



**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**DEPARTMENT OF STUDIES IN SOCIAL WORK  
UNDER THE SCHOOL OF SOCIAL SCIENCES**

**MASTER OF SOCIAL WORK (M.S.W)  
CHOICE BASED CREDIT SYSTEM**

**COURSE STRUCTURE AND SYLLABUS**

**II Semester**

**w.e.f**

**Academic Year 2016-17 and onwards**

# COURSE STRUCTURE

## Semester-II

Paper No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./ week	Credits
		I.A.	Sem. Exam			
2.1	Social Work Practice with Communities	20	80	100	4	4
2.2	Social Work Administration and Social Action	20	80	100	4	4
2.3	Fields of Social Work Practice	20	80	100	4	4
2.4	Personal and Professional Growth	20	80	100	16*	4
2.5	Social Work Practicum-II (Social Work Camp & Concurrent Field Work)	20	80	100	16*	4
<b>Open Elective Course</b>						
2.6	Social Work Practice with Children	20	80	100	4	4
Total						24

\* In concurrent fieldwork programme, four hours of fieldwork is equated to one hour of theory class as it is conducted in the community setting and not in the University premises.

## SEMESTER-II

**Paper code: SW-2.1**

**Paper Title: SOCIAL WORK PRACTICE WITH COMMUNITIES**

### **Introduction:**

Development of Community Organization as a method of social work practice is seen as a means to facilitate communities towards self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalization, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of Community Organisation practice being addressed as part of the course cover a range spanning different ideologies, from those being people-initiated, and those that are initiated by the elite. Community Organization is seen as a means as well as an end, where collective processes are to sustain the community's capacity to bring about change.

### **Objectives:**

1. Understand the critical elements of community organisation practice.
2. Enhance critical understanding of the models and strategies for community organisation practice.
3. Make the micro-macro connections between the range of complex issues in practice.
4. Develop attitudes conducive to participatory activities for civil society.

### **Course Content**

#### **UNIT I**

Community: Concept, characteristics and types.

Understanding of community organisation practice: Meaning, Definition, objectives, values and principles of Community Organisation, ethics of community organisation practice - Historical development of community organisation practice - Community Organization as a method - Understanding Human Rights in Community Organisation practice.

#### **UNIT II**

Power: Concept of power - The range of perspectives - Dimensions of power relevant to community organization.

Empowerment: Concept of Empowerment - Barriers of empowerment.

#### **UNIT III**

Models of Community Organization: Locality Development Model, Social Planning Model, Social Action Model.

Strategies of Community Organization: Public interest litigation, protests and demonstrations, Dealing with authorities, Public Relations, Planning, Monitoring, Evaluation, Unionization and Advocacy.

#### **UNIT IV**

Skills of Community Organization Practitioner: Problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking, training, monitoring and evaluation.

Process of Community Organization: community study, Identification, analysis and prioritization of needs; Participatory Planning, Implementation, Evaluation, and Stabilization; Role of Community Organizer.

## UNIT V

Current issues in community organisation practice: Impact of globalization and macro policies, Gender sensitive community organization practice, Protecting the Rights of Marginalised Groups.

