

PANJAB UNIVERSITY, CHANDIGARH

(Estd. under the Panjab University Act VII of 1947- enacted by the Govt. of India)



FACULTY OF ARTS

SYLLABI

FOR

MASTERS IN SOCIAL WORK

SEMESTER SYSTEM EXAMINATIONS

(2011-12)

MASTERS IN SOCIAL WORK

RATIONALE

Just like the discipline of Natural Sciences, the Social Sciences too have been compelled to move from pure theoretical accumulation of knowledge towards its application, especially with an aim to minimize human misery and to promote the project of human development by developing appropriate strategies at the grass root level. Social Work is one such discipline that has evolved out of such a realization within the realm of social sciences that caters to the socially marginalized, poor, deprived and the disadvantaged groups through the experts trained for the purpose. Imparting training in Social Work has also been necessitated by the growing need for partnerships between the State, Civil society and the Non- governmental & private actors, in an effort to bring all sections of society under the ambit of development.

The Panjab University thus started Masters of Social Work (MSW) degree programme in July 2007 that combines education, practice, and community service for preparing the postgraduates to work with individuals, families, groups, and communities in a variety of human service settings. The M.S.W. programme intends to instill in its students a commitment to improve social conditions and address social problems. Our students build valuable skill sets to bring out into the world and utilize in the field-whether they decide to couple their training with a background in journalism and report on child advocacy groups, counsel low-income, elderly residents, or head an organization to determine solutions for at-risk youth. Our students are problem solvers.

The Centre for Social Work derives its mission from the University's goal to advance knowledge and learning at the highest level and to use that knowledge for human betterment and societal advancement. This program draws on the profession's body of knowledge, values and skills in seeking to: strengthen practices, programs, and policies that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal and societal problems; redress conditions that limit human development and quality of life; and, promote human rights, social justice and respect for human diversity.

The faculty and students seek to enhance the well-being of local, national and international communities and to advance the University and the profession through

collaboration, consultation, and public service. In nutshell the “*mission*” is that our students shall also be the job creators and not only the job seekers.

PRIMARY GOAL & OBJECTIVES

Through the teaching of social work knowledge and practice, this programme intends to prepare the students to actualize the concept of social caring, to demonstrate belief in the intrinsic value of all humankind, to serve those in need, and to act with conviction in advancing the principles of social justice and development.

In order to accomplish this goal, the Centre of Social Work is committed to the following objectives:

- To acculturate students to the social work profession including its history, purpose, values, code of ethics, and commitment to social service.
- To provide students with the professional foundations, including broad knowledge and ethical use of skills, needed for competent, beginning level, social work practice within micro or macro systems and with a variety of client populations.
- To help students understand the context of social work practice including agency and organizational dynamics, policy development, and the impact of these on clients and workers.
- To increase awareness of and sensitivity to oppression and oppressed populations.
- To develop students’ understanding of discrimination and its impact and to encourage them to make /interventions for equality.
- To promote self-awareness and the enhancement of students’ capacity to know themselves and to use self effectively and appropriately within a professional context including: critical thinking, accepting responsibility for continued growth and development, learning to communicate effectively.
- To provide a practice model for working with client systems that uses a process of problem identification, assessment, data collection, goal setting, contracting, intervention, termination and evaluation, and focus on the strengths of clients to solve problems

- To provide students with knowledge and skills necessary to analyze the impact of policies on client groups and to influence resources and resource allocation, public policy, and social service delivery systems within the mission of the profession.
- To provide students with research knowledge and skills so they can be effective consumers of research; can engage in competent research-based practice; and can effectively evaluate their own practice.
- To create and disseminate, through research and knowledge building, social innovations using interdisciplinary problem-solving efforts.

JOB AVENUES

What our students do out in the world after post graduation is just as important as what happens to them during their time in the classroom. We provide the skill set and knowledge to transform interests and passion into satisfying careers.

The course will offer ample choice of employment opportunities for the postgraduates and can fetch them bright career prospects in government and non-government sectors apart from the international and other private organizations working towards social welfare. The curriculum of this course has been developed in the light of emerging social scenario in the wake of globalization and its impact upon the job market in India and abroad.

They can work as project officers, programme coordinators, development consultants, field officers, counselors, instructors, lecturers, social workers in the areas related to children, adolescents, elderly, public health, education, family welfare, advocacy & human rights, development, funding and research etc.

GENERAL INFORMATION

The Master of Social Work (MSW) Programme shall be for two academic years, each consisting of two semesters. In addition there shall be six weeks Block Field Placement Programme after the fourth semester. The programme will consist of multiple modes of training such as classroom lectures, group discussions, workshops and seminars, etc. An important component of training will consist of fieldwork under supervision, and a close interface with the organizations- both government and non-government, working for the welfare of people, especially at the margins of society. Hence the curriculum will cover both the theoretical as well as the practical training of

the students, enabling them to work as social workers, counselors, project officers, field officers, evaluators etc. in various government and non-government sectors. They would also be able to work with premiere international organizations and funding agencies as development consultants.

Apart from compulsory courses on Social Work and other developmental and research themes, the course will offer specialized training to students in areas of great contemporary relevance such as Family and Gender issues, Child and Adolescent related issues, Society's Response to Aging, Health and Society, Social Demography, Marginalized groups, Disabled and the State, Urban and Social Planning and so on.

The course will be offered under Semester System, lasting for four semesters. The following three areas of specialization will be offered to the students:

- ❖ Family and Social Work.
- ❖ Contemporary Issues in Communities
- ❖ Population, Health and Development

FIELD WORK / PRACTICUM

Supervised field work/practicum shall be an integral part of this training programme to enable the students to integrate the knowledge acquired in the classroom with actual practice. Every student shall be required to put in 12 hours of field work, spread over two days a week, concurrently during two years academic programme, spread over four semesters. Students shall be required to submit field-work/practicum reports every week to the field supervisor. Student participation in fieldwork / practicum is compulsory.

A variety of learning opportunities shall be made available to the students during the field work/practicum (i) to develop their ability to observe and analyze social realities (ii) to appreciate individual's, group's or society's response to people's needs and problems (iii) to develop critical understanding of the application of legislation and social policy (iv) to develop the ability to recognize the need for newer programmes (v) to develop the capacity for self direction, growth and change through self awareness (vi) to enhance writing skills to document practice appropriately. To meet these objectives the following field work/practicum opportunities shall be provided:

- ***Observation visits:***

Observation visits shall be arranged for providing an exposure to and understanding of the services provided in response to people's needs. The emphasis shall be laid on acquiring skills of systematic observation, developing a spirit of inquiry, appreciating the services provided, understanding the policy & its relevance and identifying the gaps in the service system.

- ***Individual /Group Conferences:***

The structured experiences during the conferences shall provide the opportunity of learning by doing in a safe environment of the classroom. This classroom environment, wherein the students and facilitators meet to experience certain intervention skills, shall be the most non-threatening methods of learning especially for the beginners. Learning opportunity shall be conducted through a game/form, or other simulated experiences with a view to help the students to enhance their self awareness (own strengths & limitations) in relationship to professional role and to understand non-verbal messages-body language, empathy and like skills.

- ***Camps:***

Camps in the slums /rural areas shall provide opportunities to experience living conditions- housing, water supply, sanitation and other amenities; in addition to the social, economic, educational and political life of the people. Students will develop understanding of the governmental and developmental services in the context of emerging social realities. This experience shall help the students in acquiring skills in planning, organizing, implementing the camp for conscious use of time, communication skills, team spirit, handling relationships, conflicts, differences of opinions, evaluation, sharing of resources, coping skills in problem situations, cooperation & coordination.

- ***Workshops:***

Workshops shall be organized to help the students acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems, issues or concerns like work with alcoholics and their families, couples undergoing marital stress, elderly, adolescents, HIV/AIDS affected persons, disabled persons etc.

