

**DEPARTMENT OF SOCIALWORK  
UNIVERSITY OF DELHI**

**M.A. (SOCIAL WORK)  
Semester Based Curriculum**

**UNIVERSITY OF DELHI**  
(w.e.f academic session 2009-10 )

**3, UNIVERSITY ROAD  
DELHI 110 007**  
Approved by academic Council on

# **DEPARTMENT OF SOCIAL WORK, UNIVERSITY OF DELHI**

## **VISION**

By developing manpower for professional social work practice to strive for creation of a just and equal society which ensures freedom from all forms of oppression and exploitation.

## **MISSION**

To develop human resources for competent and effective professional social work practice, teaching and research with diverse range of individuals, groups and communities by using a framework of social justice and human rights focused on sustainable and participatory development.

## **OBJECTIVES**

1. To impart education and training in professional social work in order to provide manpower in social welfare, development and allied fields capable of working at various levels of micro, meso and macro systems
2. To help students develop knowledge, skills, attitudes and values appropriate to the practices of social work profession.
3. To enable students develop creative thinking and ability to apply theoretical knowledge in practice of social work.
4. To facilitate interdisciplinary approach for better understanding of social problems, situations and issues of development.

**University of Delhi**  
**Examination Branch**

Date : 31,12,2008

Paper: M.A. Social Work

**Check List of New Paper Evaluation for AC Consideration**

S. No.	Parameters	Status
1	Affiliation	
2	Programme Structure	
3	Codification of Papers	
4	Scheme of Examinations	
5	Pass percentage	
6	Promotion Criteria	
7	Division Criteria	
8	Qualifying Papers	
9.	Span Period	
10.	Attendance Requirements	
11.	Paper Content for each paper	
12.	List of Readings	

**MASTER OF ARTS**

**(Social Work)**

**TWO YEAR PROGRAMME**

**RULES, REGULATIONS AND PAPER CONTENTS**

**DEPARTMENT OF SOCIAL WORK**

**FACULTY OF SOCIAL SCIENCES**

**UNIVERSITY OF DELHI**

**DELH110007**

**2009**

# MASTER OF ARTS

## SOCIAL WORK

### TWO YEAR PROGRAMME

#### I. AFFILIATION

The proposed programme shall be governed by the Department of Social Work, Faculty of social Sciences, University of Delhi, Delhi – 110007.

#### II. PROGRAMME STRUCTURE

The M.A. Programme is divided into Two Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2.

		Semester-Odd	Semester-Even
Part I	First Year	Semester – 1	Semester – 2
Part II	Second Year	Semester – 3	Semester – 4

The schedule of papers prescribed for various semesters shall be as follows:

#### **PART I : Semester – 1**

- Paper 6101: Nature and Development of Social Work
- Paper 6102: Sociological Concepts and Contemporary Concerns
- Paper 6103: Human Behaviour and Social Environment
- Paper 6104: State, Political Economy and Governance
- Paper 6105: Social Work with Communities
- Paper 6106: Field Work Practitioner

#### **PART I : Semester – 2**

- Paper 6201: Social Work with Individuals
- Paper 6202: Social Work with Groups
- Paper 6203: Research in Social Work: Quantitative Approaches.
- Paper 6204: Social Action and Social Movements
- Paper 6205: Research in Social Work: Qualitative Approaches

Paper 6206: Field Work Practitioner

**PART II : Semester – 3**

Compulsory Papers :

Paper 6301: Administration of Welfare and Development Services ...  
Paper 6302: Social Justice and Empowerment .....  
Paper 6303: Social Development .....  
Paper 6304: Field work Practicum .....  
Paper 6305: Block Placement evaluation

Elective Papers : Any One Paper from the available Electives.

Paper 7101: Urban Community Development .....  
Paper 7102: Social Work Practice in Mental Health Settings .....  
Paper 7103: Organizational Behaviour and Employee Development ..  
Paper 7104: Social Defence and Correctional Services .....

Elective Papers : Any One Paper from the available Electives.

Paper 7201: Health Care Social Work Practice .....  
Paper 7202: Social Work with Families and Children .....  
Paper 7203: Social Work with Persons with Disabilities .....  
Paper 7204: Occupational Social Work .....  
Paper 7205: Dissertation

**PART II : Semester – 4**

Compulsory Papers :

Paper 6401: Management of Development Organizations .....  
Paper 6402: Human Rights and Social Work Practice .....  
Paper 6403: Social Policy .....  
Paper 6404: Field Work Practicum .....

Elective Papers : Any One Paper from the available Electives.

Paper 7301: Rural Community Development .....  
Paper 7302: Social Work with the Elderly .....  
Paper 7303: Environment and Social Work .....  
Paper 7304: HIVAIDS and Social Work Practice .....

Elective Papers : Any One Paper from the available Electives.

Paper 7401: Social Work and Disaster Management .....  
Paper 7402: Conflict Mitigation and Peace Building .....  
Paper 7403: Gender and Development .....  
Paper 7404: Counseling Theory and Practice  
Paper 7405: Dissertation

### **III. LIST OF ELECTIVE PAPERS**

The Department will announce in the beginning of the respective semesters, the list of elective papers in Semester III and Semester IV which will be offered during the semester depending upon the faculty members and the demand of electives.

### **IV. SCHEME OF EXAMINATIONS**

1. English shall be the medium of instruction and examination.
2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi
3. Examination/Evaluation

A student will be evaluated out of 2900 marks during the course (2000 for theory papers and 900 for Field Work Practicum). This distribution will ensure the 30 percentage minimum weight age for fieldwork in the curriculum as prescribed by the UGC.

There will be five theory papers in each semester. Each theory paper will be examined out of 100 marks (30 for internal assessment and 70 for final examination at the end of each semester).

4. The remaining marks in each paper (70 Marks) shall be awarded on the basis of a written theory examination. The duration of written examination for each paper shall be three hours.
5. Block Placement will be done during summer vacation (between 1<sup>st</sup> May and 15<sup>th</sup> July) for a minimum period of 30 days after the completion of second semester and marks for block placement will be assigned along with third semester results. The report of Block placement will be evaluated by external examiner.

6. As regards Dissertation, the scheme of evaluation shall be a) Dissertation shall begin from the Semester III and shall be evaluated for 70 marks. There shall be viva-voice at the end of the Semester IV and shall be evaluated for 30 marks.
7. Examinations for Papers shall be conducted only in the respective odd and even Semesters as per the Scheme of Examinations. Regular as well as Ex-Students shall be permitted to appear/re-appear/improve in Papers of Odd Semesters only at the end of Odd Semesters and Papers of Even Semesters only at the end of Even Semesters.

## 8. Promotion Rules

- 8.1 Minimum marks required for passing each subject is 45 percent of the total marks.
- 8.2 For promotion to the next semester: A student should have cleared at least three theory papers in the preceding semester. A student who has failed to clear minimum three theory papers in a semester will be detained and will have to clear that semester for promotion to the next semester. Students failing in a paper or more in any semester will have the opportunity to clear the same when university holds examination for that semester. There will be no separate supplementary examination arrangement other than the regular examination schedule except in the third semester. A student will be declared passed only if he/she has cleared all the papers in all the semesters.
- 8.3 Students will have to pass in all theory papers and social work practicum separately to be declared passed. In case of failure in less than three theory papers and pass in social work practicum students will be promoted to the next semester. In case of failure in social work practicum, even if the student clears all theory papers, the student has to repeat both practical and all theory papers of that semester for promotion to the next semester. In case of failure in a semester students will have to repeat all theory papers and social work practicum of that semester by attending regular classes.

However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

- 8.4 No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.



- 8.5 SEMESTER TO SEMESTER: Students shall be required to fulfill the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least THREE of the Papers of the current semester.
- 8.6 PART TO PART (I to II): Admission to Part-II of the Programme shall be open to only those students who have successfully passed at least 7 papers out of 10 papers offered for the Part-I Papers comprising of Semester-1 and Semester-2 taken together. However, he/she will have to clear the remaining papers while studying in Part-II of the Programme. Student who failed in the Field Work Practitioner shall not be promoted from part-I to Part-II.
9. INTERDISCIPLINARY SYSTEM : Department will offer all 16 elective courses in Semester III and Semester IV ( except course no 7205 and 7405 to the students of other disciplines of Social Science faculty under interdisciplinary system. but it will be subject to the availability of teachers. The number of seats and process of allotment of courses ill be decided by the Department.

10 . Division Criteria: Successful candidates will be classified on the basis of the combined results of Part-I and Part-II examinations as follows:

Candidates securing 60% and above	:	Ist Division
Candidates securing between 49.99 % to 59.99 %	:	IInd Division
Candidates securing between 4500 % and 49.99 %	:	Pass

11. Span Period: No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I/Semester-1 of the M.A.(Social Work) Programme.

12. Attendance Requirement: No student shall be considered to have pursued a regular Paper of study unless he/she is certified by the Head of the Department of Social Work, University of Delhi, to have attended 75 % of the total number of lectures, tutorials and seminars conducted in each semester, during his/her Paper of study. Provided that he/she fulfils other conditions the Head, Department of Social Work may permit a student to the next Semester who falls short of the required percentage of attendance by not more than 10 per cent of the lectures, tutorials and seminars conducted during the semester.

## **SW 6101: NATURE AND DEVELOPMENT OF SOCIAL WORK**

### **OBJECTIVES:**

- Familiarize students to the core values and philosophy of social work profession and enable them to imbibe these values into their professional self.
- Enable students to understand and differentiate social work and other related terms
- Understand the context of emergence of social work as a profession
- Understand the nature of Social work practice in different settings

### **COURSE CONTENTS:**

#### **Unit I: Introduction to Social Work Profession**

- Professional social work and its relationship with Voluntary action, Social services, Social reform, Social movement, Social welfare, Social development, Social justice, and Human rights
- Value base of social work profession; Principles of social work and their application in diverse socio-cultural settings
- Social Work: Nature, goals and processes
- Methods of social work intervention

#### **Unit II: Historical Development of Social Work**

- Development of professional social work in U.K. and U.S.A.
- Social service traditions and social reform movements in India
- Contribution of Gandhi, Ambedkar and Phule to social change, social reform and social reconstruction
- Sarvodaya Movement: Concept, contribution of Vinoba and Jaya Prakash Narayan
- Development of Professional Social Work in India

#### **Unit III: Social Work as a Profession**

- Basic requirements of a profession: Present state of social work as a profession in India
- Social work functions and roles of social workers
- Competencies for social work practice
- Code of ethics for social workers

#### **Unit IV: Theoretical Perspectives for Social Work Practice**

- Systems and Ecological perspectives
- Role theory and Communication theory
- Radical and Marxist approaches and Emancipatory social work
- Integrated approach to social work practice and generalist social work practice
- Emerging perspectives and trends of social work practice

## Unit V: Social Work Practice Areas

- Changing context for practice and emerging areas
- Community development: Healthcare, Social defence, Family and child welfare and Industry
- Disability, disaster management, Elderly, HIV/AIDS

### Core Readings

1. Skidmore, A.A., Thackeray, M.G. & Farley O.W. 1997 Introduction to Social Work. Boston: Allyn & Bacon.
2. Siporin, M. 1975 Introduction to Social Work Practice. New York: Macmillan Publishing Inc.
3. Zastrow, C 1995 The Practice of Social Work (5<sup>th</sup> ed.). California: Brooks/Cole Publishing Company.
4. Dubois, B. & Miley, K.K. 2002 Social Work: An Empowering Profession. London: Allyn and Bacon.
5. Miley, K.K., O'Melia, M., & DuBois, B.L. 1998 Generalist Social Work Practice: An Empowering Approach. Boston: Allyn & Bacon.
6. Clark, C. & Asquith, S. 1985 Social Work and Social Philosophy. London: Routledge and Kegan Paul.
7. Payne, M. 2005 Modern Social Work Theory. New York: Palgrave/MacMillan.
8. Dominelli, L. 2004 Social Work: Theory and Practice for a Changing Profession. Cambridge: Polity Press.
9. Woodrofe, K. 1962 From Charity to Social Work. London: Routledge and Kegan Paul.
10. Parsons, R.J., Jorgensen, J.D. & Hernandez, S.H. 1994 The Integration of Social Work Practice. California: Brooke/Cole.

### Supplementary Readings

1	Pincus, A. & Minnahhan, A.	1973	Social Work Practice: Model and Method. Itasca: Peacock.
2	Diwekar, V.D. (ed.)	1991	Social Reform Movements in India: A Historical

			Perspective. Bombay: Popular Prakashan.
3.	Gore, M.S.	1993	The Social Context of Ideology: Ambedkar's Social and Political Thought. New Delhi: Sage Publishing.
4.	Compton, B. & Galaway, B.	1984	Social Work Processes. Chicago: The Dorsey Press.
5.	Brill, N.I. & Levine, J.	2002	Working with People: The Helping Process. Boston: Allyn and Bacon.
6.	Reamer, F.G.	1999	Social Work Values and Ethics. New York: Columbia University Press.
7.	Timms, N.	1977	Perspectives in Social Work. London: Routledge and Kegan Paul.
8.	Bailey, R. & Brake, M. (eds.)	1975	Radical Social Work: London: Edward Arnold (Publishers)Ltd.
9.	Johnson, L.C.	1998	Social Work Practice: A Generalist Approach. Boston: Allyn and Bacon.
10.	Trevithick, P.	2000	Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.
11.	Singh, S. & Srivastava, S.P.	2005	Teaching and Practice of Social Work in India. Lucknow, New Royal Book Company
12.	Mohan, B.	2002	Social Work Revisited. Xillinis: Xillbris Corporation.
13.	Bhatt, Sanjai and Pathare, Suresh	2005	Social work Literature in India, New Delhi, IGNOU, course material for BA and MA students

## **SW 6102: SOCIOLOGICAL CONCEPTS AND CONTEMPORARY CONCERNS**

### **OBJECTIVES :**

- Understand basic sociological concepts and social formations
- Develop skills to analyse and understand Indian society
- Learn to apply sociological insight and approaches in social work practice

### **COURSE CONTENTS :**

#### **Unit I: Orientation to Significant Sociological Concepts**

- Social structure and sub structure
- Social institutions and social groups
- Social change and social mobility
- Socialization and social control- meaning, socialization and development of self
- Culture: Elements in culture, cultural systems and sub systems

#### **Unit-II: Approaches to the Study of Society**

- Functionalist approach
- Conflict/ Dialectical approach
- Structuralism and Post modernism

#### **Unit III: Major Social Systems and Social Institutions**

- Family- Major theoretical perspectives (Marxist and functionalist). The joint and the nuclear family, family as social institution, changing structures and patterns of family.
- Religion – Major theoretical perspectives (Marxist, Functionalist and Weberian.) Role of religion in society. Secularization and new religious consciousness.

#### **Unit IV: Social Structure and Social Stratification**

- Social stratification: Marxist, Functionalist and Weberian approaches
- Caste, class, power and authority
- Dalits, adivasis and minority groups. Situation analysis, changing relationship and dynamics.
- Agrarian relations, agrarian violence and change

#### **Unit V : Contemporary Social Concerns**

- Concept of social deviance: Major psychological and sociological theories of deviance

- Social structure and anomie- its manifestations in Indian social structure- casteism, communalism, youth unrest, violence against women and children, suicide

**Core Readings**

1.	Basu, A. & Kohil, A. (ed.)	1998	Community Conflicts and the State in India. New York: Oxford University Press.
2.	Bendix, R., & Turner, B.	1998	Max Weber: An Intellectual Portrait. Routledge, U.K
3.	Cohen, A.K.	1968	Deviance and Control, New Delhi: Prentice Hall India.
4.	Davis, K.	1969	Human Society, New York: The Macmillan.
5.	Giddens, A.	2003	Capitalism and Modern Social Theory, Cambridge: University Press.
6.	Giddens, A.	1999	Sociology, Cambridge: The polity Press.
7.	Giddens, A. & Turner, J. (eds.)	1987	Social Theory Today. Cambridge: Polity Press.
8.	Gupta, D. (ed.)	1997	Social Stratification, Oxford University Press: New Delhi.
9.	Hamilton, M.	2001	Sociology of Religion, Routledge: UK
10.	Helfer, M.E.	1997	The Battered Child, University of Chicago Press: USA
11.	Menon, N.	1999	Gender and Politics in India, Oxford University Press: New Delhi.
12.	Merton, R.K.	1968	Social Theory and Social Structure. New York: The Free Press.
13.	Uberoi, P.	1997	Family, Kinship and Marriage in India, Oxford University Press: New Delhi.
14.	Shah, A.M.	1998	The Family in India: Critical Essays, Orient Longman.
15.	Shah, G.	2001	Dalit Identity and Politics, Sage: New Delhi.
16.	Singh, Y.	2005	Modernization of Indian Tradition. New Delhi: Thomson Press.

### Supplementary Readings

1.	Chakravarti, A.	2001	Social Power and Everyday Class Relations: Agrarian Transformation in North Bihar.
2.	Coser, L.A.	1979	The Functions of Social Conflict. Glencoe: Free Press
3.	Desai, A.R.	1986	Agrarian Struggle in India after Independence. New Delhi: Oxford University Press.
4.	Durkheim, E.	1997	Suicide, New York: The Free Press.
5.	Goffman, E.	1963	Stigma, Englewood Cliffs, NJ: Prentice Hall.
6.	Goffman, E.	1984	The Presentation of Self in Everyday Life. New York: Doubleday.
7.	Kaviraj, S.	1997	Politics in India, India: Oxford University Press.
8.	Gurusky, D.V.	1994	Social Stratification: Caste, Class, Race and Gender in Sociological Perspective, Boulder, The West View Press.
9.	Madan, T.N	2006	Images of The World, New Delhi: Oxford University Press.
10.	Mandelbaum, D.G.	1998	Society in India, Bombay: Popular Prakashan.
11.	Michael, S.M.(ed.)	1999	Dalits in Modern India: Vision and Values. New Delhi: Vistaar Publications.
12.	Shukla, K..S.	1988	Collective Violence: Challenge and Response, New Delhi: IIP
13.	Srinivas, M.N.	2005	Social Change in Modern India. New Delhi: Allied Publishers.
14.	Winslow, R.W	1970	Society in Transition: A Social Approach to Deviance. New York: Free Press.

## **SW 6103: HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT**

### **OBJECTIVES :**

- Understand the nature and development of human behaviour in socio-cultural context.
- Develop a critical perspective of the theories of human behaviour and personality.
- Learn to apply concepts and theories of psychology in social work practice.

### **COURSE CONTENTS :**

#### **Unit I: Socio-Cultural Environment and Behaviour**

- Introduction to psychology and its relevance in social work practice
- Determinants of human behaviour: Heredity and Environment
- Role social institutions and groups in shaping human behaviour
- Understanding human behaviour: cross-cultural perspective

#### **Unit II: Human Growth and Development**

- Life span perspective of human development: developmental tasks and hazards during prenatal period, infancy, babyhood, childhood, puberty, adolescence and adulthood.
- Social, emotional and cognitive development during different developmental stages
- Meaning of normal and abnormal behaviour: Types, causes and manifestations of abnormal behaviour

#### **Unit III: Basic Psychological Processes**

Concept and theories of

- Cognition
- Learning
- Motivation
- Emotion
- Intelligence

#### **Unit IV: Introduction to Major Theories of Personality**

- Psychoanalytic theories of personality: Freud, Erikson, Adler
- Behavioural Theories: Miller and Bandura
- Humanistic Theories: Rogers and Maslow

#### **Unit V: Social Psychology**

- Social Perception
- Attitude: Formation, change and measurement



- Prejudice, stereotypes and discrimination: development, forms/manifestations, ethnocentrism, prejudices with specific reference to Dalits minorities and other disadvantaged groups
- Theories of Collective Behaviour: Crowd, riot and rebellion.
- Communication: meaning, techniques, models, development communication
- Propaganda and Public Opinion

### Core Readings

1. Hayes, N. 1994 Foundations of Psychology: An Introductory Text. London: Routledge.
2. Hurlock, E.A. 1994 Developmental Psychology, Lifespan Approach. New Delhi: Tata McGraw Hill.
3. Berk, L.E. 1996 Child Development. New Delhi: Prentice Hall of India.
4. Hall, C.S., Lindsay, G. & Campbell, J.B. 1998 Theories of Personality. New York: John Willey & Sons, Inc.
5. Baron, R.A. & Byrne, D. 1998 Social Psychology (8<sup>th</sup> Edition). New Delhi: Prentice Hall.
6. Carson R.C., Butcher, J.N. & Mineka, S. 2000 Abnormal Psychology and Modern Life. Singapore: Pearson Education.
7. Manstead A.S.R. Strobe W. (ed.) 1997 The Blackwell Reader in Social Psychology. Oxford: Blackwell.
8. Morgan, C.T., King, R.A., Welsz, J.R. & Schopler, J. 2003 Introduction to Psychology (7<sup>th</sup> Edition) New Delhi: Tata McGraw Hill Publication Company Limited.
9. Berger, C.R. & Chaffee, S.H. 1978 Handbook of Communication Science. New Delhi: Sage.
10. Lindzey, G. & Aronson, E. 1969 The Handbook of Social Psychology (2<sup>nd</sup> ed) Vol. II to V. Massachusetts: Addison, Wesley Publishing Co.

### Supplementary Readings

1. Hogan, R., Johnson, J. & Briggs S. 1997 Handbook of Personality Psychology. San Diego: Academic Press.
2. Beckett, C. 2002 Human Growth and Development. New Delhi: Sage Publication.

3. Myers, D. 2005 Exploring Psychology. New York: Worth Publication
4. Bless, H., Fiedler, K. & Strack, F. 2004 Social Cognition: How Individuals Construct Social Reality. New York: Psychology Press.
5. Michael, B. Hunsaker, F.G. & Dawson E.J. 1994 Human Communication (3<sup>rd</sup> ed). New Delhi: Sage.
6. Melkote, S.R., & Steeves, H.L. 2001 Communication for Development in the Third World: Theory and Practice for Empowerment. New Delhi: Sage Publications.
7. Le bon G. 1999 The Crowd: A Study of Popular Mind. New York: Macmillan.
8. Kretch, D. Cruthfield, R.S. & Ballachey E.L. 1962 Individual in Society. New York: McGraw Hill.
9. Harris, M. Butterworth, G. 2002 Developmental Psychology: A student's Handbook. Sussex: Psychology Press Ltd.
10. Pervin, L.A. John, O.P. (ed.) 1999 Handbook of Personality: Theory and Research New York: The Guilford Press

## **SW 6104: STATE, POLITICAL ECONOMY AND GOVERNANCE**

### **OBJECTIVES :**

- Gain an understanding of the evolution of state and subsequently the welfare state by critically examining the concept of representative democracy and constitutional foundations of Indian State
- Understand the political and economic systems and processes by analyzing governance issues-local, regional, state, national level specially with regard to marginalized and vulnerable.

### **COURSE CONTENTS :**

#### **Unit I: State- Concept, Evolution and Context**

- Concepts of State and Nation-historical overview
- The Constitution of India-features, directions, and fundamental rights
- Understanding state: Judiciary, legislature and executive
- State and development issues: gender, ethnicity, political economy and human rights approaches.

#### **Unit II: Economics, Politics and Power**

- Basic economic and political concepts such as inflation, deficit financing, stagnation, stagflation, balance of payment etc.
- Economic processes- production, distribution; needs, demand and supply
- Contribution of Hobbes, Locke, Rousseau: Power, authority and political culture.
- Political system: Marxist and functionalist-Power and politics

#### **Unit III: Introduction to Political Economy**

- Concept, meaning and relevance of Political economy
- Bureaucracy-Weber, bureaucracy in a developing country-
- Contemporary economic systems: meaning, types and functions
- Trends and countertrends in the global- political, economic, military, ecological and socio-cultural spheres

#### **Unit IV: Governance Issues**

- Representative democracy and peoples' participation- issues and paradoxes
- Multiculturalism/diversity and citizenship issues in a global context inequality/vulnerability and paucity of resources
- Political space and peoples' movements-processes of resistance and change
- Determinants of governance- participation, inclusion, right to information

#### **Unit V: State, Civil Society and Development**

- Panchayati Raj Institutions- scope for vibrant democracy from grassroots-critique, PDS, Poverty line-responsive governance

- Civil society-concept and scope, role of civil society in development-collaboration and confrontation
- Participatory democracy- Development, rights, participation and human security

### **Core Readings**

1. Mallick, R. 1998 Development, Ethnicity and Human Rights in South Asia. New Delhi: Sage Publishers.
2. Tornquist, O. 1999 Politics and Development. London: Sage Publications.
3. Keane, J. 1998 Civil Society: Old Images, New Visions. Cambridge: Polity Press.
4. Dreze, J. & Sen, A. 1989 Hunger and Public Action. Oxford: Oxford University Press.
5. Olson, M. 1982 The Rise and Decline of Nations. New Haven: Yale University Press.
6. Bardhan, P. 1984 The Political Economy of Development in India. Delhi: Oxford University Press.
7. Fine, B. 2000 Social Capital versus Social Theory: Political Economy and Social Science at the Turn of the Millennium. London: Routledge.

### **Supplementary Readings**

1. Grindle, M. & Thomas, J. 1991 Public Choices and Policy Change: The Political Economy of Reform in Developing Countries. London: John Hopkins Press.
2. Grillo, R. & Stirrat, R.L. (eds.) 1997 Discourses of Development: Anthropological Perspectives. New York: Berg Publishers.
3. Foran, J. (ed.) 2003 The Future of Revolutions-Rethinking Radical Change in the age of Globalisation. London: Zed Books.
4. Holton, R. J. 1998 Globalisation and the Nation-State. London: Macmillan Press.
5. Leftwich, A. 2000 States of Development on the Primacy of Politics in Development. Cambridge: Polity Press.
6. Mishra, R. 1999 Globalisation and the Welfare State. London: Edward Elgar Publishing Limited.

7. Pierre, J. & Peters, G. 2000 Governance, Politics and the State. Basingstoke: Macmillan.
8. Turner, M. & Hulme, D. 1997 Governance Administration and Development: Making the State Work.. London: Macmillan.
9. Weber, M. 1948 Max Weber: Essays in sociology. Translated, edited and with an introduction by H. H. Gerth and C. W. Mills. London: Routledge and Kegan Paul.
10. Van Rooy, A. (ed.) 1998 Civil Society and the Aid Industry. London: Earthscan.
11. Putnam, R. 1993 Making Democracy Work: Civic Traditions in Modern Italy. Princeton: Princeton University Press.
12. Saberwal, S. 1996 The Roots of Crisis: Interpreting Contemporary Indian Society. Oxford: Oxford University Press.
13. Rudolph, L. & Rudolph, S.H. 1987 In Pursuit of Lakshmi: The Political Economy of Indian State. Chicago: University of Chicago Press.
14. Tarrow, S. 1994. Power in Movement, Social Movements and Contentious Politics. Cambridge: Cambridge University Press.
15. Dahl, R. 1982 Who Governs? New Haven: Yale University Press.

## **SW 6105: SOCIAL WORK WITH COMMUNITIES**

### **OBJECTIVES :**

- To understand and analyse community as a dynamic entity
- To comprehend the concept, context and strategies of community work
- To develop commitment to the cause of the people on the margins

### **COURSE CONTENTS :**

#### **Unit I: Community as Dynamic Entity**

- Understanding Community: Definitions, types, approaches and framework
- Rural, urban and tribal communities - Forms and features
- Community - Issues of identity, inclusion and exclusion
- Community dynamics: Caste, class, religion and gender
- Community as sites of power - Derrida and Foucauldian perspective,

#### **Unit II: Community Work: Concept, Strategies and Principles**

- Indigenous approaches to community work - Gandhi, Vinoba, Ambedkar and radical groups
- Community work and community participation - Strategies and principles; Models and processes
- Designing community interventions - use of PLA, LFA, Problem analysis, Stakeholder analysis, Strategic planning etc.

#### **Unit III: The Context of Community Work**

- The role of ideology in community work
- Concept and critique of Social Capital and its relationship to the idea of community
- Taking sides - community work as a political activity
- Disempowered communities and the power of the state and other agencies
- Professionalism and inculcation of ethics in community practice

#### **Unit IV: Civil Society Organizations and the Process of Community Work**

- Ideological orientation of NGOs in their engagement with communities
- Grassroots governance and community work
- Good practices of community work- case illustrations
- Sectoral thrust of community engagements by NGOs; health, education, microfinance and environment, etc.

#### **Unit V: Community Work-Paradigm Shift**

- Community work and change - community work as inclusive and emancipatory practice
- Community work with people on the margins - Dalits, minorities and tribals

- Participation, empowerment and capacity building through community work

### Core Readings

1. Kirst-Ashman, K.K. & Hull, G.H.(eds.) 2001 Generalist Practice with Organizations and Communities. Belmont, CA: Wadsworth.
2. Biklen, D. 1983 Community Organizing: Theory and Practice. Englewood Cliffs, N. J.: Prentice Hall.
3. Kramer, R.M. & Specht, H. 1983 Readings in Community Organisation Practice. Englewood: Cliffs Prentice Hall Inc.
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10. Weil, M. (ed,) 1996 Community Practice: Conceptual Models. New York: The Haworth Press Inc.

### Supplementary Readings

1. Marie, W. 2005 The Handbook of Community Practice. Thousand Oaks: Sage Publications.
2. Galper, J. 1980 Social Work Practice: A Radical Perspective. Englewood Cliffs, NJ: Prentice Hall.
3. Burghardt, S. 1982 Organizing for Community Action. Beverley Hills: Sage.
4. Ecklein, J. 1984 Community Organizers. New York: Wiley.

5. Follett, M. P. 1924 Creative Experience. New York: Longman.
6. King, C. 1948 Organization for Community Action. New York: Harper.
7. Bobo, K., Kendall, J. & Max, S. 1995 Organizing for Social Change-Second Edition. CA: Seven Locks Press.
8. Homan, M.S. 1999 Promoting Community Change: Making It Happen in the Real World.. Pacific Grove, CA: Brooks/Cole
9. Minkler, M. (ed.) 1997 Community Organizing & Community Building for Health. New Brunswick, NJ: Rutgers University Press.
10. Mondros, J.B. & Wilson, S.M. 1994 Organizing for Power and Empowerment. NY: Columbia University Press.
11. Netting, F.E., Kettner, P.M. & McMurtry, S.L. 1998 Social Work Macro Practice-Second Edition. NY: Longman.
12. Rubin, H.J. & Rubin, I.S 1992 Community Organizing and Development-Second Edition. Boston: Allyn & Bacon.
13. Staples, L. 1984 Roots to Power: A Manual for Grassroots Organizing. NY, Praeger.



## **SW 6201: SOCIAL WORK WITH INDIVIDUALS**

### **OBJECTIVES :**

- Understand social casework as a method of social work practice.
- Develop capacity to understand and accept the uniqueness of individuals and work towards strengthening personality of clients by fostering skills of self-help.
- Understand the process involved in social work in individualized situations.
- Develop self-awareness and skills in working with individual clients as well as family systems.

### **COURSE CONTENTS :**

#### **Unit I: Nature and Development of Casework**

- Historical development of casework as a method of social work
- Meaning and nature of social casework
- Philosophical assumptions underlying casework practice
- Basic casework concepts: Social roles, Social functioning, Need, Adjustment, Adaptation, Social environment, Person-in-environment fit, Client, and Workability of client.

#### **Unit II: Principles and Components of Casework**

- Principles of casework practice
- Meaning, nature and elements of relationship in casework; Transference and counter transference issues in relationship
- Use of authority: Qualities of caseworkers and their role in the helping process
- Components of casework: person, problem, place and process
- Cultural context of casework practice

#### **Unit III: Approaches to Casework Practice**

- Diagnostic and Functional approaches to casework
- Problem solving approach to casework practice
- Task centered casework
- Radical casework

#### **Unit IV: Process and Techniques of Social Casework**

- Phases of casework intervention: assessment, diagnosis and intervention
- Techniques of casework intervention
- Principles of interviewing in casework: skills and techniques of interviewing
- Casework recording: Types and format
- Similarities and differences between Casework and Counseling, Casework and Psychotherapy

## Unit V: Social Casework Practice: Client Groups and Settings

- Casework with children in adoption, correctional, and mental health settings
- Family casework
- Casework in crisis situations like rape, conflicts, disaster and other calamities
- Casework with oppressed groups, religious minorities, persons who are gay and lesbian and other socially and economically disadvantaged groups

### Core Readings

1. Beistek, F.P. 1957 The Casework Relationship. Chicago: Loyola University Press.
2. Fook, J. 1993 Radical Casework: A Theory of Practice. Australia: Allen & Unwin.
3. Mathew, G. 1992 An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.
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6. Hamilton, G. 1954 Theory and Practice of Social Casework (Second edition revised). New York: Columbia University Press.
7. Robert, R.W. & Nee, R.H. (ed.) 1970 Theories of Social Casework. Chicago: The University of Chicago Press.
8. Pippins, J.A. 1980 Developing Casework Skills. California: Sage Publications.
9. Timms, N. 1964 Social Casework: Principles and Practice. London: Routledge and Kegan Paul.
10. Hollis, F. 1964 Casework: A Psychosocial Therapy. New York: McGraw Hills.

