SEMESTER I

Sl. No	Paper Code	Title of the Paper	Credits	Exam/Hrs	Marks Internal	Marks External	Total Marks
1.	SW 101	History, Philosophy and Ideologies of Social Work	3	3	40	60	100
2.	SW 102	Personality Development and Human Behaviour	3	3	40	60	100
3.	SW 103	Social Case Work	3	3	40	60	100
4.	SW 104	Social Group Work	3	3	40	60	100
5.	SW 105	Community Organization & Social Action	3	3	40	60	100
6	SWP 106	Social Work Practicum (Concurrent Fieldwork) - I & Viva Voce	8	R/V	40	60	100
	• 15 days Summer Placement (optional)		2*				
	TOTAL		23 + 2*		240	360	600
Note: R/V = Report Submission and Viva Voce							

SEMESTER II

Sl. No	Paper Code	Title of the Paper	Credits	Exam/Hrs	Marks Internal	Marks External	Total Marks
1.	SW 201	Introduction to Peace and Conflict Studies	3	3	40	60	100
2.	SW 202	Indian Society and Social Problems	3	3	40	60	100
3.	SW 203	Social Welfare Administration	3	3	40	60	100
4.	SW 204	Computer Application for Social Work	3	3	40	60	100
5.	SW 205	Social Work Research & Statistics	3	3	40	60	100
6.	SWP 206	Social Work Practicum (Concurrent Fieldwork) - II	8	R/V	40	60	100

		& Viva Voce					
	•	15 days Summer Placement (optional)	2*				
TOTAL			23 + 2*		240	360	600
Note: R/V = Report Submission and Viva Voce							

SEMESTER III

Sl. No.	Paper Code	Title of the Papers	Credits	Exam/ Hrs	Marks		Total Marks
					Internal	External	
1.	SW 301	Counselling & Guidance	3	3	40	60	100
2.	SW 302	Social Policy and Social Legislations	3	3	40	60	100
3.	SCD 303	Rural Governance and Development	3	3	40	60	100
4.	SCD 304	Community Health & Hygiene	3	3	40	60	100
5.	SYD 305	Growth and Development of Youth	3	3	40	60	100
6.	SYD 306	Strategies for Youth Development	3	3	40	60	100
7.	SPC 307	Peace and Developmental Studies	3	3	40	60	100
8.	SPC 308	Methods of Peace building	3	3	40	60	100
9.	SSE 316	Introduction to Social Entrepreneurship	3	3	40	60	100
10.	SSE 317	Managements for Social Entrepreneurship	3	3	40	60	100
11.	SPH 318	Elements of Public Health	3	3	40	60	100
12.	SPH 319	Health Policy and Delivery System	3	3	40	60	100
13.	SWP 309	Social Work Practicum (Concurrent Fieldwork) - III & Viva Voce	8	3	40	60	100
	SWE	Elective Paper	3	3	40	60	100
	•	15 days Summer Placement (optional)	2*				
TOTAL			23 + 2*		240	360	600

			ELECTIVE PAPERS					
14.	SWE 310	Development Communication and Skills for Social Worker	3	3	40	60	100
15.	SWE 311	Persons with Disability and Rehabilitation Social Work	3	3	40	60	100
16.	SWE 312	Tribal and Hills Area Development	3	3	40	60	100
17.	SWE 313	Project formulation and management	3	3	40	60	100
18.	SWE 314	Administration of Human Service Organizations	3	3	40	60	100
19.	SWE 315	Skills of Social Work	3	3	40	60	100

Note:
1.   Course Code
SW – Core Papers
SWE – Elective Papers
SWP – Social Work Practicum
SWR – Social Work Research Project
SCD – Community Development Specialization
SYD - Youth Development Specialization
SPC – Peace and Conflict Transformation Studies Specialization
SPH- Public Health Specialization
SSE- Social Entrepreneurship Specialization
2.   R/V – Report Submission and Viva Voce
3.   In the third and Forth Semester students can choose any one of the Elective paper

SEMESTER IV

SL.No	Paper Code	Title of the Papers	Credits	Exams/Hours	Marks		Total Marks
					Internal	External	
	SW 401	NGO Management	3	3	40	60	100
	SWE	Elective paper (To be selected from the listed below)	3	3	40	60	100
		SPECIALIZATION PAPERS					
	SCD 403	Urban Governance and Development	3	3	40	60	100
	SCD 404	Environment and Disaster Management	3	3	40	60	100
	SYD 405	Youth Policies and Programmes	3	3	40	60	100
	SYD 406	Social Work with Youth	3	3	40	60	100
	SPC	Peace Education & Peace	3	3	40	60	100

	407	Building					
	SPC 408	Emerging Trends in Peace Building	3	3	40	60	100
	SSE 417	Rural and Urban Social Entrepreneurship	3	3	40	60	100
	SSE 418	Fundamentals of Social Entrepreneurship	3	3	40	60	100
	SPH 419	Public Health and Epidemiology	3	3	40	60	100
	SPH 420	Communicable and NonCommunicable diseases	3	3	40	60	100
	SWR 409*	Social Work Research Project	6	3	40	60	100
	SWP 410	Social Work Practicum (Concurrent Field Work) – IV & Viva Voce	10	3	40	60	100
	SWE	Elective Paper	3	3	40	60	100
	TOTAL		23 + 2*	28	280	420	600
	SWE 411	Social Entrepreneurship Development	3	3	40	60	100
	SWE 412	Human Rights and Social Work Practice	3	3	40	60	100
	SWE 413	Human Resource Management	3	3	40	60	100
	SWE 414	Social Work with Elderly	3	3	40	60	100
	SWE 415	Organizational Behaviour	3	3	40	60	100
	SWE 416	Mental Health and Social Work Intervention	3	3	40	60	100
BLOCK PLACEMENT (A mandatory requirement of 45 days placement in social work/humanitarian organizations with a minimum of 8 working hours every day.)							

GRADING SYSTEM

Based on the performance of a student, each student is awarded a final letter grade at the end of the semester and the letter grade is converted to grade point.

Master of Social Work (MSW)
Grading Range

Mark Range/ Percentage	90-100	80-89.99	65-79.99	55-64.99	50-54.99	45-49.99	40-44.99	Below 40	Incomplete Examination
Numerical Grade	10	9	8	7	6	5	4	0	0
Alphabetical Grade	0	A+	A	B+	B	C	D	F	I
Definition	Outstanding	Excellent	Very Good	Good	Above Average	Average	Simple Pass	Fail	In the event of Student failing to appear in any paper, letter Grade 'I', shall be indicated against that paper

COURSE CONTENT
SEMESTER – I

SL. NO.	PAPER	TITLE OF THE PAPER
1.	SW 101	HISTORY, PHILOSOPHY AND CONTEMPORARY IDEOLOGIES OF SOCIAL WORK
2.	SW 102	PERSONALITY DEVELOPMENT AND HUMAN BEHAVIOUR
3.	SW 103	SOCIAL CASE WORK
4.	SW 104	SOCIAL GROUP WORK
5.	SW 105	COMMUNITY ORGANIZATION AND SOCIAL ACTION
6.	SWP 106	SOCIAL WORK PRACTICUM (CONCURRENT FIELDWORK) - I AND VIVA VOCE

SW 101: HISTORY, PHILOSOPHY AND CONTEMPORARY IDEOLOGIES OF SOCIAL WORK

Credits: 3

OBJECTIVES:
- To acquire an understanding and knowledge of the history and philosophy of Social Work and its emergence as a Profession.
- To appreciate Social Work as a Profession and to recognize the need and importance of Social Work Education, Training and Practice.
- To provide an awareness of various models of professional practice and its application.

LEARNING OUTCOMES:

- Students are able to imbibe and purposefully express social work values, principles and ethics, appreciate historical evolution and present trends.
- Students are able to explore and identify specific interest in the various settings and areas of social work practice.
- Students gain strong foundational understanding of social work profession and practices.

UNIT - I: CONCEPT OF SOCIAL WORK

- Social work: concept, definition, code of ethics
- Scope, principles and methods of social work
- Concepts related to social work: charity, social service and social welfare, voluntary action, social reform, social welfare services, social defence, social justice, social security, social policy, human rights

UNIT II: EVOLUTION OF SOCIAL WORK

- Emergence of the humanistic: rationalistic tradition in social service, development in U.K., U.S.A. and India.
- Social reform movements in India: contribution of different social reformers
- Voluntary Social Work in India- Emergence of voluntary action
- Voluntary social work: Role of Government and voluntary organizations in promoting social welfare.
- Changing trends in social work and the role of social worker and the government in promoting social work profession in India.

UNIT III: PHILOSOPHY OF SOCIAL WORK
- Concept of Social work Philosophy- Indian tradition of social and, philanthropic services.
- Indian Religions and Social work Practice- Hinduism, Buddhist, Islam, Christianity etc.
- Spirituality and Social work

- Gandhian Philosophy of Social Work.
- Evidence based social work practice

UNIT IV: SOCIAL WORK AS A PROFESSION
- Historical Background of Social Work Education in India
- Implications of Social Work Education
- Attributes of a profession- Professional ethics and attributes of a professional social worker
- Goals/functions of social work: remedial, ameliorative, rehabilitative, supportive, preventive, developmental and promotional
- Professional organizations: national/international.

UNIT V: FIELDS OF SOCIAL WORK PRACTICE
- Family and child welfare; Youth development
- Correctional administration; Peace and Conflict Transformation
- Industrial social work; Corporate Social Responsibilities (CSR)
- Hospital, Medical and psychiatric social work
- Community organization/development

SUGGESTED READINGS:

1. Allan, June, Bob Pease & Linda Briskman (ed.). (2003) Critical Social Work – An Introduction to Theories and Practices. Jaipur: Rawat Publications.
2. Bhattacharya, Sanjay. (2006). Social Work an Integrated Approach. New Delhi: Deep & Deep
3. Bhattacharya, Sanjay. (2008). Social Work Interventions and Management. New Delhi: Deep & Deep.
4. Bogo, Marion. (2007). Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.
5. Chowdhry, D.P. (2001). Introduction to Social Work. New Delhi: Atma Ram.
6. Cox, David & Manohar Pawar.(2006). International Social Work – Issues, Strategies and Programs. New Deli: Vistar Publications.
7. Desai, Murli. (2002). Ideologies and Social Work. Jaipur : Rawat Publications
8. Dominelli, Lena. (2004). Social Work: Theory and Practice for a Changing Profession. London: Polity Press
9. Gilbert, Neil. et. al. (2002). An Introduction to Social Work Practice. New Jersey: Prentice Hall.
10. Jha, Jainendra Kumar. (2002). Practice of Social Work. New Delhi: Anmol Publications
11. Joshi, S.C. (2004). The Handbook of Social Work. New Delhi: Akansha Publishing House.
12. Skidmore A Rx and Milton G Thackeray. (1976). Introduction to Social Work. New Jersey: Prentice Hall.

SW 102: PERSONALITY DEVELOPMENT AND HUMAN BEHAVIOUR

Credits: 3

OBJECTIVES:
- To develop an understanding of the biological and social growth of the individual as thinking, feeling, and responding person
- To develop an understanding of the concept of Health and the measures to promote healthful living.

LEARNING OUTCOMES:
- Students are able give personal expressions to major theories of personality and personality development.
- Students are able to differentiate between the normal and the abnormal behaviour patterns.
- Students are able to self-assess own health conditions and promote healthy lifestyle and practices in the family and communities.

UNIT I: LIFE SPAN APPROACH TO HUMAN DEVELOPMENT
- The beginning of life: human reproductive system: fertilization and foetal development
- Delivery, pre and postnatal care
- Nature and principles of human growth and development: determinants of development, milestones of development
- Stages of development, developmental tasks: infancy, babyhood, childhood, puberty, adolescence, adulthood, middle age and old age: physical intellectual emotional and social development
- Heredity and environment: concepts, mechanisms: interplay of heredity and environment in shaping human behaviour

UNIT II: PERSONALITY
- Definition, theories of personality: psychoanalytical theory, psycho-social theory of development, behavioristic theory, humanistic theory
- Personality: types, factors influencing personality
- Learning: classical conditioning, operant conditioning, observational learning
- Application of learning principles in behaviour theory
- Behaviour modification techniques.

UNIT III: ATTITUDE AND PERCEPTION
- Definition, formation of attitude
- Measurement of attitude
- Perception: nature, process and factors: attention, perceptual set, defence mechanisms
- Adjustment: concept of adjustment and maladjustment
- Stress, frustration and conflict sources of frustration and conflict, types of conflicts

UNIT IV: ABNORMAL PSYCHOLOGY
- Psychological approach to understand human behaviour
- Concepts of normality and abnormality

- Causation of mental illness, neuroses, psychoses, measures to promote mental health
- Classification psychological disorders- major symptoms-causes, management and implications
- Classification of behavioural problems and disorders in children

UNIT V: HEALTH AND ITS CONCEPT
- Definition, concept of health and hygiene
- WHO definition of health, malnutrition and its impact on growth
- Concept of preventive and social medicine: communicable and non-communicable diseases
- Measures to promote physical health
- Hygiene and socio-cultural contexts in India

SUGGESTED READINGS:
1. Argle, Michael Ed. (1981). Social Skills and Health. London: Mazheum Publishers.
2. Coleman, Homes. (1980). Abnormal Psychology and modern life. New Delhi:
3. Davies, J.M. (1979). Community Health Preventive Medicine & Social Services. London: Bailliere Tindal.
4. Hill, Winfred. (1970). Psychology. Principles and Problems. New York: Lippincott Company.
5. Hurlock, Elizabeth. (1981). Development Psychology – A Life Span Approach. New Delhi: Tata McGraw Hill Ltd.
6. Hurlock, Elizabeth. 1972. Child Development. New Delhi : Tata McGraw Hill.
7. Hurlock, Elizabeth. (1981). Development Psychology – A Life Span Approach. New Delhi: Tata McGraw Hill Ltd.
8. Lerner, Richman Et. Al. (1986). Psychology. New York: Macmillan Publishing.
9. Lindsey Gardner. (1975). The Handbook of Social Psychology. Vols.I, II and III. New Delhi: Amerind Publishing Co. Pvt. Ltd.
10. Park, J.E. & K. Park. ____ Preventive and Social Medicine. Jabalpur: Banarsidas Bharot.
11. Sheridan, Charles. (1978). Methods in Experimental Psychology. New Delhi: Holt Rinehart and Wisdom Ltd.
12. Snodgrass, Joan Gay. Et.al. (1985). Human Experimental Psychology. Oxford University Press, New York.
13. Steinberg, Laurence. (1993). Adolescence. N ew York: McGraw Hill Inc.
14. Strange, Jack Roy. (1996). Abnormal Psychology. New Delhi: Tata McGraw Hill Ltd.
15. Halle, Larry. A and Ziegler Daniel. (1981). Personality Theories. New Delhi: McGraw Hill Ltd.
16. Ullman, Leonard. (1975). A Psychological Approach to Abnormal Behaviour. New Jersey: Prentice Hall Ltd.
17. Verma, Ratna. (1991). Psychiatric Social Work in India. New Delhi: Sage Publications.
18. Watson, Robert and Lingren Henry Clay. (1979). Psychology of the Child and the Adolescent. New York: MacMillan Publishing Company.

SW 103: SOCIAL CASE WORK

Credits: 3

OBJECTIVES:
- To understand the values and principles of social case work and to develop the capacity to practice them.
- To develop the knowledge and the skills needed to work with individuals in the social system.
- To understand and to apply the various the techniques of social casework in different settings.

LEARNING OUTCOMES:
- Apply social case work values, principles, and ethics to deal with individuals and their problems toward solutions.
- Work as a counsellor and therapist for individual problem solving approach.
- Enhance the documentation skills and its applications while working in an organization.
- Work as a social case worker in different organizational settings like health care setting, school setting, correctional setting, juvenile care, elderly care, etc.

UNIT I: SOCIAL CASEWORK AS A METHOD OF SOCIAL WORK
- Concept & definition, objectives of working with Individuals
- Historical development of Social casework
- Philosophy: worth and dignity of clients, self-determination, problem solving capacity, based on the needs and the problem
- Values, principles: acceptance, individualization, client participation, controlled emotional involvement

UNIT II: COMPONENTS AND PHASES OF SOCIAL CASE WORK - PERLMAN'S MODEL
- Person, problem, place, process
- Phases: phase i) initial phase (study/ exploration of person in environment) phase ii) multidimensional assessment, phase iii) multidimensional intervention, phase iv) termination, phase v) evaluation
- Case work intervention: Interview, home visit, collateral contacts and referrals
- Record keeping: face sheet, process recording, narrative recording, summary recording, analytical recording, and condensed recording
- Case presentation as a tool of professional development

UNIT III: MODELS AND APPROACHES OF PRACTICE
- Social diagnosis, problem solving, crisis intervention
- Psycho social, life model
- Functional approach and relevance of eclectic approach
- Therapeutic Approaches: Behaviour modification therapy
- Rational emotive therapy, family therapy and relevance of eclectic approach

UNIT IV: TOOLS AND TECHNIQUES IN PRACTICE

- Tools: listening, observation, interviewing, home visits, relationship
- Techniques: supportive techniques, counselling techniques
- Collateral contacts and referrals
- Use of relationship in the helping process: client worker relationship
- Transference and counter transference

UNIT V: SCOPE OF CASE WORK IN PRACTICE
- Working with Individuals in different settings/scope : correctional, industrial, school setting, family and child welfare setting
- Social case work in medical and psychiatric settings
- Influence of cultural factors in practice
- Social casework & counselling: similarities and differences
- Limitations of social casework method

SUGGESTED READINGS:

1. Ammet. Garrett, 1962, Interviewing: Its Principles and Methods, Family Service, association, New York, USA
2. Banerjee, G. R. (nd). Concept of Being & Becoming in the Practice of Social Work, Indian Journal of Social Work, Mumbai
3. Currie, Joe. (1976). The Bare foot Counsellor. Asian Trading Corporation. Bangalore.
4. Fuster, J.M. (1984). Personal Counselling. Bombay: St. Paul Publication.
5. Hamilton, Gorden, 1995,Theory and Practice of Case Work, Colombia University Press, New York, USA
6. Helen, 1990, Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago, USA
7. Hollis, Flurence and mary E.Woods. (1981). Case Work – Psychosocial Therapy. New York: Random House.
8. Maryellen, 1990, Short-Term Treatment and Social Work Practice: An Integrative Perspective, Free Press, US
9. Mathew, Grace. (1992). An introduction to Social Case Work.
1. Bombay: Tata Institute of Social Sciences.
10. Narramore, M. Clyde. (1978). The Psychology of Counselling.
2. Michigan: Zondervan Publishing House.
11. Perlman, H.H. (1974). Social Case Work. Chicago: The University of Chicago Press.
12. Prashantham, B.J. (1975). Indian Case studies in Therapeutic Counselling. Vellore: Christian Counselling Centre.
13. Richmond, E. Mary. (1971). Social Diagnosis. New York: Russel Sage Foundation.
14. Robert W, Robert Robert H. Nee, 2000 Theories of Social Casework, University of Chicago Press, Chicago.
15. Tilbury. D.E.F. (1977). Case W ork in Con text. Oxford: Pergamon Press.
16. Upadhyay, R.K, 2003 Social Case work: A Therapeutic Approach Rawat Publications, India.

SW 104: SOCIAL GROUP WORK

Credits: 3

OBJECTIVES:
- To understand the concept of groups and its importance and influence on individuals
- To understand social group work as a method of social work and its applications in various settings
- To identify and acquire the skills needed to work with groups effectively

LEARNING OUTCOMES:
- Enhance skills in forming and working with groups towards achieving group goals and objectives.
- Communicate effectively and facilitate purposeful expression among group members.
- Efficiently navigate around group dynamics and influence change in the group.
- Systematic documentation and maintenance of records of the group process

UNIT I: GROUP AND SOCIAL GROUP WORK
- Concept, types and characteristics of groups
- Group as an instrument of change: Influence of the groups on individual behavior
- Social group work: philosophy, concept, objectives, types, functions
- Evolution of social group work
- Assumption, principles and values

UNIT II: GROUP WORK PROCESS AND GROUP DYNAMIC
- Process: study, formation, analysis, assessment, treatment and evaluation
- Communication: verbal and non-verbal
- Leadership: concept, approaches, theories, types of leadership
- Conflicts of interest: concept, sources, types of conflict
- Group dynamics: group bond, sub-groups, group conflict, confrontation, apathy and group control

UNIT III: PRACTICE AND PROGRAMME
- Practice: models of social group work: development, preventive, remedial and recreational
- Practice models: (i) the mutual aid model and (ii) cognitive behavioural group work; roles of group worker
- Programme in social group work: concept & principles of programme planning
- Importance of programme in group work practice, programme planning and implementation, resources for programs
- Difficulties in implementing programs

UNIT IV: RECORDING AND EVALUATION
- Recording: face sheet, types, and principles of recording
- Sociometry: concept and application in assessing individuals and groups
- Evaluation: concept and importance of evaluation in group work
- Types and methods of evaluation

- Importance and relevance of recording

UNIT V: THERAPEUTIC APPROACH
- Behaviour modification therapies
- Rational emotive behavioural therapy
- Family therapy and group therapy
- Practice of group work in various settings: community setting, correctional setting, school setting, family & child welfare and industrial setting
- Social group work in medical & psychiatric settings

SUGGESTED READINGS:
1. Argyle, Michael. (1969). Social Interaction. London: Tavistock Publications.
2. Button, Leslie. (1976). Development Group Work with Adolescents. London: Hodder and Stoughton Ltd.
3. Cooper, Cary L. (1976). Theories of Group Processes. London: John Wiley & Sons.
4. Day, Peter, R. (1987). Sociology in Social Work Practice. Macmillan Education.
5. Douglas Tom. (1976). Group Work Practice. London:Tavistock Publications.
6. Douglas Tom. (1978). Basic Group Work. London: Tavistock Publications.
7. Ely, P.J. & M. K. Mc Cullough. (1975). Social Work with Groups. London: Routtedge & Kegan Paul.
8. Gillbert, Neil. et.al. (1980). An Introduction to social work Practice. New Jersey: Prentice Hall, Inc., Englewood Cliffs.
9. Heap, Hen. (1977). Group Theory for Social Workers. England: Pergamon Press.
10. Heap, Hen. (1979). Process and Action in work with Groups. England: Pergamon Press.
11. Heap, Hen. (1985). The Practice of Social Work Groups: A Systematic Approach. London: George Allen, Unwin.

SW 105: COMMUNITY ORGANIZATION AND SOCIAL ACTION

Credits: 3

OBJECTIVES:
- To be acquainted with the concept of the community and its dynamics
- To understand community organization as a method of social work and as an effective tool for development
- To understand the role of social action in social work and community organization

LEARNING OUTCOMES:
- Students show ability to analyse community problems and identify specific needs and suggest appropriate ideas on social work intervention.
- Students exhibit leadership in community mobilization, planning and organizing activities in different community settings.
- Capacitated with various social action methods and rights based approach, students are driven towards emancipatory social work.