### References:

1. Arora R. K. (Ed.) 1979 People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.
2. Dandavate, M. 1977 Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
3. Dayal, R. 1960 Community Development Programme in India, Allahabad: Kitab Mahal Publishers.
4. Gandhi, M. K. Sarvodaya (The Welfare of All), Ahmedabad: Navjivan Publishing House.
5. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.
6. Henderson, Paul; Jones, David and Thomas, David N. 1980 The Boundaries of Change in Community Work, Boston, George Allen and Unwin.
7. Lal, A. K. 1977 Politics of Poverty: A Study of Bonded Labour. New Delhi: Chethana Publications.
8. Marulasiddaiah, H. M. 1987 Community: Area and Regional Development in India, Bangalore, Bangalore University.
9. Mayo H., Jones D. 1974 Community Work, London: Routledge and Kegan Paul.
10. McMiller, W. 1945 Community Organisation for Social Welfare, Chicago: University of Chicago Press.
11. Murphy, C. G. 1954 Community Organisation Practice, Boston: Houghton Mifflin Co.
12. Patnaik, U. and Dingwaney, M. 1985 Chains of Servitude, Bondage and Slavery in India. Madras: Sangam Books Pvt. Ltd.
13. Polson and Sanderson. 1979 Rural Community Organisation, New York: John Wiley and Sons.
14. Ramchandra Raj, G. 1974 Functions and Dysfunctions of Social Conflict, Bombay: Popular Prakashan.
15. Ross Murray G. 1967 Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
16. Siddiqui, H. Y. 1997 Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
17. Shivappa R. 2009 Streams in the River- A Journey Into Inclusive Concerns, Dhatri Pustaka, Bangalore
18. Sussman, M. B. 1959 Community Structure and Analysis, New York: Thomas Y. Crowell Co.
19. Volken, H. et. al. 1982 Learning from the Rural Poor: Shared Experiences of the Mobile Orientation and Training Team, New Delhi: Indian Social Institute.
20. Warren, R. L. 1965 Studying Your Community, New York: Free Press.
21. Zaltman, G. and Duncan, R. 1977 Strategies for Planned Change, New York: Association Press.

**Journals:**

1. Community Development Journal: An International Forum, UK, Oxford University Press.
2. Development and Change, Hague Blackwell Publisher.
3. Journal of Rural Development, NIRD, Hyderabad (Andhra Pradesh)

**Paper code: SW-2.2****Paper Title: SOCIAL WORK ADMINISTRATION AND SOCIAL ACTION****Introduction:**

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a social worker as an activist.

**Objectives:**

1. Understand the overall environment and its impact on the nature, structure and development of organizations in corporate, public and voluntary sectors in the context of social work profession.
2. Understand policies and procedures involved in establishing and maintaining human service organizations.
3. Acquire skills to network and participate in the management of resources - human, material and environmental.
4. Develop skills to participate in management of programmes, as a part of the inter-disciplinary team and initiate as well as develop new programmes.
5. Develop ability to use the method of Social Action to specific settings.

**Course Content****UNIT I**

Social Work Administration: Meaning, Definition, functions and Principles.

Social Services: Need for Welfare and Developmental Organisations and their response to social needs, Factors determining Social Welfare Programmes. The role of State, Voluntary and Corporate Sector in Social Welfare.

**UNIT II**

Non Government Organisations: Concept, Types, Functions, Roles, and Challenges, Registration of Voluntary organizations under different laws. Social Welfare Administration at Centre and State. Various Statutory bodies of Social Welfare.

**UNIT III**

Management in NGO's: Functions of Management. Boards and Committees, functions and responsibilities. Financial Resources: Organisational Budget, Sources of Finance, Fund Raising, Records and Audit.

Programme Development: Project Proposal, Resource Mobilisation, Records, Evaluation and Research. Supervision, Communication and Public Relations.

**UNIT IV**

Concept of Social Action: Meaning, Definition, and Characteristics of Social Action; Historical evolution of Social Action in the West and in India; Relevance of Social Action for Social Work Practice.

Principles of Social Action: Principle of credibility building, principle of legitimization, dramatization, principle of multiple strategies, principle of dual approach, principle of manifold programmes; Skills Involved in Social Action: Relational skills, analytical and research skills, intervention skills, managerial skills, communication skills, and training skills.

## UNIT V

Strategies and Techniques of Social Action: Research, education, cooperation, collaboration, competition, organization, disruption and confrontation, arbitration, negotiation, mild coercion, violation of legal norms, and joint action; Saul Alinsky's Rules for Radicals.

Models of Social Action: Elitist Social Action (Legislative Social Action, Economic Sanction Model, and Direct Physical Model) and Popular Models (Conscientization Model, Dialectical Mobilization Model, Direct Mobilization Model).