- ***Block Field Placement:***

Soon after the completion of IV semester theory examination, block fieldwork shall be provided for enabling the students to integrate learning and generate newer learning to develop and enhance practice skills to become an independent worker. All students shall be required to work for six weeks continuously in specific agencies/organizations of their choice or as may be assigned. It is compulsory for each student to submit a certificate indicating satisfactory completion of block field placement from the agency/organization the student has worked with, to become eligible for obtaining the degree of Masters in Social Work.

ATTENDANCE

Regularity: Every student is expected to maintain 100 % attendance in the class as well as field work/ practicum. Absence, without prior permission, may entail disciplinary action.

Eligibility: Eligibility to appear for the examination of both theory and field work/practicum shall be as per Panjab University regulations. Normally minimum 75% of attendance in every semester is essential to make the candidate eligible for appearing in the semester examinations.

MODE OF EVALUATION

Scheme of Examination and Evaluation

There shall be a University Examination at the end of each semester both for theory and field work/practicum.

Theory Paper:

- Duration of examination per-theory paper shall be for three hours.
- Each **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

- Internal assessment shall be of 20 marks, assessed through tests as qualified below:

(a) Written Test - One per semester	:	25 marks (reduced to 5)
(b) Snap Test	:	25 marks (reduced to 5)
(c) Term Paper	:	25 marks (reduced to 5)
(d) Participation in Class Discussion	:	15 marks (reduced to 3)
(e) Attendance	:	10 marks (reduced to 2)

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Total : 100 (reduced to 20)
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Field-Work / Practicum:

At the end of each semester the field work / practicum report shall be evaluated and the viva-voce conducted.

- The field work / practicum shall be of 100 marks in each semester. However, the marks allotted for this shall be as under:

(a) Field work / practicum report	:	75 marks
(b) Viva-voce.	:	25 marks

.....
Total : 100
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- Grand Total of Marks for all the Four Semesters including field work / practicum is 2000.
- Candidates shall be declared to have passed each semester if he / she obtains minimum of 50 % of marks in each theory paper; minimum of 50 % of marks in Field Work / Practicum, independently.

A candidate who fails in the Field work / Practicum shall not be promoted to the next semester.

GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT (20%) FOR REGULAR STUDENTS OF MASTERS IN SOCIAL WORK (MSW) (SEMESTER SYSTEM)

(Effective from the First Year Admissions for the Academic Session 2007-2008)

1. The Syndicate has approved the following guidelines, mode of testing and evaluation including Continuous Internal Assessment of Students:

- (i) Terminal Evaluation : 80%
- (ii) Continuous Assessment : 20%
- (iii) Continuous Assessment may include written assignment, snap tests, participation in discussions in the class, term papers, attendance etc.
- (iv) In order to incorporate an element of Continuous Internal Assessment of students, the colleges/ Departments will conduct one written test as quantified below:
 - (a) Written Test : 25 (reduced to 5)
 - (b) Snap Test : 25 (reduced to 5)
 - (c) Term Paper : 25 (reduced to 5)
 - (d) Participation in class discussions : 15 (reduced to 3)
 - (e) Attendance : 10 (reduced to 2)

Total: 100 reduced to 20

2. Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment shall be available only to those students who attend 75% and more of classroom lecture/ seminars/ workshops. The break-up of marks for **attendance component** for theory papers shall be as under:

Attendance Component	Mark/s for Theory Papers
(a) 75% and above upto 85%	: 1
(b) Above 85%	: 2

3. It shall **not be compulsory** to pass in Continuous Internal Assessment. Thus, whatever marks are secured by a student out of 20% marks, will be carried forward and added to his/her score out of 80%, i.e. the remaining marks allocated to the particular subject and, thus, he/she shall have to secure pass marks both in the University examinations as well as total of Internal Continuous Assessment and University examination.
4. Continuous Internal Assessment awards from the affiliated Colleges/Departments must be sent to the Controller of Examinations, by name, **two weeks before** the commencement of the particular examination on the *proforma* obtainable from the Examination Branch.

SPECIAL NOTE:

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment.
- (ii) In the case of Postgraduate Courses in the Faculties of Arts, Science, Languages, Education, Design & Fine Arts, and Business Management & Commerce (falling under the purview of Academic Council), where such a provision of Internal Assessment/ continuous Assessment already exists, the same will continue as before.
- (iii) The marks obtained by the candidate in Continuous Internal Assessment in Postgraduate Classes from the admissions of 2007 will be shown separately in Detailed-Marks-Card (D.M.C.).

MASTERS IN SOCIAL WORK, PANJAB UNIVERSITY, CHANDIGARH

OUTLINES OF TESTS, SYLLABI AND COURSES OF READING IN THE SUBJECT OF MASTERS IN SOCIAL WORK FOR FIRST AND THIRD SEMESTERS EXAMINATIONS, NOVEMBER / DECEMBER 2011, AND SECOND AND FOURTH SEMESTERS EXAMINATIONS, APRIL / MAY 2012.

SEMESTER WISE LISTING OF COURSES

❖ First Semester

<i>Code No.</i>	<i>Course Title</i>
CSW 111	Social Work- Concepts & Methods
CSW 112	Evolution & Contemporary Ideologies of Social Work
FSW 211	Research Methods in Social Work
FSW 212	Sociology for Social Work

- Concurrent Field work/ Practicum

❖ Second Semester

CSW 123	Social Work Practice
CSW 124	Understanding Communities
FSW 223	Statistics in Social Work
FSW 224	Development and Social Work

- Concurrent Field work/ practicum

❖ Third Semester

SWP 331	Working with Families
SWP 332	Aging and Social Work
SWP 431	Community organization and Development
SWP 432	Indian Rural Communities & Change
SWP 531	Social Demography
SWP 532	Health and Development

- Concurrent Field work / Practicum

❖ Fourth Semester

SWP 343	Child and Youth Development
SWP 344	Women, Society and Development
SWP 443	Community Participation in Urban Management
SWP 444	Poverty, Slums and Urban Development
SWP 543	Persons with Disability and Social Work
SWP 544	Community Health

- Concurrent Field work / Practicum
- Block Placement (Six Weeks)

COURSE DETAILS

The students are required to successfully complete 68 credit hours for theory papers and 48 credit hours for field work / practicum in the total duration of the course. There are in all twenty courses, which are grouped under three categories as shown below:

- (a) *Core Social Work Courses (CSW)*
- (b) *Foundational Social Work Courses (FSW)*
- (c) *Social Work Practice Concentrations (SWP)*

- The core and foundational social work courses have four papers each (eight papers in all) and will be offered during the first and second semesters of the programme. Both of these courses are compulsory for all the students.
- The social work practice concentrations shall be offered under three areas, four papers under each area (twelve papers), as shown below:
 1. *Family and Social Work*
 2. *Contemporary Issues of Communities*
 3. *Population, Health and Development*

The students, depending upon their interest, will have the choice to opt for any of the social work concentrations, but to specialize in that concentration they are required to successfully complete four papers in that concentration during the third and the fourth semesters.

➤ ***Core Social Work Courses (CSW)***

- CSW 111 Social Work- Concepts & Methods**
- CSW 112 Evolution & Contemporary Ideologies of Social Work**
- CSW 123 Social Work Practice**
- CSW 124 Understanding Communities**

➤ ***Foundational Social Work Courses (FSW)***

- FSW 211 Research Methods in Social Work**
- FSW 212 Sociology for Social Work**
- FSW 223 Statistics in Social Work**
- FSW 224 Development & Social Work**

➤ ***Social Work Practice Concentrations (SWP)***

❖ ***FAMILY AND SOCIAL WORK***

- SWP 331 Working with Families**
- SWP 332 Aging and Social Work**
- SWP 343 Child and Youth Development**
- SWP 344 Women, Society and Development**

❖ ***CONTEMPORARY ISSUES IN RURAL AND URBAN COMMUNITIES***

- SWP 431 Community organization and Development**
- SWP 432 Indian Rural Communities & Change**
- SWP 443 Community Participation in Urban Management**
- SWP 444 Poverty, Slums and Urban Development**

❖ ***POPULATION, HEALTH AND DEVELOPMENT***

- SWP 531 Social Demography**
- SWP 532 Health and Development**
- SWP 543 Persons with Disability and Social Work**
- SWP 544 Community Health**

- The students are required to take up four papers only in each semester.
- Theory paper shall be of 100 marks (80 marks for written examination and 20 marks for internal assessment), while fieldwork / practicum examination shall be of 100 marks (75 marks for field work report and 25 marks for viva-voice) per semester.
- The students are required to complete block fieldwork placement of six weeks after the fourth semester examinations. Each student is required to produce a certificate/evaluation form indicating satisfactory completion of block fieldwork placement from the organization placed in, failing which the conferment of degree shall be withheld.

