government Organizations.

UNIT 9: FIELDS OF SOCIAL WORK
Family and Child Welfare, Medical and Psychiatric Social Work, Rural and Urban Community Development, Criminology and Correctional Administration, Industrial Social Work.

UNIT 10: VARIOUS SETTINGS OF SOCIAL WORK PROFESSION
Family Courts, Educational Settings, Industry, Correctional Settings- Prisons, Rehabilitation Centres, Juvenile Homes, Rural Community, Urban Slums.

Part II:
(2 credits)

- Field work is an essential component of social work. It enables learners to apply the theoretical concepts and skills at the grass root level. Field Work Journal is attached with the SLM of this course.
- Orientation Visit will introduce the learners to the functioning, structure of social welfare organizations/ NGOs in order to understand the management and utilization of resources.

Basic Reading List:

1) Jacob, K.K. (1965) Methods and Fields of Social Work in India. Bombay: Asia Publishing House.
2) Misra, P.D. (1994) Social Work: Philosophy and Methods. New Delhi.
3) Bhattacharya, Sanjay (2003) Social Work: An Integrated Approach. New Delhi: Deep and Deep Publications.
4) Fink, Arthur E. (1985).The Field of Social Work. Beverly Hills: Sage Publication.
5) Cohen, Nathan E.(1958).Social Work in the American Tradition. New York: Mac Millan.
6) Bison, Herbert. (1952). The Philosophy of Social Work. Washington: Public Affairs Press.
7) Gore,M.S.(1965).Social work and Social Work Education..Bombay:. Asia Publishing House.
8) Elliot,P.(1972).The Sociology of Profession. London: Mac Millan Company.
9) Friedlander,W.A.(1958).Concepts and Method of Social Work. N.J: Prentice Hall.
10) Dasgupta, Sugata. (1967).Towards a Philosophy of Social Work in India. New Delhi: Popular Book Service.

[Note: DSC: Discipline Specific Core (Major); DSM: Discipline Specific Minor]

DSM 1: FOUNDATIONS OF SOCIAL SCIENCES

Course Objectives:

- To understand the Factors contributing to the development personality;
- to understand the concepts that will be beneficial to social workers in understanding human behaviour better;
- to understand the physical, psychological & social changes of various developmental stages;
- to provide the learners with a sociological perspective for effective social work practice,
- to familiarize the learners with various sociological concepts, social institutions and understand the significance of its knowledge in social work profession.

Learning Outcomes:

This course will equip the learners to assess human behaviour and its causes. It mainly helps in the practice of case work, group work and counselling. Sociological understanding is the basic foundation of a social worker. Thus, this course will enable the learner to analyse the role of social institutions and norms.

UNIT 1: UNDERSTANDING SOCIETY

Concept of Society, Basic Elements- Individual and Society, Groups- its functions, Community-Types of Community -Rural, Urban, Semi-Urban and Tribal.

UNIT 2: INTRODUCTION TO SOCIOLOGY AND THEORIES OF SOCIETY

Sociology as a Discipline; Relation between Sociology and Social Work; Significance a theoretical understanding of social, Evolutionary, Structuralism and Functionalism, Conflict theory, Social Action – theory of social action.

UNIT 3: CULTURE AND SOCIAL INSTITUTIONS

Forms of Culture, Contents- tradition, custom, norms, values, mores and folklores. Social Institutions: Concept and Types: Marriage, Kinship, Family, Religion, Economy, Politics and Education - their Characteristics and Functions

UNIT 4: SOCIAL STRATIFICATION

Concept, Meaning; Characteristics of Caste; Characteristics of Class; Difference between Caste and Class; Gender Roles and Inequality, Sexual Division of Labour

UNIT 5: SOCIALIZATION AND SOCIAL CONTROL

Agents of Socialization, Theories of Socialization. Social Control: Concept, Forms and Social Control – meaning – Agencies of Formal and informal means- social sanctions.

UNIT 6: SOCIAL CHANGE AND SOCIAL MOVEMENTS

Definition, concept, types and theories of social change in India. Concept, Theories of Social Change in India: *Sanskritization,* Westernisation, Modernisation; Social Reform Movements in India- Arya Samaj, Brahmo Samaj, Chipko Movement, Narmada Bachao Andolan, Bachpan Bachao Andolan, The Assam Movement.

UNIT 7: SOCIAL PROBLEMS IN INDIA

Poverty and Unemployment, Corruption, Crime, Gender Discrimination, Female Foeticide and Infanticide, Violence against Women and Children, Human Trafficking, Migration and Displacement.

UNIT 8: INTRODUCTION TO PSYCHOLOGY

Definition, Scope, Method and Relation with social work. Developmental psychology: Definition, Meaning & scope; Relation between Developmental Psychology and Social Work.

UNIT 9: NEEDS, MOTIVATION, PERSONALITY AND EMOTION

Definitions, need, nature, types; Personality: Nature Definition, Bio and socio determinants of personality, assessment of personality. Emotion: Meaning and Definition, Difference between Feeling and Emotions, Emotional Quotient.

UNIT 10: UNDERSTANDING HUMAN BEHAVIOUR

Concept of human behaviour, Factors affecting human behaviour: Psycho-Social Bases of Behaviour- Role of heredity, Role of endocrine glands, Role of central nervous systems, Social factors affecting behaviour.

UNIT 11: THEORIES OF DEVELOPMENT & BEHAVIOUR

Freud's Psychosexual theory & Erikson's Psychosocial Theory; Socialization Process, Coping /Defence Mechanisms. Maladaptive Behaviour, Stress, Mental deficiency, antisocial personality, Psychosomatic disorders; Adjustment Nature, Concept of Effective Adjustment.

UNIT 12: HUMAN GROWTH & DEVELOPMENT

Meaning, Life span approach to the understanding of human growth & behaviour, Principles of growth & development.

UNIT 13: STAGES OF HUMAN DEVELOPMENT

Prenatal- Pregnancy, Child Birth, Problems during delivery Infancy: Characteristics, Family influence Babyhood – Characteristics, Child Rearing Practices, Family relationship; Neonatal, infancy.

UNIT 14: CHILDHOOD AND ADOLESCENCE

Child growth & development, Influence of school, Social Grouping & Social Behaviour; psychosocial factors of adolescences, adulthood. Adolescence: Puberty- Physical changes & its effects, behavioral changes; Period of Storm &Stress, Identity Crisis, Peer Group Influence, Family Frictions, Social Relationship and Sexuality;

UNIT 15: ADULTHOOD AND OLD AGE

Early Adulthood- Vocational Adjustment, Role Changes, Marital Relationship, Adjustment to Parenthood; Middle age Adjustments in family, Widowhood, Preparation for age; Old age: Physical & Psychological Characteristics, Needs and Problems of the Elderly.

Basic Reading List:

1) Baron, R. A. (2001). Psychology. Allyn & Bacon.
2) Thibaut, J. W., & Kelley, H. H. (1959). The social psychology of groups. New York: Wiley.
3) Blackburn, R. (1993). The psychology of criminal conduct: Theory, research and practice. John Wiley & Sons.

4) Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. Developmental psychology, 23(5), 611.
5) Desai, A. R. 1948 Social Background of Indian Nationalism, Bombay: Popular Prakashan.
6) Frankel, Francine 1978 India's Political Economy, 1947-1977: The Gradual Revolution, Princeton: Princeton University Press.
7) Gough, Kathleen 1980 "Modes of Production in Southern India", Economic and Political Weekly, Vol. XV, Nos. 5, and 7, pp. 337-364.
8) Gouldner, A. W. 1970 The Coming Crisis of Western Sociology, New York: Basic Books.
9) Joshi, P. C. 1979 "Emergence of the Poor as a Class", Economic and Political Weekly, Vol. XIV, Nos. 7 and 8,pp. 355-366.
10) Komat, A. R. 1979 "The Emerging Situation: A Socio-structural Analysis", Economic and Political Weekly, Vol.XIV, Nos. 7 and 8, pp. 349-366.
11) Lele, Jayant K. 1978 "Tradition and Intellectuals in a Third World Society", The Ninth World Congress of Sociology, Uppsala, Sweden, August 14-19, (mimeo).

SEMESTER - II

DSC 2: SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS

Course Objectives:

- To understand case work method and its contribution to social work practice.
- To develop capacity to understand and accept the uniqueness of individuals and the social exchanges as group members.
- Understand the development and preventive goals in working with individuals and families.
- To develop ability of establishing and sustaining working relationship with the client.
- To help the learner acquire skills of working with individual and families in various situation and settings.

Learning Outcomes: This course will equip the social work trainee to learn the skills and techniques of the primary social work method that is case work. It will enable the learner to acquire knowledge of social work practice with individuals in different phases of the process.

Part : I
(3 Credits)

UNIT 1: INTRODUCTION TO SOCIAL CASE WORK

Concept and definition, Historical Development of Social Case Work in India, USA and UK, Social Case Work during First World War (1914-1918), Economic Depression (1930) and Second World War (1939-1945).

UNIT 2: PRACTICE OF SOCIAL CASE WORK

Principles of Case Work- Individualization, Acceptance, Meaningful Relationship, Non-judgmental Attitude, Controlled Emotional Involvement, Communication, Client's Self- determination

UNIT 3: COMPONENTS OF SOCIAL CASE WORK

Components of Social Case Work: Person, Problem, Place and Process

UNIT 4: TOOLS OF SOCIAL CASE WORK

Tools of Social Case Work: Interviewing, Recording, Home Visit and Supervision

UNIT 5: APPROACHES TO CASE WORK

Psycho-Analtical Approach, Crisis Intervention, Behaviour Modification Theory, Problem Solving Approach, Psycho-social Approach.

UNIT 6: CASE WORK TECHNIQUES

Techniques of Case Work, Transactional Analysis, Transference, Psychotherapy

UNIT 7: SOCIAL CASE WORK PROCESS

Phases of Social Case Work Process, Social Investigation, Social Diagnosis, Intervention, Monitoring and Evaluation.

UNIT 8: FIELDS OF SOCIAL CASE WORK PRACTICE
Determinants of Fields of Practice, Fields of Social Case Work Practice, the Family, Hospitals, Institutions Providing Mental Health Care, Working with Chronically/ Terminally Ill, Childrens' home, Schools, Home for the Aged.

UNIT 9: SOCIAL GROUP WORK
Meaning, Concept and definition, Historical Development of Group Case Work in the West

UNIT 10: THEORIES RELATED TO GROUP WORK
Theories in Social Group Work- Theory of Individual Dynamics, Theories of Group Dynamics, Models of Group Work

UNIT 11: DEVELOPMENT OF THE GROUP
Stages of Group Development- from planning, forming to termination of the group.

UNIT 12: GROUP PROCESS AND DYNAMICS
Group Dynamics, Formation of Groups, Planning, Factors affecting group formation

UNIT 13: TECHNIQUES OF GROUP WORK
Techniques of group work, group counselling, Role play, Group Discussion, Programme Media, Group Session.

UNIT 14: ROLE AND SKILLS OF SOCIAL GROUP WORKER
Role and Skills of Group Worker, Use of Sociometry

UNIT 15: GROUP WORK IN VARIOUS SETTINGS
Group work Practice Settings, Group work with Target Groups, Group Work in different settings.

Part: II
(1 Credit)

Field Work- Case Work, Group Work Practice in selected settings

Basic Reading List:

1) Biestek, Felic P (1957), The Case Work Relationship, Loyola University Press, Chicago, Illinois.
2) Friedlander, W.A. (1958), Concept and Methods of Social Work; Prentice Hall, MC, Englewood Cliffs, N.J.
3) Hamilton, Gorden (1956), Theory and Practice of Social Case Work; Columbia University Press, New York.
4) Hollis, F. (1972), Casework the Psycho-Social Therapy, Random House, New York.
5) Perlman, H.H. (1957), Social Case Work: A Problem Solving Process, Chicago.
6) M. Richmond, Social Diagnosis, Russell Sage Foundation, New York, 1917.
7) The short history of American Casework presented here is based on an article by H.H.
8) Perlman. M.H. Perlman; Social Casework" in H.K. Lurie (ed), Encyclopedia of Social Work, National Association of Social Workers, New York, 1965.
9) H. H. Perlman, Social Casework: A Problem-solving Process, The University of Chicago Press, Chicago, 1957.

