

Rajiv Gandhi National Institute of Youth Development (RGNIYD)



Rajiv Gandhi National Institute of Youth Development

M.A. Social Work (Youth and Community Development)

SYLLABUS

2016-2018

*Rajiv Gandhi National Institute of Youth Development
Sriperumbudur-602 105
Tamil Nadu*

PROGRAMME FRAMEWORK

**MA. Social Work (Youth and Community Development)
Rajiv Gandhi National Institute of Youth Development**

Sl.No	Components of programme	No of courses	No. of courses (x) credits	Total Credits
1	Foundation courses	05	05 x 02	10
2	Core courses	12	12 x 03	36
3	Field Work Practicum	4	04X06	24
4	Discipline Centric Electives	2	02 x 02	04
5	Open Electives	2	02 x 02	04
6	Dissertation	01	01x 06	06
7	Summer Internship	01	01 x 02	02
8	Block placement	01	01 x 02	02
9	Skill based workshops	4	Non-Credit	-
10	Self-study (optional)	01	01x02=02	02
	Total	31	-	90

One has to complete 88 credits for successful completion of the programme. However, the student can opt for self-study course and earn 2 additional credits. Hence, Minimum is 88 and Maximum is 90 credits in this programme

Semester-1	Title of the course	No. of Credits	Total Credits
PGCP1F01	Understanding Youth	2	
PGCP1F02	Indian Society, Economy and Polity	2	
PGCP1F03	Gender and Society	2	
MASW1C01	Social Work Profession	3	
MASW1C02	Social Work Practice with Individuals	3	
MASW1C03	Social Work Practice with Groups	3	
MASW1C04	Field Work Practicum-1	6	
MASW1NC1	Skill based workshop (Street Theatre)	Non-Credit	21
Semester-2			
MASW3C05	Community Organization and Social Action	3	
MASW2C06	Social Policy and Social Welfare Administration	3	
MASW2C07	Social Work Research and Statistics	3	
MASW2C08	Field Work Practicum-2	6	
MASW2C09	Summer Internship	2	
MASW2E01	Human Rights and Social Legislation	2	
MASW2E02	Psychology for Social Workers	2	
MASW2NC2	Skill based workshop (SPSS)	Non-Credit	
-----	Open Elective – 1(From other Dept)	2	23
Semester-3			
MASW3C10	Youth Development	3	
MASW3C11	Strategies for Youth Development	3	
MASW3C12	Rural and Urban Community Development	3	
MASW3C13	Field Work Practicum-3	6	
MASW3E03	Corporate Social Responsibility	2	

MASW3E04	Medical and Psychiatric Social Work		
MASW3E05	Youth and Peace Building (Self Study)	2	
-----	Open Elective – 2(From Dept)	2	
MASW3NC3	Skill based workshop (Project Proposal Development, Monitoring and Evaluation)	Non-Credit	21
Semester-4			
MASW4C14	Counselling and Career Guidance	3	
MASW4C15	Management of NGOs	3	
MASW4C16	Livelihood and Social Audit	3	
MASW4C17	Field Work Practicum-4	6	
MASW4C18	Social Work Research Dissertation	6	
MASW4C19	Block placement	2	
	One elective is mandatory out of two		
MASW4E06	Marginalized Youth and Social Inclusion	2	
MASW4E07	Life Skills Education		
MASW4NC4	Skill based workshop (Training and Development)	Non-Credit	25

Evaluation Pattern

The course evaluation standard of postgraduate degree is comprised of both internal assessment and semester examination. The internal assessment carries 40 marks while the semester examination carries 60 marks as per the following category.

Internal / External Assessment	Category	Quantum of work per course	Maximum marks	Total Marks
Internal (40 Marks)	a) Assignment (approximately 1000 written words) (or) b) Book / Article Review (or) Faculty Choice	2	5	10
	Oral Test (or) Quiz (or) Project	1	10	10
	Seminar	1	10	10
	Internal Exam Analytical Ability Test for a word limit of 200 words in 30 minutes duration	1	10	10
External (60 Marks)	Semester Exam	-	60	60
	Total Marks		100	100

Semester-I

Foundation Course Code: PGC11 UNDERSTANDING YOUTH

Objectives:

On successful completion of the course, the student will be able to:

- Understand the concept and perspective of Youth.
- Familiarize the different approaches to youth
- Analyse the challenges and opportunities of young people in new millennium.

UNIT I: INTRODUCTION

- Defining Youth - Social Construction of Youth – Changing conceptions of Youth
- Perspectives of youth: cultural, comparative and biographic - Youth Demographics
- Youth power : youth as social capital - youth as change agents - socio-political movements

UNIT II: APPROACHES TO UNDERSTANDING YOUTH

- Youth in Society and Culture
- Youth as Action - Transition and Identity formation - Citizenship and Civic engagement
- Youth: Inequality and dependence – Social inclusion – Equity and Access

UNIT III: YOUTH IN NEW MILLENNIUM: CHALLENGES AND OPPORTUNITIES

- Youth in the context of globalization
- Education and Skill Development, Employability and Employment
- Health-Physical, Mental and spiritual well-being

ESSENTIAL READING:

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009), Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.

5. Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai
6. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.
7. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delhi.

Foundation Course

Course Code: PGC12

INDIA: SOCIETY, ECONOMY & POLITY

The Social fabric of Indian Society is complex and is characterised by the caste, class and religion, besides the distinctive feature of joint family system. The first section on society introduces the students to the concepts and debates relating to social structure, social process and social issues that have bearing on the socio-economic development of the Indian society. The main objective of the section on economy is to provide the students with a critical understanding of the Indian economy, to understand the status, issues and policies of the Indian economy at the aggregate as well as sectoral levels and to understand the experiences in pre as well as post reform years, keeping colonial experience at the background. The section on Indian political system helps students to understand structure and functions of constitution, union government, state government, and local government institutions. It also discusses the centre – state relationships.

Unit I: Modern Indian Nation: A historical perspective

- India on the eve of British Rule – Colonial Rule under the East India Company from 1757 to the Great Revolt of 1857 – Crown Rule 1857-1947 – Conditions of the Indian People and Society under Colonial Rule
- Nationalism in India – Rise and growth – Indian National Congress – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial rule –Role of the Working Class and Peasant movements - Modern Indian Nation State as the product of an anti-colonial struggle uniting people across sentiments of religion, caste, language and region

Unit II: Contemporary Indian Society

- Main features: Large and diverse territory and population - Language, ethnicity, religion and geography as markers of diversity and plurality – Uniqueness of India as a unified Nation state with the highest degree of diversity

- The Indian Caste System -Hierarchies – Relations of Dominance and Dependence – Untouchability and other forms of caste discrimination/oppression - Caste as a marker of identity in a changing India - Role of affirmative action/positive discrimination
- Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes such as economic modernization and urbanization
- Globalization and contemporary Indian Society –Implications for Family and Social Values.

