Ordinance & Syllabus

of

Master of Social Work (M.S.W.)

Contents w.e.f. Session 2018-19

Department of Social Work

Mahatma Gandhi Kashi Vidyapith

Varanasi-221002

Ordinance and Syllabus

Master of Social Work (M.S.W.)

Title

The title of the course shall be Master of Social Work.

Affiliation

The proposed course shall be governed by the Department of Social Work, Mahatma Gandhi Kashi Vidyapith, Varanasi, Uttar Pradesh

Objectives of the Curriculum:

- Equipping students with considerable knowledge, technical skills, professional values and attitude appropriate to social work practice with various clientele.
- Prepare the students to probe and understand deeply the nature and human needs, potentialities of services and to intervene effectively.
- Impart knowledge and skills to prepare the students as trained professionals to confront complex, changing and challenging personal and social problems effectively.
- Enabling student's skills of problem solving, resource utilization and services linking s to help people to accomplish their life tasks, alleviate distress and realize their aspirations and values.

Duration

- The total duration of the course shall be of two years, spread over in four Semesters.

Seats

- The total number of students to be admitted to the course shall be 76 (66 on normal fee and 10 on payment seats).
- The course will be conducted on regular basis.

Eligibility Criteria

The eligibility criteria for admission in Master of Social Work (MSW) under the Department of Social Work, Mahatma Gandhi Kashi Vidyapith, Varanasi are as follows:

- Candidate should have a Bachelor's degree of its equivalent (10+2+3) in any discipline with Minimum 50% Marks from a recognized University/ Instituation.
- Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.
- Reservation of seats for various categories shall be as per the Uttar Pradesh State Government rules and regulations.

Admission Procedure

Admission procedure will take place as per the Mahatma Gandhi Kashi Vidyapith, Varanasi guidelines in this regard.

Medium of Instruction : The Medium of Instruction will be English/Hindi.

 Attendance : Minimum 75% in Theory Papers and 85% in Field Work shall be compulsory.

Schedule for Theory Classes and Field Work

Three days for theory classes and Three days for concurrent field work will be required in all the semesters. Concurrent field work shall be organized on Tuesdays, Thursdays & Saturdays for Semester-1 & 2 of first year and Mondays, Wednesdays & Fridays for Semester-3 & 4 of second year. During the theory classes, besides lectures, individual and Group Conferences will be held regularly.

Structure of the Course :

The main purpose of the master of social work (M.S.W.) course is to develop and disseminate knowledge skills and values through class room teaching, field training and research necessary for promoting, maintaining and improving the functioning of individuals, groups and communities. The master of social work course is comprised of :

- (i) Theory Papers
- (ii) Field Work
- (iii) Research Dissertation.

Theory Papers

Since social work is a practice based profession hence the course offered are of vital significance in overall learning process of the students. Under the theory papers of Master of Social Work course two kinds of papers: (a) core and (b) Specialized.

- (a) **Core Papers** : There will be four core papers in each semester. These are the papers which are to be compulsorily studied by a student as a core requirement to complete the courses.
- (b) **Specialized Papers** : There will be a Specialized paper in each semester. Specialized paper is a paper which can be chosen from the five specialization offered by the department. The specialized group will remain same in each semester. The specialization offered by the department are :
  - A) Medical and Psychiatric social work
  - B) Family and Child Welfare
  - C) Correctional Administration and Criminal Behaviour
  - D) Community Development
  - E) Human Resource Management

These specialization will be allotted to the students in the beginning of the first students as per their choice and merit subjects to availability of seats allotted to particular specialization.

Field Work

Field work is an essential component of this course as it is an integral part of social work education.Hence, every student is expected to attend the same, failing with he/she shall not be allowed to continue the course. Field work is a practical experience which is deliberately arranged for the students. In field work, field will be a situation (a social welfare/development agency or an open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods, principles, skills and techniques under the guidance of faculty members and practitioners of the agencies.

Components of field work

- Orientation Programme
- Concurrent Field work
- Study Tour
- Rural Camp
- Block Field Work/Placement

Semester	Types & Field Work	Duration	No. of Hours	Marks
I	Orientation	8 days	approve 304 hours	50
	Concurrent Field Work	Approve 30 days		150
II	Concurrent Field Work	Approve 30 days	approve 304 hours	150
	Study Tour (8-10 days)	8 days		50
III	Concurrent Field Work	Approve 30 days	approve 304 hours	150
	Rural Camp	8 days		50
IV	Concurrent Field Work	Approve 30 days	approve 204 hours	100
	Block Placement Course completion requirement	8 weeks (2 months)		100

For MSW Students-

- 03 days of Field Work Weekly @ 8 hours per day = 24 hours weekly

For workload of the Faculty Members-

- 24 hours of Field Work=1/3 of teaching hours weekly i.e.- 8 hours/week

Criteria for Selection of Field Work Agencies/ Communities

The following criteria will be used for screening and selecting organizations for field work as agency setting:

a. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
b. The Agency must be willing to accept and follow the requirements of the Department for participation in the field work practicum.
c. The agency must provide experienced staff to act as field work supervisor/instructor and provide them with the time and resources necessary to fulfill his/her roles.
d. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

In the field work practice learning with open communities, students will be directly placed in the open communities by the Field Work Directorate of the Department under the supervision of a faculty member without any agency based programme. The Department should select a community for field work purpose on the following grounds:

i. The community should be responsive to the field practicum activities; and
ii. The people of the community should have proper acquaintance with educational institution and its supervisor.

The Field Work Directorate of the Department should ensure the following before placing students in the open community:

I. Students should be properly briefed about the people of the community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources etc.;
II. Students should be given proper instructions in conducting and recording observation; and
III. Students should be given information related to expected activities to be performed in the community.

Field Work Placement

Field work placement process will be initiated soon after admissions are over. The students of all the semesters of will be placed under the supervision/instruction of a faculty member of the Department. One or two students will be placed with a field work agency or in open community by the Department supervisor/instructor and a list of the same will be displayed accordingly. In the field work placement,

preference of the students or faculty members for each other will not be entertained. During the placement process, each student is required to attend pre-placement counseling with his/her respective department supervisor/instructor. The following points should be taken into consideration during the field work placement:

i. Gender considerations;
ii. Agency's concerns/expectations about the placement; and
iii. Constraints of students such as - disability, language barrier etc.

Placement of students under the department supervisors/instructor will be done as per following modalities:

a. Placement of students under the department supervisor/instructor should be done as per the standardized teacher-learner ratio prescribed under Model Curriculum;
b. Ratio of male and female students should be appropriately distributed among all the department supervisors/instructors;
c. Student should not repeat the department supervisor/instructor; and
d. Equal numbers of students from each class should be given to all the department supervisors/instructors.

The field work agency or open community of the students will remain the same for two consecutive semesters of a year. However, if a change of field work agencyor open community is needed, it should be done early in the beginning only in extreme circumstances for the betterment of student, agency or communityand the Department. Any such change can be made after discussion in the departmental meeting. The students are not allowed to change a placement in any circumstances.

Field Work Supervision/Instruction
Supervision/instruction is the most significant aspect of field work practicum. Hence, in case of field work placement of students in agency settings,the department supervisors/instructors must strive to:

a. Prepare a schedule of individual conference with students;
b. Help the students in preparing learning plan;
c. Guide the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;
d. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
e. Take care of the progress of students and provide feedback to them about the performance;
f. Make periodic visits to agencies and or communities;
g. Check the field work reports of students and provide necessary guidelines to them regarding report writing;
h. Provide regular, timely and systematic inputs; and
i. Assessment of performance of students with a pass/fail recommendation.

In case of field work placement of students in open community settings,the following are some of the major responsibilities of Department supervisors/instructors:

i.   Make communication for the arrangement of field work stating its objectives, request for cooperation and as follow-up measure, follow-up letter appreciating the cooperation given by the community;

ii.   Conduct brief orientation session to students about the community to be visited for field work and guidelines of work done and recording;

iii.   Creation of an overall environment of 'learning by doing' within the community; and

iv.   Get in touch with the local community leaders and/or influential persons who will be responsible to look after the students and visit the community regularly.

Each student should get at least one hour of supervision/instruction per week with the respective department supervisor/instructor. These hours of supervision/instruction will be essentially calculated in total teaching hours of eachfaculty member as per the placement of students under him/her and the same should be essentially reflected in the departmental time table. Generally, three major method of supervision/instruction are: Individual Conference, Group Conference, and Agency and/or Community Visits.

'Individual conference' is a tutorial approach to field work supervision/instruction. It is a medium through which the department supervisor/instructor provides the individually planned educational experience. 'Group conference' is organized with the intention to increase the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors/instructors. A schedule of group conference should be announced by the Field Work Unit of the Department well in advance. During the theory classes, besides lectures individual and/or group conferences will be held regularly in the afternoons (preferably last two periods).

The department supervisors/instructors must get in touch with the field work agencies and/or open communities under their supervision/instruction by making regular visits in order to be vigilant on the students' field work tasks (at least one visit per month to each agency and/or community under their supervision/instruction and more if necessary).

It is the responsibility of the department supervisor/instructor to assess the students' performance with a pass/fail recommendation.

Administration of Field Work

The administration of field work will be ultimately responsibility of Field Work Directorate of the Department under the guidance of Field Work Director. Any official communication with the field work agencies, community people, students, parents etc. regarding all the aspects of field work programme will be done by the Field Work Director. Field Work Director should be nominated by the departmental committee keeping in view the seniority and experience. He/she will be responsible for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme in consultation with and prior approval of Head of Department. The position of Field Work Director shall be honorary and will be kept on rotating among the faculty members of the Department after three years

interval. A team of Assistant Directors should also be nominated by the Departmental committee to assist the Field Work Director.

Field Work Attendance

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

a. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance.

b. A student is not required to attend field work on institutional holiday, however, it may be utilized as per the instructions of the department supervisor/instructor and all such days will be called additional field work.

c. Eighty five percent (85%) attendance in the concurrent field work is compulsory.

d. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, skills workshops, special lectures and seminars is also compulsory.

e. In case, a student is unable to attend scheduled days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the department supervisor/instructor.

If the required hours of field work are not fulfilled and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective department supervisor/instructor. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

Research Dissertation

In this part of the course students will be offered to learn research methodology and prepare a small dissertation. The purpose of the research work is to acquaint. The student with the methods and Process of research, to Make them intelligent and smart users of research work available and also to some extent, to help them to be a producer of research.

Each student of M.S.W. has to undertake a research project for investigating any social problem or issue. An effort is made to select subjects of interest to the students and which fall in their field of specialization.

Schedule of Papers

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

Schedule of Papers for Various Semesters

Semester-I

Code	Course Title	Marks		
		Semester Exam.	Internal Assessment	Total
101	History & Philosophy of Social Work	75	25	100
102	Human Growth & Development	75	25	100
103	Social Science Concepts for Social Workers	75	25	100
104	Social Case Work	75	25	100
105	**Specialization-I** A. Social Work in Health Setting B. Working with Families in Transition C. Social Work in Correctional Setting D. Community Development : Concept and Methods E. Human Resource Management	75	25	100
	* Faculty Electives: Audit Course 1. Gender and society 2.Value Education and life skills development			100*
106	Concurrent Field Work & Orientation	150+50		200
	Total			700

* Students have to opt any one of the faculty electives mentioned above. Faculty elective is a audit course in which 40% is the minimum passing marks. These marks will not be in added in the aggregate marks.

Semester-II

Code	Course Title	Marks		
		Semester Exam.	Internal Assessment	Total
201	Social Group Work	75	25	100
202	Community Organization	75	25	100
203	Social Problems	75	25	100
204	Counselling & Communication	75	25	100
205	**Specialization-II** A. Emerging Health Scenario in India B. Child Development & Protection C. Crime and Criminal Behaviour D. Rural Community Development E. Labour Legislations and Social Security	75	25	100
206	Concurrent Field Work & Study Tour	150+50		200
	Total			700

Semester-III

Code	Course Title	Marks		
		Semester Exam.	Internal Assessment	Total
301	Social Work Research and Statistics	75	25	100
302	Human Rights & Social Justice	75	25	100
303	Dynamics of Development	75	25	100
304	Population Studies and Environment	75	25	100
305	**Specialization-III** A. Social Work Practice in Mental Health Setting B. Youth Development & Empowerment C. Penology-Penal Code and Machinery of Justice D. Tribal Community Development E. Employee Welfare and Trade Unionism	75	25	100
306	Concurrent Field Work & Rural Camp	150+50		200
	Total			700

Semester-IV

Code	Course Title	Marks		
		Semester Exam.	Internal Assessment	Total
401	Social Welfare Administration	75	25	100
402	Social Action	75	25	100
403	Social Policy and Planning	75	25	100
404	Disability Issues and Rehabilitation	75	25	100
405	**Specialization-IV** A. Psychiatric Social Work: Theory and Practice B. Women and Empowerment C. Administration of Correctional Services D. Urban Community Development E. Organizational Behaviour and Industrial Relations	75	25	100
406	Concurrent Field Work			100
407	Dissertation			200
408	Block Field Work			100
	Total			900

Grand Total of Semester I+II+III+IV - 700+700+700+900=3000

Semester – I

Course 101: HISTORY & PHILOSOPHY OF SOCIAL WORK

Course Objectives:

1- Enable students understand and differentiate social work and other related terms.
2- Understand the context of emergence of social work as a profession.
3- To impart learner idea about the historical development of professional social work in India and abroad.
4- Develop understanding about various approaches to social work.

Course Contents:

UNIT-I

Introduction to Social Work Profession: Social work profession and its relationship with social service, social reform, social welfare, social development, social cohesion, social justice, human rights and empowerment. Objectives and principles of social work.

UNIT-II

Historical Development of Social Work: Development of professional social work in UK, USA and India. Social work education in India, UK and USA. Present state of social work as a profession in India. Associations of professional social work at national and international level.

UNIT-III

Philosophical Base of Social Work: Values, basic assumptions and methods of social work. Philosophy of social work: democratic and humanitarian. Code of ethics in social work. Functions and roles of social worker.

UNIT-IV

Approaches to Social Work Practice: System approach, integrated approach, Radical approach, Generalist approach, Anti-oppressive approach and Gandhian approach.

Learning outcome: By the end of this course, students will be able to describe the concepts, history and philosophy of social work and evaluate critically various approaches to social work.

