SOCIOLOGY & SOCIAL WORK
ALLIED COURSES

SEMESTER: I ALLIED: I PART: III	22UBSWA16 -1: FUNDAMENTAL OF SOCIOLOGY	CREDITS: 3 HOURS: 60

Course Objectives
1. To understand Sociology as a discipline and its relevance for Social Work
2. To initiate an understanding of basic Sociological concepts about society, its structure and dynamics
3. To create the ability among students to analyse the Indian Social system & Social problems
4. To understand social institution role and responsibility for individual development
5. To explore knowledge about social change and social development

Unit I   **Hours:** 12
Sociology as a discipline and its relevance for Social Work: Sociology – Introduction and Definition, Relationship between Sociology & Social Work, Difference between Sociology and Social Work, Basic Concepts in Sociology – Society – Definition & types, Community, Institution, Social Organisation, Social Structure, Association.

Unit II   **Hours:** 13
Individual in Society: Socialisation & Social Control - Definition, Agents – Family & Parents, Peers or age mates, Teachers, Literature & Mass Media of Communication, Functions and Importance of socialisation. Social Control - formal and informal means. Culture: Definition, Two components of culture – Material & Non- material, Cultural lag; Folkways, Mores, Norms. Social Processes – Cooperation, Competition, Conflict, Accommodation and Assimilation.

Unit III   **Hours:** 12
Social groups and Social institutions: Social Groups-Meaning, Definition, Types, Functions and Characteristics. Classification of Groups – Primary Group, Secondary Group, Reference Group, Social Institutions: Definition, Meaning and Types - Family, Marriage, Kinship, decent.

Unit IV   **Hours:** 10
Social Stratification: Definition, Caste, Class and Gender – Changing patterns, Impact of caste on Indian Society Social Mobility, Gender roles & Gender discrimination in India

Unit V   **Hours:** 13
Social Change & Social Movements: Social Change - Concept of social change, Nature and Characteristics of Social change, an introduction to the factors contributing to Social change – Geographic or the Physical Factors, Biological Factors, Cultural Factors, Technological Factors, Social legislation and Social change, Education and Social Change. Social changes in India. Social Movements - Concepts, Types, Meaning, Factors essential for a social movement, Social reform

Course Outcomes
1. After studied Unit-I, The students will be able to Use sociological concepts and theories in Social Work practice.
2. After studied Unit-II, The students will be able to Familiarize with the process and indicators of Social Change in India.
3. After studied Unit-III, The students will be able to become aware of social problems and strategies.
4. After studied Unit-IV, The students will be able to get knowledge about social stratification of people
5. After studied Unit-V, The students will be able to understand social movement in India.

Text Books
1. C.N Shanker Rao. Sociology: Principles of Sociology with an Introduction to Social Thoughts. S.Chand& Company Pvt. Ltd, New Delhi. 2019

Supplementary Readings
1. Dhanagare, D., N. Indian Sociology. Jaipur and New Delhi: Rawat, 1993.
2. Conklin, John, E, Sociology: An Introduction. Macmillan Publishing Co. New York, 2000
3. Frances, V., Moulder. Social Problems of the Modern World. U.S.A.: Eve Harward, 2000.
4. Mac, Iver R., M. and Page, C., H. Society: An Introductory Analysis. Chennai: Macmillan, 1990.
5. Ram, Ahuja. Social Problems in India. Jaipur and New Delhi: Rawat, 1997.
6. Rao Shankar, C.N. Principles of Sociology. New Delhi: S.Chand. 2000
7. Sharma, Rajendra, K. Indian society – Institutions and Change. New Delhi: Atlantic, 1997.
8. Shepard, Jon, M. Sociology. New York: West Publishing Co, 1981.
9. Upadhyaya, Sharma, V., P. Contemporary Indian Society New Delhi: Anmol, 1992
10. VidyaBhusan&D.R.Sachdeva. An Introduction to Sociology.KitabMahal Publications.Allahabad. 2005

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	M	S	M	S	S
CO2	S	M	S	M	S	S	M	S	M	S
CO3	M	S	M	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	M