10) J. Fischer, Effective Casework Practice, an eclectic approach, McGraw-Hill Book Company, New York, 1978.
11) Douglas, Tom (1979), Group Processes in Social Work, John Wiley & Sons, Chichester.
12) Konopka, Gisela (1954), Group Work in the Institution, Association Press, New York.
13) Konopka, Gisela (1963), Social Group Work: A Helping Process, Prentice Hall, Inc., Englewood Cliffs, N.J.
14) Phillips Jullie; Group Work in Social Care; Jessica Kingley Publisher, 2006.
15) Trecker, Herleigh B. (1970), Social Group Work, Principles and Practices, Association Press, New York.

DSM 2: INDIAN SOCIETY

Course Objectives:

This course intends to:

- enable the learners to understand about different types of Indian Society
- enable the learners to know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- enable the learners to know about the status of Women in India

Learning Outcomes:

After going through this course, learners will be able to:

- Understand about different types of Indian Society
- know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- know about the status of Women in India

UNIT 1: INDIAN SOCIETY: UNITY IN DIVERSITY

Meaning and Definition of Society and Culture; Indian Society and Culture; Unity and Diversity: Meaning and Concept; Forms of Diversity in India: Geo-physical diversity, Racial diversity, Linguistic diversity, Religious diversity.

UNIT 2: TYPES OF INDIAN SOCIETY

Urban Society; Classification of Cities; Problems of Urban Society; Rural Society in India, Types of Indian Villages, Local Self-governance in the Rural Areas, Criticisms of local self-governance system; Tribal Society in India; Approaches towards tribal society, Significance of 5^{th} and 6^{th} schedule of the Indian Constitution.

UNIT 3: MARRIAGES AND FAMILY IN INDIA

Family and marriage, Concepts, Types, Criteria of family formation. Some important dimensions of family: Household, Patriarchy, Gender division of labour.

UNIT 4: KINSHIP SYSTEM

Meaning; Definition; Types; degree of Kinship Rules; Taboos; Kinship structure and pattern in the different geographical zones across India.

UNIT 5: CASTE IN INDIA

Caste: Meaning and Characteristics; Jati and Varna; difference between Caste and Class; Jajmani system; Dominant Caste; Caste through the Ages; Administrative Interpretation of Caste: Scheduled Castes and their problems; Abolition of Untouchability

UNIT 6: CHANGING NATURE OF CASTE

Casteism: Meaning and causes; Relationship between Caste and Politics; Caste and Voting behaviour; Political Elite, Caste Mobilisation

UNIT 7: TRIBES IN INDIA

Tribe: Definition and Meaning; Characteristics; T.B. Naik's Characterisation of Tribe; Anthropological Convention; Constitution of India and Scheduled Tribes; Common Characteristics; Classification and

Distribution of Tribes; British Policy towards the Tribes; Policy during the Post-Independence Period

UNIT 8: WOMEN IN INDIAN SOCIETY

Women in Ancient India: Vedic and Post – Vedic Periods; Buddhist period; Medieval Period; Reform Movements and Struggle for Independence; Gender Relation in different period; Women Empowerment.

UNIT 9: ECONOMY OF INDIAN SOCIETY

Economy and types of Economies: Traditional Economic system and its characteristics, Command Economic system and its characteristics, Market Economic system and its characteristics, Mixed Economic system and its characteristics; Indian Economy before Independence; Indian Economy Post Independence Period; New Economic Policies: Liberalization, Globalization, Privatization

UNIT 10: POLITICS IN INDIA

Evolution of Indian Political Structure; Indian Structure Post Independence; Society; Decentralisation of power; Political Elite; Political Parties; Emergence of Electoral System

UNIT 11: RURAL LIFE IN INDIA

Evolution of Indian Villages; Characteristics of Indian villages; Agrarian Societies: Agrarian Class Structure; Land Reforms and Changes: Land Reforms in post-independence period, Current Scenario of Land Reforms in India

UNIT 12: RURAL LEADERSHIP

Meaning of Meaning of Leader and Leadership; Rural Power structure; Concept of Rural Leadership: Meaning, Types, Determinants, Characteristics; Role of Rural Leadership in the society; Significance of the Study of Rural Leadership

UNIT 13: PROCESS OF SOCIAL CHANGE

Social change: Meaning and Characteristics; the process of social change in Indian society; Sanskritization; Westernization; Modernization; Industrialization; Globalization.

UNIT 14: SOCIAL PROBLEMS IN INDIA

Corruption; Black Money; Smuggling

UNIT 15: SOCIAL ISSUE

Communalism; Regionalism; Ethnicity; Multiculturalism

Basic Reading List:

1) Beteille, A., 1969, (ed.): *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books.
2) Srinivas, M.N., 1962, *Caste in Modern India and other essay. Bombay*: Asia Publishing House.
3) Dumont, L., 1991, "Hierarchy Status and Power: The Caste System and its implications" in
4) Dipankar Gupta (ed.), *Social Stratification* .Delhi: Oxford University Press..
5) Berreman, G. D., 1991, "The Brahmanical View of Caste" in Dipankar Gupta (ed.), *Social*
6) *Stratification*. Delhi: Oxford University Press.

SEMESTER – III

DSC 3: COMMUNITY ORGANISATION

Course Objectives:

- To be acquainted with the concepts of community and its dynamics
- To understand community organization as a method of social work
- To understand the critical elements of community organization practice
- To enhance critical understanding of the models and strategies for community
- To understand the concepts and strategies of rural and urban community development.

Learning Outcome: This course will instill the knowledge and skill of working with the community- rural, urban and tribal.

Part – I (Theory)
(3 credits)

UNIT 1: ANALYZING COMMUNITY
Concept of community, Types of Community, Structure & functions, Deconstruction of community, Understanding community power structure

UNIT 2: COMMUNITY ORGANIZATION
Meaning, Objectives, principles & Definition; Phases of Community Organization; history of community organization; Evolution of Community Organization as a Method of Social Work.

UNIT 3: METHODS OF COMMUNITY ORGANIZATION
Fact finding; surveys, analysis, planning & evaluation. Concept of Community Participation: steps and applications of community organization

UNIT 4: COMMUNITY ORGANIZATION AS A METHOD OF SOCIAL WORK
Concept of Community Work, Community Organization and Community Development, Principles of community organization,

UNIT 5: ROLE OF COMMUNITY ORGANISER
Role of Community Organiser in Different Settings; Community Development: difference between Community Development & Community Organisation.

UNIT 6: COMMUNITY DEVELOPMENT
Concept, Philosophy & Methods; Rural Community; Meaning & Characteristics, Rural Development Administration; At the Block level; Role of NGOs in Rural Development in India; 73rd Constitutional Amendment.

UNIT 7: CHARACTERISTICS OF URBAN COMMUNITIES

Origin & Growth of Cities–Industrialization, Urbanization & Modernization. Growth of slums: cultural, political & social aspects of slum life: social problems in urban areas.

UNIT 8: COMMUNITY ORGANIZATION IN TRIBAL SOCIAL SYSTEM AND VULNERABLE COMMUNITIES

Tribal Social System and Governance, Tribal Autonomous Councils, Scheduled Areas, Community Organization with Vulnerable Communities, 6th schedule areas;

Part – II (Field Work)

(1 credit)

Suggested Activities:

- Participatory Rural Appraisal,
- Community Organization,
- Awareness Programme in Rural and Urban Areas
- Socio-economic survey.

Basic Reading List:

1) Ross, M.G.1967. Community Organization: Theory, Principle and Practice. New York: Harper and Row.
2) Shankar Rao ,C. N. Sociology :Principles of Sociology with an Introduction to Social Thought, S. Chand & Company LTD: Ram Nagar, New Delhi
3) Misra. P. D. Social Work: Philosophy and Methods, Inter-India Publications, New Delhi India

DSC 4/DSM 3: REGIONAL ECONOMY OF NORTH EAST INDIA

Course Objectives:

- Provide knowledge on different aspects of economy of NE region.
- Help to analyse the service sector growth in the context of economy of NE India.
- Highlights the different prospects which can be explored for growth of NE India

Course Outcomes:

- Enable the learners to acquire knowledge enabling them to articulate well the various problems and prospects in economic development of NE India
- Encourage the learners to go for research in the field related to NE India and its. Economy.
- Facilitate the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society

UNIT 1: NORTH EAST AS A REGION

Concept of India's North East as an Economic Region; Characteristics of the Economy of the North-East; North Eastern Council (NEC): Aims and Objectives; Role and Function of NEC in Regional Development; Critical Evaluation

UNIT 2: NATURAL AND HUMAN RESOURCES OF THE NORTH EAST

Natural Resources - Mineral, Forest, Water and Their Uses; Prospects and Challenges; Human Resources of the North East: Size, And Growth of Population; Characteristics of the Population: Sex Ratio, Age Composition, Density, Rural-Urban Ratio and Occupational Distribution; Indicators of Human Development: Life Expectancy, Infant Mortality and Literacy

UNIT 3: MAJOR ECONOMIC PROBLEMS OF NORTH EAST INDIA

Poverty, Unemployment, Low Capital Formation, Other Socio- Economic Problems

UNIT 4: DOMESTIC PRODUCT OF NER

Trend and Composition of State Domestic Product and Per Capita Income of the Different States of the Region in the Post-Independence Period; Reasons for Slow Growth Rate of State Income

UNIT 5: AGRICULTURE IN NORTH EAST INDIA

Importance of Agriculture for the N-E Economy; Land-Use Pattern and Cropping Pattern; Agricultural Production and Productivity; Modernisation of Agriculture in the Region

UNIT 6: PROBLEMS AND CHALLENGES FACED BY PRIMARY SECTOR IN NER

Problems of Primary Sector; Challenges faced by Agricultural Sector; Suggestions for Improvement

UNIT 7: SHIFTING CULTIVATION AND PROBLEM OF AGRICULTURAL TRANSITION IN HILL AREAS

Concept of Shifting Cultivation; Harmful Impact of Shifting Cultivation; Problem of Agricultural Transition in Hill Areas

UNIT 8: INFRASTRUCTURE IN THE NORTH EAST

State of Infrastructure in the Region: Power, Transport and Communication; Finance; Health and Education

UNIT 9: INDUSTRIALISATION IN THE NER

Role of Organized and Unorganized Industries; Extent of Industrial Development; Current Industrial Policy for N-E India (Important Features Only); Problems Faced by the Industries of NER; Suggestions to Overcome the Problems; Development of SSIs in NER; Problems and Prospects

UNIT 10: BORDER TRADE AND LOOK EAST POLICY

Prospect of Border Trade with Neighbouring Countries; Look East Policy; Act East Policy

UNIT 11: BANKING AND FINANCIAL INCLUSION IN NER-PERFORMANCE, PROSPECTS AND CHALLENGES

Performance of Banking Sector in NER, Prospect and Challenges**;** Performance, Problems and Prospect of Regional Rural Banks (RRBs) in NER

UNIT 12: DEVELOPMENT OF TOURISM SECTOR IN NER-PROBLEMS AND PROSPECTS

Tourism Sector in NER-Present Status; Prospect of Tourism Sector in NER; Specific Problems Faced by the Tourism Sector in NER

UNIT 13: CO-OPERATIVE MOVEMENTS AND COMMUNITY DEVELOPMENT PROGRAMMES IN NER WITH SPECIAL REFERENCE TO ASSAM

History of Co-Operative Movement in NER And Assam; Features Of The Co-Operative System; STATEFED; Weakness Of The Co-Operative System

UNIT 14: ECONOMIC PLANNING IN NER WITH SPECIAL REFERENCE TO ASSAM

Economic Planning in Assam and NER after Independence; Major Achievement; Failures

UNIT 15: COMMUNITY DEVELOPMENT PROGRAMMES IN NER WITH SPECIAL REFERENCE TO ASSAM

Major Community Development Programmes in NER and Assam; Achievements and Limitations; Role of Local Government in Economic Development: Panchayati Raj Institutions

Basic Reading List:

1) Dhar, P.K : *The Economy of Assam (Including the Economy of North-East India)*, Kalyani Publisher
2) Daimari, P (2008) : *Economic Development of Assam-Problems and Prospects*, Eastern Book House
3) Lyngdoh C. R., Rani, M (Eds.). *Look East Policy-Impact On North East India,* Akansha

SEMESTER – IV

DSC 5/DSM 4: SOCIOLOGY OF NORTHEAST INDIA

Course Objectives:

This course intends to:

- enable the learners to know about the north-eastern region of India.
- enable the learners to understand the features and concerns that are common to all the eight states of this region.