### Supplementary Readings

1. Nursten, J. 1974 Process of Casework. G.B: Pitman Publishing.
2. Aptekar, H. 1955 The Dynamics of Casework and Counselling. Massachusetts. Houghton Mifflin Company.
3. Turner F. J. 1976 Differential Diagnosis and Treatment in Social Work (2<sup>nd</sup> ed.). New York: The Free Press.

4. Kadushin, A. 1983 The Social Work Interview. New York: Columbia University Press.
5. Richmond, M.E. 1917 Social Diagnosis. New York: Russell Sage Foundation.
6. Hamilton G. 1951 Principles of Casework Recording. New York: Columbia University Press.
7. Tracy, E.M., & Whittaker, J.K. 1989 Social Treatment: An Introduction to Interpersonal Helping in Social Work Practice. New York: Aldine de Gruyter.
8. Reid, W.J. 1978 The Task-Centered System. New York: Columbia University Press.
9. Pearlman, H.H 1979 Relationship: The Heart of Helping People. Chicago: The University Chicago Press.
10. Davison, H. E. 1972 Casework: A Psychosocial Therapy. New York: Random House.
11. Strean, H. S. (ed.) 1971 Social Casework: Theories in Action. New Jersey: The Scarecrow Press Inc.

## **SW 6202: SOCIAL WORK WITH GROUPS**

### **OBJECTIVES :**

- Develop understanding of group work as a method of professional social work
- Gain insight into various dimensions of group processes and group work practice
- Develop competencies for working with groups in diverse settings.

### **COURSE CONTENTS :**

#### **Unit I: Understanding Social Groups**

- Social Groups: Definitions, characteristics, functions and group structure
- Classification of groups: Cooley, Sumner, Jennings and Tonnies
- Social groups and cultural context
- Making of social groups: Issues of identity, diversity and marginalisation

#### **Unit II: Groups in Social Work Practice**

- Historical development of group work
- Group work: definition, goals and value base of social group work
- Principles of group work
- Models of group work practice

#### **Unit III: Group Process and group dynamics**

- Basic group processes
- Group dynamics: Determinants, indicators and outcomes
- Decision-making and problem solving
- Leadership - Theories of leadership, roles and responsibilities of group leader
- Specific situations in group functioning: sub group formation; isolates, alliances, coalitions and triangulations; emergence of conflict situations

#### **Unit IV: Group Development**

- Stages of group work: formation, intervention and termination phases
- Techniques and skills in group work
- Group climate- communication in groups-group behaviour
- Process of programme development, use of programme media
- Group work recording, monitoring and evaluation, approaches to evaluation;.

#### **Unit V: Settings and Sites of Group Work**

- Group worker: roles and functions
- Group work with different groups- Children, persons with disability, youth, older persons and others
- Group work with task groups
- Working with difficult clients and group situations
- Best practice guidelines of Association for Specialists in Group Work

- Diversity-competent group work: Principles

### Core Readings

1. Douglas, T. 1978 Basic Group Work. London: Tavistock.
2. Toseland, R.W. & Rivas, R. 1984 An Introduction to Group Work Practice. New York: MacMillian.
3. Konopka, G. 1963 Social Group Work: A Helping Process. Englewood Cliffs: Prentice.
4. Trecker, H.B. 1972 Social Group Work: Principles and Practices. New York: Association Press.
5. Reid, K.E. 1997 Social Work Practice with Groups: A Clinical Perspective (Second Edition). Pacific Grove, CA: Cole.
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7. Brandler, S. & Roman, C.P. 1999 Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press.
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### Supplementary Readings

1. Henry, S. 1992 Group Skills in Social Work (Second Edition). Pacific Grove, CA: Brooks/Cole.
2. Corey, G. 1997 Groups: Process and Practice. Pacific Grove. CA: Brooks/Cole Publishing.
3. Hartford, M.E. 1971 Groups in Social Work. New York: Columbia University Press.
4. Alissi, A.S. (ed.) 1980 Perspectives on Group Work Practice. New York: Macmillan.
5. Gladding, S.T. 1999 Group Work: A Counselling Specialty. New Jersey: Merrill.

6. Meculloude, M.K. & Ely, P.J. 1965 Social Work with Groups. London: Routledge and Kegan Paul.
7. McDermott, F. 2002 Inside Group Work: A Guide to Reflective Practice. NSW: Allen and Unwin.
8. Wenocur, S. 1993 Social Work with Groups: Expanding Horizons. New York: Hawroth Press.
9. Grief, G.L. & Ephross, P.H 1997 Group Work with Populations at Risk. New York: Oxford University Press.
10. Douglas, T. 1972 Group Processes in Social Work: A Theoretical Synthesis. Chicester: Willey.

## **SW 6203: RESEARCH IN SOCIAL WORK: QUANTITATIVE APPROACHES**

### **OBJECTIVES :**

- Understand the application of scientific methods in furthering knowledge base of social work.
- Understand the nature, scope and significance of research in social work practice.
- Develop competence in conceptualizing, designing and implementing research using quantitative paradigms and techniques.

### **COURSE CONTENTS :**

#### **Unit I: Research Methods for Social Work.**

- Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena.
- Social Research and Social Work Research: Meaning, nature and its significance
- Steps in research process

#### **Unit II: Constructing Quantitative Research Design**

- Research designs: Types of research designs (Exploratory, Descriptive, Experimental, and Quasi experimental designs).
- Sampling design: Universe and Sample, rationale, importance, characteristics and types of sampling, general considerations in the determination of sample size, sampling error and non-sampling error, limitations of sampling.

#### **Unit III: Data Collection and Management**

- Sources of data: Primary and secondary
- Methods and tools of quantitative data collection.
- Data processing, data analysis and interpretation
- Writing research reports: Presentation and styles of referencing, citing and paraphrasing

#### **Unit IV: Basic Statistics**

- Basic statistical concepts: variables, data, population, sample and parameter/statistic.
- Hypothesis: Meaning and formulation of hypothesis, sources, types, attributes of a good hypothesis, significance of hypothesis in social work research. Steps in testing hypothesis, concept of degree of freedom, level of significance. Type I and II errors in hypothesis testing.
- Process of statistical enquiry: collection, classification, presentation, analysis and interpretation of data.

## Unit V: Descriptive and Inferential Statistical Methods

- Descriptive statistics: Measures of central tendency (mean, median, mode), Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation), Measures of correlation (Product Moment Correlation and regression analysis)
- Inferential Statistics: Parametric (test of difference of means of two samples) and Non-Parametric statistical tests (test of association of attributes and Rank correlation coefficient)

Note: Unit V will be supplemented with computer aided instruction

## Core Readings

1. Rubin, A. & Babbie, E. 2001 Research Methods for Social Work (4<sup>th</sup> Ed.). California: Wadsworth.
2. Reid, W.J. & Smith, A.D. 1981 Research in Social Work. New York: Columbia University Press.
3. Bailey, K.D. 1982 Methods of Social Research. New York: The Free Press.
4. Burns, R.B. 2000 Introduction to Research Methods. New Delhi: Sage Publications.
5. Black, J.A. & Champion, D.J. 1976 Methods and Issues in Social Research. New York: John Wiley.
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8. Laldas D.K. 2000 Practice of Social Research: Social Work Perspective. New Delhi: Rawat Publications
9. Blalock Jr., H.M. 1960 Social Statistics. New York: McGraw Hill Book Company, Inc.
10. Siokin, R.M. 1955 Statistics for Social Sciences. New Delhi: Sage Publications.
11. Nicola, B., Richard, K. & Rose Mary, S. 2003 SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows, Palgrave Macmillan.



## Supplementary Readings

1. Weinback, R.W. & Rubin, A. (eds.) 1987 Teaching Social Work Research: Alternative Programs and Strategies. New York: Council on Social Work Education
2. Jackson, W. 1988 Research Methods: Rules for Survey Design and Analysis. Ontario: Prentice Hall Canada Inc.
3. Crano, W.D., & Brewer, M.B. 2002 Principles and Methods of Social Research. New Jersey: Lawrence Erlbaum Associates.
4. Anastas, J.W. 1999 Research Design for Social Work and The Human Services (2<sup>nd</sup> ed.) New York: Columbia University Press.
5. Franklin, R.D., Allison, D.B., & Gorman, B.S. (ed.) 1997 Design and Analysis of Single-Case Research. New Jersey: Lawrence Erlbaum Associates.
6. Ruane, J.M. 2005 Essentials of Research Methods: A guide to Social Science Research. Melbourne: Blackwell Publishing.
7. Rafael, J.E. & Russell, K.S. 2005 The practice of Research in Social Work, Sage Publication
8. Montcalm, D. & Royse, D. 2002 Data Analysis for Social Workers. London: Allyn and Bacon.
9. Duane, R.M., Thomas, S., & Cornell, R.D. 1986 Applied Social research – A tool for the human services. Holt, Rinehart and Winston Inc. Fortworth

## **SW 6204: SOCIAL ACTION AND SOCIAL MOVEMENTS**

### **OBJECTIVES :**

- Imbibe values and commitment for the people on the margins
- Understand the concepts relevant for application of social action and social movement in responding to the critical social reality
- Apprise and develop skills in the use of various approaches and techniques relevant to social action and movements

### **COURSE CONTENTS :**

#### **Unit I: Social Action**

- Concept and history of social action and social movements
- Social action as a method of social work intervention
- Context and triggers in social action and social movements
- Strategies involved in social action
- Radical social work to Emancipatory social work: Philosophy

#### **Unit II: Models of Social Action**

- Conscientisation model of Paulo Freire: Role of ideology
- Saul Alinsky as radical community organiser
- Liberation Theology-Latin America, Gutiérrez-ideology, processes and outcome
- Pressure groups, non-party political formations
- Advocacy and Public Interest Litigation-steps and processes

#### **Unit III: Social Movements: Origin, Nature**

- Types of Movements: identity, political assertion and autonomy movements
- Movement participation and non-participation
- Theories of social movement
- New Social Movements

#### **Unit IV: Paradigm of Action and Movement**

- Peasant and tribal movements during colonial period
- Telangana, Naxalbari, Chipko, Narmada Bachao Andolan and other contemporary movements
- Movements against globalization-Zaptistas

#### **Unit V: Social Movements, Social Action and Social Change**

- Movement Analysis-Ideology, Structure, leadership, processes and outcomes
- Mapping radical action and radical movement for social change-protest tactics
- Analysis of ideology and approach of: A) Gandhi, Martin Luther King Jr. B) Frantz Fanon, Subcomandante Marcos, Malcolm X and Che Guevara

## Core Readings

1. Foran, J. 2003 The Future of Revolutions. London: Zed Books.
2. Freire, P. 1997 Pedagogy of the oppressed. New Delhi: Penguin Books.
3. Moyer, B. 2001 Doing Democracy: The MAP Model for Organizing Social Movements. BC: New Society Press.
4. Rothman, J. 1970 Three Models of Community Organization Practice. Strategies of Community Organization. New York: Columbia University Press.
5. Smelser, N.J. 1971 Theory of Collective Behaviour. New York: The Free press.
6. Klandermans, B. 1997 The Social Psychology of Protest. Oxford: Blackwell.
7. Dominelli, L. 2004 Theory and Practice for a changing profession, Polity Press, Oxford
8. Carroll, W. (ed.) 1997 Organizing Dissent. Toronto: Garamond Press.

## Supplementary Readings

1. Freire, P. 1999 Cultural Action for Freedom. New Delhi: Penguin Books.
2. Siddiqui, H.Y. 1984 Social Work and Social Action. New Delhi: Harnam Publishers
3. Cruikshank, B. 1999 The Will to Empower: Democratic Citizens and other Subjects. Ithaca: Cornell University Press.
4. Leonard, P. (eds.) 1993 Freire: A Critical Encounter. New York: Routledge.
5. Chambers, R. 1983 Rural Development: Putting the Last First. New York: Longman.
6. Teeple, G. 2000 Globalization and the Decline of Social Reform. Aurora: Garamond Press.
7. Lee, B. 1999 Pragmatics of Community Organization. Mississauga: Common Act Press.
8. Gutierrez, R. 1991 When Jesus Came, the Corn Mothers Went Away. Stanfors: Stanford University Press.
9. William, F.D.(ed.) 1986 Third World Liberation Theologies: A Reader. New York: Orbis Books.
10. Clarke, J.H. 1969 Malcolm X - The Man and His Times. New York: Collier Books.

11. Cone, J.H. 1996 Martin & Malcolm & America - A Dream or A Nightmare. Maryknoll, NY: Orbis Books.
12. Gamson, W.A. 1975 The Strategy of Social Protest. Homewood: Dorsey Press.
13. Gurr, T.R. 1970 Why Men Rebel. Princeton NJ: Princeton University Press.
14. McAdam, D. 1982 Political Protest and the Development of Black Insurgency. Chicago: University of Chicago Press.
15. Sharp, G. 1973 The Politics of Non-violent Action. Boston: Porter Sergent Publishers.
16. Fleischer, D.Z., & Zames, F. 2001 The Disability Rights Movement: From Charity to Confrontation. New Jersey: Temple University Press.
17. Jain, P.C. 1991 Social Movements among Tribals. New Delhi: Rawat Publications.

## **SW 6205: RESEARCH IN SOCIAL WORK: QUALITATIVE APPROACHES**

### **OBJECTIVES :**

- Understand the role of qualitative methods of research in social work theory building and practice enhancement.
- Understand the nature and application of alternative research paradigms in a practice profession like social work.
- Develop skills in conceptualizing, designing and executing qualitative research studies.

### **COURSE CONTENTS :**

#### **Unit I: Qualitative Research: Meaning and Traditions**

- Basic tenets of Qualitative research
- Introduction to theoretical perspectives of qualitative research.
- Similarities and differences between Qualitative and Quantitative research paradigms

#### **Unit II: Constructing Qualitative Research Design**

- Matching research question with research strategy.
- Population and sampling in qualitative research
- Principles of designing data collection strategies, Issue of combining data collection methods
- Integration of data collection and data analysis

#### **Unit III: Methods of Qualitative Research**

- Case study
- Focus group discussion
- Observation
- Supplemental data collection techniques like Narratives, Heuristic research, life histories, Archival materials (Unobtrusive measures of data collection)

#### **Unit IV: Applied Qualitative Research**

- PRA Methods (space-related, time-related and relation methods), principles and applications.
- Participatory Action Research
- Evaluation research using qualitative methods: Models and designs.

#### **Unit V: Managing Qualitative Data**

- Procedures and techniques of analyzing qualitative data.
- Computer assisted analysis of qualitative data
- Writing up qualitative research report

## Core Readings

1. Denzin, N. & Lincoln, Y. (Eds.) 1994 Handbook of Qualitative Research. Thousand Oaks: Sage Publications.
2. Jane, R. & Jane, L. 2003 Qualitative Research Practice: A Guide for social science students and researchers. New Delhi, Sage Publication.
3. Taylor, G.R. 2000 Integrating Quantitative and Qualitative Methods in Research. Maryland: University Press of America.
4. Marshall, C. & Rossman, G.B 1995 Designing Qualitative Research, 2<sup>nd</sup> Edition. Thousand Oaks: Sage Publications.
5. Bruce, B. L. 1995 Qualitative Research Methods for the Social Sciences. Boston: Allyn and Bacon.
6. Podgett, D. 1998 Qualitative Methods in Social Work Research. Challenges and Rewards. New Delhi: Sage Publications.
7. Krueger, R.A. 1988 Focus Groups: A Practical Guide for Applied Research. Newbury Park: Sage Publications.
8. Yin, R.K. 1984 Case Study Research: Design and Methods. Beverly Hills, Sage Publications.
9. Dobbert, M.L. 1982 Ethnographic Research: Theory and Application for Modern Schools and Societies. New York: Praeger.
10. Miles, M. & Huberman, A. 1994 Qualitative Data Analysis: A Sourcebook of New Methods, 2<sup>nd</sup> Edition. Thousand Oaks: Sage Publications.

## Supplementary Readings

1. Ezzy, D. 2002 Qualitative Analysis: Practice and Innovation. London: Routledge.
2. Mason, J. 1996 Qualitative Researching. London: Sage Publication.
3. Strauss, A. & Corbin, J. 1990 Basics of Qualitative Research. London: Sage Publications.
4. Fielding. N. & Lee, R. 1998 Computer Analysis and Qualitative Research. London: Sage Publications.
5. Kemis, S., & McTaggart, R. (Eds.) 1982 The Action Research Reader. Victoria: Deakin University Press.

6. Moustakas, C. 1994 Phenomenological Research Methods. Thousand Oaks: Sage Publications.
7. Somekh, B., & Lewin, C. (eds.) 2005 Research Methods in the Social Sciences. New Delhi: Vistaar Publication.
8. Srivastava V.K. (ed.) 2004 Methodology and Fieldwork. New Delhi: Oxford University Press.

## **SW 6301: ADMINISTRATION OF WELFARE AND DEVELOPMENT SERVICES**

### **OBJECTIVES :**

- Develop understanding of social welfare administration as a method of social work profession.
- Understand various components of social welfare administration.
- Acquire competence in the administration of social welfare and development services.

### **COURSE CONTENTS :**

#### **Unit I: Welfare and Development Organisations**

- Social welfare and development organizations: Nature, types and functions
- Social welfare administration: Meaning, history, principles and changing context
- Concept, nature and types of organizations-role of development organisations in society-nature of welfare and development services.
- Distinction between social welfare administration, public administration and social security administration
- Registration of welfare agencies, Laws relating to societies, trusts and non-profit organisations.

#### **Unit II: Structure of Social Welfare Administration**

- Service Providers-NGOs/GO
- Administrative structures (GO)-Central, state and local levels.
- Administrative structures of NGOs engaged in welfare and development services
- New forms of administration (parallel structures like USAID-SIFSA, DSACS)
- Organization and management of institutional welfare services

#### **Unit III: Components of Administration**

- Planning and Organizing
- Direction, coordination and supervision
- Staff recruitment, training and development
- Recording and documentation
- Budgeting
- Public relations and networking
- Monitoring and evaluation

#### **Unit IV: Strategies and Mechanisms of Administration**

- Decision-making process-forms and types
- Role of communication in administration- nature, importance, models and modalities
- Role description and functioning, role accountability
- Sustainability of programmes-Phasing-out and termination.



- Committee-formation and documenting.
- Capacity building- approaches and strategies

### Unit V: Fund Raising and Resource Mobilization

- Grants-in-aid: origin, purpose, scope, principles and procedures
- Resource mobilisation: sources and management
- Financial administration-Regulatory and legislative framework(FCRA)
- Social marketing: Principles, philosophy, process and models

### Core Readings

1. Goel, S.L. & Jain, R.K. 1988 Social Welfare Administration: Theory and Practice, (Vol. I & II). New Delhi: Deep and Deep Publications.
2. Chowdhry, P.D. 1983 Social Welfare Administration. Delhi: Atma Ram Sons.
3. Jablin, F.M., Putnam, L.L., Roberts, K.H. & Porter, L.W. (eds.) 1987 Handbook of Organizational Communication: Interdisciplinary Perspectives. Newbury Park, CA: Sage.
4. Patti, R.J. 2000 The Handbook of Social Welfare Management. Sage Publications.
5. Skidmore, R.A. 1994 Social Work Administration: Dynamic Management and Human Relationships. Pearson Education.
6. Chandra, S. 2001 Non-Governmental Organizations: Structure, Relevance and Function. New Delhi: Kanishka Publishers
7. Rao, V. 1987 Social Welfare Administration. Bombay: Tata Institute of Social Sciences.
8. Lewis, J.A., Lewis M.D., Packard, T.R., & Souflee, F. 2000 Management of Human Service Programs. Pacific Grove, CA.: Books/Coles.
9. Banerjee, G. 2002 Laws Relating to Foreign Contributions in India. New Delhi: Commercial Law Publications.
10. Kotler, P. 1999 Social Marketing: Improving the Quality of Life. Delhi: Sage Publications.

## Supplementary Readings

1. Kohli, A.S. & Sharma, S.R. 1996 Encyclopedia of Social Welfare and Administration, Vol. 1 to 7. New Delhi: Anmol Publishing Pvt. Ltd.
2. Mathur, K. 1996 Development Policy and Administration. New Delhi: Sage Publications.
3. Slavin, S. (ed.) 1978 Social Administration. New York: The Haworth Press.
4. Robbins, S.P. & Sanghi, S. 2005 Organizational Behaviour. Delhi: Pearson Educations.
5. Thomas, W. 1990 Managing Non Profit Organizations in the 21<sup>st</sup> Century. Fireside: Simon & Schuster.
6. World Bank 2004 Attaining the Millennium Goals in India: How likely and what will it take? New Delhi: Oxford University Press.
7. Castells, M. 1999 Information Technology, Globalization and Social Development. United Nations Research Institute for Social Development, Discussion paper, Geneva: UNRISD
8. Jackson, J 1989 Evaluation for Voluntary Organizations. Delhi: Information and News Network.
9. Coley, S.M. & Scheinberg, C.A. 1990 Proposal Writing (Sage Human Services Guides). New Delhi: Sage Publications

## **SW 6302: SOCIAL JUSTICE AND EMPOWERMENT**

### **OBJECTIVES :**

- Understand concepts of social justice and empowerment
- Understand empowerment processes for the marginalized sections of the society
- Critically examine legal mechanisms available for different vulnerable groups
- Understand social situations, protective and promotive programmes for specific vulnerable groups

### **COURSE CONTENTS :**

#### **Unit I: Dimensions of Social Justice**

- Dimensions of Justice: Philosophy, features and forms
- Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalisation
- Social Justice as a core value of social work profession
- Development with justice

#### **Unit II: Instruments of Social Justice**

- Constitutional base of social justice, positive and protective discrimination
- Indian legal system and its operational instruments – IPC, Cr.PC, CPC
- Legal and public advocacy, PIL, legal literacy, free legal aid, RTI
- Civil society as pressure groups: case illustrations
- Statutory bodies/organs for justice – NHRC, NCW, NCM, NC for SC/ST etc

#### **Unit III: Law and Social Institutions**

- Personal laws relating to marriage, succession and adoption
- Special Marriage Act, 1956
- Family Courts Act, 1986
- Dowry Prohibition Act, 1961
- Domestic Violence Act, 2005

#### **Unit IV: People on the Margins and Law**

- Marginalized groups in the Indian society: OBC, Dalits, tribals, minorities and women
- Introduction to legislations related to vulnerable groups: people with disability, child workers, domestic workers, and commercial sex workers.
- Laws related to Scheduled Castes/Scheduled Tribes, Bonded Labour, Migrant workers

#### **Unit V: Mechanisms and Strategies of Empowerment**

- Empowerment: Concept, forms, and tools
- Models of social empowerment
- Programmes for empowerment of the marginalized groups: Interventions by government and civil society groups

- Neo-liberalism and empowerment
- Emancipatory approach to social work practice and its relevance in Indian context

### Core Readings

1. Bakshi, P.M. 1999 The Constitution of India. Delhi: Universal law Publishing Co. Pvt. Ltd.
2. Iyer, V.R.K. 1980 Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.
3. Saraf, D.N. (ed.) 1984 Social Policy, Law and Protection of Weaker Sections of Society. Lucknow: Eastern Book Company.
4. Clayton, M., & Williams, A. (eds) 2004 Social Justice. Oxford: Blackwell Publishers.
5. Desrochers, J. 1987 India's Search for Development and Social Justice: Analysis of Indian Society, The Development Debate. Bangalore: CSA Publications.
6. Hebsur, R.K. (ed.) 1996 Social Interventions for Social Justice, Bombay: Tata Institute of Social Sciences
7. Dubois, B. & Miley, K.K. 2002 Social Work: An Empowering Profession. London: Allyn and Bacon.
8. Dominelli, L. 2004 Social Work: Theory and Practice for a Changing Profession. New York: Polity Press
9. Diwan, P. & Diwan, P. 2005 Family Law: Hindus, Muslims, Christians, Parsis and Jews. Faridabad: Allahabad Law Agency.
10. Mahajan, G. (ed.) 1998 Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.

### Supplementary Readings:

1. Ahuja, S. 1997 People, Law and Justice: Casebook on Public Interest Litigation. New Delhi: Orient Longman.
2. Barthwal, C.P. 1998 Social Justice in India. Lucknow: Bharat Book Centre.
3. Beteille, A. 1981 The Backward Classes and the New Social Order. New Delhi: Oxford University Press.
4. Nair, T.K. 1975 Social Work Education and Development of Weaker Sections. Madras: Association of School of Social Work in India.

5. Jansson, B.S. 2002 *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*. Wadsworth Publishing.
6. Iyer, V.R.K. 1984 *Justice in Words and Justice in Deed for Depressed Classes*. New Delhi: Indian Social Institute.
7. Gangrade, K.D. 1978 *Social Legislation in India (Vol. I & II)*. Delhi: Concept Publishing House.
8. Stigletz, J. 2002 *Globalization and its Discontent*. London: Penguin.

## **SW 6303: SOCIAL DEVELOPMENT**

### **OBJECTIVES :**

- Critically understand the concept, strategies and process of social development.
- Understand linkages between social needs, problems, development issues, and policies.
- Develop skills necessary for development interventions and inculcate values of social justice and equality.

### **COURSE CONTENTS :**

#### **Unit I: Social Development**

- Context of social development
- Socio-economic formations: Feudalism, Capitalism, Socialism, Communism
- Concepts of first, second, third and fourth world
- Economic growth, Economic development and Social development
- Indicators of social development

#### **Unit II: Theories of Development**

- Classical Marxists: Marx, Lenin, Rosa Luxemburg, Mao
- Theories of modernization
- Third world dependency: World System Perspective: Dos Santos, Paul Baran, Frank, Wallerstein, Hamza Alvi
- Contemporary development thrust in Neo-Liberal era

#### **Unit III: Social, Political and Economic Inequality**

- Dominant development paradigm: regional imbalances and other concerns
- Development debate and the vulnerable groups: Scheduled castes, scheduled tribes and minorities
- Eradication of inequality: State and political will
- Poverty: Concept, incidence, structural poverty, strategies of poverty alleviation-state and civil society interventions and critique

#### **Unit IV: Development Strategies and Interventions**

- Role of state and Civil Society Organizations in social development
- Human development and sustainable development
- Millennium Development Goals (MDG): Strategies and programmes
- Alternative development strategies: Gender, participatory and other approaches to development
- Introduction to Cost Benefit Analysis

## Unit V: Globalisation and its Impact

- Impact of privatization and market economy; worldwide people and communities on the margin
- Impact on women: unemployment, migration, unorganized sector, feminization of poverty
- Resistance to globalisation: Cultural diversity-Zaptistas
- Politics of Aid; debt issues and ODA

### Core Readings

1. Black, J.K. 1991 Development in Theory and Practice: Bridging the Gap. Boulder: Westview Press.
2. Harrison, D. 1988 The Sociology of Modernization and Development. London: Routledge.
3. Midgley, J 1995 Social Development: The Developmental Perspective in Social Welfare. New Delhi: Sage Publications.
4. Samir, A 1976 Development: An Essay on the Social Information of Peripheral Capitalism. Sussex: The Harvester Press.
5. Dereze, J Sen, A. 1997 Indian Development: Selected Regional Perspective. New Delhi: Oxford University Press.
6. Corrigan, P.& Leonard, P. 1978 Social Work Practice under Capitalism. London: McMillan.
7. Booth, D. 1994 Rethinking Social Development: Theory, Research and Practice. Harlow: Orient Longman.
8. Webster, A. 1990 Introduction to the Sociology of Development. Atlantic Highlands, New Jersey: Humanities Press.
9. Chakravarty, S. 1987 Development Planning: An Indian Experience. Oxford: Clarendon Press.
10. Desai, A.R. 1980 Essays on Modernisation of Underdeveloped Societies. Mumbai: Popular Prakashan.

### Supplementary Readings

1. Frank, A.G. 1975 On Capitalist Underdevelopment. Bombay: Oxford University Press.
2. Haider, R. 2000, A Perspective in Development: Gender Focus. Dhaka: The University Press Limited.

3. Kiely, R. 1995 Sociology and Development: The Impasse and Beyond. London: UCL Press.
4. Mosse, D. 2001 Development as a Process, Concepts and Farrington, R.A.(ed.) Methods for Coping with Complexity. New Delhi: India Research.
5. Parthasarthy, G. & 2003 Economic Reforms and Rural Development in Nancharaiah, G. India. New Delhi: Academic Foundation.
6. Rehnama, M.& 1997 The Post Development Reader. London: Zed Bawtree, V. (ed.) Books.
7. Robertson, A.F. 1995 The Big Catch: A Practical Introduction to Development. Boulder: Westview Press.
8. Todaro, M.P. 1997 Economic Development. Longman: New York
9. Moore, W.E. 1974 Social Change. New Delhi: Prentice Hall.
10. Smith, G. 1980 Social Need: Policy, Practice and Research. London: Routledge.
11. Jordon, B. 1996 A Theory of Property and Social Exclusion: Cambridge: Polity Press.



## **SW 6401: MANAGEMENT OF DEVELOPMENT ORGANISATIONS**

### **OBJECTIVES :**

- Understand the nature and context of development organizations as civil society initiatives
- Develop skills in planning and management of civil society organizations
- Understand contemporary development discourses and suitable strategies

### **COURSE CONTENTS :**

#### **Unit I: Basic Concepts**

- Development organizations as civil society organisations, Peoples organisation and various forms- Voluntary Organizations/Non Governmental Organizations - Societies, Cooperatives, Trusts, Trade unions;
- Voluntary Action: Ideological basis of voluntary organization; Changing context of voluntary organizations
- Government policies for voluntary sector: NGO-Government interface; Globalization and development organizations
- Transparency, accountability and legitimacy of the NGO sector

#### **Unit II: Organizational Structure and Management**

- Organisational planning: Vision, mission, goals, development of core strategies and OBJECTIVES :
- Formation of an organisation: Relevant Legislations- Society's registration act, Companies act, Public Trust Act, Cooperative Act, Income tax (12A, 80 G) Shop and Commercial Establishment Act.
- Sustainability: Institutional and project, liaison and networking; Government, NGO and Corporate partnership

#### **Unit III: Project Planning, Monitoring and Evaluation**

- Approaches to planning, monitoring and evaluation; Project model approach, Project Cycle approach, Logical Framework Analysis, micro planning, comprehensive strategic planning
- Project Preparation – Principles and Steps in project preparation, Need Assessment, Survey; PRA/PLA exercises- Social impact assessment, Social and Institutional analysis and assessment, Stakeholder Analysis
- Project Appraisal-Social, Technical and Financial Analysis, Project Monitoring and Participatory Monitoring and feedback loop,
- Models of Evaluation-Evaluation Design and outcome mapping

#### **Unit IV: Building of Human Resources**

- HR Policies and practices: Recruitment, Selection and induction, compensation
- Human Resource Planning and Career Planning in Voluntary organisations

- Development of Human resources: Capacity Building, Training and Development, Communication and leadership
- Organisational Culture

### **Unit V: Resource Mobilization and Office Management**

- Resource mobilization: Internal and external resources, Fund raising – principles, sources methods and implications;
- Foreign funding – application, procedure and FCRA
- Financial Management: Budgeting, accounting and auditing, maintenance of records
- Publicity and public relations
- Office management: record keeping, documentation and filing, upkeep and ergonomics

### **Core Readings**

1. Nanavatty, M.C. & Kulkarni, P.D. 1998 NGOs in the Changing Scenario. New Delhi: Uppal Publishing House.
2. Smith, D.H. 2000 Grassroots Organizations. Thousand Oaks, CA: Sage.
3. Mukherjee, K.K. & Mukherjee, S. 1999 A Guide Book for Strengthening Voluntary Organizations. Ghaziabad: Gram Niyojan Kendra.
4. Bryson, J.M. 2004 Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement. Jossey-Bass.
5. Pynes, J.E. 2004 Human Resources Management for Public and Nonprofit Organizations. Jossey-Bass.
6. Padaki, V. & Vaz, M. 2004 Management Development and Non-profit Organizations, New Delhi, SAGE
7. Sidel, M. & Zaman, I. 2004 Philanthropy and Law in South Asia, New Delhi: APPC
8. Brody, R. 2004 Effectively Managing Human Service Organizations. Sage Publications.
9. Dadrawala, N.H. 2004 The Art of Successful Fund Raising, New Delhi: CAP
10. Netting, F.E., & O'Connor, M.K. 2002 Organization Practice: A Social Worker's Guide to Understanding Human Services. Allyn & Bacon.