Unit III: Indian Political System

- The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy
- Union Government: Parliament – Powers and functions of key functionaries: President, Vice President, Prime Minister, Council of Ministers and Speaker – Supreme Court of India: independence of Judiciary
- Federalism and Centre-State Relations – Coalitions at Centre and in the States
- Centre-State Financial Relations - Finance Commission
- State Government: Legislative Assembly – Powers and functions of key functionaries: Governor, Chief Minister, Council of Ministers and Speaker – High Court
- Local Government : PRIs & Urban Local Government Institutions

Unit IV: Economic Development in India, 1950 to 1990

- Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure
- Economic Growth Patterns: Overall, Agriculture , Industry, Services
- Human Development Trends
- Trends in extent of Poverty over time in India and major States
- Employment and Unemployment – Trends in terms of quality and quantity
- An introduction to Environment, Development and Displacement Issues in India

Unit V: Indian economy since 1990

- Economic reforms of liberalization, privatization and globalization - Growth, poverty, employment and unemployment and food security.

ESSENTIAL READING:

1. Bipan Chandra, (2009) History of Modern India. New Delhi: Orient Blackswan
2. Ahuja, R. (1999) Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat.
3. Herald, R. M. & Haralambos, M. (2011) Sociology: Themes and Perspectives. Oxford: OUP.
4. Johari, JC. (2004) The Constitution of India - A Politico - Legal Study. New Delhi: Sterling Publishers Pvt Limited
5. Madan, T.N. (1991) Religion in India. Oxford: OUP.
6. Neeraj Jayal and Sudha Pai, (2001), Democratic Governance in India, Sage, New Delhi.
7. Bidyut Chakrabarty, Rajendra Kumar Pandey (2008) Indian Government and Politics, Sage Publications, NewDelhi.
8. Sharma Brij Kishor (2011) Introduction to the Crijstitution of India, PHI Learning Private Ltd, New Delhi.
9. Basu, Durga Das, (2008), Commentary on the Constitution of India, Wadhwa and Company Law Publishers, New Delhi.
10. Kashyap, Subash. (2005), Our Constitution, National Book Trust, New Delhi.
11. Johari, JC. (1995). The Constitution of India – A Politico-Legal Study, Sterling Publishers Pvt. Limited, New Delhi.
12. Thomas Isaac T.M and Richard W. Franke (2000) Local Democracy and Development: People's Campaign for Decentralised Planning in Kerala: Left World Books, New Delhi.
13. Dreze, J.A. and A.K.Sen (2014), An uncertain glory: India and its contradictions Penguin Books, New Delhi
14. Jalan, Bimal (2004) Indian Economy: Problems and Prospects: Penguin Books, New Delhi
15. Kurien C.T (1992) The Economy: An Interpretative Introduction Sage Publications
16. Kurien C.T. (1994), Global Capitalism and Indian Economy Orient Longman
17. Vaidyanathan A. (1995), The Indian Economy: Crisis, Response and Prospects Orient Longman
18. Dutt and K.P.M.Sundaram (2006) Indian Economy, New Delhi, Sultan and Chand Company.
19. Kapila, Raj and Kapila, Uma (2002), India's Economy in the 21st Century. New Delhi: Academic Foundation.
20. Dingra, I.C. (2009), Indian Economy, New Delhi: Sultan and Chand Sons.
21. Gupta K.R and Gupta, J.R (2008), Indian Economy, New Delhi, Atlantic Publishers

Foundation Course

Course Code: PGC13

GENDER AND SOCIETY

The primary objectives of this course are:

- To enable the students to introspect on the gendered experiences across the spectrum of daily life and understand power relations through gender lens
- To provide conceptual understanding of gender disparities and gender inequality in society
- To capacitate the students to explore the possibilities to alter the genderscape.

Unit I: Introduction

- Sex and Gender; Types of Gender
- Gender Roles, Private vs Public Dichotomy
- Patriarchy and Gender Relations

Unit II: Gender and Family

- Gender Division of Labour and Gender Hierarchy
- Gender Role Socialization
- Gender Dynamics in Patriarchal and Matrilineal Families

Unit III: Gender and Education

- Gender Disparity in Education
- Gender Bias and Gender Stereotyping in Curriculum
- Promoting Gender Equality through Education

Unit IV: Gender and Economy

- Segmented Labour Market and Occupational Segregation
- Gender Issues in Informal Sector
- Gender Stereotyping and Gender Discrimination at the Work Place

Unit V: Gender and Polity

- Political Participation of Women in India
- 73rd and 74th Constitutional Amendment
- Politics of Reservation Bill for Women

Active Learning Tool kit:

1. **Exploring Gender:** How gender permeates everyday life as what it means to be a woman or a man?

Activity: Reflective Analysis of personal lives and preparing a concept note on Gendered Lives

2. **Questioning Gender:** Are Gender roles in Family hierarchical or complementary? How can we transform hierarchical gender relations into complementary roles.

Group Discussion and Presentation: Analysing roles, responsibilities and every day activities of men and women in family and suggesting strategy for transformation towards gender equality

3. **Discussion Question:** How does private patriarchy influence public patriarchy and the implications for gender inequality?

Activity -Gender Analysis: Statistical analysis of labour force participation of men and women and explaining theoretical assumptions of occupational segregation and feminization of occupations

ESSENTIAL READING:

1. 73rd and 74th Amendment. Planning Commission, GOI publication
2. Jackson, S & Scott, S (2002) Gender: A Sociological Reader. New York: Routledge (part 1 ch-1.2.3.4 , part 3 Ch. 18, 19 & Part 4)
3. Leela Kasturi “Report of the Sub-Committee, Women’s Role in Planned Economy, National Planning Committee (1947) in Maitrayee Chaudhuri ed. Feminism in India (Zed, 2005) pp. 136-155.
4. Lipman, Jean - Blumen. (1984) Gender Roles and Power. USA: Prentice Hall Inc.
5. Menon, Nivedita “Elusive ‘Woman’: Feminism and Women’s Reservation Bill”, Economic and Political Weekly, 35: 43/44. October 21st - November 3rd. 2000. Pp. 3835- 3844.
6. Wharton, Amy. (2005) The Sociology of Gender: an Introduction to Theory and Research. Oxford: Wiley-Blackwell Publishers. (Ch 1& 2)

REFERENCE READING:

7. Autobiographies of Transgenders: Laxmi, PG Joshi (translator) and R Raj Rao (translator) Me Hijra, Me Laxmi. New Delhi: OUP/ A. Revathi, V. Geetha (2010). The Truth About Me: A Hijra Life Story. New Delhi: Penguin
8. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), Social Reforms, Sexuality and the State. New Delhi: Sage. Pp. 211-235
9. Dube, Leela. (1992). Women in a Matrilineal Muslim Community. In: Mohini Anjum (Ed). Muslim Women in India. New Delhi: Radiant Publishers.
10. Dube, Leela. (2001). Anthropological Explorations in Gender- Intersecting fields. New Delhi: Sage Publications.
11. Joan, Z . et al (2008). Kaleidoscope of Gender. Sage: California. (Ch 7)
12. Lindsey, L (2011) Gender Roles: A Sociological Perspective. New Delhi: PHI learning (ch-3,8,10,11)
13. McDowell, L. & Pringle, R. (1992) Defining Women: Social Institutions and Gender Divisions. Cambridge: Blackwell Publishers Inc.
14. Mead, Margaret (2001) Male and Female. New York: Harper Collins.
15. Nongbri, Tiplut (2003) Development, Ethnicity and Gender: Select Essays on Tribes in India. Delhi and Jaipur: Rawat Publications.
16. Oakley, Ann. (1976) The Housewife. UK: Penguin Books Ltd.
17. Robyn, Gayle (2012). Questioning Gender. Los Angeles: Sage. (ch 9,14)

Core Course

Course Code: MSW601

Social Work Profession (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about the profession of social work
- Understand the different fields of social work
- Get exposed to the historical growth and development of social work
- Understand the current trends in professional social work

UNIT - 1: Social Work: Definition, Nature of Social Work, Characteristics, functions, values, principles, Philosophy, Goals and scope. Concepts related to Social Work: Social Service, Social Welfare, Social Reforms, Social Movements, Social Action, Social Development and Social Empowerment. History of social work in West and in India. Concept of International Social Work.