Suggested Reading

1. Allan, June; Pease, Bob; &Briskman, L., Critical Social Work: An Introduction to Theories and Practice, Jaipur:Allen & Unwin, NSW/Rawat Publications, 2003.
2. Bogo, Marion, Social Work Practice: Concepts, Processes, and Interviewing, Columbia University Press, 2006.
3. Compton, B. R., Introduction to Social Welfare and Social Work: Structure, Function and Process, The Dorsey Press, Irwin-Dorsey (Homewood, Ill, Georgetown, Ont.), 1980.
4. Coulshed, Veronica& Orme, Joan, Social Work Practice (4th Edn.), Palgrave Macmillan, 2006.
5. Derezotes, David S., Advanced Generalist Social Work Practice, Sage Pub., New Delhi, 2000.
6. Dubois, B. & Miley, K.K., Social Work: An Empowering Profession, Allyn and Bacon, London, 2005.
7. Higham, Patricia, Social Work: Introducing Professional Practice, SAGE, 2006.
8. Kulkarni, P.D., The Indigenous Base of Social Work Profession in India, IJSW, 54 (4), 2000.
9. Kumar, Hajira, Social Work: An Experience and Experiment in India, Gitanjali Publishing House, Delhi, 1994.
10. Lymbery, Mark; Postle, Karen, Social Work: a Companion to Learning, SAGE, 2007.
11. Midgeley, James, Social Welfare in Global Context, Sage Publications, New Delhi, 1997.
12. National Association of Professional Social Workers in India NAPSWI. (2015): Code of Ethics for Professional Social Workers in India. Available at: www.napswi.org
13. Parker, Jonathan; Bradley, Greta, Social Work Practice: Assessment, Planning, Intervention and Review (2nd Edn.), Learning Matters Ltd., 2007.
14. Pathak, S.H., Social Welfare: An Evolutionary and Development Perspective, MacMillan India Ltd., New Delhi, 1981.
15. Reamer, Frederic G., Social Work Values and Ethics, Columbia University Press, 2006.
16. Shastri, Raja Ram, Social Service Tradition in India, Welfare Forum & Research Organization, Varanasi, 1966.
17. Watson, Florence , Integrating Theory and Practice in Social Work Education, Jessica Kingsley Publishers Ltd., London, 2002.
18. Wilson, Kate; Ruch, Gillian; Lymbery, Mark; Cooper, Andrew, Social Work: An Introduction to Contemporary Practice, Pearson/Longman, 2008.
19. Wood, Gale Goldberg; Tully, Carol Thorpe (3rd Edn.), The Structural Approach to Direct Practice in Social Work: A Social Constructionist Perspective, Columbia University Press, 2006.

Semester – I

Course 102: HUMAN GROWTH AND DEVELOPMENT

Course Objectives:

1- To acquire fundamental knowledge on various stages of human growth and personality development.
2- To understand growth and development of individual at various stages in life span.
3- To understand the theories and concepts of human growth and development and their applications.
4- To develop skills and techniques in assessing the psycho-social issues and problems of different age groups.

Course Contents:

UNIT-I

Human Growth and Development: Growth, maturation and development. Principle and determinants of development. Personality: definition, structure, dynamics and determinants, Motivation: definitions and types. Adaptation: definition and modes.

UNIT-II

Theories of Personality Development: Erik Erikson's theory of psychosocial development theory. Psychoanalytical theory of Freud. Piaget's cognitive theory. Humanistic theory of Carl Rogers.

UNIT-III

Stage of Development-I: Male and female reproductive systems, Prenatal development and anti-natal care: conception and development of fetus. Necessary precautions such as medical, nutritional and emotional during parental period and preparations for anti-natal care. Characteristics (physical, social, cultural, emotional, and cognitive), needs, problems, tasks and relevance of social work practice during each stages of development: Infancy, Babyhood, Childhood (early and late), Puberty and Adolescence.

UNIT-IV

Stage of Development-II: Characteristics (physical, social, cultural, emotional and cognitive), needs, problems, tasks and relevance of social work practice during each stages of development: Early adulthood, middle adulthood, late adulthood and old age.

Learning Outcome: To acquire knowledge about personality growth and development and gain knowledge about span of human development.

Suggested Reading

1. वर्मा, भावना; गिरि, संदीप 2017, मानव विकास : व्यवहार एवं व्यक्तित्व, भारती प्रकाशन, वाराणसी।
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3. Srivastava, Ruchi, 2011: personal Growth and training and development, Vrinda Publications P.ltd. Delhi.
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8- Hurlock, E.A., Developmental Psychology, Lifespan Approach, Tata McGraw Hill, New Delhi, 1994.
9- Hurock, Elizabeth B., Child Development, McGraw Hill Book Company, London, 1978.

10- Kuppuswamy, B., 1980. An Introduction to Social Psychology, Mumbai: Media Promoters and Pub. Pvt. Ltd.
11- सिंह,अरूण कुमार, उच्चतर मनोविज्ञान : 2003 मोतीलाल बनारसी दास चतुर्वेदी पब्लिकेशन, दिल्ली।
12- Baron, R.A. & Byrne, D., Social Psychology (8thEdition), Prentice Hall, New Delhi, 1998
13- Bron, Rober A.; Byrne, Donn, Social Psychology, Allyn and Bacon, Boston, 1997.
14- Hall, C.S.;Lindsay, G. &Campbell, J.B., Theories of Personality, John Willey & Sons, Inc. New York, 1998.
15- Hilgard Ernest R., Atkinson, Rital, Introduction to Psychology, Harcourt Brace Jovanovich Inc. New York, 1979.
16- Loid, Dodge Farnald, Psychology - Six Perspectives, Sage Publication, New Delhi, 2007.
17- Maluccio, A.N., Pine, B.A. & Tracy, E.M., Social Work Practice with Families and Children, Columbia University Press, New York, 2002.
18- Mansead, A.S.R.; Strobe W. (Ed.), The Blackwell Reader in Social Psychology, Oxford: Blackwell, 1997.
19- Morgan, C.T.; King, R.A.; Welsz, J.R. & Schopler, J., Introduction to Psychology (7th Ed.), Tata McGraw Hill Publication Company Limited, New Delhi, 2003.
20- Myers, David G., Psychology, W H Freeman & Co., 2006.
21- Nevid Jeffrey S., Psychology: Concepts and Applications, Houghton Mifflin Co., 2007.
22- Rathus Spencer A., Psychology: Concepts and Connections, Wadsworth Publishing Company, 2006.
23- Robinson, Lena, Psychology for Social Workers, Routledge, London, 1995.
24- Sharma, Rajendra K. & Sharma, Rachna, Social Psychology, Atlantic Publishers, 2007.
25- William, James, Principles of Psychology, Cosimo Inc., New York, 2007.

Semester – I

Course 103: SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORKERS

Course Objectives:

1. To impart knowledge and understanding on basic social science concepts required for Social Work professionals.
2. To develop reasonable knowledge and favorable attitude in respect of our Society & Social System.
3. To enable the learners to understand the concepts of Liberalism and Neo- Liberalism.

Course Contents:

UNIT-I

Conceptual & Theoretical Perspective to Understand Society: Society: Concept, definition and characteristics. Theories of society: Evolutionary, Cyclical, Conflict and System. Concept of state and democracy.

UNIT-II

Basic Sociological Concepts: Social Group: concept and characteristics. Types of social group: Primary secondary and reference. Social Institution: Concept and characteristics Family and marriage as an institution.

UNIT-III

Social Change and Control: Social change: Concept, definition, characteristics and types. Models and theories of social change. Social control: Concept, definition, characteristics and agencies.

UNIT-IV

Social Process: Concept, nature and characteristics of various social processes as cooperation, conflict, competition and adjustment. Socialization: Meaning, definitions and agencies. Concept of social stratification. Concept of Liberalism and Neo-Liberalism.

Suggested Reading

Shrinivas, M.N.(1980) : 'Social Change in India', Hindustan Publishing

  Corporation, Delhi.

Sinha, Raghuvir : 'Social Change in Indian Society'.

Gillin and Gillin : 'Cultural Sociology'.

Moore W.E. : 'Social Change'.

Merton W.E. : 'Social Theory and Social Structur'e'.

Sharma S.R. : 'Basic Concepts of Sociology' (The Hindi Vision)

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Dube, S.C. (1988) : 'Modernization and Development',

  The United Nations University, Tokyo.

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Joby, Jackson : 'Contemporary Society John Wiley & Sons.

Bierstedt, Robert : 'The Social Order', Mc Graw-Hill Book Co.

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Broom and Selznick : 'Sociology, Row', Peterson & Company

अग्रवाल, जी.के. : 'मानव समाज', साहित्य भवन प्रा0 लि0, आगरा।

गुप्ता एवं शर्मा : 'सामाजिक   नियंत्रण एवं परिवर्तन', साहित्य भवन, आगरा।

अग्रवाल, जी.के. : 'सामाजिक विघटन', साहित्य भवन, आगरा।

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पाठक, आर.सी. : 'सामाजिक   समस्यायें', विजय प्रकाशन मंदिर, वाराणसी।

Semester – I

Course 104: SOCIAL CASE WORK

Course Objectives:

1- To understand individuals and their uniqueness.
2- To understand social case work as a method of social work practice.
3- To understand the process involved in working with individual.
4- To develop the self awareness and skills in working with individual.

Course Contents:

UNIT-I

Basic Concept of Social Case Work: Nature, concept, objectives and basic assumption of social case work. Historical development of social case work as a method of social work. Key concepts- role and functioning, adjustment and maladjustment.

UNIT-II

Principles and Components of Social Case Work: Principles of social case work practice. Client-worker relationship. Components of social case work-person, place problem and process (study, assessment, intervention).

UNIT-III

Tools, Techniques and Skills of Social Case Work: Tools: Interview observation, home-visit, recording and counseling. Techniques: Clarification, insight- development environmental modification & referral. Skills: Listening, questioning, communication resource utilization.

UNIT-IV

Approaches to Social Case Work: Problem-solving, Psycho-social and Crisis Intervention, approaches to social case work. Social case work practice in different settings-correctional, family, health and crisis situation. Social case work practice with people (rape, victims, disabled etc.) and oppressed group (minorities, SCs/STs etc.)

Practical-Two case studies, presentation and discussion of case work records.

Suggested Reading

Priest F.P.-1957 : 'The Case Work Relationship', Chicago Loyalo University Press.

Fook. J. 1993 : 'Radical Case Work A Theory of Practice', Australia, Allen & Unwin.

Mathew. G. 1992 : 'An Introduction to Social Case Work-TISS', Bombay.

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R.K. Upadhyay-2003 : 'Social Case-Work: A Therapeutic Approach'- New Delhi, Rawat Publication.

Eileen Younghusband-1966 :' New Development in Case-Work' (readings in social work) George Allen & Unwin Ltd.

Herbert H. Aptekar-1941 : 'Basic Concept in Social Case-Work Chapel Hill', University of North Corolina Press.

Mehetras U.G.-1979 : 'Social Case-Work in India, Ajmer', Sachin Publications.

Craig, W.L.-1992 : 'Case-Studies in Social Work Practice-California' Wadsworth Publishing Company.

Cora K. (ed)-1950 : 'Principles and Techniques in Social Case-Work', Family Service Association of America.

Herbert H. Aptekar : 'The dynamics of Case Work & counseling'

Boston-Hongton liffin company.

Swithum Bowers-1949   : 'The nature and definitation of Social Case Work', (Reprint from Journal of Social Case Work-New York).

Biestek F.P. (1957)   The Case Work Relationship, Chicago Loyola University Press

Semester – I

Course 105 (A): SOCIAL WORK IN HEALTH SETTING

Course Objectives:

1. To build a basic understanding of social work in health setting.
2. To develop orientation and understanding of the different areas of social work practice in health.

Course Content:

UNIT-I

Medical Social Work: Concept and nature of medical social work. Historical evolution of medical social work in UK, USA and India. Scope of medical social work: OPD, maternity and abortion clinic, cardiology department, blood bank, HIV/AIDS clinic, cancer hospital, ICU etc.

UNIT-II

Health and Illness: Concept, determinants, and indicators of health. Concept of illness Communicable and non communicable diseases (Tuberculosis, Dengue, HIV/AIDS, Leprosy, Diabetes, Cardiovascular disease and Cancer).

UNIT-III

Community Health & Medical Social Work: Community health (levels of health care): Preventive, primitive curative and rehabilitative aspects. Need assessment, designing and implementing health programmes in remote areas.

UNIT-IV

Social Work Intervention: Use of social work methods and techniques in health setting. Health education and social work practice. Attitude and social beliefs in reference to health. Role of social worker in health setting.

Suggested Readings.

Park & Park (2006) : 'Text book of Social & Preventive Medicine',
Bhanot Pulbications, Jaipur.

Kishore J.(2006) : 'National Health Programmes of India', Century
Publication, New Delhi.

Dhooper Sujeet Singh : 'Social Work in Health care in the 21st Century'
Sage Publication, New Delhi.

Pathak H.S. (1968) : 'Medical Social Work, Encyclopedia of Social
Work-Vol. II', Medical Social Work, Ministry of
Welfare Govt. of India.

Parveen, Shaila (2010) : 'HIV/AIDS, Attitude & Problems', Manak
Publication, New Delhi.

Srivastava, Akhileshwar रू ष्सामाजिक चिकित्सा का उद्भव एवं विकास', उत्तर
1983 प्रदेश हिन्दी संस्थान, लखनऊ।

कुमार गिरीश, 1996 : 'समाज कार्य का क्षेत्र', उत्तर प्रदेश हिन्दी संस्थान,
लखनऊ।

Singh, Surendra (2012) : 'Encyclopedia of Social Work in India' (5
Volues), Lucknow, New Royal Book Company.

J.Kishore (2008) : National Health Programme of India, Century Pulication,
New Delhi.

Semester – I

Course 105 (B): WORKING WITH FAMILIES IN TRANSITION

Course Objectives:

1. To develop understanding about family.
2. To learn about various problems related to family and alternative families in India.
3. To know the policy and laws related to family in India.
4. To know the polices programmes and services for welfare of family in India.
5. To understand and acquire the skills for working with families.

Course Contents:

Unit-I

Basic Concepts related with Family: Origin, concept & definitions of family. Family as an association and as an institution. Characteristics, types and functions of family. Changing pattern of family in India.

Unit-II

Problems related to Family-I: Alternative families and their problems: single parental family, live- in- relationship and polygamous families. Families in crisis: Loss of economic support, death, divorce, separation and homelessness.

Unit-III

Problems related to Family-II: Problems which hinders the normal Functioning of a Family: Addiction, Mental illness, Financial Problems, Unhealthy Relationships, Medical Problems and Stress, Elderly and their problems in Family.

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Unit-IV

Strategies for Solving Problems in Families: Social case work in family setting, crisis intervention, family therapy, family counseling, family life education, family court etc. Role of a social worker with family.