## Supplementary Readings

1. Weinbach, R.W. 2002 The Social Worker as Manager: A Practical Guide to Success. Allyn & Bacon.
2. Ducker, P.F. 1992 Managing the Non-Profit Organization: Principles and Practices. Harper Business.
3. Soriano, F. 1995 Conducting Needs Assessments: A Multidisciplinary Approach. Sage Publications.
4. Yuen, F.K.O. 2002 Practical Grant Writing and Program Evaluation. Wadsworth Publishing  
Terao, K.L.
5. Scott, C.D., & 1993 Organizational Vision, Values and Mission. Crisp  
Dennis, T. Learning.
6. Norton. M. & 2000 Getting Started in Fund Raising .New Delhi: Sage  
Culshaw.M. Publications.
7. Srivastava, S.S. & 2002 Invisible Yet Widespread: the Non-profit Sector in  
Tandon, R. India, New Delhi: PRIA
8. PRIA 2001 Historical Background of Non-profit Sector in  
India, New Delhi: PRIA
9. PRIA 2000 Defining Voluntary Sector in India: Voluntary Civil  
or Non-profit, New Delhi: PRIA
10. Dadarwala, N.H. 2005 Good Governance and Effective Boards for  
Voluntary/Non-profit Organisations, New Delhi:  
CAP

## **SW 6402: HUMAN RIGHTS AND SOCIAL WORK PRACTICE**

### **OBJECTIVES :**

- Understand the context of Human Rights and the emergence of rights based perspective in social work practice
- Apply human rights framework for understanding issues and concerns affecting society
- Develop knowledge and skills required in working for a just society
- Develop appropriate attitudes and commitment required to work for a just and equitable society

### **COURSE CONTENTS :**

#### **Unit I: Human Rights -Theoretical Orientation**

- Concept and historical context of Human Rights
- Theories and philosophy of human rights: Political systems and Paradigms
- Indian Constitution: Fundamental rights and duties

#### **Unit II: Human Rights Declarations, Treaties and Conventions**

- The Universal Declaration of Human Rights, 1948
- International Covenant on Civil and Political Right
- International Covenant on Economic, Social and Cultural Right
- Declaration on the Rights of the Child and Convention on the Rights of the Child
- Declaration on the Elimination of all forms of intolerance and of discrimination based on religion or belief

#### **Unit III: Human Rights in the Indian context**

- Human Rights - concern and evolution in India
- Human rights and vulnerable constituencies (Children, Women, Minorities, Indigenous population, Refugees, Dalits, Persons with disability, Slum dwellers)
- Human right issues under globalization - Trade and Labour; Development, Hunger, Poverty, Migrant workers and Labour rights.
- Mapping conflict zones and human right violations in contemporary India

#### **Unit IV: Human Rights and Protection Systems**

- Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols
- UNCHR 1948 and subsequent developments
- National Human Rights Commission and its role
- International human rights agencies: Amnesty International, Human Rights Watch

- Non-judicial enforcement of Human Rights (Human Rights Monitoring and Reporting, Humanitarian intervention), Case laws

### Unit V: Human Rights and Social Work

- Code of ethics of social work and protection of human rights
- Empowerment and emancipatory approaches to social work practice
- Human rights perspective in social work practice: ethnic sensitive practice, feminist practice, social work with diverse groups
- Social work practice with victims of human rights violations;
- Human rights activism and civil society initiatives in India - PUCL and PUDR

### Core Readings

- |     |  |      |   |
|-----|--|------|---|
| 1.  | Naseema, C.                            | 2002 | Human Rights Education: Conceptual and Pedagogical aspects, New Delhi: Kanishka Publishing House.         |
| 2.  | Mathew, P.D.                           | 1996 | Fundamental Rights in Action. New Delhi: Indian Social Institute  |
| 3.  | Centre for Development of Human Rights | 2004 | The Right to Development: A primer, Centre for Development of Human Rights, New Delhi: Sage Publications. |
| 4.  | Pereira, W.                            | 1997 | Inhuman Rights: The Western System and Global Human Rights Abuse, Goa: The Other India Press.             |
| 5.  | Ife, J.                                | 2001 | Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press               |
| 6.  | Reichert, E                            | 2003 | Social Work and Human Rights: A Foundation for Policy and Practice, New York: Columbia University press.  |
| 7.  | Amnesty International                  | 1993 | Human Rights in India. New Delhi: Vistaar Publications  |
| 8.  | Nirmal, C.J.                           | 1999 | Human Rights in India – Historical, Social and Political Perspectives, Delhi: Oxford University Press.    |
| 9.  | Baxi, U.                               | 2002 | The Future of Human Rights, New Delhi: Oxford University press.   |
| 10. | Chandra, A.                            | 2000 | Human Rights Activism and Role of NGO's, Delhi: Rajat Publications.                                       |

### Supplementary Readings

- |    |                |      |   |
|----|----------------|------|---|
| 1. | United Nations | 1992 | Human Rights: Teaching and Learning about Human Rights, New York: United Nations. |
|----|----------------|------|---|

2. Waghmare, B.S. 2001 Human Rights – Problems and Prospects, Delhi: Kalinga Publications.
3. Kothari, S. & Sethi, H (ed.) 1991 Rethinking Human Rights – Challenges for Theory and Action, New Delhi: Lokayan Publications.
4. Borgohain, B. 1999 Human Rights – Social Justice and Political Challenges. New Delhi: Kanishka Publishers
5. Mohapatra, A.R. 2001 Public Interest Litigation and Human Rights in India, New Delhi: Radha publications.
6. Rehman, K 2002 Human Rights and the Deprived, New Delhi: Commonwealth publishers.
7. Subramanian, S 1997 Human Rights: International Challenges, New Delhi: Manas Publications.
8. Janusz, S. & Volodin, V. (ed.) 2001 A Guide to Human Rights: Institutions, Standards, Procedures. Paris: UNESCO Publishing.
9. Iyer, V.R. 1995 Human Rights – A Judge’s Miscellany, New Delhi: D.K. Publishers.
10. International Federation of Social Workers 1994 Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.

## SW 6403: SOCIAL POLICY

### OBJECTIVES :

- Develop an understanding of the nature of social policy in the cultural /social political, economic context.
- Acquire knowledge of policy analysis and policy formulation processes
- Develop critical insights into the working of policies-identifying conceptual and operational lacunae.
- Examine intervention strategies and their application to wider situations- study best practices in policy intervention.

### COURSE CONTENTS :

#### Unit I: Introduction to Social Policy

- Social Policy: Concept, goals, scope and context
- Social policy domain: Welfare State- Social Welfare, Welfare Services, Social Services, and Human Rights
- India's colonial past and Indian constitutional provisions, political parties-manifesto and policy goals
- Ideologies-state formations, shifts and radical departures, influences, values and principles (social justice, equality, Rights, respect for diversity)

#### Unit II: Social Policy Development and Implementation

- Approaches to social policy: Welfare, development and rights based approach to social policy
- Models of social policy and applicability to Indian State-change of governments and policy departures/changes
- Elements of policy climate: Political environment, Neo liberal climate; Supra national bodies and globalization; Advocacy, research, Judicial activism, lobbies and pressure groups, social movements.
- Policy Formulation: Determinants and steps, state, government-process, critique.
- Social Planning: Concept and scope; Planning as an instrument of social policy; structures and processes and institutional mechanisms; decentralization and devolution practices; levels of planning: local/regional/state/national; participatory processes; convergence/divergence of service delivery mechanisms and processes; Overview of Five Year Plans.

#### Unit III: Policy Analysis- Conceptual and Methodological Issues

- Approaches and tools -Political economy, Gender analysis/Gender budgeting, diversity and uniformity; thematic vs. analytical approaches; Human Rights approaches

- Policy evaluation based on components like values, principles, purposes and implementation, operation and practice, results and outcome, Process elements, stake holder analysis, participatory evaluation
- Policy analysis-OBJECTIVES :, thrusts, intended outcome

#### **Unit IV: Policy Analysis - Illustrations**

- Development Policies: Analysis of OBJECTIVES/allocations and budgetary expenditures with respect to policy, schemes and programmes of poverty alleviation, education, health and population and Forest policies, rural and urban community development.
- Welfare Policies: Analysis of OBJECTIVES/allocations and budgetary expenditures with respect to policy, schemes and programmes pertaining to disabled, SC/ ST, and minorities.

#### **Unit V: Policy Interventions – Approaches and Strategies**

- Need and scope of social work intervention
- Research and Advocacy approaches –Strategies and action- identification of issues and stake holders in policy; strategy formulation; case illustrations, evaluation of the strategy and impact
- Public Hearing/Bal Panchayat/Pani Panchayat Interest Groups

#### **Core Readings**

- |    |  |      |   |
|----|--|------|---|
| 1. | Hill, M.                                 | 2003 | Understanding Social Policy 7 <sup>th</sup> Edition. Oxford: Blackwell Publishing.              |
| 2. | Gail, L., Sharon, G. & Clarke, J. (ed.)  | 2000 | Rethinking Social Policy. London: Open University Press in association with Sage Publications   |
| 3. | Hughes, G. & Lewis, G. (eds.)            | 1998 | Unsettling Welfare: The Reconstruction of Social Policy. London: Routledge/The Open University. |
| 4. | Langan, M. (ed.)                         | 1998 | Welfare: Needs, Rights and Risks. London: Routledge/Open University.                            |
| 5. | Razavi, S.                               | 2000 | Gendered Poverty and Well-Being. USA: Blackwell Publishers                                      |
| 6. | Alcock, P., Erskine, A. & May, M. (eds.) | 1998 | The Student's Companion to Social Policy. Oxford: Blackwell /Social Policy Association.         |
| 7. | Drake, R.F.                              | 2001 | The Principles of Social Policy. New York: Palgrave.  |
| 8. | Weimer. D.L. & Vining, A.R.              | 1994 | Policy Analysis: Concepts and Practice. New Jersey: Prentice Hall.                              |
| 9. | Hudson, J & Lowe, S.                     | 2007 | Understand the Policy Process. NewDelhi: Rawat Publications.                                    |



10. Denny David                      1998    Social Policy and Social Work. Oxford: Clarendon Press
11. White, H.B.                        1999    Illfare in India. New Delhi: Sage Publications

### **Supplementary Readings**

1. Byres, T. (ed.)                      1996    State, Development Planning and Liberalization. New Delhi: Oxford University Publications.
2. Williams, F.                         1989    Social Policy: A Critical Introduction. Cambridge: Polity Press.
4. Taylor, D. (ed.)                      1996    Critical Social Policy: A Reader. London: Sage.
5. Gough, I.                              1979    The Political Economy of the Welfare State. London: Macmillan.
6. Kennett, P.                          2001    Comparative Social Policy. London: Open University Press.
7. Watson, S. & Doyal, L.                      1999    Engendering Social Policy. Milton Keynes: Open University Press.
8. Mishra, R.                             1999    Globalization and the Welfare State. Cheltenham/Northampton: Edward Elgar.
9. Mascarenhas, R.C.                    1999    Comparative Political Economy of East and South Asia: A Critique of Development Policy and Management. New York: Macmillan Publishers Inc.
10. Peter, L.                              1997    Making Social Policy. Buckingham: Open University Press.
11. MaCpherson, S. & Midgley, J.                      1987    Comparative Social Polices and the Third World. New York: Wheatsheaf/ St.Martin Press.
12. Parthasarathy, G. & Nancharaiah, G.                                           Economic Reforms and Rural Development. New Delhi: Academic Foundation.
13. Bandarage, A.                        1997    Women, Population and the Global Crisis: A Political Economy Analysis. London: Zed Books.
14. Moroney, R.M.& Krysik, J.                      1998    Social Policy and Social Work: Critical Essays on the Welfare State. New York: Aldine de Gruyter,
15. Clark, C. & Asquith, S.                      1985    Social Work and Social Policy. London: Routledge and Kegan Paul.

## **SW 7101: URBAN COMMUNITY DEVELOPMENT**

### **OBJECTIVES :**

- Understanding urban communities and urban planning and development.
- Develop sensitivity and commitment to the rights of vulnerable groups in urban communities.
- Develop skills necessary for community development work in urban settings.

### **COURSE CONTENTS :**

#### **Unit I: Urban Communities and Urbanization**

- Urban Communities: Types and features
- Historical formulation of urbanization: level of urbanization and urban infrastructure in India
- Causes and consequences of urbanization and unplanned urban growth
- Slum: concept, factors contributing to slum development, consequences and issues around evictions and relocation.

#### **Unit II: Urban Poor**

- Urban poor: Identity and location
- Issues of citizenship and differential treatment by the state-powerless citizenry, denial of rights-exclusion and inclusion
- Challenges and options for the urban poor: food security, housing, labor participation and the unorganized sector
- Urban basic services for the poor, the privatization process and its impact on the urban poor and the marginalized.

#### **Unit III: Urban Development Programmes**

- Urban planning: features and contours, various models
- Urban development programmes in India
- 74<sup>th</sup> constitutional amendment and the role of urban local bodies
- Urban Reforms: resource mobilization efforts, regulatory framework, fiscal incentives and city restructuring
- National Urban Renewal Mission-vision, scope and critique.

#### **Unit IV: Emerging Concerns**

- Urban growth management: Meaning and approaches
- Strategies of Local economic development
- Development thrust and direction of the Indian state: The need for a national urban policy
- Informal economy, self-employment, unorganized sector and entrepreneur development.
- Urban space, housing and right to shelter.

## Unit V: Participation, Action and Advocacy

- People's participation: Concept, importance, scope and problems
- Social action and advocacy in urban development: Public distribution systems - acts and reforms, right to information and accountability
- Civil society organizations and initiatives for urban community development
- Case studies of best practices.

### Core Readings

1. Nagpal, H. 1994 Modernization and Urbanisation in India .Jaipur: Rawat Publications.
2. Kasambi, M. 1994 Urbanization and Urban Development in India. New Delhi: ICSSR
3. Sharma, K. 2001 Rediscovering Dharavi. New Delhi: Penguin
- 4.
5. Chaubey, P.K. 2004 Urban Local Bodies in India. New Delhi: Indian Institute of Public Administration
6. Roy, P. & Das Gupta, S. 1995 Urbanisation and Slums. New Delhi: Har-Anand Publications.
7. Sandhu, R.S.(ed.) 2003 Urbanisation in India: Sociological Contribution. New Delhi: Sage Publications.
8. Pernia, E.M. (ed.) 1994 Urban Poverty in Asia. Hong Kong: Oxford University Press.
9. Thakur, B. (ed.) 2005 Urban and Regional Development in India: Vol I New Delhi: Concept Publishing Company.
10. Kundu, A. 1993 In the Name of Urban Poor. New Delhi: Sage Publications.
11. Mishra, G.K. & Narain, K. (ed.) 1989 Development Programmes for Urban Poor. New Delhi: Indian Institute of Public Administration.
12. Kundu, A. 2000 Inequality Mobility and Urbanisation. New Delhi: Indian council of Societal Science Research and Manak.
13. De Souza, A.(ed.) 1988 Urban Growth and Urban Planning. Political Context and People's Priorities. New Delhi: Indian Social Institute.
14. Bhargava, G. 1981 Urban Problems and Policy Perspectives. New Delhi: Abhinav Publishers.

## Supplementary Readings

1. Clinard, M.B. 1976 Slums and Community Development: Experiments in Self-help. New York : Free Press
2. Vasso, S. 1994 Neighbourhood Leader's Participation in Community Development. Singapore: Times Academic Press
3. Goss, S. 2001 Making Local Governance Work. Networks, Relationships and the Management of Change. Basingstoke: Palgrave
4. Chawla, L. (ed.) 2002 Growing up in an Urbanising World. London & Sterling : Earthscan and UNESCO Publishing
5. Champion, T. & Grame, H. 2004 New Forms of Urbanisation .Beyond the Urban Rural Dichotomy. Aldershot: Ashgate Publishing Ltd.
6. Mitra, A. 1994 Urbanisation, Slums, Informal Sector, Employment and Poverty. Delhi : B.R.Publishing Corporation
7. Unnayan 1992 Basti Movements in Calcutta. Housing Struggles of Basti Dwellers in the 1950's in Calcutta. Calcutta : Unnayan
8. Kabeer, N. (ed.) 2005 Inclusive Citizenship New Delhi: Zubaan
9. De Wit, J. 1997 Decentralisation Empowerment and Poverty Alleviation in Urban India: Roles and Responses of Government, NGOs and Slum Communities. ISS Working Paper No 267 The Hague Institute of social studies
10. Kundu, A. & Mahadevia, D. (ed.) 2002 Poverty and Vulnerability in a Globalising Metropolis: Ahmedabad. New Delhi : Manak Publishers
11. Jeemol, U. 1999 Urban Informal Sector: Size and Income Generation Processes in Gujarat. Ahmedabad: Gujarat Institute of Development Research and SEWA
12. Padaki, V. & Vaz, M. 2003 Institutional Development in Social Interventions. New Delhi: Sage Publications.
13. Gupta, K.R. 2004 Urban Development Debates in the New Millennium Vol. I and Vol. II New Delhi : Atlantic Publishers and Distributors
14. Safa, I.H. 1982 Towards a Political Economy of Urbanization in Third world Countries. Delhi: Oxford University Press.



## **SW 7102: SOCIAL WORK PRACTICE IN MENTAL HEALTH SETTINGS**

### **OBJECTIVES :**

- Understand mental health as a positive concept and an important attribute of life
- Gain insight into different types of mental disorders, their causes, manifestations and management.
- Understand the relevance, nature and types of social work interventions in mental health.
- Develop appropriate skills and attitudes required for the practice of mental health social work.

### **COURSE CONTENTS :**

#### **Unit I: Concepts of Mental Health and Illness**

- Definitions and perspectives of mental health; Mental health as a positive concept, components of mental health
- Meaning of normal and abnormal behaviour.
- Biological, psychological and sociological approaches to mental illness
- Classification of mental and behavioural disorders – DSM-IV and ICD systems
- Aetiology of mental and behavioural disorders: sociocultural factors specific to India

#### **Unit II: Mental and Behaviour Disorders**

Epidemiology, aetiology, types, clinical manifestations and management of: -

- Psychoactive substance use disorders
- Schizophrenia
- Mood disorders
- Neurotic, Stress related, Somatoform disorders
- Child and adolescent mental health problems

#### **Unit III: Mental Healthcare Services, Policy and Programmes**

- Mental Healthcare scenario in India
- Community mental health: Primary mental health care, community initiatives, and deinstitutionalisation of psychiatric services
- District and National mental health programme
- Law and mental health
- Innovative approaches to mental health care

#### **Unit IV: Social Work Response**

- History of social work practice in mental health: Historical and evolving roles of social worker in mental health services
- Social work applications in mental health: Principles and concepts of community organization in mental health , preventive and promotive approaches

- Mental health extension, intersectoral collaboration and NGO involvement
- Social support strategies: Event centered support groups and Network centered interventions

### Unit V: Psychosocial Interventions

- Family Interventions: Psychoeducational and supportive interventions
- Social skills training: Activities of daily living and vocational skills training
- Therapeutic community
- Psychiatric rehabilitation

### Core Readings

1. Horwitz, A.V., & Scheid, T.L. (eds.) 1999 A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Cambridge: Cambridge University Press.
2. Sadock, B.J., & Sadock, V.A. (eds.) 2005 Comprehensive Textbook of Psychiatry 8<sup>th</sup> Edition. Philadelphia: Lippincott Williams & Wilkins.
3. Carson R.C., Butcher, J.N. & Mineka, S. 2000 Abnormal Psychology and Modern Life. Singapore: Pearson Education.
4. Gottlieb, B.H. 1983 Social Support Strategies: Guidelines for Mental Health Practice. New Delhi: Sage Publications.
5. Sahni, A. 1999 Mental Health Care in India: Diagnosis, Treatment and Rehabilitation. Bangalore: Indian Society of Health Administrators.
6. Mane, P., & Gandevia, K.Y. (eds.) 1993 Mental Health In India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
7. Sutherland, J.D. (ed) 2003 Towards Community Mental Health. London: Routledge.
8. Callicutt, J. W., & Lecca, P.J. (eds.) 1983 Social Work and Mental Health. New York: The Free Press.
9. French, L.M. 1940 Psychiatric Social Work. New York: The Commonwealth Fund.
10. Patel, V., & Thara, R. 2002 Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications.

### Supplementary Readings

1. World Health Organization 1990 The Introduction of a Mental Health Component into Primary Health Care. Geneva.

2. World Health Organization 2002 The ICD-10 Classification of Mental and Behavioural Disorders. Geneva.
3. Mguire, L. 2002 Clinical Social Work: Beyond Generalist Practice with Individuals, Groups and Families. CA: Brooks/Cole.
4. Murthy, R.S. 1992 Mental Health, In A. Mukhpadhyay, (Ed.) State of India's Health (pp. 401-4 ). New Delhi: VHAI.
5. World Health Organization 2001 The World Health Report 2001- Mental Health: New Understanding, New Hope. New Delhi: Bookwell.
6. Dhanda, A. 2000 Legal Order and Mental Disorder. New Delhi: Sage Publications.
7. Gelder, M., Mayou, R., & Cowen, P. 2004 Oxford Textbook of Psychiatry 4<sup>th</sup> Edition. Oxford: Oxford University Press.
8. Turner, F. (ed.) 1978 Social Work Treatment: Interlocking Perspectives. New York: The Free Press.
9. Sheppard, M. 1991 Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing. New York: The Falmer Press.
10. Bentley, K.J. 2001 Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.



## **SW 7103: ORGANISATIONAL BEHAVIOUR AND EMPLOYEE DEVELOPMENT**

### **OBJECTIVES :**

- Develop understanding of industrial organisations and organisational behaviour
- Provide requisite legal base to deal with issues related to human resources
- Learn the processes and concerns for employee development in the context of globalisation
- Develop appropriate skills and competencies in managing human resources

### **COURSE CONTENTS :**

#### **Unit I: Human Relations in Organisations**

- Industrial organisation as a sub system of society
- Human relations in industry- history, determinants, reflectors and prospects
- Role of State as third party in industrial relations, Collective bargaining
- Trade unionism – historical development, strengths and weaknesses, law relating to trade unions
- Problems and status of Trade unionism in post globalisation period,

#### **Unit II: Developing Human Resources**

- HRD: concept, goals, approaches, and management of change
- HRM: Evolution, goals and approaches
- HRD sub systems: Human resource planning, recruitment, selection, induction, retention, performance management, retirement and redeployment, exit strategies,
- Learning organisation- concepts, methods and practices,
- PERT, CPM, TQM, Kaizen, Six sigma

#### **Unit III: Organisational Behaviour**

- Organizational Behaviour: concept and theories
- Leadership- traits, typology, and theories
- Organisation Climate and Team building
- Motivation: need, significance, theories, methods and practices
- Communication- concept, significance, modes, channels, impact
- Employee counselling, Work life balance, managing occupational stress

#### **Unit IV: Legal Base for Practice**

- Legislations for industrial relations-Factories Act, Industrial Dispute Act, Industrial Employment Standing Orders Act,
- Legislations related to Wages – Minimum Wages Act, Payment of Wages Act, Equal Remuneration Act, Payment of Bonus Act:
- Provisions related to employees behaviour – Madhya Pradesh Industrial Relations Act : discharge, misconduct, domestic enquiry and disciplinary action; Sexual harassment at work place, employees with HIV/AIDS

- Legislations related to employment- Inter-state Migrant Worker's Act, Contract Labour Act,

### Unit V: Workforce and Globalisation

- Globalisation and industry: Issues and challenges
- Industrial restructuring and the employee response-emerging concerns
- International Labour organisation and international commitment.
- Impact of changing economic scenario on workers and work organisations – downsizing, displacement, rehabilitation, employment, employees benefits,
- Legislations related to Social security, salient features, changing focus and location; neo-liberalism

### Core Readings

- |     |  |      |  |
|-----|--|------|--|
| 1.  | Daft, R.L.                               | 2004 | Organization: Theory and Design. Mason: OH: South Western Publishing.                                  |
| 2.  | Robbins, S.P.                            | 2002 | Organizational Behaviour (10 <sup>th</sup> ed). New Delhi: Prentice Hall of India.                     |
| 3.  | Mathis, R. L., & Jackson, J.H.           | 1997 | Human Resource Management. U.K: Prentice Hall International.   |
| 4.  | Silvera, D.M.                            | 1990 | Human Resource Management: The Indian Experience. New Delhi: New India Publications.                   |
| 5.  | Pareek. U., & Rao, T.V.                  | 1992 | Designing and Managing HR Systems. New Delhi: Oxford & IBH Publishing.                                 |
| 6.  | Jacoby, S.M. (ed.)                       | 1994 | The Workers of Nations: Industrial Relations in Globalised Economy. New York: Oxford University Press. |
| 7.  | Mallick, P.L.                            | 2002 | Industrial Law, Lucknow Eastern Book Company   |
| 8.  | Sivananthiran, .A. & Venkatratnam, C.S.  | 2003 | Best Practices in Social Dialogue, ILO, Sub-regional Office for South Asia and IIRA, New Delhi         |
| 9.  | Veena, A.K. Kochan R.D. & Lansbury, R.D. | 1995 | Employment Relations in the Growing Asian Economics, London : Routledge                                |
| 10. | Ramnarayan, S., Rao, T.V., & Singh, K.   | 1998 | Organization Development: Interventions and Strategies, New Delhi: Sage Publications.                  |

### Supplementary Readings

- |    |                         |      |  |
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|----|-------------------------|------|--|

2. Gordon J.R. 2002 Organizational Behaviour: A Diagnostic Approach (7<sup>th</sup> Ed.) New Jersey: Pearson Education
3. Cohen, D.S. 2001 The Talent Edge: A Behavioural Approach to Hiring, Developing and Keeping Top Performers. New York: John Wiley.
4. Armstrong, M. 2001 A Handbook of Human Resource Management Practice (9<sup>th</sup> ed). London: Kogan Page.
5. Dayal, I. 1993 Planning HRD Initiatives in Designing HRD Systems. New Delhi: Concept Publishing Company.
6. Rao, T.V., Verma K.K., Khandelwal, A., & Abraham. S.J.(eds.) 1985 Alternative Approaches & Strategies of HRD. Jaipur: Rawat Publications.
7. Malhotra, O.P. 1998 The Law of Industrial Disputes (5<sup>th</sup> ed). Vol. 1 & 2. New Delhi: Universal Law Publishing.
8. Mabey, C., & Saalama, G. 1995 Strategic Human Resource Management. Oxford: Blackwell.
9. Sivananthiran, A & Venkatratnan, CS 2005 Social Dialogue at Entrepreneurial Levels – Successful experiences ILO Subregional Office for South Asia and IIRA, New Delhi
10. Sivananthiran A. & Venkatratnan, C.S. 2003 Prevention and Settlement of Disputes in India. ILO Subregional Office for South Asia and IIRA, New Delhi
11. Scholte, J.A. 2000 Globalisation: A Critical Introduction, Palgrave

## **SW 7104: SOCIAL DEFENCE AND CORRECTIONAL SERVICES**

### **OBJECTIVES :**

- Develop understanding of the concept and philosophy of social defence and correctional services.
- Develop practice skills in prevention, correction and rehabilitation work in social defence.
- Understand the philosophy, approaches and relevance of community based programmes in social defence.

### **COURSE CONTENTS :**

#### **Unit I: Crime and Correctional Services**

- Crime: concept, causation and its relation to social problems
- Theories of crime and punishment
- Changing dimensions of crime
- Correctional services: concept, philosophy and changing perspectives

#### **Unit II: Concept, Nature and Scope of Social Defence**

- Social Defence: Concept, Philosophy and changing dimensions
- Children in need of care and protection, Juveniles in conflict with law, Street and working children, older persons, offenders
- Crimes against children, women and older persons
- Alcoholism and drug abuse

#### **Unit III: Social Defence Legislation and Criminal Justice System**

- Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act
- Juvenile Justice (Care and Protection of Children) Act 2000, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts
- Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act
- Criminal Justice System: Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions

#### **Unit IV: Correctional services**

- A. Institutional Correctional Services-structures, functions and limitations
  - Prisons, Observation Homes, Children homes
  - Special homes, Beggar homes, Rescue homes, Drop-in-shelters
  - Short-stay homes, Protective homes, Half-way homes, De-addiction centres etc.
- B. Non-institutional Services
  - Probation and Parole

- Community correction programmes: Role of police, judiciary and voluntary organisations
- Community based programmes: Adoption, foster-care, sponsorship, child-guidance, family counselling, crisis intervention centres, helplines, neighbourhood and mutual-help groups.
- After care, intensive after care, reintegration and follow up.

### **Unit V: Emerging Issues in Social Defence**

- Victimology: Study of victims of crime, victim compensation, victim support services.
- Concept of Restorative Justice.
- Application of UN Standards, Human Rights Perspective and early diversion approach to prevention of crime

### **Core Readings**

1. Valier, C. 2001 Theories of Crime and Punishment. Essex: Longman.
2. Chakrabarti, N.K. (ed.) 1999 Institutional Corrections in the Administration of Criminal Justice. New Delhi: Deep & Deep Publications.
3. Kumari, V. 2004 Juvenile Justice in India: From Welfare to Rights. New Delhi: Oxford University Press.
4. Devasia, V.V. 1992 Criminology, Victimology and Corrections. New Delhi: Ashish Publishing House.
5. Gaur, K.D. 2002 Criminal Law, Criminology and Criminal Administration. New Delhi: Deep and Deep Publications.
6. Neshla 1997 Atrocities Against Women. New Delhi: Harman Publishing House.
7. Strang, H., & Braithwaite, J. 2001 Restorative Justice and Civil Society. Cambridge University Press
8. Bhattacharya, S.K. 2003 Social Defence: An Indian Perspective. New Delhi: Regency Publications.
9. Tandon, S.L. 1990 Probation: A New Perspective. New Delhi: Reliance Publishing.
10. United Nations 1985 Alternatives to Imprisonment and Measures for the Social Resettlement of Prisoners. New York: United Nations.

## Supplementary Readings

1. Tonry, M. (ed.) 2000 The Handbook of Crime and Punishment. New York: Oxford University Press.
2. Zaplin, R.T. 1998 Female Offenders: Critical Perspectives and Effective Interventions. Gaithersburg, MD: Aspen Publishers
3. McLaughlin, E., & Muncie, J. eds.) 2001 The SAGE Dictionary of Criminology. Sage Publications Ltd.
4. Bazemore, S. G., & Schiff, M. (eds.) 2001 Restorative Community Justice: Repairing Harm and Transforming Communities. Anderson Pub. Co.
5. Johnstone, G. 2002 Restorative Justice: Ideas, Values, Debates. Willan Publishing.
6. Hampton, R.L. 1993 Family Violence: Prevention and Treatment. New Delhi: Sage Publications.
7. Brownell, P.J. 1998 Family Crimes Against the Elderly: Elder Abuse and the Criminal Justice System. Garland Publishing
8. United Nations 1980 Principles on Linking the Rehabilitation of Offenders to Related Social Services. New York: United Nations.
9. Sen, M. 2002 Death by Fire: Sati, Dowry Death, and Female Infanticide in Modern India. Rutgers University Press.

## **SW 7201: HEALTHCARE SOCIAL WORK PRACTICE**

### **OBJECTIVES :**

- Understand the changing concept of health as an aspect of social development.
- Develop a critical perspective of healthcare services and programmes in the context of health scenario in the country.
- Gain understanding of relevance, domains and nature of social work intervention in different health settings.