### References:

1. Britto, G.A.A. 1984 Social Action and Social Work Education in the Eighties, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.
2. Britto, G.A.A. 1984 Some Principles of Social Action, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.
3. Choudhari, D. Paul. 1983 Social Welfare Administration, Delhi: Atma Ram and Sons.
4. D'Souza, Ashok. 2012 Noam Chomsky's Discourse on Globalization and United States Imperialism: Implications to Social Action in India. Bangalore: Niruta Publications.
5. Garain, S. 1998 Organizational Effectiveness of NGOs, Jaipur: University Book House.
6. Garain, S. Towards a Measure of Perceived Organizational Effectiveness in Non-government Organization, Mumbai: Indian Journal of Social Work, 54 (2), 251 -270.
7. Goel, S. L. and Jain, R. K. 1988 Social Welfare Administration: Theory and: Practice, Vol. I and II, New Delhi: Deep and Deep Publications.
8. Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 - 310.
9. Haimann, A. 1982 Professional Management and Practice, Delhi: Eurasia Publications.
10. Hasenfeld, Y and English, R. (Eds.) 1978 Human Service Organizations. Ann Arbor: University of Michigan Press.
11. Hauman, A. 1962 Professional Management and Practice, Delhi: Eurasia Publications.
12. Jackson, J. 1989 Evaluation for Voluntary Organizations. Delhi: Information and News Network.
13. Kapoor, K. K. 1986 Directory of Funding Organizations, Delhi: Information and News Network.
14. Lauffer, A. 1977 Getting the Resources You Need, New Delhi: Sage Publications.
15. Lauffer, A. 1977 Understanding Your Social Agency, London: Sage Publications.
16. Luthans, Fred. 1990 Organizational Behaviour, Boston, Irwin McGraw Hill.

17. PRIA. 1990 A Manual on Financial Management - An Accounts Keeping for Voluntary Organizations, New Delhi: Society for Participatory Research in Asia.
18. PRIA b Training of Trainers: A Manual for Participatory Training Methodology in Development, New Delhi: Society for Participatory Research in Asia.
19. Sachdeva, D. R. 1998 Social Welfare Administration in India, Allahabad, Kitab Mahal.
20. Siddiqui, H. Y. 1984 Social Work and Social Action, New Delhi: Hamam Publications.
21. Singh, Surender 1986 Social Action in Horizons of Social Work (ed). By Surender Singh & K.S. Soodan, op. cit. p. 161.
22. Skidmore, R. A. 1983 Social Work Administration, New Jersey, PrenticeHall.
23. Slavin, S. (Ed.) 1978 Managing Finance, Personnel and Information in Human Services, New York: Howorth Press.
24. Slavin, S. (Ed.) 1978 Social Administration, New York: The Haworth Press.
- Thomas, Gracious (ed.) 2010 Social Work Intervention with Communities and Institutions. Vol. I, New Delhi: IGNOU.
25. Weiner, M. 1982 Human Service Management, Illinois: The Dorsey Press.
26. Young, Pat 1985 Mastering Social Welfare, London, Macmillan Master Series, Macmillan Education Ltd.

**Paper code: SW-2.3**

**Paper Title: FIELDS OF SOCIAL WORK PROFESSION**

**Introduction:**

The course aims to introduce the trainees to various settings where there is a scope for social work intervention. It helps the learner to view and assess the situation holistically and plan a process for change with necessary professional intervention.

**Objectives:**

1. Provide an exposure to the fields of social work.
2. Equip with the necessary information of the existing policies and services in the fields of social work.

**Course Content**

**UNIT I**

Family Social Work: Origin and Evolution of Family and Marriage: Social Changes and Changes in Family and Marriage; Functions and Structure: Services and Programmes available for the Welfare of Family; Intervention of Social Work - Family Assessment, Family Counselling, Family Life Education, Family Case Work, Family Therapy Techniques.

Child Welfare: Development of Children's Services, Services to Vulnerable Children within the Family and outside their Homes; Social Work Intervention for Child Development and Welfare.

**UNIT II**

Gender Aware Social Work: Status of Women in India; Violence and Atrocities against Women; Rights of Women, Feminism,- its place in Social Work Practice; Scope for Social Work Intervention in Mitigating Problems of Women.