Suggested Readings

1. Bhagwat, Vidyut. 2004. Feminist Social Thought. New Delhi: Rawat Publications.
2. Collins, D.; Jordan, C.; Coleman, H. 1999. An Introduction to Family Social Work. Itasca: F.E. Peacock Publishers.
3. Desai, Murli. 1994. Family and Intervention: A Course Compendium. Mumbai: TISS.
4. Eagleton, M. 2000. A Concise Companion to Feminist Theory. Malden: Blackwell Publishing.
5. Joshi, S. 1996. Child Survival, Health and Social Work Intervention. New Delhi: Concept Publishing.
6. Krishna, S. 2004. Livelihood and Gender. New Delhi: Sage Publications.
7. Maluccio, Anthony N. & Pine, Barbara A.; Tracy, Elizabeth M. 2002. Social Work Practice with Families and Children. New York: Columbia University Press.
8. Mathur, K. 2004. Countering Gender Violence. New Delhi: Sage Publications.
9. McKenry, Patrick C. & Price, Sharon J. 2005. Families and Change Coping with Stressful Events and Transitions. Thousand Oaks: Sage Publications.
10. Mies, Maria & Shiva, Vandana. 1993. Ecofeminism. Halifax: Fernwood Publications.
11. Nicholson, Linda J. 1989. Feminism/postmodernism. New York: Routledge.
12. Parpart, Jane L.; Connelly, Patricia; Barriteau, Eudine. 2000. Theoretical Perspectives on Gender and Development. Ottawa: International Development Research Centre.
13. Petr, Christopher G. 1998. Social Work with Children and Their Families: Pragmatic Foundations. New York: Oxford University Press.
14. Pilcher, J.; Whelehan, I. 2004. 50 key Concepts in Gender Studies. New Delhi: Sage Publications.
15. Razavi, Shahrashoub. 2000. Gendered Poverty and Well-Being. Oxford: Blackwell Publishers.
16. Singh, Awadhesh Kumar & Singh, Atul Pratap. (2016). Domestic Violence in India: Perspectives, Nature and Impact. New Delhi: Serials Publications.
17. Singh, Awadhesh Kumar & Singh, Atul Pratap. (2017).Engendering Development and Gender Budgeting in India.New Delhi:Madhav Books (P) Ltd.
18. TISS. 1994. Enhancing the Role of Family as an Agency for Social and Economic Development. Mumbai: Unit for Family Studies, TISS.

Semester-I

Course 105 (C): SOCIAL WORK IN CORRECTIONAL SETTING

Course Objectives:

- To understand the concept of crime, typology and correctional services.
- To utilize knowledge of social work practice in the area of crime and delinquency.
- To sensitize the learners on institutional non -institutional services.
- To understand the role of social work in correctional settings and crime prevention programmes.

Course Contents:

Unit - I

Crime: Concept, causes and types of criminal. Types and theories of crime. Concept of criminology, penology and victimology.

Unit - II

Correction Services: Concept, objective, scope, problem of correctional administration in India. Correctional programmes for adult and juvenile offenders. Techniques of reformation of offenders: Counselling, guidance, vocational training, behaviour modification and case study

Unit- III

Institutional Services: Prison, observation home, special school, beggar home, rescue home, remand home, de addiction centre etc. Non- institutional services**:** Probation, parole, crisis intervention centre, after care etc.

Unit- IV

Challenges in the Treatment: Reformation and rehabilitation of offenders. Rehabilitation with Special reference to criminal behavior. Role of different stakeholders in crime prevention (individual, family, community, NGOs and police). Relevance of social work profession in correction.

Learning Outcome: Understanding on crime, Causes and crime prevention in order to get an insight about fundamental concepts of correctional services as well as reformation and rehabilitation services.

Suggested Reading:

1. Paranjape, N.V.(1992): Criminology and Penology, Central Law Publication, New Delhi.
2. Agarwal K. B., Raizada , R. K.(2004): Crime and Criminology, University Book House.
3. Reddy, D. Narasimha(2001): Crime , Corruption and Development , Deep and Deep Publications,Witness Choice,New Delhi.
4. Agrawal R. S. & Kumar Sarvesh(1986): Crime and Punishment in New Perspective,Mittal,New Delhi.
5. Datta, N. K, (1990): Origin and Development of Criminal Justice in India , Deep and Deep Publication , New Delhi
6. Chaturvedi, T.N. &Rao, S Venugopal: Police Administration, Indian Institute of Public Administration, Indraprastha Estate, New Delhi.
7. Don, C Locke(2001): The Handbook of Counselling, Sage Publications, California.
8. Dartmouth Aldershot(1997): Offender Rehabilitation: Effective Correctional Intervention.
9. Ruth, E, (1994): Counselling Criminal Justice Offenders, Masters Sage Publication, Thousand Oaks.
10. Rehabilitation of Child Labourers in India, 1991, Ashish Publishing House, New Delh
11. AyllonTeodordo(1989): Correctional Rehabilitation and Management: A Psychological Approach, John Wiley & Sons ,New York
12. Cressy, D.R. – Criminology
13. Bhattacharya, S.K.(1985) Social Defence: An Indian Perspective, Manas Publications, Delhi
14. सुनील गोयल, संगीता गोयल (2007)   : अपराधशास्त्र, आर.बी.एम.ए. पब्लिशर्स एल.एम.एस. हाईवे, जयपुर।
15. डी.एस. बघेल,(2006)   : अपराधशास्त्र, विवेक प्रकाशन, दिल्ली।
16. चौहान एम.एस. (1998)   : आपराधशास्त्र एव अपराधिक प्रशासन अजन्ता ऑफसेट प्रिन्टर्स
17. श्रीवास्तव, एस.पी. (1973)   : भारत में अपराध एवं दण्ड सुधार, उ.प्र. हिन्दी ग्रन्थ एकादमी।
18. चतुर्वेदी, मुरलीधर, चतुर्वेदी एस.(1993)   : अपराधशास्त्र एवं अपराध प्रशासन, सेन्ट्रल लॉ एजेन्सी दिल्ली।
19. गुप्ता कुन्टेश (1993)   : अपराधशास्त्र, राधा पब्लिकेशन्स नई दिल्ली।
20. अहूजा राम, अहूजा मुकेश (2003)   : विवेचनात्मक अपराधशास्त्र, रावत पब्लिकेशन्स, नई दिल्ली।

Course 105 (D): COMMUNITY DEVELOPMENT: CONCEPT AND METHOD

Course Objectives:
1. Understand the concept of community development (CD), including its philosophy, values, process and methods.
2. Cultivate skills of assessment, participation and leadership development required in community development.
3. Inculcate developmental perspective that provides for a comprehensive construction of the problem and for developing approaches for intervention.
4. Learn about different approaches to community development.

Course Contents:

Unit I
Introduction to Community Development: Concept, values, objectives, principles and outcome of community development. Process of community development: Exploratory stage, discussion stage, organizational stage, activity stage, evaluation stage and continuation stage. Concept and types of social needs, social capital and stakeholder.

Unit II
Approaches to Community Development: Meaning of need-based community development and asset-based community development. Process of asset based community development. Gandhian philosophy to community development: Constructive Programmes, Gram Swaraj, Decentralization, Khadi, Trusteeship, Sarvodaya and Cooperative.

Unit III
Community Engagement and Participation: Meaning and types of community-based organizations (CBO). Role of CBOs in community development.
Community development assessment: Concept and objectives of assessment, data collection, method of community assessment: observation and listening, one-on-one interview, use of camera, community meetings, focus group discussion, questionnaire and opinion survey. Categories of community assessment: physical infrastructure, social infrastructure, economic development infrastructure and human capital. SWOT/SWOC Analysis: assessment report. Participatory decision making and management in community: Meaning, values and goals of participation. Typology of participation: Nominal participation, instrumental

participation, instrumental participation, reparative participation, transformative participation; ladder of citizen's participation; Barriers and limitations of participation.

Unit IV

Skills of Community Development: Community leadership development: Concept of leadership; style of leadership; types of community leaders. Major threats and challenges to community leaders. Strategies of community leadership development.

Conflict resolution and management in community development: **M**eaning of conflict; causes of conflict, negotiation and mediation, prevention of conflict and steps of conflict management, Training skills for community development worker: Element of training; Training as dialogue; Interactive (workshop) training techniques: open session discussion, group work, buzz group, brainstorming; Teaching aid: role play, games, case study, audio-video clips.

Course Outcome: Equipped with knowledge and skills of using methods, tools and techniques of community development intervention for creating socio-economic infrastructures and change process at community level to deal with needs and aspirations of community people.

Suggested Readings:

Hawtin, M., J. Percy-Smith, et al. (2007) : Community profiling a practicalguide. Maidenhead, Berkshire, England ; New York, NY, Open University Press/McGraw-Hill Education: x, 169 p.

Lee, J. A. B. (2001) : The empowerment approach to social work practice building the beloved community. New York, Columbia University Press.

Maser, C. (1997) : Sustainable community development: principles and concepts. Delray Beach, Fla., St. Lucie Press.

Defilippis, J. and S. Saegert (2012) : The community development reader. New York, Routledge.

Savage, D. M. (2002) : John Dewey's liberalism individual, community, and self-development. Carbondale, Southern Illinois University Press.

Phillips,R.andR.H.Pittman (2009) : An introduction to community development.Routledge Publication: New York, Routledge.

Shragge, E. and M.Toye (2006) : Community economic development : building for social change. Sydney, **N.S.,** Cape Breton University Press.

Tett, L., I. Fyfe, et al.(2010) :Community education, learning and development. Policy and practice in education,. Edinburgh, Dunedin Academic Press: x, 126 p.

Sanjay (2017) : Gandhi Chintan. Pilgrims Publication: Varanasi.

Swanepoel, Hennie & De Beer, Frik (2016) : Community Development: Breaking the cycle of poverty. Juta and Company: Cape Toown.

Pawar, Manohar S (2014) : Social and community development practice.SAGE Publications India: New Delhi.

Semester-I

Course 105 (E): INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Course Objectives:

1. To impart knowledge about the concept and the latest trends in Human Resource Management (HRM)
2. To inculcate certain skills, techniques and competencies among the learners so that they are able to perform various functions of HR Manager.
3. To make the learners aware about certain important concepts of HR Field.
4. To make them learn about employee development process as well as the methods of their performance appraisal.

Course Contents:

Unit- I

Human Resource Management: Meaning, objectives, functions and scope of HRM. Qualities of HR Manager. Challenges of HRM in the LPG era. Concept and scope of corporate social responsibility (CSR).

Unit –II

Establishing the Need for Human Resources: Human resource planning: Meaning, need, importance and process. Barriers to HRP. Job Analysis: Purpose and contents. Job description or job design. Techniques of job design. Guidelines for developing a job description.

Unit-III

Procurement and Maintenance of Human Resources: Recruitment, induction, transfer, promotion & demotion: Definition & Purpose. Recruitment process: Objectives and techniques. Sources, methods and steps in selection procedure. Career planning: Meaning and procedure.

Unit-IV

Employee Development and Performance Appraisal: Employee training: Meaning; importance, types, methods and evaluation. Executive development process: Components of MDP. Basic requisites for a successful MDP. Performance appraisal: Meaning, objectives, process, methods. Performance appraisal: meaning and importance.

Suggested Readings

Mamoria C.B. & S.V. Gankar (2007) : "Personnel Management: Text and Cases",

           Mumbai: Himalaya Publishing House,.

Randhawa, Gurpreet (2007)   :'Human Resource Management', New
           Delhi: Atlantic Publishers & Distibutors
           pvt. Ltd.

Pattanayak, Biswajeet (2001)   :'Human Resource Management' New
           Delhi: Prentice- Hall of India Pvt. Ltd.

Singh, Surendra (2012)   : 'Encyclopedia of Social Work in India (5
           Volumes), New Delhi/Lucknow:New
           Royal Publishing Co.

Davar, R.S.   : "Personnel Management and   Industrial
           Relations", Vikash Publishing, New Delhi.

Yaney, J.P. (1975)   :"Personnel Management", Charles E.
           Meroill Publishing Company, Columbus,
           Ohio.

Strauss, G. and   : "Personnel the Human Problems of
 Leonard R. Sayles   Management", Practice Hall, USA.

Chruden, H.J. and Arthur   : Personnel Management, South W.
Sherman (1959)   Western Publishing Company, Ohio.

Scott, W.D. and R.C. Clothier   : Personnel Management, McGraw Hill (1954) et.al
           Book Company, New York.

Fisher, C.D. and F. Schoenfeldt : Human Resource Management, Houghton (etal)
(1997)   Mifflin Company-Toronto and All India
           publishers & JamesDistributors-Chennai.

Tripathi, P.C. (2009)   : Human Resource Development, Sultan
           Chand & Sons, New Delhi.

शर्मा, प्रभुदत्त   एवं हरिशचन्द्र शर्मा   : 'लोक प्रशासनः सिद्वान्त   एवं व्यवहार', कालेज बुक   डिपो,
           जबलपुर।

भाम्ररी, चन्द्र   प्रकाश   : 'लोक प्रशासन–सिद्वान्त   तथा व्यवहार',   जय प्रकाश नाथ
           एण्ड कम्पनी।

अवस्थी, अमरेश्वर एवं श्री राम माहेष्वरी   : 'लोक प्रशासन', लक्ष्मी नारायण अग्रवाल, आगरा।
(1992)

फाड़िया, बी. एल.   : 'लोक प्रशासन', साहित्य भवन पब्लिकेशन, आगरा।

सिन्हा एवं   सिन्हा   (2004)   : ''औद्योगिक समाजविज्ञान'', मयूर पेपर बैकस नोएडा।

मामोरिया   एवं मामोरिया   (2007)   : 'सेविवर्ग प्रबन्ध एवं औद्योगिक संबन्ध',   साहित्य भवन
           पब्लिकेशन, आगरा।

सिन्हा, बी. एन. (1985)   : 'कार्मिक प्रशासन', आर.बी.एस.ए.पब्लिशर्स, जयपुर।

पाठक, आर.सी.   : 'श्रम समस्याऍ एवं श्रम कल्याण',विजय प्रकाशन मन्दिर,
           वाराणसी।

Semester – II

Course 201: SOCIAL GROUP WORK

Course Objectives:

1. Appreciate the importance of groups in the life of an individual.
2. Gain knowledge about group formation and the use of variety of group formation and group approaches.
3. Develop understanding of concepts dynamics and small group theory in relation to all types of groups
4. Develop knowledge skills and techniques to be used by social worker in groups.
5. Begain and develop commitment to the value of democratic process in group life.

Course Content:

UNIT-I

Basic Concepts of Group Work: Social Group Work- definition characteristics significance, scope, principles & assumptions. Theory Helpful in Social Group work., Values and Ethics in Social Group Work.

UNIT-II

Group Dynamics & Leadership: Group Dynamic, Stages of Group Development. Definition of Leadership. Leadership and Power Group. Group Leadership Skill, Planning the group- Concept and Model.

UNIT-III

Treatment & Task Groups: Purpose of Treatment and Task Groups (support group, educational groups, growth groups, therapy groups and socialization group). Objective in the beging stage, Definition and process of assessment, Program Planning – Concept and Principles.

UNIT-IV

Evaluation, Recording and Termination: Evaluation: definition and method Evaluation for planning the group. Recording: Definition, Principle & Types Termination- definition, types of termination.

Suggested Reading

H.Y. Siddiqui (2008,2014)- Group Work Theories and practice

Aussi A.S.(1980)- Perspective on Social group work practice

S.rengasany – Socisal Group Work

Norma C Long- Group Work Practices to advance social competive

Albert S allussi- Perspectives on Social group work practice.

Tracker H-
Administrative as a
group process. Aussi,
A.S. 1980   : Perspectives on social group work practice.

Balgopal, P.R. and   : Groups in Social Work

Vassil, T.V. 1983

Kemp, C.G. 1970   : Perspective on the group process.

Klein A.F. 1970   : Social work through group process.

Northen, H. 1969   : Social work with Groups.

Sundel, M.Glasse P.   : Individual change through small groups.