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

SEMESTER: I ALLIED: I PART: III	22UBSWA16 - 2: GENDER AND DEVELOPMENT	CREDITS: 3 HOURS: 60

Course Objectives
1. To understand key concepts, issues in gender and development
2. To give awareness about reciprocal relationship between women & men in society
3. To create awareness about the magnitude of gender disparities in the present context
4. To introduce students to the discipline of Women's Studies and its specific purposes, perspectives and understand the basic concepts of women's studies
5. To study the legal provisions for women and women's access to justice and issues relating to implementation of legislation

Unit I   **Hours:** 12
Women and Development: Women and development - their roles in family - status of women - values with reference to Indian women, Difference between Sex and Gender, Transgender-Concept, Rights, Problem faced by Transgender and Social status.

Unit II   **Hours:** 11
Women and Family: Women and family - family structures - Women's role in decision making in the family, Contribution of women in the development of the Family and Society.

Unit III   **Hours:** 13
Problems of Women: Problems of women - child marriage, dowry, female infanticide, and foeticide educational backwardness, deserted and divorced women, prostitution - trafficking - sexual abuse.

Unit IV   **Hours:** 12
Roles and Responsibilities of Women: Working women - women employment - working women and their problems - women in Industry - women in agriculture - women and self-employment.

Unit V   **Hours:** 12
Women and Health: Women and Health - Health services - Women Welfare programs, Legal measures for women - Medical Termination of Pregnancy Act 1971.

Course Outcomes
1. After studied Unit-I, The student will be able to know various programs and schemes for women & children.
2. After studied Unit-II, The student will be able to critical analysis of gender and women development.
3. After studied Unit-III, The student will be able to articulate how women's studies and gender studies is a distinct field connected to other interdisciplinary fields of study in social work.
4. After studied Unit-IV, The student will be able to describe how the effects of gender, sexuality, race, class and nation intersect in the construction of identity and institutional formations.

5. After studied Unit-V, The student will be able to understand the legal measures for women and their health.

Text Books

Desai, N and Krishnaraj, M. Women and society in India. Delhi: Ajanta publishers. 1987

Supplementary Readings
1. Mazumdar,V (ed): women in changing society symbols of power, Bombay:Allied publishers
2. Augutine,(Ed):Indian family in transition New Delhi:Vickas publishing house.
3. Bhasin, K and Agarwal, B. Women and Media Analysis Alternatives an Action, New Delhi, 1987
4. Benerjee, Nirmala: Indian women in achanging industrial scenario.
5. Gopalan C &Balasubramaniam SC Indiancouncilof medical Hyderabad:research, 1963

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	M	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

SEMESTER: I ALLIED: I PART: III	22UBSWA16 -3:STRUCTURE OF INDIAN SOCIETY	CREDITS: 3 HOURS: 60

Course Objectives
1. To teach the students about the concept of society, community, and social groups.
2. To familiarise the students with the concept and functions of culture and related aspects.
3. To inform the students about social stratification.
4. To teach the students about family and related aspects.
5. To highlight the concept of social control and social change.

Unit I: **Hours:** 12
Society: definition and elements, group, community, associations, organization and institutions. Social work its relationship with social sciences.

Unit II: **Hours:** 13
Culture: definition and role and function of culture; cultural lag; culture norms; Civilization Socialization and its agencies; role and status

Unit III: **Hours:** 10
Social Stratification: concept, determinants, caste, class, and race. Social mobility and social inequality

Unit IV: **Hours:** 13
Family: structure and functions of family, types, influences of other agents of socialisation, changes in Indian family and its consequences on the individual and society; family disorganisation. Marriage: meaning and types.

Unit V: **Hours:** 12
Social Change: definition, process, theories, agents of social change, factors of social change, westernisation; westernisation, and modernisation- social disorganisation and social deviance. **Social control:** kinds of social control, values, norms, folkways, mores and laws.

Course Outcomes
1. After studied Unit-I, The student will be able to know about individuals as part of society.
2. After studied Unit-II, T he student will be able to critical analysis of culture in India and other countries.
3. After studied Unit-III, The student will be able to know about social stratification of people.
4. After studied Unit-IV, The student will be able to understand individual role in family.
5. After studied Unit-V, The student will be able to critical analysis of social change in India.