UNIT - 2: Introduction to methods and fields of social work: Micro, Macro level of social work intervention. Social Work as Profession: code of ethics for Indian social worker towards clients, colleagues and agency professionals. Professional social work associations- International, national and regional.

UNIT - 3: Importance of theory in Social Work. Major theories in social work: Systems Theory, Psychodynamic Theory, Social Learning Theory and Conflict Theory. Models of social work - Problem solving model, Cognitive Behavior Model, Crisis Intervention Model, Integrated social work model, developmental model, empowerment and justice model and radical model.

UNIT – 4: Indian social reformers and their contributions: Raja Ram Mohan Roy, Dr.Muthulakshmi Reddy, EVR Periyar, Gandhiji, Vinoba bhawe, Narayana Guru, Dr.B.R.Ambedhkar, Jyotirao Govindrao Phule. Arya Samaj and Brahma Samaj. Contemporary Social Reforms in India, Voluntary Social Work in India.

Unit-5: Social Work Education and Training: Inception and growth of social work education in India, current trends in social work training and practices.

References

- Pincus, A. and Minahan A. (1973), *Social Work Practice, Models and Methods*, Peacock Publishers, Illinois
- Varma RBS (Ed, 2013), *Field Work Practicum in Social Work-Emerging Concerns, Challenges and Opportunities*, Rapid Book Service, Lucknow
- M.Gray., & S Webb((2010, Ed) *Ethics and Value Perspectives in Social Work*, Palgrave Macmillan.
- Thomas, Gracious (2015, Ed), *Social Work: A Value Based Profession*, Jaipur, Rawat Publications
- Azhar Iqbal Shikh. 2008. *Modern Trends in Social Work*. Sublime Publications. Jaipur.
- Chowdhry, Paul. 1992. *Introduction to Social Work*. Atma Ram and Sons. New Delhi.
- Cox, David and Manohar Pawar. 2006. *International Social Work*. Vistar Publications. New Delhi.
- Higham., Patricia. 2006. *Social Work - Introducing Professional Practice*. Sage Publications. New Delhi.
- Payne, Malcolm. 2007. *What is Professional Social Work?* Rawat Publications. New Delhi.
- Segal A Elizabeth et.al. 2010. *Professional Social Work*. Cengage Learning India Pvt. Ltd. New Delhi.
- Singh K. 1994. *Social Work Theory and Practice*. Prakasahan Kendra. Lucknow.
- Yagna J Stephen and Johnson C Louise. 2007. *Social Work Practice - A Generalist Approach*. Pearson Education. New Delhi.
- Saleebey, D., (Ed, 2006), *the strengths perspective in social work practice (4th Edition)*, Pearson Education, Boston
- Lester Parrott (2010), *Values and Ethics in Social Work Practice*, Learning Matters Ltd. U.K.
- Kieron Hatton (2008) *New Directions in Social Work Practice*, Learning Matters Ltd. U.K.
- Mark Doel (2012), *Social Work: The Basics*, Routledge Publishers, London
- John Pierson (2012), *Understanding Social Work: History and Context*, Rawat Publications, Jaipur.
- Pamela Trevithick (2009) *Social Work Skills: A Practice Hand Book*, Rawat Publications, Jaipur.
- Sanjoy Roy, (2012) *Field Work in Social Work*, Rawat Publications, Jaipur.

Karen Healy and Joan Mulholland (2012) *Writing Skills for Social Workers*, Sage Publications, London

Richard Hugman (2010) *Understanding International Social Work: A Critical Analysis*, Palgrave Macmillan, UK

Anand Sirohi (2005), *Modern Perspective on Social Work (Three Volumes)*, Dominant Publishers, New Delhi.

Terry Mizrahi and Larry E.Devis (2008), *Encyclopaedia of Social Work (Three Volumes)*, Oxford University Press, New York.

Journals

Indian Journal of Social Work, Tata Institute of Social Sciences, Mumbai.

Perspectives in Social Work, Nirmala Niketan, Mumbai

Core Course

Course Code: MSW602

Social Work Practice with Individuals (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about the primary method of social work practice with individuals
- Understand the techniques and approaches of social work practice with individuals
- Acquire the skill of working with individuals

UNIT 1: Social Casework as a method of Social Work. Concept & Definition. Historical development of Social Casework. Objectives of working with individuals. Values - Worth and dignity of clients; Problem solving capacity and Confidentiality. Principles - Acceptance, Individualization, Client participation, controlled emotional involvement. Components – Person, Problem, Place and Process.

UNIT 2: Case Worker - Client Relationship: Meaning, purpose and elements/components. Characteristics of professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; Obstacles in client worker relationship.

UNIT 3: Casework Process: Phase 1: Exploration of person in environment, Multidimensional assessment and Planning, Multidimensional intervention. Phase 2: Implementing and Goal attainment. Phase 3: Termination and Evaluation; Follow up. Interview – Home visits, Collateral contacts, Referrals.

UNIT 4: Casework Practice: Approaches and Models - Psycho Social approach, Psychoanalytical, Functional approach, Problem solving approach and Crisis Intervention. Relevance of an Eclectic approach. Working with Individuals in different settings: Educational, Family and Child Welfare, Medical and psychiatric, Correctional setting and Industrial setting.

UNIT 5: Techniques in Practice- Ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, roleplaying and confrontation. Tools - Observation, listening, communication, rapport building, questioning, giving feedback. Use of relationship in the helping process, Record keeping – Face sheet, Genogram, Narrative, Process and Summary recording

References

- Siddiqui, H.Y (2015), *Social Work and Human Relations*, Rawat Publications, New Delhi.
- Richmond, Mary (1922), *What is Social Case Work*, Resel sage Foundation, New York
- Hamilton, Gordon, 2013, *Theory and Practice of Social Casework*, Rawat Publications, New Delhi
- Bhattacharya, Sanjay. 2009. *Social Case Work Administration and Development*. Rawat Publications. New Delhi.
- Elizabeth A Segal, et.al. 2010. *Professional Social Work*. Cengage Learning India Pvt. Ltd. India.
- Kottles A. Jeffrey, David S., Shepard. 2009. *Counseling Theories and Practice*. Cengage Learning India Pvt. Ltd. New Delhi.
- Mathew, Grace. 1992. *An introduction to Social Case Work*. Tata Institute of Social Sciences. Bombay.
- Mujawar W.R., N.K. Sadar. 2010. *Field Work Training in Social Work*. Mangalam Publications. New Delhi.
- Perlman Helan Haris. 2011. *Social Case Work – Problem Solving Process*. Rawat Pulicatrions. India.
- Upadhya, R. K. 2010. *Social Case Work A Therapeautic Approach*. Rawat Publications. New Delhi.