Learning Outcomes:

After going through this unit, the learner will be able to:

- Know about the north-eastern region of India.
- Understand the features and concerns that are common to all the eight states of this region.

UNIT 1: THE CONCEPT OF NORTHEAST INDIA

Northeast India in the Ancient, Colonial and Post period

UNIT 2: LOCATION AND ECOLOGY OF NORTHEAST INDIA AND ASSAM IN PARTICULAR

Location; Boundaries; Ecology of Northeast India; Flora, Fauna, Rare species and Ecological Hotspots

UNIT 3: PROCESS OF STATE FORMATION IN ASSAM

Ahom Kingdom; Chieftainship; Administrative Boundaries

UNIT 4: STATE FORMATION DURING POST-INDEPENDENCE PERIOD

Creation of different states and Autonomous Councils

UNIT 5: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA

Racial; Linguistic; Caste; Religious; Tribal groups of Assam

UNIT 6: SOCIAL INSTITUTIONS AMONG THE MAJOR TRIBAL GROUPS OF THE NORTH EASTERN STATES

Family, Marriage and Kinship; Religion, Economy and Polity among the major tribal groups of the northeastern states.

UNIT 7: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR

Immigrant groups, Occupation; Consequences of Immigration; Insider versus Outsider feuds

UNIT 8: ETHNIC IDENTITY IN NORTHEAST INDIA

Ethnicity: Meaning and Characteristics; Intercommunity relations and its changing nature; Ethnic Conflict

UNIT 9: AUTONOMY MOVEMENTS IN ASSAM

Meaning and Concept of Autonomy; Demand for Sixth Schedule; Demand for separate homeland; Causes and Its implications in Intercommunity relations

UNIT 10: INSURGENCY IN NORTHEAST INDIA
Origin and Development of insurgency in the region; Major insurgent groups

UNIT 11: LAND RELATION IN NORTHEAST INDIA
Land holding patterns, agrarian structure

UNIT 12: ECONOMIC PROBLEMS IN NORTH EAST INDIA
Unemployment, Infrastructure, Industrialization

UNIT 13: DEVELOPMENT IN NORTHEAST INDIA
North Eastern Council (NEC), The Ministry of Development of North Eastern Region (MDoNER), Look East Policy

Basic Reading List:

1) Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
2) Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India,* Guwahati: Tribal Research Institute.
3) Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000,* Guwahati: North Eastern Social Research Centre.
4) Fernandes, Walter and Sanjay Barbora, 2008, Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) *Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.
5) Goswami, Atul; August, 1984; Tribal Development with special Reference to North-East India in *Social Scientist* ; vol12, no8; pp 55-60.
6) Hussain, Monirul, 2008*, Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
7) Karna, M. N. 1990, The Agrarian Scene in *Seminar*, vol 366, pp 30-37.
8) Karna, M.N., 1999, Ethnic identity and Socio-economic Processes in North-east India in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India,* IIAS-Shimla, pp29-38.

DSC 6: SOCIAL ACTION AND SOCIAL MOVEMENTS

Course Objectives:

- To familiarize learners with concepts in defining social action and social movements.
- To provide an over view of evolution of social action as method in social work.
- To acquaint learners with various theoretical perspectives on social movement.

Learning outcome: The course will help the learners to identify the factor that bring about social change. Social action as a method of social work contribute to social change. The learners will learn how social movements have brought about changes in the society.

Part – I (Theory)
(3 credits)

UNIT 1: INTRODUCTION TO SOCIAL ACTION

Concept, Definition and meaning of Social Action, Social Action as a method of Social Work: Typology of social action. Scope of social action, Principles of social action.

UNIT 2: STRATEGIES AND MODELS OF SOCIAL ACTION

Strategy of social action, Models of social action, Social action and social change, Social Work and Social Action.

UNIT 3: HISTORY OF RADICAL SOCIAL WORK PRACTICE

Settlement House Movement and Anti-oppressive Social work practice, Critical Social work and Structural Social Work practice.

UNIT 4: INTEGRATED SOCIAL WORK PRACTICE

Meaning, relevance of the integrated approach to social work, integrated approach as an inter-disciplinary method of problem solving.

UNIT 5: PERSPECTIVES OF SOCIAL ACTION

Concept of Conscientisation and critical awareness, Paulo Friere, B.R. Ambedkar, Mahatma Gandhi and Saul Alinskey's contribution to Social Action

UNIT 6: INTRODUCTION TO SOCIAL MOVEMENTS

Definition and meaning of social movements, Concept, nature and Components, Social Movements and Social Change, Norms of social movements.

UNIT 7: CLASSIFICATION OF SOCIAL MOVEMENTS

Old and New Social Movements, Characteristics of New Social Movements, Structure of social movements; Case Studies of Social Movements in India.

UNIT 8: SOCIAL MOVEMENT IN INDIA

Overview of Social Movements in India, Peasant Movements, Labour movements, Women's movements, Dalit movements, Tribal movements, Naxalbadi Movement, Dalit Mobilization, Tribal Solidarity Movements.

UNIT 9: ENVIRONMENTAL MOVEMENTS

Narmada Bachaon Andolan, Chipko Movement.

UNIT 10: SOCIAL MOVEMENTS IN NORTH-EAST INDIA WITH SPECIAL REFERENCE TO ASSAM

The Assam Movement, Students movements, peasant movement,

Part – II (Field Work/Seminar)

(1 credit)

Field Work Activity (Suggested List):

- To meet up social organization with video evidence.
- Social media campaigning.
- List of functionaries.
- Conduct one interview.
- Focus Group Discussion, proposal writing, setting up / registering an organization.

Basic Reading List:

1) Weber, Max (1991); The Nature of Social Action. & quot; Runciman, W.G. ' Weber: Selections in Translation, Cambridge University Press
2) Weber, Max (1978), Economy and Society: An Outline of Interpretive Sociology., USA: University of California Press
3) Parsons, Talcott (1968), The structure of social action: a study in social theory with special reference to a group of recent European writers, New York: Free Press
4) Britto, Gabriel A.A. (1984), "Some Principles of Social Action" .
5) Das Gupta, Sugata, (1987), "Social Action" in Encyclopedia of Social Work in India, Vol. 3, Publications Division, Delhi.
6) Desai, Armaity S. (1984), "Social Action and the Social Work"
7) Freire, Paulo (1972), Pedagogy of the Oppressed.
8) Siddiqui, H.Y. (Ed) (1984), Social Work and Social Action, Harnam Publications, Delhi
9) Jacob, K.K. (1965). Methods and fields of social work in India. Bombay: Asia Publishing House.

DSC 7: SOCIAL WELFARE ADMINISTRATION

Couse Objectives:

- To understand concept, principles and components of social welfare administration.
- To develop understanding of social welfare administration as a method of social work profession.
- To Study legal aspects of Social Work Administration
- To create awareness about the various social welfare programmes implemented by Central & State Governments

Learning Outcomes: This course educates the social work learners for optimum utilization of resources like government schemes and other welfare measures at the grass-root level.

Part – I (Theory)
(3 credits)

UNIT 1: SOCIAL WELFARE ADMINISTRATION
Meaning, Concept, Nature, Definition, Scope and Principles; Social Welfare Administration as a Method of Social Work.

UNIT 2: FUNCTIONS OF WELFARE ADMINISTRATION
POSDCoRBF- Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Fund raising, Accounting, Auditing.

UNIT 3: NON- GOVERNMENTAL ORGANIZATIONS
Functioning and Registrations of Welfare Organization, Procedure for Establishing and Running Social Service Organization; Structures

UNIT 4: TYPES AND PURPOSE OF SOCIAL SERVICE ORGANIZATIONS
Registration of Societies and Trusts; Constitution and byelaws; Societies Registration Act; Factors motivating voluntary action.

UNIT 5: NATIONAL & INTERNATIONAL VOLUNTARY AGENCIES
Problems of Voluntary Organizations, sources of funding, management of funds- budgeting.

UNIT 6: ORGANIZATION OF HUMAN SERVICES
Establishment of Human service organization**,** Management of human service organization**,** Decision making processes**,**

UNIT 7: ROLE OF COMMUNICATION
Communication in administration**,** Practice of Social Welfare Administration in different settings, Social welfare Administration as an instrument of Social Change

UNIT 8: WELFARE PROGRAMMES IN INDIA
Welfare programmes in India for Women, Children, Youth, Aged, Destitute and differently-abled; Social

Welfare Programmes for SCs & STs; Integrated Child Development Services, Social security schemes of Central & State governments, Resource Mobilization, Grant-in-aid, Fund raising.

UNIT 9: SOCIAL WELFARE ADMINISTRATION IN INDIA

National level & State level Social Welfare Department: Functions and Programmes. Organizational Structure, Programmes of Central Social Welfare Board, State Welfare Departments, Transparency and Accountability of Social Welfare Organizations.

Part – II (Field Work/Meeting-up people)
(1 credit)

Field Work Activity (Suggested List):

- Visit and understand the functioning, establishment and registration processes of welfare organizations
- Write journal on the formation and goal settings of welfare organizations, role of Social Welfare Departments, Women and Child Welfare Departments and other Governmental and NGOs.

Basic Reading List:

1) Goel, S.L. and Jain, R. K. (1988) Social Welfare Administration, Vol. I and II, New Delhi Deep Publications.
2) Jagannadham, C. (1978). Administration and Social Change, New Delhi, Uppal Publishing House.
3) Reed, Ella W. ed., (1961) Social Welfare Administration, New York, Columbia University Press.

SEMESTER – V

DSC 8: PUBLIC ADMINISTRATION IN INDIA

Course Objectives:

- The course "Public Administration in India" is designed to help the learners to have an understanding of the structural and functional dynamics of public administration in India.
- To discuss political and non-political executive in India with reference to their background and nature.
- To understand important institutions and offices in the field of public administration in India, namely the Cabinet Secretariat and the Prime Minister's Office (PMO).
- To orient learners to Union Public Service Commission and the State Public Service Commissions which are charged with the responsibility of recruitment and management of public services in India are therefore brought into our discussions as an essential part of the course.

Learning Outcomes:

- The learners will be able to explain the evolution of public administration in India from the ancient period to the post-independent period while becoming familiar with the salient features of public administration in India
- The learners will be able to become familiar with the issue of generalists vs. specialists with special reference to Indian administration and be able to discuss the framework of public services in India covering the All India Services, the Central Services and the State Services
- The learners will be able to familiarize themselves with the structure and powers and functions of two very important institutions, namely, the Prime Minister's Office and the Cabinet Secretariat.
- The learners will be able explain the budgetary process in India and also become familiar with concept of performance budgeting.
- The learners will be able to discuss the structure and functions of the state secretariat while becoming familiar with the role and importance of the Chief Secretary in the administration of the state.
- The learners will be able to explain various aspects of district administration in India and also discuss the role of the District Collector or Deputy Commissioner as the head of district administration in India
- The learners will be able to explain the institutions of Lokpal and Lokayukta and also discuss the provisions of the Right to Information Act, 2005
- The learners will be able to explain the various efforts at administrative reforms with special reference to the First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005).