Sarri, R.Vinter

Treeken, Harleigh, B. 1990 : Social group work-Principles and practice.

Semester – II

Course 202: COMMUNITY ORGANIZATION

Course Objectives:

1. Understand the concept and perspectives of community in social workpractice;
2. Develop a critical understanding of power relation and power structure in community;
3. Develop understanding of community organization as a method of social work;
4. Develop key skills and capacities in student about Community level social work intervention;
5. Articulate functions and roles of community organizer.

Course Contents:

UNIT-I

Community and Community Organization and Introduction: Community in a social work perspective: sociological definition and features of community**;** place-based community and non-place-based community; Neighborhood; Community as a Social System., Rural, urban and tribal community: Features and Issues, Conflict and power in community organization: Meaning and Type of Power; Concept and Forms of Community Power structure; its relevance and use in Community Organization, Basics concept and features: Community Work, Community Practice and Community Development

UNIT-II

Concepts and Process of Community Organization: Community organization**:** Meaning, Objectives, Component Principles and Historical Development., Process of community organization**:** Integration; Community study; Issue identification and analysis; Core group formation; Group work and meetings; Develop an action plan; Resource Mobilization, Implementation of action plan; Evaluation and reflection; Phase Out and Follow up.

UNIT-III

Approach, Models skills and Role of Community Organization: Approaches and models of community organization: Rothman, Ross, Fisher and Alinsky. **Skills of community organizer:** Relationship Skills; Problem-solving skills; Political skills; Professional skills; and use of self., **Roles of community organizer:** Guide, enabler, expert; social therapist, catalyst; facilitator, broker, negotiator, advocate and evaluator.

UNIT-IV

Participatory Techniques in Ccommunity Organization: Use of PRA, PLA; Stakeholder analysis and strategic planning; Limitations of participatory methods., Use of ICT and GIS in community practice, Course Outcome: Acquaint with knowledge, skills, techniques and professional self of community organization and practice to address community level issues of social problems, service delivery and development of local people.

Suggested Readings:

Alinsky, Saul (1971)   :Rules for Radicals: A Practice Primer for Realistic Radicals, Vintage Books.

Brager, G. &Specht, H. (1969)   :Community Organisation, New York: Columbia University Press.

Cox, Fred (1987)   :Community organization, F .E. Peacock Publishers: Michigan

Douglas, Bilan (1983)   : Community Organisation Theory and Practices Hall: New Jersey.

Gangrade, K.D (1971)   : Community Organisation in India, Popular Prakashan: Bombay.

Government of India (1980)   :Encyclopedia on Social Work, Publication division: New Delhi

Hillman, Arthur (1950)   : Community Organisation and Planning, Macmillan: New York.

Murphy, Campell,G. (1954)   : Community Organisation Practice, Houghton Mifflin: New York

Poplin, Dennis, E. (1972)   : Communities, Macmillan: New York

Rothman, Jack, Erlich, John &Tropman,John (1987)   : Strategiesof Community Organization: A Book of Readings,F .E. Peacock Publishers: Michigan.

Siddique, H.Y, (1984)   : Social Work and social Action, Harman, New Delhi.

Siddique, H. Y (1997)   : Working with Communities: An Introduction to Community Work, Hira Pub: New Delhi.

Verma, R.B.S. & Singh, AtulPratap (2015)   : SamudayikSangathanEvamAbhyaas. New Royal Book Company: Lucknow. (Hindi).

Singh, A.N. (1992)   : Community Organization (in Hindi) Haryana SahityaAcadamiChandigarh

Hardcastle, D. A., Powers, P.R. &Wenocur, S. (2004)   : Community Practice: Theories and Skills for Social Workers, Oxford University Press: London.

Weil, M. (ed,) (1996)   : Community Practice: Conceptual Models. The Haworth Press Inc.: New York.

Ross, M. G (1967)   : Community Organization. Theory, Principle and Practice, Harper & Row: New York

Lee, J.A.B. (2001)   : The Empowerment Approach to Social Work Practice: Building the Beloved Community (2nd ed.). Columbia University Press: New York.

Pandey, B. & Pandey, T. (2018)   : SamudayikSangathan (in Hindi), Rawat Publication: Jaipur.

Semester – II

Course 203: SOCIAL PROBLEMS

Course Objectives:

1. To understand the concept of social problem.
2. To Orient leaner about contemporary Social Problems.
3. To understand the Structural Problems of Society.
4. To learn intervention Strategic resolving Social Action.

Course Contents:

UNIT-I

Conceptual Understanding : Social problems: Concepts, Nature Characteristics, Types and Causes., Approaches and Methods to the study of social problems Social Deviance and conformity : Concept, nature, and characteristics.

UNIT-II

Contemporary Social Problems in India –I: Poverty, Illiteracy, unemployment, orruption, prostitution, drug addiction: Concept, Causes, Consequences and Intervention strategies of each problems.

UNIT-III

Contemporary Social problems in India-II: Terrorism, violation of human Rights, Juvenile delinquency, problems related to environment, problems of rape victims: Concept, Causes, Consequences and. Intervention Strategies of each Problem.

UNIT-IV

Structural Problems of Society: Problems of schedule Castes, Schedule Tribes, Other Backward Class & Minorities. Gender discrimination, domestic Violence Concept, Causes, Consequences and Intervention strategies of each Problem.

Suggested Readings:

Prabhu, PH, (1963) : Hindu Social Organization, Popular Prakasham, Bombay.

Hutton J.H., (1983) : Caste in India, Oxford University Press, Bombay.

Kapadia K.M. , (1966) : Marriage and Family in India, Oxford University Press, Bombay.

Ram Ahuja, (1993) : Indian Social System. Vedam Book House, Jaipur.

Fichter, Joseph H,(1973) : Sociology, II Ed., The University of Chicago Press, London,.

Horton, Paul B. and Hunt, (1964) Company, : Chester L. Sociology, McGraw-Hill Book

Bakshi, P.M.(1999) :The Constitution of India. Delhi: Universal law Publishing Co. Pvt. Ltd.

Iyer, V.R.K. (1980) : Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.

Saraf, D.N. (ed.) (1984) : Social Policy, Law and Protection of Weaker Sections of Society. Lucknow: Eastern Book

Beteille, A. 1981 :The Backward Classes and the New Social Order, New Delhi: Oxford University Press.

पाठक, आर.सी.   (2008) : सामाजिक समस्यायें, विजय प्रकाशन मन्दिर, वाराणसी।

मदन, जी.आर.,   (2000) : भारतीय सामाजिक समस्याये, विवेक प्रकाशन, नई दिल्ली।

आहूजा, राम,   (2000) : सामाजिक समस्याये, रावत प्रकाशन, जयपुर एवं नई दिल्ली।

Semester – II

Course 204: COUNSELLING & COMMUNICATION

Course Objectives:

1. Understand the concept and goals of By studying this course, the learners shall counselling and communication as a helping process.
2. Develop attitudes and inculcate values that enhance investment of self in the counselor's role; and
3. learn to apply counseling and communication skills while working with clients in various settings.

Course Content:

UNIT – I

Counseling : Meaning, Definition, Relevance to Social Work, Goals, Types and Principles, -Skills of Counseller, -Recent Trends in Counselling

UNIT – II

Methods and Techniques of counselling : Counselling process : Phases and Steps, Counselling Techniques : Advice, Motivation, Clarification, Modelling, Role Playing, Reality Orientation, Confrontation and Reaching out.

UNIT – III

Communication framework of communication

Communication : Concept, Definition, Components, Significance, Steps and Methods, Principles and Skills of Communication. Barriers to communication and methods of Removal These Barriers. Role of Communication in Social Work.

UNIT – IV

Communication System in Organization : Types of Communication Formal and Informals intrapersonal and Interpersonal ; Verbal/oral and Verbal/written communication, Directions in communication ; Vertical, Horizontal and Diagonal, Reumors and Grapevine ; Ways to establish an effective communication in Organization.

Semester – II

Course 205 (A): EMERGING HEALTH SCENARIO IN INDIA

Course Objectives:

1. To develop a critical perspective of health care delivery system and services in country
2. To develop appropriate skills and approaches towards integrated social work practice in health.

Unit – I

Emerging Trends in Health care – Role of NGOs and VOs in Health care, Health Activism and Movement, Patients Rights and duties in Health care.

Unit - II

Health Reforms - Health related committees : Bhore committee, Mudalior committees, Chaddha committee, Mukharjee Committee, Kartar Singh Committee, Srivastava Committee

Alma Atta Declaration Health for All,

Unit – III

Health Policy and Programme

➢ Health Policy and planning in 5 years plan
➢ National Health Programme : National Health Mission

National AIDS control programme revised National tuberculosis control programme

Unit - IV

Health Care Scenario in India – Health care infrastructure and their functions primary Health care : Concept, Issues of availability, Affordability and accessibility to Health care services in India, Role of Medical Social Worker.

Organizations working in Health, WHO, VHAI, CARE

Semester-II

Courses 205 B : CHILD DEVELOPMENT AND PROTECTION

Courses objectives

3. Understand the concept of child development and protection.
4. Develop sensitivity to the issues and problems of children.
5. Critically examine legal mechanism available for children.
6. Indentify the policy, programmes and methods of intervention.

Courses Contents :

Unit – I

Basic Concepts :
Child Welfare : Concept, needs and historical context.
Child Development : Concept, needs, dimensions and Barriers
Child Protection : Concept, needs and Barriers
Concepts of Child Welfare, Child rights and Child Care
State of Children in India : Demographic Profile, Related to Health, Education, Nutrition and Protection

Unit – II

Issues and problems of Children in India: Children in Difficult Circumstances : working Children, disabled Children, Street Children, Trafficked Children and Children living with HIV/AIDS. Children in Conflict with Law: Juvenile delinquency and children affected by substance abuse. Crime against children: Child abuse, rape etc., Problems of children in schools: Behavioural disorders and learning disorders.

Unit – III

Legal Measurers

Constitutional safeguards for children in India.

➤ The child labour (prohibition and regulation) amendment Act. 2016.
➤ The Juvenile justice (Care and protection of children) act, 2015.
➤ The Protection of children from sexual offences act, 2012.
➤ The Prohibition of child marriage act, 2006
➤ The commissions for protection of child rights (Amendment) Act, 2006
➤ The Right of children to free and compulsory education Act, 2009.
➤ International perspective : U.N. Convention on rights of children

Unit – IV

Policies, Programmes and Intervention :

➢ National Policy for children
➢ National charter for children
➢ National plan of Action for children

The National Commission for Protection of Child Rights

Programmes of the Government for child development and Protection : ICDS, ICPS etc.

Role of civil society organization in development and protection of children in India.

Social work intervention for development and protection of children : Counselling, Guidance, Advocacy and School Social Work.

Semester – II

Course 205 (C): CRIME AND CRIMINAL BEHAVIOR

Course Objectives:

1. To acquaint the students with new forms of criminality and delinquency.
2. To provide them an understanding about the scientific approaches applied for the investigation and trial of criminal cases, and also approaches and strategies for the prevention and control of crime.
3. To Provide them an insight into the administration of the correctional measures and programmes adopted for the treatment and rehabilitation of offenders.

Course Contents:

UNIT- I

Understanding Crime & Criminals: Definition of Crime, Distinction between Crime and Tort, Crime and Sin; Crime and Breach of Contract; Crime and Delinquency, New Forms of Crime. Elements, Causes and Classification of Crime and Criminals. Criminology, Meaning, Importance, Scope, Methods and Approaches of Studying Criminology.

UNIT- II

Criminal Behaviour: Meaning of Criminal Behavior: Specific Elements affecting Criminal Behavior-Maturation, Segregation, Progressive Conflict, Development of New Techniques, Crime as a fashion, Criminal Organization, Professionalization of Criminals, etc; Crime as Deviant Behavior; Theories of Learning Criminal Behavior-Tarde's Theory of Imitation, Sutherland's Theory of Differential Association, Cloward and Ohlin's Differential Opportunity Theory, Davis Abrahamson's Psychiatric Variation Theory.

UNIT- III

Victims of Crime: Typology of Victims; Role of Victim in Crime; Victim and Criminal Justice; Compensation to Victims- Provisions of Indian Criminal Procedure Code.

UNIT- IV

Criminological Thought: Historical Development of Criminological Thought; Various Schools of Criminological Thought- Demonological Approach (Ancient thought); the Concept of Freedom of Will; the Classical School; the Neo-Classical School; Geographical or Cartographic School; the Ecological School; the Socialistic School; the Positivistic or Italian School (Lombroso's , Contribution); the Typological Schools the Mental Testers School, the Psychiatric School; the Sociological School; Thoughts by Freud Landers, William Healy and Alexender, Gorring, Hootan, Sheldon, Binnet; and, the Multi-factor Theory.

Suggested Readings

Agrawal, G.K.   : 'Samajik Vighatan', Agra Book Store, Agra.

Ahuja, Ram   : 'Criminology', Minakshi Publications, Meerut.

Banaras, H.C. &   : 'New Horizones in Criminology', Prentice Hall of India,

N.K. Teeters   Pvt. Ltd., New Delhi.

Clinard, Marshall B   : 'Sociology of Deviant Behaviour', Holt, Rinehant and

                            Winston, New Yark.

Cohen, Albert K.   : 'Deviance and Control', Prentice-Hall of India Pvt. Ltd.,

                            New York.

Gessay, Donald R.   : 'Crime and Social Process;

Reid, Sue Titus   : 'Crime and Criminology', Holt, Rinehart and Winston,

                            New York.

Siddique, Ahmad (1993)   : 'Criminology-Problems and Perspectives', Eastern Book Co.,

                            Delhi.

राम आहूजा एवं मुकेश आहूजा   'विवेचनात्मक अपराधशास्त्र' रावत,   पब्लिकेशन्स, जयपुर।

   (2006)

बघेल,   डी0एस0 (2006)   'अपराधशास्त्र',   विवेक प्रकाशन, नई   दिल्ली।

चौहान,   एम0एस0 (1998)   : 'अपराधशास्त्र   एवं आपराधिक प्रशासन' (ब्तपउम ंदक ब्तपउपदंस

           ।कउपदपेजतंजपवद), ब्मदजतंस रूं ।हमदबलए इलाहाबाद।

कपूर,बी0एस0 (1987)   'अपराधी व्यवहार एवं अपराधी सुधार', मानवता प्रकाशन, वाराणसी।

गोयल,   सुनील एवं गोयल,   : 'अपराधशास्त्र', आर0बी0एस0ए0 पब्लिशर्स, जयपुर।

संगीता   (2007)

Semester-II

Course 205 (d): RURAL COMMUNITY DEVELOPMENT

Course Objectives:

To understand the social structure,function, social relations and institutions in rural community.

- Develop an understanding about rural problems and issues of contemporary rural community.
- Inculcate knowledge about structure and function Panchayati Raj Institutions.
- Develop an understanding to relate the role of Panchayati Raj Institutions with rural reconstruction and communitydevelopment.

Course Contents:

Unit -1:

Indian Rural Community: Concept, definition, characteristics, social institutions, dominant cultural values.