Journals

Social Case Work, published by Family Service Association of America, New York.

Core Course

Course Code: MSW603

Social Work Practice with Groups (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about the primary method of social work practice with groups
- Understand the techniques and approaches of social work practice with groups
- Acquire the skill of working with groups

UNIT 1: Group and Social Group Work: Groups- Concept, types and characteristics of groups; Group as an instrument of change. Social Group Work: Concept, objectives, functions, principles and values. - Evolution of Social Group work as a method of Social Work.

UNIT 2: Group Work Process, Practice and Recording: Process: Study, Formation, Assessment, Programming Treatment and Evaluation. Practice: Models of Social Group Work: Development, Preventive, Remedial, Recreational and Task – oriented model. - Roles of group worker, Group processes. Recording: Importance, Types, and Principles of recording.

UNIT 3: Programs: Meaning and purpose; Program Process – Planning, Implementation and Evaluation (PIE); Criteria for effective programs; Principles of program planning; Resources for programs; Difficulties in implementing programs. Evaluation in Group Work.

UNIT 4: Leadership and Dealing with Conflicts Of Interest: Leadership: Concept, Approaches, Theories, Styles of leadership, Conflicts of Interest: Concept of conflict. Sources of conflict in groups, styles of managing conflict

UNIT 5: Therapeutic Approach: Behavior Modification Therapy, Rational Emotive Therapy and Family Therapy. Sociometry – Concept and Application in assessing individuals and groups. Practice of Group work in various settings: Medical & Psychiatry, Community Setting, Correctional Setting, School Setting, Family & Child Welfare and Industrial Setting.

References

- H.B.Trecker (1948), Social Group Work-Principles and Practices, Women's Press, New York
- Konopka G, (1963), Social Group Work: A Helping Process, Prentice Hall Publication, New Jersey
- Brown A (1994), Group Work(Third Edition), Ashgate Publishing, Great Yarmouth
- David Capuzzi, (etal, 2011), Introduction to Group Work (fourth edition), Rawat Publication, New Delhi
- Jacobs E. et al.2010. Theory and Practice of Group Counseling. Cengage Learning India. New Delhi.
- Sahu R.K. 2010. Group Dynamics and Team Building. Excel Books. New Delhi. 3. Siddiqui Y. H. 2011. Group Work Theories and Practice. Rawat Publications. New Delhi.
- Toseland W. Ronald, Robert F. Rivas. 2005. An Introduction to Group Work Practice. 5th Edition. Library of Congress Publication. USA.
- Zastrow H. Charles. 2009. Social Work with Groups. Cengage Learning India. New Delhi.
- Trevor Lindsay (2008), Group Work Practice in Social Work: Learning Matters Ltd.U.K.
- David Capuzzi (2006), Introduction to Group Work, Rawat Publications, Jaipur
- John M Levin (2006), Small Groups, Psychology Press, New York
- H.B.Trecker (1965), How to work with Groups, Association Press, New York.
- Walter Lifton (1967), Working with Groups, John Wiley and Sons, New York
- H.Y.Siddiqui (2008), Group Work Theories and Practices, Rawat Publications, New Delhi
- Charles D Garvin (2007), Hand of Social Work with Groups, Rawat Publications, Jaipur

Journal

Group Work published by Whiting & Birch Ltd, 90 Dartmouth Road, London

Semester-II

Core Course

Course Code: MSW606

Community Organisation and Social Action (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about the primary method of social work practice with communities
- Understand the techniques and approaches of social work practice with communities
- Acquire the skills of bringing about change at the micro and macro levels by applying the principles of social action

UNIT 1: Community organization: History, concept, principles and objectives. Community organization and community development - Process of community organization - Study and survey, analysis, assessment, discussion, organization, action, reflection, modification, continuation.

UNIT 2: Models of community organization: locality development, social planning, social action, Approaches-specific content, general content and process content. Skills in community organization: Communication, training, consultation, public relations, resource mobilization, liaisoning. Networking, Conscientisation, Planning and Organising, Roles of the community organizer.

UNIT 3: Methods of community organization: Awareness creation, planning and organizing, education, networking, participation, leadership, community action, legislative and non legislative actions.

UNIT 4: Social Action in Community Organization: Concept, Purpose and Techniques, Social Action as a method of social work. Approaches to social action – Paulo Friere, Saul Alinsky, Medha Patkar.

UNIT 5: Strategies and Tactics in Social Action: individual contact, conscientization, negotiation, collaborative pressure, advocacy, legal approach, public relations, political organization, political approach, conflict resolution and violence. Contextual usage of strategies. Current trends in social action in Indian Context- Case studies and models of social action,

References

Christopher, A.J., and Thomas William. 2006. Community Organization and Social Action. Himalaya Publications. New Delhi.

Cox M. Fred et. al. 2005. Strategies of Community Organization. 4th Edition. Peacock Publishers. New Delhi.

Kumar Somesh. 2008. Methods for Community Participation. Vistar Publications. New Delhi.

Sameh, Taylor and Robert and W Roberts (2013), Theory and Practice of Community Social Work, Rawat Publications, New Delhi

Rinku Sen, Kun Klen (2003), Stir it Up: Lessons in Community Organising and Advocacy, Jossey Boss, New York

Upmesh K Talwar (2013), Community Organisation as a Method of social work retrieved from <http://www.grin.com/en/e-book/212517/community-organization-as-a-method-of-social-work-on-26.01.2016>

Murray.G. Ross. Community Organization Theory, Principles, and Practice Harper & Row, New York 1967

Britto, G.A.A. (1984), Social Action and Social Work Education in the Eighties, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.

Britto, G.A.A. (1984), Some Principles of Social Action, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.

Davis, Martin (2000), The Blackwell Encyclopaedia of Social Work, (eds.) Blackwell Publishers, Massachusetts, pp.317-318.

Friedlander, W.A. (1977), Introduction to Social Welfare, Prentice Hill, New Delhi.

Mishra, P.D. (1992), Social Work – Philosophy and Methods, Inter India Publications, New Delhi.

Moorthy, M.V. (1966), Social Action, Asia Publishing House, Bombay.

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

Journals

Social Action, Indian Social Institute, New Delhi

Journal of Social Work, Sage Publications, New Delhi

Core Course

Course Code: MSW607

Social Policy and Social Welfare Administration (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about social policy and the administration of service organizations –
- Understand welfare policies of the government
- Acquire the skill of establishing a human service organisation

UNIT 1: Social policy: Concept and Scope, Distinction between Social and Economic Policies, Social Welfare policy, Welfare State. Indian Constitution: Fundamental rights and Directive principles of State Policy, Social Policy and Planned social change.

UNIT 2: Policies and Programs in India – Education, Health, Shelter, Environment, Social Security, Food Security, Employment, Labour – Organized and Unorganized, Family, Children, Women, Elderly, Differently abled and Weaker sections.

UNIT 3: Development Organisations– Features - Non-Government, Non Profit making and self –governing. National Policy on Voluntary sector (2007). Organizational structure and characteristics. Approaches to Organizational Management: Bureaucratic model, Human Relations model and System Theory.