Text Books
Vidya Bhusan & Shachdeva (1989) An *Introduction to Sociology*. Allahabad: Kita Mahal Publicaton.

Supplementary Readings

1. Bottomore, T. B. (2010). *Sociology (Routledge Revivals): A guide to problems and literature*. Routledge.
2. Kapadia, K. M. (1966). *Marriage and family in India* Bombay: Oxford University Press.
3. Kumar A. (2002.) *Structure of Society*. New Delhi: Anmol Publications.
4. Kumar, S. (1983). *Principles of Sociology*. New Delhi: New Heights publishers and Distributors. Publishing Company.
5. Sachchidananda. (1988.). *Social Change in village India*. Ashok Kumar Mittal Concept
6. Singh, K. (2001). *Social control &Social Change*. Lucknow: Prakashan Kendra

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	M	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

SEMESTER: II ALLIED: II PART: III	22UBSWA25-1: WELFARE OF PERSON WITH DISABILITY	CREDITS: 3 HOURS: 60

Course Objectives
1. To introduce the students to the concept of disability and impairment.
2. To inform the students about the causes of disabilities.
3. To enlighten the students about the Persons with Disability Act
4. To inform the students about the various sachems and provisions being offered to the disabled by the government.
5. To introduce the students to the approaches in rehabilitation.

Unit I **Hours:** 12
Disability: Concept, meaning and types, Meaning and definition of impairment, disability, handicap and rehabilitation. Types of disabilities, causes and management; Visual disability, hearing disability, locomotor disability, intellectual disability and cerebral palsy, Major mental illness, leprosy cured. Prevention at Primary, Secondary and Tertiary Levels.

Unit II **Hours:** 12
Disability and Psycho social issues: Social Construction of Disability: Attitude, Stigma, Discrimination, Disabling and Enabling Environment; Familial and Societal Context of Person with Disabilities; Impact on the quality of life of persons with disability; Education, Marriage, Integration, Employment and Interpersonal Relationships.

Unit III **Hours:** 11
Legislations related to Disability: Persons with Disability Act 1995, the Rights of Persons with Disabilities Act 2016 – Objectives, Scope, and Salient Features. National Policy for Person with Disability 2006

Unit IV **Hours:** 13
Government Interventions: Government Organisations: National Institute for Physical Handicapped (NIPH), National Institute for Visually Handicapped (NIVH), National Institute for Orthopedically Handicapped (NIOH), National Institute for Mentally Handicapped (NIMH), National Institute for Hearing Handicapped (NIHH), National Institute of Rehabilitation Training and Research (NIRTR), National Institute for Empowerment of Person with Multiple Disability (NIEPMD)

Government schemes for disabled offered by state commissioner for disabled: (1) Special education (b) Training programme (c) Employment of persons with disability (d) Self Employment for disabled and (e) Supplying of aids and appliances

Unit V **Hours:** 12
Rehabilitation of the disabled: Models of Rehabilitation: Institution Based Rehabilitation, Community Based Rehabilitation; Role of Social Worker in CBR. Multi-disciplinary team approach in rehabilitation, Process of Rehabilitation, Early identification, Treatment, Integration,

Fitment of Aids and Appliances, Types of Rehabilitation: Physical, Educational, Vocational and Societal. Scope of social work intervention in rehabilitation - Individual, Group, and Family levels.

Course Outcomes
1. After studied Unit-I, The students will be able toGain knowledge of the disability
2. After studied Unit-II, The students will be able tounderstand stigma and discrimination related to disability.
3. After studied Unit-III, The students will be able to knowledge about disability legislation.
4. After studied Unit-IV, The students will be able to known Government working for disable.
5. After studied Unit-V, The students will be able to Gain knowledge of disability rehabilitation process.