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FIRST SEMESTER

➤ *Course Title / Course Code*

Social Work: Concepts & Methods (CSW: 111)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: The course aims to develop understanding of the students about (i) the concept of social work , theoretical perspectives of social work practice for enhancing their capacity to identify its goals (ii) different methods to be used and integrated in social work practice (iii) developing skills - simple to complex - required in various situations with a view to evaluate and review the structure & functioning of social work organizations involved in meeting the emerging challenges/ issues in improving services.

Course content

Unit: I

Concepts:-Social work and the related concepts of social welfare, social service, social reform; Purpose and focus of social work; Role of social Worker; Values of social work; Locating Social Work Practice in the context of concerns, issues and problems; Contemporary concerns and sites of practice; Diverse Strands of practice; Factors influencing practice; Theoretical perspectives for social work practice. Dilemmas/Ethics in social work practice.

Unit: II

Case and Group Work:- Needs, problems and help seeking behaviour of individuals in problem solving and enhancing people's capacity to function better; Definition of social case work, its scope and place in social work practice; Principles in case work; Steps and operations in case work process; ethical issues in case work practice. Group Work- Groups: Definition, types and stages; Group dynamics; Group structures; Group work principles; Techniques of group work; Group work in different settings, Models of group work.

Unit: III

Social Work Practice Skills:- Skills, Techniques and tools for social work practice; Recording fieldwork data; Conducting meetings; Facilitation; Conflict resolution and Problem solving; Budgeting and accounts; Preparing Minutes, setting agendas; Developing community profiles, Stakeholder analysis; Tools: Observation, Listening, Home visit, Interviewing, Rapport building; Supportive techniques, Enhancing resources and Counseling.

Unit: IV

Social Work Organization: - Organizational theories; Organizational development; Organizational Structures and Designs; Registration of an Organization; Constitution and Memorandum of Association; Project formulation and programme planning; Monitoring and evaluation; Critique of existing practices.

References

- Banerjee, G.R. (1967). "Concept of Being and Becoming in the Practice of Social Work" *Indian Journal of Social work*, Mumbai: Tata Institute of Social Sciences.
- Brandler S. and Roman C. P. (1999). *Group Work: Skills and Strategies for Effective Interventions*. New York : The Haworth Press.
- Congress, E. P. (1998). *Social Work Values and Ethics*. Chicago : Nelson-Hall Publishers.
- Dominelli, Lena (2004). *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Polity Press.
- Firedlander, W. A. (1978). *Concepts and Methods of Social Work*. Englewood Cliffs: Prentice Hall.

- Garland, J.A. (ed.) (1992). *Group Work Reaching Out: People, Places and Power*. New York: The Haworth Press.
- Gordon. (1951). *Theory and Practice of Social Case Work*. New York: Columbia University Press (2nd edition).
- Mathew, G. (1987). *Case Work, in Encyclopedia of Social Work in India*, New Delhi: Ministry of Social Welfare.
- Reamer, Frederic, G. (2005). *Social Work Values and Ethics*. Jaipur: Rawat Publications (2nd edition).
- Sullivan, Nancy Elizabeth et. al (2003). *Social Work with Groups: Social Justice through Personal, Community and Societal Change*. New York: The Haworth Press.

➤ *Course Title / Course Code*

Evolution & Contemporary Ideologies of Social Work (CSW: 112)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: This course seeks to introduce the students to (i) the evolution of the social work in India and developed countries (ii) the contemporary ideologies of social work profession in the India and the West (iii) the contemporary reality in its historical context in order to develop their sensitivity towards marginalization of vulnerable groups.

Course content

Unit: I

Evolution of Social Work:- From Charity, Philanthropy, Social Reform Movement. Concept of Helping Process, Social Activism through U.N. Declaration of Human Rights, Nature of Social Work Profession in India and developed countries and Social Work as a Human Rights Profession.

Unit: II

Western History of Social Work Profession:- Rationalism, Welfarism, Liberalism and Democracy, Utilitarianism and Social Darwinism, Socialism, Human Rights; History of ideologies for change - Organized and Scientific charity to beginning of social work.

Unit: III

Indian History of Social Work Profession:-Welfare verses developmental orientation *in* social work; History of ideologies for change - Ancient period (Vedic, Jainism and Buddhism, Medieval period (Zoroastrianism in India, Islam in India, Mysticism of Bhakti and Sufi movements, Sikhism, Modern period (Christianity in India, Hindu Reform movements, Dalit and Labour movements, Gandhian ideology and Sarvodaya movement, Nationalism, Indian Constitution) Social Work Education.

Unit: IV

Contemporary Ideologies:- Contemporary Context of Neo-liberalism and Globalization, Post modernism, Human Rights and Social Justice (United Nations), Concept of social justice, New social movements, Local self governance, Feminism, Economic development and cultural rights, Right to Peace, Multiculturalism.

References

- Agarwal, M.M. (1998). *Ethics and Spirituality*. Shimla: Indian Institute of Advanced Study.
- Borgatta, E.F. (ed.) (1992). *Encyclopedia of Sociology*. New York : Macmillan.
- Chatterjee, P. (1996). *Approaches to the Welfare State*. Washington, D.C.: National Association of Social Workers.
- Diwakar, V.D. (ed.) (1991). *Social Reform Movements in India : A Historical Perspective*. Bombay: Popular Prakashan.
- Encyclopedia of Social Work (1987). *Encyclopedia of Social Work in India*, New Delhi: Ministry of Welfare.

- Feibleman, J.K. (1986). *Understanding Philosophy: A Popular History of Ideas*. New York: Souvenir Press.
- Ganguli, B.N. (1973) *Gandhi's Social Philosophy*. New Delhi: Vikash Publishing House.
- Gore, M.S. (1993). *The Social Context of Ideology : Ambedkar's Social and Political Thought*. New Delhi: Sage Publication.
- Kothari, S. and Sethi, H. (eds.), (1991). *Rethinking Human Rights*. New Delhi: Lokayan.
- Murali Desai (2002). *Ideologies and Social Work: Historical and Contemporary Analysis*. Jaipur : Rawat Publications .
- Pereira, W. (1997). *Inhuman Rights: The Western System and Global Human Rights Abuse*. Mapusa, Goa: The Other India Press.
- United Nations (1992). *Human Rights: Teaching and Learning About Human Rights*. UN: New York.

➤ **Course Title / Course Code**

Research Methods in Social Work (FSW: 211)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: This course intends to equip the students (i) with skills required for understanding the importance of scientific, analytic, and ethical approach to build knowledge for practice (ii) in developing their ability to use different research designs, sampling strategies and tools for collecting information/knowledge (iii) to conduct research with an aim to develop, use and effectively communicate empirically based

knowledge to provide high-quality services; to initiate change; to improve practice, policy & social service delivery; and to evaluate one's own practice.

Course content

Unit: I

Scientific Method: Definition, Features, Use of Social Research in Social work, Concept, Construct, Hypothesis, Fact and Theory. Tools of Data Collection (Quantitative) - Observation, Interview, Questionnaire; (Qualitative): Life Histories, , Unstructured Interviews & Observations, Focused Group Discussions.