UNIT 4: Basic Administration Processes: Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings-Documentation.

UNIT 5: Procedures in registering an organization - Societies Registration Act 1860, Charitable Trust Act, 1912, Provision applicable under Indian Companies Act, 1956. Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers.

References

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- Jane Franklin (1998), Social Policy and Social Justice, Blackwell Publishers, Cambridge.
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Core Course

Course Code: MSW608

Social Work Research and Statistics (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about research methodology & statistical applications
- Understand the application of computer packages in social work research

UNIT 1: Scientific attitude, characteristics, scientific method. Research meaning, objectives and types. Quantitative and Qualitative research - meaning and comparison. Social work research, steps – define, strategy, execution and reporting. Research problem: identification, selection, formulation of research problem. Importance of theory, conceptualization and theorization. Research proposal preparation. Research Ethics.

UNIT 2: Research design: exploratory, descriptive, diagnostic experimental, hypothesis nature and types, assumptions and its nature. Sampling - meaning, types: probability and non-probability. Methods and Tools of Data Collection, Survey – meaning types and steps. Quantitative research - questionnaire, interview schedule, interview guide, observation schedule, standardized tools. Qualitative research – in depth interview, focus group discussion, Case study

UNIT 3: Data Analysis: Variables – meaning and types- Steps of data analysis: editing, coding, code book preparation and code sheet preparation. Types of analysis – descriptive and inferential. Testing of hypothesis.

UNIT 5: Analysis of data: Statistical tests: parametric and non-parametric. Single frequency, bivariate analysis, charts and diagrams. Editing of table and charts, presenting tables and charts in word document. Interpretation of data, Application of statistical calculation and test, measurement of central tendency, dispersion, χ^2 test, „t“ test. Application of correlation, regression. ANOVA.

UNIT 4: SPSS: Creating data file, syntax file and output file: Defining data, Recoding of data, Computing of data.

References

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- Hennie Boeije (2010), Analysis in Qualitative Research, Sage Publication, London
- Margaret Alston and Bendy Bowles (2003), Research for Social Workers, Rawat Publishers, Jaipur

Human Rights and Social Legislation (2 Credits)

Learning Outcome: The students will...

- Gain knowledge about human rights and social legislations
- Acquire the skills of applying the principles of human rights and social legislation in social work practice

UNIT 1: Human Rights: Concept, Scope - Universal Declaration of Human Rights - International Covenant on Economic, Social and Cultural Rights - International Covenant on Civil and Political Rights. Human Rights in the Constitution of India. Roles and Powers of National Human Rights Commissions. Responsibilities of State Human Rights Commission - Social Work profession and Human Rights. Rights of vulnerable groups.

UNIT 2: Social Legislation: Meaning and Scope. Family Courts, Lok Adalats, The Legal Aid, Public Interest Litigation and Right To Information Act (2005). Right to Education (RTE). Protection of Civil Rights Act 1955. Protection of Women from Domestic Violence Act-2005, Sexual Harassment of women at Workplace Act and Rules-2013. POCSO Act, 2012, PNDT Act 1994, The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities), Act, 2015

UNIT 3: The Special Marriage Act, 1954, Hindu Adoption and Maintenance Act 1956, Juvenile Justice act 1986, Child Labor Prohibition and Regulation Act 1986, Bonded Labor Abolition Act 1976. The Maintenance and Welfare of Parents and Senior Citizens Act 2007, Persons with disabilities Act, 1995, Mental Health Act, 1987. Prevention of Immoral Traffic Act 1956, Protection of Consumer Act. 1986. Transplant of human Organ Act 1994. Role of social worker in promoting social legislation.

References

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K Shanmuga Velayuthum (1998) Social Legislation, Vargha Vallamudan Publications,

Child and Law in India (1998), Indian Council of Child Welfare, Chennai

Journals

Law Teller, Pushpa Jindal, Chandigarh

Legal News and Views published by Integrated Social Initiatives, New Delhi

Foundation Course

Course Code: MSW610

Psychology for Social Work Practice (2 Credits)

Learning Outcome: The students will...

- Understand the behaviour of human beings
- Understand the social and emotional dynamics at every stage of human development and
- Acquire the skills to deal with the psychosocial problems of the clients.

UNIT 1: Psychology: Concept, Human reproductive system, fertilization and foetal development, delivery, pre and post-natal care. Developmental stages & Developmental tasks - Developmental periods: infancy, babyhood, childhood, puberty & adolescence, adulthood, middle age and old age. Areas of Human Development - Social, emotional, cognitive and physical.

UNIT 2: Psychological Processes in Behavior: Needs and Motives, Emotions, Intelligence: Measurement of intelligence Learning and motivation. Maslow's theory. Personality: types of personality, factors influencing personality. Factors Influencing Human Behavior: Heredity and Environment. Learning and behavior modification. Social Bases of Behavior: Perception, Attitudes, prejudices, biases, stereotyping. Processes of Adjustment & Mal-adjustment. Coping Mechanisms vs. Defense Mechanisms.

UNIT 3: Abnormal Psychology: Concepts of normality and abnormality. Classification of psychological disorders: Concepts of: Diagnostic and Statistical Manual for Mental Disorders (DSM), International Classification of Diseases (ICD). Psychological Testing: IQ / Achievement Test, Attitude Test, neuropsychological Test, Personality Test, Objective Test and the use of test in psychosocial assessment and intervention.

References

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Semester- III

Core Course

Course Code: MSW614

Youth Development (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about the status of youth
- Understand the policies, techniques and models of youth work
- Acquire the skills of working with youth

UNIT 1: Youth: Concept - Youth as age Category, as transitional stage, as social Construct. Demographic Profile of Indian Youth. Theories on Adolescence: Hall's storm and stress model, Erickson's Psychosocial theory of development, Blo's theory of Process of Disengagement by adolescents, Richard Jessor's Problem behaviour theory.

UNIT 2: Youth Development: Concept- Youth Development Index based on Human Development Index dimensions - Education, Income and Health. Sustainable Development Goals of the United Nations Organization. Youth Led Development: Concept- Youth Led Sustainable Development in the focus areas of Health and Population dynamics, Education and Skill development, Gender equality and Women empowerment, Peace and Non-violence and Climate

UNIT 3: Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.

UNIT 4: Approaches and Models of Youth Work: Nature & definition of Youth Work. Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach. Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model.

UNIT 5: Youth Policy & Programmes: Policy- Policy development framework- Essential features of National Youth Policy of India (2014). National Programme for Youth & Adolescent Development (NPYAD) of Government of India. Organizations involved in Youth Development: United Nations Population Fund (UNFPA), International Youth Foundation, Restless Development and Rajiv Gandhi National Institute of Youth Development (RGNIYD).

References

Chowdhry D.P.1988. Youth Participation and Development. New Delhi .Atma Ram and Sons Publications.

Kenyon, et.al. 1996. Youth Policy 2000. Formulating and Implementing National Youth policies. CYP Publication. Chandigarh.

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Bob Coles (2002), Youth and Social Policy, Routledge, London

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M Sarumathi and Kalesh (2007), Youth Policies and Programmes in South Asia Region, RGNIYD Publication, Sripeumbudur

PhilMizem (2004) The Changing state of Youth, Palgrave Publishers, New York

Core Course

Course Code: MSW615

Strategies for Youth Development (3 Credits)

Learning Outcome: The Students will ...