Text Books
Pandey , R.S and Advani, Lal. (1995). Perspective is Disability and Rehabilitation. Vikas Publishing House, New Delhi
Supplementary Readings
1. Albrecht G.L, Katherine D Seelman& Michael Bury. (2001)Hand Book of Disability Studies. London: Sage,
2. Baquer, Ali; and Sharma, Anjali. (1997). Disability: Challenge Vs Response. Concerned Action Now
3. Ministry of Law, Justice & Company Affairs. (1996). The persons with Disabilities (Equal Opportunities, Protection of rights and full participation) Act, 1995. The gazette of India.
4. National Sample Survey Organisation. (1994). A report on disabled persons, Department of Statistics, New Delhi.
5. World Health Organisation. (1980). International Classification of Impairments, Disabilities, and Handicaps
Geneva : World Health Organization
6. Karanth, Pratibha& Joe Rozario.Learning Disability in India. London: Sage, 2003.
7. Moore. Researching Disability Issues. London: Open U P, 2005.
8. Clark Joan Simeon. Disabled citizens London: George Allen &Unwin, 1970.
9. Gajendragadkar S.N. Disabled in India USA: California U P,1983.
10. Narasimhan M.C. Disability a Continuing Challenge.USA: Michigan U P, 1989.

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	S	S	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

SEMESTER: II ALLIED: II PART: III	22UBSWA25 - 2: SOCIAL PROBLEMS IN INDIA	CREDITS: 3 HOURS: 60

Course Objectives
1. To familiarize the students with the concept of poverty and dependency.
2. To inform the students about beggary and the role of the government in preventing it.
3. To highlight the issue of alcoholism and drug addiction.
4. To teach students about the issue of juvenile delinquency.
5. To understand child labour and juvenile delinquency problem

Unit I: **Hours:** 12
Social problems: Concept, Meaning and Definitions. Classification of social problems. Causes and consequences of social problems. Social work approach in the prevention, control and management of social problems.

Poverty: Definition, types, causes, and consequences; dependency, definition, causes; care of the dependants; relation between poverty and dependency; new economic policies and its consequences; **beggary:** definition – causes – types, ways; rehabilitation measures of the government.

Unit II: **Hours:** 12
Untouchability: Definition, causes, and consequences; forms of untouchability, measures to prevent untouchability; intercaste marriages- issues and problems; problems of minorities and the marginalised. **Population:** Causes, impact, Census of India,

Unit III: **Hours:** 12
Public issues in India: Nutritional deficiencies and preventive health, and communicable diseases and Environmental problem. **Prostitution:** definition, types, causes – implications and rehabilitative measures. **Crime:** Meaning, Concept, and prevention. Violence against women, Human Trafficking. Migration and Displacement

Unit IV: **Hours:** 12
Addiction: alcoholism – causes / implications, prevention and prohibition, causes of success & failure of prohibition, **Drug addiction** – meaning, drug abuse, types of drugs – causes of addiction and teenagers – effects – remedial measures and de-addiction. **Suicide:** Definition, Causes, Preventive Measures and Crisis Intervention.

Unit V: **Hours:** 12
Child labour; definition, causes, and consequences; **juvenile delinquency:** definition, causes, consequences, vagrancy, truancy, street children – prevention – reformation of delinquents. **Unemployment:** Skilled and Unskilled employment, impact of unemployment, Salient feature of Skilled India Scheme.

Course Outcomes

1. After studied Unit-I, The students will be able to Understand impact of poverty and poverty alleviation scheme.
2. After studied Unit-II, The students will be able to understand untouchability and related articles in constitution.
3. After studied Unit-III, The students will be able to known about public issues in India
4. After studied Unit-IV, The students will be able to understand impact of drug addiction and drug abuse.
5. After studied Unit-V, The students will be able to known child labours problem in India.

Text Books

Ram Ahuja. Social Problem in India. 4th Edition, Rawat Publication-New Delhi,

Supplementary Readings

1. Athreya, Venkatesh, B., & Chuukkath, S.R. (1996). *Literacy and Empowerment.* New Delhi: College Pub.
2. Bhattacharyya, S. K. (1994). *Social Problems in India: Issues and Perspectives*. Regency Publications.
3. Kornblum, W., & Julian, J. (1975). *Social Problems* (8th Ed) Prentice Hall Inc.,
4. Lemert, E. M. (1951). Social pathology; A systematic approach to the theory of sociopathic behavior.
5. Merton, R. K., & Nisbet, R. A. (1976). *Contemporary social problems* (Vol. 2). Harcourt Sage Publishing.
6. Sharma, B. (1990). *Juvenile Delinquents and their social culture*. Uppal Publishing House.
7. Stanley, S (2004). Social *Problems in India: Perspectives for Intervention*. New Delhi: Allied Publishers.
8. Sunil (1990). *Social Problems in India– Issues & Perspectives*. New Delhi: Regency Publications House
9. Madan, Gurmukh Ram. *Indian social problems*. Allied publishers, 1975.