Unit: II

Research Designs:- Types and Features: Exploratory, Descriptive and Experimental/Explanatory; Sampling: Meaning, Types of Probability and Non Probability Sampling; Theoretical Sampling.

Unit: III

Qualitative Research: Grounded Theory, Ethnography, Participatory Research, Naturalistic Inquiry; Weaknesses/Strengths of Quantitative and Qualitative Research. Triangulation; Combining Quantitative and Qualitative Methods.

Unit: IV

Use of Census Data for Research; Role of research in policy formulation and programme planning, implementation and evaluation. Using research for Social Work; Application of quantitative and qualitative research studies to social work practice.

References

- Alderson, P. & Morrow, V. (2003). *Ethics, Social Research and Consulting with Young People*. London: Barnados Publications.
- Blaikie, Norman (2000). *Designing Social Research*. Cambridge : Policy Press
- Bloor, M.; Frankland, J.; Thomas, M. & Robson, K.(2001). *Focus Groups in Social Research*. London: Sage Publications.
- Crabtree, B. F. & Miller, W.L. (eds.). (2000). *Doing Qualitative Research*. New Delhi : Sage Publications.

- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications
- Denzin, Norman, K. & Lincoln, Y.S.(eds.) (2000). *Handbook of Qualitative Research*. New Delhi: Sage Publications (2nd edition).
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- Somekh, Bridget & Lewin Cathy (eds.) (2005). *Research Methods in Social Sciences*. New Delhi: Vistaar Publications
- Stewart, Alex (1998). *The Ethnographer's Method*. New Delhi: Sage Publications.

➤ **Course Title / Course Code**

Sociology for Social Work (FSW: 212)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: This course introduces students to a broad range of concepts related to society and its various dimensions (i) to promote their understanding of social structure particularly the system of social stratification – prevalence of hierarchy, inequality, discrimination, exploitation – in everyday life and how it is construction

ultimately shapes the identities (ii) to appreciate the significance of social work in the context of current socio-economic realities such as development, globalization, liberalization, emergence of new forms of communication etc.

Course content

Unit: I

Society, Culture, Community, Institutions, Social Structure: Definitions and Features; Differentiation, Hierarchy; Stratification- Definition and Features, Functions and Types; Caste & Class: Meaning, Features, Change & Continuity; Interface in Contemporary India; Tribe: Meaning, Features; Continuity and Change in India.

Unit: II

Social Change, Progress, Revolution and Evolution: Meaning Features; Development, Globalization and Liberalization: Meaning, Significance for social work; Media and its role in social change, Cultural Invasion.

Unit: III

Social Construction of Gender and Sexuality; Masculinity and Femininity; Interface between Gender, Caste, Class and other Ethnic categories; Gender – Change and Continuity; Media and Gender.

Unit: IV

Personality: Concept, Determinants and Stages of Development; Personality and Culture; Motivation; Perception and Learning; Conformity and Deviance.

References

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- Went, Robert (2000). *Globalization: Neo-Liberal Challenges, Radical Responses*. London: Pluto press.
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SECOND SEMESTER

➤ *Course Title / Course Code*

Social Work Practice (CSW: 123)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: This course introduces the students to (i) the significance of social action in social work (ii) the impact of networking, advocacy and political system in affecting social change (iii) the role of planning, monitoring and evaluation of projects relating to social services (iv) the training required for social work personnel for social work activities.

Course content

Unit: I

Social work and Social Action, Radical/Emancipatory Social work; Rights based approach; New Social Movements, Ideology, Power structure, Leadership. Instruments and Strategies: Public Interest Litigations, Forms of Protest, Media advocacy, Communication for mobilization, Leadership building process, Conscientisation method, Framing issues- using global instruments and institutions.

Unit: II

Networking and Advocacy- Advocacy as a tool for social change, Advocacy in Indian context, Process of Social Advocacy, Overview of the basic structure of Indian Political System- Legislature, Judiciary and Executive, Accessing these systems, Statutory and non Statutory institutions, Budget analysis, Use of media in advocacy, Campaign planning, Coalition and Network building, Mass mobilization.

Unit: III

Project Management- Planning, Monitoring, Evaluation (PME); Planning of programmes and projects, project document writing, Monitoring and evaluation: Steps, Introduction to methods and issues, case studies to illustrate issues in PME.

Unit: IV

Training for Social Work Personnel- Scope and Types of Training. Concepts of Learning for Adults and Children; Learner Motivation: Needs and Levels of Learning, Participatory Training Methodology: Tools and Techniques, The training cycle: Needs assessment, Setting aims and Objectives, Evolving content, Methods for delivering content, Evaluation.

References

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

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➤ **Course Title / Course Code**

Understanding Communities (CSW: 124)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: This course intends to acquaint students (i) with the basic features of the tribal, rural and urban communities (ii) with the emerging social and political issues within the communities (iii) with the state policies for the development of these communities - so that their capacity to understand the uniqueness of these communities is enhanced for making meaningful interventions as well as establishing and sustaining relationship in these communities.

Course content

Unit: I

Concept:- Community, community organization, community development; Different types of communities-Tribal, Rural, Urban and their basic features; Community work within social work.

Unit: II

Issues within Tribal Communities: - Constitutional safeguards for scheduled tribes, Kinship & Domestic groups; Tribal Ethnicity - Revivalism & Reintegration; Land, Environment, Forest and Gender issues; Developmental issues; Transition and Change.

Unit: III

Issues within Rural & Urban Communities:- Agrarian Social Structure, Jajmani System; Significance of Caste;; Rural family- Patriarchy. Urbanization, Urban Growth, Over-urbanization, Urbanism, Rural-Urban Migration; Urban Family. Rural-Urban Continuum; Continuity and Change, Consequences of Urban ward Migration on Rural and Urban communities; Rural-Urban Disparities in Sex Ratio, Literacy, Employment, Status of Women etc., Local Governance in Rural and Urban communities in India.

Unit: IV

State Policy- Forest policy and tribal development –perspectives and problems, Land Reforms and their Impact; Rural Development Programmes since independence; National Commission on Urbanization, Rural and Urban Poverty: Schemes and Programmes: Features, Handicaps and Changing Focus; Involvement of NGOs and People in Tribal, Rural and urban development programmes.

References

- Bhargava, Gopal (ed.) (1981). *Urban Problems and Policy Perspectives*. New Delhi: Abhinav Publications.
- Desai, A.R. (1977). *Rural Sociology in India*. Bombay: Popular Prakashan.
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- Walter, C.Neala (1990). *Developing Rural India: Policies, Politics and Progress*. New Delhi: Allied Publishers.

➤ ***Course Title / Course Code***

Statistics in Social Work (FSW: 223)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: This course will help the students to appreciate the use of statistics for analyzing and interpreting social work research by acquainting them with (i) statistical tools and techniques (ii) measures of central tendency, dispersion, association as well as methods for drawing inferences.

Course content

Unit: I

Statistics in Social Work: Uses and limitations of statistics; Variables: discrete and continuous; quantitative and qualitative; independent and dependent; Measurement : nominal, ordinal and interval; Grouping Data: frequency distribution and its construction; Measures of Central Tendency: arithmetic mean, median and mode.

Unit: II

Measures of Dispersion: Range, Interquartile range, Mean deviation, Variance and standard deviation; Coefficient of variation; Bivariate distribution: Creating bivariate contingency tables; Rules for percentaging bivariate tables.

Unit: III

Measures of Association: Nominal level: Yule's Q and Lambda; Ordinal level: Spearman's Rank Order Correlation Coefficient, Gamma; Interval Level: Pearson's Product Moment Correlation Coefficient (Ungrouped data).

Unit: IV

Tests of Significance: t -test for significance of Mean for two independent samples; Chi-square test for A x B Contingency Tables; Z test for proportions for two independent random samples; Presentation of Data- Types; Writing the report.