- Understand the different strategies by which youth development could be achieved
- Gain knowledge of government and private interventions in the development of youth
- Acquire skills in designing capacity building programmes.

Unit 1: Promoting Healthy Life Style: Unhealthy life style among youth: Excessive Sedentary activities (Television, video games, social networks) and nutrient deficit fast foods. Problems due to poor physical fitness among adolescents and youth. Healthy Life Style- Concept and Importance. Body Mass Index. Benefits of regular physical activities- Walking, trekking, jogging, cycling, swimming, aerobics activities and Indigenous knowledge and practice in healthy living (yoga, pranayama, meditation). Food Pyramid for healthy life style.

Unit 2: Capacity Building: Concept, Significance of capacity building of youth. Methods – Training, Out-bound training, Folk and theatre training, Exposure visits, youth participation in forums and groups - Training Needs Analysis (TNA), Competency Analysis- Writing training objectives- Designing a training programme. Evaluation of training based on Kirkpatrick’s model. Documentation and dissemination of outcomes of capacity building.

Unit 3: Livelihood: Concept -Sustainable Livelihoods approach to poverty -UNDP, CARE and DFID approach to Sustainable Livelihood -Strengths and weaknesses - Sustainable livelihood projects in India. Formation of self-help groups of men/women of economically deprived families - Orientation on the basic characteristics of micro-finance and micro-enterprise and its effective management. New Entrepreneurs & Enterprise Development Scheme (NEEDS). Incentives and subsidies for earmarked for SC, ST and women entrepreneurs.

Unit 4: Entrepreneurship: Concept-Entrepreneurial skills and competencies. Feasibility Study: Product/Service Feasibility, Industry/Market Feasibility, Organizational Feasibility and Financial Feasibility. Steps in setting up a micro enterprise: Product Selection, market survey, viable business plan, choice of technology, man power, production process, quality standards and marketing strategies. Institutional support services by Government and corporate sector.

UNIT 5: Community Health: Concept - Community Health Concerns -Youth-led Community health and Sanitation. Programs: National Rural Health Mission, National AIDS Control Programme. First Aid, Immunization programs. Community Health Education on Water, Sanitation and waste management,

References

- Eccles, J.S., Gootman, J.A., 2002, Community programs to promote youth development. National Academies Press, Washington, DC.
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- Roger Harrison (2007), Leading work with young people, SAGE Publication, London
- Rainer K, Silberesin (2007), Approaches to positive youth development, SAGE Publication, London
- James Cote (2014), Youth Studies: Fundamental Issues and Debates, Paulgrave Mcmillan, UK.
- Peter Ronald D'Souza (2009), Indian Youth in a transforming world, SAGE Publication, New Delhi

Core Course

Course Code: MSW616

Rural and Urban Community Development

Learning Outcome: *The students will...*

- Gain knowledge about rural urban community
- Understand the programmes & activities of rural and urban development
- Acquire the skills of working with rural and urban communities

UNIT 1: Community: meaning, types, characteristics. Community development: Definition & philosophy. Evolution of Community Development. Rural Community Development – Principles, approaches. Early experiments of rural development. Extension – meaning, principles, approaches. Participation – meaning, relevance, technique & levels. Dimensions of participation. Participation in rural development.

UNIT 2: Sustainable development: meaning, importance. Millennium development goals. National priorities of the Govt. of India based on MDGs. Human Development Index - Dimensions and importance. Assessment of needs and problems in the community. Participatory Rural Appraisal – characteristics, principles, tools, steps and limitations.

UNIT 3: Urbanization: Concept- Urban, Urbanism - Characteristics- Types of urban centers - Town - Metropolitan city Satellite towns - Megacity - Parallel city. Urban development and Urban community development - meaning - origin of urban community development- Welfare extension policy of central social welfare board as pilot project - Delhi project - Baroda project - Jamshedpur project.

UNIT 4: Urban Social problems: Crime – accidents – Migration –Street Families – Street Children – Solid Waste Management - Pollution Control. Urban traffic problems and solutions- Metro rail and MRTS projects -Road safety systems - Infrastructure development - Urban housing problems – Housing schemes- Urban development Policy- Town planning - Urban Renewal programs in Indian cities. Characteristics of Slums in Indian cities- Slum clearance board- Functions of slum clearance Board- Programs for slum dwellers- Smart Cities and Model Villages.

UNIT 5: Role of Government & NGOs in Development: Government programs & schemes – poverty alleviation, women development, SC/ST development, child development. Voluntary action – NGOs in rural urban development. Community based organization, programs & projects. Involvement of NGOs in urban community development - Need for NGOs in urban community development – N.G.Os working at Urban centres.

References

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- Maheswari, S.R. 1994. Rural Development in India. Delhi. Sage publishers.
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- Jacob Z Thudipara (2007), Urban Community Development (2nd Edition), Rawat Publications, New Delhi
- G V Prabhath (2011), Youth and Rural India, Global Research Publishers, New Delhi

Journals

- Health and Social Work by National Association of Social Workers, Washington DC
- Indian Journal Medical Ethics published by Forum for Medical Ethic Society, Mumbai

Discipline Centric Elective

Course Code: MSW617

Corporate Social Responsibility (CSR) (2 Credits)

Learning Outcome: The students will

- Understand basic and current information on CSR
- Develop skills to work in CSR setting

Unit 1: Introduction to CSR

Definitions and Concept of CSR
History and Evolution of CSR (International)
History and Evolution of CSR (Indian)
Corporate Governance and CSR

Unit-2: Monitoring and Evaluation in CSR

Monitoring Mechanism and Tools
Evaluation (Concurrent and Final Evaluation)
Social Impact Assessment and CSR Audit
Reporting and Documenting in CSR

Unit 3: Role of Professional Social Work in CSR

Application of Social Work methods in CSR
Models of social work intervention in CSR
Role and functions of social workers in CSR
Social work techniques and skills in CSR

References:

1. William B Werther, Jr, David Chandler, 2010 Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition, SAGE Publications, New Delhi
2. Sanjay K Agarwal (2008), Corporate Social Responsibility, SAGE Publications, New Delhi
3. David E Hawkins, 2006, Corporate Social Responsibility , Palgrave Macmillan, New York
4. Raman Mullerat (2011), The Corporate Governance of the 21st Century, Aspen Publishers, UK
5. Wayne Visser (2014), Transforming Corporate Social Sustainability and Responsibility, Springer Heidelberg, New York, London
6. Ataur Rahman Belal (2008), Corporate Social Responsibility in Developing Counties, Ashgate Publishers. UK.

Medical and Psychiatric Social Work

Learning Outcome: The students will...

- Identify the basic issues related to health and the psycho social factors influencing health
- Understand the concepts of mental health, mental illness and learn the symptoms, ethology, diagnosis and treatment of mental health disorders
- Gain skills to work as medical and psychiatric social worker in varied health and rehabilitation settings

Unit-1: WHO Concept of Health-Spectrum of health, determinants of health-health and development-right to health- levels of prevention-modes of intervention: health promotion, specific protection, early diagnosis and treatment, disability limitation and rehabilitation-psycho socio, economic and cultural factors that influence health.