### **COURSE CONTENTS :**

#### **UNIT I: Concept of Health, Well-Being and Disease**

- Health: Meaning, components, determinants of health
- Indicators of health status of people in a community
- Disease: Causation and prevention
- Health scenario of India: epidemiology and etiology of major communicable and non communicable diseases
- Health as an aspect of social development

#### **UNIT II: Healthcare Services and Programmes**

- Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
- Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services, Post Alma Ata declaration initiatives in India
- Health planning and policy: National health policy, 2002 and health planning over five year plans

#### **UNIT III: Emerging Concerns in Healthcare**

- Public-private participation and collaboration in health care: Role of NGO and private sector in health care
- Health Activism, Social mobilization at the grassroots: Case study of Peoples Health Movement
- RCH: Concept, components, strategies, and emphasis on reproductive rights

#### **UNIT IV: Healthcare Social Work**

- Historical evolution of social work practice in health settings
- Community based social work approaches to prevention of diseases and promotion of health
- Social worker as a multidisciplinary healthcare team member: roles, skills and interventions
- Domains of social work practice in institutional health services: Behaviour change communication, social assistance, social support strategies, problems of treatment adherence, counseling and rehabilitation, hospice and palliative care

## UNIT V: Community Health and Social Work

- Community Health: Meaning, philosophy, and programmes
- Community needs assessment, developing mechanisms for people's participation
- Health extension and community outreach services,
- Designing, implementing and monitoring of community health programmes, facilitating intersectoral collaboration,
- Influencing community attitudes and health behaviors

### Core Readings

1. Germain, C.B. 1993 Social Work Practice in Health Care: An Ecological Perspective. New York: The Free Press.
2. Park, K. 2005 Textbook of Prevention and Social Medicine (18<sup>th</sup> edition). Jabalpur: Banarsidas Bhanot.
3. Phillips, D.R. & Verhasselt, Y. 1994 Health and Development. London: Routledge.
4. WHO 1978 Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care. Alma Ata: USSR.
5. Yesudian, C.A.K (ed.) 1991 Primary Health Care. Mumbai: Tata Institute of Social Sciences.
6. Hiramani, A.B. 1996 Health Education: An Indian Perspective. New Delhi: B.R. Publishing Corporation.
7. Macdonald, G. & Peterson, J.L. (eds.) 1992 Health Promotion: Disciplines and Diversities. London: Routledge.
8. Voluntary Health Association of India 1995 Reproductive Health and Reproductive Rights. New Delhi: VHAI.
9. McLeod, E., & Bywaters, P. 2000 Social Work, Health and Equality. London: Routledge.
10. Voluntary Health Association of India 1992 State of India's Health. New Delhi: Voluntary Health Association of India

### Supplementary Readings

1. Dasgupta, M. & Lincoln, C.C. 1996 Health, Poverty and Development in India. New Delhi: Oxford University Press.



2. Oak, T.M. (ed.) 1991 Sociology of Health in India. Jaipur: Rawat Publications.
3. Voluntary Health Association of India 1997 Report of the Independent Commission on Health in India. New Delhi: VHAI.
4. Katja, J. (ed.) 1996 Health Policy and Systems Development. Geneva: WHO.
5. Baru, R.V. 1998 Private Health Care in India: Social Characteristics and Trends. New Delhi: Sage Publications.
6. Burman, P. & Khan, M.E. 1993 Paying for India's Health Care. New Delhi: Sage Publications.
7. Rao, M. (ed.) 1999 Disinvesting In Health: The World Bank's Prescriptions for Health. New Delhi: Sage Publications.
8. Nadkarni, V.V. 1985 Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work. Bombay: Tata Institute of Social Sciences.
9. Sundaram, T. 1996 Reaching Health to the Poor, Sourcebook on District Health Management. New Delhi: VHAI.
10. Dhillon, H.S. & Philip, L. 1994 Health Promotion and Community Action for Health in Developing Countries. Geneva: WHO.
11. Katja, J. (ed.) 1996 Health Policy and Systems Development. Geneva: WHO.
12. Drinka, T.J.K. & Clark, P.G. 2000 Health Care Teamwork: Interdisciplinary Practice and Teaching. Westport, CT: Auburn House.

## **SW 7202: SOCIAL WORK WITH FAMILIES AND CHILDREN**

### **OBJECTIVES :**

- Understand families as social systems and factors affecting family functioning
- Comprehend the significance of child development and rights of children
- Acquaint with the policies, programmes and services related to family and children
- Develop skills of working with family systems and children

### **COURSE CONTENTS :**

#### **Unit I: Understanding Family**

- Family: functions, developmental stages and family patterns
- Family dynamics and family interaction patterns
- Family functioning: concept, variables and measurement issues
- Theoretical models of family functioning (Circumplex model, McMaster model, Structural model)
- Systems theory framework in understanding family

#### **Unit II: Social Work with families**

- Family problems: types, causes and consequences
- Family violence: nature, types, causative factors
- Family as a client system: skills and techniques in working with families
- Family enrichment programmes
- Family counseling and family therapy

#### **Unit III: Child Development: Perspectives**

- Child development: concept, philosophy and historical context
- State of children in India: Demographic profile, Education, Health, Nutrition and Protection
- Early Childhood Care and Development, Child rearing practices and its impact on child development, Gender Discrimination
- Child care: concept, philosophy, services, emerging need and programmes

#### **Unit IV: Policies and Programmes for Children**

- Constitutional Provisions, National policy on children, international perspective and UN Convention on rights of children
- Programmes and legislative measures related to female foeticide, adoption, foster care, guardianship and child marriages
- Children in need of care and protection
- Advocacy for rights of children

## Unit V: Social Work with Children in Vulnerable Situations

- Children in vulnerable situation: Dalit children, children with disabilities, trafficking of children, child beggars, child prostitution, children of migrant families, children and families with HIV/AIDS
- Child Abuse: Forms, sexual assault on children, incest, child rape, consequences and social work intervention
- Children as victims of war, terrorism, communal violence, natural disasters, displacement
- Child labour: extent, causes, consequences and interventions
- Social work interventions in child development

### Core Readings

1. Zimmerman, S.L. 1995 Understanding Family Policy: Theories and Applications, London: Sage Publications.
2. Desai, M. (ed.) 1994 Family and Intervention: A Course Compendium, Bombay: TISS.
3. Tata Institute of Social Sciences 1994 Enhancing the Role of Family as an Agency for Social and Economic Development. Mumbai: Unit for Family Studies, TISS.
4. Bajpai, A. 2003 Child Rights in India – Law, Policy and Practice, Delhi: Oxford University press.
5. Swaminathan, M. (ed.) 1998 The First Five years – A Critical Perspective on Early Childhood Care and Education in India, New Delhi: Sage publications.
6. Enakshi, G.T. (ed) 2002 Children in Globalising India – Challenging Our Conscience, New Delhi: HAQ Centre for child Rights.
7. Joshi, S. 1996 Child Survival, Health and Social Work Intervention, New Delhi: Concept Publishing company.
8. Kumari, V., Brooks, S.L. 2004 Creative Child Advocacy – Global Perspectives, New Delhi: Sage Publications
9. Gandhi, A. 1990 School Social Work, New Delhi: Commonwealth publishers.
10. Boss, P.G., Doherty, W.J., LaRossa, R., Schumm, W.R., & Steinmetz, S.K. 1993 Sourcebook of Family Theories and Methods: A Contextual Approach. Plenum

## Supplementary Readings

1. Collins, D., Jordan, C., & Coleman, H. 1999 An Introduction to Family Social Work, Wadsworth Publishing.
2. Lynne, A.B. & Barry, M.W. 1998 Families in Transition – Primary Prevention Programs that Work, New Delhi: Sage Publications.
3. Patrick, C.M. 2005 Families and Change (3<sup>rd</sup> Edition) Coping with Stressful Events and Transitions, London: Sage Publications.
4. Petr, C.G. 2004 Social Work with Children and Their Families: Pragmatic Foundations (2<sup>nd</sup> ed.), New York: Oxford University Press.
5. Maluccio, A.N., Pine, B.A. & Tracy, E.M. 2002 Social Work Practice with Families and Children, New York: Columbia University Press.
6. Swaminathan, M.S. 1992 Structural Adjustment Policy and the Child in India, Chennai: M.S.S.R.F.
7. Mathur, K. 2004 Countering gender violence, New Delhi: Sage Publications
8. Ramachandran, V. 2003 Getting children back to school – Case Studies in Primary Education, New Delhi: Sage Publications
9. Bhargava, V. 2005 Adoption in India, New Delhi: Sage Publications
10. Seamus, H.& Mithu, A. (ed) 2002 Education and Children with Special Needs: From Segregation to Inclusion, New Delhi: Sage Publications

## **SW 7203: SOCIAL WORK WITH PERSONS WITH DISABILITIES**

### **OBJECTIVES :**

- Understand issues and concerns related to persons with disability and their caregivers
- Critically appraise theoretical and conceptual perspective with regard to disability and appropriate sources of research evidence in order to inform effective assessment, decision making and interventions
- Facilitate the integration and synthesis of theoretical concepts and social work tasks

### **COURSE CONTENTS :**

#### **Unit I: Disability: Nature and Dimensions**

- Definitions: Impairment, Disability and Handicap.
- Models of disability: The charity model, bio-centric model, functional model and human rights model.
- Incidence and prevalence of disability: National and international perspectives
- Disability: Classification, causes, needs and problems.

#### **Unit II: Living with Disability**

- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Psychosocial factors and coping with disability
- Human rights violations and protection of rights

#### **Unit III: Services and Programmes**

- Critical analysis of various legislations (RCI Act, PWD Act & National Trust Act)
- Existing services and programmes for persons with disabilities: Role of government and NGO
- Disability Movement-historical perspective, national and international milestones, from welfare to right based approach, PWD as consumer
- Mainstreaming: Philosophy and strategies
- Inclusive Education: Models

#### **Unit IV: Rehabilitation of Persons with Disabilities**

- Prevention of disabilities at primary, secondary and tertiary level
- Rehabilitation services for the PWD (Educational, vocational, economic & social)
- Multidisciplinary framework of disability work: Roles and functions of professionals
- Community based rehabilitation: Philosophy, approaches and programmes

#### **Unit V: Social Work Intervention.**

- Social work intervention for prevention and rehabilitation

- Disability counseling: Components, approaches
- Institutional and non institutional and community settings
- Influencing societal attitudes: Empowerment ideology as social intervention
- Networking and advocacy-approaches, strategies and processes.

### Core Readings

1. Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) 2001 Handbook of Disability Studies. California: Sage Publications.
2. Oliver, M. 1996 Understanding Disability: From Theory to Practice. Basingstoke, New York: Palgrave.
3. Rothman, J.C. 2003 Social Work Practice Across Disability. Boston: Allyn & Bacon.
4. Robert, P. Marinelli, R.P. & Dell Orto, A.E. 1999 The Psychological and Social Impact of Disability. New York: Springer.
5. Banerjee, G. 2001 Legal Rights of Person with Disability, New Delhi: RCI.
6. Kundu C.L (ed) 2003 Disability status India, New delhi, Rehabilitation Council of India.
7. Puri, M., & Abraham, G. (eds.) 2004 Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
8. World Health Organization 1980 International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases), Geneva: World Health Organization.
9. Oliver, M., & Sapey, B. (eds.) 1998 Social Work with Disabled People London: Palgrave Macmillan.
10. Karna, G.N. 2001 Disability Studies in India: Retrospect and Prospects, New Delhi: Gyan Publishing House.
11. Karna, G.N. 1999 United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi:

### Supplementary Readings

1. Sen, A. 1988 Psycho-Social Integration of the Handicapped: A Challenge to Society. New Delhi: Mittal Publishers.
2. Barnes, C., Oliver, M., & 2002 Disability Studies Today. Cambridge: Polity Press in Association with Blackwell Publisher Ltd.

- Barton, L. (eds).
3. Lyons, R.F., Sullivan, M.J.L. & Ritvo, P.G., 2005 Relationships in Chronic Illness and Disability. California: Sage Publications Inc.
  4. Batra, S. (ed.) 2004 Rehabilitation of the Disabled: Involvement of Social Work Professionals, New Delhi: RCI.
  5. Swain, J., French, S. & Thomas, C.C. 2004 Disabling Barrier, Enabling Environments. New Delhi: Sage Publications.
  6. Tilstone, C., Florian, L., & Beveridge, S. (eds) 1998 Promoting Inclusive Practice. London: RoutledgeFalmer.
  7. Hegarty, S., & Alur, M. 2002 Education and Children with Special Needs from Segregation to Inclusion. New Delhi: Sage Publications.
  8. Venkatesan, S. 2005 Children with Developmental Disabilities: A Training Guide for Parents, Teachers and Caregivers. New Delhi: Sage Publications.
  9. Hinchcliffe, A. 2003 Children with Cerebral Palsy: A Manual for Therapist, Parents and Community Workers. New Delhi: Vistaar Publication.
  10. Simpson, L.R. 2004 Autism Spectrum Disorders: Interventions and Treatment for Children and Youth. New Delhi: Vistaar Publication.
  11. May, G., & Raske, M. 2005 Ending Disability Discrimination: Strategies for Social Workers. Boston: Allyn & Bacon.

## **SW 7204: OCCUPATIONAL SOCIAL WORK**

### **OBJECTIVES :**

- Understand changing profile of industrial and non-industrial workers
- Provide an understanding of working conditions and conditions of work as well as workers' problems
- Provide an insight on problems of unorganised workforce, social security measures and welfare issues to work related issues
- Learn social work response to workplace interventions for workers' welfare

### **COURSE CONTENTS :**

#### **Unit I: Work and Workers' Profile**

- Occupational social work-history, scope, principles, and components
- Changing profile of work force in organised and unorganised sector-issues, and concerns
- State, political economy and work force: Changes in the labour policy-effects on work force, trade unions-changing role, politics and working class
- Concept of work, employment and decent work
- Explanation asked for decent work

#### **Unit II: Problems of Workers**

- Problems affecting work life: absenteeism, alcoholism, burnout, job insecurity
- Social life of workers and problems having bearing on work life: indebtedness, housing, livelihood and access to basic services
- Contemporary issues-closure/merger, rationalisation and automization, casualisation, disinvestments, VRS
- Workers in unorganised sector: Issues, problems and government initiatives

#### **Unit III: Working Conditions and Conditions of Work**

- Physical and mechanical environment-provisions of Factories Act
- Working conditions and problems at workplace: alienation, monotony, fatigue and boredom amongst organised sector workforce; accidents- causes, prevention and compensations
- Conditions of work: Wages, dearness allowances, perks and incentives, leave, holidays,
- Social security measures for organised and unorganised sector

#### **Unit IV: Welfare Measures and Social Response**

- Labour welfare in a welfare state: Welfare programmes by management, trade unions and government, labour welfare officer- role and status.
- Statutory and non statutory welfare measures for workers in unorganised sector
- Employee assistance programmes- nature, scope, philosophy, models, services,
- Corporate social responsibility-policies, programmes and practices



## Unit V: Emerging Issues and Concerns

- Issues and concerns of construction workers, agricultural workers, child workers; statutory and non-statutory initiatives,
- Unionisation of workers- historical overview, legislations, alliances and network for organising the unorganised
- Specific issues and concerns of women employees, persons with disability and employees on contract basis.

### Core Readings

1. Kurzman, P.A. & Allbas, S.H. 1997 Work and Well-Being: The Occupational Social Work Advantage. Washington DC, NASW Press.
2. Straussner, S.L.A. 1990 Occupational Social Work Today, New York: The Haworth Press.
3. Akbas, S. 1983 Industrial Social Work: Influencing the System at the Workplace. In Dinerman, M.(Ed.) Social Work in a Turbulent World, Silver Spring, MD: NASW.
4. Mor Barak, M.E., Bargal, D. (eds.) 2000 Social Services in the Workplace: Repositioning Occupational Social Work in the New Millennium. New York: The Haworth Press Inc.
5. Bargal, D. 1999 The Future Development of Occupational Social Work. New York: The Haworth Press Inc.
6. Subrahmanya, R.K 1996 Social Aspect of Structural Adjustment in India. New Delhi: Friedrich Elbert Stiffings.
7. Maiden, R.P. 2001 Global Perspectives of Occupational Social Work (Monograph Published Simultaneously As Employee Assistance Quarterly, 1/2). Haworth Press.

### Supplementary Readings

1. Dutt, R. & Sundaram, K.P. 2005 Indian Economy, New Delhi, Sultan Chand & Co.
2. Saini, D.S. & Khan, S.S. 2000 Human Resource Management Perfective for the New Era. New Delhi: Response Books.
3. Malik, P.L. 2000 Industrial Law Vol. I &II. Lucknow: Eastern Book Company.
4. Papola T S & Sharma A N 1999 Gender and Employment in India, New Delhi, Vikas Publishing House
5. Alam, M. & Mishra, S.M. 1998 Structural Reform and Employment Issues in India: A Case of Industrial Labour. Indian Journal

- of Labour Economics, Vol. 41, No, 2 (p271 – 292).
6. ILO 1997 World Labour Report 1997/1998: Industrial Relations, Democracy and Social Stability. Geneva: ILO.
  7. World Bank 1995 World Development Report (WDR). Workers in an Integrating World. Oxford University Press: New York.
  8. Bhatt, S. 1993 Democracy in Trade Unions. New Delhi: Uppal Publishing House.
  9. Cayo, S.P. 2003 The Decline of The Labour Movement. In J. Godwin & J. M. Jasper, The Social Movement Reader. Black Well Publishing (p317-329).
  10. Bhatt, S. 2001 Occupational Social Work in India: Opportunities and Challenges; Contemporary Social Work, Vol. XVII, October 2001
  11. V V Giri National Labour Institute 2004 Globalisation & Women Work, Labour & Development (Special Issue) Vol. X No. 2 December 2004
  12. Monappa, A. 2000 Managing Human Resources, New Delhi, M C Millan
  13. Bhagoliwal, T.N. 2002 Economics of Labour and Industrial Relation, Agra: Sahitra Bhawan

## **SW 7301: RURAL COMMUNITY DEVELOPMENT**

### **OBJECTIVES :**

- Understand social structure, social relations and institutions in rural communities
- Develop sensitivity, commitment, and skills to influence critical issues in rural communities
- Understand the policies, programmes and approaches of rural community development

### **COURSE CONTENTS :**

#### **UNIT I: Understanding Rural Communities**

- Rural communities: Issues of identity and diversity
- Dynamics of the rural society: Caste, class ,Tribe and gender relations; power, conflict and control
- Agrarian relations and land reforms
- Migration: nature, pattern and implications

#### **UNIT II: Rural Poor: Contemporary Issues and Concerns**

- Structural inequality and rural poverty - land ownership/entitlements and alienation, indebtedness
- Issues of livelihood and food security
- Issues of accessibility, availability and affordability of basic services
- Rural employment: problems and prospects
- Common property resources and implications for the poor

#### **UNIT III: Rural Community Development**

- Rural community development: Concept, nature, philosophy and historical context
- Approaches to rural community development
- Developing and strengthening Community Based Organizations

#### **UNIT IV: Community Development Policies and Planning**

- Policy instruments for rural development: National policy on agriculture, Forest policy
- Democratic decentralization and empowerment: Dynamics and functioning of Panchayati Raj
- Rural micro level planning, Tools, approaches and types
- Rural development in Five Year Plans

#### **UNIT V: Community Development Programmes**

- Micro credit initiatives and micro enterprise development

- Poverty alleviation programmes
- Cooperative societies in rural development
- Civil society initiatives: Best practices

### Core Readings

1. Ellis, F. 2000 Rural Livelihoods and Diversity in Developing Countries. Oxford: Oxford University Press.
2. Uphoff, N., Milton, E.J., & Krishna, A. 1998 Reasons for Success: Learning from Instructive Experiences in Rural Development. New Delhi: Vistaar Publications.
3. Krishna, A., Uphoff, N., & Milton, E.J. (eds) 1997 Reasons for Hope: Instructive Experiences in Rural Development. New Delhi: Vistaar Publications.
4. Debrery, B., & Kaushik, P.D. (eds) 2005 Energising Rural Development through 'Panchayats'. New Delhi: Academic Foundation.
5. Choudhary, R.C. & Durgaprasad, P. 1999 Basic Rural Infrastructures and Service for Improved Quality of Life, Vol I. Hyderabad: National Institute of Rural Development.
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8. Breman, J., Kloos, P., & Saith, A. 1997 The Village in Asia Revisited. Delhi: Oxford University of Press.
9. Amarendra 1998 Poverty, Rural Development and Public Policy. New Delhi: Deep & Deep Publication.
10. Dayal, R. Wijk, V.C., & Mukherjee, N. 2000 Methodology for Participatory Assessment with Communities, Institutions and Policy Makers: Water and Sanitation Programme. The World Bank, Washington D. C., USA.
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12. Singh, K. 1999 Rural Development- Principles, Policies, and Management (2<sup>nd</sup> Edition), New Delhi: Sage Publications.
13. Palanithurai, G. 2004 Dynamics of New Panchayati Raj System in India, Vol VIII. New Delhi: Concept Publishing Company.

## Supplementary Readings

1. Schouten, T., & Moriarty, P. 2003 Community Water, Community Management. London: ITDG Publishing
2. Janvary, A., Redan, S. Sedile, E., & Thorbeeke, E (eds.) 1995 State, Market and Civil Organisation: New Theories, New Practices and Their Implication for Rural Development. London: Macmillan Publishers
3. Etienne G. 1995 Rural Change in South Asia. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Hariss-white, B., & Janakrajan, S. 2004 Rural India. Facing the 21<sup>st</sup> Century. London: Anthem Press.
5. Epstein, T.S. 1998 Village Voices. Forty Years of Rural Transformation in South India. New Delhi: Sage Publications.
6. Radhakrishna, R., Sharma, A.N. (ed) 1998 Empowering Rural Labour in India Market, State and Mobilisation. New Delhi: Institute for Human Development.
7. Getubig, I.P., Johari, Y.M., & Thas, A.M.K. (eds) 1998 Overcoming Poverty Through Credit. The Asian Experience on Replicating the Grameen Bank Approach. Kaula Lumpur: Asian and Pacific Development Centre.
8. Shiva, V., & Bedi, G. (eds) 2002 Sustainable Agriculture and Food Security: the Impact of Globalisation. New Delhi: sage Publications
9. Rao, H.Ch. 2005 Agriculture, Farm Size Rural Poverty Alleviation of India. New Delhi: Academic foundation.
10. Habibullah, W. & Ahuja, M. 2005 Land Reforms in India: Computerisation of Land Records Vol. X. New Delhi: Sage Publications.
11. Kumar, S. 2002 Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications.
12. Reddy, G.R., & Subrahmanyam, P. 2003 Dynamics of Sustainable Rural Development. New Delhi: Serials Publication.
13. Desai, V. 1998 Rural Development (Vol 1 to 4). Bombay: Himalaya Publishing House.
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15. Mehta, B.C. 1993 Rural Poverty in India. New Delhi: Concept Publishing Company.

## **SW 7302: SOCIAL WORK WITH THE ELDERLY OBJECTIVES :**

- Develop theoretical and practical understanding of gerontological issues
- Gain insight into the emerging needs and problems of older persons vis-à-vis services /programmes for the elderly.
- Develop critical understanding of the policies and programmes for older persons at the national and international levels.
- Understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

### **COURSE CONTENTS :**

#### **Unit I: Understanding Old Age**

- Definition of old age (developmental, biological, social, psychological and cultural perspective)
- Demography of the Ageing in India and implications of Greying of the Population
- Psychological and sociological theories of ageing
- Changing roles, power and status of older persons

#### **Unit II: Needs and Problems of Older Persons**

- Changing family norms and emerging problems of older persons: Relationship with caregivers.
- Psychological, social, and physical needs and problems of older persons
- Mental health consequences of ageing: Anxiety, depression, suicide tendencies and dementia
- Rights of older persons against neglect, abuse, violence and abandonment

#### **Unit III: Policy, Programmes and Initiatives**

- National and International concerns: National Policy for older persons 1999 and international resolutions
- Welfare programmes/schemes for the elderly especially women and the marginalized
- Civil society response: Role of NGOs and community groups
- Social security measures.

#### **Unit IV: Strategies for Active and Healthy Ageing**

- Active and Healthy Ageing: Intervention in improving well being and quality of life
- Psychosocial services for promotion of active Aging: counselling and guidance services for preparation of old age, lifestyle management and retirement plan programme, grief counselling
- Caring for the elderly: Issues and problems faced by the family
- Family Interventions and social support strategies
- Creating favorable/safe environment for the ageing population: Raising family/community/children awareness about ageing and death, role of media

## Unit V: Social Work Intervention

- Home/Family based services, emergency response systems: Helpline, peer counselling.
- Community services: multi service day care centres, information and referral services.
- Self help/support groups of the elderly as well as care givers.
- Institutional services for the elderly: Interventions for enhancing well being of the institutionalized elderly
- Social work interventions in Hospice and palliative care

## Core Readings

1. Bali, A.P. (ed.) 1999 Understanding Greying People of India. New Delhi: Inter India Publication.
2. Binstock, R.H., & George, L.K. 2001 Handbook of Aging and Social Science. New York: Academic Press.
3. Birren, J.E., & Schaie, K.W. (eds.), 2001 Handbook of the Psychology of Aging (5<sup>th</sup> ed.). San Diego: Academic Press
4. Hareven, T.K. Adams, K.J. (eds.) 1982 Aging and Life Course Transitions: An Interdisciplinary Perspective. New York: Guilford Press.
5. Ramamurthi, P.V., Jamuna, D. (eds.) 2004 Handbook of Indian Gerontology. New Delhi: Serial Publication.
6. Rajan, S.I., Mishra, U.S., Sarma, P.S. (eds.) 1999 India's Elderly: Burden or Challenge, New Delhi: Sage Publications.
7. Desai, M., Siva, R. (eds.) 2000 Gerontological Social Work in India: Some Issues and Perspectives, Delhi: B.R. Publishing Corporation.
8. Krishnan, P., & Mahadevan, K. (eds.) 1992 The Elderly Population in Developed and Developing World: Policies, Problems and Perspectives. Delhi: B.R. Publishing Corporation.
9. Marshall, M. 1983 Social Work with Old People. The Macmillan Press Ltd.
10. Cox, E.O., Kelchner, E.S., & Chapin, R.K. 2002 Gerontological Social Work Practice: Issues, Challenges, and Potential. Haworth Social Work
11. Crawford, K., & Walker, J. 2004 Social Work with Older People: Learning Matters.

## Supplementary Readings

1. Chowdhry, P.D. 1992 Aging and the Aged: A Source Book. New Delhi: Inter-India Publication.
2. W.H.O. 1982 Recommendations of the World Health Organization Conference on Aging. New Delhi: W.H.O
3. Chakrobati, R.D. 2004 The Greying of India: Population Ageing in the Context of Asia. New Delhi: Sage Publications.
4. Smyer, M.A., Gatz, M. (eds.) 1983 Mental Health and Aging: Programs and Evaluation. Beverly Halls: Sage Publication.
5. Tandon, S.L. 2001 Senior Citizens: Perspective for the New Millennium. New Delhi: Reliance Publishing House.
6. Bennett, G., Kingston, P., & Penhale, B. 1997 The Dimensions of Elder Abuse: Perspectives for Practitioners. London: Macmillan Press.
7. Grau, L., & Susser, I. (eds.) 1989 Women in the later years: Health, Social & Cultural Perspectives. Binghamton, NY: Haworth Press.
8. Dhillon, P.K. 1992 Psychosocial Aspects of Ageing in India. New Delhi: Concept Publishing Company.
9. Knight, B.G. 2004 Psychotherapy with Older Adult. California: Sage Publication.
10. World Bank 1994 Averting the Old Age Crisis: Policies to Protect the Old and Promote Growth. Oxford: Oxford University Press.



## **SW 7303: ENVIRONMENT AND SOCIAL WORK**

### **OBJECTIVES :**

- Gain insight about environmental problems and challenges in the global and national context.
- Develop critical understanding of environmental policies, legislations and programmes.
- Understand the strategies and approaches of environment management
- Develop skills of social work intervention in the protection and promotion of the environment.

### **COURSE CONTENTS :**

#### **Unit I: Basic Concepts and Interlinkages**

- Interlinkages between Ecology and Environment
- Environmental Sustainability: Implications for livelihood security and community well-being
- Environmental degradation: Causes and consequences; differential impact on women, poor, marginalized groups and indigenous populations.
- Environment in the human rights perspective.

#### **Unit II: Interface between Development and Environment**

- Interface between environment and development.
- Sustainable development: Concept, potentialities and challenges; North – South perspectives.
- Politics of Ecology: Dominant development paradigm and global implications
- Impact of neoliberalism on environment and environmental justice

#### **Unit III: State of the Environment and Environmental Concerns**

- Global environmental issues and concerns.
- State of India's land, water, air, forests and wildlife resources and environmental problems pertaining to them.
- Environmental problems arising from unplanned urban growth and developmental projects.

#### **Unit IV: Protection and Promotion of the Environment**

- Introduction to approaches of environmental conservation - Deep ecology, Eco feminism, Eco Socialism, Environmental Justice; Indigenous approaches (Gandhian approach, Ethnoecology).
- Constitutional provisions, policies and legislative framework pertaining to environment protection in India.
- Important International treaties and conventions on environment; An outline.
- Important programmes of environmental conservation in India.

- Co-management of environment by Indigenous people and other stakeholders; mainstreaming gender in natural resource management and conservation.

### Unit V: Environmental Movements and Interventions

- Environmental movements: typology and ideologies: analysis of select movements
- Role of civil society organizations in environmental action; some case illustrations.
- Social work intervention in the management, protection and promotion of the environment.
- Environmental education and awareness

### Core Readings

1.	Das , R.C., Barul , J.K. Sahu , N.C. & Mishra ,M.K.	1998	The Environment divide: the Dilemma of Developing Countries. New Delhi: Indus Publishing co.
2.	Reid, D.E.	1995	Sustainable Development: An Introductory Guide. London: Earthscan Publications.
3.	Sundaram K.V. Jha, M.M & Mrityunjay , M.(ed.)	2004	Natural resources management and livelihood security: survival strategies & sustainable policies. New Delhi: Concept publishing co.
4.	Sheth , P.	1997	Environmentalism: Politics, Ecology and Development. Jaipur: Rawat Publications.
5.	Jana, M.M.	1991	Environmental Degradation and Developmental Strategies in India. New Delhi: Ashish Publications.
6.	Gadgil, M. & Guha, R.	1995	Ecology & Equity: The Use and Abuse of Nature in Contemporary India. London: Routledge
7.	Gupta, K.R. (ed.)	2005	Environment: Problems & Policies, Vol. I & II. New Delhi: Atlantic Publications.
8.	Rodda , A.	1991	Women & Environment. London: Zed Books Ltd.
9.	Coates, J.	2004	Ecology & Social Work: Towards a New Paradigm. New York: Paul & Company Public Consortium.
10.	Kallard , A. & Persoon, G.	1998	Environmental Movements in Asia. Great Britain: Curzon Press.

## Supplementary Readings

1.	Guha , R.	1991	The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Delhi: Oxford University Press.
2.	Negi, S.S.	1991	Environmental Degradation and Crisis in India. New Delhi: Indus Publishing Company.
3.	Singh, H. (ed.)	1992	Environmental Policy and Administration. Jaipur: Printwell.
4.	Gadgil, M. & Guha, R.	1992	This Fissured Land: An Ecological History of India. Delhi: Oxford University Press.
5.	Vettivel, S.K.	1993	Participation and Sustainable Development. New Delhi: Vetri Publishers.
6.	Poffenberger, M & McGean, B. (eds.)	1996	Village Voices Forest Choices: JFM in India. New Delhi: Oxford University Press.
7.	Venkateshwaran, S.	1992	Living on the Edge: Women, Environment and Development. New Delhi: Friedrich Ebert Stiftung.
8.	Aggarwal, A. & Narain, S.	1989	Towards Green Villages: A strategy for Environmentally Sound and Participatory Rural Development. New Delhi: Centre for Science and Environment.
9.	Arnold, J.E.M., & Stewart, W.C.	1991	Common Property Resource Management in India. London: Oxford Forestry Institute.
10.	Jeffery, R., & Sunder, N.(eds)	1999	A new moral economy for India's Forests? Discourses of Community and Participation. New Delhi: Sage Publications.
11.	Wignaraja, P., Hussain, A., Sethi, H. & Wignaraja, G	1991	Participating Development: Learning from South Asia. Tokyo: UN University Press.
12.	Hoff. M.D. & Mc Nutt, J.G.	1992	The Global Environmental Crisis: Implications for Social Welfareand Social Work. Hong Kong: Avebury, Aldershot and Brookfield.

## **SW 7304: HIV/AIDS AND SOCIAL WORK PRACTICE**

### **OBJECTIVES :**

- Understand HIV/AIDS pandemic as a health and development issue
- Understand the social dimension of HIV/AIDS and learn to deal with its consequences in the best interest of People Living with HIV/AIDS (PLHA)
- Learn different prevention strategies for general population as well as people at higher risk of HIV infection
- Learn social work profession's response to HIV/AIDS and PLHA

### **COURSE CONTENTS :**

#### **UNIT I: Social Dimension of HIV/AIDS**

- The pandemic of HIV/AIDS: extent of the problem, routes of transmission, nature and progression of the disease
- Changing demographics of age, class, gender and ethnicity of HIV/AIDS pandemic
- HIV/AIDS as a development issue: MDG plan of action for control of HIV/AIDS
- Stigma, prejudice and discrimination faced by PLHA and their family members

#### **UNIT II: Prevention Strategies**

- Behaviour change communication for safer sex practices among special populations
- Prevention strategies and programmes for the general population, in occupational and rape-related exposure and parent to child transmission
- Targeted Interventions among high-risk groups like people in same sex relationships, injecting drug users, hemophiliacs, sex workers, truck drivers, transgendered people etc.