UNIT 1: EVOLUTION OF PUBLIC ADMINISTRATION IN INDIA

Administration in the Ancient Period, Administration in the Mughal Period, Administration in the British Period, Administration in the Post-Independent Period

UNIT 2: FEATURES OF PUBLIC ADMINISTRATION IN INDIA

Salient Features of Public Administration in India

UNIT 3: GENERALISTS AND SPECIALISTS

Meaning of Generalists and Specialists, Background of the Generalist versus Specialist Controversy in India, Arguments in favour of Generalists, Arguments in favour of Specialists

UNIT 4: PUBLIC SERVICES IN INDIA

Political and Permanent Executive in India; Public Services in India: All-India Services, Central Civil Services, State Services

UNIT 5: CABINET SECRETARIAT, PMO

Cabinet Secretariat: Structure, Powers and Functions; PMO: Structure, Powers and Functions

UNIT 6: UNION PUBLIC SERVICE COMMISSION AND STATE PUBLIC SERVICE COMMISSIONS

Union Public Service Commission (UPSC): Composition of the UPSC, Functions of the UPSC; State Public Service Commissions (SPSC): Composition of the State Public Service Commissions, Functions of the State Public Service Commissions; Annual Report of the Commissions, Independence of Public Service Commissions

UNIT 7: CONTROL OVER ADMINISTRATION IN INDIA: EXECUTIVE CONTROL, PARLIAMENTARY CONTROL AND JUDICIAL CONTROL

Means of Executive Control in India, Means of Parliamentary Control in India, Means of Judicial Control in India

UNIT 8: NEUTRALITY VERSUS COMMITMENT OF CIVIL SERVANTS

Political Neutrality of Civil Service in India; The issue of Committed Bureaucracy

UNIT 9: BUDGETARY PROCESS IN INDIA

Meaning of Budget, Stages of the Budget**;** Performance Budgeting in India; Limitations of Performance Budgeting

UNIT 10: STATE SECRETARIAT: STRUCTURE AND FUNCTIONS

Structure of State Secretariat, Functions of the Secretariat; Chief Secretary, Functions of the Chief Secretary

UNIT 11: DISTRICT ADMINISTRATION IN INDIA

History of District Administration in India, Organisation of District Administration, Functions of District Administration

UNIT 12: THE DISTRICT COLLECTOR OR THE DEPUTY COMMISSIONER

Emergence of the Office of the District Collector, Functions of the District Collector; Role and Position of District Collector/Deputy Commissioner

UNIT 13: MACHINERY FOR REDRESSAL OF PUBLIC GRIEVANCES; RIGHT TO INFORMATION ACT, 2005

Institution of Ombudsman (Lokpal and Lokayukta); Development of the Institutions of Lokpal and Lokayukta: Institution of Lokpal, Institution of Lokayuktas in States; Right to Information Act, 2005: Background of the Right to Information Act, 2005, Development of the Right to Information Act, 2005, Provisions of the Right to Information Act, 2005

UNIT 14: ADMINISTRATIVE REFORMS IN INDIA

Overview of administrative reforms since independence; First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005)

Basic Reading List:

1) Arora. Ramesh. K. and Goyal, Rajni - *Indian Public Administration - Institutions and Issues* : New Age International Publishers.
2) Avasthi, Amreswar & Avasthi, Anand Prakash (1999): *Indian Administration*. Agra: Lakshmi Narain Agarwal.
3) Basu, Rumki (2004). *Public Administration-Concepts and Theories*. New Delhi: Sterling Publishers Private Limited.
4) Bhagwan, Vishnoo and Bhushan, Vidya (2007). *Public Administration*. New Delhi: S.Chand & Company Ltd.
5) Bhattacharya, Mohit. 2007. *Public Administration*. Kolkata : The World Press Private Ltd.
6) Chanda, Asok, 1968. *Indian Administration* – G. Allen and Unwin : London.
7) Ghosh, P. (1969). *Personnel Administration in India*. New Delhi: Sudha Publications (P) Ltd.
8) Hoshiar Singh & Pankaj Singh; (2011): *Indian Administration*; Pearson, New Delhi.
9) Maheshwari, S.R. (2003) : Indian Administration(sixth edition). New Delhi: Orient Longman Private Limited.
10) Mehta, Vinod. 2000. *Reforming Administration in India*. Har-Anand Publications.
11) Muttallib, M.A., 1967. *The Union Public Service Commission*. New Delhi: IIPA.Anand Publications
12) Naidu, S. P. (2005): *Public Administration-Concepts and Theories*. New Delhi: New Age International (P) Ltd.
13) Ramesh K. Arora & Rajni Goyal; (2010): *Indian Public Administration-Institutions and Issues*; Wishwa Prakashan, New Delhi
14) Sen, Dr. Sanjay and Debnath, Lakhi - *Indian Administration*: Mahaveer Publications.
15) Sharma, Dr. M. P. & Sadana, Dr. B. L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.
16) Sinha, V.M. (1986). *Personal Administration: Concept and Comparative Perspective*. Jaipur: R.B.S.A. Publisher
17) Tyagi, A.R. (2004) : *Public Administration: Principles and Practice*. Delhi: Published by Atma Ram & Sons.

DSC 9: HEALTH AND MENTAL HEALTH

Course Objectives:

- To orient the learners regarding the concepts of health and mental health and explore the prospects of social work practice in the medical and psychiatric settings.

Learning Outcomes:

This course introduces the learner to- Meaning, Definition of Health, Medical and Psychiatry, Biomedical concept, Ecological concept, Psychosocial concept, Holistic concept; Mental Health settings, Illness: Relationship of Health and Illness; Health and Socio-Cultural Issues, Illness and Identity, Psychological and Cultural Approaches and the role of medical and psychiatric social workers

UNIT 1: HEALTH

Meaning, Definition, Concept- Biomedical concept, Ecological concept, Psychosocial concept, Holistic concept; Illness: Relationship of Health and Illness; Health and Socio-Cultural Issues, Illness and Identity

UNIT 2: SOCIAL EPIDEMIOLOGY - I

Concept, Definition, Scope; Classification- Epidemic and Endemic- its Socio- economic effects on Population; Epidemiological Methods, Disease patterns, Ecology and Disease

UNIT 3: SOCIAL EPIDEMIOLOGY - II

Types of Communicable and Non- Communicable Diseases: Types, Prevention and Control Measures, Current status of communicable diseases in India; Role of Medical Social Workers.

UNIT 4: COMMUNITY HEALTH

Concept and Definition, Factors influencing Community Health, Community Medicine, Diagnosis and Treatment, Community Health Programme, Community Health Problems in India, Strategies to deal with the problems, National Health Programmes (NHP)

UNIT 5: HEALTH AS A FUNDAMENTAL RIGHT

Defining the Right to Health, Historical Perspective, Health Rights and Health, Health care and Health Rights, Concept of Health Development, Objectives of Health Care Planning, Health Policy and Planning in Post- Independent India, National Health Policies- 1983, 2002; National Health Mission (NHM)

UNIT 6: MEDICAL SOCIAL WORK

Concept, Nature, Scope, Challenges, Social Work Perspective on Health, Evolution of Medical Social Work in USA, UK and India, Changing Concept of Health, Intervention and Treatment Planning, Public Health, Health Education, School Health Education

UNIT 7: ROLE OF MEDICAL SOCIAL WORKERS

Role of Medical Social Workers in various settings- Hospitals and Outpatient Department, in Hospice, Rehab and Emergency, Community Health Centres, with Differently-abled patients; Medical Social Work Department in Hospitals, Social Work in different departments of Hospital, Teamwork, Patients Rights in Health Care- Health Insurance Problem, Need for Right to Health Care

UNIT 8: MENTAL HEALTH

Meaning, Concept, Statistical, Psychological and Cultural Approaches, Mental Illness- Concept, Types, Characteristics, Causes of mental illnesses, Clinical Features of Types of Mental Illnesses

UNIT 9: PSYCHIATRIC ILLNESSES AND MANAGEMENT

The Field of Psychiatric Social Work: Basic concepts and theoretical framework, historical development, major approaches in psychiatric social work and value concepts underlying psychiatric social work practice in mental health. Problem formulation- various approaches to social diagnosis.

UNIT 10: THERAPEUTIC MODELS IN PSYCHIATRIC SOCIAL WORK

Various theoretical approaches in individual treatment and processes of individual techniques. Principles and Practices of Group Treatment.

UNIT 11: FAMILY THERAPY

Historical background approaches and methods of practice. Family as a social system: theoretical frame work.

UNIT 12: SOCIAL WORK IN MENTAL HEALTH

Application of Social Work Methods in Mental Health Programmes- Case Work, Group Work and Community Organization; Skills of a Mental Health Social Worker; Problems and Prospects of Social Work in the Mental Health set up in India; Mental Health Act 1987, Forensic Psychiatry, Health Planning in India-the various Committees.

UNIT 13: VARIOUS SETTINGS OF MEDICAL SOCIAL WORK

Medical and Clinical setting, Community Organization, Health Administration, Child Day Care Centres, palliative care, Forensic Psychiatry, Working With Multidisciplinary Team: mental hospital as a social system and psycho-social aspects of hospitalization.

UNIT 14: PRACTICE OF PSYCHIATRIC SOCIAL WORK IN DIFFERENT SETTINGS

Family service agencies, child welfare agencies, school settings, correctional institutions, general hospital settings and dead diction centres, industrial settings, nontraditional mental health services, national and international charitable organizations.

Basic Reading List:

1) Bhattacharya, Sanjay. (2008). Social work psycho-social and health aspects. New Delhi: Deep and Deep Publications.
2) Anthony, S. (2000). Evolutionary Psychiatry a new beginning. London: Routledge
3) Barker, P.J. & Baldwin, S. (Eds.). (1991). Ethical Issues in Mental Health. London: Chapman & Hall.
4) Roberts, N. (1967). Mental Health and Mental Illness. London: Routledge & Kegan Paul.

DSC 10: SOCIAL WORK WITH PERSONS WITH DISABILITY (PWD)

Course Objectives:

- To understand the concept of disability and its varied dimensions.
- To sensitize the students about the vulnerability and rights of PWDs.
- To make students aware of disability issues pertaining to family and across gender.
- To identify various strategies to work towards their rehabilitation.
- To understand the role of social workers in promoting rehabilitation measures for the PWD.

Learning Outcomes:

This course helps students to understand the concept of disability, problems of persons with disability, various legislations, rehabilitation programmes for PWDs and strategies pertaining to disability rights. It focuses on the measures and role of professional social workers in disability rehabilitation and education.

Part I: Theory
(2 Credits)

UNIT 1: UNDERSTANDING DISABILITY

Definition, Concept: Disease, impairment, disability and handicap; Causes for disability: Prenatal, natal, and postnatal causes; Types of disabilities. PWD population in India, Changing types of disability.

UNIT 2: DIFFICULTIES FACED BY PERSONS WITH DISABILITIES (PWD)

Individual level, in day to day activities, education, employment and societal level, general and specific vulnerable PWDs: Persons with multiple disabilities, Persons with severe and profound disability.

UNIT 3: FAMILIES WITH PERSONS WITH DISABILITIES

Role of family member in supporting persons with disabilities; Role of Community involvement, Issues faced by Women and Children with Disability, Role of developmental organisations in empowering the women and children with disabilities, Early intervention in children and benefits

UNIT 4: PREVAILING LEGISLATIONS

National legislations, UN Conventions and declarations of Persons with Disabilities, Mental Health Act 1987, Rehabilitation Council of India 1992, Persons with Disability Act 1995, National Trust Act 1999; National Policy for Persons with disabilities 2006, Rights of Persons with disabilities Bill 2012, Rights of Persons with Disabilities Act 2016.

UNIT 5: GOVERNMENT AND NGO PROGRAMMES

Schemes and benefits; Preventive measures: Early identification, intervention and rehabilitation; Institution Based Rehabilitation Programmes and Community Based Rehabilitation Programmes; Government organizations: RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department/Department of Differently Abled; NGOs: CBR Forum, CBM, Blind People Association, grass-root level NGOs, PWD Associations.

UNIT 6: REHABILITATION OF PERSONS WITH DISABILITIES

Process of rehabilitation: Early identification, Treatment, Education, Vocational methods and strategies at individual, family, Role of Community involvement in Rehabilitation process, Social mobilization, Networking with other service organizations available in the community; Job placement for the disabled - organized sectors and self-employment, Utilization of Government and other available resources, type of guidance, vocational, educational and personal.

UNIT 7: VARIOUS APPROACHES

Strength based Approach; Rights based Approach, Barrier free environment, Inclusive development, Research in disability management; Role of Technology in dealing with disability, Fitment of aids and appliances, Cross-disability approaches; International organizations working in the area of disability, Accessible India Campaign and its benefits, Multidisciplinary rehabilitation team and their roles.

UNIT 8: ROLE OF SOCIAL WORKER IN WORKING WITH PWD

Awareness creation and sensitization on disability, rehabilitation counselling, guidance to PWDs and family members, Barrier free environment; Coordination with multi-disciplinary rehabilitation professionals, formation of PWD Associations, Advocacy, Networking, Registration as Rehabilitation Professional under RCI.