Major issues of rural community: Poverty, unemployment,landless labourers, casteism, untouchability, illiteracy, poor delivery of health facilities, lack of hygiene, ignorance.

Rural community development: Concept, philosophy, definition, objectives, scope, principles and approaches.

Unit -2:

History of Rural Community Developmentin India:Early pioneering projects: Sriniketan, Marthandam and Gurgoan. Trial projects: Baroda, Etawah, Nilokheri and Firka. Gandhian philosophy and Constructive Programmes.Rural Development Policy in India.

Unit -3:

Democratic Decentralizationand Panchayati RajSystem**:**Emergence of Democratic Decentralization: Balwant Rai Mehta Committee and Ashok Mehta Committee reports.

Panchayati Raj Institutions: Evolutions, Concept and Significance (73rd and 74th amendments of PRI).

Gram Sabha: Concept, Significance, Structure, functions and powers of Gram Sabha.Village Panchayat: Kshetra Panchayat and Zila Panchayat.E-governance: meaning,objectives, functions and scope.

Unit -4:

Agencies, organizationsand programmes of rural development: Genesis, objectives and functions of NABARD,District Rural Development Agency (DRDA), and Khadi and Village Industry

Commission (KVIC).Special Group- and –area-specific programmes.Participatory Social Work Practice and relevant Social Work Methods for Rural Development.

Learning Outcome:
Knowledge about structure and functioning of Panchayati Raj Institutions in order to utilize their contributions to rural reconstruction and development.

Suggested Readings:

1. Bandyopadhya, D " People's Participation in Planning: Kerala Experiment " Economics and Political Weekly, Sept 24, 1997
2. Choudhry, D.P.1978: New Partnership in Rural Development, M.N Publishers, New Delhi.Institute of Social Sciences, Status of Panchayat Raj in the States and Unio Territories in India, Concept Publishing, New Delhi, 2001.
3. Dantawal, M.L. (Eds.), Social Change through Voluntary Action, Sage, New Delhi, 1998.
4. Dayal, R. 1960: Community Development Programme in India, Allahabad Kitab Mahal Publishers.
5. Desai, A.R. (e.d) Rural Sociology in India, Popular Prakashan, Bombay, 1978
6. Desai, A.R. (ed.) Peasant Struggles in India, Qxford University Press, New Delhi,1981
7. Desai, V. Rural Development (VOL.I), Himalaya Publishing House, Mumbai, 1988
8. Desai, Vasant. 1998: Rural Development (Vol.1 to 4). Himalaya Publishing House, Bombay.
9. Hebsur, R.K. (ed) Social Intervention for Justice, Tiss, Bombay,
10. Jacob, K.K. Social Development Perspectives ,
11. Kothari, M, Development and Social Action, Rawat Publishing, Jaipur, 2005.
12. Kulkarni, P.D. Social Policy and Social Development in India, Association of Schools of Social in India, Madras, 1973
13. Maheshwari, S., Rural Development in India : A Public Policy Approach, Sage, Delhi, 1995.
14. Rao, V, and Mandor, H, An Agenda for Caring : Intervention for Marginalized , VHAI, New Delhi,
15. Siddiqui, H.Y 1997 : Working with Communities: A Introduction to Community
16. Singh, H, Administration of Rural Development in India, Sterling Publishers, New Delhi.
17. Singh, K. 1986 Rural Development, Principles, Policies and Mangt. New Delhi, Sage Publication.
18. UNDP, Human Development Reports , Qxford University Press
19. Work, New Delhi, Hira Publications.

Semester-II

Course 205 (E): LABOUR LEGISLATIONS AND SOCIAL SECURITY

Course Objectives:
1. To Understood labour in legal setting;
2. To learn various labour laws in India
3. To understand the concept of social security.

Course Contents:

UNIT – I

Labour Legislation in India-I: Labour legislation- need, scope, nature and principles Indian Constitution and labour. The Factories Act, 1948 - interpretation, inspecting staff, provisions related to health, safety, welfare, working hours of adults, employment of young persons and leave. The Industrial Disputes Act, 1947 - definition, authorities- powers, duties and procedure; strike and lockouts; lay-off and retrenchment. The Mines Act,1952 - salient features.

UNIT – II

Labour Legislation in India-II : Industrial Employment (Standing Orders) Act, 1946 - Salient Features. The Contract Labour (Regulation and Abolition) Act, 1970: Salient Features. The Child Labour (Prohibition and Regulation) Act, 1986 - salient features.

UNIT – III

Social Security: Social Security - concept, scope and types. The Unorganized Workers Social Security Act, 2008 - salient features. The Employees Compensation Act, 1923 - interpretation, provisions related to compensation and commissioner. The Employees' State Insurance Act, 1948- authorities, contributions and benefits. The Maternity Benefits Act, 1961- Salient Features.

UNIT – IV

Legislations related to Wages and Salary: Concept of bonus, gratuity and provident fund. The Minimum Wages Act, 1948 - salient features. The Payments of Wages Act, 1936 - definition, deductions and penalty.

Suggested Readings

Malik, P.L.   : 'Industrial Law', Eastern Book Company.

Mishra, S.N.   : 'Labour and Industrial Law', CPL.

I.L.I.Publication   : 'Labour Law and Labour Relations-Cases and Material', New Delhi.

Siddiqi, Z.M.S. and M.A. Wani (ed.): 'Labour Adjudication in India', ILI, New Delhi.

सिंह, इन्द्रजीत   रू श्रमिक विधियॉश, सेन्ट्रल लॉ पब्लिकेशन्स, इलाहाबाद।

शर्मा, गंगा सहाय   रू श्रमिक विधियॉश सेन्ट्रल लॉ एजेन्सी, इलाहाबाद।

सिन्हा एवं इन्दुबाला   रू श्रम एवं समाज कल्याण-भारती प्रकाशनश, पटना।

मिश्र, सूर्य नारायण   रू श्रम एवं औद्योगिक विधिश, इलाहाबाद लॉ एजेन्सी पब्लिकेशन्स।

Semester-III

Course 301 : SOCIAL WORK RESEARCH & STATISTICS

Course Objectives:
1. To understand meaning, scope and importance of social work research
2. To understand about the application of methods in the study of social phenomenon
3. To impart knowledge in the learners about methods, techniques and scientific process of social work research
4. To acquire the skills for preparation of research proposals, data analysis and report writing

Course Contents:

UNIT I

Concept of Research: Social Research: Meaning, Objectives and Scope, Scientific Method: Concept & Characteristics, Distinction between Social Research & Social Work Research, Types of Research: Quantitative, Qualitative, Action, Evaluation, Steps in Social Work Research

UNIT II

Constructing Research Design & Data Collection: Research Design: Meaning & Types, Hypotheses: Meaning & Types, Sources of Data Collection: Primary & Secondary, Methods of Data Collection: Observation & Interview, Tools of Data Collection: Interview Schedule, Questionnaire, Attitudinal Scales(Bogardus, Likert & Sociometric Scale), Sampling: Meaning & Types

UNIT III

Data Management: Tabulation & Data Analysis, Writing Research Report: Important Considerations, Presentation & Styles of Referencing, Citing & Paraphrasing, Writing Bibliography & use of Footnotes, Application of Computers in Social Work Research(MS-Word, MS-Excel, MS-PowerPoint)

UNIT IV

Basic Statistics: Concept, Purpose and Scope of Statistics in Social Work Research, Measures of Central Tendency: Mean, Median, Mode, Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation, Correlation: Karl Pearson & Spearman's Coefficient.

Learning Outcome: Understand the concept of research in social work and develop ability of statistical analysis.

Suggested Readings:

Argyrous, G. (2000). *Statistics for Social and Health Research: with a guide to SPSS* (London: Sage)

Babbie, Earl,(1989).*Survey Research Methods* (2nd Edn), Belmont, CA, Wadsworth

Bailey, K.D. (1982) *Methods of Social Research.* New York: The Free Press.

Becker, H. S. (2007). *Writing for Social Scientists* Chicago: University Chicago Press

Bell, J. (2010). *Doing your Research project* Buckingham, UK: Oxford University Press.

Berry, R.(2004). *The Research Project: How to Write It. London and New York:* Routledge.

Black, J.A. & Champion, D.J. (1976). *Methods and Issues in Social Research.* New York: John Wiley.

Burns, R.B. (2000). *Introduction to Research Methods.* New Delhi: Sage Publications.

Burton, S. & Steane, P. (2004). *Surviving your thesis* London: Routledge.

Clare. J., & Hamilton, H. (2003). *Writing Research: Transforming data into text* Edinburgh, Scotland: Churchill Livingstone.

Coakes, S.J., and Steed, L.G. (2001). *SPSS: Analysis without anguish: version 10.0 for Windows* (Brisbane: Wiley)

Craswell, G. (2012). *Writing for academic success* London: Sage Publications.

Gash, S. (1999). *Effective Literature Searching for Students (second edition).* Aldershot: Gower.

Goode, W.J. & Hatt, P.K. (1952). *Methods in Social Research.* New York: McGraw Hill Book Company, Inc.

Gibaldi, J. (2004). *MLA Handbook for Writers of Research Papers (sixth edition).* New York: The Modern Language Association of America.

Hart, C. (1998). *Doing a literature review: Releasing the Social Science imagination* London: Sage.

Kumar, Ranjit,(2014).*Research Methodology- A Step-by-Step Guide for Beginners,* Sage Texts

| Laldas D.K. | (2000). | *Practice of Social Research: Social Work Perspective.* New Delhi: Rawat Publications |

Manalo, E., & Trafford, J. (2004). *Thinking to thesis: a guide to graduate success at all levels* Auckland, New Zealand: Pearson Longman.

| Nicola, B., Richard | (2003) | *SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows*, Palgrave Macmillan |

Pagano, R. R. (1998). *Understanding Statistics in the Behavioral Sciences* (5th ed). Stamford, CT: Wadsworth

Pallant, J. (2001). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using SPSS for Windows* (Version 10) (Allen and Unwin)

Rawlings, J. O., Pantula, S. G., and Dickey, A. D. (1998) .*Applied Regression Analysis.* New York: Springer.

| Reid, W.J. & Smith, A.D. | (1981). | *Research in Social Work.* New York: Columbia University Press. |
| Rubin, A. & Babbie,E. | (2001). | *Research Methods for Social Work (4th Ed.).*California: Wadsworth. |

Englewood Cliffs (2001d). SPSS Base 11.0 for Windows User's Guide:, NJ:Prentice Hall.

Swales, J. M., & Feak, C. (2000). *English in today's Rsesearch world: A writing guide.* Ann Arbor: University of Michigan Press.

Swales, J. M., & Feak, C. (2004). *Academic writing for graduate students: Essential tasks and skills(2nd ed.).* Ann Arbor: University of Michigan Press.

| Selltiz, C., Wrightsman, L.S. & | (1976). | *Research Methods in Social Relations.* New York: Holt, Rinehart and Winston |

Cook, S.W.   .

Siokin, R.M.   (195   *Statistics for Social Sciences.* New Delhi: Sage
                         5).   Publications.

Tabachnick, B.G., and Fidell, L.S. (2001) *Using Multivariate Statistics*, 4th edition
(Boston: Allyn and Bacon)

Watson, G. (1987). *Writing a Thesis: a Guide to Long Essays and Dissertations*. London:
Longman.

Young, Pauline V.,(1966). *Scientific Social Survey Research* (4th Ed.) Englewood Cliffs,
NJ, Prentice Hall

Semester-III

Course 302: HUMAN RIGHTS AND SOCIAL JUSTICE

Course Objectives:

1. The course aims to impart to MSW students the general idea of different aspects of human rights and social justice and its applicability in the field of social work profession.
2. It also aims at instructing students about the basic concept, values, philosophical and historical foundations of human rights and social justice and advocacy.
3. It would teach the students about advocacy as a tool of achieving human rights and social justice.

Course Contents:

UNIT-I

Human Rights: Concept and Evolution – Meaning and Definition: Global Evolution of the Concept of Human Rights: The American Declaration of Independence 1776; Declaration of Rights of Men and Citizen 1789; Human Rights and United Nations Charter; Universal Declaration of Human Rights 1948.

UNIT-II

Major International Treaties on Human Rights- International Covenant on Civil and Political Rights 1966; International Covenant on Economic, Social and Cultural Rights 1966; International Convention on the Elimination of All Forms of Racial Discrimination,1966; The Convention on Elimination of all Forms of Discrimination against Women (CEDAW) The Convention on the Rights of the Child 1989: Universalization of Human Rights: Achievements; Current challenges to Human Rights in relation to Terrorism, communal riots, police torture and prisoners.

UNIT-III

INDIA and the Human Rights: Human Rights enshrined in Indian Constitution: Preamble of the Constitution of India, Fundamental Rights, Directives Principles of State Policy, The Protection of Human Rights Act, 1993.

UNIT-IV

Social Justice: Social Justice Need; Concept, Objectives; Social Justice and Social Work, Social Justice and Human Rights. **Advocacy:** Meaning, Forms, process and Steps; Social Advocacy; Lobbying and Advocacy for Promotion of Human Rights and Social Justice.

Suggested Readings

Agrawal, H.O., (1983) : Implementation of Human Rights Covenants with Special Reference to India (Allahabad: Kitab Mahal).

Alam Aftab, ed., (1999): Human Rights in India: Issues andChallenges (New Delhi: Raj Publications).

Awasthi S.K. & K.P. Kataria (2002) : Law Relating to Protection of Human Rights, Orient Publishing co New Delhi, Allahabad

Bajwa, G.S. and D.K. Bajwa : Human Rights in India: Implementation and Violations (New (1996)   Delhi; D.K.Publishers)

Bhagwati, P.N., (1985) : Legal Aid as Human Rights (Dharwad, Jagruk Bharat)

Bhargava, G.S. and R.M. Pal : Human Rights of Dalits: Societal Violation
  ed., (2000)   (New Delhi: Gyan Publishing House).

Dev Arjun, Indira Arjun and   : Human Rights: A Source Book, NCERT, New Delhi.
Das Supta, (1996)

 ILO (1969)   : Comparative Analysis of the InternationalCovenants on Human Rights and International Labour Conventions and Recommendations, Official Bullettin (Geneva), Vol.52, no.2, 1969, pp. 181-216.

National Council for Teacher : Human Rights and National Values: Self – Learning Module,
Education, (1996)   Vol.I-III (New Delhi).
Kaushal, Rachna, (2000) :   Women and Human Rights in India (New Delhi: Kaveri

                 Books).

Thomas, M.A., (1992) :   The Struggle for Human Rights (Bangalore: Asia Trading Corporation).
Bhatt, Umesh (2005) :   Human Rights : Achievements and Challenges

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Semester-III

Course 303: DYNAMICS OF DEVELOPMENT

Course Objectives:

1. This paper aims to acquaint students with the concept, parameters and issues of multidimensional social development.

2. Students will learn some theories and models of development.

3. This paper also focuses on the emerging concepts of sustainable human development as well as and gender and development.