UNIT I: UNDERSTANDING COMMUNITY AND MARGINALIZED PEOPLE
- Concept and definition of community
- Urban, rural and tribal communities

- Caste and class
- Understanding persons with disability
- Understanding gender

UNIT II: COMMUNITY ORGANIZATION
- Meaning of Community organization, development & action
- Aims, objectives, Scope and nature of Community organization
- History, principles and philosophy of community organization
- Methods of community organization: Awareness creation, planning, education, communication, participation, leadership, resource mobilization, community action, legislative and non-legislative actions
- Understanding community power structure and leadership

UNIT III: APPROACHES & MODELS OF COMMUNITY ORGANIZATION
- Approaches: general content, specific content, and process objective
- Rothmans Model: locality development, social planning, social action
- Siddiqui (1997): Neighborhood development model, system change model, structural change model
- Community mobilization
- Steps and Process: study and survey, analysis, assessment, discussion, organization, action, reflection, modification and continuation

UNIT IV: STRATEGIES, ROLE, AND SKILLS OF COMMUNITY ORGANIZATION PRACTITIONERS
- Strategies and techniques in community organization : individual contact, and networking, Conscientization, negotiation, collaboration, pressure and advocacy, violence and conflict resolution
- Role of community organization practitioner: the guide, enabler, the advocate, expert, the activist, and social therapist
- Skills: communication, training, consultation, public relations, resource mobilizations, liasoning, conflict resolution
- Recording: community profiling, recording- administrative and process records etc
- PRA and related techniques

UNIT V: SOCIAL WORK AND SOCIAL ACTION
- Definition, principles, and history of social action
- Radical or emancipator social work; rights based approach
- Elements, strategies of social action, and different forms of protest
- Contributions of Saul Alinsky, Paulo Friere
- Contributions of Mahatma Gandhi (Sarvodaya) and Ambedkar

SUGGESTED READINGS:
1. Beher, A and Samuel, J .(2006). Social Watch in India: Citizens
1. Report on Governance and Development, Pune : NCAS
2. Chandhuri, B. (ed.) Tribal Development in India. Delhi: B.R. Publishing

3. Chaudhury, Sukant K. & S.M Patnaik.(2008). Indian Tribes and the Mainstream. Jaipur: Rawat Publications. Chowdhry, D.P. (1976). Introduction to Social Work. New Delhi: Atma Ram. Christopher, A.J., and Thomas William, 2006. Community Organization and Social Action.New Delhi: Himalaya Publications

4. Cox, F.M. et.al. (1964). Strategies of Community Organization. Illinois: Peacock Publishers. Inc. Illionos.

5. Dunham, Arthur. (1970). The New Community Organization. New York: Thomas, Y. Crowell Company.

6. Freire, Paulo. (1970). Education for the Oppressed. NewYork: Seaburg Press.

7. Freire, Paulo. (1972). Cultural Action for Freedom. Harmondo Worht: Penguin.

8. Gangrade, K.D. (1971). Community Organization in India. Bombay: Popular Prakasam. Bombay.

9. Kramer, Ralph and Harry Specht. (1975). Readings in Community Organization. London: Prentice Hall International.

10. Ross. M.G.(1955). Community Organization: Theories, Principles, and Practices. New York: Harper and Row.

11. Siddiqui. H. Y. Ed. (1984). Social Work and Social Action. New Delhi: Harnam Publications.

12. Skidmore, A. Rex & Milton. G. Thackeray. (1976). Introduction to Social Work. New Jersey: Prentice Hall.

COURSE CONTENT
SEMESTER – II

SL. NO.	PAPER	TITLE OF THE PAPER
1.	SW 201	INTRODUCTION TO PEACE AND CONFLICT STUDIES
2.	SW 202	INDIAN SOCIETY AND SOCIAL PROBLEMS
3.	SW 203	SOCIAL WELFARE ADMINISTRATION
4.	SW 204	COMPUTER APPLICATION FOR SOCIAL WORK
5.	SW 205	RESEARCH METHODOLOGY IN SOCIAL WORK
6.	SWP 206	SOCIAL WORK PRACTICUM (CONCURRENT FIELDWORK) - II AND VIVA VOCE

SW 201: INTRODUCTION TO PEACE AND CONFLICT STUDIES

Credits: 3

OBJECTIVES:
- To introduce the history and evolution of the peace and conflict theories.
- To familiarize with peace building efforts at international, national and local levels.
- To apply the theories of peace and conflict to the existing local context.
- To develop analytical skills on local conflict situations of cultures and traditions.

LEARNING OUTCOMES:
- Students are able to a timeline of historical evolution of the peace and conflict studies.
- Students are able to map peace building efforts around the world and identify important conflicts in local areas.
- Students are able to identify and explain local conflicts by using theoretical frameworks.

UNIT I: PEACE AND CONFLICT ANALYSIS
- History and evolution of peace and conflict studies and contributions of Marxists and sociologists in the fields: Karl Marx and Lewis Coser, etc.
- Definitions of peace and conflict, types, levels and dynamics of conflicts; conflict management, conflict resolution and conflict transformation
- Development as a strategy to prevent conflict: human basic needs, education, quality of life, etc
- Theoretical perspective of cultural conflict and cultural relativism
- The history of conflicts in India's north east context

UNIT II: PEACE EDUCATION AND PEACE BUILDING
- History, growth and scope of peace education
- Fundamentals of Peace building and the different models of peace building
- Phases of peace building: waging non-violent conflict; non-direct violence, transforming relationships, building local capacities for peace
- Sustainable peace and development goals and its implications in national and local context
- Role of community leaders, NGOs, FBOs and CBOs in imparting peace education and peace building initiatives

UNIT III: RELIGION AND PEACE
- Islam and its approaches to peace
- Hinduism and its approaches to peace
- Buddhism and its peace building approaches
- Jewish and other religions
- Christian understanding of peace and approaches
- Interfaith relationships and role of UNESCO in inter-religious cooperation circles

UNIT IV: GENDER, CONFLICT AND DEVELOPMENT
- Understanding conflict through gender lenses
- Armed conflict and political violence
- Role of women in conflict prevention and development in India
- Linking gender, violence, conflict and development

UNIT V: COMMUNICATION AND CONFLICT MANAGEMENT
- Perceptions and communication in conflicts and peace building
- Mediation and negotiation (Harvard method of negotiation), adjudication and arbitration in conflict managements
- Conflict management and conflict resolution

- Designing a conflict management and conflict resolution simulation (practical session in the class room setting, a groups activity)

SUGGESTED READINGS:

1. Conflict and Development: Arturo Escobar, "Power and visibility: Development and the invention and Management of the Third World", Cultural Anthropology Vol. 3 No 4 Nov, 1988.
2. Elster, Jon. (2004). Closing the Books: Transitional Justice in Historical Perspective. Cambridge University Press. Chap. 5 & 6.
3. Fisas,V. (1998). Escola de cultura de Pau. [Online] Available at: http://escolapau.uab.cat/img/ programas/cultura/una_cpaz.pdf
4. Galtung, J. (1996). Peace by Peaceful Means. 2nd ed. Oslo: International Peace Research Institute.
5. http://cefne.com/en/harvard-method-negotiation
6. http://www.beyondintractability.org/essay/consensus-building
7. Lederach, J. P., 2005. The Moral Imagination. New York: Oxford University Press.
8. MarthaMinow. 1998. Between Vengeance and Forgiveness. Beacon Press Boston.
9. Shank, M. & Schir ch, L., 2008. Str ategic Arts-Base d Peacebuilding. [Online] Available at: http://escolapau.uab.es/ img/programas/musica/strategic_arts.pdf
10. Structure and Strategy in Ethnic Conflict Donald L. Horowitz April 1998. http://web.ceu.hu/cps/bluebird/eve/statebuilding/ horowitz.pdf

SW 202: INDIAN SOCIETY AND SOCIAL PROBLEMS

Credits: 3

OBJECTIVES:
- To understand the concept of society, social institutions and social dynamics
- To gain insight into the Indian society, the changes therein and its problems
- Understanding the importance of social institution for analysing social problem

LEARNING OUTCOMES:
- Students are able to express conceptual differences between society and culture.
- Students have clear understanding of the dynamics functions of social institutions and structure and systems of the Indian society.
- Students are able to analyze and explain social problems by using theoretical frameworks: how and why social problems develop.

UNIT I: SOCIETY AND CULTURE
- Concept of society- definition, major elements of society-individuals, groups, association and institutions
- Definition, characteristic & function of culture
- Social process: competition, cooperation, conflict, accommodation and assimilation
- Social disorganization: meaning and significance
- Theories of social disorganization

UNIT II: SOCIAL INSTITUTIONS AND SOCIAL CONTROL
- Social institutions: meaning and importance
- Structure and functions, of Social Institutions: marriage, family, education, politics, economy
- Family
- Social control: concept and importance
- Agencies of social control

UNIT III: SOCIAL CHANGE
- Meaning, concept and process of social change
- Theories of social change
- Urbanization, industrialization, modernization, westernization, sanskritization, secularization
- Issues of identity and conflict in North East India
- Globalization

UNIT IV: APPROACHES TO THE STUDY OF INDIAN SOCIETY
- Indological approach
- Culturalogical approach
- Structural- functional approach
- Marxist approach
- Subaltern approach

UNIT V: SOCIAL PROBLEMS IN INDIA
- Poverty, population growth, illiteracy, unemployment, beggary
- Drug addiction, alcoholism, Euthanasia, HIV/AIDS
- Crimes against women, prostitution, cybercrime, juvenile delinquency, child labour
- Corruption and ecological problems, discrimination on the basis of caste, class and tribes
- Social unrest: agitation, violence, insurgency, terrorism and bonded labour

SUGGESTED READINGS:
1. Ahuja, Ram. (1993). Indian Social Systems. New Delhi: Rawat Publications.
2. Dube, S.C. (1990). Society in India. New Delhi: National Book Trust.
3. Giddens, Anthony. (2001). Sociology. Polity: Cambridge Press.
4. Johnson, M.M. (1993). Sociology. A Systematic Introduction. New Delhi: Allied Publishers Ltd.
5. Kingsley, Davis. (1995). Human Society. New Delhi: Surjeet Publications.
6. Madan, G.R. (1997). Indian Social Problems (Vol.I& II). New Delhi: Allied Publications
7. Sharma, K.L. (2007). Indian Social Structure and Change. Jaipur: Rawat Publications.
8. Singh, Naunihal. (2002). Population and Poverty. New Delhi: Mittal Publications.
9. Srinivas, M.N. (1980). Social Structure. New Delhi: Hindusthan Publishers Corporation.
10. Sudhir, H. et al. (ed.). (2007). Dimensions of Social Issues in India's North East
11. Uberoi, Petricia. (1993). Family, Kinship and Marriage in India. New Delhi: Oxford University Press.

SW 203: SOCIAL WELFARE ADMINISTRATION

Credits: 3

OBJECTIVES:
- To understand and internalize the concept of social welfare administration as a method of professional social work
- To understand the formation and functioning of social organizations and their role in transforming social policies in to action
- To understand the basics of formation and management of welfare organizations
- To have an overview of the public collaboration with voluntary efforts in social welfare

LEARNING OUTCOMES:
- Students have basic skills of office administration such as filing, records maintenance, budgeting.
- Students demonstrate ability to undertake planning, co-ordination and networking.
- Students show abilities to participate in resource management of social welfare organizations.

UNIT I: MEANING AND CONCEPTS
- Social welfare administration
- Social welfare organizations
- Types of voluntary organizations: functions, relevance & importance
- Role of social welfare organizations in social transformation
- Historical overview, current perspective and evaluation of social welfare administration as a method of practicing social work

UNIT II: ESTABLISHMENT OF SOCIAL WELFARE ORGANIZATIONS
- Developing vision, mission & objectives
- General policies and policy formulation
- Formulation of legal bodies and bye laws
- Regulations: societies registration act, trust act & cooperative societies act
- Executive responsibilities (POSDCORB)

UNIT III: RESOURCE MANAGEMENT
- Employee service terms and regulations
- Leave rules, wage management and allowances
- Employee up gradation: promotion & benefits & work discipline,
- Employee retention techniques & employee welfare
- Performance appraisal and evaluation

UNIT IV: FINANCIAL ADMINISTRATION AND PROGRAMME PLANNING
- Financial administration: meaning, importance, book keeping, various records in financial administration
- Budgeting: concepts and skills
- Fund Raising: techniques and programs
- FCRA,12A,80G, and 80GGA

- Monitoring and evaluating projects

UNIT V: ADMINISTRATIVE EFFECTIVENESS
- Public relations and networking
- Documentation, communication and communication system
- Problems faced by social welfare organization.
- Employee benefit plans
- Case study: child fund India & CRY

SUGGESTED READINGS:

1. Banerjee, Shyamal. (1981). Principle s and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt.Ltd.
2. Bhattacharya, Sanjay. (2006). Social Work Administration and Development. Jaipur: Rawat Publications.
3. Chowdhry, D.Paul. (1992). Social Welfare Administration. New Delhi: Atmaram and Sons.
4. Encyclopaedia of Social Work. Vol I & III
5. French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006).
1. Organization Development (6th Edn.) New Delhi: Dorling Kindersley (India) Pvt. Ltd.
6. Goel. S.L. & R.K. Jain. (1998). Social Welfare Administration. Vol. I & II. New Delhi: Deep & Deep Publications.
7. Lalitha N V. (1981). Financial Assistance to Voluntary Organisations for Development. New Delhi: NIPCCD.
8. Sarita Sharma, Basotia, G.R., Popalia A.K. (1997). Management, Function, Financial Planning and Policy. New Delhi: Kanishka Publishers.
9. Shankaran R & Rodrigues (n.d) A handbook to the Management of Voluntary Organisations. Madras: Alpha Publishers.
10. Skidmore, Rex and Miltons G. Thackeray. (1976). Introduction to Social Work. London: Prentice-Hall International.

SW 204: COMPUTER APPLICATIONS IN SOCIAL WORK

Credits: 3

OBJECTIVES:
- To learn the basic computer applications those are useful for the social worker
- To learn and do data analysis for research using SPSS

LEARNING OUTCOMES:
- Manage computer basic operations (MS package) while working with different organizations.
- Operate and manage SPSS (data entry, analysis, and interpretation) software and able to help the research/academic institutions to undergo several quantitative research for social development.
- Manage data, reporting (statistical analysis and interpretation), and to draw conclusions.

- Proof the hypothesis through different statistical procedures like correlation, chi-square, regression, ANOVA, MANOVA, and normal distribution.

UNIT I: FUNDAMENTALS OF COMPUTERS
- Meaning, characteristics, basic operations: input, storage, processing, output, ALU and control
- Devices of computer hardware, software, types of software: application, system, utility
- Computer language: machine, assembly high level
- Assembler, interpreter and compiler, operating system
- Dos, windows

UNIT II: WORD PROCESSING
- Meaning, features, advantages
- Structure of a word window. Creating, saving opening and printing documents creating table. Mail merge main document, data source and merging
- Spread sheet package: cell, rows and columns. range, structure of excel window Creating, saving opening and printing a spreadsheet, creating tables, charts, calculations
- Presentation package: creating presentations in power point, tables, and charts animation running slide show, saving the slides, printing presentations
- Internet and browsing E-Mail, use of internet in research

UNIT III: STATISTICAL PACKAGE FOR SOCIAL SCIENCES
- Basics of statistical analysis – population, sample, case, case number, variable, variable level, types of variable – numeric, string, alphanumeric, system missing value, user defined missing value
- Code book and code sheet
- Types of statistics and statistical tests
- Types of analysis
- Structure of SPSS windows

UNIT IV: CREATING DATA FILE, SYNTAX FILE AND OUTPUT FILE
- Defining data, Variable name, Variable label Values, value labels
- Editing data file, adding cases, adding variables, saving files, retrieving data files, printing data file
- Recoding of data

UNIT V: DATA PROCESSING, ANALYSIS AND INTERPRETATION.
- Single frequency, bivariate analysis, charts, and diagrams
- Editing of table and charts, exporting tables and charts in word document
- Interpretation of data, application of statistical calculation and test, measurement of central tendency, dispersion, x^2 test, 't' test
- Application of correlation, regression
- ANOVA, factor analysis

SUGGESTED READINGS :
1. Barrett, Neil. (1997). 30 Minutes to master Internet. New Delhi: Kongan Page India Pvt. Ltd.
2. Foster, J.J. (1998). Data Analysis Using SPSS for Windows. London: Sage Publications Ltd.
3. Kelle, V. (1998). Computer Aided Qualitative Data Analysis. Theory, Methods and Process. New York: Haworth
4. Lincoln, Y. S. & N. K. Denzin. (1994). Handbook of Qualitative Research. Sage
5. Mansfield, Ron. (1997). The Compact Guide to Microsoft Office Professional. Sybex
6. Miles, M.B. & E.A. Weitzman. (1995). Computer Literacy in Human Services. The Practice. London : Sage Publications Ltd.
7. Saxena, Sanjay. (1999). A First Course in Computers. Vikas Publishing House Pvt. Ltd. New Delhi.
8. Sheldon, Tom. (1997). Windows 3.1 Made Easy. McGraw-Hill Companies Inc. New
9. Singh and Singh. (1998). Windo ws 95 Illustrated. Asian Publishers. New Delhi.
10. Spencer, D.D. (1998). The Illustrated Computer Dictionary. Bell and Howell Company. USA.
11. Sundarajan, K. (1998). Internet. Kandadasan Pathippagam. Chennai.
12. Taxali, R.K. (1998). PC Software Made Simple. Tata MCGraw- Hill Puhlishing
13. Taxali, R.K. (1998). PC Software for Windows Made Simple. Tata MCGraw-Hill Publishing Company Ltd. New Delhi.
14. Vaughan, T. (1994). Multimedia: Making It Work. Osborne McGraw-Hill. California. York.

SW 205: RESEARCH METHODOLOGY IN SOCIAL WORK

Credits: 3

OBJECTIVES:
- To understand and to learn the process and concept of research in social work
- To familiarize with the statistical methods needed for research to use them in doing research
- To understand the nature and process of quantitative and qualitative research and its significance in social work

LEARNING OUTCOMES:
- Students are able to develop a comprehensive understanding of appropriate research methodology to study any given social problems.
- Students demonstrate abilities to systematically write a research report based on academic standards and structure.
- Prepare a research proposal. Document the reviews by citing bibliography, write a research report.

UNIT I: RESEARCH CONCEPTS
- Meaning, objectives and types
- Scientific method and approaches
- Research problem: identification, selection, formulation of research problem

- Ethics in social research
- Research proposal preparation

UNIT II: RESEARCH DESIGN
- Types: exploratory, descriptive, diagnostic, experimental
- Hypothesis
- Sampling
- Data collection: questionnaire, interview schedule, interview guide, observation schedule, standardized tools
- Survey: types, and levels of measurement. Reliability and validity

UNIT III: QUALITATIVE RESEARCH
- Meaning, definition of qualitative Research methodology
- Relationship between qualitative and quantitative research
- Types: Grounded theory, Ethnography, Phenomenology. Case study, Historical research method, Action research
- Methods of data collection: In depth interview, focus group discussion, participant observation, naturalistic observation, and objects
- Qualitative data analysis: Thematic analysis, narrative analysis, content analysis.

UNIT IV: DATA ANALYSIS AND PROCESSING OF DATA
- Editing and coding
- Coding
- Classification, tabulation, frequency distribution
- Data entry
- Diagrammatic and graphic presentations – interpretation of data

UNIT V: STATISTICS
- Measures of central tendency & dispersion
- Correlation, regression
- Parametric and non-parametric tests
- Testing of hypothesis
- ANOVA, Cluster analysis, Factor analysis

SUGGESTED READINGS:
1. Adams John, fizt. A.Khan, Robert reaside. (2009). Research methods for graduate business and social science students. New Delhi: David white
2. Aditham Bhajanaga Rao. (2006). Research methodology. New Delhi: Excel books
3. Agar, M.H. (1986). Speaking of Ethnography. California: Sage Publications.
4. Agarwal.Y.P. (1998). Statistical Methods Concepts Applications
1. & computation. New Delhi: Sterling Publishes Pvt. Ltd.
5. Cargan, Leonard. (2008). Doing Social R esearch. Jaipur : Rawat Publications.
6. Chadhary CM. (2009). Research methodology. Jaipur: RBSA publishers.
7. Debashis chakraborty. (2009). Research methodology. New delhi: saurabn publishing house.
8. Gupta, S. P. (2009). Statistical Methods. New Delhi: Sultan Chand and Sons.

9. Hatt, P.K. and W.J. Goode. (1981). Methods in Social Research. Auckland: McGraw Hill Book Company.
10. Kerlinger, Fred. N. (1964). Foundations of Be havioural Research. New Delhi: Surjeet Publications.
11. Kothari, C. R. (2004). Research Methodology-methods & techniques. New Delhi: New Age International Pvt. Ltd
12. Kultar singh. (2007). Quantitative social research methods. New Delhi: sage publications India PVT. LTD.
13. Mark, R. 1994. Research Made Simple. California: Sage Publications.
14. Matt Heen, Mark, Nick Foard. (2006). A short introduction to social research. New Delhi: Vistaar publications.
15. Padgett, D.L. (1998). Qualitative Methods in Social Work Research. California: Sage Publications.
16. Riessman, C.K. (1994). Qualitative Studies in Social Work Research. California: Sage Publications.
17. Silverman, D. (1993). Interpreting Qualitative Data. London: Sage Publications Ltd.
18. Wilkinson, T.S. (1984). Methodology and Techniques of Social Research. Bombay: Himalaya.
19. Young, V. Pauline. 1975. Scientific Social Sur vey and Research. New Delhi. Prentice Hall.

COURSE CONTENT
SEMESTER – III

SL. NO.	PAPER	TITLE OF THE PAPER
1.	SW 301	COUNSELLING AND GUIDANCE
2.	SW 302	SOCIAL POLICY AND SOCIAL LEGISLATIONS
SPECIALIZATION PAPERS		
3	SCD 303	RURAL GOVERNANCE AND DEVELOPMENT
4.	SCD 304	COMMUNITY HEALTH & HYGIENE
5.	SYD 305	GROWTH AND DEVELOPMENT OF YOUTH
6.	SYD 306	STRATEGIES FOR YOUTH DEVELOPMENT
7.	SPC 307	PEACE AND DEVELOPMENTAL STUDIES
8.	SPC 308	METHODS OF PEACE BUILDING
9.	SSE 316	INTRODUCTION TO SOCIAL ENTREPRENEURSHIP
	SSE 317	MANAGEMENTS FOR SOCIAL ENTREPRENEURSHIP
	SPH 318	ELEMENTS OF PUBLIC HEALTH
	SPH 319	HEALTH POLICY AND DELIVERY SYSTEM
	SWP 309	SOCIAL WORK PRACTICUM (CONCURRENT FIELDWORK) - III & VIVA VOCE
ELECTIVE PAPERS		
	SWE 310	DEVELOPMENT COMMUNICATION AND SKILLS FOR SOCIAL WORKERS

	SWE 311	PERSONS WITH DISABILITY AND REHABILITATION SOCIAL WORK
	SWE 312	TRIBAL AND HILLS AREA DEVELOPMENT
	SWE 313	PROJECT FORMULATION AND MANAGEMENT
	SWE 314	ADMINISTRATION OF HUMAN SERVICE ORGANIZATIONS
	SWE 315	SKILLS OF SOCIAL WORK (copy from BSW SYLLABUS) Mental Health and Social Work Intervention

SW 301: COUNSELLING AND GUIDANCE

Credits: 3

OBJECTIVES:
- To let the students acquire knowledge of the theoretical approaches to counselling.
- To sensitize the students to the attitudes required for the practice of counselling.
- To let students gain knowledge of practice of Counselling in different settings.
- To engage the students to identify and practice the appropriate skills.