#### **UNIT III: Care and Support for PLHA**

- Current and experimental treatments/protocols (ART/HAART) and adjunctive therapies, control and treatment of opportunistic infections, issues impacting treatment options
- Community based HIV/AIDS Care and Support for PLHA
- Greater Involvement of people with AIDS (GIPA) and PLHA Networks: NGO response and network of positive people. GIPA Models
- Components of comprehensive care: psychosocial support, nutritional and healthcare support, palliative care, care and support of orphans

#### **UNIT IV: HIV/AIDS and Policy Issues**

- Politics of AIDS: historical account of government, agency and community responses
- Human rights and legal issues in HIV/AIDS
- NACO and State AIDS Control Societies, NGO Interventions: Case studies

- National AIDS prevention and control policy

## UNIT V: HIV/AIDS and Social Work Interventions

- Skills and techniques of pre and post test counselling
- Crisis intervention and grief counselling of the survivors especially spouse and children
- Working with families of the affected persons (spouses, children, parents etc.)
- Advocacy, community mobilization, lobby efforts and networking with AIDS Service Organizations (ASO)
- Social Work Manifesto on HIV/AIDS (IFSW): a Case Study
- Ethics in social work practice with PLHA

### Core Readings

1. Temoshok, L. 1990 Psychosocial Perspectives on AIDS: Etiology, Prevention, and Treatment. New Jersey: L. Erlbaum.
2. Leukefeld, C.G. & Fimbres, M. (eds.). 1989 Responding to AIDS: Psychosocial Initiatives. Silver Spring, MD: National Association of Social Workers
3. UNAIDS/WHO 2000 Protocol for the Identification of Discrimination against People Living with HIV. Best Practice Collection. Geneva: UNAIDS.
4. UNAIDS/WHO 2000 Innovative Approaches to HIV Prevention: Selected Case Studies. Best Practice Collection. Geneva: UNAIDS.
5. United Nations 1998 HIV/AIDS and Human Rights - International Guidelines. Geneva: United Nations.
6. Bury, J., Morrison, V. & McLachlan, S. 1992 Working with Women and AIDS: Medical, Social and Counselling Issues. New York: Tavistock Routledge.
7. Douglas, A. & Philpot, T. 1998 Caring and Coping: A Guide to Social Services. London: Routledge.
8. Aronstein, D.M. and Thompson, B.J. 1998 HIV and Social Work: A Practitioner's Guide, Binghamton, NY: Harrington Press.
9. Hoffman, M.A. 1996 Counseling Clients with HIV Disease. New York: Guilford Press.
10. Boyd-Franklin, N., Steiner, G.L. & Boland, M.G. 1995 Children, Families and HIV/AIDS: Psychosocial and Therapeutic Issues. New York: Guilford press.

## Supplementary Readings

1. Thomas, G. 1997 AIDS, Social Work and Law. New Delhi: Rawat Publications.
2. Jayasurya, D.C. (Ed.) 1995 HIV-Law, Ethics and Human Rights. New Delhi: UNDP.
3. Kalichman, S.C. 1998 Preventing AIDS: A Sourcebook for Behavioral Interventions. New Jersey: Lawrence Erlbaum Associates.
4. Sills, Y.G. 1994 The AIDS Pandemic: Social Perspectives. Connecticut: Greenwood Press.
5. Reamer, F.G. 1991 AIDS & Ethics. New York: Columbia University Press.
6. Greene, K.,  
Derlega, V.J.,  
Yep, G.A. &  
Petronio, S. 2003 Privacy and Disclosure of HIV in Interpersonal Relationships: A Sourcebook for Researchers and Practitioners. New Jersey: Lawrence Erlbaum Associates.
7. National AIDS Control Organization National AIDS Prevention and Control Policy, New Delhi: NACO.
8. Dane, B.O.,  
Miller, S.O. 1992 AIDS: Intervening with Hidden Grievors. New York: Auburn House.
9. Van Vugt, J.P. 1994 AIDS Prevention and Services: Community Based Research. Connecticut: Bergin & Garvey.
10. Overall, C. and  
Zion, W.P. 1991 Perspectives on AIDS: Ethical and Social Issues. New York: Oxford University Press.

## **SW 7401: SOCIAL WORK AND DISASTER MANAGEMENT**

### **OBJECTIVES :**

- Develop understanding of disasters and disaster management
- Acquire a critical perspective of the policy framework, institutional structures and programmes for disaster management in India
- Understand the process and techniques of empowering communities in disaster preparedness and mitigation
- Learn the nature and scope of psychosocial care in disaster management

### **COURSE CONTENTS :**

#### **Unit I: Conceptual Framework: Disaster Vulnerability and Risk**

- Disaster related concepts and definitions: Hazard, Risk, Vulnerability and Disaster; different forms of Natural and Manmade Disasters
- Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters.
- Vulnerability: Factors enhancing vulnerability to natural and man-made disasters; regional vulnerability; vulnerable groups and communities.
- Hazard, Risk and vulnerability assessment with special emphasis on participatory tools and techniques.

#### **Unit II: Disaster Management Initiatives**

- Disaster Management Cycle and its components; paradigmatic shift in disaster management; Integration of disaster management and development planning
- Global issues and initiatives- World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15).
- Disaster Management Policy and programmes in India; National Disaster Management Framework. National Guidelines on Psychosocial support and mental health services in disasters.
- Administrative and institutional structure for disaster management; Techno-legal framework.
- Stakeholder participation in disaster management.

#### **Unit III: Community Interventions**

- Information, Education and Communication in disaster management.
- Capacity building of communities with special emphasis on vulnerable communities/groups.
- Community Based Disaster Preparedness (CBDP) and Management (CBDM)- Components; preparation of CBDP plan, community based risk management and response plans; building disaster resilient communities.
- Community participation in managing and mitigating disasters.

#### **Unit IV: Post Disaster Interventions**

- Coordinating search and rescue; relief mobilization and management; evacuation and camp management

- Contingency planning and crisis management
- Rapid health assessment and emergency health management
- Restoration and rehabilitation interventions, livelihood security and social justice concerns in disaster recovery and reconstruction
- Compensation and related issues in disaster management

### Unit V: Psychosocial Care of Survivors

- Mental health consequences of disaster: grief reactions, post-traumatic stress disorders
- Principles and techniques of psychosocial care in post disaster situations
- Specific psychosocial needs of vulnerable groups like children, women, older persons and persons with disability
- Post trauma care and counseling including grief counseling with survivors, Mass catharsis Management and caring of careers
- Social care of orphans, disabled and those facing destitution

### Core Readings

1.	Sahni, P., Dhameja, A., & Medury, U.	2001	Disaster Mitigation: Experiences and Reflections. New Delhi: Prentice Hall of India Pvt. Ltd.
2.	Singh, S.K., Kundu, S., & Singh, S.	1998	Disaster Management. New Delhi: Mittal Publications.
3.	Sinha, P.C. (ed.)	1998	Encyclopedia of Disaster Management. New Delhi: Anmol Publications Pvt. Ltd.
4.	Newburn, T.	1993	Disaster and After: Social Work in the Aftermath of Disaster. Bristol, PA: Jessica Kingsley Publishers.
5.	Ehrenreich, J.H.	2001	Coping With Disaster: A Guidebook to Psychosocial Intervention. Old Westbury, NY: Center for Psychology and Society.
6.	Raphael, B., Wilson, J.P. (eds.)	2000	Psychological Debriefing: Theory, Practice and Evidence. Cambridge: Cambridge University Press.
7.	Zubenko, W.N., & Capozzoli, J. (eds.)	2002	Children and Disasters: A Practical Guide to Healing and Recovery. Oxford University Press.
8.	Singh, R.B. (ed.)	1996	Disasters, Environment and Development (Proceedings of International Geographical Union Seminar. New Delhi: AA Balkema/ Rotterdam/Brookefield.
9.	CAPART	1995	Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction. New Delhi.



10.	Carter, W.N.	1992	Disaster Management: A Disaster Manager's Handbook. Manila: Asian Development Bank.
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### Supplementary Readings

1.	Sharma, V.K. (ed.)	1994	Disaster Management. New Delhi: National Centre for Disaster Management.
2.	Engelbert, P., & Sawinsky, D. (eds).	2001	Dangerous Planet: The Science of Natural Disasters (Vol. I to III). Detroit: Gale Group, VXL.
3.	Eade, D., & Williams, S.	1995	The Oxfam Handbook of Development and Relief (Vols. I and II). U.K: OXFAM Publication
4.	Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K.	2001	Manual on Natural Disaster Management in India. New Delhi: National Centre for Disaster Management.
5.	Regional Development Dialogue	2003	Disaster Management for Sustainable Development: Focus on Community Initiatives. Regional Development Dialogue, Vol. 24, No.1.
6.	Hodgkinson, P.E., & Stewart, M.	1998	Coping with Catastrophe: A Handbook of Post-Disaster Psychosocial Aftercare (2 <sup>nd</sup> Edition). London: Routledge.
7.	Lovell-Hawker, D.	2002	Effective Debriefing. Handbook. London: People in Aid.
8.	Misra, G.K., & Mathur, G.C. (eds).	1995	Natural Disaster Reduction. New Delhi: Reliance Publishing House and IIPA.
9.	Smith, K.	1996	Environmental Hazards, Assessing Risk and educating Disasters. London: Routledge.
10.	Streeter, C.L., & Murty, S.A. (eds.)	1996	Research on Social Work and Disasters: Binghamton, NY: Haworth Publishers.
11			

## **SW 7402: CONFLICT MITIGATION AND PEACE BUILDING**

### **OBJECTIVES :**

- Understand situations of conflict, violence and conflict zones from across the world
- Learn to intervene from early warning to post-conflict reconstruction and restoration

### **COURSE CONTENTS :**

#### **Unit I: Understanding Conflict**

- Definitions and contents of conflict - understanding concepts of violence, non-violence, riot, feud, rebellion, genocide, and pogrom
- Sources and causes of social, economic and political conflict
- Conflict as social process - economics of conflict, relevance of conflict for social work
- Nationalism and ethnic conflict – Sub-national and autonomy movements

#### **Unit II: Conflict Analysis**

- Instances of inter and intra-state conflict-identity/rights/claims over land, water etc.
- Stages of conflict, actors involved – timing, targets, setting
- Conflict audit-steps, processes and implications

#### **Unit III: Conflict in Diverse and Plural Societies**

- Characteristics of divided societies and deep-rooted conflicts - Instances of communal/ethnic/caste/racial conflict from India and other conflict sites from across the globe
- Areas and people in conflict-cases from Global South and Global North, the political economy of conflict-role of hegemonic states

#### **Unit IV: Post-conflict Peace Building**

- Political, economic, social challenges - steps and processes
- Mapping entry points and engagement with community and the State
- Conflict induced trauma and social work interventions
- Reconstruction and Rebuilding in conflict-torn societies

#### **Unit V: Analyzing Peace Building Efforts and Strategies**

- Peace Building at the Elite Level: The role of state and its critique
- Development and conflict - evaluating and assessing development as warning for peace, civil society response, role of organizations such as UNO in promoting peace etc.
- Social analysis for peace and development

- Models and illustration on conflict mitigation and peace building from-Sri Lanka, India, Northern Ireland, Bosnia-Herzegovina, Chechnya etc – state and civil society
- Peace building through movement- Locating women in Peace Movement, indigenous actors in Peace Building

### **Core Readings**

1. Lederach, J.P. 1997 Building Peace: Sustainable Reconciliation in Divided Societies. Washington DC: United States Institute of Peace.
2. Weiner, Y. (ed.) 1998 The Handbook of Interethnic Coexistence. New York: Continuum.
3. Byman, D. 2002 Keeping the Peace-Lasting Solutions to Ethnic Conflict, Baltimore, The John Hopkins University Press
4. Kaufman, S.J. 2001 Modern Hatreds-The Symbolic Politics of Ethnic War. Ithaca: Cornell University Press.
5. Lipjhart, A. 1977 Democracy in Plural Societies. New Haven: Yale University Press.
6. Hobsbawm, E. 1996 The Age of Extremes. New York: Vintage Books.

### **Supplementary Readings**

1. Hall-Cathalla, D. 1990 The Peace Movement in Israel 1967-1987. New York: St. Martin's Press.
2. Fernea, E.W. & Hocking, M.E. (eds.) 1992 Israeli and Palestinians: The Struggle For Peace. Austin: University of Texas Press.
3. Gordon, H. 1993 Israel/Palestine: The Quest For Dialogue. New York: Orbis Books.
4. Hurwitz, D. (ed.) 1992 Walking the Redline: Israelis in the Search of Justice for Palestine. Philadelphia: New Society Publisher.
5. Robinson, G. 1997 The Logic of Palestinian State-Building After Oslo- Building A Palestinian State the Incomplete Revolution. Bloomington: Indiana University Press.
6. Brown, M.E.(ed.) 2001 Nationalism and Ethnic Conflict, Cambridge, The MIT Press
7. Walker, C. 1994 Ethnonationalism: The Quest for Understanding. Princeton: Princeton University

- Press.
8. Deutsch, K. 1969 Nationalism and its Alternatives, New York, Knopf
  9. Smith, A. 1986 Ethnic Origins of Nations. Oxford: Blackwell.
  10. Chatterjee, P. (ed.) 1998 State and Politics in India. New Delhi: Oxford University Press.
  11. Christopher, J. 1999 The Hindu Nationalist Movement and Indian Politics. New Delhi: Penguin Books.
  12. McGuire J.R. & Brasted, H. (eds.) 1996 The Politics of Violence. New Delhi: Sage Publications.
  13. Said, E.W. 1995 The Politics of Dispossession. New York: Vintage Books.
  14. Sarkar, S. 2004 Beyond Nationalist Frames. Delhi: Permanent Black.
  15. Ashmore, R.D, Jussim, L. & Wilder, D (eds.) 2001 Social Identity, Intergroup Conflict, and Conflict Reduction. Oxford: Oxford University Press.
  16. Gurr, T.R. 1993 Minorities At Risk: A Global View of Ethnopolitical Conflicts. Washington D.C: United States Institute of Peace.
  17. Rupesinghe, K. & Marcial, R.C.(eds.) 1994 The Culture of Violence. Tokyo: United Nations University Press.
  18. Ahmed, A.S. 2003 Islam Under Siege. New Delhi: Vistar.
  19. Falk, R. 2000 Human Rights Horizons: The Pursuit of Justice in a Globalising World. London: Routledge.
  20. Hiro, D. 2002 War without End. London: Routledge.

## **SW 7403: GENDER AND DEVELOPMENT**

### **OBJECTIVES :**

- Understand the social construction of gender
- Develop gender perspectives in analyzing social realities
- Understand gender and development approaches and strategies with specific reference to India.

### **COURSE CONTENTS :**

#### **Unit I: Conceptualizing Gender**

- Gender as a social construct
- Gender identity, equity, discrimination
- Patriarchy - Social structure and social institutions
- Feminism: Major feminist thoughts

#### **Unit II: Gender Perspectives in Development**

- Women's movement in national and international context: Ideologies (IWM); Women in anti-colonial struggles, women in social movements - Telangana, Tebhaga, Naxalbari, Chipko, NBA
- Paradigm shift from welfare to rights based approach: Historical context and relevant international conferences
- Gender approaches to development: Practical and Strategic Gender Needs, WID, WAD, GAD
- Gender analysis tools and models: Gender budgeting, Gender Development Index, Gender Empowerment Measure, Human Poverty Index

#### **Unit III: Gender Inequality**

- Expressions of Gender disparity: Education, health, property, employment and livelihood, decision making, feminisation of poverty
- Gender based violence: Theoretical perspectives
- Manifestations of gender based violence: Domestic violence, trafficking in women and children, rape, sex selective abortion, female infanticide, child marriage

#### **Unit IV: Gender Mainstreaming**

- Gender mainstreaming as an approach to gender parity
- Principles, strategies and tools of mainstreaming
- State and civil society initiatives: UNO, Millennium Development Goals
- Changing institutional response -- Case studies of best practices and critique
- Advocacy and capacity building strategies for promoting gender parity

#### **Unit V: Policies and Mechanisms**

- Constitutional and legislative safeguards

- Policies and plans with gender focus
- Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centres and Crisis intervention Centres

### **Core Readings**

1. Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
2. Dube, L. & Palriwala, R. (eds.) 1990 Structures and Strategies: Women, and Family. New Delhi: Sage.
3. Gandhi, N. & Shah, N. 1993 Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali for women.
4. Goonesekere, S. (ed.) 2004 Violence, Law and Women's Rights in South Asia. New Delhi: Sage Publications.
5. Kumar, R. 1993 History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India 1800-1990. New Delhi: Kali for Women.
6. Moser, C. 1993 Gender Planning and Development Theory and Practice. London: Routledge.
7. Rose, K. 1992 Where Women are Leaders. New Delhi: Sage publications.
8. Seth, M. 2001 Women and Development: The Indian Experience. New Delhi: Sage Publications.
9. Thomas, T 1964 Indian Women Through the Ages: A Historical Survey of the Position of Women and the Institutions of Marriage and Family in India from Remote Antiquity to the Present Day
10. Omvedt, G. 1990 Violence Against Women: New Movements and New Theories in India. New Delhi: Kali for Women.

### **Supplementary Readings**

1. Andal, N. 2002 Women in Indian Society: Options and Constraints. New Delhi: Rawat Publications.
2. Basu, A. & Jefferey, P. 2004 Appropriating Gender. London: Routledge.
3. Committee on the status of women in India 1974 Towards Equality: Report. New Delhi: Government of India. Ministry of Education and Social Welfare.

4. Haider, R. 2000 A Perspective in Development: Gender Focus. Dhaka: The University Press Limited.
5. Krishna, S. (ed.) 2004 Livelihood and Gender, New Delhi: Sage Publications.
6. Mathur, K. 2004 Countering Gender Violence. New Delhi: Sage Publications.
7. Niranjana, S. 2005 Gender and Space: Femininity, Sexualisation and the Female Body. New Delhi: Sage.
8. Pilcher, J. & Whelehan, I 2004 50 key Concepts in Gender Studies. New Delhi: Sage.
9. Purushothaman, S. 1998 The Empowerment of Women in India – Grassroots Women’s Networks and the State. New Delhi: Sage publications.
10. Razavi, S. 2000 Gendered Poverty and Well-Being. USA: Blackwell Publishers.

## **SW 7404: COUNSELLING THEORY AND PRACTICE**

### **OBJECTIVES :**

- Understand the nature and goals of counselling as a helping process
- Understand the theoretical base underlying counselling practice
- Learn to apply counselling skills while working with clients in various settings
- Develop attitudes and inculcate values that enhance investment of self in the counsellor's role.

### **COURSE CONTENTS :**

#### **UNIT I: Foundations of Counselling**

- Counselling as a helping process: Meaning, nature and goals.
- Philosophic bases of counselling
- Principles of Counselling
- Application of counselling in social work practice. Group and individual counselling.

#### **UNIT II: Approaches to Counselling**

- Psychoanalytic counselling
- Client-centred counselling
- Transactional analysis
- Cognitive behaviour therapy

#### **UNIT III: Counselling Techniques and Procedures**

- Principles of counselling interview
- The counselling relationship: Relationship as the medium of facilitating change
- Skills and Techniques of counselling
- Phases of counselling
- Termination of counselling: Indications and contraindication, and the process

#### **UNIT IV: The Counsellor as a Therapeutic Person**

- Qualities of an effective counsellor
- Counsellor's roles and functions in the counselling process
- Self-awareness and its place in counselling: Beliefs, attitudes, and value orientations
- Ethical Issues: code of ethics for counsellors
- Professional burnout: Causes and remedies

#### **UNIT V: Counselling Practice in Different Settings**

- Crisis counselling: theory, methods and techniques of crisis intervention
- Marriage and Family counselling: Techniques and process
- Alcoholism Counselling: Motivational Intervention for sobriety



- HIV/AIDS counselling: pre and post-test counselling, grief counselling
- Counselling of children: developmental needs and age-related issues; Special problems of physical and sexual abuse, and substance abuse

### Core Readings

1. Corey, G. 2005 Theory and Practice of Counselling and Psychotherapy. California: Brooks/Cole.
2. Young, M.E. 1992 Counselling Methods and Techniques: An Eclectic Approach. New York: Macmillan.
3. Street, E. 1994 Counselling for Family Problems. London: Sage Publications.
4. Velleman, R. 1992 Counselling for Alcohol Problems. New Delhi: Sage Publications.
5. Pepinsky, H.B. & Pepinsky, P.N. 1954 Counselling Theory and Practice. New York: Ronald Press Company.
6. Hoffman, M.A. 1996 Counseling Clients with HIV Disease. New York: Guilford Press.
7. Patterson, C.H. 1986 Theories of Counselling and Psychotherapy. New York: Harper & Row.
8. Ivey, A.E., Ivey, M.B. & Simek-Downing, L. 1987 Counselling and Psychotherapy: Integrating Skills, Theory and Practice, 2<sup>nd</sup> ed. New Jersey: Prentice Hall.
9. Karpf, M.J.D., Mudd, E.H., Nelson, J.F.D., & Stone, A.M.D. (eds.) 1958 Marriage Counseling: A Casebook. New York: Association Press.
10. Worden, J.W. 2001 Grief Counseling and Grief Therapy: A Handbook for the Mental Health Professional. Springer Publishing Company.

### Supplementary Readings

1. Turner, F. J. 1996 Social Work Treatment: Interlocking Theoretical Approaches (4th ed.) New York: The Free Press.
2. Fullmer, D.W. & Bernard, H.W. 1972 Counselling: Content and Process. New Delhi: Thomson Press.
3. Horton, I. & Varma, V. 1997 The Needs of Counsellors and Psychotherapists. New Delhi: Sage Publications Ltd.
4. Bayne, R., Horton, I. & Bimrose, I. (eds.) 1996 New Directions in Counselling. London: Routledge.

5. British Association for Counselling 1992 Code of Ethics and Practice for Counselling. Rugby: BAC.
6. Lindon, J. & Lindon, L. 2000 Mastering Counselling Skills. London: Macmillan.
7. Brearley, J. 1995 Counselling and Social Work. Buckingham: Open University Press.
8. Milner, P. & Palmer, S. (eds.) 2001 Counselling: The BACP Counselling Reader Vol. II, London: Sage Publications.
9. Capuzzi, D. & Gross, D.R. 1997 Introduction to the Counselling Profession. London: Allyn & Bacon.
10. Shertzer, B. & Stone, S.C 1980 Fundamentals of Counselling. Boston: Houghton Mifflin Company.



*Placement  
Brochure  
2016-17*

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**DEPARTMENT OF SOCIAL WORK**  
(Delhi School of Social Work)  
Centre of Advanced Study (UGC)  
University of Delhi

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BEST  
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*This is to certify that*

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*was ranked 2<sup>nd</sup> among the*

*Top Social Work Colleges*

*in Outlook's 2016 Survey of*

*India's Best Professional Colleges*

  
Krishna Prasad  
Editor in Chief



  
Sunit Arora  
Associate Managing Editor



## DEPARTMENT OF SOCIAL WORK

(Delhi School of Social Work)  
Centre of Advanced Study (UGC)  
University of Delhi



**PLACEMENT** 2016-2017

DSSW

**BROCHURE**

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# PREAMBLE



सत्यमेव जयते

## CONSTITUTION OF INDIA

Preamble

WE THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens

**JUSTICE**

Social, economics and political:

**LIBERTY**

of thought, expression, belief, faith and worship

**EQUALITY**

of status and of opportunity: and to promote among them all

**FRATERNITY**

assuring the dignity of the individual and the unit and integrity of the Nation

**IN OUR CONSTITUENT ASSEMBLY**  
this twenty-sixth day of November, 1949, do

**HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION**

THE LATER

CONSTITUTION IS THE ONLY  
HOLY BOOK WHICH WE FOLLOW





# OUR LEGACY

The Department of Social Work (DSW), University of Delhi, formerly known as the Delhi School of Social Work (DSSW), has been a leading institution in social work education for more than 70 years. The institution has been redefining the contours of social work education and has produced social work professionals who are leaders in their domains of practice.

Set up by the National YWCA-India as a school of social work at Lucknow, Uttar Pradesh, it started a one year programme to give training in social work to women who were demobilized by the Armed Services, known as the Women's Auxiliary Corps of India, following the end of World War II in 1946.

In 1948, it was shifted to Delhi and came under the Delhi School of Social Work Society. Courses of varying duration in social work were offered at that time. In 1950, a two-year training programme at the post-graduate level was commenced in the institute which was renamed as Delhi School of Social Work. Thus, it became the first school in Asia, recognized by the University awarding a Master's Degree in Social Work.

In April 1961, DSSW became a constituent college of the University of Delhi. The year 1979 was an important land mark in the history of the Department when it was raised to the status of a full-fledged Department of Social Work under the faculty of Social Sciences of the University of Delhi. Since then the Department has been expanding continuously, both in academics as well as in social interventions.

Since, 2011 the Department of Social Work has been ranked one among the best schools of social work in India by Outlook DRSHI survey.





# MESSAGE FROM THE HEAD

It is indeed a great pleasure presenting before you the placement brochure for the batch of 2015-2017 of the Department of Social Work, University of Delhi. The Department in its long historical trajectory has achieved several milestones and each one of those accomplishments have aimed at positively impacting the life and times of the people in diverse situations and contexts. Since its formative years, our institution believed that desirable changes occur as a result of several seemingly tiny acts and the cumulative force of those acts shape the destiny of the people, the community and the nation. In spite of several challenges, we have not budged from this stated position since the day we were born on the cusp of partition and independence of our nation.

We are proud to share with you that over the last few years, we remain at the first position in terms of academic excellence and personality development amongst all the institutions engaged in imparting Social Work education. Cemented structures become lively and vibrant spaces only when members of the faculty, staff and students join hands to diligently pursue the goal of transformation and emancipation and I feel happy that our institution is one of the best sites to see that kind of convergence.

This outgoing batch of students bring with them a vast experience of meaningful engagement at diverse sites of practicum and have adequate understanding of the contemporary socio-economic and political concerns. They also have very strong foundation in the theoretical paradigm through meticulously developed core and optional papers across the four semesters. Commitment, compassion, self-belief and positive attitude are the hallmarks of the batch, I say this because I have seen it all from the proximate corridors.

I once again welcome you to our Department to interact with our students and I am sure you would find willing-partners-in change from amongst them.

**Prof. Manoj K Jha**  
Head of the Department

# MESSAGE FROM DIRECTOR, PLACEMENTS

This is indeed a pleasure for me to present before you the highly spirited and professionally competent group of Social Work students of the batch of 2015-2017. Instilled with a continuous and committed sensitivity the students of the current batch have evolved as thoughtful and committed social service professionals, ever willing to take on the rightful place in the diverse spheres offered to them.

Placement cell of the department of social work is entering 70 years of journey in 2016. The recruiters so far include national and international organizations, corporate sector and peoples' movement and over the years we have been receiving reassuring feedback from all of them about our students. The current batch of 2015-2017 is another intelligent and dedicated group of students who would certainly be an asset to the employing organization.

The two year duration of the post graduate course in social work i.e. M.A in Social Work provides them to have a wide-ranging and intensive foundation in theoretical discourses as well multiple engagements at sites of practicum. The course curriculum we offer to them is an eclectic mix of core mandatory courses and elective courses based on emerging issues and concern. On the other hand, field work is the lifeline of the social work curriculum which gives the students an opportunity to integrate the pedagogy into the practicum.

Thus the students are trained in developing and utilising social work skills, that are of fundamental value to their subsequent performance as professionals in welfare, development and corporate sectors. The field work programme comprises of the components on orientation programme, concurrent field work, rural camp, winter and block placement, supportive field instructions, skill labs, seminar presentation etc. On behalf of the faculty, staff members and students, I would be pleased and happy to welcome you to our campus at University of Delhi for engaging our students to serve your organization.

**Dr. Sanjoy Roy**

Director, Fieldwork and Placements



# UGC CENTRE OF ADVANCED STUDY

Based on the academic achievement and research acumen of the Department, the University Grants Commission accorded to the Department the status of a Center of Advanced Study in the year 2013. This is a great honour for the Department as it shall facilitate the Department to embark upon a number of academic and research based initiatives in the chosen domain, centering on the well being of diverse, marginalised and vulnerable constituencies.

## **COMMUNITY DEVELOPMENT CELL OF THE UNIVERSITY OF DELHI**

The Department has been given the responsibility of running a Community Development Cell for the University of Delhi. This is an initiative which is being implemented by all central universities under the guidelines of the Visitor, who is the President of the country. Prof. Manoj K Jha is the convenor and Prof. Neera Agnimitra is the member secretary of the committee which is instrumental in the functioning of the Cell. Five relatively backward village communities have been adopted by the Department and need based initiatives have been embarked upon by teams comprising of students and faculty members.

# GLIMPSES OF RURAL CAMP

2016





# **PEDAGOGY**

**900+  
Field  
Work  
Hours**

**16  
Core  
Courses**

**16  
Elective  
Courses**

**4 Weeks  
of Block/  
Summer  
Placement  
and  
Rural Camp**

## COURSE CURRICULUM

Delhi School of Social Work in an attempt to provide its students the best experience of the field work also provide them a platform to build a strong theoretical knowledge base with its diverse and inter-disciplinary curriculum. The course is designed to give equal emphasis to classroom teaching and practice learning so that the students get an opportunity to learn while practicing on the field and also to integrate the theories learnt.

### Core Courses

The curriculum has been thoughtfully created to offer students a gamut of interdisciplinary courses for understanding the dynamics of human behaviour, social realities, welfare services and administration, development issues with a special emphasis on research. The courses offered in all the four semesters take into consideration the progressive need of the learners and are a perfect blend of compulsory and optional papers catering to the diverse areas of interest of the students.

### Elective Courses

The optional papers strives to fill the gaps for each of the young professional as they can choose from a range of specialisations including that of rural and urban community development, HIV/AIDS and social work practice, welfare and development of families and children, health, ecology and environment, conflict mitigation, employee welfare, Corporate Social Responsibility, gender, disaster management, disability, elderly care and also a component of Dissertation.







# EMPOWERING CURRICULUM

Semester	Course Type	Course Name
i.	Core Courses	Nature and Development of Social Work Sociological Concepts and Contemporary Concerns Human Behaviour and Social Environment State, Political Economy and Governance Social Work with Communities Field Work Practicum
ii.	Core Courses	Social work with Individuals Social work with Groups Research in Social Work, Quantitative Approaches Social Action and Social Movements Research in Social Work: Qualitative Approaches Field Work Practicum Block Placement / Summer Internship
iii.	Core Courses	Social Justice and Empowerment Social Development Administration of Welfare and Development Services Social Work Practice in Mental Health Settings
	Elective Course 1	Organizational Behaviour and Employee Development Social Defense and Correctional Services Urban Community Development Social Work Practice in Mental Health Settings
	Elective Course 2	Health Care Social Work Practice Social Work with Persons with Disabilities Social Work with Families and Children Occupational Social Work Dissertation
	Field Work	Field Work Practicum Block Placement Evaluation Rural Camp
iv.	Core Courses	Management of Development Organizations Human Rights and Social Work Practice Social Policy
	Elective Course 1	Environment and Social Work HIV/AIDS and Social Work Practice Rural Community Development Social Work with the Elderly
	Elective Course 2	Conflict Mitigation and Peace Building Gender and Development Social Work and Disaster Management Counseling Theory and Practice Dissertation
	Field Work	Field Work Practicum

# PRAXIS



## **FIELD WORK PRACTICUM**

The indispensability of field work practicum in social work education is a globally acknowledged fact and the experiential nature of learning derived from field work, makes it a core pedagogical component of social work training. The field work programme of Department of Social Work is an exemplar of sorts, and years of consistent inputs by the faculty members have seen it evolve into a truly meaningful and integrated practice based programme.

## **CONCURRENT FIELD WORK**

Concurrent field work at the Department of Social Work is the core learning component of the two-year master's programme and runs simultaneously with class room teaching of theoretical concepts. It has a credited field work component and students attend field work in different agencies or communities two days a week for the entire academic years.

Field work settings offer real life experience to the students and give them hands on experience of working with people. Students develop their professional as well as personal skills in the process of enriching the lives of people they come in contact with. Students also get a chance to apply their acumen and skills in their respective placement settings under the joint supervision of the department and agency supervisors.

## **BLOCK PLACEMENT**

After the completion of the 2<sup>nd</sup> Semester, students undergo block field work training for a period of 30 to 45 days which begins from the end of May and goes on till mid July of the academic year. The purpose of block placement is to provide students a level of pre-employment experience. It broadens the perspective of the students and enables them to experience handling of professional responsibilities.

## **OBJECTIVES OF BLOCK PLACEMENT**

- To facilitate greater understanding of ground realities of working with and within organizations through involvement in day to day work.
- To enhance awareness of self in the role of a professional social worker

## **RURAL CAMP**

The rural camp is one of the most awaited and intense field work activity organised by the department aiming at holistic professional development of the students. The rural camp provides students an exposure to rural life and enables them to plan, organize and implement relevant programmes. It is an integral part of practice learning and makes field work a holistic experience. In 2016-17, academic session, students from third semester undertook the rural camp at Katni, Madhya Pradesh in collaboration with Ekta Parishad & Manav Jeevan Vikas Samiti from 10<sup>th</sup> October to 16<sup>th</sup> October 2016.