References

- Blalock, H.M. (1979). *Social Statistics*. New York: McGraw Hill Book Company.
- Jane, J. Fielding & Gilbet, G. Nigel (2000). *Understanding Social Statistics*. London: Sage Publications.
- Mark, Sirkin R. (1995). *Statistics for the Social Sciences*. London: Sage Publications.
- Norman, R.Kurtz (1985). *Introduction to Social Statistics*. London: McGraw Hill Book Company.

➤ Course Title / Course Code

Development and Social Work (FSW: 224)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course objectives: This course aims at providing the students with critical and analytical framework (i) to understand the concept, indicators, approaches and current debates on development (ii) to examine the impact of planned development programmes initiated in India (iii) to consider the consequences of globalization for the Indian society in order to prioritize the issues, areas and sections of population calling for necessary interventions.

Course content

Unit: I

Development: Definition and connotations of development; indicators of development; modernization and underdevelopment approaches to development; current debates on development (Sustainable development; the issue of right to development, ethical development).

Unit: II

Social development in India- Planned development (Objectives and evaluation of Five Year Plans); Development Policies for Scheduled Tribes, Scheduled Tribes and Other Backward Classes; Measures and evaluation; Voluntary sector and people's participation in development, some success stories.

Unit: III

Globalization: Meaning, case in favor of globalization; case against globalization; impact on agriculture, environment, women, culture.

Unit: IV

Social work and development: Areas of intervention; gender issues, rural development, labor relations, environmental issues, education and health.

References

- Dreze, Jean & Sen, Amartya (2002). *India: Development and Participation*. New York: Oxford University Press Inc. (2nd edition).
- Gore, M.S. (ed.) (2003). *Social Development: Challenges Faced in an Unequal and Plural Society*. New Delhi: Rawat Publications.
- Keily, R. & Marflet, P. (eds.) (1998). *Globalization and the Third World*. London: Routledge.
- Kulkarni, P.D. & Nanavati, Mehar C. (1997). *Social Issues in Development*. New Delhi: Uppal Publishing House.
- Mehta, Shiv R (1984). *Rural Development Policies and Programmes: A sociological Perspective*. New Delhi: Sage Publications.
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- Midgley, James (1995). *Social Development: The Development Perspective in Social Welfare*. New Delhi: Sage Publications.

- Phillips, D.R. & Verhasselt Yola (eds.), (1994). *Health and development*. London:Routledge and Kagan Paul.
- Rao, S.K. (ed.), (1981). *Rural Development in India: Some Facets*. Hyderabad: NIRD.
- Rajput, Pam & Swarup, H.L (eds.), (1994). *Women and Globalization: Reflections, Options and Strategies*. New Delhi: Ashish Publication House
- Raza, Mehdi (ed.), (1992). *Development and Ecology*. Jaipur: Rawat Publications.
- Seth, Mira (2001). *Women and Development*. New Delhi: Sage Publications.
- Singh, Gain (1991). *Environmental Deterioration in India: Causes and Control*. New Delhi: Agricole.
- Sharma, S.L. (1986). *Development: Socio-cultural Dimensions*. Jaipur: Rawat Publications.
- Yadav, K.C. (1994). *India's Unequal Citizens: A Study of OBC'S*. New Delhi: Manohar Publications.

THIRD SEMESTER

➤ *Course Title / Course Code*

Working with Families (SWP: 331)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course is to promote understanding of the students about the (i) origin and evolution of the institutions of marriage & family along with their normative & changing structures/functions (ii) factors affecting the dyadic relation and their consequences for individual, family and society (iii) rights of the individuals within marriage & family and every family's right with respect to its environment - to develop skills among the students to carry out need assessment for identifying areas of intervention as well as identify scope for reform & positive awareness for healthy family unit.

Course content

Unit: I

The Family: Origin and evolution of family and marriage. Defining key concepts - family, household, familism, and universality. Normative and changing functions and structure of family. Regional, and rural-urban variations in family forms.

Unit: II

Family in the Context of Change:- Factor affecting dyadic relations within family. Emerging alternate marriage patterns- singlehood, cohabitation, remarriage, deinstitutionalization of marriage- divorce, causes & consequences. Family forms -

dual earner, single parent, female headed, reconstituted/step families, homosexual families. Violence within the family.

Unit: III

Family Rights and Responsibilities- Rights of children, women and elderly within family. Contemporary issues and laws concerning children, women and elderly. Critical review of laws related to marriage and family in India.

Unit: IV

Family Centered Social Work Practice: Family as a context of social work practice, evolution of family centered social work practice, creating awareness for family rights and responsibilities; difficulties faced by family within and outside its context, Identification of broad concerns faced by family in India today and individuals within these families; Introduction to family life enrichment programmes as a developmental approach to family intervention for their well being and empowerment.

References

- Amato, Paul R. (2004). "Tension between institutional and individual views of marriage" *Journal of Marriage and Family*, Vol.66, No. 4 (November), pp: 959-965.
- Cutrona, Carolyn E. (2004). "A Psychological Perspective: Marriage and the Social Provisions of Relationships" *Journal of Marriage and Family*, Vol.66, No.4 (November), pp: 992-999.
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- Hines, Denise A. & Malley- Morrison Kathleen. (2005). *Family Violence*. Thousand Oaks and New Delhi: Sage Publications.
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- Raju, M.L & Krishna, G.R (eds.), (1996). *Future of Indian Family: Challenges for Social Work Education*. Tirupati: Sri Padmavati Mahila Visvavidyalayam.
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- Smock, P. (2004). "The Wax and Wane of Marriage: Prospects for Marriage in the 21st Century". *Journal of Marriage and Family*, Vol. 66, No. 2, pp: 966 to 973.
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➤ **Course Title / Course Code**

Aging and Social Work (SWP: 332)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course aims at apprising the students about (i) the changing demography of the elderly population in India (ii) their contemporary issues and concerns within the family (iii) the policies and programmes affecting the needs of the elderly (iv) the urgency for perceiving ageing positively in order to enhance the quality of life of the aged, their families as well as the community.

Course content

Unit: I

Growing old in Contemporary India: Traditional norms concerning Role, Power and Status of elderly in India; Demography of aging: Proportion of elderly persons by sex, rural/urban. Marital status, economic status and regional variations; Emerging trends

and issues in the context of globalization and economic liberalization; public perceptions, beliefs, stereotypes towards old age.

Unit: II

Aging and Family: The generation gap and crisis of values; self perception of elderly; declining authority and adjustment to changing roles; Issues and concerns of the elderly: work, retirement, social security, housing, illness and death of the spouse, loneliness, domestic violence and abuse; dependency and family care.

Unit: III

Policies and Programmes: Constitutional Provisions; Privileges, Benefits & Facilities by Govt. of India. Social Security schemes, National Policy on Aging, Care of elderly: Institutional, Non Institutional, Family based; Considering elderly an asset and promoting utilization of their potential for community development.

Unit: IV

Successful Aging: Social work practice for enabling active aging; enhancing quality of life through education for preparation of new roles and activities; physical safety; financial security; retirement planning; initiating social networks, self help groups, counseling for adjustment and emotional well being; bereavement counseling, mediating for enabling the elderly to receive their entitlements.

References

- Beaver, Marion L. (1983) *Human Service Practice with The Elderly*. London: Prentice-Hall, International, Inc.
- Behura, N.K. & Mohanty, R .P (2005). *Aged in Changing Social System: Their Problems*. New Delhi: Discovery.
- Dandekar, K. (1996). *The Elderly in India*. New Delhi: Sage Publications
- Desai, M. & Siva, Raju (2000). *Gerontological Social Work in India: Some Issues and Perspectives*. New Delhi: B.R. Publishers.
- Devi, S. Dayabati & Bagga, Amrita (2006). *Ageing in Women: A Study in North-East India*. New Delhi: Mittal Publications.
- Khan, M.Z. (1997). *Elderly in Metropolis*. New Delhi: Inter - India Publications.
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- Lymbery Mark. (2005). *Social Work with Older People*. London: Sage Publications.
- Pappathi, K. (2007). *Ageing: Scientific Perspective and Social Issues*. New Delhi: A.P.H. Publications
- Rajan, S. Irudaya, et. al. (1997). *India's Elderly: Burden or Challenge*. New Delhi: Sage Publications.