LEARNING OUTCOMES:
- Students show ability to articulate theoretical foundation of counselling in their expressions.
- Students are able to demonstrate peer counselling and guidance skills in classroom and community settings.
- Explore and understand the different theoretical approaches to counselling.
- Acquire basic knowledge and processes and skills in counselling and guidance.

UNIT I: CONCEPTS AND PHILOSOPHICAL FOUNDATIONS OF COUNSELLING
- Definition, Elements, Characteristics, and Goals of Counselling.
- Evolution of Counselling- Traditional to Modern
- Philosophical Foundations of Counselling-dignity of the human person.
- Sociological foundations- influence of social system.
- Psychological foundations- concept of self, goal directed behaviour, learning.

UNIT II: THERAPEUTIC COUNSELLING INTERVENTION
- Psychoanalysis, Adlerian, Client-centered
- Transactional analysis, Existential counselling
- Gestalt approach, Rational Emotive Therapy
- Behaviour therapy and Reality therapy.
- Psychodrama, Family Therapy, Feminist Therapy.

UNIT III: COUNSELLING PROCESS AND SKILLS IN COUNSELLING
- Stage – I – Problem Exploration and Clarification
- Stage – II – Integrative Understanding – Dynamic Se lf- Understanding
- Stage– III – Facilitation Action; Developing a New Perspective, Preferred Scenario.
- Skills of effective counsellor- Verbal and N on- Verbal Communication skills, Questioning or Probing, Active Listening, Reflection of Feelings , Silence, Termination, Writing Skills-Case Recording.

UNIT IV: COUNSELLING RELATIONSHIP
- Personal Growth and Effectiveness of the Counsellor- Qualities of an effective counsellor, Counsellor as a helper.
- Characteristics of clients, Voluntary and non-voluntary clients
- Regard and respects, Authenticity, Empathy
- Concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others
- Accepting personal responsibility, realistic levels of aspiration, self-actualization.

UNIT V: SETTINGS OF COUNSELLING AND SOCIAL WORK
- Community setting, Family setting
- School/Institutional setting, Prison and Correctional homes
- Hospital setting, Crisis centers, Trauma centers
- Vocational guidance center or Industrial setting.
- Relevance of counselling in Social work.

SUGGESTED READINGS:
1. Currie, Fr. J. (1989). Barefoot Counselling – A Prime r in building relationship. Bangalore: Asian Trading Corp.
2. Egan, Gerard. (2006). The skilled helper: A problem management and opportunity, Develpoment Approach to helping. Boston: Wadsworth publishers,
3. Hough & Margaret. (2006). Counselling skills and theory. UK: Hodder Arnold publishers
4. Lapworth, Phil. (2001). Integration in Counselling and Psychotherapy: Developing a personal approach. New Delhi: Sage publications.
5. Mcleod & John. (2003). Introduction to Counselling. UK: Open university press,
6. Mearns & Dave. (1999). Person-Centered Counselling in Action. New Delhi: Sage Publications.
7. Palmer. (2004). Counselling, The BAC Counselling reader, British Association for counselling, Vol. 1 & 2. New Delhi: Sage publications.
8. Rao, Narayana. (2003). Counselling and Guidance. New Delhi : Tata McGraw Hill,
9. Sanders. (2002). First steps in Counselling. UK: PCCS Books Ltd.
10. Windy, Dryden. (2002). Handbook of Individual Therapy New Delhi: Sage Publications.

SW-302: SOCIAL POLICY AND SOCIAL LEGISLATIONS

Credits: 3

OBJECTIVES:
- To provide a conceptual and theoretical understanding of Social Policy and Planning,
- To facilitate students' understanding of the various issues of Social Policy formulation and implementation.
- To orient the student to issues of social justice.
- To acquire information on legislations relevant to practice situations.

LEARNING OUTCOMES:
1. Students show awareness of various social policies, legislations and planning exercises for vulnerable and weaker sections of society.
2. Students are able to review, critique and comments on various social policies and legislations in place through their group works and curricular activities.
3. Students show ability to assess implementation of various social policies, laws and plans for weaker and marginalized sections of society.

UNIT –I: EVOLUTION OF WELFARE STATE
- Concept of welfare state- Rights, Justice, citizenship and welfare state; Post-colonial welfare state- policy making processes and structures in India- The role of Executive, Legislature and Judiciary.
- Social Policy- Concept, definition, characteristics, and objectives; Liberalism, Globalization and changing nature of social policy in India.
- Policy Implementation- The role of Government agencies, Non-governmental organizations and citizen participation. Problems in implementation of policies by central and state government.
- Social Legislation- Concept, meaning and objectives importance of social legislation.

UNIT- II: SOCIAL PLANNING
- Concept, and Definition; Nature and Scope of Social Planning
- Social policy and economic policy; Types of planning (social, economic, & developmental)
- Techniques of social planning; Process of social planning.
- Legislation: concept, definition, and characteristics
- Social justice and social change; Law and legislation.

UNIT-III: SOCIAL LEGISLATION PERTAINING TO WOMEN AND CHILDREN
- Indecent representation of Women (Prohibition) Act, 1986; Sexual Harassment in Work Place Guidelines.
- Prevention of Immoral Trafficking Act, 1956
- Protection of Women against Domestic Violence Act, 2005; Medical Termination of Pregnancy Act, 1978.
- Child Marriage Restrained (Amendment) Act, 1978; Child Labour (Prohibition and Regulation) Act, 1986;
- Right of Children to Free and Compulsory Act, 2009; Juvenile Justice (Care and Protection) Act, 2000.

UNIT- IV: POLICIES AND LEGAL MEASURES FOR MARGINAL GROUPS
- The persons with Disabilities (Equal Opportunities, Protection of the Rights and Full Participation) 1995.
- Welfare programmes and services for the disabled group and aged in India
- Institutional and non-institutional services for the disabled groups and aged.
- Problems of scheduled castes, scheduled tribes and backward classes.
- The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989

UNIT-V: SOCIAL LEGISLATION PERTAINING TO MARRIAGE AND SUCCESSION
- Special Marriage Act, 1954; Hindu Marriage Act, 1955; Muslim Women (Protection of Rights on Divorce) Act, 1986; The Indian Christian Marriage Act, 1872
- Dowry Prohibition Act, 1961;
- Indian Succession Act, 1925
- Customary law; Article 371(A).

SUGGESTED READINGS:

1. Ahmed, R. (2015). Rights of persons with disability in India. Chandigarh: White Falcon Publishing.
2. Bose, A. B. (1971). Social welfare planning in India. Bangkok: U. N. Publications.
3. Chatterjee, B. B. (1971). Impact of social legislation on social change. Kolkata: Mineva Associate.
4. Gangrade, K. D. (2011). Social Legislation in India. New Delhi: Concept Publishing Company Pvt. Ltd.
5. Gore, M. S. (2003). Social Development: Challenges faced in an unequal and plural society. New Delhi: Rawat Publications.
6. Hall, A., & Midgley, J. (2004). Social Policy for Development New Delhi: Sage Publications.
7. Jacob, K. K. (1992). Social Policy in India. Udaipur: Himanshu Publications.
8. Jain, N. K. (2007). Right to Information: Concept, Law, Practice. New Delhi: Regal Publications.
9. Lavallete, M., & Pratt, A. (2002). Social Policy: A Conceptual and Theoretical Introduction (2nd Eds). New Delhi: Sage Publications.
10. Levis, G., Gewity, S., & Clarke, J. (2000). Rethinking Social Policy. London: Sage Publications.
11. Paul Spicker. (2014). Social Policy: Theory and Practice. USA: The University of Chicago.

SCD 303:-RURAL GOVERNANCE AND DEVELOPMENT

Credits: 3

OBJECTIVES:
- To understand rural community development in social work
- To understand the issues and their implications on rural communities
- To understand policies and programmes for rural development
- To understand PRI and PESA

LEARNING OUTCOMES:
- Students are able to understand rural community, their problems, and issues.
- Students are able to promote the community by availing government program and schemes for rural development.
- Knowledge gained through village study enhances understanding of village governance, power structure, and the nature of community.

UNIT I: UNDERSTANDING RURAL COMMUNITY AND DEVELOPMENT
- Concept of rural community, characteristics problems of rural communities
- Concept, principles, scope and need of rural community development

- Approaches of rural community development: target approach, sectoral approach, area approach, participatory approach, and Gandhian approach
- Millennium development goals and human development index
- Sustainable livelihood approach to rural development and SDG-2030

UNIT II: HISTORY OF RURAL DEVELOPMENT IN INDIA
- Pre independence and post-independence
- Rural development in India and five-year plan
- Land reforms
- Agriculture and RD: green revolution, white revolution, yellow and blue revolution
- Rural credit facilities: cooperatives, rural credit banks (NABARD, SCBs, DCCB, RRB)

UNIT III: RURAL GOVERNANCE IN INDIA
- Democratic decentralization: meaning, objective and importance
- Evolution of panchayatraj: pre and post-independence
- 73$_{rd}$ Constitutional amendment act
- PRI: power and functions of PRI, models of PRI (collector model and panchayat model)
- PESA (panchayat extension in scheduled areas) and village council and VDB in Nagaland; structure and functions

UNIT IV: POLICIES AND PROGRAMMES OF RURAL COMMUNITY DEVELOPMENT
- Education in rural area- NPE, NLM, SSA
- Self-help groups: social and economic development
- Watershed and wasteland management- IWDP, DPAP, DDP
- Entrepreneurship and social entrepreneurship
- Programmes for RD- IRDP, MGNREGA, SGSY, and livelihood mission

UNIT V: PROBLEMS AND PROSPECTS OF RURAL DEVELOPMENT IN NORTH EAST INDIA
- Infrastructural development in Northeast India
- Water scarcity and its impact
- Agriculture: agro-produce based, allied agro- based industries
- Forest management in tribal community
- Rural tourism Industry: marketing system, small and medium sized business

SUGGESTED READINGS:

1. Ahmed, Jaynal Ud-In. Ed. (2010). Development Scenario of North-East India. Guwahati: DVS Publishers
2. Arunachalam, A & Arunachalam, K. (2010). Natural Resources Management in North-East India. Guwahati: DVS Publishers
3. Bandi Madhusudan (2013). Tribal Community and forest Management. Jaipur: Rawat Publication
4. Christopher, A J. and William, Thomas A. (2013). Rural Community Development: Concept and Recent Approach. Jaipur: Rawat Publications.
5. Daniel A.V. (2011). Strategies for Agricultural Development. Bombay.
6. Daniel Lazer. (2008). Micro Training in Poverty and Eradication in New Century. New Delhi.

7. Desai Vasant. (2004). Dynamics of Entrepreneurial Development. New Delhi: Sultanan and & sons.
8. Giriappa. S. (2011). Water the Efficiency in Agriculture. Calcutta: Oxford Press.
9. Goswami, Atul. Ed. (2002). Traditional Self- Governing Institutions among the Hill Tribes of North-East India. New Delhi: Akansha Publishing House
10. Gupta C.B. (2004). Entrepreneurial Development. New Delhi: Sultan Anand & Sons.

11. Jana, Kumar Anil. (2015). Decentralizing Rural Governance and Development: Perspectives, Ideas and Experiences. Jaipur: Rawat Publications.
12. Lalitha. N. (2003). Self Help Groups in Rural Development. New Delhi.
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14. Palanithurai. G & Ramesh, R. (2011). Globalization and Rural Development. New Delhi: Concept Publishing Company PVT. LTD.
15. Rajagopal, Aruna Sharma. (1995). Planning f or Rural Development Administration. Jaipur: Rawat Publications.
16. Rameshwari, Pandya. (2010). Community health and Education. Jaipur: Rawat Publications.
17. Sharma, Ravindra. (2005). Grass root Governance: changes and challenge in Rural India. Jaipur: Aalekh Publishers.
18. Singha, Komol. (2010). Rural Development in India: Retrospect and prospects. New Delhi: Concept Publishing Company PVT.LTD
19. Upendra, Nath Roy. (2005). People Participation in Watershed Management. New Delhi: Kanishka Publisher.
20. Usharani. K. (2008). Marketing Strategies: Finance Viability of Self Help Group. New Delhi: Sarop & Sons.

SCD 304: COMMUNITY HEALTH AND HYGIENE

Credits: 3

OBJECTIVES:
- To orient the students to the concept of health, disease, and community health
- To impart knowledge and help students to understand the relationship between health and development
- To analyse health policies and programmes
- To equip students for their role as health educators, counsellors, and enablers while dealing with health problems at various levels

LEARNING OUTCOMES:
- Students show abilities to identify community health and sanitation issues based on their comprehensive knowledge on community health and hygiene.
- Students demonstrate capabilities of designing health and sanitation awareness programs in the community.

- Students are able to review existing health policies and programs and suggest areas for improvements in local specific situation.

UNIT I: CONCEPT OF HEALTH
- Concept of health, disease, and sickness
- Standard of health and factors affecting health
- Environmental health and occupational health
- Nutritional health and tribal health
- Family health and welfare programmes

UNIT II: STATISTIC AND INDICATORS OF HEALTH
- Morbidity and mortality- MMR, IMR, TFR
- Classification of disease- communicable and non- communicable diseases
- Primary, public, and community health care services-structure, organization, and community participation
- Disease control and disease eradication
- Physical and psychological aspects of community health

UNIT III: HEALTH AND POPULATION- POLICIES AND PROGRAMMES
- Alma at a declaration, national health policy, national health mission (NHM)
- Mental health: mental health act
- HIV/AIDS: preventive, promotive, and rehabilitative programmes
- Reproductive, maternal and child health- schemes and programmes
- Population policies and population dynamics: national and north east context

UNIT IV: ASPECTS OF COMMUNITY HEALTH
- Drugs and alcoholism
- Sexually transmitted disease (STD) and HIV/AIDs
- Diseases and conditions related to malnutrition
- Implication of ill health on individual, family and community
- Individual's and community's attitude towards health and diseases

UNIT V: HEALTH EDUCATION AND THE ROLE OF SOCIAL WORKER
- Principles and components of health education
- IEC for health- mass media, folk media, audio visual
- Agencies for health education- government and non-government (IHMP, Pachod CRHP Jamkhed), consumer health and health products, consumer law on health and agencies
- Formal and informal health care providers, modern and traditional practices, quackery
- Skills and abilities of social worker in dealing with infected and affected people in the community

SUGGESTED READINGS
1. Bedi, Yash Pal. (1997). Social and Preventive Medicine. Delhi: Atma Ram and Sons.
2. Cambell, Ian.D., Ted Lankester, Alison D. Rader. (2000).Setting up Community Health Programme. New Delhi: VHAI.

3. Das, N.P., Mishra, V.K., Saha, P.K. (2001). Does Community Access Affect the Use of Health and Family Welfare Services in Rural India.
4. Gerald, Caplan. (1969). An Approach to Community Health. London: Tavistock Publications.
5. Goyal, R.S. (1990). Community Participation in Primary Health Care. Chandigharh: Arun Publishing House.
6. Gracious, Thomas. (1994). AIDS in India: Myth and Reality. New Delhi: Rawat Publications.
7. Green, L.W., & Anderson. C. L. (1982). Community Health London : the C.V. Mosby Company.
8. Gupta, V.S. and Singh, Ranjit (1994). Communication Planning for Economic Development, New Delhi: Har-Anand Publication Pvt. Ltd.
9. ICSSR. (1981). Health for All: An Alternative Strategy. Pune: Indian Institute of Education.
10. Kakar, N., Kakar, S.N. (2002). Combating AIDS in the 21st Century: Issues and Challenges. New Delhi: Sterling Publishers Pvt. Ltd.
11. Park. K., Park. (2009). Textbook of Preventive and Social Medicine, 20th edition. Bhanot.
12. Patil, Jaya. (1994). Media f or Rural Communication. Hyderabad: Kelta Publishing House.
13. Servages, Jan Jacobson, Thomas White, Shirley (eds). (1996). Participatory Communication for Social Change. New Delhi: Sage Publication.
14. Sinha, A.K. (ed). (1997). Human Health and Environment Vol. I, II. New Delhi: A.P.H. Publishing Corp.
15. Wood, Clive. (1969). Birth Control: Now and Tomorrow. London: Peter Davies.

SYD 305: GROWTH AND DEVELOPMENT OF YOUTH

Credits: 3

OBJECTIVES:
- To understand the concept of youth in a wholistic perspective
- To analyse the factors of youth formation, their growth and development
- To understand youth as positive factor of the community

LEARNING OUTCOMES:
- Students are able to present a demographic profile of youth at global and local levels
- Students are able to identify psycho-social development issues and needs of youth
- Acquire skills to empower youth socially and economically.

UNIT I: MEANING & CONCEPTS OF YOUTH DEVELOPMENT
- Concept, meaning and interpretations
- Indian concept of youth- profile of Indian youth
- Youth as positive component of the society challenges
- Negative concepts of youth and interpretations
- Demographic profile of youth in India

UNIT II: ADOLESCENT PERIOD AND YOUTH
- Meaning and concept, features of adolescents
- Transmission period: teenage, adolescence and youth
- Stanley hall: storm and stress model
- Erik Eriksons stages of psycho-social development
- Richard Jessor: problem behavior theory

UNIT III: WORKING WITH YOUTH
- Concepts, definition and scope
- Youth education and associated problems
- Government initiatives in youth education
- Models and approaches to youth work- (a) treatment model
  (b) Reform model (c) advocacy model (radical & non radical)
  (d) Empowerment model (radical and non-radical)

UNIT IV: YOUTH EMPOWERMENT
- Concept, meaning and challenges
- Dimensions of empowerment: Social, economic, educational and legal
- Youth empowerment: as a means of social development
- Gandhian concepts and ideologies of youth
- Swami Vivekananda and his school of thought on youth

UNIT V: GOVERNANCE AND YOUTH
- Concept, relevance and importance
- Local village councils, VDB and significance
- Constitutional amendments: 73rd and 74th
- Role of youth/ youth organizations in local governance
- Condition of women youth folk in Naga society

SUGGESTED READINGS:

1. Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London.
2. Bowie, V.(1997). Lecture Notes-Models of Youth Work. UMS. Sydney.
3. Candi Westey – Australia. (1998). Principles and Practice of Youth in Development work. Module 3. Chandigarh: CYP – Asia Regional Centre.
4. Cooper, Ta and White R. (1994). Models of Youth Work Intervention. Youth Studies Australia. Australia.
5. Gore, M.S. (1997). Indian Youth. New Delhi: Vishwa Yuvak Kendra.
6. Lincoln Williams – Jamaica. (1998). Young People and Society. Module 2. India: CYP. Asia Regional Centre.
7. Saraswathi, S. (1988). Youth in India. New Delhi: Indian Council of Social science Research.
8. Siddique, C.M. and Darcy C. (1984). Adolescence, stress and Psychological well-being in. Journal of Youth and Adolescence 13:459 – 74
9. Smith and Mark. (1998). Developing Youth Work. Informal Education, Mutual Aid and Popular Practice. Great Britain: Oxford University Press.

SYD 306: STRATEGIES OF YOUTH DEVELOPMENT

Credits: 3

OBJECTIVES:
- To understand the youth development plans and programmes
- To understand youth are in the need of support and guidance
- To develop programmes for youth entrepreneurship, counselling and training

LEARNING OUTCOMES
- Students are able to demonstrate comprehensive understand of existing youth development policy, plan and programs
- Students are able to identify youth development issues and skill development needs based on the larger economic development efforts.
- Students are able to design youth development programs at community level and undertake psycho-social and career counselling at community level.

UNIT I: EMPLOYABILITY
- Basic concepts, meaning, techniques and relevance
- Education system and employability
- Techniques to acquire employability
- Features of an employable youth
- Entrepreneurship, job portals, job surfing skills

UNIT II: CAREER PLANNING
- Meaning, definition, concept and importance
- Interview
- Group discussion, written tests and panel interviews
- Interview etiquettes, preparing for interview
- Drafting a sample resume and covering letter

UNIT III: TRAINING AND DEVELOPMENT
- Meaning, concept and importance
- Features of training
- Training need analysis
- Evaluation of Training Programmes
- Difference between training and development

UNIT IV: SOCIAL WORK IN EDUCATIONAL SETTING
- Basic concepts, history and importance
- Working with troubled students
- Educational needs of adolescents/youth
- Partnering parents in education

- Students problems at school- gangs, bullying, depression and suicide

UNIT V: YOUTH COUNSELLING
- Introduction, definition and need for youth counselling
- Qualities of counsellor/personal characteristics of an effective counsellor
- Types of counselling
- Areas of counselling: basic concepts of the areas of counselling-children, adolescents, youth, family, marital, pre-marital, women, weaker sections, elderly and people affected by violence and conflict

SUGGESTED READINGS:
1. Alan Twelve trees. (1991). Community Work 2nd Edition. Practical Social Work Series. London: Macmillan/BASW.
2. FEMNET. (1994). Gender and Development: A FEMN ET Manuel for Trainers. Nairobi.
3. Jack Rothman, et.al. (1985). Strategies of Community Intervention – Macr o Practice. Fifth Edition. Peacock Publishers Inc.
4. Mable Milimo – Zambia. (1998). Gender and Development. Module 5. CYP – Asia Regional Centre. Chandigarh.
5. Peta-Anne Baker – Jamaica. (1998). Working People and their Communities Module 4 CYP – Asia Regional Centre. Chandigarh.
6. Shariff, I.A. et.al. (1981). School social work. Bangalore: NIMHANS
7. Un Dept. of Economic and Social Affairs. (1971). Popular Participation in Development. New York: United Nations.
8. UNESCO. (1995). Educating Girls and Women in Africa. UNESCO Paris.
9. United Nations. (1995). The world's Women 1995: trends and status. Newyork: United Nations.
10. Verma. Ratna. (1991). Psychiatric Social work in India. New Delhi: Sage Publications.

SPC 307: PEACE AND DEVELOPMENTAL STUDIES

Credits: 3

OBJECTIVES:
- To apply of existing theories and practices in peace and conflict studies in understanding contemporary conflict situations.
- To develop professional competencies in comprehensive understanding of local conflict situation for peace initiatives and reporting for peace in the media.
- To build capacities for undertaking action research for conflict transformation and peace building in local conflict situations.

LEARNING OUTCOMES:

- Students grounded to the existing theories and practices of peace and conflicts studies demonstrate ability to analyse conflicts in the region and explore conditions for building sustainable peace.
- Develop competency as group and individual peace practitioners/change agents by ways of intense academic and professional works in the North East region and elsewhere.
- Demonstrate ability to engage in action research at their works through constant actions, reflections, planning and changing situation, writings reports and sharing new knowledge.

UNIT I: INTRODUCTION TO PEACE AND CONFLICT STUDIES

- Origin, growth and development of peace studies
- Peace research, conflict resolution studies, conflict mapping : tools and techniques
- Understanding positive and negative peace
- Peace, development, faith and security: an integrated focus
- Indian perspectives on peace: Gandhi and beyond
- Nagaland context, conflict mapping

UNIT II: UNDERSTANDING CONFLICT & VIOLENCE: FOUNDATIONAL THEORIES

- Understanding conflict: theoretical constructs
- Violent and non-violent conflicts
- Sources of conflict
- Types of conflict: ethnic conflict, clash of civilization and environmental conflict
- Johan Galtung, John Paul Lederarch and Adam Curl.
- North-East context, structural and cultural violence

UNIT III: ORGANIZATIONAL CONFLICTS & CONFLICT HANDLING MECHANISM: APPLIED THEORIES

- Conflict handling mechanism: force, adjudication, arbitration, negotiation, mediation, reconciliation and dialogue, role of civil society and NGOs in peace processes
- Conflict management to conflict transformation, citizen's diplomacy, alternative dispute resolution (ADR)
- Understanding dynamics of organizational conflicts: causes, effects and impacts of organizational conflict
- Strategies to transform organizational conflicts
- Peace building and conflict transformation: it relevance to social work.