**Prof. Manoj K. Jha** - Professor & Head of the Department

Ph. D. (University of Delhi)

Fields: Political Economy and Governance, Social Action and Social Movements, Majority-minority Relations, Peace and Conflict Studies



**Prof. Sanjai Bhatt** - Professor

Ph. D. (University of Lucknow), LLB (University of Lucknow)

Fields: Research and Evaluation, Human Rights, Advocacy, Occupational Social Work, Management of Voluntary Organizations



**Prof. Sushma Batra** - Professor

M.Phil., Ph. D. (University of Delhi), Diploma in Statistics (Indian Statistical Institute, Kolkata), Certificate Course in Participatory Research (PRIA and University of Victoria, Canada)

Fields: Social Work Research and Statistics, Social Work with People with Disabilities, Social Work with Elderly Persons, Social Work Education



**Prof. Neera Agnimitra** - Professor

M.Phil., Ph.D. (University of Delhi)

Fields: Community Work and Community Development, Environment and Social Work, Disaster Management, Gender Studies, Social Research, Social Work Education



**Prof. Pamela Singla** - Professor

M.Phil., Ph.D. (University of Delhi), P.G Diploma in Personnel Management, FMS, (University of Delhi)

Fields: Gender Studies, Social Policy, Informal Sector, Social Research and Evaluation, Social Defence, Social Work Education



**Dr. Neena Pandey** - Associate Professor

M.Phil., Ph.D. (University of Delhi)

Fields: Gender Studies, HIV/AIDS and Social Work, Social Defence and Correctional Services, Casework, Qualitative Research



**Dr. Archana Kaushik** - Associate Professor  
Ph.D. (Jamia Millia Islamia, Delhi)

Fields: Gerontology, HIV-AIDS, Social Research and Education, Social Welfare Administration, Family and Children



**Dr. Sanjoy Roy** - Associate Professor  
M.Phil. (University of Delhi), Ph.D. (Lucknow University)

Fields: Social Welfare Administration, Social Justice and Empowerment, Field Work Practicum, Social Work Education, Rural Development



**Dr. Adusumalli Malathi** - Associate Professor  
M.Phil. (University of Delhi), Ph.D. (Jamia Millia Islamia, Delhi)

Fields: Human Behaviour and Social Environment, Rural and Urban Community Development, Social Development, Participatory Research and Development, Curriculum Planning, Social Research, Marginalised communities



**Dr. Seema Sharma** - Assistant Professor  
M.Phil., Ph.D. (University of Delhi)

Fields: Human Resource Management, Corporate Social Responsibility, Social Development and Social Exclusion



**Ms. Shashi Rani Dev** - Assistant Professor  
M.Phil. (Jawahar Lal Nehru University, Delhi)

Fields: Public Health, HIV/AIDS, Social Justice and Empowerment, Counseling



**Mr. Pratap Chandra Behera** - Assistant Professor  
M.A. (Tata Institute of Social Sciences, Mumbai), Masters in Population Studies, (IIPS, Mumbai)

Fields: Community Development, Environment and Social Work, Human Rights

# FACULTY



**Dr. Meenu Anand** - Assistant Professor  
Ph.D. (Jamia Millia Islamia, Delhi)  
Fields: Gender, Child Psychology, Mental Health, School Social Work, Communication



**Dr. Mayuri Gogoi** - Assistant Professor  
Ph.D. (University of Delhi)  
Fields: Human Ecology and Green Social Work, Education, Community Development, Qualitative Research



**Mr. Nagaopunni Trichao Thomas** - Assistant Professor  
M.A. (Tata Institute of Social Sciences, Mumbai), M.Phil. (NUEPA)  
Fields: Educational Planning and Administration, Dalit and Tribal Social Work



**Mr. Abhishek Thakur** - Assistant Professor  
M.A., M.Phil. (Tata Institute of Social Sciences, Mumbai)  
Fields: Disability Studies, Social Policy and Programme Implementation, Public Health, Labour Studies, NREGA



**Mr. Sudhir K. Maske** - Assistant Professor  
M.A. (Tata Institute of Social Sciences, Mumbai)  
Fields: Rural and Tribal Community Development, Management of Non-Profit Organisations, Child Rights, Social Justice and Empowerment



**Dr. Pushpanjali Jha** - Assistant Professor (Ad Hoc)  
M.Phil., Ph.D. (University of Delhi), Diploma in HRM (All India Management Association)  
Fields: Social Movements and Spatiality, Feminism/s, Social exclusion/s, SHGs & Micro Finance, Social and Political Theory, Social Action and Movements, Rural and Urban Livelihood



**Dr. Shweta Verma** - Assistant Professor (Guest Faculty)  
M.A., Ph.D. (Jamia Millia Islamia, Delhi)  
Fields: Mental Health, Disability Rights, Resilience and Conflict Studies



**Dr. Jyotika Taneja** - Assistant Professor (Guest Faculty)  
M.A (Social Work), Ph.D., P.G Diploma (Child Rights) Jamia Millia Islamia  
Fields: HIV/AIDS, Working with Families and Children



**Mr. Surinder Verma** - Assistant Professor (Guest Faculty)  
M.A. (Social Work, Jamia Millia Islamia), M.Phil. (Jawahar Lal Nehru University)  
Fields: Social Research, Rural Development and Urban Development, Social Welfare Administration



**Ms. Charu Sethi** - Assistant Professor (Guest Faculty)  
M.A. Social Work (Delhi University)  
Fields: Mental Health, Social Research, Counseling



**Ms. Chinmayi Sharma** - Asst. Professor (Guest Faculty)  
M.A. Social Work (Delhi University), M.Phil (Jawahar Lal Nehru University)  
Fields: Sociology of Disaster and Preparedness, Social Development, Environment and social work

# FACULTY



# Students'





# Profile





## Aamir Aziz

### Educational Qualification

B.Com (Hons) Jamia Milia Islamia, New Delhi

### Field Exposure

**1<sup>st</sup> Year** : Anglo Arabic School

School Social Work, Community Outreach, Case Work, Counseling, Advocacy

**2<sup>nd</sup> Year** : Seelampur (Community)

Working on the issues of marginalisation, exclusion, livelihood, women and unorganized sector.

**Block** : NERSWN (North East Research & Social Work Networking, Kokrajhar Bodoland Territorial Council (Assam)

Livelihood, Child Right, Child Protection And WASH

### Professional Competencies:

Working in group, Communication skills, Networking, Team work and Leadership

### Areas of Professional Interest:

Livelihood & Rural Development, Education/Women & Children/Health,



## Abhijeet Mishra

### Educational Qualification:

B.A. (H) Geography, Kirori Mal College, Delhi; PG Certificate in Gender and Society, WSDC, University of Delhi

### Field Exposure

**1<sup>st</sup> Year** : Samarth TI (NACO)

HIV/AIDS, Community Organization, Education and Qualitative Research on Female Sex Workers.

**2<sup>nd</sup> Year** : Trilokpuri Resettlement Colony Community Mental Health Practice, Community Organization and Research

**Block** : Government of NCT of Delhi

Research and Practice on Community Based Interventions for Substance Abusers in Delhi under the guidance of SPYM and AIIMS, Delhi.

### Professional Competencies:

Research and Analysis, Development Management, Advocacy

### Areas of Professional Interest:

Gender and Sexuality, Social Research, Development Practice and Psychiatric Social Work.



## Abhisarika Rai

### Educational Qualification:

Bachelor of Commerce (P), University of Delhi

### Field Exposure

**1<sup>st</sup> Year** : Mukundpur community

Worked in close association with anganwaadi workers; health and sanitation related issues and organized health camps and sessions for the adolescent.

**2<sup>nd</sup> Year** : Tihar prison

Working with inmates, Conducting Case Studies, Counseling and Guidance

**Block** : Indian Oil Corporation Limited, Noida

CSR, Documentation, Research and Analysis.

### Professional Competencies:

Human resource Management, Team Work, Counselling

### Areas of Professional Interest:

Correctional setting



## Abhishek Sisodiya

### Educational Qualification:

B.A. (H) Political Science, Ramjas College, Delhi

### Field Work Experience

**1<sup>st</sup> Year** : YMCA

Working on SHG's, Entrepreneurship Model, Group Work with agency's beneficiaries, Counselling and Community Organization

**2<sup>nd</sup> Year** : Wazirpur Community

Drugs and Substance Abuse among adolescents

**Block** : Government of NCT of Delhi

Scheme formation for prevention and addressal of drug and substance abuse in Delhi

### Professional Competencies:

Counselling, Community Mobilization, Group Work, Communication, Strategic Skills and Planned Thinking

### Areas of Professional Interest:

Conflict Mitigation, Community Organization, Mental Health Practice, Drugs and Substance Abuse, Research.



## Abuzar Ansari

### **Educational Qualification:**

Bachelor in Social Work, Aligarh Muslim University

### **Field Exposure**

**1<sup>st</sup>Year** : Wazirpur Community  
Livelihood, Community Organisation, Education, Community Development, Micro Finance and SHG formation

**2<sup>nd</sup> Year** : Tihar Jail  
Counselling, Motivation, Guidance, Human Resource Management.

**Block** : Aligarian Society

### **Professional Competencies:**

Livelihood, Education and Community Development

### **Areas of Professional Interest:**

Mental Health, Recreational Settings, Livelihood, Urban and Rural Community Development, Community Organisation and Micro Finance.



## Agnes Uchoi

### **Educational Qualification**

### **Field Exposure**

**1<sup>st</sup> Year** : St. Stephens' School  
School Social Work

**2<sup>nd</sup> Year** : St. Stephen's Hospital  
Community Practice in Sunder Nagari Community.

**Block** : Jana Unnayan Samiti Tripura  
Working on the issues faced by people in Tripura.

### **Professional Competencies:**

Efficiency, Problem Solving Skills, School Social Work

### **Areas of Professional Interest:**

Children



## Akanksha Barman

### Educational Qualification:

B.A. (H) English, St Stephen's College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Jagatpur Community  
Health and female hygiene, Family Planning, Education

**2<sup>nd</sup> Year** : IGL  
CSR, Health, Skill development, Gender Sensitization

**Block** : Indian Red Cross Society, Jammu Region First Aid, Immunization, Child Repatriation/  
Rehabilitation, Outreach, Blood Donation

### Professional Competencies:

Communication, Advocacy, Organizational skills, Conflict Resolution, Management and Delegation

### Areas of Professional Interest:

CSR, Health, Environment, Human Rights



## Akriti Maurya

### Educational Qualification:

B.A. (H) Psychology, Banaras Hindu University

### Field Exposure

**1<sup>st</sup> Year** : Institute of Human Behaviour and Allied Sciences (IHBAS)  
Psycho - social assessment

**2<sup>nd</sup> Year** : St. Thomas school  
School Social Work

**Block** : Satya foundation, Varanasi  
Environmental issues and Marginalization

### Professional Competencies:

Active listener, adaptability, Documentation, Survey, Comparative Study, Cognitive Competence and Cross Cultural Analysis.

### Areas of Professional Interest:

CSR, counselling, Human right, trafficking, social policy and NGO's



## Anjali Lekhi

### Educational Qualification:

Bachelors in Home Science (Hons) , Lady Irwin College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Society for All Round Development (SARD)  
Education and Government Schemes for MCD children, Project proposals and Documentation of Field data collected.

**2<sup>nd</sup> Year** : Human Rights Law Network (HRLN)  
Human Rights and Petition Filing. Work on Governmental Schemes for adolescents and implementation at ground level.

**Block** : Helpage India  
Elderly Rights awareness, Schemes and Policies for elderly.

### Professional Competencies:

Personal Management, Communication, Project and task management, Research and analysis.

### Areas of Professional Interest:

CSR, Education, Human Resource



## Ankit Bhadauriya

### Educational Qualification:

B.A.(Hons) Social Work

### Field Exposure

**1<sup>st</sup> Year** : Seelampur community  
Research work in the field's employment of youth and health concerns of pregnant women, social action through petition based on RTIs and research SPTWD Working with children and adolescent, initiate a new program with tribal

**2<sup>nd</sup> Year** : Srijan Foundation  
Worked with MSM

### Professional Competencies:

Goal setting ability, self-direction, motivation, personal knowledge, Team building, Leadership, project management

### Areas of Professional Interest:

CSR, Education, children, human right, rural, human right



## Ankit Kumar Jha

### Educational Qualification:

B.A. Hons Journalism, Maharaja Agrasen College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Udyam trust

Research, community work, education for community children,

**2<sup>nd</sup> Year** : Amar jyoti charitable trust

Case work, working with hearing impaired children, group work, writing success stories of person with disability, networking, advocacy, policy analysis,

**Block** : Ekta Parishad, Sheopur (M.P.)

Social activism on land rights, rural community development, working on water issues in drought hit chambal region, working on self-sustenance of gram panchayat

### Professional Competencies:

Community organisation, expertise in media production and publishing, public relation and content writing, research and academic writing,

### Areas of Professional Interest:

Rural development, tribal affairs, development communication, research, labour welfare and rights



## Avinash Kanaujiya

### Educational Qualification:

B.A (H) Political Science, Kirori Mal College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Nai Disha

Children Education, Women Empowerment, Substance Abuse and Disability

**2<sup>nd</sup> Year** : Samaj Ki Awaj

Disability Rights, Social Policy, Dalit and Women Rights

**Block** : Purvanchal Gramin Seva Samiti Gorkhpur

Disability Rights, Dalit Rights and Water Related Issues.

### Professional Competencies:

Mobilization, Leadership, Counselling, Administration Management

### Areas of Professional Interest:

Disability, Health, Women, Empowerment, Dalit



## Ayesha Safwi

### Educational Qualification:

B.A (H) Political Science

### Field Exposure

**1<sup>st</sup> Year** : Seelampur Community

Research work, RTI intervention, working with adolescent girls in the community, their capacity building, life Skills Development Activities, work on Health Concerns of Pregnant Women in Slums, Social Action Intervention using Petitions

**2<sup>nd</sup> Year** : Chintan Environmental Research and Action Group

Work with Waste handling communities as part of Project Implementation Team, Networking.

**Block** : SanatKada, Sadhbhavana Trust

Legal Counselling of Women in Jails, Building Feminist capacities among community girls, Leadership Training, Women Empowerment policy Implementation in Rural areas, Reporting and Documentation on MS Word, MS Excel and MS Powerpoint

### Professional Competencies:

Team Work, Work Ethics, Professionalism, communication,

### Areas of Professional Interest:

Women Empowerment, Livelihoods, Environment, Social Entrepreneurship, CSR



## Ayush Patel

### Educational Qualification:

B.A. Hons (Sociology), Banaras Hindu University

### Field Exposure

**1<sup>st</sup> Year** : Open Community, Trilokpuri

**2<sup>nd</sup> Year** : Helpage india

**Block** : Slum Soccer

Youth, gender, sports, project proposal, education

### Professional Competencies:

Mediation, motivator, planning,

### Areas of Professional Interest:

Youth, social enterprise, innovation projects





## Bhavi

### Educational Qualification:

B.Sc (Hons) Bioinformatics, Punjab University, Chandigarh

### Field Exposure:

**1- Year** : Jharoda Community, Community Development Cell  
Community Health and Nutrition, Networking with stakeholders, Mobilization of resources, formation of Women Group and working on livelihood, unorganized sector

**2- Year** : TATA Power Delhi Distribution Limited CSR, Communication Corporate Interface, Policy Analysis, Monitoring and Evaluation, Project Designing

**Block** : NERSWN, Kokrajar, Bodoland Territorial Council, Assam Child Rights, Child Protection, Rural Livelihood and WASH

### Professional Competencies:

Working with people, Networking, Team Building, Communication, Program Management, Leadership and conflict resolution

### Areas of Professional Interest:

Livelihood, CSR, Women Empowerment and Development Sector



## Chetan Gupta

### Educational Qualification:

B.A. (Hons.) English, Satyawati College, Delhi  
PG Certificate in Gender and Society, WSDC, University of Delhi

### Field Exposure

**1- Year** : Chetanalaya, Jahangir Puri – Holistic Education for underprivileged children, worked for providing an alternative livelihood to the Rag picking community of Jahangir Puri, Case Work.

**2- Year** : Tihar Central Jail – Reformation, Rehabilitation and Reintegration of Prisoners, Counselling workshops, life skills training sessions, Criminal Psychology analysis.

**Block** : Purvanchal Gramin Sewa Samiti (P.G.S.S.), Gorakhpur – Working with Persons with Disabilities, Policy making and Social Action for PWDs, Group Work.

### Professional Competencies:

Gender sensitive issues, planning for reintegration of post release prisoners back into the society, working for the rights of unorganised sector, CSR and HR

### Areas of Professional Interest:

CSR, Human Rights, Working with Children and women in difficult circumstances



## Debangana Baruah

### Educational Qualification:

B.A. (H) English, Daulat Ram College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Mazdoor Kisan Shakti Sangathan – Working on RTE (Right to free and Compulsory Education for Children), Visiting Government Schools across North East Delhi, Community work in Khajoori Khas- group work with children and women, awareness on health and hygiene, helping women form Self Help Groups.

**2<sup>nd</sup> Year** : Tihar Prison – Correctional Setting, counselling and group work with inmates. Helping them cope with their situations and working on their reformation and rehabilitation by engaging them in various activities.

**Block** : Action Aid – Worked in the Research sector for the Communication Department which focused on Child Rights. Also led the volunteers group in working in the Shelter Home in Nizamuddin.

### Professional Competencies:

Communication skills, team building, Project Management, Goal Oriented

### Areas of Professional Interest:

Human Rights, Correctional Settings, Women and Child Development



## Drishti Aggarwal

### Educational Qualification:

B.A. (H) Political Science, Miranda House, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Springdales School, Pusa Road School Social Work, Community outreach activities, Case work with adolescents, Informative sessions on issues of growing up

**2<sup>nd</sup> Year** : Koshish – Working with Beggars and Homeless, Community Development, Awareness generation, Skill building activities with the adolescent girls in the Lalbagh Community, addressed issues of destitution and homelessness.

**Block** : Aajeevika Bureau – Undertaken a Primary Research to do The Need Assessment of the Women Construction Workers in the city of Ahmadabad, to provide a baseline information on their existing conditions, documented impact stories.

### Professional Competencies:

Communication skills, ability to manage time and make sound judgments while performing professional activities, to act diligently when providing professional activities, ability to cultivate interpersonal relationships.

### Areas of Professional Interest:

Migration, Research, Women, Informal Sector



## Harsh Gupta

### Educational Qualification:

B.Sc. Mathematics, Bhimrao Ambedkar University, Agra

### Field Exposure

**1<sup>st</sup> Year** : Shaktishalini

Formed youth groups and conducted a research on violence among the young men.

**2<sup>nd</sup> Year** : Indo Global social service society (IGSSS)

Worked with youth groups, developing case studies on the issues of construction workers.

**Block** : Association of parents of disappeared persons (APDP)

Worked with families of disappeared persons, conducted case studies. Prepared a photographic documentary highlighting the narratives of the life of people who have been the victim of enforced disappearance and exhibited the work to raise awareness among people about the issue of enforced disappearances.

### Professional Competencies:

Communication skills, Adaptability, Team building skills, conflict resolution, decision making skills, creative art skills

### Areas of Professional Interest:

Human Rights, Rural development, Education, environment, Health, Documentary filmmaking



## Heena Sharma

### Educational Qualification:

B.A. (H) Political Science, I.P. College for Women, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Chetnalaya

Office Work, Research Work and Community work with persons with disability, daily wage workers and children of informal education.

**2<sup>nd</sup> Year** : Society for All Round Development (SARD)

Social Work with the Children of MCD Schools

**Block** : Aroh

CSR, proposal writing, impact assessment.

### Professional Competencies:

Communication skills, interpersonal skills, leadership skills, perception and adaptability skills.

### Areas of Professional Interest:

CSR and Human Resource.



## Himanshu Gupta

### Educational Qualification:

B.S.W, Bhim Rao Ambedkar, DU

### Field Exposure:

**1<sup>st</sup> Year** : CCAW

Casework, groupwork, case study, community based rehabilitation

**2<sup>nd</sup> Year** : Bachpan Bachao Andolan

Child rescue, casework, groupwork, case study and profiling

**Block** : Srijan Foundation

Worked with MSMs, awareness workshops on HIV/AIDS and STDs

### Professional Competencies:

Leadership skills, team management, team work, organising skills

### Areas of Interest:

CSR, Children, Rural Development, livelihood, CSR



## Jatin Anand

### Education Qualification

Bachelors of Arts (Prog.) - Ramjas College, University of Delhi

### Field Exposure

**1<sup>st</sup> Year** : Community Development Cell: Unnat Bharat Project - Chauhan Patti community, Sabhapur, Delhi

Solve conflict among community members and MCD workers, Activation of cleaning process of community by MCD workers.

**2<sup>nd</sup> Year** : Human Rights Law Network, Jangpura, Delhi – Fact findings of “PC-PNDT, Act 1994 and MTP Act, 1971” for HRLN

Book, Fact findings of Services, facilities and rights of Mental Retarded and other disable people for filing Petition against it, Fact findings on Adolescents health schemes - RKSH and ARSH.

**Block** : Larsen and Toubro: L&T - MHPS Boilers Pvt. Ltd. - CSR, Faridabad – Secondary Data analysis of CSR initiatives of various private and public sector companies, Networking and meeting with ITI Fatehpur Billoch, ITI Faridabad, Govt primary school and Edulever Consultancy Company.

### Areas of Professional Interest:

Community Development- Rural and Urban, CSR-HR, Development sector, Human Rights, Social Policy

### Professional Competencies:

Data analysis, Networking - Desktop and field based, Team leader, Knowledge of socio economic issues, communication, Advocacy and multitasking



## Kaainaat Khan

### Educational Qualifications:

B.A (H) Psychology

### Field Exposure:

- 1<sup>st</sup> Year** : Safdarjang Hospital  
Medical Social Work
- 2<sup>nd</sup> year** : Dakshinpuri Community  
Community Social Worker
- Block** : Dharmapal Satyapal Group  
Corporate Social Responsibility

### Professional Competencies:

Management and communication skills

### Areas of Professional Interest:

Mental health settings, Human Resource Management and Corporate Social Responsibility



## Keerti Sombhavi

### Educational Qualifications:

B.A (Hons.) History

### Field Exposure

- 1<sup>st</sup> Year** : Crime against Women Cell  
Worked on the Issue of Crime against Women, developed case studies, practiced task centered approach of Social Case Work.
- 2<sup>nd</sup> Year** : Roshni  
Worked with adolescent girls, conducted life skills sessions in government schools, networked with legal institutions (SPUWC), and conducted group sessions on various social issues in the community. Research, campaigning for the organization.
- Block** : Indian Oil Corporation Limited  
CSR, documentation, research work, interpretation of collected primary data, documentation, analysis of collected data

### Professional Competencies:

Negotiation, perception, analytical, training, communication, prioritizing and documentation skills

### Areas of Professional Interest:

Correctional setting, family and children, adolescent, social work research, CSR



## Keinesuang Akeoh

### Educational Qualification:

B.A. (H) English, Dyal Singh College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : SPYM, Delhi Gate Juvenile Center De Addiction Centre and St. Mary School, Safdarjung Enclaves. Worked with Juvenile who are in conflict with law, Worked at St. Mary School - with Economically weaker sections school children.

**2<sup>nd</sup> Year** : St. Stephen Hospital, Health Initiatives, Sunder Nagri Community Health, Education and Community Development services to the people of Sunder Nagri Slum community in East Delhi.

**Block** : Indigenous Women and Children Foundation. Tamenglong District, Manipur. Worked on rehabilitation, repatriation and re-integration of trafficked children, Conflict mitigation, Organized Community based programs.

### Professional Competencies:

Communication skills, Interpersonal skills, Time Management, Creative thinking skills, Adaptability, Punctuality, Hardworking and Time Bound delivery

### Areas of Professional Interest:

Human Rights, Education, Children and Family, Socio-Economic and Development



## Kriti Tikku

### Educational Qualification:

B.E. ELECTRONICS, Rajiv Gandhi College of Engineering and Research, RTMNU Nagpur University

### Field Exposure

**1<sup>st</sup> Year** : BOSCO-UNHCR – Group work with the refugees, Refugee rights, Community Organization, Documentation and Recording, Negotiation with government institutions.

**2<sup>nd</sup> Year** : Kulachi Manovikas Kendra – Child rights, Group Work, Casework, understanding of policies and Acts for persons with disabilities, Recording and Documentation

**Block** : Kudumbashree, National Rural Livelihood Mission – Tribal community development, tribal livelihoods, tribal rights, understanding tribal policies and schemes relating to tribal welfare

### Professional Competencies:

Communication Skills, Negotiation Skills, Managerial and Organizational Skills, Recording And Documentation Skills

### Areas of Professional Interest:

Urban Community Development, Rural Community Development, Human Rights, Livelihoods, Child Rights



## Kudrat Yadav

### Educational Qualification:

B.A(H) Geography, Kirori Mal College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Katha Lab School  
Community Organization, Education and Sessions with adolescence on substance abuse, health and life skills.

**2<sup>nd</sup> Year** : Ankur Society for Alternatives in Education  
Education, Children and Community Organization

**Block** : Yamaha Motor Pvt. Ltd.  
CSR, Documentation and Community Outreach, School Social Work, Communication, Teaching and Educational Training

### Professional Competencies:

School Social Work, Communication, Teaching and Educational Training

### Area of Professional Interest:

Education, Children and CSR



## Kumar Ganesham

### Educational Qualification:

B.A. (H) Social Work, Bhim Rao Ambedkar College, Delhi

### Field Exposure:

**1<sup>st</sup> Year** : Delhi Society for Welfare of Special Children (Okhla centre) – Designed and ran an advocacy program for the admission of intellectually disabled in the normal schools under the purview of right to education act, Organized health camps, Networked with other organizations

**2<sup>nd</sup> Year** : Shakti Vahini – Studying the Standard Operating Procedure (SOP) for care and protection of children in contact with railways and critically analyze it in the 3-railway station of Delhi.

**Block** : Indraprastha Gas Limited – Worked in the Human Resource Management and the recruitment process. Understanding of the Organizational Structure and the Organizational climate of company.

### Professional Competencies:

Networking, Quick Rapport Building, Advocacy, Team work, communication and organizational skill.

### Areas of Professional Interests:

HR, CSR, children and women in difficult circumstances, human rights, Community development, Youth, elderly



## Kumari Priyanka

### Educational Qualifications:

B.A. (HONS) Social Work, B.R Ambedkar College, Delhi

### Field Exposure

**1<sup>st</sup> Year** : Anglo Arabic Sr. Sec. School

Educational and motivational activities with the students, educational program with dropout girls in Nabi Kareem Community

**2<sup>nd</sup> year** : SNEHALAYA

Baljit Nagar And Bhill Community (Educational, Awareness Generation, Kishori Group Proframmes)

**Block** : Tata Steel Rural Development Society, Jamshedpur Jharkhand

### Professional Competencies:

CSR, Education Project with Dropout Girls And Documentation Case Study, Counselling, Research, Management

### Areas of Professional Interest:

HRM, CSR, EDUCATION



## M Memeenao

### Educational Qualification:

B.A. (H) Social Work, St Edmund's College, Shillong.

### Field Exposure

**1<sup>st</sup> Year** : Kulachi Manovikas Kendra – Worked with people with disability- Transition from school to workplace for people with disability, vocational training for people with disability, Group Work and Case Work with the students.

**2<sup>nd</sup> Year** : AIIMS (Social Welfare Unit) – Fee concession for BPL/APL patients through RAN scheme, Railway concession form application for patients, Research, Data entry, working with elderly citizens in geriatric ward.

**Block** : Centre for Organization Education and Research (CORE) – Human Rights (working on indigenous rights of people in loktak lake), Research and Documentation

### Professional Competencies:

Communication Skills, Adaptability, Team Work, Research and Documentation

### Areas of Professional Interest:

Community (Rural & Urban), Family and Children, Human Rights





## Mansoor Alam

### Education Qualification:

B.A (Hon) Psychology, Jamia Milia Islamia, New Delhi

### Field Exposure

**1<sup>st</sup> Year** : Santulan

Life skill education, counseling, research, case work, group work, gender

**2<sup>nd</sup> Year** : TPDDL

Life skill, CSR, Capacity building

**Block** : Lady Willingdon Hospital

Medical social work, CBR, health talk, rural health, research, women empowerment

### Professional Competencies:

Communication, Mobilization, Problem Solving, Listening, Leadership

### Areas of Professional Interest:

CSR, Research, Human Rights, Development Sector, Rural Development



## Mathanmi Hungyo

### Educational Qualification:

B.A (P)

### Field Exposure

**1<sup>st</sup> Year** : SEWA Delhi – Data analysis, Advocacy of legal rights of women, Construction workers and labor commissioners, informal workers i.e. home based workers and domestic workers

**2<sup>nd</sup> Year** : Aman Biradari – HAUSLA Project, recovery shelter home for the homeless with trauma patients, TB patients, HIV patients, profiling of homeless people, research on health burdens and effects of long term sickness, Advocacy for the rights of the homeless, part of the livelihood programs

**Block** : Association of parents of disappeared persons (APDP) – Data analysis of case of state human rights commission of 15 years, work with the families of disappeared persons

### Professional Skills:

Communication skills, time management, conflict resolution, adaptability, decisive decision making, management skills, team building

### Areas of Professional Interest:

Human rights, Environment, Rural development, Health, women empowerment, policy making, sports and music social work, Advocacy



## Mohd Danish Malik

### Educational Qualification:

BSW, Dr. Bhim Rao Ambedkar College, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : CWC Dilshad Garden

Understanding Child Rights, JJ Act, Legal Aspects of CWC

**2<sup>nd</sup> Year** : Dipti Foundation

Working with Rag Pickers, Community Organization, Informal Sector

**Block** : Government of NCT of Delhi

Worked on Substance Abuse, Interventions with Street Children, Research.

### Professional Competencies:

Community Organization, Advocacy

### Areas of Professional Interest:

Child Welfare and Rights, Social Defense, Crime and Substance Abuse.



## Muhammed Nafih KM

### Educational Qualification:

BA (Hons.) Geography, University Of Delhi

### Field Exposure

**1<sup>st</sup> Year** : Blind Relief Association (BRAD) – Vocational training and skill development, Disability rights, Rehabilitation of visually impaired adults, Research, Counseling sessions.

**2<sup>nd</sup> Year** : All India Institute of Medical Sciences (AIIMS) Delhi –Medical Social welfare unit, Social welfare of poor patients through Financial assistance schemes-free medicine and Railway concession, Group Sessions with Elderly people of Geriatrics

**Block** : National Rural Livelihood Mission- (NRLM) & Kudumbashree Kerala (collaborative Tribal development project Of Kerala under Aajeevika, Ministry of Rural Development), Visual Documentation, Tribal SHG formations, Skill development of women

### Professional Competencies:

Teamwork, Leadership, Decision making, Problem solving, Community Mobilization, Data Management, Photography and visual documentation

### Areas of Professional Interest:

Rural-Urban Community Development, Human Rights and Advocacy, women empowerment, Medical Social Work and community health



## Nairitee Sil

### Educational Qualification:

B.A (Hons) English, Miranda House, University of Delhi

### Field Exposure

**1<sup>st</sup> Year** : Self-Employed Women's Association (SEWA) – Working on Government schemes (Aadhar Card, Ration Card, Pension Card), Organizing legal camps and health camps, FGDs, Women Empowerment

**2<sup>nd</sup> Year** : Chetnalaya – Writing research proposals for various projects, developing an intervention specific plan for a specific community, prevention of child labor, Community work.

**Block** : ActionAid India – Working on Government Policies, developing resource material for several workshops on Public Policy and Advocacy, Working with De-Notified Nomadic Tribes in Bhatti Mines, Chhatarpur, Translating National Policy for Women (2016) in Hindi.

### Professional Competencies:

Communication Skills, Leadership, Team Building skills, Planning skills, Social awareness, Goal-setting ability, Decision making ability

### Areas of Professional Interest:

CSR, HR, Human Rights, Women Empowerment



## Naveen

### Educational Qualification:

B.Sc. Physics (Hons), Delhi University

### Field Exposure:

**1<sup>st</sup> Year** : Aman Biradari  
Children at shelter homes and railway stations and Adults at Railway stations, shelter homes and Ren Basera.

**2<sup>nd</sup> Year** : Shakti Vahini  
Studying the standard operating procedure (sop) for care and protection of children in contact with railways and critically analyses it in the 3 railway station in Delhi.

**Block** : Kupwara District, Jammu and Kashmir  
PMRDF and DC office

### Professional Competency:

Communication and Networking

### Areas of Professional Interest:

Education, Children and Counseling



## Navneet Prakash Singh

### Educational Qualification:

BA (Hons) sociology, Delhi University

### Field Exposure

**1<sup>st</sup> Year** : Badarpur Khadar  
Community work

**2<sup>nd</sup> Year** : St. Stephen community health center  
Working with Anganwadis

**Block** : SARD  
WASH Project of UN

### Professional Competencies:

Personal Motivation and Decisiveness

### Areas of Professional Interest:

Environment



## Navprabhat Singh

### Educational Qualification:

BA (Hons.) social work, Delhi University

### Field Exposure

**1<sup>st</sup> Year** : Jharoda community – Resource mobilization, networking with different stakeholders, community health, Nutrition,

**2<sup>nd</sup> Year** : NIDAN – Organization building of street vendors, advocacy for street vendors, networking with different stakeholders, formation of street vendors associations

**Block** : Participatory Research in Asia (PRIA)  
Martha Farrell Scholarship, conduct research study on SHW act

### Professional competencies:

Leadership qualities, Engaging and building confidence in team, High sensibility, Dedication and Punctuality to work

### Area of Interests:

Rural development, Livelihood and social entrepreneurship, youth development, Education and women empowerment



## Neha Rani

### Educational Qualification:

B.A. (Hons.) Political Science, Delhi University

### Field Exposure:

**1-Year** : Crime against Women cell – Case Work, Counselling, Organize Sensitization Program, and Generate Awareness Program in the community.