➤ ***Course Title / Course Code***

Community Organization and Development (SWP: 431)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course is to prop up the understanding of the students in relation to the (i) various aspects of community organization in India (ii) models and approaches of community development along with discrimination exercised in community development programmes (iii) methods used for community organization & development (iv) role of the social worker community organizer in building consensus around community issues.

Course content

Unit: I

Community: Concept (Sociological and Practitioner); Community work within social work; Definition, objectives, principles and relevance of community; organization practice; Historical development of community organization; Community organization in India.

Unit: II

Community Organization and Development: Models: Locality development model, Social planning model, Social action model; Approaches (Directive and Non-directive); Community leadership; Discrimination and Community Development Programming; types of discrimination, their impact on capacity development, addressing these at the community level.

Unit: III

Methods used in community organization and development: group decision making and cooperative action; inter group and intra group communication; protests and demonstrations; public interest litigation; public relations; mobilization, dealing with authorities; planning, monitoring and evaluating.

Unit: IV

Community organizer: Role of the organizer within different models (enabler, educator, advocate, guide, broker, therapist); Skills and attributes of a community organization practitioner; problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documenting, networking, training.

References

- Gangrade K.D. (1971). *Community Organization in India*. New Delhi : Popular Prakashan
- Meenai, Zubair (2007). *Participatory Community Work* New Delhi: Concept Publications
- Murphy, Patricia W. & Cunningham James V. (2003). *Organizing for Community Controlled Development: Renewing Civil Society*. New Delhi: Sage Publications, Inc.
- Rivera, Felix G. & Eritch, John (1995). *Community Organization in a Diverse Society*. Boston: Allyn & Bacon.
- Siddiqui, H.Y. (1997). *Working with Communities: An Introduction to Community Work*. New Delhi: Hira Publications.
- Weil, M (ed.) (1996). *Community Practice: Conceptual Models*. New York: The Haworth Press.

Course Title / Course Code

Indian Rural Communities and Change (SWP: 432)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course tends to familiarize students with the impact of globalization on (i) rural economy & its population (ii) rural social structure (iii) rural polity & sustainable development.

Course content

Unit: I

Rural Economy- Commercialization, Impact of Green Revolution; Diversification, Mechanization, Agro Industries and their impact; Rural Debt and its Impact; Rural Poverty and Unemployment; Govt. programmes and their assessment. Impact of Globalization on rural economy.

Unit: II

Rural Society- Changing Agrarian Social Structure; Changes in caste, kinship and family networks; Changing Gender relations and patriarchy; Impact of Globalization on rural social structure. Media and Rural Social Structure.

Unit: III

Rural Polity- Democratization and Decentralization; 73rd Constitutional Amendment Act and its Impact upon Rural development; Political Institutions and factionalism; Peasant mobilizations and their impact; Impact of Globalization on rural polity.

Unit: IV

Rural Sustainable Development- Critique of conventional models of rural development; Sustainable rural development: concept, indicators, Strategies; Impact of WTO on Indian farmers, Environmental protection in rural context.

References

- Dorin, Bruno & Jullien, Thomas (eds.) (2005). *Agricultural Incentives in India: Past Trends and Prospective Paths towards Sustainable Development*. New Delhi: Manohar Publishers
- Jain, Rashmi (ed.) (2003). *Communicating Rural Development*. New Delhi: Rawat Publishers.
- Khor, Martin et.al. (eds.) (2000). *Views from the South: The Effects of Globalization and the WTO on Third World Countries*. San Francisco: The International Forum on Globalization.
- Mander, Jerry & Goldsmith, Edward (eds.) *The Case against the Global Economy and for a turn toward the Local*. San Francisco: The International Forum on Globalization.

➤ **Course Title / Course Code**

Social Demography (SWP: 531)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each (4 x 15 =60 marks)

Course Objectives: This course will sensitize the students with (i) the demographic situation as it exists in contemporary India (ii) the population policy of India especially in the context of family planning programme and health indicators (iii) contemporary population related issues in areas such as health and nutrition, diseases and epidemics, education, quality of life and so on.

Unit: I

Demography- Meaning; Population: Components, Structure, Dynamics; Significance of study of population; Theoretical perspectives on study of population change; Demographic transition theory. Human Migration- Factors inducing and obstructing migration; Consequences of migration; Urbanization: Meaning; Relationship with Migration; Implications of Rural-Urban migration in India.

Unit: II

Population Characteristics in India- Age and Sex structure, Fertility, Mortality- Maternal and Infant, Life Expectancy, Factors affecting Fertility Behaviour, especially the Cultural; Changes and Implications.

Unit: III

Population Policy in India- Population and Development: Historical assessment. Critical review of Family Planning Programme in India; National Population Policy 2000, Reproductive and Child Health Approach;

Unit: IV

Issues in Social Demography in India- Rural-urban and Gender gaps in literacy, child, maternal and general health, Vulnerable groups among population to HIV/AIDS and Human Trafficking, such as children, women/girls, poor etc. Organization Support in India in population issues- National and International; The Aging Population: Problems; Social Work Strategies for dealing with above issues.

References

- Bhende, A. & Kanitkar, T. (1995). *Principles of Population Studies*. Mumbai, Himalaya Publishing House.
- Chakraborti, R.D. (2004). *The Greying of India: Population Aging in the Context of Asia*. New Delhi, Sage Publications.
- Davis, K. and Bernstans (1991). *Resources, Environment and Population*. New York, Oxford University Press.
- Prother, R.M. and Chapman, Murray (eds.) (1985). *Circulation in Third World Countries*. London, Routledge and Kegan Paul.
- Rao, M. (2004). *From Population Control to Reproductive Health: Malthusian Arithmetic*. New Delhi, Sage Publications.
- Sen, G. et. al. (1994). *Population Policies Reconsidered: Health, Empowerment and Rights*. Boston, Harvard School of Public Health.

➤ ***Course Title / Course Code***

Health and Development (SWP: 532)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course intends to educate the students concerning (i) the concept of health & disease and various misconceptions affecting the health seeking behaviour (ii) evolution of health care system in India, national health policy & programmes (iii) the range of specific health issue as well as specific topics such as disparities in equitable distribution of health facilities, goods and services.

Course content

Unit: I

Health- Concept of Health and Disease; Multidimensionality: Mental health, Physical health, Occupational health, Environmental health etc. Health research behaviour, Individual and community health behaviour; Process of health behaviour change; Cultural impediments.

Unit: II

Indian Health Care System- Objectives, Components and structures, Evolution of Indian Health Care System; Various Committees, Five Year Plans, National Health Policy; Public Policy Issues in health care, State of Health situation in India; Organizational Network for health and family welfare services at the Centre, State, District and Block levels. Health Programmes in India.

Unit: III

Health Issues of the Marginalized- Status of Health Inequities: Poverty and Health; Gender and Health; Rural-Urban Differentials in Health Care Systems in India; Health issues of children in poverty, especially the girl child; Cultural barriers in equitable distribution of health care services; Local bodies and health care systems.

Unit: IV

Health and Development – Health indicators as Development indicators; Relationship between Nutrition, Health and Development; Health Inequities: Health and poverty, Health and gender, Health and Marginalized; Health sector in development planning in India after independence, Legislations leading to leprosy, AIDS Bill, Epidemic diseases Act. Legislations concerning women and child health, e.g. M.T.P. Act, P.N.D.T., Mental Health Bill.