Social Work with Older Person: status of Older Person in India; needs of Older Person- Livelihood, Health, Care, and Maintenance etc. Policy Legislation and Schemes/Services for Older Person; Older Persons and scope for Social Work Intervention.

**UNIT III**

Social Work with Person in Conflict with Law: Crime and Delinquency as Socio Legal Problems; Adult Correction- Concept, Meaning, and Scope; Historical Development of Adult Correctional Services in India- Role of Social Workers in Correctional Administration

Juvenile Correction –Meaning and Scope; Historical Development of Juvenile Correction, The Juvenile Justice System in India ; Intervention of Social Workers in Institutional and Non Institutional Programmes of Juvenile Correction.

**UNIT IV**

Social Work with Weaker Sections: The Concept of Weaker Sections- The Inclusion and Exclusion Criteria; Concept of Social Justice; Relevant Legislation, Policies and Programmes for Social Justice; Social Work Intervention in the Delivery of Social Justice.

Social Work in the Occupational Arena: History of Social Workers in the Work Place; Occupational Social Work Today- Employee Assistance Programme Model, Organisational Service Model, Customer Assistance Model, Community Assistance Model, Work-related Public Policy Model, Social Work Intervention in cases of Alcoholism, Substance Abuse, Sexual Harassment, Work Place Stress, Work Place Violence, Aging Work Force and Changing Technology, etc.

## UNIT V

Health Care and Social Work: Basic Health Issues, Insensitiveness and Stigma attached to Certain Diseases; Basic Premises and Goals of Social Work in Health Care; Social Work in Health Care Settings- Preadmission, Inpatient Services, Discharge Planning, Follow-Up, Education and Awareness Building.

Disability and Social Work Practice: Concept and Types of Disability; Contemporary Policy and Legislation Pertaining to Disability; Services and Programmes available for People with Disabilities; Social Work People with Disabilities.

Social Work for Sustainable Development: Concept and History of Sustainable Development, Role of Social Workers in Sustainable Development.

### References

1. Ashok Sehgal (Ed) 2005 Social Work Vol 1,2 and 3 ISHA Books Delhi-110033 India
2. Diana M. DiNitto, C. Aaron McNece and Contributors (2<sup>nd</sup> Ed) 1977 Social Work: Issues and Opportunities in a Challenging Profession, Allyn And Bacon A Viacom Company, 160 Gould Street, Needham Heights, Manachusetts. 02194
3. Friedlander W. A. Apte Robert, Z. 1982 Introduction to social welfare, New Delhi, prentice Hall.
4. Government of India Publication Division, 1987 Encyclopedia of Social Work Vol, 1, 2, 3 and 4 Publication Division, Ministry Welfare, Govt. of India New Delhi
5. Harish Kumar (Ed,) 2004 Social Work Vol 1,2 and 3 ISHA Books Delhi-110033 India
6. Jainendra Kumar Jha Encyclopedia of Social Work Vol, 2, 3 and 4, institute for sustainable development, Lacknow and Anmol publications Pvt. Ltd. New Delhi India.
7. Laxmi Devi (Ed in Chief) Encyclopedia of Child and family welfare; Anmol publications Pvt. Ltd. New Delhi India.
8. O, William Farley, Larry Lorenzo smith, and Scott W. Boyle (9<sup>th</sup> Ed) 2003 Introduction to Social Work, Allyn and Bacon Pearson custom Publishing 75, Arlington Street, Suite 300, Boston, MA 02116

**Paper code: SW-2.4**

**Paper title: PERSONAL AND PROFESSIONAL GROWTH**

**Introduction:**

The course aims at enhancing personal and professional effectiveness by developing a continuous awareness and deeper insight into one's being. It encourages value clarification, upholding of professional ethics, and ability to make effective choices for integration. It provides opportunities to understand stress, stressors and methods to handle stress experienced.

**Objectives:**

1. Understand self as a being, as one in the process of becoming and experience self-awareness.
2. Examine own values and attitudes and explore choices made to express self in own environment.
3. Develop positive life skills and practice self-help methods for integration and for stress reduction.
4. Understand and uphold professional values and ethics.