UNIT IV: PEACE AND DEVELOPMENT

- Democracy, peace and sustainable
- Contemporary developmental issues: North- South divide, development: environment divide
- Feminist approaches to peace
- Peace journalism
- Nagaland: development v/s preservation of traditions and cultures; development v/s relationship with the environment. Sustainable development (waste management, use of water, erosion of the soil, etc.)

UNIT V: ENVIRONMENT, CONFLICT AND DEVELOPMENT
- Interface between environment, conflict and development: conflict over land, water and forest
- Environmental conflict and environmental security: theories and issues
- Environmental politics: from Kyoto to Copenhagen and beyond
- Environmental peacekeeping, cooperation and resolution: cases of Narmada river dispute, Ganga action plan, amazonian deforestation and Nile river management
- Issues of governance and development, conflict sensitive approach to development and capacity building.

SUGGESTED READINGS :
1. Avruch, Kevin. (1998). Culture and Conflict Resolution. Washington, DC: USIP.
2. Azar, E. (2005). The Management of Protracted Social Conflict: Theory and Cases, Hampshire/ Aldershot: Dartmouth.
3. Brauch, Hans Gun ter, et al. (2008). Globalization and Environmental Challenges: Reconceptualizing Security in the 21st Century. Berlin: Springer Publication
4. Carius, Alexander. (2007). 'Environmental Peacemaking: Conditions for Success.' Environmental Change and Security Project. Report, 12: 59-75.
5. Conca, Ken, Alexander Carius, and Geoffrey D. Dabelko (2005). 'Building Peace through Environmental Cooperation.' In State of the World. (2005). Redefining Global Security, 144-157 & 219-22. Washington, D.C.: Worldwatch Institute. http://www.worldwatch.org/node/1044.
6. Dalby, Simon. (2002). Environmental Security. Minneapolis, MN: University of Minnesota Press.
7. Dixon, Thomas Homer. (1999). 'Environmental Scarcity.' In Environment, Scarcity and Violence, 47-55. Princeton, New Jersey: Princeton University Press.
8. Dodds, Felix and Pippard, Tim. (2007). Human & Environmental Security: An Agenda for Change. New Delhi: Viva Books.
9. Gaan, Narottam. (2004). Environmental Security: Concept & Dimensions. New Delhi: Kalpaz Publications.
10. Gadgil, Madhav & Ramachandra Guha. (1993). This Fissured Land: An Ecological History of India. US A: University of California Press
11. Graeger and D. Smith, eds. (1994). Environment, Poverty, and Conflict, 91-102. Oslo: Peace Research Institute Oslo.
12. Sanatombe, A.K et.al. (2012). Peace in the Globe: Human Right Perspective. New Delhi: Maxfort Books.
13. Mohapatra, Ranjan. (2011). Philosophy and Peace. New Delhi: Read Worthy Publications.
14. Cohen, Raymond. (1991). Negotiating across Cultures. Washington, DC: USIP (Revised, 1997)
15. Keating, T, & Knight, A. (2004). Building Sustainable Peace, Tokyo. United Nations. University Press.
16. Lederach, J .P. (1997). Building P eace – Sustainable Reconciliation in Divided Societies. Washington DC: USIP.
17. Bercovitch, Jacob, et.al. (2009). The Handbook of Conflict Resolution. New Delhi: Sage Publication.
18. Bose, Anima. (1987). Dimensions of Peace and N on-violence: The Gandhian Perspectives.

19. Coser, Lewis. (1956). The Functions of Social Conflict. New York: Free Press.
20. Fisher Simon, et.al. (2000). Working with Conflict: Skills and Strategies for Action. London: Zed Books.
21. Galtung, Johan. (1985). 'Twenty-five Years of Peace Research: Ten Challenges and Some Responses.' Journal of Peace Research 22(2): 141–158.
22. Galtung, Johan. (1996). Peace by Peaceful Means: Peace, Conflict, Development and Civilization. New Delhi: Sage Publication.
23. Jeong, Ho-Won. (2000). Peace and Conflict Studies: An Introduction. London: Ashgate Publication.
24. Juergensmeyer, Mark. (2003). Gandhi's Way: A Handbook of Conflict Resolution. New Delhi: Oxford University Press.

SPC 308: METHODS OF PEACE BUILDING

Credits: 3

OBJECTIVES:
- To introduce methods of peacebuilding and develop skills for peaceful transformation of interpersonal conflicts taking benefit of the complexity existing in the society.
- To help the students in developing communication skills on the basis of culture of peace; inter-cultural skills and practices in public sphere.
- To build skills for critical analysis of texts relating to peace, conflicts and development cooperation, and for relating these texts to the human rights proposals.
- To build capacities for initiating and facilitating peace education in institutional and community settings.

LEARNING OUTCOMES:
- Students are able to articulate various methods of peacebuilding and conflict transformation and applications in specific context.
- Students are able to demonstrate nonviolent communication and intercultural skills in improving interpersonal relations and gain trusts of the people in the community.
- Students demonstrate comprehensive understanding of conflict situations and design conflict transformation strategies.

UNIT I: GANDHIAN WAY TO PEACE
- Gandhi in global perspective
- Fasting, mediation, dialogue, negotiation, reconciliation
- Satyagraha as a creative technique of conflict resolution
- Gandhian approach to development: Hind Swaraj
- Shanti Sena: a nonviolent peace force

UNIT II: PEACE BUILDING AND CONFLICT TRANSFORMATION
- Fundamental concepts of peace building
- Principles of conflict transformation

- Peacebuilding approaches: peacekeeping, peace-making, peace building, and sustaining reconciliation
- Case studies: Northern Ireland and Sierra Leone, etc.
- Peace through art and performance

UNIT III: METHODS OF CONFLICT TRANSFORMATION
- Concept and theories of conflict transformation
- Nature and approaches of conflict transformation
- Arbitration, negotiation, litigation, facilitation, mediation, legislation, conciliation
- Advantages and disadvantages of different types of conflict resolution methods
- Skills for the peace builder: facilitation skills, communication skills and tools, listening skills, listening as transformation, body language, emotional intelligence and the importance of self-awareness

UNIT IV: TOOLS OF PEACE BUILDING
- Dialogue: an inclusive approach to end violent conflict
- Ground rules for dialogue & fostering dialogue through good communication
- Crafting dialogue questions, phases of a dialogue, debate versus dialogue
- Mediation - meaning and purpose, tool kit: four stage approach to mediation
- Communication skills: summarizing, paraphrasing, reframing, asking open ended questioning: role of a mediator

UNIT V: CONTEXTUALIZING CONFLICT RESOLUTION
- Traditional methods of conflict resolution with reference to local context, amalgamation of traditional and modern methods of conflict resolution
- Advantages and disadvantages of traditional methods of conflict resolution, case studies of traditional peace building methods
- Concept of retributive and restorative justice in traditional methods
- Conflict mapping: traditional methods of enquiry, scientific methods of enquiry
- Significance of narratives and storytelling in conflict research

SUGGESTED READINGS:
1. Anand, Y.P. (2006). Mahatma Gandhi and Satyagraha: A Compendium. New Delhi: National Gandhi Museum.
2. Bondurant, Joan Valérie. (1988). Conquest of Violence: The Gandhian Philosophy of Conflict. USA: Princeton University Press
3. Bose, Anima. (1987). Dimensions of Peace and Non-violence: The Gandhian Perspectives.
4. Dalton, Dennis. (2001). Mahatma Gandhi: Nonviolent Power in Action. Columbia: Columbia University Press.
5. Gandhi, M.K. (1927). My Experiment with Truth. Ahmadabad: Navjeevan Publishing House
6. Gandhi, M.K. (1948). Non-violence in Peace and War, 2 vol. Ahmedabad: Navjeevan
7. Gandhi, M.K. (2006). Hind Swaraj. Ahmedabad: Navajivan Publishing House.
8. Hardiman, David. (2003). Gandhi in his Time and Ours. New Delhi: Permanent Black
9. Herman, A.L. (1969). 'Satyagraha: A New Indian Word for Some Old Ways of Western Thinking.' Philosophy East and West, 19(2): 123-142.

10. Juergensmeyer, Mark. (2003). Gandhi's Way: A Handbook of Conflict Resolution. New Delhi: Oxford University Press.
11. Mukherjee, Subrata and Sushila Ramaswamy. (1999). Facets of Mahatma Gandhi: Non-Violence and Satyagraha, Vol. 1. New Delhi: Deep and Deep Publications
12. Parekh, Bhikhu. (1989). Gandhi's Political Philosophy: A Critical Examination. Basingstoke: Macmillan.
13. Singh, Savita. (1991). Global Concern with Environmental Crisis and Gandhi's Vision. New Delhi: A.P.H. Publishing Corp.
14. Weber, Thomas. (1991). Conflict Resolution and Gandhian Ethics. New Delhi: Gandhi Peace Foundation.
15. Weber, Thomas. (2006). Gandhi, Gandhism and the Gandhians. New Delhi: Lotus Publication.
16. Burton, J. (1990). Conflict: Human Needs Theory. London: Macmillan.
17. Giri, A Kumar. (2005). Creative Social Research: Rethinking Theories and Methods. Maryland: Lexington Books
18. Lederach, J.P. (1997). Building Peace – Sustainable Reconciliation in Divided Societies. Washington DC: USIP.

SSE – 316: Introduction to Social Entrepreneurship

OBJECTIVES: -
- To provide knowledge about the social entrepreneurship
- Help students to develop "a Social entrepreneurial imagination and to bring out the practice of Social Entrepreneurship in India.

LEARNING OUTCOME: -
- Students demonstrate the aptitude and abilities to create innovative solutions to the problems of society by recognizing the various aspects of social entrepreneurship.
- Students understand the importance of entrepreneurship and will be able to bring some changes in society through social entrepreneurship.

Unit I: Entrepreneur and Entrepreneurship
- Concepts, meaning, and definitions of entrepreneur, entrepreneurship.
- History of entrepreneurship development
- Characteristics of an entrepreneur.
- Types of entrepreneurs and entrepreneurship.
- Scope of entrepreneurship development

Unit II: Social Entrepreneur, Social Entrepreneurship, and Social Enterprises

- Meaning, definition: social entrepreneur, social entrepreneurship, social enterprises.
- Characteristics of social entrepreneur and entrepreneurship

- Differences between business and social entrepreneurship
- Social entrepreneurship in developing countries and in India
- Significance and growth of social entrepreneurship in North East India

Unit III: The Social Entrepreneurship Process

- The models of the social entrepreneurship process
- The PCDO (The people, context, deal, and opportunity) framework
- Sources of social entrepreneurship
- Qualities and skills of social entrepreneurs
- Challenges of social entrepreneurship

Unit IV: Theories of Social Entrepreneurship
- Theories of entrepreneurship. McClelland and Joseph Schumpeter
- Motivation theories: Maslow's need hierarchy theory
- Social Intrapreneurship, CSV & B-Corps, Agripreneurship
- Social capital theory of entrepreneurship
- Soft skill -intrapersonal and interpersonal problem solving

Unit V: Social Entrepreneurship in Practice
- Bangladesh Rural Advancement Committee (BRAC),
- The Grameen Bank (GB), The Self Employment Women's Association (SEWA)
- Barefoot College
- Boundaries of social entrepreneurship
- Social entrepreneurship practices in Northeast India

Suggested Readings:
1. Rabindra N. Kanungo "Entrepreneurship and innovation", Sage Publications, New Delhi, 1998.
2. Peter F. Drucker, Innovation and Entrepreneurship
3. EDII "Faculty and External Experts - A Hand-Book for New Entrepreneurs Publishers: Entrepreneurship Development" Institute of India, Ahmadabad, 1986.
4. Philips, Bonefiel and Sharma (2011), Social Entrepreneurship, Global vision publishing house, New Delhi
5. Robert A. Philips Margret Bonefiel Ritesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
6. S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009.
7. Methodological Issues in Social Entrepreneurship Knowledge and Practice (Springer Proceedings in Business and Economics) by Satyajit Majumdar and Edakkandi Meethal Reji | 14 August 2019
8. Social Entrepreneurship as a Catalyst for Social Change (Research in Management Education and Development) by Charles Wankel and Larry Pate | 30 July 2013
9. Institutionalization of Entrepreneurship Research by Alain Fayolle, Hans Landström, et al. | 30 June 2020

SSE–317: MANAGEMENT OF SOCIAL ENTREPRENEURSHIP
OBJECTIVES:
- To facilitate understanding of the conceptual framework of marketing and its applications in decision making under various environmental constraints
- To understand the relevance of management in social enterprises
- To understand the concept and functions of management.
- Enable the students to gain the ability to apply the knowledge and understanding of risk management practices to any type of organization.

LEARNING OUTCOME
- Students demonstrate the various application level of management in the field of social entrepreneurship
- Students will be able to understand the various skills of market management and human resources.

Unit I: Management for Social Entrepreneurship
- Meaning of management, Characteristics of management
- Difference between management and administration
- Scope of management
- Functions of management
- Process of management

Unit II: Marketing Management
- Concept and Definition of marketing
- Problems, branding, and packaging
- Pricing policy, distribution channels,
- Business location,
- Methods of marketing

Unit III: Human resource management
- Meaning, Definition, Importance,
- Factors affecting and different processes of Human Resource Planning
- Long term and Short term planning
- Job Analysis - Skill Inventory -
- Job Description and Job Specification-Succession Planning

Unit IV: Marketing Intelligence and Management
- Introduction, Decision making, distribution channelize marketing Research.
- Issues and Development of marketing.
- Developing social marketing strategies:
- Managing social marketing program:
- Selecting target audiences, objectives, and goals

Unit V: Development of social entrepreneurship
- Proprietorships, partnership, Profit and non-profit, Non-Governmental organizations.
- Society trust and company registration
- Business plan
- Enterprise launching and its procedure
- Steps for starting social entrepreneurship

Suggested Readings:
1. Hellriegel / Jackson/ Solum, Management-A Competency-based approach, Thomas, South Western, 11th Edition, 2007
2. Allen, L.A., Management and organization, McGraw Hill publishing co., ltd. 2002
3. Chandra Bose D . Principles of Management and Administration PHI 2002.
4. Hannagan, Management concepts and practices, Macmillan India Ltd., 2009
5. Koontz O'Donnell, Principles of Management McGraw Hill publishing co., ltd.,2011
6. Prasad, L.M, Principles, and Practices of Management Sultan hand & Sons. 9th Edition, 2016.
7. Sathya Raju, Management: Text & Cases, PHI, 2002.
8. Pattanayak: Human Resource Management, PHI,2002
9. Ashwatappa, Human Resource Management, 8th Edition, 2017.
10. Gray Dessler: Human Resource Management, PHI, 14th Edition, 2015
11. Edwin Flippo, Principles of Personnel Management - McGraw Hill. 8th Edition, 1976
12. Douglas McGregor, the Human Side of Enterprise, 2011.
13. Corporate Frauds: Business Crimes now Bigger, Broader, Bolder by Robin Banerjee | 21 December 2021

SPH-318: ELEMENTS OF PUBLIC HEALTH

Objectives

- To discuss social work's role in health and health care in the current health landscape;
- Articulate the history, values, and theoretical pillars of Public Health Social Work (PHSW)
- To describe value of PHSW in today's health environment
- To find out the social work interventions for Mental Health Problems among vulnerable groups and disadvantaged groups

Outcome

- Understand the purpose and structure of the public health social work course
- Outline core public health theoretical models for practice
- Acquire clear understanding on Mental Health Problems among vulnerable groups
- Articulate how the integration of public health social work "widens the lens" of social work practice

Unit I: Introduction: Overview & Orientation to Public Health and Public Health Social Work
- Course purpose and structure
- Overview of current health and healthcare landscape
- Locating the traditional role of social work

- Becoming familiar with COVID-19 and its effects on health care, public health and social work

Unit II: Public Health: An Overview
- What is public health: core functions and services
- Historical perspectives and future directions

Unit III: Mental Health Problems among vulnerable groups
- Children, adolescents, women, older persons
- Disadvantaged groups, disaster
- Individuals with terminal and physical illness

Unit IV: Core Concepts: Perspectives on PHSW: History, Definitions, and Relationship to Health Systems
- PHSW History
- Brief review of common elements/ differences between SW and PH
- PHSW
- Definitions and Distinctive Features
- What makes it PHSW?

Unit V: Core Concepts: Health Equity Understanding and Applying Social Work Heath Impact Model
- Defining health disparities and health equity
- Linking epidemiology, SDOH, and population health to health equity promotion
- Examine examples of PHSW in practice
- Conceptualize "widening the lens", Identify PHSW approaches/strategies that can be applied across various SWHIM categories to address multiple problems

Suggested Readings:

1. Commonwealth Fund (2015). US Health Care from a Global Perspective.
   Available at http://www.commonwealthfund.org/publications/issue-briefs/2015/oct/us health-care-from-a-global-perspective
2. Bradley, E.H. & Taylor, L.A. (2013). *The American health care paradox: Why spending more is getting us less. N*ew York: Public Affairs.
3. Craig, S. L., Bejan, R., & Muskat, B. (2013). Making the invisible visible: are health social workers addressing the social determinants of health? *Social Work in Health Care, 52*(4), 311-331.
4. Stanhope, V., Videka, L., Thorning, H., & McKay, M. (2015). Moving toward integrated health: opportunity for social work. *Social work in Health Care,* 54(5), 383-407.
5. Frieden TR. A framework for public health action: the health impact pyramid. *American Journal of Public Health.* 2010;100(4):590–595.
6. Richardson (2012). Investing in public health: barriers and possible solutions. *Journal of Public Health, 34*(3), pp. 322-327
7. DeSalvo, K. B., O'Carroll, P. W., Koo, D., Auerbach, J. M., & Monroe, J. A. (2016). Public health 3.0: time for an upgrade. *American Journal of Public Health, 106*(4), 621.

8. Bowen, E. A., & Walton, Q. L. (2015). Disparities and the social determinants of mental health and addictions: Opportunities for a multifaceted social work response. *Health & Social Work, 40*(3), e59-e65.
9. Ruth, B.J., Wachman, M. K., Marshall, J. (2019). Public health social work. In S. Gehlert & T. Browne (Eds.), Handbook of health social work (3rd ed., pp. 93-118). Hoboken, NJ: John Wiley & Sons.
10. The Social Worker in Tuberculosis Control. (1950). *American Journal of Public Health and the Nation's Health, 40*(6), 743–744.
11. Francis, Abraham P. (Ed.) Social Work in Mental Health – Areas of Practice, Challenges & Way Forward. New Delhi: Sage, 2014.
12. Francis, Abraham P. (Ed.) *Social Work in Mental Health – Contexts & Theories for Practice.* New Delhi: Sage, 2014.
13. Herman, Helen. Saxena, Shekhar. Moodie, Rob. (Eds.) *Promoting Mental Health – Concepts – Emerging Evidence – Practice*. Geneva:WHO, 2005.
14. Mane P. & Gandevia K. (Eds.) *Mental Health in India Issues and Concerns*. Mumbai: Tata Institute of Social Sciences, 1993.
15. Pritchard, Colin. *Mental Health Social Work*. London: Routledge, 2006.
16. Roberts, Albert R. & Greene, Gilbert J. *Social Workers' Desk Books for References.* New York: Oxford University, 2001.

SPH-319: HEALTH POLICY AND HEALTH CARE SYSTEM

Objectives
- To provide the students a basic insight into health system- its structure, management dimensions
- Familiarization with overall functioning of health service delivery systems
- Understanding of health policies and programmes relating to the relevant field area

Outcome
- Have better understanding of essential components of community health services
- Actively participate in organizational activities and effectively use health practice skills for intervention
- Ability to work as part of an interdisciplinary team

Unit I: **Health Policy**
- Concept and foundations of health policy and social care policy
- Concept of health policy - Normative and value base of health policy
- Population policy, drug policy, medical education policy
- Policy for children, women and weaker section
- Formulation of health policy - Health policy planning process, need assessment, prioritization, people's participation, decentralization

Unit II: **Health Care System and Models**
- Health system and its evolution, challenges in public and private health system
- Biomedical model (actors)–doctors, nurse, pharmacist, physiotherapist, lab technicians, technicians for ET, OT, ICU, nutritionist, etc.

- Health determinant model - nutrition, water and sanitation, biostatistics, researchers, health administrators
- Socio-political and cultural model – health activist, policy advisors, health economists, insurance, religious leaders, alternative system of medicine
- Financial resource based self-financed, public financed, insurance based - Medicaid, Medi-claim, mixed model

Unit III: Indian Health Systems
- Primary health institutions- Primary health centers, sub-centers, district hospitals
- Secondary health institutions and tertiary health institutions/research institutes, state and central government hospitals; employee state insurance; government and public sector undertaking hospitals
- Private health care system- Private hospitals, polyclinics; nursing homes, dispensaries; private practitioners; multispecialty hospital and medical college hospitals, RNP, AYUSH practitioners
- Central and state health agencies and organizational structures- Planning at central, state, district, block and village
- Union Ministry of Health and Family Welfare; Directorate General of Health Services; Central Council of Health; State Ministry of Health, State Health Directorate; District Health Organization etc.

Unit 1V: Relevance of Management in Healthcare
- Management: concept, definitions, principles, functions
- Functional areas of management - human resource, organizational behaviour, social marketing and finance
- Quality management, standardization, regulation and quality control.
- Healthcare service delivery organizations at different levels (Primary, Secondary & Tertiary Health care providers including (Government, Private, Voluntary/NGO)
- Integrated health care delivery- preventive, promotive, curative & rehabilitative

Unit V: Management Skills for Public Health Practitioners
- Scientific and strategic thinking
- Leadership skills in public health- concept, theories, relevance
- Motivation and interpersonal skills in public health - theories, relevance.
- Programme management skills, networking and advocacy skills
- Health Information Management Systems

Suggested Readings:

1. Antonia C. Lyons. Kerry Chamberlain. (2006). Health Psychology: A Critical Introduction. Cambridge University Press.
2. Australasian College of Health Service Management (ACHSM). Master Health Service Management Competency Framework (2016). Available online at: https://achsm.org.au/Portals/15/documents/education/competencyframework/2016_competency_framework_A4_full_brochure.pdf
3. Bhat Ramesh (1999). Characteristics of private medical practice in India: a provider perspective Health Policy and Planning 14 (1): pp. 26-37.