Part II: Field Work

(2 Credits)

(For Field Work in the sectors working for Persons with Disability, a Field Work Journal /Guidelines to be attached with SLM)

Basic Reading List:

1) Balcher, J (Ed.). (1984). *Severely Handicapped young children and their families*. New York: Academic press.
2) Bhambhani, M. (1999). The burden of woman with Disabilities. *Action Aid Disability News*, 1 and 2, 22–24.
3) Carrol, T.J. Rev. (1961). *Blindness: What it is, what it does, and how to live with it*. Boston: Little Brown and Co.
4) Chapman, E. (1978). *Visually Handicapped Children and Young People*. London: Routledge and Kegan Paul.
5) Gregory, S. (1976). *The Deaf Child and his family*. Plymouth; Double and Brendon Limited.
6) Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. *International Journal of Management, Marketing and HRD*, 1.
7) Mc Conkey, R. and Mc Cormack, B. (1983). *Breaking Barriers: Educating people about disability*. London: Souvenir Press (E) and (A) Ltd.
8) Oliver, M. (1983). *Social Work with Disabled People*. Basingstoke: Macmillan.
9) Punani, B. Rawal, N. and Sajit, J. (2002). *Manual Community Based Rehabilitation (Visually Impaired)* (2nd ed.). Ahmedabad: Blind People's Association.
10) Rao, N. S. (2008). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
11) Robertson, S. E. and Brown, R. L. (1992). *Rehabilitation Counselling: Approaches in the 39 field of disability*. London: Chapman & Hall.
12) Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.

13) Werner, D. (1994). *Disabled Village Children – A Guide for community Health Workers, Rehabilitation Workers, and Families*. New Delhi; Voluntary Health Association of India.
14) Young, P. (1985). *Mastering Social Welfare*. London: Macmillan Education Ltd
15) Action on Disability and Development: Building Abilities: A Handbook To Work With People With Disability. Bangalore. Books for Change Publications, 2001.
16) Albrecht G.L, Katherine D Seelman& Michael Bury. (2001). *Hand Book of Disability Studies*. London: Sage
17) Grant, (2005). *Learning Disability*: *A Lifecycle Approach to Valuing People*. London
18) Hegarty Seamus &MithuAlur. (2002). *Education and Children with Special Need*s. London: Sage
19) Karanth, Pratibha& Joe Rozario. (2003). *Learning Disability in India*. London: Sage
20) Moore. (2005). *Researching Disability Issues*. London
21) Clark Joan Simeon. (1970), *Disabled citizens* London: George Allen &Unwin
22) GajendragadkarS.N.(1983). *Disabled in India* USA: California
23) Narasimhan M.C. (1989). *Disability a Continuing Challenge*. USA: Michigan
24) The World Bank: *People with Disabilities in India: From Commitments to Outcomes*. New Delhi. The World Bank, 2009. (362.4T W B)

DSC 11/DSM 5: DEMOGRAPHY

Course Objectives:

- Introducing basic issues of population studies
- Explaining its theoretical foundation
- Describing growth and present status in terms of national scenario

Course Outcomes:

- Understand the issues associated with growth of population and its consequences
- Appreciate the potential importance of demographic phenomenon in the economy
- Increase their knowledge and skills which enhances their employability in the field of statistics and research

UNIT 1: INTRODUCTION TO DEMOGRAPHY
Definition, nature, scope and importance; Origin and development; Relation with other Social Sciences

UNIT 2: FUNDAMENTAL CONCEPTS IN DEMOGRAPHY
Fertility, Mortality and Migration

UNIT 3: BASIC QUANTITATIVE TECHNIQUES IN DEMOGRAPHY
Nature of Demographic Data: Fertility Rate; Mortality Rate

UNIT 4: SOURCES OF DEMOGRAPHIC DATA
Census; Registration Data; National Sample Survey; Recent Initiatives like Aadhaar, NRC; International Sources

UNIT 5: THEORIES OF POPULATION –I
Malthusian Theory of Population; Neo Malthusian Theory of Population

UNIT 6: THEORIES OF POPULATION –II
Optimum Theory of Population; Theory of Demographic Transition

UNIT 7: DEMOGRAPHY AND URBANISATION
Meaning; Methods of Measuring Size of Urbanisation; Factors responsible for Urbanisation; Problems of Urbanisation

UNIT 8: URBANISATION IN INDIA
Trends of Urbanisation since independence; Problem of Urbanisation and Measures

UNIT 9: POPULATION DYNAMICS IN INDIA
Fertility; Mortality and Migration in India

UNIT 10: POPULATION GROWTH AND DISTRIBUTION OF POPULATION IN INDIA
Growth of Population since 1901; Nature and Characteristics of Indian Population; Demographic Dividend of Indian Population

UNIT 11: QUALITATIVE ASPECTS OF INDIAN POPULATION-I (EDUCATION)
Achievement of Indian Population in Literacy, completion of Secondary, Senior Secondary and Higher Education; Inter-state, Inter-community and gender perspectives

UNIT 12: QUALITATIVE ASPECTS OF INDIAN POPULATION –II (HEALTH)
Life Expectancy, Birth rate and Death rates; Inter-state, Inter-community and gender perspectives

UNIT 13: DETERMINANTS OF POPULATION GROWTH
Vital rates, Population Pyramid, Life table

UNIT 14: POPULATION AND DEVELOPMENT
Population as a constraint on and a resource for development; Relationship between population and poverty; Relationship between population growth and Environment; Concept of Population Education and its importance

UNIT 15: POPULATION POLICY IN INDIA
Population policy and Role of state; Population policy in India: Pre independence, Post independence – shifts in perspective; Family planning – 1961; Family welfare 1977; National Population Policy 2000 and development there after

Basic Reading List:

1) Sinha, V. C.; ZachariaE.(2007). Elements of Demography. Allied Publishers Private Ltd.
2) Raj, H. (2006). Fundamentals of Demography. SurjeetPublications,Delhi.
3) Jhingan, M. L.; Bhatt, B.K.; Desai, J.N. (2007): Demography. Vrinda Publications Pvt. Ltd.
4) Bhende, Asha A, Kanitkar, Tara. (1978). Principles of population studies. Himalaya Pub. House

SEMESTER – VI

DSC 12/ DSM 6: PEACE, CONFLICT AND HUMAN RIGHTS

Couse Objectives:

- To provide the learners the learners precision in their understanding and skills for examining the dimensions, obstacles and opportunities in peace and
- to equip them with critical thinking on conflict resolution;
- to provide appropriate examples and references for future explorations with special reference to North-east India.
- to acquaint learners to the concept of Human Rights and its significance in social work.

Learning Outcomes:

- This course will help to understand the role of national and international organizations in monitoring the protection of human rights.
- It will facilitate the learners to critically analyze the challenges and issues of human rights violation with specific reference to Northeast India.

UNIT 1: INTRODUCTION TO PEACE AND CONFLICT STUDIES

Origins of Peace and Conflict Studies, perspectives for conflict pacification, regulation and resolution. assess and analyze the origin; Contemporary trends in Peace and Conflict Studies.

UNIT 2: THEORIES OF PEACE AND CONFLICT

Typologies – Inter-State and Internal Conflicts; Contending theories & Perspectives – e.g. Liberal, Marxist, Gandhian, Nehruvian, Feminist Dynamics of Peace and Conflict.

UNIT 3: ARMED CONFLICTS AND VIOLENCE

Dynamics and resolution of armed conflicts on a scientific basis, Structural Violence, Cultural Violence, Theories of Violence, Group and Ethnic Identity and Violence, Military, Migration and Violence, Political Disorder.

UNIT 4: TECHNIQUES OF CONFLICT MANAGEMENT

Conflict Resolution, Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Transformation, Classic Theories and Models, Conflict Analysis and Conflict Mapping, Conflict Prevention.

UNIT 5: STRATEGIES OF PEACE MAKING

Basic Concepts of Peace and Conflict- Peace keeping, Peace Making, Peace Building, Peace Enforcement; Ending Violent Conflict; Peacemaking:Actors – Institution, Individuals and StateApproaches – Facilitation, Reconciliation, Mediation, and Arbitration and Negotiation.

UNIT 6: CHALLENGES IN NORTH-EAST INDIA

Social disintegration as cause for group focussed enmity, Migration und Human Rights, Human rights in areas of conflict, Peace and Conflict studies with special reference to North-East India, Sexual Violence during War. Case Studies: Ethnic Violence in Northeast India.

UNIT 7: ARMED STRUGGLE

Meaning, Definition, International and transnational terrorism, Phases, Pioneers and Traditions, State Terror, Terrorism and warfare, Global Terrorism, Jihadi Organizations, Al Qaeda, Causes of Terrorism.

UNIT 8: BANNED OUTFITS IN NORTH-EAST INDIA

ULFA, NSCN, NDFB- their ideologies, Impact on the victims, Models of Government response, State Terrorism, Violence and Counter- Violence, Role of Mass Media.

UNIT 9: INTRODUCTION TO HUMAN RIGHTS

Meaning, concept and nature; Notion and Classification of Rights: Natural, Moral and Legal Rights, Three Generations of Human Rights- Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights

UNIT 10: EVOLUTION OF THE CONCEPT OF HUMAN RIGHTS

Journey from Magna Carta to the Universal Declaration of Human Rights, the United States Declaration of Independence

UNIT 11: THEORETICAL DIMENSIONS OF HUMAN RIGHTS

Bases and Sources of Human Rights, 'Unilateralism': Humanitarian Intervention versus State Sovereignty, Theories of Human Rights

UNIT 12: INTERNATIONAL ACTIONS FOR THE PROTECTION OF HUMAN RIGHTS

International Convention on Elimination of All Forms of Racial Discrimination; Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief, International Sanctions against Violations of Human Rights

UNIT 13: CHALLENGES IN THE PROMOTION OF HUMAN RIGHTS

Criminal Justice System, Police Behaviour and Judicial System, Rights of the Accused (Protection from Arbitrary Arrest, Fair and Speedy Trial)

UNIT 14: HUMAN RIGHTS IN NE INDIA

Violation in Northeast India with reference to Armed Forces Specials Powers Act (AFSPA). Role of Mass Media. Civil Rights Societies for protection of human rights.

Basic Reading List:

1) Azar, Edward E., The Management of Protracted Social Conflict: Theory and Cases (Aldershot: Dartmouth, 1990).
2) Burton, John, Conflict: Resolution and Provention(London: Macmillan, 1990).
3) Miall, Hugh, Ramsbotham and Woodhouse, Tom, Contemporary Conflict Resolution: The Prevention, Management and Transformation of Conflicts (Cambridge: Polity Press, 1999).
4) Michael, C. R., The Structure of International Conflict, (London: Macmillan, 1981)
5) Parekh, Bhikhu, Gandhi's Political Philosophy: A Critical Examination, (London: 1989)
6) B.P. Singh. (2008). Human Rights in India: Problems and Perspectives, New Delhi: Deep & Deep.
7) AftabAlam (2004). Human Rights in India: Issues and Challenges, Delhi: Raj Publications.
8) Shanker Sen, (2009). Tryst with Law Enforcement and Human Rights: four decandes in Indian Police, New Delhi: APH.

DSC 13: ORGANIZATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT

Course Objectives: To orient the learners with the perspectives of organizational behaviour; organizational behaviour is the philosophical and psychological foundation of human resource management practices;

Learning Outcomes: this course will enable the learners to understand the practices of HRM and Industrial Relations and the scope of occupational social work.

UNIT 1: ORGANIZATIONAL BEHAVIOUR

Definition - objectives – need, background and foundations of organizational behaviour - models of organization behavior-challenges in organizational behaviour, Diversity in an organization.

UNIT 2: ORGANIZATIONAL MANAGEMENT

Principles of Management, Hierarchy in organizations; concept of organization structure- bases of departmentalization - span of management, Forms of organization structure: line and staff, functional, divisional, project matrix organization structure;

UNIT 3: INDIVIDUAL AND GROUPS IN ORGANIZATION

Individual difference - models of man Personality and behaviour – perception and learning, values, attitudes and job satisfaction – group dynamics- theories of group formation - formal and Informal behaviour - group behaviour.

UNIT 4: MOTIVATION

Theories of Motivation, motivational approaches through job design, goal-setting theory.

UNIT 5: DYNAMICS OF ORGANIZATION

Power and Politics, delegation of authority -centralization and decentralization.concept of communication - communication process- effective communication – Management information system-management review meeting

UNIT 6: ORGANIZATIONAL CONFLICT

Causes of conflict in an organization, management of conflict, organizational conflict; process of negotiation; Job stress- causes and effects of stress- coping with stress.

UNIT 7: ORGANIZATIONAL CHANGE

Organisation Culture, Change in organizational culture – diversity, personality variance, organizational effectiveness and organizational change; its effect in the work environment.

UNIT 8: ORGANIZATIONAL DEVELOPMENT

Meaning- characteristics – models – OD interventions – cross functional teams-Quality of work life, Effective training of employees, Role of Training and Development departments, On-the-job training and Off-the-job training, TQM.