**Course Content:**

**UNIT I**

Concept of Self and Self Awareness; Significance of understanding self; self esteem, self image and self acceptance.

Understanding one's own emotions and self-defeating behavior. Concept of Assertive Behaviour and Techniques for developing Assertive Behaviour.

**UNIT II**

Concept of Emotions, Emotional Intelligence, Techniques to enhance Emotional Intelligence.

Self Analysis and Development: Transactional Analysis; SWOT analysis; and Johari Window. Concept of Mindfulness, Significance of Mindfulness, and techniques to develop Mindfulness. Concept and need for self development; Setting goals for self development.

**UNIT III**

Responsible use of time and money.

Developing skills for effective interpersonal relationships: Listening, observation, use of appropriate language, facilitation, responding.

Written communication skills: formal writing and creative writing.

Public speaking: planning, preparation and presentation.

**UNIT IV**

Concept, need and techniques for the development of Values, Positive Attitude, Creativity, Good Habits, and Competencies.

Development of Professional personality: Concept of professional personality; Professional values and value conflict; Professional ethics.

**UNIT V**

Concept, need and techniques for the development of professional knowledge, critical thinking, ethical decision making.

Stress and Burn out: Causes and impact of stress; Stress management; Causes and impact of burnout; Prevention of stress and coping with burnout.

**References:**

1. Becavar, D. (Ed.) 1997 The Family, Spirituality and Social Work, Journal of Family Social Work, Vol.2, No.4,
2. Bhattacharya, K. 1971 The Indian Concept of Self, Bulletin Ramakrishna Mission Institute of Culture, 22(8), August 1971. 304 - 13.
3. Burke, R, I. 1982 Personality, Self-Image and Situational Characteristics of Effective Helpers in Work Settings, The Journal of Psychology, Vol. 112,213.
4. Byrne, D. 1966 Self-Concept, Ch. 12, 434. An Introduction to Personality: A Research Approach. New Jersey: Prentice Hall Inc.
5. Crum,J. K. 1976 The Art of Inner-listening. Theosophist, 97 (8), May 1976, 64-65.
6. Feldman Robert S 1997 Understanding Psychology, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.
7. Grossbard, H 1954 'Methodology for Developing Self-Awareness, Journal of Social Casework, Vol. 35, No.9, 380-386.
8. Hamilton, G. 1954 Self-Awareness in Professional Education', Journal of Social Casework, Vol. 35, No.9, 371-379.
9. Haskar, S. L. 1976 Know Thyself, Triveni 45(2), 88.
10. Paul, Brunton. 1975 The Hidden Teaching Beyond Yoga, Triveni, 44 (3), 91.
11. Ramakumar,. O. 1970 Intelligence and Self-concept, Education and Psychology Review, 10 (3), 154 -57.
12. Ritajanada. (Translated by John Phillip) 1996 The Practice of Meditation, Mylapore, Chennai: Ramakrishna Math Printing Press.
13. Singh, N. P. 1970 The Concept of Self in Modern Psychology, Indian Education Review, 5 (1), 84 -99.

**Code: SW-2.5**

**Title: SOCIAL WORK PRACTICUM – II  
(Social Work Camp and Concurrent Field Work)**

**Social Work Camp**

Rural/Tribal camp, with a duration of 7-10 days provides, opportunities to experience rural life, analyze rural dynamics, and observe the functioning of Government machinery (local self-government) and voluntary organisations. Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp. However, this will be an opportunity to practice community organization method. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate, and report the experience. The Camp shall be conducted under the guidance of two faculty members (at least one of them shall be a permanent faculty) who shall be deputed to be exclusively at the Camp site. The work of the faculty at the Camp site will be treated as Official Work.

**Concurrent Fieldwork**

Concurrent practice learning of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and practice in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Every student shall undertake two awareness programmes/trainings with any group in agency/community. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with the respective agency/development organisations. Minimum of twelve concurrent fieldwork visits are expected to be carried out during the second semester of the course.