4. Bhat Ramesh (2006). Financial Health of Private sector hospitals in India. Working Paper No 2006-01-01, Indian Institute of Management, Ahmedabad.
5. Finkelstein A, McKnight R (2008). What did Medicare do? The initial impact of Medicare on mortality and out of pocket medical spending J PublEconom 92: 1644–1668.
6. Goedken AM, Urmie JM, Farris KB, et al. (2010). Impact of cost sharing on prescription drugs used by Medicare beneficiaries. Res Soc Admin Pharm 6: 100–109.
7. International Hospital Federation. Leadership Competencies for Healthcare Services Managers. International Hospital Federation (IHF) (2015). Available online at: https://www.ihf-fih.org/download_doc_file.php?doc=dfff684f5fd4854ad43566085950b8a8
8. National Sample Survey Organization (NSSO) (2006). Morbidity, health care and the condition of the aged (NSSO 60th Round, January–June 2006). New Delhi: NSSO, Ministry of Statistics and Programme Implementation, Government of India.
9. Shahe S. Kazarian. David R. Evans. (2001). Handbook of Cultural Health Psychology. Academic press.
10. Taylor Shelly E. (2006). Health Psychology. Tata McGraw-Hill, first edition.
11. WHO (2005) Action on social determinants of Health: Learning from previous experience, Background paper for Commission of Social Determinants of Health.
12. WHO (1986) Intersectional Action on Health in Can Comment. Community development is good for your health. Can WHO, (2012) Social Determinants of health, www.who.int/social.determinants.

SEMESTER III
ELECTIVE PAPERS

SWE 310: DEVELOPMENT COMMUNICATION AND SKILLS FOR SOCIAL WORKER

Credits: 3

OBJECTIVES:
- To acquire knowledge of different media and their effective use in social work intervention in development
- To facilitate the acquisition of media skills related to visual design, street theatre and other low-cost participatory media for social change
- To enhance practical application of media skills through the process of designing and conducting a campaign

LEARNING OUTCOMES
- Better understanding of problems and barrier s in communication.
- Knowledge of media skills enhances participatory media for social change and effective Development.

- Strong and good judgment of media advocacy and enhance effective communication of development functionaries.

UNIT I: COMMUNICATION
- Concept and history of communication
- Types of communication: Intra communication, Inter communication, Group Communication, and Mass communication
- Models- Lasswell Model (1948), Shannon and weaver model (1949), Charles Osgood's Model (1954), Schramm Model (1954), Berlo's Model (1960)
- Process of communication: source, message, channel, receiver, noise, and feedback
- Barriers in communication: physical barriers, psychological barriers, socio-cultural barriers, linguistic barriers, technical barrier, barriers due to information load

UNIT II: DEVELOPMENT COMMUNICATION AND COMMUNICATION PLANNING
- Need and scope of development communication
- Meaning and scope of communication planning
- Theories of development communication
- Role of communication planner
- Training for effective communication of development functionaries

UNIT III: EXPERIMENTS AND PARTICIPATORY APPROACH IN DEVELOPMENT COMMUNICATION
- Fogo Island, SITE, Kheda Community, SEWA
- CRHP Jamkhed, IHMP Pachod
- Project Chatera, CENDIT
- Rural Radio Forum, Chipko Andolan
- Mahila Dakia, Bal Sevak

UNIT IV: METHODS OF COMMUNICATION FOR EFFECTIVE DEVELOPMENT
- Visual media: tables, charts, graphs, posters, still photographs, flip charts, OHP transparencies slides, Power point, bulletin board/flannel graph
- Audio visual media - street theatre, film clips/Video Films, folk media (Puppets, bhajan, kirtan, social songs and other traditional song forms)
- Electronic media: use of Internet in development, open communication forum, mass Correspondence/petitions for policy and program advocacy campaigns
- Process of using different media: script writing (subject, context, story-line, characters, dialogue, language, scenes, climax, outcome (discussion), presentation of play, evaluation and impact assessment, and People's participation

UNIT V: COMMUNICATION SKILLS FOR SOCIAL WORKERS
- Writing skills: news release, feature writing, reports, case studies, stories, and letters to the editor
- Verbal skill: presentation skills and public speaking
- Planning campaigns for development issues
- Interfacing with mass me dia (Film, TV, Press, Radio conferences/interviews) and media advocacy
- Extension education strategies: approaches, methods & types

SUGGESTED READINGS:

1. Andal, N. (1998). Communication Theories and Models. Mumbai: Himalaya Publishing House.
2. Ahuja, Pramila, Ahuja, G. C. (1993). How to listen better. New Delhi: Sterling Publishers Pvt., Ltd.
3. Brawle, Edward A. (1983). Mass Media and Human Services. New Delhi: Sage Publications.
4. Chatterjee, R. K. (1979). Mass Communication. New Delhi: National Book Trust.
5. Devesh Kishor. (1998). Effective Communication. New Delhi: Har-Anand Publication.
6. Fossard Estade. (2005). Writing and Producing Radio Drama. Delhi: Sage Publication.
7. Gupta, V.S. and Singh, Ranjit (1994). Communication Planning for Economic Development. New Delhi: Har-Anan Publication Pvt. Ltd.
8. Hansra, B. S. and Ma thus, P.N. (1992). Vide o in Rural Development. New Delhi : Classical Publishing Company
9. Indian Institute of Mass Communication (IIMC) (1989). Rural Development and Communication Policies. New Delhi: IIMC.
10. Jain, Rashmi. (2003). Communicating Rural Development (Strategies and Alternatives). Jaipur: Rawat Publication.
11. Kumar, Keval J. (1995). Media Education Communication and Publicity. Mumbai: Himalaya Publishing House.
12. Lishman, J. (1994). Communication in Social Work. New Delhi: Macmillan Company Ltd.
13. Mahadevan, K. Kiran Prasad, Ito Youichi, Pillai, Vijayan K. (2002). Communication, Modernization and Social Development (theory, policy and strategies), Vol.2,. New Delhi: B. R. Publishing Corporation.
14. Melkote, Srinivas, Rao, Sandhya. (2001). Critical Issues in Communication: Looking Forward for Answers. New Delhi: Sage Publication.
15. Mody, Bella. (1991). Designing Messages for Development Communication. New Delhi: Sage Publication.
16. Nair, K . S., Whit e, Shirley. (1993). Perspectives on Developmental Communication. New Delhi: Sage Publication.
17. Nunnally, E. and Moy, C. (1989). Communication Basics for Human Service Professionals. New Delhi: Sage Publications.
18. Patil, Jaya. (1994). Media f or Rural Communication. Hyderabad: Kelta Publishing House.
19. Paul, Hartmann, Patil, B.R., Dighe, Anita. (1989). The Mass Media and Village Life. New Delhi: Sage Publications.
20. White, Shirley, Nair, K. S. (1994). Participatory Communication (Working for Change & Development). New Delhi: Sage Publication.

SWE 311: PERSONS WITH DISABILITY AND REHABILITATION
SOCIAL WORK

Credits: 3

OBJECTIVES

- To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments.
- To apprehend, critique and analyze the complexities of the social realities of the field of disability, persons with disability and the range of related issues in their systemic and structural contexts.
- To understand Social work in the field of disability and role of social worker in disability rehabilitation.

LEARNING OUTCOMES:

- Students are able to design awareness campaign to address stereotypes on different kinds of disability changes the perspectives on persons with disability.
- Rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music
- Different setting such as family, school, hospital, community, clinic
- Role of social worker in rehabilitation of person with disability and as a vital member of multidisciplinary rehabilitation team

UNIT V: CONSTITUTIONAL PROVISION FOR PWD

- UN Convention rights of persons with disability & on human rights, biwako millennium framework for action
- Law & disability: eugenics, right to life, reproductive rights, right to marry & to family inheritance, guardianship, insurance, employment: ESI, government employment, hiring & firing, criminal liability
- Right to representation in governance, PRIs, RTI, PIL
- Certification processes, mobility schemes for PWDs
- Movements of PWDs for rights, Role of national organizations, and role of voluntary organizations

SUGGESTED READINGS :

1. Acharya, Tulasi. "Gender, Disability, and Literature in the Global South. "International Journal of Sociology and Social Policy 19.12 (2012): 21-33.
2. Albrecht, G., Seelman, K., Bury, M (ed). (2001). Handbook of Disability Studies. New Delhi: Sage Publication.
3. Anees, Shabana. "Disability in India: The Role of Gender, Family, and Religion." Journal of Applied Rehabilitation Counseling 45.2 (2014): 32.
4. Banerjee, Gauri Rani. (1972). Social Case worker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
5. Bhambani, Meenu. "Societal responses to women with disabilities in India."Women, disability and identity (2003) : 76-88.

6. Bhattacharya, Tanmoy. (2010). "Re-examining issue of inclusion in education." Economic and Political Weekly: 18-25.
7. Chandra, K. (1994). Handbook of Psychology for the Disabled and Handicapped. New Delhi: Anmol Publications.
8. Chatterjee, Sudipto, et al. "Outcomes of people with psychotic disorders in a community-based rehabilitation programme in rural India." The British Journal of Psychiatry 195.5 (2009): 433-439.
9. Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organisational Issues. New Delhi: I.I.P.A.
10. Compton B.R. & Galaway, B. (1994). Practice across Difference in Social Work Processes. California: Brooks & Cole Publishing Co.
11. Desai, Capt. H.J.M. (1983). U.N. Concern for the Disabled. U.N. World Programme of Action Concerning Disabled Persons. France: Rehabilitation, Training and Employment Committee of the World Council for the Welfare of the Blind.
12. Fournier, R.R. (1990). Social Work, Spirituality, and Suicide: An odd mix or a natural blend? Social Thought Vol. 16(3). Pp.27-35.
13. Hodge, D.R. (2004). Spirituality and people with mental illness: Developing spiritual competency in assessment and intervention. Families in Society. Vol.85 (1). Pp. 36-43.
14. Karna, G (2001) Disability Studies in India: Retrospect and Prospectus. New Delhi; Gyan Publishing House.
15. Klasing I. (2007). Disability and Social Exclusion in Rural India. New Delhi: Rawat Publications.
16. Mani, R.D. (1988). The Physically Handicapped in India Policy and Programme. New Delhi: Ashish Publishing.
17. Mitra, Sophie, and Usha Sambamoorthi. "Wage differential by disability status in an agrarian labour market in India." Applied Economics Letters16.14 (2009): 1393-1398.
18. Mohit, Anuradhua. "Employment of disabled persons by NGOs in India: study paints bleak picture, especially for women." Disability World 4 (2000): 9-10.
19. Prasad, L. (1994). Rehabilitation of the Physically Handicapped. New Delhi: Konark Publishers.
20. Singh, Sudhir Kumar, and A. Kachhap. (2008). Disability, Citizenship and Social Exclusion. Anamika Pub & Distributors.
21. Sterwart W.F.R. (1979). The Sexual Side of Handicap. Great Britain: Woodhead Faulkner Ltd.
22. Swain, J, Finkelstein. V, French, S and Oliver ,M (ed) .(2003). Disabling Barriers- Enabling Environments. London: Sage Publication
23. Thuppal, M. & Jayanthi, N. (1992). Impact of Intervention on the Parental Perceptions and Expectations of their Mentally Retarded Children. The Indian Journal of Social Work.
24. Woodruff, G. & Mc Gonigel, M.J. (1988). Early intervention team approaches: The Transdisciplinary Model. In Jordan, J. (Ed). Childhood Special Education: Birth to Three. Pp. 164-181.

SWE 312 - TRIBAL / HILLS AREA DEVELOPMENT

Credits: 3

OBJECTIVES:
- Gain understanding into the tribal communities and their social systems
- Gain information on the overall understanding about the socio-economic situation of the tribal communities with special emphasis on the tribal communities in the North Eastern states of India
- Review the development programmes and their impact on the life of the tribal communities

LEARNING OUTCOMES:
- Students have understanding of the working of tribal community and social system and are able to analyse impacts of development interventions
- Students have an overall appreciation of socio-economic situations of tribal societies at international, national and local level and are able to identify development gaps and issues
- Students are able have critical view on the current development programmes targeted to tribal communities and suggest appropriate strategies and directions

UNIT I: UNDERSTANDING TRIBAL COMMUNITY
- Concepts: tribal, adivasi, indigenous, aborigines
- Tribal social systems and structures: belief systems, culture
- Kinship, marriage, family, community, socialization

UNIT II: TRIBAL COMMUNITIES AND THE PROCESS OF CHANGE
- Social, economic, cultural and political process of change
- Globalization and the tribal communities
- Tribal movement and role of social workers

UNIT III: DEVELOPMENT ISSUES OF THE TRIBAL COMMUNITIES:
- Education, health, food security
- Land rights, land alienation
- Development, displacement and resettlement, migration
- Natural resource management and sustainable development, livelihood, markets.
- Forest laws and tribal development

UNIT IV: SOCIO-POLITICAL ISSUES:
- Sixth schedule, autonomy, self-determination, governance and administration of the tribal areas
- Autonomous district councils
- Reservation; tribal sub-plan
- Social movements and protests – insurgency, militancy, conflicts and their impact in the North East

UNIT V: POLICY AND PROGRAMMES
- Socio-economic development programmes for the tribal areas and their impact
- Government policy for tribal development
- Future prospects and the role of the social worker

SUGGESTED READINGS:
1. Chandhuri, B. (ed.) Tribal Development in India. Delhi: B.R. Publishing
2. Chaudhury, Sukant K. & S.M Patnaik. (2008). Indian Tribes and the Mainstream. Jaipur: Rawat Publications.
3. Furer-Haimendorf, C.V. (1982). Tribes of India: The Struggle for Survival. Delhi: Oxford University Press
4. Madan, D.N. & T.N. Madan. (nd) Social Antropology. Noida: Mayur Publications.
5. Shah, V.P and Patel, T. (1985). Social Contexts of Tribal Education. New Delhi: Concept Publishing Company.
6. Singh, Ajit. (1984). Tribal Development in India. Delhi: Amar Prakashan
7. Singh, K.S. Tribal Movements in India. Vol. I and II
8. Singh, J.P, Vyas. M.N. Tribal Development: Past Efforts and New Challenges
9. Sudhir, H., &Hajarimayum, Jubita (ed.). (2007). Dimensions of Social Issues in India's North East. New Delhi: Akansha Publishing House.
10. Tribal Development in 21st Century. New Delhi: Mittal Publications
11. Tribal Studies, Emerging Facts. New Delhi: Mittal Publications.

SWE 313: PROJECT FORMULATION AND MANAGEMENT

Credits: 3

OBJECTIVES
- To enable students to understand what a Project is, the Project Life Cycle, Stakeholders and Roles, Challenges and Importance of Project Management.
- Learn and apply different project management processes, tools and techniques from executing, monitoring and controlling, up to project closure.
- Put together a proposal for a project, present a business case.

LEARNING OUTCOMES
- Students understand project management de sign, development, and deployment.
- Engage and lead effective project management teams in the organization
- Recognize and mitigate the early seeds of failure in the project life cycle

UNIT I: BASICS OF PROJECT MANAGEMENT
- Concept and Need for Project Management; Essentials of Project Management Philosophy; Project Management Principles.
- Management Knowledge Areas and Processes. The Project Manager- Roles, Responsibility and Team Work
- The Project Life Cycle- Phases of Project Management Life Cycle.
- Impact of Delays in Project Completions.

UNIT II: PROJECT IDENTIFICATION
- Project Identification Process, Project Initiation; Feasibility Studies
- Needs assessment-listening, interviewing, focus group discussions, community mapping.
- Capacity assessment- human, social, natural, physical, economic, and cultural.
- Project Planning- Need of Project Planning
- Concept of Organizational Structure- Roles and Responsibilities of Project Leader. Relationship between Project Manager and Line Manager; Conflict Resolution Team.

UNIT III: PROJECT DESIGN
- Stakeholder analysis: user groups, interest groups, beneficiaries, decision makers;
- Primary and Secondary stakeholders, identifying appropriate stakeholders for participation; levels of participation;
- Logical Framework- terms, purpose: Objectives, assumptions and their assessment; indicators and means of verification; activities and activity schedule.
- Research - participatory methods- Problem Analysis - problem tree; Objectives tree.
- Project Proposal formulation.

UNIT IV: RESOURCES CONSIDERATIONS AND RISK MANAGEMENT IN PROJECTS:
- Resource Allocation, Scheduling
- Project Cost Estimate and Budgets; Cost Forecasts
- Project Risk Management- Role of Risk Management in Overall Project Management
- Steps in Risk Management
- Risk Identification, Risk Analysis, Reducing Risks

UNIT V: MONITORING AND EVALUATION
- The need of monitoring, reviewing and evaluation
- Performance Measurement- Productivity, Project Performance Evaluation
- Benefits and Challenges of Performance Measurement and Evaluation
- Project Execution and Control- Project Execution, Purpose of Project Execution and Control, and process
- Project Close-out, Termination and Follow-up: Project Close-out, Steps for Closing the Project, Project Termination, Project Follow-up.

SUGGESTED READING:
1. Blackman, Rachel. (2003). Project Cycle Management. UK: Tearfund.www.tearfund.org/tilz
2. Capezio, Peter. (2000). Powerful Planning Skills. Mumbai: Jaico Publishing House.
3. Dale, Reidar. (2001). Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.

4. James C. McDavid and Laura R. L. Hawthorn. (2013). Program Evaluation and Performance Measurement: An Introduction to Practice. Sage Publication
5. Loehle, Craig. (2000). Thinking Strategically. New Delhi: Foundation Books.
6. Padaki, Vijay. (1995). Development Intervention and Programme Evaluation. New Delhi: Sage Publications.
7. Preskill, Hallie and Russ-Eft, Darlene. (2005). Building Evaluation Capacity. London: Sage Publications.
8. Smith, Steve. (2002). Plan to Win. New Delhi: Kogan Page India Pvt. Ltd.

SWE 314 – ADMINISTRATION OF HUMAN SERVICE ORGANISATIONS.

Objectives:

- To help the student understand the importance and concept of human Service organizations.
- To enhance the personal qualities and capacities of the social work students to be a part of Human Service organizations.
- To develop skills for planning, training, and management.

UNIT-I

Human Service Organisations.

Features- Non-Government, Non-Profit making and Self-governing. Types of HSO- By Orientation, Levels of operation and Focus. National Policy on Voluntary sector (2007). Organizational structure and characteristics of Human Service organizations. Approaches to Organizational Management – Bureaucratic model, Human Relations model and System Theory.

UNIT-II

Basic Administration Processes.

Planning, organizing, staffing and directing. Elements of Directing – Supervision, motivation, leadership, communication, monitoring and evaluation. Elements of democratic administration- Delegation, decentralization and participation.

UNIT-III

Personnel Administration.

Manpower planning, Job design, induction, training, staff welfare and service conditions. Management by objectives as applied to HSOs. Supervision. Organizational climate. Public relations and Networking.

UNIT – IV

Financial Administration

Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books accounts and financial documents and records. Mobilization of financial resources, Grants in Aid. Administrative skills – Writing reports, letters and minutes of meetings. Maintaining records and data banks.

UNIT-V

Procedures in registering an organization.

Societies Registration Act,1980, Charitable Trust Act, 1912, Section 25 of Indian Companies Act, 1956. Foreign Contribution and Regulation Act – 1976. Exemption from Income tax. Administrative Structure – Memorandum, Bye-laws, Constitution, Functions and responsibilities of governing board, committees and office bearers. Administrative structure at the Central, State and Local Level. Social Welfare Departments. Program of Central Social Welfare Board and state Social Welfare Board.

Suggestive Readings:

1. Banerjee, Shyamal. 1981. Principles and Practices of Management. Oxford & IBH

2. Publishing Co. Pvt. Ltd. New Delhi.

3. Batra, Nitin. 2004. Administration of Social Welfare in India. Jaipur: Raj
4. Publishing House.
5. Bhattachary, Sanjay.2009. Social Work Administration and Development. New

6. Delhi: Rawat Publication.

7. Chowdhry, D. Paul. 1992. Social Welfare Administration. Atmaram and Sons.
8. Encyclopaedia of Social Work. Vol I & III Also for units IV & V
9. Kohli, A.S. & S.R. Sharma. 1998. Encyclopedia of Social Welfare and

10. Administration. New Delhi. Anmol Publication.

11. Lalitha N.V.1981. Financial Assistance to Voluntary Organisations for

12. Development, NIPCCD, New Delhi.

13. Madan, G.R. 1973. Indian Social Problems. Allied Publishers. Bombay.
14. Patel, N, Vinod & Rana, K, Girish. Personnel Management. Jaipur: Oxford Book Company.
15. Pigors, Paul & Myers, A, Charles. Personnel Administration. New Delhi: McGraw-

16. Hill Kogakusha. Ltd.

17. Sarita Sharma, Basotia G.R. Popalia A.K. 1997. Management, Function, financial

18. Planning and Policy, Kanishka Publishers New Delhi.

19. Shankaran R & Rodrigues: A handbook to the management of Voluntary

    a. Organizations, Alpha Publishers Madras.

20. Skidmore and Miltons G. Thackeray. 1976. Introduction to Social Work.

21. Prentice-Hall International. London

SWE 314 – Skills for Social Work Practitioner.

Objectives:

- To help the student look into self as a person and a professional
- To enhance the personal qualities and capacities of the social work student
- To develop positive relationship skills of the student

UNIT-I

Basics of Life Skills.

Definition. Need and importance of Life Skills. Types of Life Skills. Methods of imparting Life Skills. Self Esteem, and Self Efficacy.

Self-Awareness and empathy through SWOT Analysis, JOHARI Window. Positive Attitude towards oneself and others.

UNIT-II

Coping with emotions.

Emotional Intelligence & Empathy (Daniel Goleman). Handling negative criticism, hurt feelings and Anger. Mind-Body relationship. Promoting wellness through Pranayama, Yoga, Meditation Exercises and Recreation. Developing Spirituality and Life Purpose.

UNIT-III

Thinking & Coping Skills.

Critical Thinking, Creative thinking, Problem Solving & Decision Making, Coping with Stress. Negotiation skills. Managing diversity in cross cultural settings.

UNIT-IV

Education.

Goal setting, Time Management, Study skills and memory techniques, Examination preparation. Career choice. Work Ethics – Reliability, Self-presentation, personal responsibility, Sustaining motivation in work. Leadership skill. Team Work with colleagues. Enhancing team performance.

UNIT-V

Effective communication and inter personal skills:

Exploring peer relations, Handling negative peer pressure. Managing relationship problems. Responsible sexual behaviour. Handling stigma & discrimination. Assertive behaviour. Etiquettes and Manners.

Suggestive Readings:

1. Atkinson, Jacqueline. 1993. Better Time Management. New Delhi: Indus.
2. Bishop Sue, 1996, Develop Your Assertiveness, New Delhi: Kogan Page India Pvt. Ltd.
3. Clements Phil, 1998, Be positive, New Delhi: Kogam Page India Pvt. Ltd.
4. D'Souza Anthony,1995, Leadership, Mumbai: Better Yourself Books.
5. Davar S. RUSTOM, 1996, Creative Leadership, New Delhi: UBS Publishers Ltd.
6. Gupta Seema , 2001, Etiquette and Manners, Delhi: Pustak Mahal.
7. Hasks Hurt, 1995, Motivating people, Delhi, Pustak Mahal.
8. Iyengar, BKS.2005. The Art of Yoga. New Delhi: Harper Collins.
9. Johnson David, Johnson P. Frank, 1982, Joining Together: Group Theory and GROUP SKILLS, New Jersey: Prentice- Hall Inc.
10. Lindenfield Gael, 1997m, Assert yourself, New Delhi: Harper Collins Publishers India Pvt Ltd.
11. Lundlow, Ron & Fergus Panton. 1995. Effective communication. New Delhi: Prentice- Hall of India Private Ltd.
12. Maheshwari, G.D.2000. Complete Guide to Career Planning. New Delhi: Chand & Company Ltd.
13. McGrath, E.H.,1997, Training for life and leadership in Industry, New Delhi: Prentice Hall of India Pvt. Ltd.
14. Nelson, Richards & Jones, 1990, Human Relationship Skills, Mumbai: Better youself Books.
15. Pestonjee , D.M. 1990. Stress and Coping 2nd Ed. New Delhi: Sage Publications Ltd.
16. Rangnekar Sharu,1996, In the world of corporate managers, Delhi: Vikas Publishing House Pvt. Ltd.
17. Sing, Dalip. 2006. Emotio9nal Intelligence at work 3rd Ed. New Delhi: Response Books.
18. Stogdon, chris & Robin, Kiteley. 2010. Study Skills for Social Workers. New Delhi: Sage Publications Ltd.
19. Sudha, Datar. 2010. Skill Training for social workers. New Delhi: Sage Publications Ltd.
20. Vas S.R. Luis, 2001, Discover the power of your Inner Self, Mumbai: Better Yourself Books.