UNIT 9: HUMAN RESOURCE MANAGEMENT (HRM)

Definition, Concept, Evolution of HRM, Relevance of OB in HRM; Definition and categories of work, Division of labour, Work Orientation, Diversity at the Workplace; Diversity Management

UNIT 10: HUMAN RESOURCE MANAGEMENT APPROACHES

HRM Models, personnel versus Strategic HRM, Strategic HRM Approaches .

UNIT 11: HUMAN RESOURCE DEVELOPMENT

Approaches; Significance and Scope of Training and Development, Types of Training in organizations; Case studies from India and abroad.

UNIT 12: HUMAN RESOURCE PRACTICES

Manpower planning, Recruitment and Selection- meaning, sources, selection procedure; Job Analysis and Job Description, Job Evaluation, Performance Appraisal, Career and Succession planning, Compensation management

UNIT 13: INDUSTRIAL RELATIONS

Concept and approaches; Human Resource Policies and Practices, Statutory and Non-Statutory Committees in an organization, Disciplinary measures taken by an organization, Process of Negotiations; Process of grievance handling.

UNIT 14: LABOUR LAWS

What are Labour Laws- Factories Act 1958, ESI Act, Maternity Benefit Act, PF Act, Plantation Labour Act 1951, TU Act, Industrial Disputes Act, Industrial Relations, Grievance handling

UNIT 15: OCCUPATIONAL SOCIAL WORK

Meaning, Types of issues faced by workers at workplace, Hazards, Concept of Labour Welfare, Scope of social work, Work Stress; Counselling at workplace, participation in negotiation process between workers and management.

Basic Reading List:

1) John W. Newstrom. (2007). Organisational Behaviour. Tata Mc Grow –Hill Publishing Company Ltd.
2) Kesho Prasad. (1996). Organisational Development for Excellence. S. Chand and Company.
3) Khanka S. S. (2000). Organisational Behaviour. New Delhi: S. Chand and Company
4) Misha (2001). Organisation Behaviour, Mumbai, Vikas.
5) Stephen P. Robins (2005). Organisationalbehaviour. Prentice Hall of India Pvt. Ltd, New Delhi.

DSC 14: INTRODUCTION TO GENDER STUDIES

Course Objectives:
To orient the learners to the gendered injustices in society, to the approaches of gender and development, to help the learners critically analyse the present scenario of gender discrimination, patriarchal dominance ingrained and understand the contemporary issues in relation to gender.

Learning Outcome: This course will equip the learners to have a critical understanding of gendered roles and expectations. It will build a perspective to identify gender discrimination, gender and development and the rights of the LGBTQ community.

Part I: Theory
(3 Credits)

UNIT 1: INTRODUCTION TO THE CONCEPT OF GENDER
Difference between sex and gender, difference between women's studies and gender studies, multidisciplinary nature of gender studies, importance of gender studies as a subject.

UNIT 2: KEY CONCEPTS RELATED TO GENDER
Gender lens, sex disaggregated data, gender discriminations, gender gap, gender justice, gender socialization, women empowerment, women's oppression, exploitation and subordination, Matriarchy and Patriarchy; Gender and Language: Sensitive Language

UNIT 3: APPROACHES TO GENDER AND DEVELOPMENT
The Welfare Approach, WID approach, WAD approach, Efficiency A., Empowerment Approach, Gender and Environment Approach (GED).

UNIT 4: LIBERAL FEMINISM
Rationality, Freedom, Marxist feminism-Production, reproduction, Class, Alienation, Marriage and family; Radical Feminism-gender, patriarchy, reproductive Technology, Motherhood;

UNIT 5: SOCIALIST FEMINISM
Class and gender, Division of Labour, Unified and Dual System, Exploitative Institutions of women in India-Family, Caste, Class, Culture, Religion Social System.

UNIT 6: GIRL CHILD IN SOCIETY
Child labours- Changing role of women-marriage, Single parent-Motherhood-Widows theories of development-Empowerment-Alternative approaches-women in development, Women and Development and Gender and Development-State Policy and Programmes,

UNIT 7: WOMEN'S EDUCATION

Gender bias in enrolment- Curriculum content, Dropouts, negative capability in education-values in education-Vocational education recent trends in women's education-Committees and Commissions on education, Adult literacy and Non-formal education for women's development; Problem of Dowry, Female foeticide and infanticide.

UNIT 8: CONCEPT OF GENDERED DIVISION OF WORK

Productive and non-productive work-Use value and market value; Gendered Division of labour -Mode of production, Women in organized and unorganized sector, Training, skills and income generation, women's employment, Self help groups and leadership-Panchayati Raj-Political role and participation.

UNIT 9: WOMEN'S MOVEMENTS

Pre-independent, Post Independent and Current women movements, National committees and Commissions for Women-Government Organization for Women and Child Development, Role of individual activists NGO's in securing women's rights, National and International funding Agencies.

UNIT 10: GENDER AND HEALTH

Health status of women in India-Mortality and Morbidity factors influencing health-Nutrition and health-HIV and IODS control program national Health and Population Policies and programmes. Maternal and Child Health; Reproductive and child health approaches

UNIT 11: GENDER AND RIGHTS

Right to an Individual's choice of sexual orientation, Queer theory, LGBT, Gender Empowerment Measure (GEM), Gender Development Index (GDI); Issues of old age, Women and environment- Sustainable development and impact on Women.

UNIT 12: GENDER PARITY

Human Development Index (HDI), Gender Parity Index (GPI), Organizations working for gender and development, Social Issues- in relation to gender in India, Section 377 of the Indian Penal Code (IPC).

Part II: Field Work
(1 Credit)

Field Work Activity (Suggested Topic):

In organizations and sectors that work for gender welfare and rights. (FW Journal /guidelines to be attached with SLM)

Basic Reading List:

1) Geetha, V (2017). *Gender: Theorising Feminism.* The University of Virginia: Stree.
2) John. Mary. E. (2016). A Talk on the Concept of Intersectionality (lecture). Organised by the Centre for the Study of Gender and Sexuality. Ashoka University.

3) John. Mary. E.(2008). *Women's Studies in India: A Reader.* The University of Michigan: Penguin Books
4) Kausal, Rachana(2000) Women and Human Rights in India, Kaveri Books
5) Aswal, Balam Singh(2013) *Readings in Women's and Girls' Rights*, Cyber-Tech Publications
6) Mc Neese, Tim, Mountjoy, Shane(2009) The Women Rights Movement: Moving Toward Equality, InfoBase Publishing
7) Chawla,Monica (2006) Gender Justice Women and Law in India, Deep & Deep Publications Pvt. Ltd.
8) Saikia, Nandita (2008) Indian Women A Socio-Legal Perspective, Serials Publications

DSC 15: FAMILY AND CHILD WELFARE

Course Objectives:

- To orient learners to the concept of family and understand it as a social system;
- To learn about child development and health, mental health wellbeing of the child.

Learning Outcomes:

This course will introduce social work learners to one of the important domains of the profession that is welfare of the child and family as a social unit. It will also focus on the child's welfare in an institutional setting**.**

UNIT: 1 THEORETICAL AND CONCEPTUAL FRAME WORKS TO STUDY FAMILY.

Origin and evolution of family and marriage. Ideology of family rights and responsibilities.

UNIT 2: FAMILY

The Basic Unit of Society, Stages of Human Growth and Development, Biological Aspects of Human Growth and Development, Concept of Family and Marriage, Understanding Man and Woman, Family Life Cycle

UNIT 3: NORMATIVE FAMILY

Functions and structure and changes. Normative family and marriage functions and structure, ethnicity and socio-economic background Social changes and family. Implications for the family and its members.

UNIT 4: ALTERNATIVE FAMILY

Marriage Patterns and Structures. Dual earner / career families. Single parent families. Female headed households. Childless families. Reconstituted / step families. Consensual unions. Homosexual families

UNIT 5: SOCIALIZATION OF THE CHILD

Socialization of the Child in the Family, Family interactions, Family development, Family life cycle

UNIT 6: FAMILY PROBLEMS

Family problems: Causes, types. Family Assessment and family problem assessment. Methods and its implications.

UNIT 7: FAMILY WELFARE PROGRAMMES

Family welfare programmes in the areas of health education housing and employment. Development services to strengthen the family, socio-economic programmes; applied nutrition etc. family welfare agencies, counseling and guidance institutional services for the aged destitute and handicapped.

UNIT 8: DEMOGRAPHIC PROBLEMS AND POPULATION CONTROL

Family planning Programmes, aims and objectives, methods of family planning, current family planning programmes, and role of social worker in relation to family planning.

UNIT 9: PROBLEMS OF WOMEN IN INDIAN CONTEXT
Factors affecting the status of women's welfare. Legislation relating to family, marriage, divorce, employment, immoral trafficking etc.

UNIT 10: CHILD WELFARE
Concept and principles evolution of child welfare service in India. Programmes and services for children, crèches, day care centers, health education, current policies and trends regarding child welfare.

UNIT 11: INDIAN FAMILIES IN TRANSITION
Family and Marriage in the Changing Society, Social Work with Families, Contemporary Problems in Family System, Parenting Adolescents and Youngsters

UNIT 12: CHILD WELFARE SERVICES
Child Welfare Services to Children, Youth, and Families: Engaging Families Motivational Interviewing Family Centered Practices Family to Family Team Decision Making Resilience Enhancing Model

UNIT 13: INTEGRATED CHILD WELFARE SCHEME
Integrated child welfare scheme: Its aims, objectives and programme services for handicapped children, institutional services, adoption, foster care, sponsorship, juvenile court, child welfare board, child guidance centers and school social work. ICCW, NCDRT, NIPCCD, IAPE, CSWB

UNIT 14: SPECIAL ASPECTS OF CARE OF THE INSTITUTIONAL CHILD
Policies regarding intake, treatment, discharge and rehabilitation. Use of social work methods in non-correctional and correctional institutions for children National and international agencies for child welfare.

Basic Reading List:

1) Desai, M. (ed), 1994. Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
2) Engles, F. 1994. Origin of the Family, Private Property and the Status. Bombay: People's Publishing House.
3) Haritman. A. and J. Laird. 1982. Family Centered Social Work Practice. New York: Free Press.
4) Horchschild. A, 1989. The Second Shift: Working Parents and the Revolution at Home. New York: Viking. M.S.W. : Syllabus (CBCS) 28
5) India: Ministry of Welfare 1994. India's Commitment of Family Well Being, An Overview of the Report of National Seminars on the International year of the family. Bombay: Tata Institute of Social Sciences.
6) Khasgiwala, A. 1993. Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers.

SEMSTER – VII

DSC 16: SOCIAL WORK COUNSELLING

Course Objectives:
To orient learners to the domain of counselling; to demonstrate its scope and applicability in the field of social work; to identify the skills necessary for counselling in social work practice.

Learning Outcomes: This course will enable the learners to learn and apply some of the basic approaches and skills of counselling.

Part I: Theory
(2 Credits)

UNIT 1: COUNSELLING
Introduction to Counselling, Definition, Meaning, Historical Development of Counselling, Scope, Principles, Goals of Counselling.

UNIT 2: CONCEPTS RELATED TO COUNSELLING
Relevance of counselling as an approach of social work, Counselling Relationship/ Counsellor-Counselee relationship- nature, significance and factors affecting counselling relationship.

UNIT 3: APPROACHES TO COUNSELLING
Processes Involved in Counselling and Supportive and Behavioural Techniques in Counselling, Cognitive and Psychoanalytical Techniques in Counselling, Humanistic approach, Transactional Analysis, Rational Emotive Behaviour Therapy

UNIT 4: COUNSELLING TECHNIQUES
Steps involved in counselling techniques- clarification, ventilation, reassurance, confrontation, self-disclosure, paraphrasing counselling techniques.

UNIT 5: PROCESS OF COUNSELLING
Phases in Counselling, Types of counselling- crisis counselling, promotive and preventive counselling, curative counselling, group counselling, Interrelation between counselling and psychotherapy.

UNIT 6: COUNSELLOR AS A PROFESSIONAL
Skills and aptitudes; Qualities- empathy, warmth, genuineness, self awareness; Ethics of counselling; Practical counselling skills in observing, listening, interviewing, challenging and supporting.

UNIT 7: FIELDS OF PRACTICE OF COUNSELLING I
Crisis counselling, Family counselling: Family centres, family courts, Counselling bureau – Premarital and marital counselling, Vocational counselling centres, mental health centres; hospitals and other health care set-ups.