In addition to Social Work Camp and Concurrent Fieldwork, students are expected continue Social Work Practicum - II in their respective villages / towns during the Summer Vacation for 7-10 days duration. They may carry out a social analysis of their rural/urban community under the guidance of the Faculty Supervisor, do need identification, prioritization of needs, develop an action plan, and implement the action plan in order to learn to design and practice certain social work interventions for the development of the community. The report of the Social Work Practice done during the Summer Vacation shall be added to reports of Social Work Practicum – II and should be made available to the examiner at the time of viva-voce examination.

**References:**

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

**Code: OEC-SW: 2.6**

**Paper Title: SOCIAL WORK PRACTICE WITH CHILDREN**

**Introduction:**

Children are the future of human society. Profession of social work has to work with children in different circumstances while rendering services in varied settings. There is a need for social workers specially trained in working with the children and adolescents. Such trained social workers can render valuable services to children in need of professional help.

The current paper focuses on children as a special group for focused social work intervention through facilitating acquisition of knowledge about children from different perspectives, types of settings where the children can be helped and application of social work methods to render social work intervention to children.

**Objectives:**

1. To gain insight into children and adolescents as a special group in varied perspectives, child development and healthy development
2. To understand children facing difficult circumstances and the impact of difficult circumstances on children's development.
3. To gain an overview of agencies where children form the major client group, and appropriate evaluation of children's problems.
4. To impart to the trainee, specific social work intervention methods in dealing with children as a client group; to understand the Rights of children in the legal, national and international context.

**Course Content**

**UNIT I**

Introduction to Social work Profession - Meaning, Principles, Values and Scope of Social Work. Understanding the children from different perspectives - psychological, developmental, familial, and sociological; Healthy child development; Importance of supportive environment in upbringing of the children.

**UNIT II**

Children in difficult circumstance and situations - abandoned and orphaned children, adoption issues, children in institutions, psychological problems in children, street children, child abuse, child trafficking, child marriage and child labour.

**UNIT III**

Intuitional and Non-intuitional Child Care Services - child care centers, child guidance clinics, pediatric hospitals, Observation Homes, residential schools, orphanages, homes for children in conflict with law, and agencies dealing with differently-abled children.

**UNIT IV**

Use of Social Work Methods for helping children – Social Case Work, Social Group Work, Community Organization.

Social Work Skills and Techniques - home visits, school visits, life skills training, creative use of play therapy, dance, drama and other mediums for helping children, child help lines (1098), adoption services, special rehabilitation services for rescued children and any other.

## UNIT V

Policy provision and statutory bodies related to Children - National Policy for Children-2013, National Commission for protection of Child Rights, Legislations pertaining to children, International, National and Non Governmental organizations working with children, Rights of the children.

### References:

1. Bhargava. Vinita. 2005 Adoption in India, New Delh, Sage Publications,
2. Beck, Laura Developmental Psychology. New Delhi, Pearson Education Inc.
3. Government of India, Dept. of Women and Child Development 1992. Plan of Action – A Commitment to the Child.
4. Hegarty S and Arul, M. 2002 Children with Special Needs - From segregation to Inclusion, New Delhi, Sage Publications.
5. Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications,.
6. Hurlock, Elizabeth. 1996 Personality Development. New Delhi, Tata McGraw Hill Publications.
7. Kantha Amod and Varma, R.M, 1993 Neglected Child – Changing Perspective, New Delhi, Prayas Juvenile Aid Centre,.
8. NIPCCD,1989. Perspective Plan on Child Development (1980-2060), New Delhi
9. NIPCCD.1992. National Evaluation of Integrated Child Development Services, New Delhi.
10. Rani, Asha 1986. Children in Different situation in India – A Review, Bombay, Tata Institute of Social Sciences.
11. Reddy, Suma Narayan,1989. Institutionalized Children, Allahabad, Chug Publication,
12. UNICEF Publication The State of The World’s Children. Annual Report. <http://WWW.unicef.org>
13. Ved Kumar and Brooks, Susan. L. 2004 Creative Child Advocacy, New Delhi, Sage Publications.
14. Venkatesan. S. 2004 Children with Developmental Disabilities, New Delhi, Sage Publications.