References

- Corcoran, Nova (ed.), (2007). *Communicating Health : Strategies for Health Promotion*. London: Sage Publications.
- Dhooper, Surjit Singh (1997). *Social Work in Health Care in the 21st Century*. London:
- Earle, Sarah; Lloyd, Cathy E ; Sidell, Moyra ; Spurr, Sue (eds.), (2007). *Theory and Research in Promoting Public Health*. London: Sage Publications.
- Govt. of India (2002). *National Health Policy 2002 - India*. New Delhi: Ministry of Health and Family Welfare.
- Hek, Gill & Moule, Pam (2006). *Making Sense of Research: An Introduction for Health and Social Care Practitioners*. London: Sage Publications (3rd edition).
- Mane, Purnima & Gandevia Katy Y. (eds.), (1993). *Mental Health in India: Issues and Concerns*. Mumbai: Tata Institute of Social Sciences.
- Pequegant Willo & Szapocznik Jose. (eds). (2000). *Working with Families in the Era of HIV / AIDS*. Thousand Oaks: Sage Publications.
- Phillips, David R & Verhasselt, Yola. (1994). *Health and Development*. New York: Routledge.

FOURTH SEMESTER

➤ ***Course Title / Course Code***

Child and Youth Development (SWP: 343)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course seeks to augment the awareness of the students concerning (i) the concept of child welfare in the light of international context (ii) the difficulties faced by the at risk children (iii) the interventions made by the governmental & non - governmental organizations (iv) pertinent issues affecting the today's youth.

Course content

Unit: I

Definition of a child; Social construction of childhood and adolescence. Situational analysis of child in India. Concept of child welfare; Historical evolution and changing ideological and philosophical context of child welfare. Global agenda for children, CRC and Global movement; Constitutional and statutory provisions and their critique in the light of CRC. Role of U.N. and other international agencies in child welfare; Evaluation.

Unit: II

Vulnerable children: Understanding vulnerability, marginalization, poverty and child rights, Children in conflict with Law and Children in need of care and protection- the girl child, street children, destitute children, children facing sexual abuse, victims of stigmatization, disasters, domestic violence, etc.

Unit: III

State and Children: Evolution of policies on children; Legislations and programmes for children in Education, Health, Nutrition and Protection. Developmental and Preventive Strategies and programmes for rights of children; Juvenile Justice (Care and Protection) Act 2000; National Plan of Action for Children 2005; Contribution of NGOs in the field of education, health, recreation and protection of children.

Unit: IV

Youth and development: Situational analysis of youth in India: Characteristics of Youth based on location: Urban, rural and tribal; Influence of societal systems on youth: Family, politics, media, IT. Critical issues affecting youth in relation to their developmental roles and tasks; education, work, family, marriage and relationships; High risk behaviour: Substance abuse, sexual behaviour, HIV/AIDS, violence.

References

- Bajpai, Asha (2003). *Child Rights in India: Law, Policy and Practice*. New Delhi: Oxford University Press.
- Cleaver, Hedy et. al. (eds.) (2007). *Child Protection, Domestic Violence and Parental Substance Misuse: Family Experiences and Effective Practice*. London: Jessica Kingsley Publishers.
- D'Cruz, Premilla (2004). *Family Care in HIV/AIDS: Exploring Lived Experience*. New Delhi: Sage Publications.
- Gill, McIvor and Raynor, Peter (2007). *Developments in Social Work with Offenders*. London: Jessica Kingsley Publishers.
- Hagell, Ann & Jeyarajah-Dent, Renuka (eds.) (2006). *Children Who Commit Acts of Serious Interpersonal Violence*. London: Jessica Kingsley Publishers
- Hill, Malcolm et.al. (eds.) (2006). *Youth Justice and Child Protection*. London: Jessica Kingsley Publishers.
- Loeber, Rolf & Farrington, David P (eds.) (2001). *Child Delinquents: Development, Interventions and Service Needs*. New Delhi: Sage Publications.
- Narain Jai P (ed.) (2004). *AIDS in Asia: The Challenge Ahead*. New Delhi: Sage Publications.

➤ ***Course Title / Course Code***

Women, Society and Development (SWP: 344)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: The contents of this course seek to provide insights into the

(i) social construction of gender - responsible for subordination of women in society (ii) various rights granted to women by the constitution of India (iii) legal safeguards for gender justice (iv) programmes for the welfare and development of the women.

Course content

Unit: I

Gender Construction: Feminist understanding of power-patriarchy and its manifestation. Beginning and development of feminist consciousness; the question of difference; nature and culture; public and private; reproduction and production; masculinity and femininity debates; Reproduction of gender; family socialization; school and media; deconstruction and reconstruction as feminist strategy for change.

Unit: II

Women's Rights: Rights guaranteed under the Constitution of India to women: Fundamental Rights, Directive Principles, Reproductive Rights; Concepts: Formal and Substantive Equality, Affirmative Action, Positive Discrimination, Legal Aid, Political participation; Sustainability and Rights based approach to land, water and bio diversity.

Unit: III

Family Laws and Gender Justice: Personal Laws governing family relations; patriarchal values; gender biases in legislation and consequences on women; Offences

against women and laws: domestic violence; sexual harassment at work place, trafficking and prostitution.

Unit: IV

Women's Welfare and Development: Enforcement of Laws- family courts, Mahila Adalats, National and State Commissions, Family Counseling Services; Women Welfare programmes, Schemes and Strategies in Five Year Plans; Trajectory of Gender and Developmental concerns; U.N. efforts, CEDAW and Human Rights approach.

References

- Arya, Sadhna (2000). *Women, Gender Equality and the State*. New Delhi : Deep and Deep Publications.
- Kimmel, Michael S. (2000). *The Gendered Society*. New York: Oxford University Press.
- Lorber, Judith & Farrell, Susan A. (eds.) (1991). *The Social Construction of Gender*. New Delhi: Sage Publications.
- Maheshwari, S.R. (2002). *Local Government in India*. New Delhi: Uppal Book Store.
- Seth, Mira (2001). *Women and Development*. New Delhi: Sage Publications.
- Sharma, Vijay (1994). *Protection of Women Matrimonial Home*. New Delhi :Deep and Deep Publications.

➤ **Course Title / Course Code**

Community Participation in Urban Management (SWP: 443)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

- (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course aims at sensitizing the students about (i) the various approaches to urban management (ii) major issues in urban management especially in Indian context (iii) features of recent State initiatives taken up by Indian Government towards decentralizing urban local governance and (iv) the growing significance of community participation in urban management and the areas in need of social work in the urban context.

Course content

Unit: I

Approaches to Urban Management- Public Provision, Privatization, Community Participation, People's Participation; Critical evaluation; Case Studies especially from India. Towards a combination of these approaches for urban management.

Unit: II

Management of Urban Basic Services- Water supply, Sanitation/Sewerage, Housing/Shelter, Solid Waste Management; Role of State, Municipal Bodies, NGOs and People's Participation in managing basic services; Some Case Studies of Cities with Success Stories.

Unit: III

74th Constitutional Amendment Act, Role of Municipal Bodies in Urban Management; Decentralization and Devolution of Power, Factors for and Against Procuring Community/People's Participation; Grey Areas in the Implementation of Amendment.

Unit: IV

Social Work in urban management; People/Community Participation in Slum Rehabilitation Programmes; Environment and Health Issues in Urban Slums, especially concerning women and children, particularly the girl child; Vulnerability of girls and women for sexually transmitted diseases and HIV/AIDS and Social Work Initiatives.

References

- Fagence, Michael (1977). *Citizen Participation in Planning*. Oxford: Pergamon Press.