UNIT 8: FIELDS OF PRACTICE OF COUNSELLING II

Child guidance clinics, Correctional institutions, de-addiction and rehabilitation centres, educational institutions- schools, colleges, etc, Counselling in the industrial and other work set-up for Stress management.

UNIT 9: COUNSELLING WITH DIVERSE POPULATION

Defining Culture and Multicultural Counselling, Difficulties in Multicultural Counselling; the Culturally Skilled Counsellor, with the aged, gender-based counseling.

UNIT 10: GROUP LEADERSHIP IN COUNSELLING

Definition of Group Leader, Group Leadership Style, Personal Qualities of Effective Leaders, Skills and Functions, Group leader training.

Part II: Field Work
(2 credits)

Field Work Activity (Suggested Topic):

In various settings of counselling like clinics, hospitals, school counselling, correctional settings, family counselling centers. (FW Journal /guidelines to be attached with SLM)

Basic Reading List:

1) Dave, Indu. (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
2) Fullmer, D.W. and Bernard, H.W. (1972). Counselling: Content and Process. New Delhi: Thomson Press India.
3) Kennedy, E. (1977). On Becoming a Counsellor-A Basic guide for Non Professional Counsellors. Delhi: Gill and Macmillan.
4) Narayana, Rao, S. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill Publishing Company Ltd.

DSC 17: SOCIAL ENTREPRENEURSHIP AND PROJECT MANAGEMENT

Course Objectives:

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs.
- To be able to describe and apply key theories and concepts the field of social entrepreneurship.
- To understand the key elements and functions of project management

Learning Outcomes: This course will enable the learners to understand social enprenuership and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

Part I: Theory
(3 credits)

UNIT 1: ENTREPRENEURSHIP
Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP
Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X-efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP
Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA
Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs.

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS
Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS
Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance.

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP
Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases- Conception/ Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics , Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans,

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models.

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Part II: Field Work
(1 credit)

Field Work Activity (Suggested Topic):

Social Entrepreneurship and Livelihood Initiatives/ Projects/Case Studies. (FW Journal /guidelines to be attached with SLM)

Basic Reading List:

1) Khanka. S. S. (2013). "Entrepreneurial Development" S. Chand & Co. Ltd., Ram Nagar, New Delhi.
2) Donald F. Kuratko, (2014). Entrepreneurship – Theory, Process and Practice", 9th Edition, Cengage Learning.
3) Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, Middle East Journal of Business, Oct. 2018, Vol. 13, Iss. 4
4) PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, Journal of Sustainable Business and Management Solutions in Emerging Economies, 2018/23(3)

DSC 18/DSM 7: ECONOMICS OF SOCIAL SECTOR

Course Objectives:

- To provide the foundation of social sector
- To realise the importance of crucial sectors such as health and education

Learning Outcomes:

- To apply those knowledge for development of the social sector
- To carry out developmental research such as health and education

UNIT 1: ECONOMICS OF EDUCATION

Role of Education in Economic Development, Human Capital- Human Capital Vs Physical Capital, Components of Human Capital, Provision and Utilization of Educational Facilities

UNIT 2: DEMAND FOR EDUCATION AND ITS RELATIONSHIP WITH EMPLOYMENT

Private and Social Demand for Education, Relationship between Employment Opportunities and Educational Demand

UNIT 3: COSTS AND BENEFITS OF EDUCATION

Cost of Education – Expenditure on education, Private costs and social costs and wastage and stagnation; Benefits of education: Direct and indirect benefits, Private and social benefits

UNIT 4: RETURNS OF EDUCATION AND ITS FINANCING

Problems involved in measuring returns from investment in education; Educational financing- Resource mobilization and utilization.

UNIT 5: EDUCATION AND LABOUR MARKET - I

Education and labour market- Effects of educational financing on income distribution; Effects of education

UNIT 6: EDUCATION AND LABOUR MARKET - II

Ability and family background on earnings, Poverty and income distribution

UNIT 7: EDUCATIONAL PLANNING AND DEVELOPMENT - I

Cost-benefit analysis of Education, production function models, Growth accounting equations of Schultz and Denison

UNIT 8: EDUCATIONAL PLANNING AND DEVELOPMENT - II

Manpower requirements approach, Programming and input-output models; Educational Planning in developing countries with emphasis on India

UNIT 9: ROLE OF PUBLIC AND PRIVATE SECTORS IN EDUCATION

Role of public and private sectors in Education; Public private partnerships in Education

UNIT 10: ECONOMICS OF HEALTH-I

Nature and Scope of Health Economics; Interrelationship between health and development; Health and Productivity; Determinants of Health Status; Disease Burden and its Measurement, Global burden of disease

UNIT 11: ECONOMICS OF HEALTH-II

Economic dimensions of health care – demand and supply of health care; Economics of Nutrition: Linkages with Morbidity, Mortality and Female Education, Concept of Missing Women, Consequences of Gender Bias in Health

UNIT 12: FINANCING OF HEALTH

Financing health care and resource constraints; Economics of Health Insurance; Health policy in India; Financing health sector in India

UNIT 13: ROLE OF PUBLIC AND PRIVATE SECTORS IN HEALTH

Role of public and private sectors in Health; Public private partnerships in Health

UNIT 14: ECONOMIC APPRAISAL OF HEALTH PROGRAMMES

Forms of economic appraisal of health programmes- cost minimization, cost benefit analysis, cost effectiveness analysis, cost utility analysis

Basic Reading List:

1) Baru, R. V. (1998), Private Health Care in India's Health Care Social Characteristics, Sage publications, New Delhi.
2) Becker, G .S .(1974), Human Capital (2nd Edition), National bureau of Economic Research, New York.
3) Berman, P. and M. E. Khan (1993) Paying for Indian's Health Care, Sage Publications, New Delhi.
4) Berman, R. (Ed) (1995), Health Sector Reform in Developing Countries: Making Health Development Sustainable, Boston: Harvard Series on Population and International Health.
5) Blaug, M. (1972), Introduction to Economics of Education, Penguin, London.
6) Cohn, E. and T. Gaske (1989), Economics of Education, Pergamon Press, London.
7) Mc Mohan, W. W. (1999), Education and Development: Measuring the Social Benefits, Oxford University Press, Oxford.
8) Meier & Rauch: Leading Issues in Economic Development, Oxford University Press.
9) Panchamukhi, P. R. (1980), Economics of Health: A Trend Report in ICSSR, A Survey of Research in Economics, Vol. VI, Infrastructure, Allied, Delhi.
10) Tilak, J. B. G. (1994), Education for Development in Asia, Sage Publications, New Delhi

SEC 4: SOCIAL WORK RESEARCH

Course Objectives:
This course discusses Social Work Research: Meaning and definition of research; nature and significance of research; characteristics of research; Research Designs: Meaning and definition of research design, components of research design

Learning Outcomes: This course will introduce the learners to the wide field of social work research by teaching the tools, techniques and research design.

UNIT 1: INTRODUCTION TO SOCIAL WORK RESEARCH
Meaning and Definition of Research; Nature and Significance of Research; Characteristics of Research; Definition and Meaning of Social Research; Importance and Characteristics of Social Research.

UNIT 2: SOCIAL RESEARCH AND SOCIAL WORK RESEARCH
Distinctive Features of Social Research and Social Work Research; Scope and Need; Scientific Methods: Meaning and Characteristics of Social Work Research.

Unit 3: Types of Social Work Research: Intervention Research and Practice based Research; Action research, Needs Assessment Studies; Situational Analysis, Monitoring and Evaluation.

UNIT 4: RESEARCH DESIGNS
Meaning and Definition of Research Design, Components of Research Design: Title of The Study, Statement of The Problem, Review of Previous Studies, Objectives of The Study, Formulation of Hypotheses, Methods of Data Collection, Tools for Data Collection, Sampling, Definition of Concepts

UNIT 5: TYPES OF RESEARCH DESIGN
Exploratory Research Design, Descriptive Research Design, Experimental Research Design, Diagnostic, Survey and Case Study Methods; Difference Between Quantitative and Qualitative Research Designs.

UNIT 6: RESEARCH METHODOLOGY
Problem Identification, Literature Review, Formulation, Objectives and Hypothesis, Concepts, Definitions; Introduction to Methods of Data Collection

UNIT 7: SAMPLING
Meaning and Definition Types of Sampling: Probability and Non Probability Sampling; Advantages and Limitations of Each Category.

UNIT 8: METHODS OF DATA COLLECTION
Interviewing, Questionnaire, Observation and Focused Group Discussion. Tools for Data Collection: Interview Schedule, Interview Guide, Questionnaire, Sources of Data Collection: Primary and Secondary Data

UNIT 9: PROCESSING OF DATA
Editing, Coding, Tabulation, Graphical & Diagrammatic Representation of Data.

UNIT 10: BASIC STATISTICS FOR SOCIAL RESEARCH
Definition and Functions of Statistics. Importance of Statistics in Social Research; Frequency Distribution and Tabulation; Ratio, Proportion, Percentage.

UNIT 11: APPLICATIONS OF STATISTICS
Measures of Central Tendency: Mean, Median, Mode. Measures of Variability: Standard and Quartile Deviation;

Unit 12: Measures of Association
Chi-square, Correlation Coefficient, 't' distribution; Analysis of Variance and 'F' distribution.

UNIT 13: INTERPRETATION AND PRESENTATION OF STATISTICAL DATA
Graphical Presentation, Diagrammatic Presentation, Use of Tables; Analysis of Findings; Limitations; Scope for Further Research.

UNIT 14: QUALITIES OF RESEARCHER
Maintaining Objectivity, Unbiased, Curiosity to Know the Unknown, Desire to Understand the Cause and Effect Relationship of Social Problems, Desire to Discover New and Test Old Scientific Procedures, Patience, Alert Mind, Courage and Consciousness.

UNIT 15: WRITING RESEARCH REPORT
Significance and steps in writing report; Precautions in writing research reports; Research Abstracts; Research Proposals; Contents of a Research Project; Research Report Writing.

Basic Reading List:

1) Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
2) Bailey, Kenneth D. (1978) Methods of social research. New York: Mcneil Pub.
3) Grinell, Richard M. (Jr.) (1988) Social Work Research and Evaluation, Illinois F. E. Gupta. S.P. (1985). Statistical Methods. New Delhi: Sultan Chand & Sons Publishers.
4) Costello, Patrick (S. Asia Edition 2005) Action research. London: Continuum.
5) Denzin, N. K., Lincoln, Y. S. (ed), (1994), Handbook of qualitative research. Sage Publications, New Delhi.
6) Gillham, Bill (2000). Case study research methods. London: Continuum

SEMESTER - VIII

DSC 19: SOCIAL WORK WITH THE ELDERLY

Course Objectives:

- To orient the social work learners to Geriatric social work
- To understand the socio-emotional needs of the elderly

Learning Outcomes: This course will enable the learners to analyze the growing significance of need of social work practice with the elderly, to learn the specific skills and techniques and this course will help to understand the cause of growth of institutional care for the elderly.

Part I: Theory
(3 Credits)

UNIT: 1 INTRODUCTION

Definition of Elderly, Concept of ageing, Changing roles in Family Life and Social relationships, Demography of ageing population in India, Productive ageing

UNIT 2: ROLES, POWER AND STATUS OF ELDERLY

Historical norms in different cultural, urban/rural, economic. Age and gender contexts. Emerging trends and issues in their context of the liberalized political economy. Historical norms of practices related to death and bereavement and emerging trends.

UNIT 3: HEALTH OF THE ELDERLY

Longevity and physical health. Mental and emotional health, Ill health, disabilities and care giving. age

UNIT 4: REVIEW OF HEALTH POLICIES

Review of health policies of the elderly. Policies for the disabled and their implementation with references to elderly. Health intervention: periodical check up, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counseling, physical aids and access to geriatric treatment.

UNIT 5: ELDERLY AND LIVELIHOOD

Work participation of elderly in the organized and unorganized sectors. Economic situation of the elderly. Age related policies and laws for education. Employment, Retirement, social security and pensions. Intervention needs: retirement planning, promoting savings, investments and making a will, training and opportunities for income generation, employment exchange and sponsorship programmes.

UNIT 6: ELDERLY AND FAMILY

Interventions of elderly with parents, Spouse, children, children. children-in-Iaws, grandchildren and others. Care giving roles between elderly and the family. Issues of division of property, housing and social security. Issues of neglect, abuse, violence and abandonment. Review of laws for inheritance and protection from abuse. Intervention needs: Raising family awareness and family and bereavement counseling.