COURSE CONTENT
SEMESTER – IV

SL. NO.	PAPER	TITLE OF THE PAPER
1.	SW 401	NGO MANAGEMENT
2.	SW 402	ELECTIVE PAPER (TO BE SELECTED FROM THE PAPERS LISTED BELOW)
SPECIALIZATION PAPERS		
3.	SCD 403	URBAN GOVERNANCE AND DEVELOPMENT
4.	SCD 404	ENVIRONMENT AND DISASTER MANAGEMENT
5.	SYD 405	YOUTH POLICIES AND PROGRAMMES
6.	SYD 406	SOCIAL WORK WITH YOUTH
7.	SPC 407	PEACE EDUCATION AND PEACE BUILDING
8.	SPC 408	EMERGING TRENDS IN PEACE BUILDING
	SSE 417	RURAL AND URBAN SOCIAL ENTREPRENEURSHIP
	SSE 418	FUNDAMENTALS OF SOCIAL ENTREPRENEURSHIP
	SPH 419	PUBLIC HEALTH AND EPIDEMIOLOGY
	SPH 420	COMMUNICABLE AND NON-COMMUNICABLE DISEASES
9.	SWR 409	SOCIAL WORK RESEARCH PROJECT
FIELD WORK		
10.	SWP 410	SOCIAL WORK PRACTICUM (CONCURRENT FIELDWORK) – IV AND VIVA VOCE
ELECTIVE PAPERS		
11.	SWE 411	SOCIAL ENTREPRENEURSHIP DEVELOPMENT
12.	SWE 412	HUMAN RIGHTS AND SOCIAL WORK PRACTICE
13.	SWE 413	HUMAN RESOURCE MANAGEMENT
14.	SWE 414	SOCIAL WORK WITH ELDERLY
15.	SWE 415	ORGANIZATIONAL BEHAVIOUR
	SWE 416	MENTAL HEALTH AND SOCIAL WORK INTERVENTION
BLOCK PLACEMENT		

SW 401: NGO MANAGEMENT

Credits: 3

OBJECTIVES:
- To help the student understand the concepts and functions of NGOs
- To learn methods of project development, formulation, planning and resource mobilization
- To develop skills for project management through project cycles

LEARNING OUTCOMES
- Students demonstrate aptitudes for NGO management by identifying NGOs to work with or initiating formative process for own NGO

- Students demonstrate capacities for fundraising for project development and planning for human resource development and management
- Students demonstrate capacities to use LFA, goal oriented project management cycles and performance based human resource management through their assignments and field practicum

UNIT I: CONCEPT OF RESULTS-BASED MANAGEMENT IN MANAGING AN NGO
- Strategic planning, programme planning and project planning.
- The project cycle: designing and planning.
- Participatory study: analysis and problem statement.
- Specification of general and measurable objectives, selecting and analyzing alternatives.
- Detailed operational plan, GANTT chart

UNIT II: RESOURCE MOBILIZATION
- Drafting funding proposal, fund raising strategy & techniques
- Classification of donors, information needed about donors, creating donor profile
- Developing appropriate marketing tools, potential presentation to donors
- Developing & maintaining donor relationship
- Networking of NGOs

UNIT III: FINANCE MANAGEMENT
- Control of cash & purchase, maintaining inventory
- Preparation of budget, cash flow analysis
- Analyzing financial statements and understanding trends: allocations and restrictions
- Reporting system to donors and other stakeholders
- Phasing of project and financial resources

UNIT IV: HUMAN RESOURCE MANAGEMENT
- The Organogram
- Developing competency framework and job description
- Selection & Induction of staff
- Human resources policy, staffing and salaries, Staff development
- Performance Management Systems

UNIT V: ROLE OF LOGICAL FRAMEWORK ANALYSIS (LFA) THROUGHOUT PROJECT CYCLE
- Developing objectively verifiable indicators and means of verification. Monitoring & Evaluation: concept & need
- Designing a monitoring system, gathering quantitative & qualitative information,
- Sources of M&E information: debriefs, field visits, gathering, managing and reporting information,
- Communicating results for action and accountability, monitoring formats, monthly & quarterly progress reports
- Designing an evaluation with terms of reference, internal and external evaluation

SUGGESTED READINGS:

1. Chandra Prasanna. Projects: Planning, Analysis, Selection, Financing,
2. Ghosh. K. Asit and PremKumar. Project Management. New Delhi. Anmol Publishing Ltd. 1997.
3. Implementation and Review. 5th Edition. New Delhi. Tata McGraw Hill Pub. Co. Ltd. 2003.
4. James P. Lewis. (2007). The Project Manager's Desk Reference,
5. 3 E. McGraw Hill Pub. Co.
6. Lock Dennis. (1997). Handbook on Project Management. Delhi: Jaico Publishing House.
7. Moshin, M. (1997). Project Planning and Control. Delhi: Vikas Publishing House.
8. Nagarajan. K. (2010). Project Management, 3rd Edition. New Delhi: New Age International Pvt. Ltd.
9. Sanghi, Seema. (2007) The Handbook of Competency Mapping. New Delhi. Response Books.Sage Publishing Ltd. Sarda. D.P. Project Finance- Appraisal & Follow Up., Jaipur: ABD Publisher.
10. Vasant Desai. (1997) Project Management: Preparations, Appraisal, Finance and Policy. Delhi: Himalaya Publishing House.
11. Virman. B.R. (2009). Managing People in Organizations. New Delhi. Response Books–Sage Publishing Ltd.

SW 402: MENTAL HEALTH AND SOCIAL WORK INTERVENTION

Credits: 3

OBJECTIVES:

- To enable students develop an understanding of the characteristics of positive mental health and differentiate from normal and abnormal behaviours
- To enable students develop an understanding of the nature, causes, types and treatment of mental health disorders in children, adolescents and adults
- To enable students understand and appreciate the relevance of Community Mental Health Programme

LEARNING OUTCOMES:

- Students will be able to work effectively as a member of Multidisciplinary Mental Health Team.
- Students will be able to provide basic psycho-education counselling and support to patients and family members.

UNIT I: INTRODUCTION TO MENTAL HEALTH

- Overview of Mental Health, concept, definition
- Characteristics of positive mental health
- Symptoms, Classification, and Treatment
- Socio-genesis – Environmental Influences on Behavior
- Mental Status Examination and Assessment-Disability Assessment

UNIT II: MENTAL HEALTH DISORDERS
- Functional Psychoses, Organic Psychoses
- Substance Abuse Disorders, Neurotic Disorders
- Childhood Disorders
- Epilepsy, Developmental Psychopathology
- Checklist and Specific Learning Disability Perform

UNIT III: ISSUES AFFECTING MENTAL HEALTH ISSUES
- Drugs
- HIV, Cancer, NCD
- Child Sexual Abuse
- Migration, Exclusion and Mental Health
- Women and Mental health

UNIT IV: COMMUNITY MENTAL HEALTH MANAGEMENT
- Approaches to Community Mental Health: Primary, Secondary and Tertiary Prevention
- National Mental Health Programme
- Home Care for Psychiatric patients
- Extension Clinic Concepts
- School Mental Health Programme

UNIT V. MULTIDISCIPLINARY APPROACHES TO MENTAL HEALTH
- Indigenous Approach to Mental Health
- Counseling and Therapies: Group therapy, Behaviour therapy, Music therapy, Play therapy, Art therapy
- Psychosocial Rehabilitation
- Social Work Research in Mental Health Setting

SUGGESTED READINGS:
1. Davar Bhargavi. (2001). Mental Health from a Gender Perspective. Delhi: Sage Publications
2. Gopal krishnan N. (1986). Mental Health and You. Bombay: Indian Book House.
3. Glasser, William. (1960). Mental Health or Mental Illness: Psychiatry for Practical Action, Harper and Row Publishers.
4. Mane Purnima N. (1993). Mental Health in India: Issues and Concerns. Mumbai: Tata Institute of Social Sciences.
5. Murthy R Srinivasa-Burns Barbara J. (1992). Proceedings of the Indo-Us Symposium of Community Mental Health. Bangalore: NIMHANS
6. Rao S, &K, Ramchandra. (1990). Mental Health in Ayurveda. Bangalore: NIMHANS.
7. Thomas M. (1969). Mental Health Counsellors at Work. Magoon Pergamon Press.
8. Ulas Marion & Jessica Kingsley. (2000). Mental Health and Social Work. London.

SCD 403: URBAN GOVERNANCE AND DEVELOPMENT

Credits: 3

OBJECTIVES:
- To acquire knowledge on urban community and its features
- To understand the problems of Urban community
- To understand the process of urbanization
- To know about urban local self-government and its types

LEARNING OUTCOMES:
- Students demonstrate their appreciations of urban governance and development issues by organizing awareness campaign, writing articles, seminar and workshops through assignments and field practicum
- Students demonstrate capacities to community empowerment by initiating community-based awareness campaigns and advocacy activities
- Students demonstrate their capacities to address urban development issues by undertaking action research and survey works as part of their field work practicum

UNIT I: UNDERSTANDING URBAN AND URBANIZATION
- Concept, characteristics, and problems of urban communities
- Industrialization, urbanization and its impact on rural society
- Migration: cause and effects
- Urban poverty and livelihood
- Theories of urban land use: concentric zone theory, sector theory, and multi nucleus theory

UNIT II: COMMUNITY DEVELOPMENT
- Urban development: meaning and need
- History of urban community development
- Welfare extension policy: Delhi project, Baroda project, Jamshedpur project
- Types of urban centres: town, satellite towns, megacity, metropolitan city, parallel city
- Urban settlement and challenges of housing

UNIT III: PROBLEMS AND CHALLENGES OF URBAN COMMUNITY
- Urban crime and accidents
- Prostitution: problems and protection
- Urban slum definition, causes, characteristics and problems
- Urban health, environment and sanitation problems
- Causes and types of urban pollution: waste management measures

UNIT IV: URBAN GOVERNANCE AND DEVELOPMENT AGENCIES
- History of urban local self-government in India
- 74th Amendments in the constitution clause
- Types of urban local self-government in India- structure and functions
- Contemporary issues and potentials through local self-government- women's participation; participation of marginalized groups
- Municipal council and town councils in Nagaland- structure and functions

UNIT V: STRATEGIES AND INTERVENTIONS
- Welfare program for urban social groups- women, children, youth and others
- Policies and programmes for urban communities: impact and analysis
- Public -private partnership in urban development
- Role of NGOs to develop urban communities in India: youth, children, women, aged etc
- Voluntary initiatives for urban development in Nagaland: role of civil societies and CBOs

SUGGESTED READINGS:
1. Bala. (2000). Trends in Urbanization in India. New Delhi: Patel enterprises.
2. Bhattacharya, B. (2000). Urban Development in India. New Delhi: Shree Publishing House.
3. Bhargava, Gopal (Ed.). (1981). Urban Problems and Policy Perspectives. New Delhi: Abhinav Publications.
4. Bose, Ashish. (1978). India's Urbanization 1901 – 2000. New Delhi: Tata McGraw Hill Publishing Company.
5. Broom, Leonard. (1977). Sociology. New York: Mcgraw Hill Publishing company
6. Bulsara, Jal F. (1984). Perspectives on Social welfare in India. New Delhi: S. Chand and company.
7. DeSouza, Alfred & Singh, A.M. (1998). The Urban Poor. New Delhi: Manohar Publications.
8. Diddee, Jaymala and Rangaswamy Vomla (Eds.). (1993) Urbanisation - Trends, perspectives and Challenges Jaipur : Rawat Publications
9. Francis, Cherunilam. (1984). Urbanization in Developing Countries. Mysore: Himalya Publishing House
10. Mohanty, bidyut. (1993). Urbaniz ation in de veloping countries, basic services and community participation. New delhi: Institute of Social Sciences.
11. Muttagi, P.K. (1989). Urban Development. Bombay: Tata institute of Social sciences.
12. Noble G. Allan. (1997). India Urbanization. New Delhi: Tata McGraw Hill Publishing Company.
13. Ravindra, Prasad D. (1989). Urban Renewal. New Delhi: Sterling Publishers.
14. Sharma, C.L. (1992). Urban Power Structure. Udaipur: Shiva Publications.
15. Wiebe, Paul. (1998). Social Life in an Indian slum. New Delhi: Vikas Publishing House.

SCD 404: ENVIRONMENT AND DISASTER MANAGEMENT

Credits: 3

OBJECTIVES:
- To understand inter relatedness of human life, living organisms, environment
- Develop a comprehensive understanding about disaster and disaster situations
- Understand intervention strategies and roles of government, NGOs and Civil Society organizations in disaster intervention

LEARNING OUTCOMES:
- Students show ability to analyze and understand the interactions between social and environmental processes through assignments, research and field practicum.

- Students demonstrate deeper understanding of hazards, disasters and associated natural/ social phenomena at global and local context through assignments.
- Students their skills and comprehensive understanding about disaster and disaster situations in local context and strategically plan disaster response linking Govt. and INGO resources for humanitarian assistance before and after the disaster through assignments and field practicum.

UNIT I: THE CONCEPTS AND PERSPECTIVES
- Ecology, environment and society
- Changing patterns from survival needs to emerging consumerism
- Perspective on environment: Marxist, Rama Chandra Guah
- Indian thought and environment - traditional and Gandhian
- Disasters, risks, hazards, vulnerability, disaster cycle

UNIT II: DEVELOPMENT PROCESSES, ENVIRONMENT ISSUES, AND CONSCIOUSNESS
- Urbanization and globalization
- Environment degradation and pollution of natural resources
- Deforestation and ecological imbalance - forestation programmes and policies
- Ecological Movements: national & global
- Construction of dams and its consequences: displacement, relocation and rehabilitation

UNIT III: ENVIRONMENT ACTION, MANAGEMENT, AND LAW
- Rio Summit and its implications
- Government policies and programmes for preservation of environment
- Environmental legislation: needs and importance
- Women and conservation of environment
- Role of traditional, state controlled, people controlled and jointly managed systems; and waste management

UNIT IV: CLASSIFICATION OF DISASTER AND DISASTER MANAGEMENT
- Meaning of natural and human made disasters
- Famine, drought, tsunami and earthquakes and floods
- Cyclone, storms, avalanches, and land slides
- Riots, industrial accidents, and road-air-rail accidents
- Explosions and war

UNIT V: DISASTER RESPONSES, MITIGATION, AND SOCIAL ACCOUNTABILITY
- Prevention and preparedness: pre-disaster and post-disaster steps
- Social and political dimensions of Aid for disasters
- Relief, damage and needs assessment
- Role of media in disasters
- Partnership between government, NGOs, CSO and school of social work in dealing with disasters

SUGGESTED READINGS:
1. CSE. (1987). The Wrath of Nature- The Impact of Environmental Destruction on Floods and Droughts. New Delhi: Centre for Science and Environment.
2. Dansereau, Pierre (1966). The Human Predicament: The Dimensions of Environmental quality in Human Ecology in the Common Wealth Proceedings of the First Common Wealth Conference on Development and Human Ecology, Malta 18 24, London: Charles Knight and Co. Ltd.
3. Gadgil, Madhav and Ramchandra Guha. (1995). Ecology and Equity; the use and Abuse of Nature in Contemporary India. Delhi: Penguin
4. Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge: Ecological Centre U.K.
5. Guha, Ramchandra, (1991). The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP
6. Krishna, Sumi. (1996). Environmental Politics; People's lives and Developmental Choices, Delhi: Sage
7. Mres Maria and Shiva Vandana. (1993). eco-feminism. London: Zed Books Ltd.
8. Paranjape Vijay, Samaj Parvartana Samudaya Dharwad (1996). Save Nilgiris Camaign, Ooty, Econet, Pune
9. Pramank M. A. H. (1993). Impacts of Disaster on Environment & Development – International Cooperation INCEDE Report No.3, International Centre for Disaster Mitigation Engineer & Institution of Industrial Science, University of Tokyo.
10. Sahni, Pardeep, Ariyabandu, Madhav(Ed). (2003). Disaster Risk Reduction in South Asia, New Delhi: Prentice Hall.

SYD 405: YOUTH POLICIES AND PROGRAMMES

Credits: 3

OBJECTIVES:
- Gain knowledge about the status of youth
- Understand the policies, techniques and models of youth work
- Acquire the skills of working with youth
- Understand the different strategies by which youth development could be achieved
- Gain knowledge of government and private interventions in the development of youth

LEARNING OUTCOMES:
- Students demonstrate ability to identify various needs and challenges of the youth and ways to overcome the youth problems at global and local context through PPC small project initiatives and Youth Forum.
- Students demonstrate their understanding of existing youth policies and development programs by writing reviews and organizing workshops and seminars on specific themes and issues.
- Students demonstrate their capacities to engage in youth social work by engaging in documentation of local youth led voluntary initiatives and involving in networking with international youth forum.

UNIT I: UNIVERSAL YOUTH PROGRAMMES
- Introduction to youth policies and programmes- concept, meaning and relevance
- Sustainable Development Goals (SDG) and youth
- Human Development Index: features and relevance
- Youth Development Index- education, health and income
- National youth schemes & programmes

UNIT II: POLICIES ON YOUTH
- Meaning of policy, objectives and importance
- Features of youth policies in India
- National Youth Policy
- Effectiveness of Indian Youth Policies

UNIT III: GOVERNMENT INITIATIVES IN YOUTH DEVELOPMENT
- Programmes of Nehru Yuva Kendra (NYK)
- National Service Scheme (NSS)
- National Rural Employment Generation Scheme
- National Cadet Corps (NCC)
- Salient features, objectives and relevance of above programmes in youth development contribution and evaluation

UNIT IV: VOLUNTARY INITIATIVES IN YOUTH DEVELOPMENT
1. Purpose, objectives and relevance of voluntary mission
2. National agencies for youth work
3. International initiatives on youth development
4. Local initiatives for Naga youth empowerment
5. Problems faced by Naga youth: A socio political analysis

UNIT V: INTERNATIONAL YOUTH WORK
- Concept, areas and programmes
- Western concept of youth development and youth philosophy
- International youth organizations
- Comparison of Indian situation of youth with the western scenario
- Women youth work at the West and Indian perspective: Ideological & cultural differences and challenges

SUGGESTED READINGS:
1. Arimpoor. J.P. (1983). Indian Youth in Perspective. Tirupattur: Sacred Heart College
2. Chowdhry D.P. (1988). Youth Participation and Development. New Delhi: Atma Ram and Sons Publications.
3. Harper and Malcolm. (1996). Empowerment Through Enterprise. London: Intermediate Technology Publications
4. Kenyon, et.al. (1996). Youth Policy 2000: Formulating and Implementing National Youth policies. London: Commonwealth Secretariat Module -9, CYP. Chandigarh: Asia Regional Centre.

5. Macwan'gi M – Zambia. (1998). Promoting Enterprise and Economic Development. Module 11. CYP. Chandigarh: Asia Regional Centre.
6. Philip and MCMichael. (1996). Development and Social Change: London: A global Perspective. Sage publications.
7. Saraswathi. (1988). Youth in India. New Delhi: Indian Council of Social Sciences Research.
8. Shannon. Social Policy. Aukland: Oxford University Press.
9. Wyn J and R. White. (1997). Rethinking Youth. London: Sage Publications limited.

SYD 406: SOCIAL WORK WITH YOUTH

Credits: 3

OBJECTIVES:
- Understand the different strategies by which youth development could be achieved
- Gain knowledge of government and private interventions in the development of youth
- Understand the basic concepts of life skills

LEARNING OUTCOMES:
- Acquire deeper understanding on the importance and the concept of social work with youth.
- Work as a youth policy makers and bring out a holistic model for youth development.
- Execute youth development projects and schemes
- Start own youth based organization for holistic development of the youth.

UNIT I: SOCIAL WORK WITH YOUTH
- Concept, areas and scope
- Importance of youth work in India
- Demographic profile of Naga/NE youth
- Features of urban youth and issues
- Rural youth: characteristics and challenges

UNIT II: SOCIETY AND YOUTH
- Influence of society on youth: behavior and personality issues
- Socialization of youth: identity crisis and influence of family, peer groups and religion
- Personality and personality related problems in youth
- Substance abuse: types, vulnerability and youth social work-scope and relevance
- Influence of West on youth: modernization and urbanization

UNIT III: YOUTH CHALLENGES
- Needs of youth: basic Needs, intellectual and emotional needs
- Problems associated with youth: behavioral, alcoholism, suicide, sexuality and decision making
- Emotional problems: identity crisis, alienation, self-esteem, career conflict and conflicts in decision making
- Sexual problems: sexual personality, sexual behavior, homosexuality and Sexually Transmitted Diseases
- Marriage and youth- marriage education and problems.

UNIT IV: LIFE SKILLS EDUCATION
- Concepts, objectives, principles and components of life skill training
- Relevance of life skills training for social workers
- Core life skills: problem solving, critical thinking, effective communication skills, decision making, creative thinking, inter-personal relationship skills etc
- Life skills for personal effectiveness: leadership skills, goal setting, time management and personality development

UNIT V: AREAS OF SOCIAL WORK AMONG YOUTH
- Social case work practice among youth: guiding, mentoring & counseling; relevance and scope
- Social group work among youth associations: team work, youth clubs: opportunities and advantages
- Preparing a model for life skill training programme for youth for three days
- Youth research: as a tool of social awareness and fact finding
- Social work administration and social action, youth participation in policy formulation and social action

SUGGESTED READINGS:
1. Kenyon, et.al. (1996). Youth Policy 2000: Formulating and Implementing National Youth policies. London: Commonwealth Secretariat Module -9, CYP. Chandigarh.: Asia Regional Centre.
2. Pruthi, R.K. (2006). Drugs and Youth: A Global Perspective. New Delhi: Arise publishers.
3. Herve Morrissette, c.sc. (1997). Youth Catechesis. Bangalore: The Holy Cross Fathers
4. Herve Morrissette, c.sc. (1980). Youth Aware. The Holy Cross Fathers.
5. Joshi, R. (2006). Children Youth and Electronic Media. Delhi.
6. Ojha, Sudha. (2011). Youth and Child Labour. Delhi: DPS Publishing House.
7. Pahad, Anjali. (2009). Media and Youth. New Delhi: Serials Publications.
8. Vijayalakshmi peddiboyina. (2005). Foreign Television and Indian Youth: Changing Attitudes. New Delhi: Concept Publishing Company.
9. Alamgeer, M. (2011). Political Dimensions of Youth Empowerment. New Delhi: Axis Books.
10. Lal, S. (2012). Youth and Gender Politics. New Delhi: Kunal Books.
11. Singh, Savita. (2010). Youth Empowerment. New Delhi: ALP Books
12. Maxwell, John. Developing the Leaders within You. New Delhi: MG Books.
13. Philip and MC Michael. (1996). Development and Social Change. London: A global Perspective. Sage publications.