4. Students shall also learn to perceive development with human rights perspective

Course Contents:

UNIT- I

Concept of Development and Social development: Concept of Development and Social Development; Meaning and Scope of 'Development', 'Social Development' and 'Inclusive Development',Development as Human Rights. Parameters of Social and Economic Development; Social, Cultural, Political and Ecological Critiques of Development,

UNIT- II

Human Development: Human Development: Meaning, Characteristics and Measurement. Major Conventions and Protocols relevant to Sustainable Development: 1985: Vienna Convention on Protection of the Ozone Layer. 1987: Our Common Future: Report of the World Commission on Environment and Development (Brundtland Report). Agenda 21.

UNIT- III

Sustainable Development: Sustainable Development and Sustainable Human Development: Concept and concerns. Sustainable Development Goals (SDG) Transforming Our World: The 2030 Agenda for Sustainable Development.

UNIT- IV

Gender and Devlopment: Gender and Development: Concepts of WID (Women in Development), WAD (Women and Development), and GAD (Gender and Development); GAD as an Analytical Tool, Gender Development Index (GDI). Approaches to Empowerment of Women; Gender Sensitive Development-Need and Pre-requisites.

Suggested Readings

Drege, Jean and : Indian Development: Selected Regional
Amartya Sen (1996)   Perspectives, Oxford University Press.

Gore, M.S. (1985)   : Social Aspects of Development, Rawat
   Publications, Jaipur.

Kulkarni, P.D. and   : Social Issues in Development, Opal
M.C. Nanavatte (1997)   Publishing House.

Srivastava, S.P.(ed.)(1998)   : The Development Debate: Critical Perspectives
   Rawat Publications, Jaipur.

Todaro, M.P. (1997)   : Economic Development in the Third World,
   Hyderabad, Orient Longman.

Das, K. Debendra   : Structural Adjustment is the Indian Economy,
(ed.) (1994)   Deep and Deep Publications, New Delhi.

Dutt, Ruddar (ed.) (2002)   : Second Generation Economic Reforms in India,
   Deep and Deep Publishers, New Delhi.

Chakravarthy,   : Development Planning : The Indian Experience,
Sukhamoy (1997)   Oxford University Press.

Dutt and Sundaram (1995)   : Indian Economy, Sultan Chand and Company
   Ltd.

Reddy, Y.Venugopal (1979)   : Multi Level Planning in India, Vikas
   Publications, New Delhi.

Bakers, Gary (1993)   : Human Development Revisited , Chicago
   University Press.

Haq, Mahbub-ul   : Poverty Curtain, Oxford University Press.

Haq, Mahmub-ul (1998)   : Reflections on Human Development, Oxford
   University Press.

Myrdal, Gunnar   (1990)   : Asian Drama, Kalyani Publication.

Course 304: POPULATION STUDIES AND ENVIRONMENT

Course Objectives :

1. To Understand the Concepts of population studies;

2. To analyze the relationship between population and development.

3. To understanding develop among the learners about the fundamentals

   of population and environment.

Course Contents:

UNIT – I

Concept of population studies and demography, scope; salient features of population; Malthusian and transition theory; sources of population data- census, registration and sample survey; demography and social work.

UNIT – II

Concepts of nuptiality, fertility, mortality, morbidity, life tables, migration, urbanization and population projection; measurement of fertility and mortality; factors affecting on fertility, mortality and migration.

UNIT – III

India's population- size, composition and distribution; population explosion; National Population Policy-2000; evolution of family welfare programme in India; methods of population control- merits and demerits, roles of social work in population education.

UNIT – IV

Concept of environment and ecology, issues, challenges and remedies; environmental hazards; environmental movements in India; Environment (Protection) Act, 1986- salient features; role of social work for protection of environment, population and environment.

Suggested Readings

बघेल, डी0एस0 तथा किरण, बघेल : 'जनांकिकी', विवेक प्रकाशन, जवाहर नगर, दिल्ली।

कुमार, वि0 : 'जनांकिकी', साहित्य भवन, आगरा।

Mishra, B.D. : 'An Introduction to the Study', South Asia Pub.Pvt.Ltd., New Delhi.

Hauser, Phillip M. and : 'The Study of Population', The University of Otis Dudley Duncan Chicago Press.

Bhende, Asha A. and Tara Kanitkar : 'Principles of Population Studies', Himalaya Publishing House.

Heer, David M. : 'Society and Population', Tata Mc Graw Hill. India.

Thampson, Worren S. : 'Population Problems', McGrawHill, NewYork.

Davis, Kingsley : 'The Population of India and Pakistan', Russell & Russell, NewYork.

Spiegelman, Mortimer (1968) : 'Introduction to Demography', Harvard University Press.

Hill, R.and J.M.Styces (et al) : 'The Family and Population Control', The University of North Caroling Press.

Hauser, P.H.(ed.) : 'Population and World Politics', The Free Press of Glencoe.

Chandrasekhar, S. : 'Population and Planned Parenthood in India', George Allen & Unwin Ltd., India.

Brass, W. : 'Biological Aspects of Demography', Taylor & Frances and Barhes & Noble.

Ishrat, Z.Hussain : 'Population Analysis and Studies', Abacus Press.

Chandrasekhar, S. : 'Population and Law in India'- Blackie & Sons. (India).

Epstein and Jackson (ed.) : 'The Paradox of Poverty', Macmillan Co.

Vig, O.P. : 'India's Population', Sterling Publishers.

Course 305(A): SOCIAL WORK PRACTICE IN MENTAL HEALTH SETTINGS

Course Objectives :

1. To Understand the Concept of Mental Health, Symptoms and causes of Mental Diseases.
2. To learn about the different types of mental disorders and care service
3. To develop knowledge and skill for the practice of social work in mental health settings.

Courses Content :

Unit – I

Concept and classification of mental health : Concept and definition of mental health, components of mental health, concept of mental illness Classification of mental disorders according to ICD – 10 and DSM –IV

Unit – II

Epidemology, acitiology, types, clinical manifestation and management of mental and behavioural disorder – Mental Health disorders in child and adolescent : disorder of psychological development, behavioural and emotional. Disorders of Adult Personality and Behaviour ; Schizophrenea, Mood disorders, Somatoform Disorders and Psychoactive substance use disorder.

Unit – III

Mental Health Care : Legislations and Programmes.

National Mental Health Programme, Mental Health Act 2017, Community Mental Health Care, and the concept of Therapeutic community.

Unit – IV

Approaches to mental Health care : changing trend in Mental Health care, Community Consciousness about Mental Health, Use of Innovative approaches, Mental Hospital as a Social System, Partial Hospitalization

Suggested Readings :

1. Bhigra, Gopinath, Vikram Patel (2005) Hand Book of Psychiatry, A South Asian Perspective, Byword viva publishers Pvt. Ltd. Mumbai.
2. Coleman and James (1996) Abnormal psychology in Modern life, D.B. Taraporevala and sons, Bombay.
3. Friedlander, W.A (1968) Introduction to Social welfare chapter 12: Social Work in medical and psychinatric setting prentice hall of India Delhi.
4. Dickeron, Marthas ford, U. (1967) Social Work Practice with mentally retarded, free press New York.
5. Kaplan Harold I. Sadock, B.J. (1989). Comprehensive Text book of psychiatry, Williams and willikins, Baltimore London
6. Kapur M. (1995), Mental Health of Indian Children, Sage Publication, New Delhi
7. Mane Purnima, Katy Gandevia (1993) ; Mental Health in India : Issues and concerns, Tata Institute of Social Sciences, Mumbai.
8. Patel Vikram (2002), Whre there is no psychiatrist, VHAI, Delhi
9. Patel V & Thara, R. (2002), Meeting the mental Health Needs of Developing Countries ; NGO Innovations in India, New Delhi, Sage Publication.
10. Sahni, A (1999) Mental Health Care in India Diagnosis, Treatment and Rehabilitation Bangalore : Indian Society of Health Administrators.
11. Rukadhikar A. Rukadhikar P. (2007) Mental Disorders and You, Miraj Psychiatric Centre.
12. Verma Ratna (1991); Psychiatric Social Work in India, New Delhi, Sage Publication.
13. WHO (2002), The ICD-10 Classification of Mental and Behavioural Disorders, Geneva.
14. WHO (1990) The Introduction of a Mental Health Component into Primary Health Care, Geneva.

Semester III

Course 305 (B):YOUTH DEVELOPMENT AND EMPOWERMENT.

Course Objectives:

1. To understand the state of youth in contemporary Indian Society.
2. To develop basic understanding regarding youth development and Empowerment.
3. To understand and develop insight regarding issues and problems related to youth in India.
4. To know the policy, programmes and services for youth welfare & development in India.

Course Contents:

UNIT-I

Youth in Indian Society: Concept and features of youth, Demographic profile of youth in India regarding health, education, employment etc. Concept of youth welfare and youth development. Needs and problems of youth in India. Emerging pattern of youth culture in contemporary Indian Society. Intergeneration conflicts, Problems of Adolescence.

UNIT-II

Youth Development And Empowerment: An Introduction: Youth Welfare **:** Concept, Need and Historical Development, Youth Development : Concept, Need and dimensions Empowerment of Youth : Need and Process, Youth movement and youth unrest.

UNIT-III

Issues and Problems of Youth: Problems of Urban, Rural Youth and Female Youth, Problems of youth in academic institutions. Exploitation of youth with reference to communalism and terrorism, Alcoholism and drug dependency among youth, Internet addition among youth in India

UNIT-IV

Policies & Programmes for development and empowerment of youth in India: National Youth Policy, Services and Programmes for youth development and empowerment in India, N.C.C, N.S.S., Nehru Yuva Kendra, Employment, Guidance and Counseling services for youth etc. Role of Civil society organization in empowerment of youth, Social Work Intervention with youth in India.

Suggested Readings

Hassan, M.K. 1981   : Prejudice in Indian Youth, Classical Publishing Company.

Sudershan Kumari 1978   : Aspuratious of Indian Youth, Chaukambha, Vns, Orientative, Delhi.

Course 305(C): PENOLOGY-PENAL CODE AND MACHINERY OF JUSTICE

Course Objective:

1. The Concept of penology.

2. Penal, Codes and procedures.

3. Reform Machinery and justice system. Course Contents:

Course Content:

UNIT-I

Concept of Penology- Meaning and Definition of penology, Features; Scope; Schools of Penology; Concept of Punishment; Types of Punishment; Theories of Punishment.

UNIT-II

Penal Codes and Procedures: Indian Penal Code- Definition; Offences against Person, Offences against Property; Offences against Reputation; Offences against Public Peace and Order. Criminal Procedure Code- Classification of Court; Classification of Criminal Cases; Survey Warrant- Baliable and Non-baliable, Cognizable and Non- Cognizable Offences, Complaint and F.I.R. Indian Evidence Act. – Relevancy, Admissibility.

UNIT-III

The Police: Meaning of Police; Police System; Functions of Police; Role of Police in Crime Prevention; Constraints and Difficulties faced by Police in India. Measures to Improve the Efficiency of Police.

UNIT-IV

The Criminal Courts and Their Role in Crime Prevention :Sessions Court- Structure & Functioning; High Court-Structure & Functioning; Juvenile Courts – Meaning, History, Organization and Jurisdiction of Juvenile Courts; Difference between Juvenile Court and Criminal Court; Role of Courts in Prevention of Crime. **Learning Outcome:** Understanding of Penology, Penal Codes procedures, Reform machinery and Justice System in order to get an insight about fundamental concepts for addressing to the Correctional Administration.

Suggested Readings

Agrawal, R.S. & : Crime and Punishment in New Perspective; Mittal, New

Sarvesh Kumar   Delhi-1986.

Gillin, J.N.   : Criminology and Penology.

Haikerwal, B.S. : Penology Old and New

Parangape, N.V. : Criminology and Penology Central law Publications, Allahabad.

Bailey, D.N.   : Police and Political Development in India.

Baxe, U.   : The Crisis of Indian Legislation.

Deb, Ram Krishna : Principles of Criminology, Criminal Law andSaran   Investigation. S.C. Sarkar. 1991.

Dutta, N.K.   : Origin and Development of Criminal justice in India, Deep and Deep, New Delhi 1990.

Kaplan, John : Criminal Justice, Foundation Press, Mineola, New York.

Khanna, H.R. : The Judicial System

Chaturvedi, T.N. & : Police Administration Indian Institute of Public

Rao, S. VenugopalAdministration, Indraprastha estate, New Delhi.

Kapoor, H.L.   : Police Investigation Law and Procedure EssEssPublication, Ansari Road, New Delhi.

Govt. of India : Base Acts, Indian Evidence Act.

Govt. of India : Base Acts, Indian Penal Code.

Govt. of India : Base Acts Code of Criminal Procedure.

Chaturvedi, Murlidhan :DandPrakariyaSanghitha Allahabad law Agency.

Course 305 (D): TRIBAL COMMUNITY DEVELOPMENT
Course Objectives:
1. To develop knowledge and understanding about tribal societies and their situation in various regions of India
2. To enable the student to understand the varies problems of tribal people. i.e. social, educational, infrastructural, health & women.
3. To enhance skills on critical review of tribal development Programmes and its Application of social work methods.
4. Review the developmental programmes and their impact on the situation of tribal population.

UNIT – I

Tribal Concept: Meaning and characteristics of tribe. various perspective – British perspective, Indian perspective, tribal own perspective. Constitutional Meaning of tribe. Tribal distribution in India, Tribal Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices.

UNIT – II

Tribal Movements in India: Santhal, Mizo, Naga, Munda, Moplah, Bodo, Jharkhand, etc. Impact of tribal movements on tribal policy: Contribution of tribal activists: BirsaMunda, Tantya Bhil, AmbarsinghMaharaj. Contribution of Tribal reformers: ThakkarBappa, Dr. B.D Sharma,Verrier Elvin, Godavari Parulekar

UNIT – III

Educational challenges-accessibility, marginalisation, migration, drop-out. Health challenges: accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia, Superstitions, addiction, isolation. Economic challenges :Land alienation, Agriculture Poverty, indebtedness, Unemployment. Infrastructural challenges: Habitat and settlement, Basic civic Amenities, Transportation & communication, Access to Forest.

UNIT- IV

United Nations Declaration of Rights of Indigenous people, National Commission on Scheduled Tribe, National Council for Tribal Welfare, TRIFED Autonomous Councils, Panchayati Raj Institutions & PESA Panchayat(Extension to Scheduled Area) Act 1996, role of Civil Society Organisations in tribal development, Forest Dwellers protection Act 2006.