**2-Year** : Tihar Prison, Delhi – Group Work, Case Work, Counselling, Enhance Social Justice

**Block** : Public Grievance Monitoring System, Govt. Of Delhi – Work in Kotla Mubarakpur, Community Organization; solve the grievances of PGMS, Prepare the Scheme for drug users in Delhi, Work in the area of Rehabilitation and Prevention Model

### Professional Competencies:

Self- Direction and Motivation, Counsellor and Researcher, Conflict Management, Leadership and Team Building

### Areas of Interest:

Rural Development, Women Empowerment, Social Policy and Labor Welfare, Street Children and Homeless Population



## Nidhi Punetha

### Educational Qualification:

BA (Prog), Delhi University

### Field Exposure

**1-Year** : YMCA  
Community, Counselling, SHG's, teaching

**2-Year** : Katha  
Education, community

**Block** : Association of Parents of Disappeared people  
Working for the right of the people who have disappeared and counselling, legal and financial aids

### Professional Competencies:

Administration

### Areas of Professional:

Education and livelihood



## Nikunj Chugh

### Educational Qualification

B.Com (Hons), Delhi University

### Field Exposure

**1<sup>st</sup> Year** : Indo Global Social Service Society (IGSSS)  
Community Intervention, Youth Development

**2<sup>nd</sup> Year** : Action for Ability Development and Inclusion (AADI)  
Disability Intervention

**Block** : Panipat Refinery, Indian Oil Corporation Ltd.  
Government School Intervention, CSR

### Professional Competencies:

Labor & Employee Relations, Decision Making, Technological Savvy, Critical Thinking, and Research

### Areas of Professional Interest:

Human Resource, CSR, Health, Education, Gender



## Patil Hrishikesh Gajanan

### Educational Qualifications:

BA Political Science, Fergusson College, Pune

### Field Exposure:

**1<sup>st</sup> Year** : Mukundpur Community – Women’s Group, Adolescent girls group, HIV and TB camps, worked with Sanitation workers

**2<sup>nd</sup> Year** : Samaj Ki Aawaj – Workshop on RTI, Sessions with Adolescent Boys and Girls, Study on the issue of livelihood of women, Group Formation of Drug Addict Children.

**Block** : Human Rights Law Network – Workshop on Caste, RTI workshop, drafting of health profile of communities in Bihar, documenting cases of migrated people from north-east India to mainland, Profiling of Acid Attack Survivors.

### Professional Competencies:

Communication skills, mobilization of people, leadership qualities, problem solving skills.

### Areas of Professional Interest

Human rights, legal rights, women empowerment, livelihood, youth



## Piyush Mohanty

### Educational Qualifications:

B.A. (Hons.) Political Science, Zakir Hussain College, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : St. Mary's School – Conducted awareness sessions in collaboration with NGOs and Government bodies and worked in 2 adopted communities of the school, organized Self-Defense training classes for community and school girls in collaboration with Special Police Unit for Women & Children etc.

**2<sup>nd</sup> Year** : KOSHISH- Field Action Project of TATA Institute of Social Sciences – Advocacy towards decriminalization of destitution, worked in Recovery Shelter Home & custodial homes.

**Block** : ANHAD, Gujarat & New Delhi – Built collaborations with NGOs, organized workshops for minority empowerment, funds management, engaged in women empowerment project of a partner NGO.

### Professional Competencies:

Mentoring Ability, Strategic Thinking and Planning Skills, Human Resource Management, Negotiation, Adaptability.

### Areas of Professional Interest:

Social Development Administration



## Poorvi Mehrotra

### Educational Qualifications:

B.A(H) Political Science, Indraprastha College for Women, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : Okhla Centre – Worked with special children, Activities on making them self-reliant, case work with Junior class children.

**2<sup>nd</sup> Year** : Shakti Shalini – Worked in shelter home - physically abused women, domestic violence, worked in community to create awareness about gender based violence, Remedial classes with community children, group activities with adolescents

**Block** : Newgen Software Technology, Delhi – Developed content for primary class students, planning and executing of group activities for children's summer camp, worked on digital literacy program for class 10th students.

### Professional Competencies:

Communication skills, counselling skills, Team building, Planning and strategy

### Areas of Professional Interest:

Human Rights, CSR, Development sector



## Prashant Anand

### Educational Qualifications:

B Tech in Information Technology, IIIT kolkata, Visva Bharti University, Santiniketan

### Field Exposure:

**1<sup>st</sup> Year** : National Water Mission – TISS – Project Management, Conducting Survey, Working on Water Issues for people, Using Social Media as a tool to generate awareness, organizing seminar and talks on water issues

**2<sup>nd</sup> Year** : Seelampur Community – Building a Community Based Organisation, Fostering resources from different stakeholders for community, wellbeing.

**Block** : Rural Litigation and Entitlement Kendra, PRAGATI (Panchayati Rule and Gender Awareness Training Institute) Urban Local Governance, Women empowerment in Rural local governance, Forest Rights, Migration issues in Uttarakhand.

### Professional Competencies:

Project Management, building teams and fostering team spirit, Information Technology and Social Media expertise, Understanding on Issues of migration, Community Development

### Areas of Professional Interest:

Livelihood, Migration, Rights, Caste, Political Economy, Urban and Rural Governance



## Prashant Kumar

### Educational Qualifications:

B.Tech. (C.S.E), Shri Siddhi Vinayak Institute of Technology (Uttar Pradesh Technical University), Bareilly

### Field Exposure:

**1<sup>st</sup> Year** : Jagatpur Village (Directly Placed) – Dengue Awareness Program (With MCD, Schools, PHC), Dairy Development Program, Disability Rights, Advocacy, Worked with Woman under Distress

**2<sup>nd</sup> Year** : Human Rights Law Network– Advocacy for Disability Rights and Adolescents Reproductive Health Rights

**Block** : Koshish (A TISS field action Project) – Worked in Custodial Setting (Beggar Home), Worked in Shelter Home with Homeless (Family Re-Integration and Employment), Worked with De-Notified Tribe on Education & Livelihood Community Organization

### Professional Competencies:

Community Organization, Human Rights & Advocacy

### Areas of Professional Interest:

Community Development, Destitution & Homelessness, Disability, Human Rights and Advocacy, Correctional & Reformation Settings





## Puja Menon

### Educational Qualifications:

B. A (Hons) English from University of Delhi and B.Ed. Special Education (Mental Retardation) from University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : A.I.I.M.S (Pediatric Unit) – Engaging with patients, Survey, Providing Assistance to Patients to avail services, Preparing Case Histories, Child Welfare Committee and NGOs, Documentation

**2<sup>nd</sup> Year** : Association for Development – Legislation on sexual abuse, RTI Interventions, Counselling, Visits to hospitals and Police Stations, Preparing Management Information System, Preparing Case Studies.

**Block** : Slum Soccer, Nagpur – Working with children (Group Work), Sessions with Team Leaders, Organizing Events, Formulating Program Proposals, Editing Edu-Kick Program Video

### Professional Competencies:

Communication Skills, Counselling, Personal Knowledge and Awareness, Computer Literacy, Skills in Conflict Management, Analysis and Perception Skills, Time Management.

### Areas of Professional Interest:

CSR, Development Sector, Education, Human Rights.



## Qasim Masumi

### Educational Qualifications:

B.Tech, Computer Science, Manav Bharti University

### Field Exposure:

**1<sup>st</sup> Year** : Aashrya Adhikar Abhiyaan  
Working with homeless, Awareness and sensitization programs, Advocacy & Counseling, Research.

**2<sup>nd</sup> Year** : Dakshinpuri Community  
Community Organization, Research, need assessment

**Block** : Koshish, Patna  
Worked with beggars & homeless, Research, advocacy

### Professional Competencies:

Crisis Management, Conflict Management & resolution, Persuasion skills, good communication skills

### Areas of Professional Interest:

Education, Advocacy, Research, Work with homeless, Counseling



## Rahul Kapoor

### Educational Qualifications:

Bachelors of journalism and mass communication, Amity University

### Field Exposure:

**1<sup>st</sup> Year** : Laxman Public School

Conducted life skills sessions, counseling with children, worked with children with special learning needs, conducted group sessions to resolve conflict, peer pressure.

**2<sup>nd</sup> Year** : Tihar Jail

Casework with inmates, advocacy for upholding human rights of inmates, soft skills training, comprehensive understanding of the prison setting.

**Block** : Tara homes for children

Managing and coordinating the activities and functioning of the children home, education coordinator, counseling with children, group sessions to relieve stress and pressure.

### Professional Competencies:

Leadership skills, team building, managerial skills, crisis management, conflict management and resolution.

### Areas of Professional Interest:

Education, Human rights, Child rights, child welfare, gender



## Rakesh Sharma

### Educational Qualification:

B.A. Kirori Mal College, Delhi University

### Field Exposure

**1<sup>st</sup> Year** : Salaam Balak Trust

Groupwork, Life skills sessions for children, home visits, follow up visits, casework

**2<sup>nd</sup> Year** : Bachpan Bachao Andolan

Child rescue, understanding of JJ Act and children laws, advocacy for child rights and case study

**Block** : Sambhav Institution for Blind

Fund raising, awareness workshops, proposal writing and content writing

### Professional Competencies:

Leadership Skills, managerial skills, organising competence

### Areas of Professional Interest:

Children, Disability, CSR



## Ritika

### Educational Qualifications:

B.Sc (H), Botany, (University of Delhi )

### Field Exposure:

**1<sup>st</sup> Year** : Kulachi Manovikas Kendra

Involved in Livelihood Planning of Children with Intellectual Disability i.e. their transition from School to Workplace

**2<sup>nd</sup> Year** : Open community, (Seelampur)

Community Government Interface, Community Mobilization, Unorganized Sector, Issues of Marginalization and Social Exclusion, Livelihoods, Adolescents

**Block** : ONGC VIDESH LIMITED (The International Petroleum Company of India)

Project Undertaken was on Conflict Management in ONGC/ONGC Videsh Limited (Understanding Of Grievance Management System at ONGC)

### Professional Competencies:

Team-Building, Networking, Working in Groups, Conflict Resolution. Program management and evaluation, Leadership, Planning, Critical Thinking

### Areas of Professional Interest:

CSR, HR, Development Sector, Social Entrepreneurship



## Ritika Mehrotra

### Educational Qualifications:

BA (Hons.) Political Science, Delhi University

### Field Exposure:

**1<sup>st</sup> Year** : Open community- Trilokpuri – Community organization, group work with children and women in the community, research, policy analysis, initiated social action in the community, Awareness Generation Program with women on different schemes.

**2<sup>nd</sup> Year** : YMCA – Community Development, women empowerment through Self- Help Groups, Research, Gender Awareness Program for youth, Family Counselling Center, Skill Development

**Block** : Samarpan Foundation – Managing and coordinating different projects, Documentation, working with Slum Children, Women empowerment through skill development, accounting, case studies for proposals, Mobilization, motivation.

### Professional Competencies:

Documentation and case studies, Team Management Interpersonal Communication skills, Knowledge of community, positive work attitude.

### Areas of Professional Interest:

Women Empowerment, Children and CSR



## Richa Sharma

### Educational Qualification:

B. A. (hons.) economics

### Field Exposure:

**1<sup>st</sup> Year** : Snehalya

Community work, non-formal education, work with women and children

**2<sup>nd</sup> Year** : Kulachi Manovikas Kendra

Working with children with disabilities and their families, caregivers, support systems for them and institutions

**Block** : Pan Himalayan grassroots development foundation

Working on ecology and working with women and children

### Professional Competencies:

Wide experience of working on the field, communication skills, group work, case work

### Areas of Professional Interest:

Mental health, woman empowerment, education, environment



## Rohit Agrawal

### Educational Qualifications:

B.A. (H.) Political Science, Bihar University

### Field Exposure:

**1<sup>st</sup> Year** : Aman Biradri

Worked with children in need of care and protection (CNCP), awareness campaign for the Homeless families.

**2<sup>nd</sup> Year** : Wazirpuri, Open community

Worked with Women labourers, Health and Sanitation Issues.

**Block** : SLUM SOCCER

Training for Project managers and team leaders of various projects, Project proposals for UNICEF, Training as a Sports professional to adolescent girls, Career Counselling

### Professional Competencies:

Communication and team building skills, Adaptability, negotiating capacity, conflict resolution. time management, decision making, counselling skills.

### Areas of Professional Interest:

Sports Social Work, Social Enterprise, Human Rights, Rural Development, Education.



## Rebekah Sana Nath

### Educational Qualifications:

B.A (Hons) Sociology, Delhi University

### Field Exposure:

**1<sup>st</sup> Year** : HAQ: Center for Child Rights– Initiated follow-up with ex offenders (Juveniles), project management for rehabilitation of Juveniles in conflict with law, documentation.

**2<sup>nd</sup> Year** : Delhi Prison- Central Jail No:7 – Better understanding of Jail function, understanding criminal psyche, life skill sessions, legal aid awareness and formulation of plan for rehabilitation and reintegration of offender.

**Block** : ECHO: Center for Juvenile Justice, Bangalore – Research Analysis of Serious and Non-Serious Crimes in Bangalore by Juveniles, survey on dropout rate, education classes for drop outs, life skill sessions for CICL and CNCP.

### Professional Competencies:

Team Building and fostering team spirit, documentation, understanding on issues of juvenile Justice and Rehabilitation

### Areas of Professional Interest:

Juvenile justice, rehabilitation of offenders, crime prevention centers



## Ruchika Kataria

### Educational Qualifications:

Bachelors in social work, University of Delhi, Diploma in early childhood care and education

### Field Exposure:

**1<sup>st</sup> Year** : Parivartan cell

Anti -corruption drives, advocacy rallies, fund raising, organized educational trip of slum children, research study on dropouts of community children, conducted awareness sessions with community people.

**2<sup>nd</sup> Year** : Amar Jyoti Charitable Trust, Karkadooma.

Working with multiple disability people in special reference with visual impairment, self-awareness regarding various disabilities

**Block** : Institute of Human Behavior & Allied Sciences

Rehabilitation of patients, profiling of critical patients, attended various sessions on substance abuse, Exposure of walk in clinics & case work up, learnt about ICD classes.

### Areas of Professional Interest:

Children in different circumstances, persons with different disabilities, Education, Health & hygiene.



## Sahana Priyadarshini

### Educational Qualifications:

Bachelor's in Sociology, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : AIDS Healthcare Foundation – Counselling and sensitization, Creating an effective awareness events in different communities, Documentation, organizing activities and creating a platform for social awareness within different section of society, Mobilization.

**2<sup>nd</sup> Year** : Chetanalaya – Community Organization, Development Intervention Strategy, Community Mobilization, Need Assessment in different communities, Research Proposal.

**Block** : Coorg Organization For Rural Development – Working for the Rights of Adivasi, Education for Adivasi Children, Data collection: Violation of Forest Right Act. Extensive study of the policies which affect tribal and social context of Tribal Community

### Professional Competencies:

Communication Skills, Analysis and perception skills, Prioritizing task, Goal setting Process, Team building and leadership.

### Areas of Professional Interest:

Tribal, Dalit Rights, Women and Children.



## Sanjeev Anand

### Educational Qualifications:

BA (VS) Materials Management, Delhi University

### Field Exposure:

**1<sup>st</sup> Year** : Association for Development (AFD), Pratidhi – RTI (Right to Information) intervention, networking with legal institutions, organizing awareness programs on various social issues in Trilokpuri community, including public hearing program on missing children and child trafficking.

**2<sup>nd</sup> Year** : Seelampur Community – Worked with cable strippers in Seelampur, youth development programs through activities, sanitation, differently abled children and health issues of the community.

**Block** : Bihar Rural Livelihood Promotion Society (BRLPS) – Jeevika (Bihar) – Analysis of different livelihood intervention of Jeevika (Farm value chain of vegetables, livestock) and its impact on promotion of socio-economic development of rural population in Bihar.

### Professional Competencies:

Leadership skills, team building, networking, counseling, public orator and time management skill.

### Areas of Professional Interest:

Rural development, unorganized sector – livelihood and social enterprise and public health.



## Sarah Gulrukhsar

### Educational Qualifications:

B.A. (Hons.) Psychology, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : Kilkari Rainbow Home, Aman Biradari – Work in the field of urban homelessness, rescuing children in difficult circumstances. provision of shelter, reintegration into mainstream society by securing the basic rights of the children.

**2<sup>nd</sup> Year** : Santulan – Specialised Nursing Home for Management of Psychiatric and Drug/Alcohol specialized training in the Areas of family mental illness and drug de-addiction

**Block** : Oil and Natural Gas Corporation Limited, CSR Group – CSR projects screening and analysis, preparing CSR Compliance Checklists(CCC), writing approval notes, communication with implementing agencies, drafting agreements, writing field reports for monitoring purposes

### Professional Competencies:

Effective Communication, Critical thinking, Counselling skills, Collaborative, leadership, Research Skills

### Areas of Professional Interest:

CSR, Development Sector, Mental Health, Children



## Shalini Ranjan

### Educational Qualifications:

B.A. English

### Field Exposure:

**1<sup>st</sup> Year** : Majdoor Kisan Shakti Sangathan (MKSS)  
Community work

**2<sup>nd</sup> Year** : Kat-Katha  
Worked with sex workers

**Block** : Kudumbashree Mission, Kerala  
Livelihood generation among Tribal

### Professional Competencies:

Communication Skills, Team Management

### Areas of Professional Interest:

Livelihood, Welfare Administration



## Sheena Chaudhary

### Educational Qualifications:

B.E.I.Ed., University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : St. Thomas' School – Education and Counseling.

**2<sup>nd</sup> Year** : ASRA – Data collection and Community Rehabilitation

**Block** : Adani Foundation – SHG meetings, Baseline survey formation, Orientation of ASHA workers and volunteers from community, Documentation, Malnutrition program, Women empowerment program.

### Professional Competencies:

Client focused orientation, Analysis and perception skills, Prioritizing, goal setting process, strategic thinking and planning, communication skills, Analyzing performance objectives, adaptability, decisiveness.

### Areas of Professional Interest:

Education, CSR.



## Shourya Roy

### Educational Qualifications:

B.A. (HONS.) History, Delhi University

### Field Exposure:

**1<sup>st</sup> Year** : Community Development Cell, Open Community - Badarpur Khadar – Community Organization. social action and mobilization, advocacy, networking, life skills training session, gender sensitization.

**2<sup>nd</sup> Year** : Deepti Foundation, Jahangirpuri – Advocacy, alternative livelihood generation, group work, youth mobilization, hygiene and Sanitation.

**Block** : Centre for Advocacy and Research – Water, sanitation and health, community mobilization, career counseling, behavioral change, positive deviance, C.S.R, research analysis, advocacy, networking, case work.

### Professional Competencies:

Communication skills, self direction and motivation, conflict management, decision making skills, ethical and professional behavior, leadership skills.

### Areas of Professional Interest:

CSR, Youth and women, Advocacy, Education, Rural Livelihood generation.





## Shreyashi Tiwari

### Educational Qualification:

B.Sc. (Hons) Chemistry, St. Stephen's College, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : Community Development Cell, Open Community- Chauhan Patti, Delhi  
Community mobilization on issues concerning Health, Hygiene and Sanitation and Education. Awareness raising, Networking, Youth mobilization, Case work

**2<sup>nd</sup> Year** : Swechha – Community Mobilization, Networking, Content development, Women, Children and adolescents education & mobilization.

**Block** : Indian Oil Corporation Ltd – Research Study on rag picking Children, Training CSR, and Project Analysis

### Professional Competencies:

Documentation, Data Analysis, Community mobilization, Content Development, Life skill training, Women & Children Empowerment

### Areas of Professional Interest:

CSR, Education, Community mobilization, Women & Child Rights



## Shubham Saini

### Educational Qualification:

B.A (Program) Kirori Mal College, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : National Water Mission- TISS – Created Project DU water Issues, worked on water issues in community, Survey, Social Action, Awareness

**2<sup>nd</sup> Year** : Samarth-TI – Working on health issues with FSW, Community Mobilization, Social Action, Social Justice with FSW

**Block** : Sambhav Institution for Blind – Worked for fund raising, Computational Skills, Counselling session with the Students, Skill development Programme

### Professional Competencies:

Working in the community, Awareness, Community Mobilization, Social Action, Communication skills, HIV health and Awareness

### Areas of Professional Interest:

Community, Health, Social Development, CSR, Social Action



## Smriti Chachia

### Educational Qualification:

B.A. (Hons) Economics, Miranda House, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : Nirmal Chhaya

Working with Children in need of Care and Protection, Working with juveniles

**2<sup>nd</sup> Year** : Society for All Round Development, Nangal Ray, Tilak nagar

Worked on Child Rights

**Block** : Association of Parents of Disappeared Person, Srinagar, Kashmir

Worked on issue of Enforced Disappearance, Human Rights. Worked in a Conflict area to understand the sensitivities related to militarization.

### Professional Competencies:

Research and Analysis, Documentation and Report writing, Leadership, Assessment, Psychosocial Intervention, Management, Informatics, Interpersonal skills, Mental Health, Working with children

### Areas of Professional Interest:

Mental Health, Human Resources, Human Rights, Corporate Social Responsibility



## Sukriti Sethi

### Educational Qualification:

B.A. (Hons) English from Delhi College of Arts and Commerce, University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : Open Community, Majnu ka Tilla

Transect Walks, Need Assessment, Case Work, Group Work, Sanitation

**2<sup>nd</sup> Year** : Asha Kiran, Home for Mentally Challenged

**Block** : CHETNA NGO

Research, documentation, field visits, project coordination, project management

### Professional Competencies

: conflict resolution, interpersonal skills, communication skills, team building, leadership, counseling

### Areas of Professional Interest:

Education, research, human rights, gender, child rights, child welfare



## Suneet Kumar

### Educational Qualification:

BA (hons) Social work, Delhi University

### Field Exposure:

**1<sup>st</sup> Year** : Child Welfare Committee – Exposure to understand homeless and street Children' issues, exposure to understand the implementation of Juvenile Justice Act, child rights issues. Functioning of governing body such as child welfare committee and juvenile justice board.

**2<sup>nd</sup> Year** : Seelampur Community (Urban Slum/community) – Exposure to understand informal sector/economy, issues of governance and planning.

**Block** : IHBAS (Mental Health) – Exposure to develop an understanding of mental disorders/illnesses such as schizophrenia, Bipolar, Management of mental illnesses, Exposure to understand the rehabilitation process of psychiatric patients.

### Professional Competencies:

Communication skills, Community organization, analytical skills.

### Areas of Professional Interest:

Urban/Rural development, labor issues, Human rights, CSR



## Tanuj Kumar Yadav

### Educational Qualification:

B. Tech

### Field Exposure:

**1<sup>st</sup> Year** : BOSCO DELHI VIKASPURI  
Refugees

**2<sup>nd</sup> Year** : Prayas  
Children in need of care and protection

**Block** : Seed CSR

### Professional Competencies:

CSR Project Management

### Areas of Professional Interest:

CSR project management



## Themreichon Jajo

### Educational Qualification:

BA (Sociology - hons), Manipur University

### Field Exposure:

**1<sup>st</sup> Year** : Deepti Foundation, Jahngirpuri  
Work with Children, adolescent girls and community

**2<sup>nd</sup> Year** : SPTWD  
Work with NE issues, women and girls

**Block** : CSD, Center for Social Development, Manipur  
Human Rights and Women issues

### Professional Competencies:

Active listener, good communication skills and energetic

### Areas of Professional Interest:

Human Rights and Environment



## Pasang Dolma

### Educational Qualification:

B.A English (H), University of Delhi

### Field Exposure:

**1<sup>st</sup> Year** : Udyam Trust – Educational talks, research, group works, networking, documentation

**2<sup>nd</sup> Year** : Deepti Foundation – HIV prevention and awareness programs, counselling, self-help groups, income generation units, NFE, networking, documentation.

**Block** : Jagori Grameen – Workshops on governmental schemes (for Anganwari workers), workshop on gender, sustainable development and women's empowerment, youth empowerment, case work, documentation

### Professional Competencies:

Documentation, observation, organization, ethics, commitment to career

### Areas of Professional Interest:

Human Rights (esp. refugees), Gender, Education.



## Lakhan

### Educational Qualification:

BA (Programme), Delhi University

### Field Exposure:

**1<sup>st</sup> Year** : Safdarjang Hospital  
Counseling, dealing with Paraplegics patients, case studies study on help desk

**2<sup>nd</sup> Year** : Jahangeer puri (Open community)  
Vocational courses, nutrition, awareness and domestic violence

**Block** : Youth for social justice  
Bhagan Kand Sangharsh Samiti and admission process in Delhi University.

### Professional Competencies:

Networking, documentation, listening and observation

### Areas of Professional Interest:

Rural community development, children and research.



## Nilam Rada

### Educational Qualifications:

B.A. Economics

### Field Exposure:

**1<sup>st</sup> Year** : ISS- Institute of Social Service – Empowering SHG Women's, life skill session with the government school, working with communities, networking with the organization, Documentation (fund proposal), event management.

**2<sup>nd</sup> Year** : Samarth-The Professionals under NACO – Intervention with the Female sex workers, Created Project (Equal Livelihood for Female Sex worker-Social Action, Community Mobilization)

**Block** : Adani Foundation – Women Empowerment-(SHG formation, Business Model for SHG groups), Malnutrition Project- survey, recruitment for the malnutrition project.

### Professional Competencies:

Evaluating People's effectiveness, Planning and developing plans, Resolve Conflict, Cooperation-Negotiation, Counseling, Able to take initiate and develop relationships.

### Areas of Professional Interest:

HR & Labour welfare, Social Entrepreneurship and livelihood, Public Health, Women Empowerment.



## Vaibhav Kumar

### **Educational Qualification:**

#### **Field Exposure:**

**1<sup>st</sup> Year** : NIRMANA  
Construction Workers, RTI and PIL

**2<sup>nd</sup> Year** : OPEN COMMUNITY  
Migration, CSR

**Block** : NCW  
NRI, RTI and PIL

#### **Professional Competencies:**

Legal Policy Analyst

#### **Areas of Professional Interest:**

CSR, Social Policy and Legal Policy

# PLACEMENT COMMITTEE



# DEPARTMENT OF SOCIAL WORK

(Delhi School of Social Work)

University of Delhi

## Director, Fieldwork & Placements

Dr. Sanjoy Roy, 9971352017

## Faculty Coordinators

Mr. Pratap Behera, 9811208496

Mr. Sudhir Maske, 9953918090

Dr. Pushpanjali Jha, 9810845290

## Sr. Asst. Fieldwork & Placements

Mr. R.K. Jagota

## Committee Members (M.A. Final)

Kumar Ganesham

Rebekah Sana Nath

Jatin Anand

Abhisarika Rai

Ayesha Safwi

Drishti Aggarwal

Poorvi Mehrotra

Sanjeev Anand

Kumari Priyanka

Abhijeet Mishra

Sahana

Rahul Kapoor

Shreyashi Tiwari

## Volunteers (M.A. Previous)

Shubham Pahwa

Tanya Parihar

Raghwendra Singh

Malvika Kataria



# PLACEMENT

## **PLACEMENT PROCEDURE**

Every year a wide range of organizations including research oriented institutions, social action and advocacy groups, corporate sector, private sector social enterprises, scholarship programmes, schools, hospitals, other governmental and non-governmental organizations hailing from different parts of the country connect with us and hire students from our institution.

DSW has vibrant batches of students every year from diverse educational, professional and geographical backgrounds, but who possess the common vision of making a difference to the lives of the clients and the constituencies that we engage with. During the two years of undertaking the field work practicum, our students invest 1000+ hours in concurrent field work practice under the close supervision of our expert faculty. The fieldwork programme provides them the necessary exposure and experience to apply their theoretical knowledge to the sites of practice and to undertake the challenges of working as a social work professional.

All final placements are coordinated by the placement cell under the guidance of the field work and placement director.

## **REGISTRATION**

All agencies for final placements are required to register with Placement Cell by filling up the response sheet given in the placement brochure. The agencies are requested to register at the earliest so that we may invite them for a Pre-Placement Talk (PPT) at a mutually convenient date in the campus.

## **PRE- PLACEMENT TALK**

PPTs are generally held before the final placement process. The PPT can be of 45 minutes duration followed by 15 minutes Q & A session. The PPT dates are allotted by the Placement Cell based on the agency preference mentioned in the response sheets.

## **SUBMISSION OF RESUMES & SHORT LISTING**

Agency invites applications from the students. It can either send us an application form or ask for the CV's of the students. Based on these, the agencies may proceed to shortlist candidates for further procedures.



## **PLACEMENT PROCESS**

Agencies conduct the final placement processes including aptitude tests, group discussions and interviews on campus or off campus.

## **JOB OFFERS**

At the end of the selection process, the agency is requested to hand over the duly signed hard copy of the final selection list and a waiting list to the Placement Committee.

## **FINAL CONFIRMATIONS**

Final confirmations on the acceptance or rejection of offers by students are communicated to individual agencies through the placement committee.



# PREVIOUS RECRUITERS





# DEPARTMENT OF SOCIAL WORK

Department of Social Work, University of Delhi

Placement Cell, 3-University Road, Delhi University North Campus, Delhi - 110007

Fax: +91-11-27667881, Website: www.dssw.du.ac.in, Email: dssw.placementcell@gmail.com

## Final Placement Form

Dear Sir/Madam,

We would like to visit your institution for recruitment of M.A Social Work students. The necessary information regarding our organization and placement requirements are provided as follows:

Name of the organization.....  
Contact Person .....Designation.....  
Address.....  
.....Tel No.....  
Mobile .....Email .....

### Job Profile

Designation(s) offered..... Number of vacancies ..... Location of Posting .....  
Training/Probation/Bond Period (If any) ..... Months/Years..... Joining Date .....  
Basic Monthly Salary ..... Other Benefits .....  
Desired Date for Pre Placement Talk .....

### Placement Process Details

Rounds	Want to Conduct (Yes/No)	Desired Date, if not during Placement Fair
Preliminary Test		
Group Discussions		
Interviews		
Others (Please Specify)		
Any other (Please specify)		

Preferred date for visiting campus .....

I hereby declare that I would abide by the Placement rules laid down by placement cell, DSW, DU

Name ..... Signature ..... Date .....



# DEPARTMENT OF SOCIAL WORK

Department of Social Work, University of Delhi

Placement Cell, 3-University Road, Delhi University North Campus, Delhi - 110007

Fax: +91-11-27667881, Website: www.dssw.du.ac.in, Email: dssw.placementcell@gmail.com

## Summer / Block Placement Form

Dear Sir/Madam,

We would like to visit your institution for selecting M.A Social Work students for Block Placement. The necessary information regarding our organization and placement requirements are provided as follows:

Name of the organization.....  
Contact Person .....Tel No. ....  
Mobile .....Email .....

### Job Profile

Training Profile offered ..... Number of Trainees Required..... Location of Posting.....  
Training/Probation/Bond Period (If any)..... Months/Years..... Joining Date.....  
Boarding/Lodging/TA offered ..... Training stipend offered / Not defined .....  
Desired Date for Pre Placement Talk .....

## Placement Process Details

Rounds	Want to Conduct (Yes/No)	Desired Date, if not during Placement Fair
Preliminary Test		
Group Discussions		
Interviews		
Others (Please Specify)		

Any other (Please specify) .....

Preferred date for visiting campus .....

I hereby declare that I would abide by the Placement rules laid down by placement cell, DSW, DU

Name ..... Signature ..... Date .....





## DEPARTMENT OF SOCIAL WORK

3, University Road, University of Delhi, Delhi - 110007

Ph.: 011-27667147 / 27667881

Email: [dssw.placementcell@gmail.com](mailto:dssw.placementcell@gmail.com)

Website: [www.dssw.du.ac.in](http://www.dssw.du.ac.in)

# Pledge

I shall self-reflect to examine my own biases, clarify my beliefs and take stances.

I pledge to step out of my area of comfort so I may meet people, listen to their lives, grow and remain open to their full humanity.

I pledge to be critical and ask questions in order to cast doubt, inquire and prompt social change and transformation.

For myself and my colleagues in profession, I shall strive continuously to advance knowledge about people, issues, and social work profession.

I pledge to contribute towards turning our institutions into genuinely transparent, accountable and fair communities of action.

I promise to defend freedom of expression, to being open always to dialogue and listening.

I shall be consciously inclusive towards all people and act to promote diversity, equality, mutual respect, justice and reconciliation.

I give a promise to walk with marginalized voiceless, and people who have been forced to silence. I promise to myself to engage people and structures to address life challenges and enhance their wellbeing.