UNIT 7: NEEDS AND ISSUES OF ELDERLY

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

UNIT 8: NATIONAL POLICIES & PROGRAMMES FOR WELFARE OF THE ELDERLY

Constitutional Provisions, National Policy on Older Persons, National Social Assistance Programme, Annapurna Yojana, Integrated Programme for Older Persons (IPOP) Maintenace and Welfare of Parents and Senior Citizens Act, 2007

UNIT 9: INSTITUTIONAL AND NON-INSTITUTIONAL SERVICES AND THE ELDERLY

Care giving roles between Older Persons and the family, Understanding caregiver stress and burnout, older persons and livelihood, family based services, community based services.

UNIT 10: SOCIAL WORK PRACTICE FOR AND WITH ELDERLY

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

Part II: Field Work

(1 Credit)

Field Work Activity (Suggested Topic):

In various settings of elderly home, case study, case work, group work. (FW Journal /guidelines to be attached with SLM)

Basic Reading List:

1) Chowdhry, Paul. D. 1992. Aging and the Aged. A Source Book. New Delhi: Inter India Publications. 2. Cox, Enid O and J Parson Ruth. 1994. Empowerment Oriented Social Work Practice with the Elderly. California: Brooks Cole Publishing Company.
2) Dandekar, K. 1996. The Elderly in India. New Delhi: Sage Publications.
3) Desai. M and Siva Raju. 2000. The Elderly in India. New Delhi: Sage publications
4) IrudayaRajan et al. 1997. Indian Elderly: Asset or Liability. New Delhi: Sage Publications.
5) Kakula S, B. 1978. Basic Readings in Medical Sociology. London: Tavistok Publishers.
6) Khan, M. Z. 1997. Elderly in Metropolis. New Delhi: Inter India Publishers.
7) Krishnan, P and K. Mahadevan (eds) 1992. The Elderly Population in the Developed World: Policies, Problems and Perspectives. Delhi: B. R. Publishing.
8) Upham, F. 1999. Living with Chronic Illness - the Experience of Patients and their Families.

DSC 20/ DSM 8: COMMUNICATION FOR DEVELOPMENT

Course Objectives:

- To make learners aware and sensitive about basic development issues such as poverty and employment disparity etc.
- To help learners understand the different concepts of Development and Development communication.
- To prepare learners to critically evaluate development approaches and programmes in the context of economic and development theories.
- To enable students to understand the various factors of economic development
- To enable to learn the problems of human development and required measures to overcome them.
- To introduce students to development issues in India and coverage of media on these issues
- To explain the role of folk media in development communication
- To inculcate the idea of social responsibility and create awareness of state and central government welfare measures.
- To train the students on various media programme formats of development communication

Learning Outcomes:

- Learners would learn the concepts, meaning, various models, problems and obstacles in Development Communication.
- Learners would understand the working of government and administration in development sector as well as will know different programs and policies prevailing.
- Learners would know the rural India in-depth and its problems and they also will come across the communication gap at various levels.

UNIT 1: DEVELOPMENT

Meaning of Development, Concept of Development, Alternative Approaches to Development, Indices to Development, Dominant Paradigm of Development - Approaches to Dominant Paradigm of Development, Critique of Dominant Paradigm of Development, Modernisation and Dependency Approach, Core Areas of Development, Development as Economic Growth

UNIT 2: DEVELOPMENT JOURNALISM

Origin of Development Journalism, Concept and Types of Journalism, Role and Importance of Development Journalism- National Perspectives, International Perspectives, Development Journalism in India, Experiments- Chhatera, Gramyavani

UNIT 3: INTRODUCTION TO DEVELOPMENT COMMUNICATION

Concepts of development and development communication, Introduction to the theories of development communication, Information as a measure of Development, Edutainment and Infortainment – media development

UNIT 4: THEORIES OF DEVELOPMENT COMMUNICATION

Theories of Development, Theory of Modernization, Diffusion of Innovation theory, Theory of Dependency, Meaning and importance of Paradigms, Types of Paradigm- Dominant Paradigm, Criticisms of Dominant Paradigm, Alternate Paradigm

UNIT 5: DIFFERENT STRATEGIES IN DEVELOPMENT COMMUNICATION

Positive Communication Strategies, IECM Strategies, Development Communication Strategies, Communication Strategy Framework, Mass Media and Extension Approach for Development Communication, Planned Development Communication, Public Dialogue Strategy, Negative Communication Strategies, Social Marketing

UNIT 6: DEVELOPMENT COMMUNICATION IN INDIA

Relevance of Development Communication in India, Democratic Decentrailization, Narrowcasting, Panchyati Raj (PR) Institutions, A Brief background of the PR system, Key Objectives

UNIT 7: DISSEMINATING INNOVATION

Diffusion of Innovation, Important stages in the diffusion of innovations, Media used for diffusion, Development Support Communication, Participatory Development Communication, Communication Information Media and Education (CIME), Government's efforts in the Indian Context, Role of media in the process of development and nation building

UNIT 8: RURAL AND AGRICULTURE COMMUNICATION

Rural development, Agricultural Communication, Media campaigns for development, diffusion of innovation, extension studies.

UNIT 9: DEVELOPMENT REPORTING

Importance of Development Reporting, Present Trends in Development Reporting, Early Indian Experiments in Development Communication

UNIT 10: MEDIA AND DEVELOPMENT

Media and National Integration, Media in Development, Pillar of Democracy, Media in Crisis Situations, Public Service Broadcasting (PSB), Media as a Leader of the Society, Gandhian Model of Development

UNIT 11: USE OF TRADITIONAL AND FOLK MEDIA FOR DEVELOPMENT COMMUNICATION

Traditional folk media, Advantages of Traditional Folk Media, Folk Media reflects social changes, Traditional Folk Media as Development Media : case studies, role of government and third sector agencies.

UNIT 12: CONCEPT OF INTERNATIONAL COMMUNICATION

International Communication, Political, Economic and Cultural Dimensions of International Communication, Communication and Information as a tool of Equality and Exploitation

UNIT 13: ROLE OF UNO

Concepts of 'communication' and 'human rights', Communication as Human Rights, Classification of communication rights, Right to Communicate Vs. Communication Rights, UNO's Universal Declaration of Human Rights and Communication, UNESCO's efforts in removal of imbalance in news flow, Debate on New World Information and Communication Order (NWICO), New International Economic Order (NIEO), MacBride's Commission Report

UNIT 14: TECHNOLOGY AND INTERNATIONAL COMMUNICATION

Concepts, Impact of New Communication Technology on News Flow, Satellites, Artificial Satellites and Satellite Communication, Historical background of Satellites and Satellite Communications – status – progress – Effects, Information Super Highways, International Telecommunication and Regulatory Organisations

UNIT 15: ISSUES IN INTERNATIONAL COMMUNICATION

Democratisation of information flow and media systems, Professional standards, International media institutions and professional organizations – code of Conduct, Transnational media ownership and issues of sovereignty and security, Effects of globalisation on media systems and their functions, Violence against media persons, International intellectual property rights.

Basic Reading List:

1) Gupta, V.S. (2000), Communication and Development, Concept Publishing Company, New Delhi
2) Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
3) Mody, Bella (1991), Designing Messages for Development Communication, Sage Publications, New Delhi
4) Menon, Mridula (2004), Development Communication and Media Debate, Kanishka Publishers, Distributors, New Delhi
5) Murthy, D V R (2006), Development Journalism, Kanishka Publishers, Distributors, New Delhi
6) Narula, Uma (2006), Communication Models, Atlantic Publishers & Distributors, New Delhi
7) Pushkar, Niranjan (2009), Development Communication, Authors press, New Delhi
8) Prasad, Kiran (2009), Communication for Development (Volume I & II), B.R. Publishing Corporation, New Delhi.

Part: I

GUIDELINES FOR SEMINAR PAPER – SOCIAL WORK

Introduction

Under the UG in Social Work programme of KKHSOU, you will need to present a Seminary paper in your eighth semester. You can choose any relevant topic for presentation.

Traditionally, a Seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis: Here, you need to explain the thesis/main argument of your paper. Here, you need to:

(a) Discuss the major issues;
(b) Separate issues and sub-issues
(c) Order issues logically
(d) Introduce and conclude on each issue
(e) Present your arguments and rebut opposing arguments
(f) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

Certain Key Points:

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place via face to face or through online mode.
- The seminar report must be typed in Computer. The report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The presentation room must be well organised with a banner of the Seminar on the background.
- Insist your Study Centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your final semester result. The University may ask for this Video at any point of time.

Part: II

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Guidelines for Seminar Paper Presentation

Four-Year UG Programme in Social Work

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical abilities through their application in light of the theoretical information obtained while taking different UG Social Work courses. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Research Methodology' that you have come across in the seventh semester. In brief, it is a method of applying the information acquired via various courses to the occurrences that have historical significance. We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it elsewhere earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University holds the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If the subjects/chapters/contents of the projects of two learners are found to be similar, then both the projects will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the presentation style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one part of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

Role of your Project/Dissertation Guide: Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire, deciding the size of sample, procedure for data collection, tabulation and analysis. You must discus your project/dissertation design with your guide before the start of your work and also again, if necessary, at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (from the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, research publications and experience in guiding the project work.

Certain Key Points:

- Always preserve a copy of the Report with you, with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your report either at the University Headquarters/or at any assigned place via face to face or through online mode.
- Project/Dissertation Report must be typed in computer. Report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc…)

while the main body part must be numbered in standard (1,2,3, ….) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc…)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be DARK BROWN.**

- The title of the report should be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT REPORT/DISSERTATION
On
"*Topic Name*"

SUBMITTED TO
KRISHNA KANTA HANDIQUI STATE OPEN UNVERSITY
IN
PARTIAL FULLFILLMENT OF THE
UG IN SOCIAL WORK
(YEAR)

by

Name: ……
Enrollment No: ……
Study Centre Code: ……

Under the
Guidance of
Name of Internal Guide / External Guide
Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.
Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor / Guide Name:
Designation:

This is to certify that the project report entitled "_____" has been prepared by Ms./Mr. _____ bearing enrollment number _____ under my supervision and guidance, for the partial fulfilment of UG in Social Work of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date: **Signature of Guide**

Certificate of the Study Centre Coordinator/ Academic Counsellor of Study Centre

Certificate of Study Centre Coordinator/ Academic Counsellor

Coordinator/ Academic counsellor Name:
Designation:

This is to certify that the project report entitled "_____" has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms._____, for the partial fulfilment of UG in Social Work programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

.

Date: **Signature**

Acknowledgement: The learner should provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

Self-Declaration by the Learner

I do hereby declare that this project work entitled " _____" submitted by me for the partial fulfilment of the requirement for the award of **FYUG in Social Work** programme of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any Degree or Diploma to any Institute or University.

Name: Signature of the Learner
Enrolment Number: Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** this chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objectives and the scope of the study and the contribution and impact your study will make should be elaborated.
- **Chapter-II: Theoretical Perspective**: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.
- **Chapter-IV, V, VI …. Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussions form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument

logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be mentioned in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues, if treated in the same manner, will dilute a report.

- **Appendices and Annexure:** Appendices are listed alphabetically e.g., Appendix A, Appendix B etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerically e.g., Annexure II etc. and contain such supporting information which through not collected as primary and secondary data, yet is relevant to the discussion and for easy reference.
- **References:** References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the Appendices / Annexure.
- **Bibliography**: A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. Avoid titles that imitate newspaper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into…" or "an experiment to discover…" in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the historical event/phenomenon and approach should be provided, as well as sections on the findings and discussion. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what

you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: To begin, you should defend the study you're addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You need not go into detail here, but it should be obvious how the most recent work brings out theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Characterisation: Based on your chaptalisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies

that you must explain how you contextualised your study using archival or oral source of data.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible. In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also discuss the implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Section IV: Certain Areas of Research for Your Project/Dissertation

We are providing here certain areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you to frame an appropriate topic of your choice.

1) Indigeneity and Migration of Labour
2) Doing a project using Group Work method in Elderly Homes
3) Women in Social Action, Social Movements
4) Evolution of Social Work in India
5) Armed Struggle in NE region and Peacekeeping Strategies
6) Doing a project using Case Work in Correctional Settings
7) Community Engagement and Social Responsibility of Higher Education Institutions
8) LGBTQIA+ Rights.