- Frieden, Bernard J. and Morris, Roberts (eds.) (1968). *Urban Planning and Social Policy*. New York: Basic Books, INC.
- Gill, Rajesh (2003). "Planning Urban Settlements for People: A Social Agenda", in *Urban India*, Vol. XXIII, Jan.-June, No. 1.
- Gill, Rajesh (1999) "Seventy-Fourth Constitution Amendment and Political Empowerment of Women in Punjab: A Study in Urban Governance" in *Urban India*, Vol. XIX, No. 1.
- Jo Beall (eds.) (1997). *Valuing Difference and Working with Diversity*. London: Zed Books Ltd.
- Misra, R.P. and Misra, Kamlesh (1998). *Million Cities of India*, New Delhi: Sustainable Development Foundation.
- Mohanty, Bidyut (eds.) (1993). *Urbanization in Developing Countries, Basic Services and Community Participation*. New Delhi: Concept Publishing House.
- Spates, James (1982). *The Sociology of Cities*. New York: St. Martin Press.
- Uner, Kirdar (ed.) (1997). *Cities Fit for People*. New York: United Nations.

Course Title/ Course Code

Poverty, Slums and Urban Development (SWP: 444)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: The course has been designed to educate the students about the (i) conceptual understanding of poverty in general and urban poverty in particular

(ii) the empirical issues concerning urban poverty in India with a focus upon large metropolitan cities and (iii) policies and programmes initiated by Indian State in order to tackle the problems of urban poverty and slums in India.

Course content

Unit: I

Urbanization: Meaning; Features in Developed and Developing Countries; Urban Growth; Over-urbanization; Migration Streams and their linkages with Urbanization. Urbanization and Culture; Social Disorganization;

Unit: II

Poverty: Definition, Conceptualization and Measurement; Economic and Non Economic Definitions, Participatory Definition; Absolute and Relative Poverty; Non Economic Indicators of Poverty; Feminization of Poverty; Social Planning; Gender issues in Urban Planning; Cities and Environmental Issues;

Unit: III

Urban Poverty and Slums in India: Features, Types and Trends; Environmental, Health and Basic Services issues in Indian Slums, Women in Poverty; Children in Slums and Access to Education, Health and Employment. Local Governance, Decentralization and Slum population in Indian cities.

Unit: IV

Urban Planning in India: National Commission on Urbanization; Poverty Alleviation Programmes and Urban Planning in India; Changing Contours of India's Urban Policy; Slum Rehabilitation Programmes. Changing Role of Municipal Bodies in Urban Development.

References

- Bhargava, Gopal (ed.) (1981). *Urban Problems and Policy Perspectives*, New Delhi: Abhinav Publications.
- Flanagan, William G. (1990). *Urban Sociology: Images and Structure*. Boston: Allyn and Bacon.
- Gill, Rajesh (1997). "Issues and Perspectives on Urban Poverty: The Indian Experience" in *Urban India*, Vol. XVII, Jan.-June/July-Dec. Nos. 1&2.
- Harpham, T. and Tanner Marcel (eds) (1995). *Urban Health in Developing Countries*. London: Earthscan Publication Ltd.
- Mills, E.S. and Becker, C. M. (1986). *Studies in Indian Urban Development*. New Delhi: Oxford University Press.

- Rakodi, Carole and Lloyd John T. (eds.) (2002). *Urban Livelihoods: A People Centred Approach to Reducing Poverty*. London: Earthscan Publication Ltd.
- Report of National Commission on Urbanization (1988). Government of India, Vols. I & 2.
- Sundaram, K.V. (1977). *Urban and Regional Planning in India*. New Delhi: Vikas Publishing House Pvt. Ltd.

➤ ***Course Title / Course Code***

Persons with Disabilities and Social Work (SWP: 543)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course aims at introducing the students to (i) the concept of disability and the experiences of the disabled persons (ii) various disabilities experienced by women in different facets of their life (iii) the legal provisions available for the disabled persons (iv) the need of a skilled worker for counseling, rehabilitating and reintegrating the disabled in the society.

Course content

Unit: I

Disability- Understanding different kinds of disability; Causes, Classification, assessment, intervention or treatment, aids and equipment; Consequences of disability- physical, psychological, sexual, economic and social; needs of person with disability, problems faced by them.

Unit: II

Gender and Disability- Disability from a feminist perspective; Status of women and girls with disability in India in terms of their mortality rate, literacy level, economic and cultural status, marriage and motherhood; abuse of disabled women/girls - sexual, economic, social etc.

Unit: III

State and Disability- Legal provisions on persons with disability- children, girls/women, youth and aged; Their implementation; Critical evaluation; Discussion of strategies for providing information and resources; legal remedies; advocacy for policy changes through participation in Disability Rights movement; Equalization of opportunities for accessing educational, vocational, nutritional and health services; protection from violence and abuse; Promotion of self help groups; Changing attitudes of the disabled and society.

Unit: IV

Rehabilitation and Counseling- Identification of needs and concerns to be addressed; Assessment of needs/problems requiring intervention at individual and group level; identification of target groups for intervention; identification of approaches, methods, tools and techniques to work with individuals and groups; Use of different approaches to counseling and rehabilitation; Skills of facilitation and application of an appropriate method used; Approaches to community based Rehabilitation Planning and Organizing Community Education Programmes for different target groups.

References

- Bigby, Christine et.al. (eds.) (2007). *Planning and Support for People with Intellectual Disabilities: Issues for Case Managers and Other Professionals*. London: Jessica Kingsley Publishers
- Government of India (1993). *National Policy for Persons with Disabilities*. New Delhi: Ministry of Social Justice and Empowerment.
- Mani, D. Ram (1988). *The Physically Handicapped in India*. New Delhi: Shilpa Publications.
- Oliver, Michael and Sapey, Bob. (2006). *Social Work with Disabled People*. Basingstoke: Palgrave Macmillan (3rd edition).
- Wilson, S. (2003). *Disability, Counseling and Psychotherapy: Challenges and Opportunities*. Basingstoke: Palgrave Macmillan.

➤ ***Course Title / Course Code***
Community Health (SWP: 544)

Instructions for the Paper setter/ Examiner

- Duration of examination for theory paper shall be three hours.
- The **theory paper** shall be of **80 marks** & shall comprise of nine questions. The candidates shall be required to attempt five questions.
 - (a) Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)
 - (b) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

Course Objectives: This course is designed for enhancing awareness and developing insights of the students with reference to (i) the importance of community health for the welfare of society (ii) policies and programmes initiated by the government to assess the need for community health (iii) the role of social worker as a health educator for the community.

Course content

Unit: I

Concept of Community and Community Health; Social and Preventive Medicine and Public Health. Community organization and application in the health field; Use of advocacy, networking and social action in community health. Ethical issues in community health practice.

Unit: II

Policies/ Programmes of Community Health- Health sector reforms and impact on the health of marginalized and minorities. History of community health in India; Place of community health in national health policies and programmes;

Unit: III

Community Health Planning and Management- Comparative approaches in community health planning and management based on primary health care and demonstration projects. SWOT and other tools for situational analysis and needs assessment. Understanding of participatory tools for community health.

Unit: IV

Health communication and training- Introduction to health education and training in community health. History of health education and training in India; Approaches and Models; Participatory planning, Monitoring and Evaluation; Role of social worker as health educator and trainer in community health.

References

- Bateman, Neil (2000). *Advocacy Skills for Health and Social Care Professionals*. London: Jessica Kingsley Publishers
- Breckon, Donald J.et.al. (eds.)(1998). *Community Health Education: Settings, Roles &Skills for the 21st Century*. Gaithersburg, Maryland: Aspen Publishers, Inc. (Fourth Edition).
- Dever, Alan G.E. (1991). *Community Health Analysis : A Global Awarness at the Local Level*. Gaithersburg, Maryland : Aspen Publishers,Inc. (2nd edition).
- Durth Jane S. et.al. (eds.)(1997). *Improving Health in Community : A Role for Performance Monitoring*. Washington,D.C. : National Academy Press.
- Nardi, Deena Alleria; Petr, Josg M. (eds.) (2003). *Community Health & Wellness Needs Assessment: A Step by Step Guide*. Canada: Thomas Delmor Learning.
- Howard Guy et.al. (eds.) (2002). *Healthy Villages - A Guide for Communities and Community Health Workers*. Geneva: World Health Organization.

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