Suggested Readings

• Government of India: Five year plans Kitab Mahal, New Delhi.
William, Biddle,j: 1965. The community development process- The discovery of local initiative, Holt Richards and Wington, New York,
• Bhattacharjee, J.B., 1989 .Sequences of Development in North East India, New Delhi: Omsons Publications,
• Fuchs, S., 1982. The Original Tribes at India, Delhi: McMillan and Co.,
• Sangma, M., 1981 History and Culture of the Garos, New Delhi: Book today,
• Sharmam D., 1984. Planning for Tribal Development, New Delhi: Prach Prakashan,
• Singh, K.S. 1982., Tribal Movements in India, Vol. I, Delhi: Manohar,
Gare G.M. 1974 Social Change among the tribal of western Maharastra
• Gare G.M. 1974. social change among the tribal of western Maharashtra,
• Shab. D.V. 1979. Education and social change among the tribal in India –
• Shah D.V.1979. Education and social change among Tribal in India
• Patil R.N. Shish publishing house 8181, Punjabi Bagh, New Delhi – 110028
• D.V.V. Ramona Rao – Tribal Development New Approaches Discovery publishing house New Delhi –110002 (Indian)
• R.N.Mishra. Tribal cultural and economy – Ritu publication Indian economy –
• V.K.Puri- Himalaya Punlishing House
• Tripati R.N. Ashish publishing house 8/81, Punjabi bag , New Delhi .110028.
• D.V.V.Ramana Road- Discovery publishing house New Delhi 110002. (India)
• Tribal cultural and Economy – Ritu publication R.N. Mishra .
• Indian Economy –S.K. Mishra ,V.K.puri –Himalaya publishing House .
• Social and political Envirment in India Dr. Sub hash Naik –Everest publication .
• Dynamics of tribal migration – sonali publications New Delhi-
• Man power Employment policy and Labor welfare –K. Narindar Jetly – New
• Century publication , New Delhi .
• Tribal culture Economy and health – Shahi Bairathi – Rawat publications
• Dube, S.C. ,India's Changing Villages.
• Haimendorf, Christoph von, Tribes of India;
• Hasnain, N., Tribes in India.
• Raza, Moonis and A. Ahmad, An Atlas of Tribal India .
• Sharma, Suresh, Tribal Identity and Modern World .
• Singh, K.S. , Tribal Situation in India (Indian Institute of Advanced Study)
• Singh, K.S, Tribal Society .
•
• Singh, K.S ,The Scheduled Tribes .
• Doshi S.L. : Tribal society in India.
• भट्टड राकेश, जनजातीय उद्यमिता का विकास.
• मेहता पी.सी., भारत के आदिवासी.
• नायडु पी.आर., भारत के आदिवासी विकास की समस्याएँ.
• पालोत आर.सी., राजस्थान की वनविहारी जनजातियाँ,
• Dynamics of tribal migration – Sonoli Publications New Delhi
• Man Power employment policy and Labour Welfare – K. Narindar Jetty – New Sentury
• Tribal culture economy and health shashi Bairathi – Rawat Publications

Course 305 (E): EMPLOYEE WELFARE AND TRADE UNIONISM

Course Objectives:

1. Understand the Concept, Objectives and approaches of employee welfare and trade unions.
2. Develop Working Capabilities in Dealing with Employee Welfare and Management in Industries.
3. Understand the employee welfare practices as well as the functioning of trade unions in India.

Course Contents:

UNIT-I

Employee Welfare: Concepts Meaning and Definition. Need, Scope, Principles, Approaches, Status and Role of Welfare Officer; Social Work in Industrial setting.

UNIT-II

Employee Welfare in the Current Scenario, Role of State, Employers and Trade Unions in promotion of Employee (Labour) Welfare in India; Labour enforcement Machinery at the Central and State level; Employee welfare in the current scenario. Structure functions and contribution of International labour organization (ILO). Ministry of Labour and Employment - Structure and functioning.

UNIT-III

Trade Union- Concept, Objectives, Functions and classification. Theories of Trade Unionism, Trade Union in the LPG Era. The Trade Union Act, 1926.

UNIT-IV

Indian Trade Union Movement: Origin and Growth. Trade Union and Problem of the issue of their Political Affiliation Difficulties in the way of Indian trade unionism.

Suggested Readings

Mamoria, C. B. (1983)   : 'Dynamic of Industrial Relations', Himalya Publishing House, New Delhi.

Verma, P. & S.M. (1978) : 'Trade Union in India', MacMillan Co. of India Ltd. Delhi.

Mathew, A.S. (1958)   : 'Labour policy & Industrial Relations in India Ram Prasad & Sons', Agra.

Singh, A.N. (1994)   : 'Child Labour in India: Socio-Economic & Legel Perspectives', Shipra Publications, New Delhi.

Singh, A.N. (1996)   : 'The Child Ragpickers: Socio- Economic Perspective', Shipra Publications, New Delhi.

Singh, A.N. (2001)   : 'Women Domestic Workers: Socio-Economic Perspective & Industrial Strategies', Shipra Publications, New Delhi.

Sharma, A.M.(2008)   : Understanding Wage System, Himalya Publishing House.

Semester-IV

Course 401: SOCIAL WELFARE ADMINISTRATION

Course Objectives:

1. To orient the students regarding different dimensions of Social Welfare Administration.
2. To acquaint the learners with the basics of social welfare administration.
3. To develop a critical understanding among the learners about the various issues in the realm of social welfare administration, Developmental organizations and Project management.
4. Acquire knowledge about the basic principles and processes of administration

Course Contents:

UNIT-I

Foundation of Social Welfare Administration: Social Welfare Administration: Concept, Scope, Need and Objectives, Social Welfare Administration and Related Concepts: Social-Service Administration, Social Security Administration, Public Administration. Basic Administration Process: POSDCORB

UNIT-II

Social Welfare Administration in India: Social Welfare Administration at the Central Level Structure, Roles and Functions, Jurisdiction of the central Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs; Ministry of Women and Child evelopment. Central Social Welfare Board: its jurisdiction; structure & Functioning; U.P. State Social Welfare Advisory Board. Administrative Structure, Roles and Functioning.

UNIT- III

Welfare and Development Organizations: Welfare and Development Organizations: Nature, Forms and Roles, Registration of Welfare and Development Organizations, Laws Relating to Societies, Trusts and Non-Profit Organizations. Recent Trends in Welfare Administration: Parallel structures like - USAID-SIFSA, DSACS.

UNIT- IV

Project Planning and Evaluation: Project: Meaning, Objectives, Types, Components; Coverage, Outlines and Process. Steps in Project Formulation and Reporting; Demand Forecasting and Feasibility Study; Project Execution. Project Monitoring and Evaluation-Mid-term, Ex-post; Evaluation and its importance. **Learning Outcome:** Understanding of social welfare administration in order to get an insight about service delivery system and fundamental concepts of Project and Developmental organizations.

Suggested Readings

Goel, S.L & Jain P.K. : 'Social Welfare Administration' (2 Volumes). Singh, Surendra (2012) : 'Encyclopedia of Social Work in India (5Volumes), New Delhi/Lucknow:NRBC. Sachdeva, D.R. (1999-93) : Social Welfare Administration, Kitab Mahal, Allahabad.

Koontz, H. and H. Weitrich : Essential of Management, McGraw Hill, New Delhi. (1998)

Norad   : Guide to Planning and Evaluating NGO Projects (Part II and III), Norway.

Patti, R.   : 'Social Welfare Administration in India', Prentice Hall.

Paul, Samuel   : 'Strategic Management of Development Programmes', ILO, Geneva. Sankaran, and Rodrigues   : 'Handbook for the Management of Voluntary Organizations', Alpha Publications, Madras.

Siddiqui, H.Y.(ed.)   : 'Social Work Administration-DynamicManagement & Human Relationships', Prentice Hall, New Jersey.

Chaudhary, D.Paul : 'Social Welfare Administration', Atma Ram & Sons, New Delhi. Fincham, R. and Peter   : 'Principles of Organizational Behavior', Oxford

Rhodes (2005)   University Press, New Delhi.

Luthans, Fred : 'Organizational Behavior', McGrawHill Irwin.

Awasthi&Awasthi : 'LokPrashasan', Laxmi Narayan Agrawal, (Hindi) (1992) Agra.

Fadiya, B.L. (Hindi) : 'LokPrashasan', SahityaBhawan Publication, Agra.

Dale R. (1998)   : 'Evaluation Frame Works for Development Programmes and Projects', Sage Publications Ltd.,New Delhi.

Fernando, E. S (1998) : 'Project from Problems', St. Xavier's Church, Mumbai.

Semester-IV

Course 402 : SOCIAL ACTION

Course Objectives:

1. To equip students with radical ideologies pertinent to social change
2. To enable students in designing strategies for changes in social institutions, cultural values and organizations.
3. To assist students in understanding various paradigms of social work practice.

Course Contents:

UNIT-I

Social Action: Concept, definition, objectives, characteristics, context and principles. Evolution of social action as a method of social work. Social action and social reform.

Strategies of social action: Credibility-building, Legitimization, Dramatization, Multiple strategies: advocacy, education, persuasion, facilitating actions, pressure tactics, Publicity, Introduction, Survey or study, Association, Service, Resistance, Construction Work or Community Service and Building the Climate of Change.

UNIT-II

Marxism and social work: Dialectical Materialism, Historical materialism, Class and class struggle, Contradiction between social work and Marxism; the progressive position, reproductive position, the contradictory position, the features of Marxist social work in India.

The relevance of Freirerian thoughts in social transformation.

UNIT-III

Radical Approach in Social Work: The philosophy, aims and objectives, methods. The difference between radical and Marxist social work. Radical social work in India.

Feminist Approach in Social Work. Relevance of feminist and pro-feminist thoughts in social transformation.

UNIT-IV

Social action in India: Brahmo Samaj, Satyashodhak Samaj, Satyagraha of Gandhi, The annihilator of caste: Ambedkar, The Radical Reformer: E.V. Ramaswami, The indigenous socialist: Rammanohar Lohia.Sampoorna Kranti. The Vaikom Satyagraha, 'Chetna' march in Panchmahal and Sabrakantha districts of Gujarat. Mahila Mukti Morcha – Dalli, Narmada Bachao Andolan. Feminist movements, Anna Hazare movement against corruption.

References:

1. Britto, Gabriel A.A. (1984), "Some Principles of Social Action" in H.Y. Siddiqui (Ed.) Social Work and Social Action, Harnam Publications, Delhi
2. Das Gupta, Sugata, (1987), "Social Action" in Encyclopaedia of Social Work in India, Vol. 3, Publications Division, Delhi.
3. Desai, Armaity S. (1984), "Social Action and the Social Work" in H.Y. Siddiqui (Ed.) Social Work and Social Action, Harnam Publications, Delhi.
4. Freire, Paulo (1972), Pedagogy of the Oppressed, Penquin, Middlesex.
5. Guha, Ramchandra (2012), Makers of Modern India, Penguin Books, New Delhi.
6. Khinduka, S.K. and Bernad J. Coughlin (1975), "A Conceptualisation of Social Action", Social Service Review, 49 No. 1, March, 1975.
7. Kumar H. (1995), Theories in Social Work Practice, Friends Publication (India), Delhi.
8. Kushwaha, M. (2017), Gender Issues in Education, Ganga Saran & Grand Sons, Varanasi.
9. Paull, Joseph E., (1971), "Social Action for a Different Decade", Social Service Reivew, 45, No. 1, March 1971.
10. Siddiqui,H Y (Ed.) (1984), Social Work and Social Action, Harnam Publications, Delhi

Semester-IV

Course 403: SOCIAL POLICY AND PLANNING

Course Objectives:

1. To orient the students regarding different dimensions of social policy and social planning.

2. To develop a critical understanding among the learners about the various relevant Issues in the realm of social policy, planning.

3. To develop amongst the learners an understanding of the scope and modes of social work intervention in policy formulation and the planning process at different levels.

Course Contents:

UNIT – I

Social Policy: Conceptual Frame Work: Social Policy: Concept, Objective, Types, Scope, Sources of Social Policy: Indian Constitution- Directive Principles of the State Policy, Fundamental Rights , Public Opinion, Legal Provision, Court Direction, Evaluation Reports, Five Year Plan

UNIT - II

Approaches and Models of Social Policy: Major Social Welfare Policy: National Policy on Education (1968, 1986, 1992), National Policy on Housing (1987,2007), National Policy for Persons with Disability (2006), National Environmental Policy (2004), Policy Commission**:** Its Structure and Functions

Unit – III

Social Planning : Conceptual Frame Work: Social Planning: Concept, Objective, Types, Scope, Demerits, Functions, Principles, Planning as an Instrument of Social Policy, Interrelationship between Social and Economic Planning

UNIT – IV

Social Policy, Planning and Social Work: Role of Social Work Profession in Social policy and Planning**:** Formulation, Implementation, Monitoring, Evaluations, Overview of the basic structure of Indian Political: legislature, Judiciary and Executive, Governance Issue: Transparency, Efficiency, Accountability and Indicators of Good Governance, Learning Outcome**:** Understanding about the social policy and planning in the formulation, implementation, evaluation and role of social work profession in the level of governance

Suggested Reading:

Hudson, J & Lowe, S. (2007): Understand the Policy Process,Rawat Publications, NewDelhi

Denny David (1998): Social Policy and Social Work,Clarendon Press, Oxford

Williams, F.(1989): Social Policy: A Critical Introduction. Polity Press, Cambridge

Peter, L. (1997): Making Social Policy, Open University Press, Buckingham

Drake, R.F. (2001) The Principles of Social Policy, Palgrave, New York

Weimer. D.L. & Vining, A.R. (1994): Policy Analysis: Concepts and Practice. Prentice Hall,New Jersey

Ahmad Shamshad and Nafees Ansari (2005): Planning commission : Fifty Five Years of Planned Development and Social Sector, Indian Journal of Public Administration, Vol LL 03, July-Sept 2005

Chaturvedi T. N. (1984): Planning and Its Implementation, Indian Institution of Public Administration, New Delhi.

Eyden Joan (1969) :Social Policy in India, Broadway House, London

Gokhale S.D. (1979):Integrated Social Policy in India: New Development of Policy and Planning, Rawat Publications, Delhi.

Jecob K. K (1989): Social Policy in India, ASSWI, Himanshu Publications, Udaipur.

Kabra Kamal Nayan (2004) :Development Planning In India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi

Govt. of India(1982):The State of India's Environment Report', Centre for Science and Environment, New Delhi

John Rau and David Wooten(1980): Environmental Impact Analysis handbook, McGraw Hill Book Company, New York

Kuchhal, S. C.(1979) : The Industrial Economy of India, Allahabad

Mathur, K. (1996): Development Policy and Administration,Sage Publications ,New Delhi

Bakshi, P.M. (1999): The Constitution of India, Universal law Publishing Co. Pvt. Ltd,Delhi

Chakravarty, S. (1987): Development Planning: An Indian Experience. Clarendon Press ,Oxford

Smith, G. (1980): Social Need: Policy, Practice and Research, Routledge,London

Dubois, B. & Miley, K.K. (2002): Social Work: An Empowering Profession,Allyn and Bacon, London

सिंह सुरेन्द्र, मिश्र पी.डी., सिंह ए.एन. (2006)ः भारत में सामाजिक नीति, नियोजन एवं विकास, देवा पब्लिकेशन्स, लखनऊ।

सचदेव, डी.आर. (2006) : भारत में समाज कल्याण प्रशासन, किताब महल प्रकाशक, इलाहाबाद।

<center>**Semester – IV**</center>

Course 404 : Health, Disability Issues and Rehabilitation Measures

Course Objectives:

1. To understand the concept of health and illness.
2. To Learn the disability, its types and causes;
3. To aware the problems of the disabled and
4. To Learn how to apply social work methods in rehabilitation of the differently able.