SPC 407: PEACE EDUCATION & PEACE BUILDING

Credits: 3

OBJECTIVES:
- To introduce the concepts and practices of peace education and peacebuilding programmes as global efforts to transforming the culture of violence and exploitations
- To impart the philosophy and theoretical foundations for peace education and equip with the minimum ethical standards and practices across cultures in establishing intercultural dialogue
- To inquire into the complex roles of institutionalized education systems in the context of different types of conflicts
- To enable students to develop personal initiative and resources for the pursuit and promotion of peace

LEARNING OUTCOMES:
- Students are able to appreciate the global policy changes and programmes in favour of culture of peace and sustainable development and exhibit abilities to take up appropriate local initiatives through their activities at Peace Forum, group task, writing review articles
- Students having gained philosophical and theoretical foundations are able to facilitate learning processes and engage in intercultural dialogues through their field practicum and assignments
- Students are able to design, initiate and facilitate peace education programmes in institutional and community settings through PPC

UNIT I: CONCEPTUAL INTRODUCTION
- Role of education in personal, social, national, global and universal spheres, coherence and contradictions among these roles
- Relations between humans and nature: the question of environment, origin of jealousy, hostility, and violence
- Understanding conflict: the use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern media
- Analyzing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes

UNIT II: PREPARATION FOR PEACE
- Introspection, mediation, persuasion: cultivating the perspective and skills necessary for peace
- Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict
- Self and identity: the enabling functions of 'self' in the context of motivation, development and adjustment
- Freud's theory of the structure of the psyche - Individual and collective self; duality and conflict: interpersonal, communal, and national
- Dialogue: the concept and its applications in life in the family, school, and among peers

UNIT III: PEACE EDUCATION AND PEDAGOGY OF PEACE
- Peace perspectives in teaching and learning
- Education for peace: formal education, non-formal education and informal
- Models of peace education and sustainable peace
- Peace education – a way forward
- Understanding pluralism and diversity in communities

UNIT IV: ISSUES AND CHALLENGES OF JUSTICE AND PEACE
- The constitution as a means of conflict-resolution
- Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres
- Case studies of major conflicts between nation-states; Study of successful struggles for peace and ongoing processes of dialogue
- Nationalism and its critics; war and markets; globalization: Economy, Politics, Technology; meanings and implications
- Childhood in conflict settings: case study of areas where conflicts of different kinds have led to displacement, violence or persistent social turmoil

UNIT V: COMMUNITY BASED CONFLICT TRANSFORMATION
- Using methods of social work in peace building
- Rural resources management for conflict transformation
- Social planning and concern, resources planning, participatory management
- Case studies and field works for building sustainable peace
- Preparing a model for community based conflict transformation

SUGGESTED READINGS:
1. Avruch, Kevin. (1998). Culture and Conflict Resolution. Washington, DC: USIP.
2. Hussain, Wasbir. (2010). Peace, Tools and Conflict Nuances in India's North east. Guwahati: Bhabani offset and imaging systems.
3. Kraybill, Ronalds et. al. Peace Skills: Manual for Community Mediators.
4. Evas, A. Robert et. al. Peace Skills: Leader's guide.
5. Betty Glad, ed., (1990). Psychological Dimensions of War (Violence, Cooperation, Peace), Sage Publications.
6. D.J. Christie, R.V. Wagner and D.D.N. Winter, eds., (2001).
7. Peace, conflict, and violence: peace psychology for the 21st century, Upper Saddle River, NJ: Prentice Hall
8. Eric F Dubow et al. (2010). "Exposure to Conflict and Violence Across Contexts: Relations to Adjustment Among Palestinian Children", Journal of Clinical Child and Adolescent Psychology, 39 (1), pp.103-116. H.C. Kelman, 'Reconciliation as identity change: a social-psychological perspective', in Y. Bar-Siman Tov, ed., From conflict resolution to reconciliation, Oxford: oxford University Press, 2004
9. Helen Ep stein. (1979). Children of the Holocaust: Conversation with sons and daughters of survivors. penguin
10. Henry Trotter. (2009). 'Trauma, and Memory: The Impact of Apartheid-era forced removals on coloured identity in Cape Town', in Mohamed Adhikari, ed, Burdened by Race: Coloured Identities in South Africa, UCT press
11. R. MacNair. (2011). The Psychology of Peace: An introduction, Westport, Conn.: Praeger.

12. Ronald Niezen. (2000). Spirit Wars: Native North American Religions in the Ag e of Nation Building, University of California Press
13. Burton, J. (1990). Conflict: Human Needs Theory, London : Macmillan.
14. Cohen, Raymond. (1991). Negotiating across Cultures. Washington, DC: USIP
15. Coleman, James. (1957). Community Conflict. New York : Free Press.
16. Coser, Lewis. (1956). The Functions of Social Conflict. New York: Free Press.
17. Doucet, Ian. (1996). Thinking About Conflict: Resource Pack for Conflict Transformation. International Alert.
18. Gulliver, P.H. (1979). Disputes and Negotiations: A Cross- Cultural Perspective. New York: Academic Press.
19. Christopher A. Miller. (2006). Strategic nonviolent struggle: A Training Manual. University for Peace, Africa Program. Printed in Switzerland. P 15-109.
20. Mary E. King and Christopher A. Miller. (2006). Teaching Model: Non-violent Transformation of Conflict. University for Peace, Africa Program. Printed in Switzerland. p.62-136.
21. Wien, Barbara. (2009). "Peaceful Bodyguards: Nonviolent Action in War Zones for the Protection of Human Rights— Lessons from Three Decades with Peace Brigades International."
22. In The New Humanitarians, ed. Christopher Stout, vol. 3, 105–23.
23. Eugene, ed. (1998). The Handbook of Inter-ethnic Coexistence. New York: Continuum.
24. Friere, Paulo. (2004). Pedagogy of the oppressed. 30th Anniversary Edition, New York: The Continuum International Publishing Group Inc.
25. Mary E. Clark. (1989). Ariadne's thread: The search for new modes of thinking. New York: St. Martin's.
26. Paul Salem. (1997). 'A critique of Western conflict resolution from a non-western perspective' in Salem, Paul, ed. Conflict Resolution in the Arab World. Beirut: Lebanon: American University of Beirut.
27. Jayne Seminare Docherty. (2001). Learning lessons from Waco: When the parties bring their godsto the negotiation table. Syracuse, NY: Syracuse University Press.

SPC 408: EMERGING TRENDS IN PEACE BUILDING

Credits: 3

OBJECTIVES:
- To understand the changing trends in ideas of peace, conflict transformation, humanitarian aid and development cooperation and importance of multidisciplinary and interdisciplinary approach
- To develop an overview of conflicts at the international, regional, national and local levels in the context of Sustainable Development Goals 2030 and community responses
- To promote an environment of academic studies, researches and reviews national policies on peace and security, and organizations working for peace

LEARNING OUTCOMES:
- Students are able to appreciate current trends in peace building and articulate appropriate approaches and strategies for local specific conflict situations by writing review articles and organizing seminars
- Students are able to critically analyse various approaches to peace building and adopt community-based nonviolent approaches, methods and practices to address violent extremism and transform culture of violence through their research, field practicum and assignments
- Students are able to initiate organizing and facilitating inter-cultural dialogues at community levels and engage in policy exercises through social work intervention initiatives

UNIT I: EMERGING TRENDS IN CONTEMPORARY WORLD
- Contemporary conflicts affecting political, economic, socio-cultural and ecological spheres
- Rise of fascism/nationalism in contemporary context and its critics; war and markets
- Globalization: economy, politics, technology; meanings and Implications
- Case studies of major conflicts between nation-states; study of successful struggles for peace and ongoing peace processes at national and international levels
- Combating radicalism and terrorism

UNIT II: TERRORISM AND INSURGENCY: AN ALTERNATE VISION
- Defining terrorism and insurgency: a theoretical perspective
- History of terrorism and radical movements
- Structural and cultural dimensions
- Role & influence of media towards terrorism and in combating terrorism
- Counter-terrorism and negotiations: post-9/11 and beyond
- Insurgency movements in North East India, responses and peace processes vis-à-vis international standards and procedures

UNIT III: CHALLENGES OF RECONCILIATION
- Exploring the different conceptions about reconciliation and forgiveness (personal, collective and political level)
- Transitional justice (forgiveness, truth, reparation and guarantees of non-recurrence)
- Perspectives on reconciliation: Religious including Christianity, Buddhism, Jainism, Hinduism, Islam, Judaism, indigenous groups, among others
- Case analysis: Northern Ireland, South Africa, Australia, Colombia
- Nagaland context: discussion about local approaches of reconciliation

UNIT IV: INTERNATIONAL ORGANIZATION & CONFLICT RESOLUTION
- Role of UN in conflict resolution
- Organization for economic cooperation and development (OECD)
- Agenda for peace, responsibility to protect (R2P) and beyond
- Conflict prevention, peace-making, peace keeping, peace Building
- Role of multinational Organizations in peace building (ASEAN, SAARC, NATO, ECOWAS, AU, etc…)
- Human rights and humanitarian interventions \Unit V: Nonviolent Movements and Social Change/ Culture of Peace

- Nonviolent movements in global perspective: theories and practices
- Nonviolent movements in India: Chipko Movement, Narmada Bachao Andolan, Water Conservation Movement and Anti-Corruption Movement, Peace Channel
- Green Peace Movement in Europe; Solidarity Movement in Poland and Anti-Apartheid Movement in South Africa
- Kingian method of Non-violence and peace movement
- Culture or peace and nonviolence

SUGGESTED READINGS:

1. Aussaresses, Paul. (2002). The Battle of the Casbah: Counter Terrorism and Torture. New York: Enigma Books.
2. Bell, Paul M. (2007). Pakistan's Madrassas -- Weapons of Mass Instruction? Monterey, CA: Naval Postgraduate School.
3. Binder, Patrice. (1996). 'Biological-Chemical Terrorism: The Threat and Possible Countermeasures.' Politics and the Life Sciences 15 (2): 188-189.
4. Bowers, Stephen & Kimberly Keys. (1998). 'Technology and Terrorism: The New Threat for the Millennium.' Conflict Studies, 309: 1-24.
5. Carr, Caleb. (1996). 'Terrorism as Warfare: The Lessons of Military History.' World Policy Journal, 13 (4): 1-12.
6. Dobrot, Laurence A. (2007). The Global War on Terrorism: A Religious War? Carlisle Barracks, PA: U.S. Army War College.
7. Boulding, Elise. (2000). Culture of Peace: The Hidden Side of History. Syracuse, N.Y.: Syracuse University Press.
8. Banks, Michael and Mitchell Christopher, eds. (1990). A Handbook on the Analytical Problem-Solving Approach. USA: George Mason University
9. Barnes, C., ed. (2005). 'Weaving the Web: Civil-Society Roles in Working with Conflict and Building Peace.' In People Building Peace II: Successful Stories of Civil Society, edited by P. van Tongeren et al., 7-24. Boulder: Lynne Rienner Publisher.
10. Bercovitch, J. and Rubin. (1992). Mediation in International Relations: Multiple Approaches to Conflict Management. London: St. Martin's.
11. Burton, John and e t.al. (1993). Con flict: Practices in Management, Settlement and Resolution. New York: St. Martin's Press.
12. Chandhoke, N. (2003). The Concept of Civil Society. New Delhi: Oxford University Press.
13. Fisher, Roger and William Ur y. (1991). Getting to Yes: Negotiating Agreement Without Giving In. New York:Penguin Book
14. 14.Fisher, Ronald J. (1990). The Social Psychology of Intergroup and International Conflict Resolution. New York: Springer- Verlag.
15. Kaldor, M. (2003). Global Civil Society: An Answer to War. Cambridge, UK: Polity
16. Kaviraj, S., and S. Khilnani, eds. (2002). Civil Society: History and Possibilities. Delhi: Cambridge University Press.
17. Galtung, J. (1975). W ar and De fence: Essays in P eace Research, Vol. q, Copenhagen: Christian Ejlers, 76 – 108.
18. Gurr, Ted Robert. (2000). Peoples versus States: Minorities at Risk in the New Century. Washington, DC, USIP.
19. Keating, T, & Knight, A. (2004). Building Sustainable Peace, Tokyo: United Nations. University Press.

20. Lund, M. (1996). Preventing Violent Conflicts – A Strategy for Preventive Diplomacy. Washington DC: USIP.
21. Mats Berdal and David Malone (eds). (2000). Greed and Grievance: Economic Agendas in Civil wars, boulder: Lynne Rienner.
22. Salem, Paul, ed. (1997). Con flict Resolution in the Arab World: Selected Essays. Beirut: American University of Beirut.
23. Varshney, Ashutosh. (2002). Ethnic Conflict and Civic Life. Hindus and Muslims in India. New Haven: Yale University Press.
24. Volkan, Vamik D. (1988). The Need to Have Enemies and Allies. Northvale, N.J.: Jason Aronson.

SSE–417: RURAL AND URBAN SOCIAL ENTREPRENEURSHIP

OBJECTIVES:
- To understand rural and urban social entrepreneurship
- To understand social marketing and resource mobilization.
- To impart knowledge on women social entrepreneurship
- Apply the basic and advanced techniques for the development of social marketing strategies.

LEARNING OUTCOME
- Students understand the importance of rural and urban social entrepreneurship.
- Students demonstrate the skills of social marketing and will encourage the women to entrepreneurship

Unit I: Rural Social Entrepreneurship
- Concept, the meaning of rural social entrepreneurship
- Developmental strategies for rural social entrepreneurship
- Role of NGOs in, the development of rural entrepreneurship
- Advantages and challenges of rural social entrepreneurship
- Status of entrepreneurship in the North East

Unit II: Urban Social Entrepreneurship
- Introduction, the meaning of urban social entrepreneurship
- Different types of urban social entrepreneurship
- Urban social entrepreneurship for health and sanitation
- Marketing advantages of urban social entrepreneurship
- Urban impact of social entrepreneurship

Unit III: Social Marketing
- Market expansion, penetration, product development, and diversification of community-based social marketing
- Ethical consideration in designing products for service

- Analyzing the social marketing environment and developing culturally sensitive interventions
- Principle of social marketing
- Understanding social marketing distinguishes social from commercial marketing

Unit IV: Resource Mobilization
- Introduction to fundraising and developments
- Methods and process
- Source of fundraising
- Ethics and Proposal writing
- Advocacy, Campaigning, and Lobbying

Unit V: Women entrepreneurship
- Concept of women entrepreneurship
- Functions of women entrepreneurship
- Strategies for capacity building of women social entrepreneurs
- Problem of women social entrepreneurship
- Women entrepreneurship organizations

Suggested Readings
1. Social marketing "influence behavior for good" By Nany R. Lee Philip Kotler, Sage Publication 2001. Isbn : 978-81-321-1021
2. Kotler, Ph., Lee, N. Social Marketing: Influencing Behaviors for Good Sage Publications, 2011.
3. Case studies from Taylor and Francis: Cases in Public Health Communication and Marketing By Rob Donovan, Nadine Henley, Principles and Practice of Social Marketing: An International Perspective, 2nd Edition, 2010
4. Sami Uddin, Entrepreneurship in India, Mittal Publications, 1989
5. D.Lalitha Rani, Women entrepreneurs' Aph Publishing, 1996
6. Handbook of Research on Entrepreneurial Ecosystems and Social Dynamics in a Globalized World (Advances in Business Strategy and Competitive Advantage) by Luisa Carvalho | 30 November 2017
7. Women's Entrepreneurship in Europe: Multidimensional Research and Case Study Insights (FGF Studies in Small Business and Entrepreneurship) by Stephanie Birkner, Kerstin Ettl, et al. | 2 October 2018

SSE- 418: FUNDAMENTAL OF SOCIAL ENTREPRENEURSHIP

OBJECTIVES:
- To understand the different policies and programs of social entrepreneurship
- To understand the legal frame of social enterprises
- To understand the innovative, technical, and leadership mind for social entrepreneurship
- Enable the students to gain the ability to apply the knowledge and understanding of risk management practices to any type of organization.

LEARNING OUTCOME
- Students demonstrate the various application level in the field of social entrepreneurship
- Students will be able to understand the various fundamentals of social entrepreneurship.

Unit I: Policies and Programs of Social Entrepreneurship
- Introduction, decision making, distribution channelize marketing Research.
- Issues and development of marketing.
- Developing social marketing strategies:
- Managing social marketing program:
- Selecting target audiences, objectives, and goals

Unit II: Legal Framework of Social Enterprises
- Indian Trust Act (1882)
- Societies Act (1860)
- Companies Act (1956)
- Foreign Contribution and Regulation Act (2010), Income Tax Act (1961)
- Employee State Insurance Act 1948, Right to Information Act (2005)

Unit III: Social Innovation and Entrepreneurship
- Introduction to social innovation
- Social thought
- Process of social innovation
- Technology

- Different ways of supporting social innovation

Unit IV: Social leadership
- Social entrepreneur leadership skills
- Leadership in a Diverse World
- Developing Leaders and Planning   Succession
- Leadership Issue for Future Entrepreneurs
- Social activism

Unit V: Vulnerability and Sustainable Development
- Basic concepts
- Contextualizing vulnerability
- Global environmental change and marginal livelihood
- Livelihood adaptation strategies
- Political and economic position of social entrepreneurship

Suggested Readings:
1. Hellriegel / Jackson/ Solum, Management-A Competency-based approach, Thomas, South Western, 11th Edition, 2007
2. Allen, L.A., Management and organization, McGraw Hill publishing co., ltd. 2002
3. Chandra Bose D . Principles of Management and Administration PHI 2002.
4. Hannagan, Management concepts and practices, Macmillan India Ltd., 2009

5. Koontz O'Donnell, Principles of Management McGraw Hill publishing co., ltd.,2011
6. Prasad, L.M, Principles, and practices of Management Sultan hand & Sons. 9th Edition, 2016.
7. Sathya Raju, Management: Text & Cases, PHI, 2002.
8. Pattanayak: Human Resource Management, PHI,2002
9. Ashwatappa, Human Resource Management, 8th Edition, 2017.
10. Gray Dessler: Human Resource Management, PHI, 14th Edition, 2015
11. Edwin Flippo, Principles of Personnel Management - McGraw Hill. 8th Edition, 1976
12. Douglas McGregor, the Human Side of Enterprise, 2011.

SPH-419: PUBLIC HEALTH AND EPIDEMIOLOGY

Objective
- To furnish the students with knowledge and skills regarding epidemiology
- To let students have the basic knowledge of epidemiological data, screening different perspectives in epidemiology

Outcome
- Ability to understand different epidemiological perspectives
- Ability to use of epidemiological tools for health planning and making a community diagnosis

Unit-1: Introduction to Epidemiology
- Definition and history of epidemiology
- Aims, basic and principles of epidemiology
- Epidemiological perspectives, the epidemiology triangle
- Modes of disease transmission - chain of infection, levels of prevention
- Epidemiology and public health

Unit- II: Epidemiological Methods & Screening for Disease
- Sources of epidemiological data
- Concepts of screening, criteria for screening, sensitivity and specificity
- Disease surveillance
- Techniques for randomization, adverse events, investigation of an epidemic
- Role of a healthcare facility in its control

Unit-III: Epidemiological Tools
- Use of epidemiological tools for health planning and making a community diagnosis
- Epidemiological tools for monitoring and evaluation of health programs
- Epidemiological considerations in development of management information systems
- Epidemiological basis for formulation of health interventions, interpretation of published epidemiological studies

Unit-IV: Epidemiology Methods and Study design
- Descriptive epidemiology method and design
- Analytical epidemiology method and design

- Experimental epidemiology method and design
- General health and population indicators
- Measures of disease frequency, bias and confounding

Unit-V: Chronic Disease Epidemiology and Clinical Epidemiology
- Chronic disease I - The environment and chronic health problems
- Chronic disease II - Behavior and chronic health problems
- Chronic disease III - Heredity and chronic health problems
- Screening and diagnosis I - Validity, reliability and yield
- Screening and diagnosis II - Evaluating the screening test

Suggested Readings

1. Barkar, D.J.P. (1982). Practical Epidemiology. London: Churchill pub.
2. E.A. Knox (ed). (1979). Epidemiology in health care planning, Oxford University Press.
3. PV Sathe. (2018). Epidemiology & Management for Healthcare for all. Mumbai: Vora Medical Publications.
4. Beaglehole. R. Bonita, et. Al. (1993). Basic Epidemiology. Geneva: WHO Publication.
5. David E.,et. al., (1984). Foundations of Epidemiology: New York: Oxford University Press.
6. Barkar, D.J.P. (1982). Practical Epidemiology. London: Churchill pub, Livingstone.
7. E.A. Knox (ed). (1979).Epidemiology/ in health care planning. New York: Oxford University Press.
8. Jepson, R., Clegg, A., Forbes, C., et al. (2000). The determinants of screening uptake and interventions for increasing uptake: a systematic review, Health Technology Assessment, 4(14). (This systematic review defines screening and lists a range of screening programmes.)
9. Katz Mitchell: Study Design and Statistical Analysis: A Practical Guide for Clinicians
10. Last, J.M., Spasoff, R.A. Harris, S. S. and Thuriaux, M.C. (Eds). (2001). A Dictionary of Epidemiology4th Ed. New York: Oxford University Press.
11. Palmer SR. (1989). Epidemiology in search of infectious diseases: methods in outbreak investigation. J Epidemiol Common Health.
12. Russel, H. and Killoran, A. (2000) Public Health and Regeneration: Making the Links. London: Health Education Authority.

SPH-420: COMMUNICABLE & NON-COMMUNICABLE DISEASES

Objective
- To provide students with an understanding of the scope of the public health issues with regard to communicable diseases and non-communicable diseases
- To provide an overview of the national health programs that has been designed to address these issues

Outcome
- Ability to know and identify communicable and non-communicable diseases and sensitize community
- Apply tools and techniques to conduct outbreak investigation and design public health interventions for disease programs

Unit-I: Natural History of Disease & Principles of Disease Prevention
- Introductions to Natural History of Disease
- Classification of diseases and modes of evolution of disease stages
- Disease cycle/transmission and principles of disease prevention
- Hand hygiene and Genetic prevention
- Burden of communicable & and non-communicable diseases

Unit-II: Epidemiology of Communicable and Vector Borne Diseases
- Epidemiology & control of communicable diseases: Focusing on patterns of transmissions, risk factors, preventions and control of HIV /AIDS, STD, Leprosy
- Epidemiology and control of vector borne diseases: Malaria, Filarial, Plague, Yellow Fever, Chikungunya, Japanese Encephalitis
- Epidemiology and control of vaccine preventable diseases: Diphtheria, Whooping Cough, Tetanus, Poliomyelitis Worm Infestation, Cholera and Typhoid.
- Epidemiology and control of common infections: Tuberculosis, Leprosy, Pneumonia, Measles, Mumps, Rubella

Unit-III: Epidemiology & Control of Non-Communicable Diseases
- Epidemiology, prevention and control of asthma, cancer
- Epidemiology, prevention and control of cardiovascular diseases, rheumatic diseases, diabetes, hypertension
- Substance abuse
- Health aspects of Disaster management - definition, types and management
- Epidemiology of NCDs, risk factors, prevention and management: general strategies, new approaches and policies of NCDs

Unit-IV: National Health Policy and Programs
- National Health Policy 2000, National Population Policy 2000
- National Health Programs- ICDS, RNTCP, NACO, RCH etc.
- NHM: NRHM & NUHM
- Pulse Polio Immunization Program, National Mental Health Program, National Cancer Control Program etc.
- National Program for prevention and control of diabetes, cardiovascular diseases and stroke etc.