Unit-2: Medical Social Work-Definition, Objectives, and Scope. Social Case history recording-approaches in the practice of medical social work-current trends in medical social work, Role and functions of the medical social work in varied health settings including hospitals, community health and rehabilitation settings.

Unit: 3-Classification of mental disorders-symptoms, diagnosis, and management of mental disorders- promotion of mental health, psychiatric social-definition, objectives and scope-recording of mental status examination, approaches in the practice of psychiatric social work-current trends in psychiatric social work, Role and functions of the psychiatric social worker in varied health settings including hospitals, Child Guidance Clinic (CGC), community health and rehabilitation settings

References

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William Cockerham (2003), Medical Sociology, Pearson Publishers, New Jersey

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P K Bajpai (1998), Social Work Perspectives on Health, Rawat Publications, Jaipur

Minna Field (1963), Patience are People, Colombia University Press, New York

Sanjay Bhattacharya (2008), Social Work-Psycho Social and Health Aspects, Deep and Deep Publications, New Delhi

Jerry Johnson and George Grant (2005) Medical Social Work, Pearson Education Publisher, Boston

Ratna Verma (1991) Psychiatric Social Work in India, SAGE Publications, New Delhi

K.Shekar (2007) Psychiatric Social Work (A Hand book), NIHANS Publications, Bangalore.

Bhattacharya, Sanjay. 2008. Social Work Psycho-social and Health Aspects. Deep and Deep Publications. New Delhi.

Journals

Health and Social Work by National Association of Social Workers, Washington DC

Indian Journal Medical Ethics published by Forum for Medical Ethic Society, Mumbai

Elective-Self-Study

Course Code: MSW619

YOUTH AND PEACE BUILDING (2 Credits)

Learning Outcome: The students will be able to...

- Understand the meaning, concept and dynamics of conflict
- Understand the peace building concept and peace movements
- Identify the role of youth and various agencies in conflict management.

Unit 1: Understanding Conflict: Concept, meaning and definition; Sources and types of conflict; conflict as both constructive and destructive, Cycles of conflict. Conflicts in various settings: Establishments, organization, state, regional, national & international – Scenario of social conflict in India.

Unit 2: Management of Conflicts: Conflict Analysis, Conflict transformation, conflict intervention; Tools for Conflict analysis and transformation. Conflict Management Techniques: Avoidance, Collaboration, Compromising, Accommodation and Competitions.

Unit 3: Youth and Conflict Youth as both participants and victims – Issues of Youth exclusion and violence: Structural factors; Demography: the significance of the youth bulge, lack of livelihood opportunities, Education and skills, poor governance and weak political participation, Gender inequalities and legacy of past violence.

Unit 4: Peace Building Peace; Meaning, Nature and Philosophy - Peace Keeping, Peace Making, Peace Building - Peace Movements in India and Abroad. Role of youth and development organizations in Peace Building Role of GOs, NGOs, Civil Society, International Voluntary Organisations, Faith-Based Organisations – Youth as ambassadors of peace – Shanti Sena.

References

1. Agochiya Devendra (2012) Training Manual on Youth and Peace Building, Commonwealth Youth Programme (CYP) and RGNIYD.
2. Bercovitch Jacob, Kremenyuk Victor and Zartman, I William, (2009), The Sage Handbook of Conflict Resolution, Sage publication
3. Galtung, Johan, Transcend and Transform; An Introduction to Conflict Work (2004), Pluto Press, London
4. Furlong, Gary T, (2005), The Conflict Resolution Toolbox, John Wiley & Son, New Delhi
5. Hilker, Lyndsay McLean and Fraser, Erika (2009) Youth exclusion, violence, conflict and fragile states, DFID (<http://www.gsdr.org/docs/open/con66.pdf>)
6. Joseph, Siby K and Mahodaya Bharat (Ed.), (2007), Essays on Conflict Resolution, Institute of Gandhian Studies, Wardha
7. Barman Prateeti and Goswami Triveni (Ed.), (2009), Document on Peace Education, Akansha Publishing House, New Delhi
8. Sharma Anand, (2007), Gandhian Way, Academic Foundation, New Delhi
9. Pattnaik, Sukanti Priya, (1993), Strike, a study of conflict, Gyan Publishing House, New Delhi

Semester-IV

Core Course

Course Code: MSW622

Counselling and Career Guidance (3 Credits)

Learning Outcome: The students will...

- Gain knowledge about counselling and career guidance
- Understand the methods and steps of counselling and guidance
- Acquire the skills of providing counselling services
-

UNIT 1: Counseling and Guidance: Concept, Need and Scope - Needs and concerns of adolescents related to health, development and career - Counseling in educational settings: Educational planning - Student appraisal – Assessment instruments & techniques. Promoting partnership of Schools, Teachers and Families. Career Choices of Adolescents and Parental concerns- emerging issues.

UNIT 2: Pre Marital and Marital Counseling: De addiction and Substance abuse counseling. HIV& AIDS Counseling. Sexual and reproductive health & Adolescent sexual reproductive rights. Promoting safe sexual behavior and life style among adolescents. Enhancing adolescent maternal health among married adolescents. Counseling adolescents to cope with stress, anxiety, depression, suicide and other high risk behaviours.

UNIT 3: Career Planning: Factors important for career Choices and Career Planning - Steps in Career Planning - Basic internal and external information required for planning a career - Career Options available - Options available after X, Options available after XII, Options for Vocational Skill training. Career Development- Steps to implement Career Development Plan - Psychological Assessment in Career Counselling.

UNIT-II Assessment of Personality: Measures of personality: Myers-Briggs Type Indicator (MBTI), Adjective Check Lists - Personality assessment in Work Setting: NEO-PI-3. Social Readjustment Rating Scale (SRRS), Perceived stress scale (PSS)

Unit 4: Personality and Career Testing: Career Related Assessment: Strong Career Interest inventory -**Personality Test:** 16 Personality factors (16PF), Adjustment Inventory for College Students (AICS), **Intelligence Test:** Wechsler Adult Intelligence Scale (WAIS). Comprehensive Interest Schedule, Assessment of Emotions: BDI-II, Assessment of aspiration: Level of aspiration measure (LOA)

References

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- Andrews Sodhir. 2006. How to Succeed at Interviews. Tata McGrw Hill PublicationsCo Ltd. New Delhi.
- Burnard Philip. 2010. Counseling Skills Training. Viva Book Ltd. New Delhi.
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- Raymond A Noe (2008), Employee Training and Development, MCgraw Hill, New York
- Vidya Shankar (2009), Sweep through your Interviews, New Century Publishers, Chennai
- Jeffrey. G. Allen (1997), the Complete Job Interview Book, John Willey and Sons, New York
- Sue Bishop and David Tayler (2010), Training for Change, Viva Books, New Delhi
- Anitha Acharya (2012), Interview Skills, Young Books publication, Jaipur
- John Whitmore (2009), Coaching for performance, Nicholas, Brealey Publishers, London
- David L Dubois (2014), Handbook of Youth Mentoring, Sage Publication, New Delhi
- Howard Sercombe (2010), Youth Work Ethics, Sage Publication, London.
- Kate Sapin (2009), Essential Skills for Youth Work Practice, SAGE Publications, London

Core Course

Course Code: MSW623

Management of NGOs (3 Credits)

Learning Outcome: *The students will...*

- Gain knowledge about establishing and managing a nongovernmental organization
- Understand the functions and activities of a nongovernmental organization
- Acquire the skill of working with nongovernmental organisation

UNIT 1: NGO as nonprofit organizations involved in development work. Strategic planning of NGOs – Developing Vision, Mission and Goals and translating them into programmes and projects. Interfacing with community, community based organizations, corporate and government. Ethical and moral responsibilities of NGOs.