From this day I am aware that I am part of a community of change agents. I, thus, pledge to act ethically, in compassion, with thoughtfulness, conviction, passion, honesty, perseverance and humility.

That is the least I pledge for.....

# **BLOCKPLACEMENT REPORT**

**on**

**“KPMG INDIA”**

**Submitted to:**

**Delhi School of Social Work**

**Department of Social Work**

**University of Delhi**

**Submitted By:**

**Ashvina Basnet**

**M.A Final Year**

**Id no:SOCW 4490**

**Department of Social Work**

**University of Delhi**

## **I. AGENCY PROFILE**

KPMG in India, a professional services firm, is the Indian member firm of KPMG International and was established in September 1993. Their professionals leverage the global network of firms, providing detailed knowledge of local laws, regulations, markets and competition. KPMG has offices across India in Delhi, Chandigarh, Ahmedabad, Mumbai, Pune, Chennai, Bengaluru, Kochi, Hyderabad and Kolkata. Over 9,600 Indian and expatriate professionals, many of whom are internationally trained are part of the Firm. KPMG in India is currently offering services to over 3,000 national and international clients in India across sectors. We strive to provide rapid, performance-based, industry-focussed and technology-enabled services, which reflect a shared knowledge of global and local industries and our experience of the Indian business environment.

## **II. KPMG's Development Sector Practice**

KPMG is committed to supporting India's objective of achieving its Millennium Development Goal targets, and to inclusive and sustained poverty reduction. In this regard, our Development Sector Practice (DSP) provides professional services to clients investing in the country's and the region's social development to assist their policies, programmes, projects and activities to be more strategic, have greater impact and be more sustainable. The Development Sector practice has a key strength in being able to holistically address financial, organizational, programmatic and administrative issues that emerge while implementing development programmes. We focus on quality and innovation in our approach to service provision.

The Development Sector Practice is a multidisciplinary team comprised of qualified, experienced individuals, who bring together knowledge and skills from different academic and professional backgrounds. Our main sectoral experience is in public health, water and sanitation, education, microfinance and livelihoods and corporate social responsibility. Some of the key projects in this sector includes:

- Global Sanitation Fund – includes performing the role of Country Program Manager with primary focus on M&E and IEC activities for water & sanitation initiatives in rural India.



- Providing transaction advisory services for preparation of Project Report, Bid Documents, Concession Agreement for Integrated Solid Waste Management Facility for Mumbai Metropolitan Region Development Authority
- Benchmarking of Production Centers under Total Sanitation Campaign in Orissa
- UNICEF (who is supporting Government of India's Total Sanitation Campaign) – this has included assignments aimed at efficiency improvements in government service delivery related to both software (IEC/BCC) and hardware (Production Centers); and due diligence reviews of both state government and non-government implementing partners.
- We have provided financial advisory for Delegated Management Contract for water supply, demand estimation, water tariffs review for Kolkata Municipal Corporation.
- Charitable Foundations - funding various NGOs working in the sanitation sector in rural India, which gives us an appreciation of role that civil society organizations play in the WASH sector.
- Assistance on privatization options for Chennai Metropolitan Water Supply & Sewerage Board

**Development Sector Practice in KPMG**

Our main sectoral experience is in public health, water, sanitation, education, microfinance, livelihoods and corporate social responsibility.



**Development Sector Practice in India**  
Working with government, development agencies, international charitable foundations, non-governmental organizations across India and South Asia

**Key projects in this sector**

- Global Sanitation Fund for water and sanitation initiatives in rural India
- Mumbai Metropolitan Region Development Authority for Integrated Solid Waste Management Facility
- Benchmarking of Production Centers under Total Sanitation Campaign in Orissa
- UNICEF (who is supporting Government of India's Total Sanitation Campaign) aimed at efficiency improvements in government service delivery related to both software (IEC/BCC) and hardware (Production Centers)
- Kolkata Municipal Corporation for water supply, demand estimation and water tariffs review
- Charitable Foundations for funding various NGOs working in the sanitation sector in rural India
- Assistance on privatization options for Chennai Metropolitan Water Supply & Sewerage Board

Trusted advisor of leading firms | Extensive knowledge repository | Proprietary global training resources | Consistent and tested global methodologies

### **III. WORK DONE BY THE TRAINEE**

The trainee during her blockplacement was placed in the Development Sector Practice where she involved herself in the works conducted by the sector. Since the trainees worked there for a period of 8 weeks, the trainee worked mostly on projects related to water and sanitation, education, climate change and sustainability and corporate social responsibility.

The works done by the trainee were:

#### **1. Understanding the works done by the Development Sector:**

- Analyzing and Making Reports on “UNDP Strategic Plan, Post 2015 Development Agenda UNDP”
- Secondary Research and Making Reports on “WaterAid India Projects and WASH Project: its working plans and Strategies”
- Summarizing the handbook on “Human Rights to Water and Sanitation”
- Doing Secondary Research different Corporate Social Responsibility (CSR) companies in India like Birla Group, TATA Groups, Oil India limited, Canon India etc.
- Working in PLAN Project: Doing Secondary Research on different Non-Governmental Organizations (NGOs) in India: Aseema, Magic Bus, Naandi, Pratham, Save the Children, Udaan and making report on these organizations
- Making report on Life skills and skills development Post 2015- what can be done Post 2015 and recommendations for post millennium development goals.
- Tabulating Excel Sheet on Tech Mahindra SMART programme city and center wise analysis.

#### **2. Working for the Proposal Presentation to Government of Rajasthan for the “Swachh Bharat Mission”**

- Doing secondary research on the Primary data’s collected by the Swachh Bharat Abhiyan team and understanding the project.
- Understanding about the changes of Nirmal Bharat Abhiyan and Swachh Bharat Abhiyan.
- Analyzing the videos interviewed by the Swachh Bharat Abhiyan team in the villages of Rajasthan such as Boondi District, Ajmer, Jaipur and making summary of the videos.

- Collecting the data's of the districts of Rajasthan through secondary Research and compilation of the videos.
- Preparing a Video consisting the perception of people regarding open defecation, its pros and cons; the importance of having toilets and regarding the Swachh Bharat mission, how it has brought changes in the lives of the people.
- Collecting the statistics related to Swachh Bharat Mission of Rajasthan and the findings of the places related to the Project.

### **3. Working on the case study of the project “Kavach Programme- A successful marketing intervention”**

- Understanding the works done by the US based NGOs like American Indian Foundation (AIF), World Vision India, Ford Foundation, Heifer International, the Clinton Health Access Initiative, Water for People etc.
- Making report on the organizations working areas, strategies used, mission and vision, target group, focus and programs they conduct.
- Case study on the project “Kavach Programme- A successful Marketing Intervention” which is a project conducted by Transport Corporation of India Foundation (TCIF) Bill and Melinda Gates Foundation (BMGF), study on HIV/ AIDS in India and the spread of the virus through Long- distance truckers (LDTs).
- Understanding the nature of LDTs and how it can be prevented through awareness and mobile health camps.

### **4. Working with the Climate change and Sustainability Team on the UNICEF Project: Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA)**

- Providing detailed analysis of on Insurance sectors in India like Birla Sun Life Insurance, Canara HSBC Oriental Insurance, HDFC life, Standard Chartered etc. Aditya Birla Group.
- Understanding the sustainably and corporate social responsibility initiative undertaken by the environment specific initiative organizations like Bayer Cropscience, Fertilizers and Chemical Travancore, Coromandel International Ltd etc.

- Doing Secondary Research and populating tables on “Mapping of Corporate Sector for Identification of CSR Funding Opportunities for Disaster Risk Reduction and Climate Change Adaptation”.
- Doing Secondary Research on USAID Policies, Procedures and Financial Review Processes

#### **5. Working on Tech Mahindra Foundation (TMF) Project Smart Program and Tata Trust in Coastal Gujarat (KVY)**

- Analyzing Excel sheet of the Farmers who attend TMF Programs.
- Populating the sheet for the Questionnaire responses from Bengaluru who attend TMF Program.
- Understanding the works conducted by the TMF Project and its outcome, how it is helping in bringing positive changes among people who attend the program.
- Making PowerPoint presentation for Tata Trust in Coastal Gujarat.
- Understanding the problems of coastal Gujarat like environmental degradation and rural livelihood issues due to the increase of saline water that is hampering and declining the agricultural productivity.
- Understanding how education and awareness can solve the issue of coastal Gujarat.
- Secondary Research on The Tata Trust Program- Third Party Monitoring and Assessment Project.

#### **6. Working on the Project “Tata Trust Programs”**

- Understanding the areas of work undertaken by the Tata Trust Programs across India.
- Analyzing the works done by the Program and preparing a power point on the works conducted by the Tata Trusts such as Himmat Society, Sakh- Se- Vikas Initiative, Reviving Green Revolution Cell, Collectives for Integrated Livelihood Initiatives, Kalike- the Trusts’ nodal agency in Karnataka etc. which is working on different issues such as Drinking water and sanitation, Agriculture and Horticulture, Dairy Development and Animal Husbandary, Financial Services, Developing markets and Value Addition etc.
- Working on Staffing Plan Template, Team Utilization and manpower planning for the Development Sector Practice (DSP) team of KPMG, India.

#### IV. OBSERVATION AND ANALYSIS

Starting with the works done by the trainee during the eight weeks starting from May 25- July 17<sup>th</sup> 2015 was a good learning for the trainee. Being a student of social work where we define social work as a profession to help others to help themselves, in KPMG India, the experience of a social work student something really different but in a good way. Being placed in a CSR company was different a different experience as they work for the development of the society in a different way where they

Corporate Social Responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (“Triple-Bottom-Line-Approach”), while at the same time addressing the expectations of shareholders and stakeholders.

So, in CSR companies when they are working for sustainable development, their working pattern is different than what we see in NGO’s. While working there the trainee was mostly involved with the secondary researches.

Working through secondary datas: In field, the trainee used to work mostly with the people directly. For example, in the trainees first year, she was placed in an open community where the trainee worked for the betterment of the people there. But during the internship period, when the trainee was working for any works, she had to student everything in details first. For example:

##### **Working on “Swaach Bharat Mission Program”**

As the trainees were interns the company did not have the provision of taking trainees to outer states, as they had not separated budget for it. But for the work of Swaach Bharat Mission, she along with the team working on the proposal making of the project visited the Delhi NCR offices i.e in Noida as the main member of the team was working in the office.

There, the trainee while working on the project first had to understand what Swaach Bharat Mission was, how it started. Going back to the history of it, it is doing more proper work tan what earlier the Nirmal Abhiyan was doing. To understand that, the trainee had to study all about both the Nirmal Bharat Abhiyan as well as Swaach Bharat Abhiyan, as to why the

Nirmal Bharat Abhiyan failed and to why Swaach Bharat Abhiyan began. Since, the project was basically focusing in “Rajasthan”, the trainee studied through the primary researches done by the team, which included written documents and videos of the places as well as the local people’s view on Swaach Bharat Abhiyan. The information consisted of Drinking Water, Sanitation, Hygiene and Housing Condition.

The major understanding of the place done by the trainee was through the videos made on the perception of people living in Rajasthan on Swaach Bharat Mission works, including latrines- do they have toilets in their home, do they prefer open defecation or not, are toilets necessary. The trainee could understand different perspectives of the people regarding the issue.

This was how the trainee had to understand the overall scenario of the project they were working on and help them with their works.

While working on it the trainee despite not being able to know the place, she was able to know the reality of different states and how we as a social worker can bring change in the society through different means.

Being placed here the trainee was also able to know different problems that we need to take serious actions on.

Since the trainee was placed in Development Sector, what the trainee realized was that the department sector works for different organizations too helping them with their works. During the process, the trainee came across a project which was something different as well as something which she had not thought of or seen.

### **Kavach Programme – A successful Social Marketing intervention**

This was one of the projects that the trainee was working where she was asked to understand the project and help them with their reports. This issue and project was something really new for the trainee.

### **Detail of the Project and Case**

The first case of HIV/AIDS in India was reported in 1986, and ever since HIV infection has been reported from all states and union territories. The estimated number of people living with HIV/AIDS was at 2.39 million as on 2009. The spread of HIV in India has been uneven. Although much of India has a low rate of infection, certain places have been more affected

than others. HIV epidemic is more severe in the southern half of the country and the north-east. The highest estimated adult HIV prevalence is found in Manipur (0.78%), followed by Andhra Pradesh (0.76%), Karnataka (0.69%) and Nagaland (0.66%).

Long-distance truckers (LDTs) in India were identified as a high-risk group. Factors like staying away from family for great amount of time, high alcohol intake and tough living conditions make them vulnerable to unsafe sexual practices. Furthermore, LDTs act as a bridge as they are nationally mobile and have the potential to expand the geographical spread of HIV by linking the epidemic from relatively higher-prevalence areas to lower prevalence areas.

The first efforts at HIV prevention among the trucking industry were put in place by UK's DFID through its Healthy Highway programme which ran from 1996 - 2000. In 2003, the Bill and Melinda Gates Foundation (BMGF) funded India AIDS Initiative – Avahan and included truckers' HIV prevention as part of its programming in India under the Kavach programme.

BMGF partnered with TCI Foundation, a social development trust promoted by Transport Corporation of India, to pilot and roll-out the Kavach programme. The major challenges in implementing the program included:

- **Mobile nature of LDTs:** LDTs travel for approximately 12-15 days in one journey halting only for food and rest.
- **Security of the load:** It is difficult to engage with them during the journey, as carrying load safely to its destination is prime concern of LDTs. They rarely
- **Indulgence in risky sexual behavior:** About one in three truckers report having sex with paid partners and one in five with non-paid partners at the transshipment locations.
- **Low HIV risk perception:** HIV risk perception among the truckers was 10%
- **Low rate of HIV testing:** only 17% reported testing for HIV in the last year
- **Low Condom Usage:** Consistent condom use while high with paid partners (70%) is low with wives (3%) and non-paid partners (20%).

So, while working on this project the trainee understood the importance of giving awareness program on certain issues, as everyone does not have the idea of what is going to happen next if they are not careful. The trainee also realized that this issue of HIV/AIDS has been affecting many migrant workers due to this.

While working on different CSR Projects run by the company, the trainee was able to know different NGO's as well as INGO's linked with the organization. The trainee was able to observe different works that CSR companies get involved in.

## **V. LEARNING OUTCOME**

Knowing different problems of society is very essential for a social work student as their ultimate goal is to work for the betterment of the people and the society. The trainee got a chance to involve herself in different projects related to the society and came to know the different perception of people related to different issues.

### **SWAACH BHARAT ABHIYAN IN RAJASTHAN**

While working in the project related to Swaach Bharat Mission, the trainee was able to learn the different problems as to why there is hygiene problem in Rajasthan. Through secondary datas, the reasons found were:

### **REASONS AS TO WHY PEOPLE PREFER OPEN DEFECATION IN RAJASTHAN**

- The people opt for open defecation outside the village, as they believe that their village stinks if they defecate in the village area.
- Only 3-4 toilets are there which wealthy people make.
- There is no sewage line/ system so constructing toilets will not help.
- There is no one to spread awareness among the people.
- Budget is an issue, as the daily wageworkers cannot afford to construct the toilets as the money is provided only in the end.
- No organizations are there to evaluate and mobilize the people.

### **CHALLENGES FACED BY PEOPLE DUE TO OPEN DEFECATION**

- Newly wedded girls from town who come to village face problem of open defecation
- The older generation people oppose to the idea of toilets saying they have been following the same since ages.
- Women have problems of open defecation.



- Women have more problem of open defecation.
- There is problem of drainage system as there is no space for dirty water to go out due to which the water gets accumulated in village.
- Half the money should be given during the initial phase of the construction.
- People are misguided and not taught to make proper size toilets due to which they are making big toilets and are complaining that 12,000 is not sufficient.
- People in the community do not help each other with the works due to which the people only complain and blame each other.
- The mindset of the people is very stereotypical.
- 2-3 people have constructed toilets in their households but have not received money yet.
- The girls are facing security problem due to open defecation, as they have to travel far.
- People are suffering from numerous diseases as well as snake biting can be seen as a problem when they defecate in the open
- Small Space
- No repairing system
- Mobilizing elderly people is difficult.
- Mindset of the people
- Sanitary Mart is less in number
- Safety for women as they go out for defecation
- Lack of Follow-up of Training programs so the expected impact is not seen
- People are not taking interest
- Only few women know that there is some scheme from Government on Swacchta.
- People have to travel almost 6 km's and so in rainy season it becomes difficult.

#### **VIEWS ON SWAACH BHARAT MISSION**

- Government should increase the funds to 20,000 at least and give half the amount in the beginning so that people can buy materials.
- 1000 to 1500 people have applied application to construct toilets but only few of the people get money.
- 12,000, which have been fixed for the construction is less and people have to add money on their own so, they prefer not to construct toilets.

- The money is provided after building and daily wage laborers cannot afford it; also they ask for photos of the toilets and tanks which is a problem for the villagers, as they need to add their own money to put up tanks.
- For construction of toilets; half money should be given at initial phase; this will mobilize people.
- Those who have constructed did not receive money till date so many people don't construct thinking they won't be receiving any money.
- Document making and other procedures take a lot of time so money don't come in time.
- There is need of organization so that they can mobilize and explain the concept of toilets to the people.
- Rather than the people, government should only construct toilets to the people.
- Money should be increased from 12,000 to 25,000.
- Evaluation is problem so requirement of any agency/ organization as third party can help evaluate.
- Some villages appreciate the initiative took by the mission in constructing of toilets as it is very beneficial for women.
- Only 15-20 toilets are constructed by the SBM till now.
- The government requires lot of formalities like have tanks, gates, photographs of the toilet as well as SBM Board posted so people are not able to fulfill all these things.
- They have to add their own money to fulfill the demands of the government.

### **PERCEPTION OF PEOPLE AFTER SWAACH BHARAT ABHIYAN**

- People's mindset has changed since the last two years and they want the toilets to be constructed.
- Mindset of people have improved, they want to construct toilets due to smell in villages and women security.
- Some people of the community visit door to door so that they can mobilize and increase number of people for the construction of toilets in the villages.

### **HOW PEOPLE ARE TAKING INITIATIVE THROUGH COMMUNICATION AND MOBILIZATION**

- Women believe that toilets should be there in every house as the girls have safety issues.

- She people are trying to be an example for other so that others too will construct toilets.
- Till now 40-50 people have toilets and 30-40 more are thinking to construct toilets due to awareness that is going on.
- Techniques that people are using are also through religious priests in the temples who can ask devotees of the temple to work for good in the society.
- Technique of Beating drums and shouting slogans during mornings.
- Tier Programs: Awareness generation, Building ownership, strengthening relationship among health workers.
- Using strategies such as visiting the open defecation place and triggering people by explaining about impurities.
- Collaborating with NGO's, ASHA workers and Anganwadi workers, Ministry of Health of Rajasthan, National Rural Health Care Commission of Bhelwar District.
- Different programs for immunization and other programs like Janani Shishu Siksha Program.

This understanding was very very necessary as you get to learn how to move forward with project. The eight weeks spent there was very useful as she also got to know the differences between the needs and wants of the society and how to differentiate among them.

Being placed in a CSR Company, the trainee got to understand that they majorly focus on need based problems of the society. These need based problem are solved through proper study and understanding of the problem. For example: when the trainee was asked to work on this **Swaach Bharat Abhiyan Project**, she was asked to study the problems in depth, starting with the first project that was **Nirmal Bharat Bhiyan** which was later turned to Swaach Bharat Abhiyan. The trainee was asked to understand the details of what lacked and also with the primary data collected by the company, the trainee had to understand the problem in depth.

The major learning during the process was, for any problem solving process, we need to have proper understanding of each and every problem going on. If we do so so, we can work on the solutions properly.

These things helped the trainee in knowing how she should plan things.

Working with the **Avahan's project on HIV/ AIDS**, the trainee got a chance to understand the role of long- distance truckers in the Indian HIV Epidemic and the need for a fresh programming Perspective so that this problem could be solved. In this context, the trainee learnt that being in office, while planning for such programs, how can we reach to large number of customers and redesigning the business of HIV Prevention among Truckers.

The lesson learnt by the trainee while going through the project details were:

1. **How to make this program convenient and accessible to all:** For example: it is very difficult to find unsuccessful McDonald's outlet. Similarly, while planning or implementing different programs, we need to ensure that we have the right target group and the place where many numbers of truckers can be made aware about the project.
2. **Universal Standardization:** to attract the main customers, the project should be in a standardized form where number of customers can be attracted and made aware of the issue
3. **Rigorous quality control:** Setting up the standard quality process so that the customers are made well aware of the pros and cons of being affected to HIV/ AIDS and through this project they will learn to be careful.

During the internship process, the trainee got to learn about the different organizations working in India and their relation with the CSR companies.

The trainee was also able to learn proper documentation works, which is in Annexure- A and Annexure- B

## **LEARNING ABOUT CORPORATE SOCIAL RESPONSIBILITY FROM KPMG INDIA**

It is a company's sense of responsibility towards the community and environment in which it operates. India's New Company Act 2013 has changed Indian Corporate business and there is ideology of give and take. Ministry of Corporate Affairs notified section 135 and Schedule VII of Companies Act and provision of Companies (CSR policy) Rule 2014, came in effect from 1<sup>st</sup> April, 2014. The net worth of the company has to be Rs.500 crore or more or turn over of the Company to be Rs. 1000 crore or more. It ranges not only to Indian Companies

but also to the branch of foreign companies in India. 2% of the average net profit for immediately preceding 3 financial years on CSR activities.

Flexibility is given to choose preferred CSR engagements that are in conformity with the policy. It mostly works on:

- Eradicating extreme hunger and poverty

- Promotion of education

- Promoting gender equality

- Empowering women

- Environmental sustainability

- Enhancing vocational skills

Companies can make annual report of CSR activities and engage with 2 or more companies for fulfilling the CSR activities. Corporates should be responsible enough to address social issues. Corporates join hands with NGOs and contributions made directly or indirectly to any political party does not come under CSR. For manpower, government has said companies can spend up to 5% of total CSR expenditure in a single financial year.

The trainee had an opportunity to learn many new things where she could learn and practice social work in a bigger context.

**STUDENT CONFERENCE**

**UNFOLDING THE REALITY OF URBAN SLUM: CHALLENGES FACED  
BY THE CHILDREN LIVING IN  
WAZIRPUR J.J COLONY**

Submitted To:

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University of Delhi

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M.A Previous

Id no: 4490

Date: 14<sup>th</sup> February, 2015

## **ABSTRACT**

The Parliament introduced the National Plan of Action for Children in 2005 for improving the lives of children which was divided into four parts which were child survival, child development, child protection and child participation.(Bajpai, 2006)

In this paper, the trainee wants to highlight on the challenges faced by the children living in the urban slum. Being a child, every child has the right to be pampered; every right to get what the laws have provided them with. But in case of the children living there, they have been deprived of all the facilities that they should be getting. The reason behind choosing this topic is because in her every day field work, the trainee get to see the plight of the children in some way or the other due to not having basic facilities that they should be getting.

Since the recognition of urban slum, many NGO's are working for their betterment of the slum. The news of these areas is regularly published but the real information regarding their difficulties is never mentioned. The laws are made for their betterment but it has not been applicable for the children to follow it due to every day challenges. In this paper, the social worker will give detailed information what are the challenges they face and how we as a social worker are working to lessen their day to day difficulties.

## **INTRODUCTION**

Oxford dictionary has defined “Challenge” as “a call to someone to participate in a competitive situation or fight to decide who is superior in terms of ability and strength.” But when we talk about urban slum or any area where people who have resettled; is this definition really appropriate? The word fight which has been mentioned in the meaning; actually the people living in the slum are fighting for their lives, to live.

In these few months of field work according to the social worker an urban slum in simple words can be explained as, “a place where people of different states have come to the city for better opportunities but have failed somehow in achieving, in leading a good life and so are struggling to make their future better.”

Delhi the capital city of India is a place of contradictions: here slums and skyscrapers grow side by side alongside the sorry plight of underprivileged children. It is always hard for a person to imagine himself or herself living in a slum. We often tend to laugh at the plight of the people living there. The social work student often questions herself or tries imagining living in the slum; but then she cannot. Maybe she will try imagining herself having a better lifestyle than how it is in a slum area. In this situation, the social work student wonders what the people of slum might be imagining themselves to be in. Imagine the life of a child in a slum. The Children are the future of the country. In the slum areas, children are deprived of such activities where they need proper care and attention from their parents but due to circumstances they do not get it which is making their lives challenging and they are prone to many deprivations and physical harm and even psychological harms.

## **REVIEW OF LITERATURE**

According to Census of India, 2001, slum population in the country is 40.3 million out of the total urban population in 607 town/ cities and according to the census 11.2 percent people in Delhi live in Urban Slum (Ali, 2006, p. 12).

When the population of India has nearly doubled in the last few decades, the urban population has nearly quadrupled. It is estimated that from 50 million people in 1947, the population rose to 200 million by late eighties and still increasing it to 320 million by early two thousand and still



increasing.(Lobo & Das, 2001, p. 11)It has been said that at present, half of the population lives in sub-standard areas, which is similar to that of slum areas. (Ali, 2006)

With the increasing in population in urban areas, the problems of slums have been increasing. The people from the migrated in search of employment, family moved, business and education for their livelihood. Not being able to earn better due to lack of proper opportunity in the developed cities, the migrants were forced to live in congested and degraded spaces within cities.

To define how urban slum area is, it can be explained as permanent or semi-structured building built on government lands and are illegal. Despite apparent availability of facilities like water, electricity, schools, transport etc.; there are inadequate shelter, insanitary condition and high pollution which is why their way of living can be called as unfit for human habitation or harmful to safety, health and morale's.

When we look at the lives of slum children they seem to be enjoying and are care free; but there is much more behind the mass of their smile; the reality of their sorrow and sufferings. Children who are born and brought up in the slum do not have a proper childhood. Since the elders are always busy with their occupation such as domestic servants, variety of home- based enterprises, security guards, hawkers, hair dressers, furniture makers etc.; they are always busy with their work giving very less time to their children. The children need to look after the house and their sibling because of which they have the responsibility of cooking, cleaning, and getting themselves ready for any situations that come up their way at an early age. For them childhood is not what really a childhood should be like.

The challenges faced by the children in the community have made them deprived from what UNCRC has mentioned every child should be getting. The principals given by the National Plan of Action for Children 2005 have said to regret the child as an asset and a person with human rights; to address issues of discrimination based on gender, class, caste, race, religion, and legal status to ensure equality; to accord utmost priority to the most disadvantaged, poorest of the poor, and least-served child in all policy and programme interventions; to recognize the diverse stages and settings of childhood and fulfill basic needs and rights.(Bajpai, 2006, p. xv) These rights were made keeping in mind the challenges every child living in the country faces to ensure that they are treated in a

proper way; but then these guidelines have been make just for the sake of making as it has not been able to implement it properly. These laws have given equality to all but equity is not there.

## **DESCRIPTION OF THE COMMUNITY**

Being the student of social works, the trainee has been placed in Wazirpur JJ Colony which is an Open Community.

**COMMUNITY DESCRIPTION:** Wazirpur JJ colony is in West Delhi near Wazirpur Village.

Wazirpur JJ Colony has 5 Blocks with over 1800+ population in each block.

<b>BLOCKS</b>	<b>POPULATION</b>
E Block JJ Colony	2136
K Block JJ Colony	2404
F Block JJ Colony	2060
L Block JJ Colony	1879
J Block JJ Colony	2282

The people living in the community are mostly migrants from states like Bihar, Uttar Pradesh and Rajasthan who have resettled here since 1950's; due to various mass developments undertaking place in the capital. The birth of the concerned JJ Colony was started by setting-up of small houses/huts which now have turned into houses which are Semi- pucca; houses which are prone to break-down during earthquake. The community consists of people belonging to different regions, religions, castes and linguistic backgrounds.

The major concerns of the community are: The community is near the dumping site and lack facilities like proper toilets and sewage facilities system making people prone to many communicable diseases. The work of the people living in the community can be divided into three categories, namely, skilled, semiskilled and un-skilled. Women of the community are dependent upon their husbands for jobs as well as we can find mostly involved in works like beauticians, domestic maid, manual labour etc.

## **FOCUS OF THE PAPER AND THE STUDENT'S ENGAGEMENT WITH THE ISSUES OF THE COMMUNITY**

Before the trainee highlights the challenges, she would like to illustrate Maslow's Hierarchy and accordingly explain the issues faced by the children living in the community.

There are so many challenges faced by the children in the community so the children have not been able to reach any of the stages according to what Maslow had said. The challenges that they face every day has been a habit for them.

Mostly, the children in the community have not been able to exercise their rights properly due to the circumstances they are in.

Other challenges the children in the community are facing are:

### **I. THE RIGHT TO PROPER EDUCATION**

The children in the slum are admitted to school but they do not go to school as they lack interest in education. Various factors affecting their education are

- i. Various timing for school going boys and girls. The girls are seen to more engaged in house activities after their parents go to work in the morning and so they are found to skip schools in the morning time while the boys feel the afternoon time is not good for the studies.
- ii. Another challenge faced by the children is due to large number of students in the school. There is no proper infrastructure to accommodate all the students and the quality of teaching is found to be very poor. The teacher's role has been only to teach the children and not focus on how much the children are gaining from them.

### **II. HEALTH AND SANITATION**

Wazirpur JJ Colony is near the river which has turned into the dumping site. It has problems of inadequacy of drainage, sewage, safe drinking water and sanitary facilities. The children often stay around the dumping area. When it comes to the cleanliness part they eat with dirty hands, stay all day with the same clothes they put when they are around the dumping area. The children have been used to the area so they don't fall sick often; but when they do they suffer from many communicable

diseases which hamper their health conditions badly. People also do not visit institutional facilities such as hospitals, dispensaries, health centers etc. when they fall sick. Only when the situations get worse they visit hospitals. When the people do not get well fast, they are often seen to be visiting traditional healers as well.

### **III. GENDER DIFFERENCES**

Difference between men and women is quite evident in the colony. The children of all ages go to schools but when it comes to girls the difference can be found in cases when

- i. When the girl child does not perform well she is free to quit her studies and stay home.
- ii. Sometimes the parents force the girls to stay home and when there is rumors of any cases where it says girls are being abused, the people use this as an excuse not to send their girls to study even if they wish to.
- iii. In the case of boys even if the boy show lack of interest in studies, the parents are concerned regarding their education. It is very common to find the names of boys being cut from the school due to lack of attendance in the school but still the parents go to school to do their readmission.

### **IV. VIOLENCE/ CONFLICT**

The nature and nurture plays a very significant role in the growth of the children. The children learn whatever they see and are taught. The children can be seen to be influenced from the elders in habits such as drinking, smoking, using abusive languages and being violent. The children are seen to be having very stereotypical perception regarding the different groups of children living in the community. This has been affecting the children mentally and psychologically.

## **STUDENTS INTERVENTIONS WITH THE COMMUNITY REGARDING THE ISSUES**

It is not possible to bring change in one go. After studying the area, the children and the problems faced by the children, the trainee found the things in which they could work upon which were:

- a. There was no cohesiveness among community children;
- b. High rate of children not going to school
- c. Lack of awareness in terms of health and sanitation
- d. Quality of education that the children needed to have was very low
- e. The children were more focused in rough activities like playing around dumping areas so they did not have much idea on what creativity meant.
- f. Children had stereotypical mind and did not respect all the religion
- g. Children had ego problems and did things without thinking leading them to do wrong things to others.
- h. The major problem the children had was they were not serious on any of the things.

After, understanding the problems the children had, the trainee started their work by first building good rapport with the children and the community people. After that the activities conducted to bring change in the behavior of the children were:

1. Group activities were conducted every time to bring cohesiveness among group members and community people.
2. New strategies were used to maintain regularity of the children in the school.
3. Creativity classes were conducted to change their focus from rough activities.
4. Awareness classes on topics related to values, health and hygiene, festivals, religion and burning issues of the country was done.
5. Participatory Rural Appraisal (PRA) technique was used to bring sustainable development.
6. Group Discussion was conducted to know the views of children and youths towards different issues.

## **FUTURE WORKS**

The trainee has been making an effort to bring about change in the community through different approaches. The future of the children lies at risks as:

- The state has given laws and drafts for the betterment of the children but then they are not able to exercise thought rights in a meaningful manner
- The citizens of the country prefer staying away from those who are not of their standards and make a laughing stock out of them.

Looking at those challenges and issues the trainee plans to work overcoming those challenges in such a way where the children themselves understand the need of change and try to work upon it.

The future plan of the trainee consists of:

- Working with the school to bring out different strategies to encourage children to go to the school.
- Doing re-admission of the drop outs and new admission of those who do not go to school.
- Networking with NGO's like Nehru Yuva Kendra and NGO's like Pratham and Smile Foundation.

## **DISCUSSIONS**

As the trainee is working as "a change agent", the questions that need to be discussed upon are:

- Will the works conducted by the trainee be able to lessen challenges faced by the children?
- How can the trainee improve the living status of the children?
- How can the trainee identify SWOT for designing the intervention skills?

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