Unit V: Health Informatics and Communication
- Health Communication - concept, types, need and significance
- Relevance of Information, Education and Communication (IEC) in public health
- Channels of health communication – traditional, modern; individual/group/mass/target groups
- Communication techniques and strategies

- Communication planning, tools and techniques, monitoring and evaluation, impact assessment

Suggested Readings:

1. Asaria P, Chisholm D, Mathers C, Ezzati M, Beaglehole R (2007). Chronic disease prevention: health effects and financial costs of strategies to reduce salt intake and control tobacco use. Lancet, 370: 2044-53.
2. (25) (PDF) Non-communicable disease research. Available from: https://www.researchgate.net/publication/311814242_Non-communicable_disease_research [accessed Apr 03 2022].
3. Davidson, Edward, Bouchieret. Al. (1995). Principles and practice of Medicine, Pearson Professional Ltd.
4. WHO. Report on infectious diseases, and Report on multidrug resistance, Geneva: World Health Organization.
5. Davidson, Edward, Bouchieret. al. (1995). Principles and Practice of Medicine. London: Pearson Professional Ltd.
6. Global Handbook on Non-Communicable Diseases and Health Promotion By David V. Mcqueen, Springer Publication.
7. L. Goel. 2009). Education Of Communicable and Non-Communicable Diseases. Delhi: Deep& Deep Publications Pvt. Ltd.
8. M D Richa, Gycin Prakash Singh. C P Mishra. (2012). Burden of Non Communicable Diseases Lap Lambert Academic Publishing.
9. Murray, C., Lopez, A., Organization, W., Bank, W. and Health, H. (2022). The Global burden of disease: a comprehensive assessment of mortality and disability from diseases, injuries, and risk factors in 1990 and projected to 2020.
10. Nayagam S, Conteh L, Sicuri E, et al. (2016). Cost-effectiveness of community-based screening and treatment for chronic hepatitis B in The Gambia: an economic modelling analysis. Lancet Glob Health.
11. Remais, J. V., Zeng, G., Li, G., Tian, L., & Engelgau, M. M. (2013). Convergence of non-communicable and infectious diseases in low- and middle-income countries. International journal of epidemiology. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3600620/
12. WHO. (2020). Global action plan for the prevention and control of non-communicable diseases. https://apps.who.int/iris/handle/10665/94384
13. Ministry of Health & Family Welfare-Government of India. (n.d.). Centre for non-communicable diseases: National centre for disease control (NCDC). https://ncdc.gov.in/index1.php?lang=1&level=1&sublinkid=165&lid=173

SWR 409 - SOCIAL WORK RESEARCH PROJECT

Credits: 5

Every student is required to do a research project for the completion of the course. The students are placed under a supervisor for the research project faculty.

The students start the project work in the third semester itself. Each student identifies a research problem in the area of specialization, defines the problem, reviews the relevant literature, sets down objectives, prepares a proposal, formulates the research problem, constructs a tool for data collection. At the end of the third semester, the students will collect data and start processing the same.

In the fourth semester, the students complete the data processing and complete the research study and submit the final copy for valuation. At the end of the fourth semester student will make a dissertation of the research study and appear for the viva-voce examination as part of the valuation.

ELECTIVE PAPERS
SEMESTER IV

SWE 411: SOCIAL ENTREPRENEURSHIP DEVELOPMENT

Credits: 3

OBJECTIVES:
- To help the students understand the concept and importance of entrepreneurship and Social Entrepreneurship
- To identify the factors influencing entrepreneurial development and motivations
- To understand the problems faced by entrepreneurs

LEARNING OUTCOMES:
- Students demonstrate aptitudes and abilities to create innovative solutions to societal problems in local context through assignments and field works.
- Students' demonstrate capacities to formulate own entrepreneur development plan and appreciation for existing models through assignments, PPC and documentation of success stories.
- Students demonstrate their awareness about legal and policy environment for entrepreneurship development by documentation of existing Govt's policies, plans and programs during field works and practicum assignments.

UNIT I: ENTREPRENEURSHIP
- Concept, meaning and definition of entrepreneur, entrepreneurship and Social Entrepreneur
- Importance and significance of growth of entrepreneurial activity
- Characteristics and qualities of entrepreneurs
- Classification and types of entrepreneurs, W omen entrepreneurs

- Theories of entrepreneurship- Contribution of McClelland and Joseph Schumpeter

UNIT II: ENTREPRENEURSHIP DEVELOPMENT
- Entrepreneurship in global context – social and economic development
- Growth and promotion of Entrepreneurship in India - Institutional arrangements
- Entrepreneurial motivation - Values and Culture
- Entrepreneurship in various sectors - Access to finance, market, R&D and Technology
- Policies and programmes related to entrepreneurship development

UNIT III: ENTREPRENEURIAL MOTIVATION
- Motivation theories: Maslow's need hierarchy theory, McClelland's acquired need theory
- Role of culture in entrepreneurial development, entrepreneurial development programmes (EDP).
- Government's policy actions onwards entrepreneurial motivation
- Entrepreneurship development programmes
- Options available to entrepreneurs, ancillarisation, franchising and outsourcing.
- Managing the problems faced by entrepreneurs Development of women entrepreneurs- with reference to SHGs

UNIT IV: SOCIAL ENTREPRENEURSHIP AND SOCIAL ENTERPRISE
- Factors impacting transformation into social entrepreneur; Characteristics of social entrepreneurs.
- Meaning of social enterprise- Profit and non-profit Proprietorships, partnership – company, Non-Governmental organization: Society – Trust and Company registration.
- Factors determining selection of forms of registration
- Enterprise launching and its procedures
- Start-ups – incubation – accessing venture capital, CSR funds

UNIT V: SOCIAL ENTERPRISE AND SOCIAL MARKETING
- Understanding Social Marketing–distinguishing Social from commercial Marketing
- Principles of Social Marketing.
- Analyzing Social Marketing environment- developing culturally sensitive interventions
- Market expansion, penetration, product development and diversification community based social marketing.
- Ethical consideration in designing products for service.

SUGGESTED READINGS:
1. Andreasen. (2006). Social marketing in the 21 st century. SAGE Publications.
2. Badhai, B. (2005). Entrepreneurship for Engineers. New Delhi : Dhanpat Rai & co. (p) Ltd.
3. Biyani, J.C. Saboo Megha. (2006). Management of small scale industries. Mumbai: Himalayan Publishing House.
4. Collins and Lazier W. (1992). Beyond entrepreneurship. New Jersey: Prentice Hall.
5. Dash C.R. and Moharanas. (n.d). Entrepreneurship development. Jaipur: RBSA Publishing.
6. Desai, Vasant. (2002). Project Management and Entrepreneurship. Mumbai: Himalayan Publishing House.
7. Dinanath Kaushik. (2013). Studies in Indian Entrepreneurship. New Delhi: Cyber Tech
8. Gupta and Srinivasan. (2002). Entrepreneurial Development. New Delhi: S Chand & Sons.

9. Hisrich. (2011). Entrepreneurship. New Delhi: Tata Mc Grow-Hill Education.
10. Khanka, S S. (2006). Entrepreneurial Development. New Delhi: S Chand & Company Ltd.
11. Khanka, S.S. (2006). Entrepreneurial Development. New Delhi: S. Chand Limited.
12. Kumar, Anil.S. (2003). Entrepreneurship Development. New Delhi: New Age International.
13. Lee & Kotler .(2016). Social marketing Changing Behaviours for Good. U.S.A: Sage Publications French, Merritt and Reynolds. (2011). Social marketing case book. London: Sage publications.
14. Mohanty, S.K. (2005). Fundamentals of entrepreneurship. New Delhi: Prentice Hall of India
15. Oates, David. (2009). A Guide to Entrepreneurship. Mumbai: Jaico Publishing House.
16. Prasad L.M. (2011). Organizational Behaviour. New Delhi: S. Czhand Limited.
17. Ramchandran. (2008). Entrepreneurial Development. New Delhi: Tata McGraw Hill.
18. Robert Hisrich, Michael Peters & Dean Shepherd. (2009). Entrepreneurship. New Delhi: Tata McGraw-Hill Publishing Company Limited.
19. Saini, J. S. (2002). Entrepreneurial Development Programmes and Practices. New Delhi: Deep & Deep Publications (P), Ltd.
20. Vasant Desai. (2009). Dynamics of en trepreneurial development and Management. Mumbai: Himalayan Publishing.
21. Vasant De sai. (2011). Small sc ale indus tries and entrepreneurship. Mumbai: Himalayan Publishing House.

SWE 412: HUMAN RIGHTS AND SOCIAL WORK PRACTICE

Credit: 3

LEARNING OBJECTIVES:
- To help the students understand the issues of Human Rights at regional, national, and international level.
- To develop positive attitudes among the social work students to stand against human rights violation.

LEARNING OUTCOMES
- To understand the contemporary Human Rights issues pertaining to children, women, and diseased people and scope of social work intervention.
- Capable to understand Human Rights violation along with remedial measures.
- To understand the roles and responsibilities of Human Rights Commissioner.
- Capable to work with NGOs and other service delivery systems

UNIT I: INTRODUCTION TO HUMAN RIGHTS
- Concept of Human Rights, characteristics, scope, and types of Human Rights.
- Historical development of Human Rights.
- Theories of Human Rights.
- Constitutional provisions on Human Rights in India.
- Human Rights monitoring mechanisms in India.

UNIT II: INTERNATIONAL HUMAN RIGHTS INSTRUMENTS AND SYSTEMS

- Universal declaration of Human Rights.
- International Convention on Economic, Social, and Cultural Rights, International Convention on Civil and Political Rights.
- United Nations Conventions on Child Rights.
- Human Rights Systems: European, African, and Asian.
- Framework of UN Human Rights Commission, Roles and powers of UN Human Rights Commission, Responsibilities of UN Human Rights Commissioner, Responsibilities of State Human Rights Commissioner.

UNIT III: HUMAN RIGHTS INTERVENTIONS

- Issues and Interventions: Individual intervention, Group interventions, Community based interventions - (Restorative justice – victim offender reconciliation program, Counselling).
- Trauma healing – Casework and Group Work methods.
- Allied interventions: Networking-Lobbying-Advocacy.

UNIT IV: CONTEMPORARY ISSUES AND SOCIAL WORK PRACTICE

- Inequality and Discrimination: Children's Rights, Women Rights, Refugee Rights, HIV/AIDS victims, and Dalit Rights.
- Capital punishment in India.
- Tools for Human Rights Protection: Law, Welfare Schemes, Advocacy, Negotiation, Liaisoning, Networking, Campaigning, and Social Action.
- Role of NGOs in assessing social needs and vulnerable groups.
- Social work intervention, Scope, Approaches, Methods, Techniques, and Skills.

UNIT V: NGOS AND HUMAN RIGHTS

- Human Rights-Based Approach.
- Amnesty International (AI) – Human Rights and Helsinki Process, Human Rights Watch (HRW).
- Human Rights NGOs in India: People's Union for Civil Liberties, Action Aid India, Voluntary Health Association of India of the Four People's Union for Civil Liberties.

SUGGESTED READINGS:

1. Das, A. K. (2004). Human Rights in India. New Delhi: Sarup and Sons.
2. Das, B. D. (1994). Human Rights in Constitutional Law. London: Princeton Hall.
3. Chatyevedi, A. N. (1984). Rights of accused under Indian Constitution. New Delhi: Deep and Deep.
4. Chiranjivi, J. (2002). Human Rights in India. New Delhi: Oxford University Press.
5. Dossier. (1994). Hunan Rights Commission, Legal Resources for Social Action. Chennai.
6. Kohli, A. S. (2004). Human Rights and Social Work Issues. Madurai: Society for Community Organisation.
7. Lobo George, V. (1994). Human Rights in Indian Studies. New Delhi: Commission for Justice.
8. Quinn Fredrick. (2005). Human Rights in Retreat. Madurai: Society for Community Organisation.

9. Rajamuthirulandi. (1998). Human Rights and Constitution. Trichy: Sooriya Publishers.
10. Sawant, P. B. (2004). Human Rights. Madurai: Society for Community Organisation.
11. Kumar, S. (2004). Human Rights, People's Watch. Madurai.
12. Susan, C. Mapp. (2008). Human Rights and Social Justice in a global world. New Delhi: Oxford University Press.
13. Biswal, T. (2006). Human Rights – Gender and Environment. New Delhi: Vira publications.
14. Boxi, U. (2007). Human Rights in a Post Human World. New Delhi: Cambridge University Press.

SWE 413: HUMAN RESOURCE MANAGEMENT

Credit: 3

LEARNING OBJECTIVES

- To help the student to understand the concept of Human Resources and its importance.
- To enhance the skills of professional social worker for Human Resource Management.

LEARNING OUTCOMES

- Understand the value and importance of human resources in an organization.
- Appreciate the need for a dedicated department to manage human resources.
- Analyse the ways and means of hiring and appraising human resources.

UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (HRM)

- Human Resource Management (HRM): Meaning, Importance, and Evolution.
- Context of HRM practices Environmental influence.
- HRM department as an integral part of organizations.
- Objectives of HRM department.
- HRM in global setting.

UNIT II: HUMAN RESOURCE PLANNING (HRP):

- Concept and steps of Human Resource Planning (HRP)
- Interview techniques and tools.
- Information Management in HRP - Importance of Human Resource Information System.
- Job Analysis: Process, Tools, and techniques.
- Recruitment and Selection: Tools of selection and Selection Process, Inducting and Placing the new recruits, Role or recruitment agencies.
- Performance Appraisal: Definition, objectives, need and importance of Performance Appraisal. Process of Performance Appraisal. Limitations of Performance Appraisal.

UNIT III: TRAINING AND DEVELOPMENT:

- Training - need, objectives and importance of training.
- Need and importance of Management Development Program.
- Designing an Effective Training and Development Program.
- Evaluation of the Effectiveness of Training Programs.

- Challenges before a Trainer.
- Self-Development Mechanism, Knowledge Enrichment and Career Advancement.

UNIT IV: RETENTION, SEPARATION, AND COMPENSATION MANAGEMENT:
- Attention and retention: Concept, employee benefit plans.
- Disciplinary procedures: Domestic enquiry, Grievance handling, Transfer, discharge, and dismissal.
- Employee retirement and benefits.
- Wage and salary: Concept, type of wages, wage theories, wage differentials, wage regulators, Incentive Schemes.
- Compensation: Concept, parameters of compensation, compensation benefits.

UNIT V: HUMAN RESOURCE DEVELOPMENT (HRD):
- Functions of HRD department.
- Training need analysis: Identifying training needs, training areas, organising training programs for employee at various levels (workers, staff, officers, and executives), Evaluation of training programs.
- Employee counselling: concept and need.
- Management Development Programme.

Suggested Readings:
1. Luthans, F. (1998). Organisational Behaviour. Boston: The McGraw Hill Companies Inc.
2. Balan, K. R. (1995). What the management Defines…Public Relations Refines. New Delhi: Sterling Publishers Pvt. Ltd.
3. Bhousle, Y. B. (1977). Personnel Management: The Indian Scene. New Delhi: Sultan Chand & co.
4. Chatterjee, B. (1999). Human Resource Management: A Contemporary Text. New Delhi: Sterling Publishers Pvt. Ltd.
5. Irwin, R. D., and Singh, U. B. (1992). Resource Development. New Delhi: Rawat Publications.
6. Dwivedi, R. S. (1982). Management of Human Resources. New Delhi: Oxford & IBH Publishing Company.
7. Flippo, B. Edwin. (1971). Principles of Management. Tokyo: McGraw Hill.
8. Jethwaney, J. N., et al. (1994). Public Relations Concepts, Strategies and Tools. New Delhi: Sterling Publishers.
9. Leonard, N. (1984). Hand book of Human Resource Management. New York: John Wileys and Sons.
10. Leap, T. L., and Crino, M. D. (1990). Personnel / Human Resource Management. New York: Acmillan Publishing Co.
11. Mamoria, C. B. (1984). Personnel Management. Bombay: Himalaya Publishing House.
12. George Strauss, and Leonard R Sayles. (1985). Personnel - the human problems of Management. New Delhi: Prentice
13. Hall of India Pvt. Ltd.
14. Rudrabsava Raj, M. N. (1979). Dynamic Personnel Administration - Management of Human Resources. Bombay: Himalaya Publishing House.

15. Putti, M. Joseph. (1980). Personnel – The Management of Securing and maintaining the work force. New Delhi: Sultan Chand & Co.

SWE 414: SOCIAL WORK WITH ELDERLY

Credits: 3

OBJECTIVES
- To understand ageism and inculcate sensitivity towards the issues and concerns of Elderly
- To critically review the policies, programmes, and services available for the Elderly
- To develop the basic skills for working with the Elderly.

LEARNING OUTCOMES
- Ability to understand the problems of ageing
- Capable of solving elderly problems using different skills and methods in various settings.
- Ability to deliver and help the elderly to avail different schemes and legal provisions for Older Adults.

UNIT I: DEMOGRAPHIC PROFILE OF THE ELDERLY
- Concept and demographic Profile of the Elderly and its implications
- Globalization and ageing.
- Human rights perspective in understanding older adults
- Myths and assumptions about ageism
- Theoretical approaches for working with older people- Disengagement Theory, Activity Theory , Continuity Theory: (Psychodynamic, Ecological, Lifespan)

UNIT II: CHARACTERISTICS, CHANGES AND SPECIAL NEEDS OF OLDER ADULTS
- The changes (Physical, Mental and Emotional) and special needs of Older Adults.
- Individuals during the developmental stage of Late Adulthood
- Factors affecting Healthy Ageing, Importance of promoting Healthy Ageing
- Concept and Components of Quality of Life.
- Ageing and methods of coping with biological and mental changes/degeneration during Late Adulthood.

UNIT III: ISSUES AND FACTORS AFFECTING THE AGED
- Gender dimensions of ageing
- Feminization of ageing
- Rural Urban perspectives, migration, disability
- Socio-Economic and Demographic implications, Health implications.
- Elder Abuse And Neglect (conceptual understanding of abuse, neglect, violence against and exploitation of older adults, typology of Elder Abuse, Interventions at the preventive and therapeutic level-victims, Abusers and caregivers)

UNIT IV: GOVERNMENT AND NON GOVERNMENT AGENCIES AND AGEING
- National, international, governmental and nongovernmental initiatives- policies, schemes and legal provisions for Older Adults
- UN Policies and Programmes for Older Adults
- National Policy on Ageing in India- Constitutional provisions and Legal provisions for Older Adults in India.
- Welfare schemes (Financial and Social Security, Housing, Access Services).
- Community Care, involving elderly in the community.

UNIT V: SKILLS IN WORKING WITH THE ELDERLY
- Skills for dealing with specific mental health issues of the Elderly.
- Skills for building a healthy self-concept; Stress management skills; Skills in financial management and planning for social and legal security (preparation of Will & Testament)
- Skills for working with caregivers; Skills for working with the terminally ill
- On death, coping with grief and bereavement, Relevance and role of groups in working with the older adults
- Understanding the impact of community dynamics on older adults; eliciting community response in addressing needs of older adults.

SUGGESTED READINGS

1. Atchley, R.C. (1987).Ageing: Continuity and Change, Wadsworth, California: Publishing Company.
2. Ebersole,P, Hess, P, Missouri:C.V. (1985).Towards Healthy Ageing, Mosby Company
3. Chakraborti, R.D. (2004) The Greying of India. New Delhi: Inter-India.
4. Desai, Murli and Siva Raju. (ed). (2000). Gerontological Social Work in India: Some Issues and Perspectives. Delhi
5. Egan G,(1994). The Skilled Helper -A Problem management approach, California, Brooks.
6. Enright, R.B. Jr. (1994). Perspectives in Social Gerontology, Boston, Allyn & Bacon
7. Forsyth, D.R., (1990) &, Kosberg, I.J, (1979).Working with and for the aged, Washington, National Association of Social Workers
8. Gurumurthy K.J. (1998). The Aged in India, New Delhi: Reliance Publishing House
9. Joshi, Arvind K. (2006). Older Persons in India. Shimla: Shimla Institute of Advanced Study
10. Kohli, A.S. (1996). Social Situation of the Aged in India. New Delhi: Anmol Publications Pvt Ltd
11. Leibig, Phoebe S. & Rajan Irudaya.S. (2005). An Aging India: Perspectives, Prospects and Policies, Delhi: Rawat Publications.
12. Modi, I.(ed). (2001).Ageing-Human Development, Jaipur: Rawat Publications Pati, R.N. (1989). Aged in India. New Delhi, Ashish Publishing House
13. Rajan, I; Mishra, U.S; and Sarma, S.P. (1999). India's Elderly 'Burden or Challenge? .New Delhi: Sage Publications.
14. Chowdhry, P.D. (1992). Aging and the Aged, Publications, New Delhi: Inter-India Publications.
15. Ramamurti, P.V. & Jamuna.D. (2004). Handbook of Indian Gerontology. Serial Publications.

SWE 415- ORGANIZATIONAL BEHAVIOUR

Objectives:

- To help the student understand organizational behaviours and importance of team work.
- To enhance the personal qualities and capacities of the social work student
- To develop positive relationship skills of the student

UNIT-I: Organizational behaviour.

Brief History, Definitions, Contribution of the behavioural Sciences. Human Behaviour at work: Theories of motivation – Motivating humans – Systems Theory, EQ at Work. Stress and anxiety management, Frustration, Conflict. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale, Job Monotony and Role Conflict.

UNIT-II

Team-work and Team building, Change Management Leadership.

Theories, Styles and power structure, Decision-making. Employee Participation and Organizational Commitment.

UNIT-III

Organizational Development.

Concept, Definition , theories and practice: OD and OB, OD Intervention techniques: Sensitivity Training. Quality Circles. Survey Feedback, Management of change.

UNIT-IV

Current Trends in OB Practices.

Just -in-time (JIT). 5S MODEL. Hr Connect, six sigma and Lean Six Sigma, TPM. TQM. SGA, Kaizen. ISO. SEI, IED, Suggestion Scheme and QWL.

UNIT-V

Revelence of OB in social work.

Challenges involved in application and practice of OB. Behavioural changes in individuals and teams.

Suggestive Readings:

1. Bhonsle, Y.B. 1999. Personnel Management Indian Scene, Deborah Prayer House, MUMBAI
2. Frence, Wendell and Cecil, 1995. Organisation Development, Prentice-Hall of India Ltd., New Delhi.

3. Luthans, Fred, 2000. Organisational Behaviour. McGraw Hill Ltd., Singapore.
4. Maier, Norma, 1976. Psychology in Industry. Oxford publishing house, Mumbai
5. Ouchi, William. 1981. Theory Z. Avon Books, New YORK.
6. Pareek, Udai 1999. Motivating Organisational Roles, Rawat publicatiobns, Jaipur
7. Pareek, Udai, 1999. Organizational Behaviour Process. Rawat Publications, Jaipur.
8. Robbinns, Stephen. 1995 Essentials of Organisations Behaviour. Prentice-hall of India Ltd., Delhi.
9. Szilagyi, Andrew and Marc Wallace. 1997. Organisational Behaviour and performance. Scott Foresman and Company, London.