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	M	M	S	S
CO2	S	M	S	M	S	S	S	S	M	S
CO3	S	S	M	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	M	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

SEMESTER: II ALLIED: II PART: III	22UBSWA25 - 3: FAMILY AND CHILD WELFARE	CREDITS: 3 HOURS: 60

Course Objectives
1. To familiarize the students with the philosophy of family and child welfare.
2. To inform the students about the problems of children.
3. To enlighten the students on family planning.
4. To teach the students about the various family and child welfare services.
5. To inform the students about the role of voluntary agencies in family and child welfare services.

Unit I   **Hours:** 12
Family: Defining Families, Common characteristics. Needs and problems of families. Family welfare policies and programmes in India. Social work intervention in dealing with families in difficult circumstances.

Unit II: **Hours:** 11
Family welfare planning: Family welfare planning programmes and different methods of family planning – Natural and artificial family planning methods.

Unit III: **Hours:** 14
Well-Being of Children: Physical, Health, Nutrition and Exercise, Social Inclusion, Environment, Security and Protection. Mental: Leisure and Recreation, Love, Care and affection, Parenting, Family and Neighbourhood, Peer Group, Social Networking, Sleep and Rest, Relaxation.

Unit IV: **Hours:** 11
Problems of children: Family disintegration and consequence on children, Children in difficult circumstances, Children in need of care and protection: Street child; Abandoned; Orphaned; Sexually abused; Neglected; Violence; Delinquent; Refugee; Child Marriage; Child Labour; Socially excluded; Child trafficking.

Unit V: **Hours:** 12
Social Work Interventions with children: Children as clients; Counselling children, Art therapy, Play Therapy, Behavioural interventions, Cognitive interventions, Social interventions, Community based interventions. Institutional Intervention: Child Line, ICDS, ICPS. Programmes of UNICEF.

Course Outcomes
1. After studied Unit-I, The students will be able to understand the family structures and family dynamics.
2. After studied Unit-II, The students will be able to understand about the social problems faced by families and children.
3. After studied Unit-III, The students will be able to equip/orient students with skills and techniques to work with families and children.

4. After studied Unit-IV, The students will be able to gain knowledge of problems of children.
5. After studied Unit-V, The students will be able to Gain knowledge of social work intervention for children.

Text Books
Devi, L (1988).*Encyclopaedia of Child and Family Welfare*. New Delhi: Institute for Sustainable Development, Lucknow and Anmol publication.

Supplementary Readings

1. Anderson, Per Pistrup. (1997). Child Growth and Nutrition and Developing Countries, Mumbai: Oxford University Press
2. Bajpai, Asha .(2006). Child Rights in India, Law, Policy, Practice, Delhi: Oxford University Press
3. Cooker, Christian & Lucille Allain. (2008). Social Work with Looked After Children, Gt. Britain: Learning Matters
4. Daridson, F., & Gornicki, B. (1964). *Care of Children in day centers.* Geneva: W.H.O. Publications.
5. Dowd, Nancy E. (2006). Hand Book of Children, Culture & Violence, USA: Sage Publications.
6. Hartman, A. and Laird 1983 Family Centered Social Work Practice, New York Free Press.
7. Pecora, P., Whittaker,I..,Maluccio,A., Barth,R.P. and Plotnick,R.D. 2000 The Child Welfare Challenge: Policy, Practice, and Research, Aldine de Gruyter, New York.
8. Rapp Paglicei,L.A.,Dulmus,C.N. & Wodarski,J.S.(Eds) 2003 Handbook of Prevention Interventions for children and Adolescents, New York, John Wiley & Sons.
9. Khasgiwala, A. (1993). *Family Dynamics: Social Work Perspective*. Anmol Publications.
10. Rao, D.B. (1997). *Care the Child.* New Delhi: Discovery Publishing House.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	S	S	S	S	M	M	S	M	S	M
CO4	S	M	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)