UNIT 2: Programme Planning and project planning - The project cycle - Project cycle phases – identification, design, implementation, evaluation. Project cycle management. Detailed operational plan, GANTT chart - Role of Operational planning in running program and projects. Concept note – meaning, outline.

UNIT 3: Fund Raising: Fund Raising strategy & techniques. Classification of donors, Creating donor profile. Developing appropriate marketing tools, Potential presentation to donors, Developing & maintaining donor relationship. Drafting funding proposal, Networking of NGOs. Maintaining records, data banks and Documentation. Budgeting, accounting, auditing, maintenance of books and accounts, financial documents and records. Mobilization of financial resources-Gants in Aid. FCRA, 2010, Exemption from Income Tax.

UNIT 4: Finance Management: Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books, accounts and financial documents and records. Cash flow analysis, fund flow analysis for understanding trends - Cost benefit analysis - Allocations and restrictions. Maintaining inventory, Phasing of Project and financial resources.

UNIT 5: Monitoring & Evaluation: Concept & Need. Designing a monitoring system for the organization. Role of Logical Framework Analysis (LFA) throughout Project Cycle. Developing Objectively Verifiable Indicators and Means of Verification - Gathering quantitative & qualitative information - reporting information for action and accountability. Monitoring formats. Internal and External evaluation - Programming and Financial Reporting to donors and other stakeholders.

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Core Course

Course Code: MSW624

Livelihood and Social Audit (3 Credits)

Learning Outcome: *The students will...*

- Understand the concept, need, importance and principles of rural livelihood and social audit.
- Gain knowledge on rural livelihood and the various methods involved in social auditing
- Acquire skills to practice social accounts and audit.

Unit: 1 Sustainable Livelihood: Context of Poverty eradication - (Concept - Poor, Multidimensional aspect of Poverty, Tools of Poverty Assessment, historical development of poverty eradication and alleviation programs) Livelihood – Concept, Sustainable livelihood – principles, approaches (UNDP, DFID, CARE, OXFAM) and frameworks. Livelihood mapping: Tools and techniques for livelihood mapping and sub sector analysis- Participatory Assessment and Planning for SL (PAPSL), Rapid and Participatory Livelihood Security Assessment (RLSA).

Unit: 2 Institutionalized Livelihoods: Livelihood promotions: By different agencies (Government and Non-governmental organizations - Local and International Organizations) – Major livelihood programs in India, Major Livelihood programmes–Central and State Challenges in livelihood promotions; Livelihood strategies: Livelihood portfolio for rural poor, Agriculture, Migration, Diversification, Sectoral approach.

Unit: 3 Social Accounts: Social Accountability-Concept; Social accounting- Concept – History, Scope, objectives and importance. Principles of social accounting – Models of social accounting – Approaches – Steps involved in Social accounting - Benefits and challenges of social accounting, Distinction between financial accounting and social accounting.

Unit: 4 Community Social Audits: Social Audit: Concept, Scope, Objectives. Principles of social audit: Transparency, Participation, Representative Participation and Accountability. Types of social audit. Stages in social audit: Preparatory stage, Implementation stage and Follow up – Benefits and challenges of social audit – Social Audit vs Financial Audit – Community Audit: Role of gram panchayat and gram sabha in social audit

Unit: 5 Skills for Social Worker: Use of existing Livelihood frame works in the community, Practical use of tools and techniques for social Accounting and auditing - Social Impact Assessment (SIA), Social Accounting and Auditing (SAA) and Community Auditing and Reporting, Writing the books of accounts and auditing. Documentation and Reporting.

References

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Yanovsky, M. 2009. Social Accounting Systems. Transaction Publishers. New Jersey.

Discipline Centric Course

Course Code: MSW625

Marginalised Youth and Social Inclusion (2 Credits)

Learning Outcome: The students will...

- Identify the social-economic and political disparities in the Indian society.
- Understand the problems and issues of marginalised and socially excluded youth
- Understand constitutional remedies and inclusive programmes for the empowerment of marginalised and socially excluded youth.

Unit I Marginalization

Conceptual understanding of Marginalization–Meaning, Definitions, ideological aspects. Theoretical understanding of Marginalization, Patterns and Forms of Marginalization: Sources and dimensions of Marginalization. Marginalization in the aspects of, class, caste, gender, race, religion and ethnicity etc. Conceptual understanding of Social Inclusion: Meaning and Definitions and forms of Social Inclusion. Theoretical understanding of Social Inclusion

UNIT II Marginalized Youth categories

Understanding the special needs of marginalized youth categories: Scheduled Caste, Scheduled Tribes, Rural Youth, Differently abled, LGBT, Minorities, Women, Youth in Conflict with law, Migrants, Street Youth, Youth living in slums, Youth living with HIV/AIDS, Youth under the influence of addictions. Youth in conflict situations.

UNIT III Constitutional Safeguards and Programmes

Constitutional remedies, policies and inclusive programmes, Efforts of INGOs and NGOs working with marginalized youth, role of professional worker in working with marginalized youth categories.

Reference:

Amala Jeyarayan A (2014), Empowerment of Marginalized Youth, Abhijeet Publication, New Delhi

Bilal Bhatt (2016), Youth in Conflict-Challenges and Prospective, Shipra Publication, New Delhi

Udaya Mahadevan, Rozario, Gireesan, and Rambabu (2015), Youth Development: Emerging Perspectives, Shipra Publications, New Delhi.

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S.Lall (2012), *Youth and Gender Politics*, Kunal Publishers, New Delhi

J Jeffries Mcwhirter (2007), *At Risk Youth*, Cengage Learning Publishers, Belmont, USA

Natasha, Slesnick (2004), *Our Runaway and Homeless Youth*, Praeger Publisher, Westport, USA.

Journals

Young Journal on Youth published by SAGE: <http://you.sagepub.com>

Discipline Centric Course

Course Code: MSW626

Life Skills Education (2 Credits)

Learning Outcome: The students will...

- Understand the basic concepts of life skills
- Know about the core life skills
- Learn to apply the principles of Life Skills in day to day living

UNIT - I

Concept of Life Skills Training: Objectives, Principles, and Components. Relevance of Life Skills Training for Social Workers. Genesis of the concept of life skills, UN Inter Agency Meeting, Hamburg declaration, Dakar Framework, WHO Declaration, Pillars of education and life skills, Life Skills education in the Indian context.

UNIT – II

Core life skills: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, coping with stress and coping with emotions. Understanding the concept and application of core skills in social work practice.

UNIT – III

Life skills for personal effectiveness: Leadership skills, Goal Setting, Time Management, Strengthening Social Quotient, Emotional Quotient and Happiness Quotient, Development of positive self towards self-actualization. Measuring Life Skills-Current trends in life skills practice.

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