Course Contents:

<center>**Unit - I**</center>

Health and Illness : illness Meaning, causes and effects on quality of life., Health meaning and definition. Health Education: Meaning, methods and the problems.Concepts of public health and mental health. Concept of impairment, handicap and differently able, Disability : classification, causes and coping methods.

<center>**Unit- II**</center>

Types of Disability :

Visual Disability – Concept, and educational Problems Speech and Hearing disability – concept, causes, and extent of the problem ; Orthopedic Disability Meaning, characteristics, causes and extent the Problem ; Mental Disability – Concept; Characteristics and problems

<center>**Unit – III**</center>

Social Response to Disability : Social Attitudes towards Persons With Disability (PWD): Discrimination and Social Exclusion; Rights and Acts related to disabled : RCI Act, PWD Act and National Trust Act.

<center>**Unit – IV**</center>

Institutional Services and Rehabilitation : Special Services and Technical Skills required for the Disabled. Welfare policies and programmes for the differently able. Community Participation, and Coping Methods, Rehabilitation and Social Work Intervention.

Suggested Readings

Batra, Sushma (1981)   : Social Integration of the Blind; Concept Publishing Co. New Delhi.

Ram Mani (1988)   : Physicla Handicapped in India; Ashish Publishing house, New Delhi.

Singh A.N. (2007)   : Enabling the Differently Able; Shipra Publications, New Dehli.

Wadia A.R. (1963)   : Handicapped Child; Tata Institute of Social Sciences, Bombay.

Mukharji M.M (e.d.)   : Problems of Disabled People, Associated Publishers, Ambala, India.

More, G. (1977)   : Teaching & Handicapped Child to Dress, Spastic Society, London.

Course 405 (A): PSYCHIATRIC SOCIAL WORK-THEORY AND PRACTICE

Course Objectives:

1. To trace the historical development of psychiatric social work in India and aborad;
2. To learn to apply the methods of social work in psychiatric setting;
3. To acquire knowledge and skill in rehabilitation of mental patients.

Course Contents:

Unit-I

History of Psychiatric Social Work: Historical Development of Psychiatric Social Work in UK & USA; Historical Development of Psychiatric Social Work in India.

Unit-II

Psychiatric Social Work- Meaning and Definition; objectives; Scope; Limitations; Process study, Analysis Diagnosis and Treatment Process in Psychiatric Social Work; Social Case Work; Group Work and Family Therapy in Psychiatric Setting.

Unit-III

The Psychiatric Patient and Social Work: Concept of Psychiatric Patient, their family and community; Property rights of Certified Mental Patients; Rehabilitation and Support Programme for Mental Patients: Role of Psychiatric Social Work in Execution of the in Community Mental Health Programmes.

Unit-IV

Role of Psychiatric Social Worker: Psychiatric Social Work as a Field of Social Work in India; Role of Psychiatric Social Workers in Different Settings i.e., Psychiatric OPDs;

Government and Gen. Hospitals; Child Guidance Clinics; Epilepsy Clinics and Geriatric Clinics, etc.

Suggested Readings

Callucutt, J.W. (1983)   : Social Work and Mental Health, New York: The free press

Lecca, P.J. (eds).

Ahuja, Niraj & Jyapee   : A short textbook of Psychiatry, Medical Publishers

Brothers (2002)   (p) Ltd, New Delhi.

Mane Purnima &   : Mental Health in India Issues and Concerns ,

Y.Gandevia Katy (1993)   Tata Institute of Social Sciences, Bombay.

Feld, Harry Gottes (1979)   : Abnormal Psychology- Community Mental Health

Perspective , Library of Congress, London.

Weinburg, S. Kirson (1952)   : Society and Personality Disorders, prentice Hall Inc.

Course 405(B) WOMEN AND EMPOWERMENT

Objectives:

1. Develop basic understanding of the concept of women welfare and empowerment.
2. Understand constitutional and legal safeguards available to women.
3. Gain an overview of the agencies where women form the major client group

Course Contents:

UNIT- I

Women Welfare & Empowerment: Women Empowerment: Concept and Dimensions, Paradigm shift from Welfare to Right based approach, Status of women in India: Retrospect & Prospect, Factors affecting status of women in India, Indicators of women's position: Demographic profile related to education, health, employment and political participation, Problems of women in Indian Context: Violence, Female Foeticide, Dowry, Unmarried Motherhood, Widowhood, Destitution, Aging, Problems of working women

UNIT-II

Legislative Provisions: Constitutional safeguards for women in India, Special laws for protection of women: Dowry Prohibition Act, 1961; Medical Termination of Pregnancy Act, 1971; Indecent Representation of Women(Prohibition)Act,1986; The Protection of Women from Domestic Violence Act, 2005; The Pre-Conception & Pre-Natal Diagnostic Techniques(Regulation and Prevention of Misuse) Act, 1994; The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal)Act,2013

UNIT-III

Policies and Programmes: Women Empowerment Policy, 2001, Programmes: Beti Bachao, Beti Padhao Scheme, One Stop Centre Scheme, Women Helpline Scheme, UJJAWALA: A Comprehensive Scheme for prevention of trafficking and rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation, Working Women Hostel, SWADHAR GRAH, Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG) or SABLA, NIRBHAYA, Indira Gandhi

Matritva Sahyog Yojana, Support to Training and Employment Programme for women(STEP), Gender Budgeting Scheme

UNIT-IV

Institutional Interventions: National and State Commissions for Women, Role of Family Counselling Centres and Family Court, Civil Society Initiatives: All India Women's Conference, Kasturba Gandhi National Memorial Trust, SEWA, Mahila Samakhya, Social Work Interventions for Women Empowerment,

Learning Outcome:

Familiarize with the concept of women empowerment and gain insight into the legislative provisions, policies, programmes and role of social work in empowering women.

Suggested Readings

Seth, Mira(2002).*Women & Development – The Indian Experience,* Sage Publications

Awasthi, Alka, A.K.Srivastava (2000)(ed.). *Modernity, Feminism and Women Empowerment*, Rawat Publications

Sharma, Anita (1990).*Modernization and Status of Working Women in India, South Asia Books*

Marjoria Agosin (2003).*Women, Gender and Human Rights: A Global Perspective*, Rutgers University Press, New Jersey

Wilson, Elizabeth.(1977).*Women and the Welfare State, Tavistock Publications*

Mehra Repha, K. Saradamoni(ed.)(1983). *Women & Rural Transformation,* ICSSR, CWDS

Mazumdar, Vina & Bela Rani Sharma(1997). *Women: Marriage, Family, Violence & Dowry*, Mangal Deep Publications

Vibhuti Patel (2002). *Women's Challenges of the New Millennium*, Gyan Publishing House

Arya, Sadhana & Roy, Anupama (Eds).(2007). *Poverty, Gender and Migration*, Sage, New Delhi

Desai, N. And Krishanaraj, M.(1987) *Women and Society in India,* Ajanta Publishers, Delhi

Dubey, Leela & Palkiwala, J. (Eds.),(1990). *Structure and Strategies: Women, Work and Family*, Sage Publication, New Delhi.

Govt. Of India, Report of the Committee on the *Status of Women in India-"Towards Equality"*, Ministry of Education and Welfare, 1974.

Shram Shakti Report

Chatra, Kalbugh(1991).*Women and Development*, Vol I to VI, Discovery Publishing House, New Delhi

Srivastava, Sushma(). *Women Empowerment*, Commonwealth Publishers, New Delhi

Verma, R.B.S., H.S Verma and Nadeem Hasnain(2009). *Study of Women's Problematic in India*, Serials Publications, New Delhi

Verma, R.B.S., H.S Verma and Nadeem Hasnain(2007). Towards Empowering Indian Women-Mapping Specifics of Tasks in Crucial Sectors, Motilal Banarsidass Publishers Private Ltd., New Delhi

Kalyani, Menon Sen, A.K.Shiv Kumar(2001). *Women in India- How Free? How Equal?* Report Commissioned by the Office of Resident Coordinator in India, U.N.

Purushottam, S.(1998).*The Empowerment of Women in India- Grass Roots Women's Networks and the State*, Sage Publications, New Delhi.

Krishna, S. (Ed.)(2004). *Livelihood and Gender,* Sage Publication, New Delhi

De, Utpal Kumar, Bhola Nath Ghosh(2004). *Issues on Empowerment of Women*, Mohit publication, New Delhi.

Ganesamurthy, V.S.(Ed.)(2008). *Empowerment of Women in India-Social, Economic and Political*, New Century Publications, New Delhi

Unit for Family Studies(Ed.)(1991). *Research on Families with Problems in India- Issues and Implications, Vol.I&II*, Tata Institute of Social Sciences, Bombay

Semester - IV

Course 405 (C): ADMINISTRATION OF CORRECTIONAL SERVICES

Objectives:

1. To develop an understanding of the concept and philosophy of administration of Correctional services.
2. To develop practice skills in prevention, correction and rehabilitation work in social defence.
3. To understand the philosophy, approaches and relevance of community based programmes of social defence.

Course Contents:

UNIT – I

Correctional Administration: Meaning, Objectives & Scope, Problems of Correctional Administration in India Legal Provisions, Probation and Parole.Their principle and practice in India. Role of Probation workers in relation to policy, Courts Provisions Institution, community and the clients (scope for social work practice)

UNIT – II

The Problems and Associated Legislation: The Problems of release and pre-release preparation.Problems of convicts and their family. Problems of Juvenile delinquency, Child-Abuse and Child labour & youth deviancy. Juvenile Justice Act as amended in 2006. Child labour Act. Immoral Traffic Prevention Act (ITPA in brief).

UNIT – III

Institutional Correctional Services : Prisons, Remand Homes, Observation Homes, Special Schools, Beggar Homes. De addiction Centres. Role of social worker in institutions for providing co-ordinated and holistic services.

UNIT – IV

De-Institutionalization of Corrections: non-institutional services. Adoption, foster care, family Counselling, Crisis intervention centres, Aftercare, rehabilitation and reintegration of offenders. Role of Social worker in non-institutional and aftercare services and programmes. Promoting communication – participation in correctional services.

Course 405 (D): URBAN COMMUNITY DEVELOPMENT

Course Objectives:

1. To understand changing patterns of urban community and urbanization process in recenttimes.
2. To understand the ecological and developmental issues and their implications on urbancommunity.
3. To understand the structure and functions of urban administrative bodies.

Course Contents:

Unit-I

Urban Community and Urbanization: Urban Community- Concept and Features; Distinction between Urban and Rural Communities; Urbanization-Concept and Characteristics; Causes and Consequences of Urbanization. Theories of Urbanization:LouisWirth-Urbanism as a Way of Life, Harvey and Castells - Urbanism and Created Environment. Indian sociologists- M.S.A.Rao and Ashish Bose.

Unit-II

Urban Settling Patterns:Characteristics of Town, City and Metropolis, Suburbs, Satellite Town and Hinterland. Slum: Definition, Characteristics Causes, Issues of Slum Dwellers.

Unit-III

Urban Administration: Urban Development Policies and Programmes in India; 74th Constitutional Amendment;powers and functions in 12th schedule. JNNURM, Urban Basic services (UBS) and its components. Housing and Urban Development Corporation (HUDCO),DUDA, SUDA and United Nations Centre for Human Settlement (UNCHS).

Unit-IV

Urban Community Development: Concept; Objectives; Historical Background; Approaches; Principles;Process and Methods of Urban Community Development.

Participatory approaches and application of relevant social work methods for urban community development.

Learning Outcomes:

Gain knowledge to address the issues and challenges of urban community development and with understanding of relevant theories.

Suggested Reading

1. Bhargava, G. 1981 Urban Problems and Policy Perspectives. New Delhi: Abhinav Publishers.

2. Chaubey, P.K. 2004 Urban Local Bodies in India. New Delhi: Indian Institute of Public Administration

3. De Souza, A.(ed.) 1988 Urban Growth and Urban Planning. Political Context and People's Priorities. New Delhi: Indian Social Institute.

4. Kasambi, M. 1994 Urbanization and Urban Development in India. New Delhi: ICSSR

5. Kundu, A. 1993 In the Name of Urban Poor. New Delhi: Sage Publications.

6. Kundu, A. 2000 Inequality Mobility and Urbanisation. New Delhi: Indian council of Societal Science Research and Manak.

7. Mishra, G.K. &Narain, K. (ed.) 1989 Development Programmes for Urban Poor. New Delhi: Indian Institute of Public Administration.

8. Nagpal, H. 1994 Modernization and Urbanisation in India .Jaipur: Rawat Publications.

9. Pernia, E.M. (ed.) 1994 Urban Poverty in Asia. Hong Kong: Oxford University Press.

10. Roy, P. & Das Gupta, S. 1995 Urbanisation and Slums. New Delhi: Har-Anand Publications.

11. Sandhu, R.S.(ed.) 2003 Urbanisation in India: Sociological Contribution. New Delhi: Sage Publications.

12. Sharma, K. 2001 Rediscovering Dharavi. New Delhi: Penguin

13. Thakur, B. (ed.) 2005 Urban and Regional Development in India: Vol I New Delhi: Concept Publishing Company.

Course 405 (E): Organizational Behavior and Industrial Relations

Course Objectives:

1. To Understand the Concept of Industrial Relations and organizational Behavior.

2. To know how disputes are settled in industries;

3. To develop understanding of behavior patterns in the organizations;

4. To learn different approaches of human relations.

Course Contents:

UNIT-I

Concept of Organization: Theories of organization - classical, bureaucratic, system and contingency theory; Meaning of Organizational Behaviour, organizational process – communication, decision making.

UNIT - II

Human Relations in Industries, Different Approaches to Human Relations - contribution of Elton Mayo, Rensis Likert, Douglas Mc-Gregor, Tovistock institute.

Unit - III

Concept of Industrial Relations: Concepts, Objectives Scope, Govt. Policy of Industrial Relations; Recent Trends in IR; Industrial Disputes - meaning, causes and effects; strike and lockout, gherao; lay-off and retrenchment; closure and termination of service.

UNIT – IV

Approaches to Industrial Relations: Gandhian and Systems Approaches to IR; workers participation in management-meaning; Methods; process; code of discipline and code of conduct; Bi-partite Approach to IR; tripartite approach to industrial relations - arbitration, conciliation and adjudication.

Suggested Readings

Davar, R.S. : 'Personnel Management and Industrial Relations', Vikash Publishing.

Mamoria C.B. & : 'Personnel Management', Himalaya Publishing
S.V. Gankar (2007) House, Mumbai.

Yaney, J.P. (1975) : ' Personnel Management', Charles E. Meroill Publishing Company', Columbus, Ohio.

Tripathi, P.C. (2009) : ' Human Resource Development', Sultan Chand & Sons, New Delhi.

शर्मा, प्रभुदत्त एवं हरिशचन्द्र शर्मा : 'लोक प्रशासनः सिद्धान्त एवं व्यवहार', कालेज बुक डिपो, जबलपुर।

भाम्भरी, चन्द्र प्रकाश : 'लोक प्रशासन–सिद्धान्त तथा व्यवहार', जय प्रकाशनाथ एण्ड कम्पनी।

अवस्थी, अमरेश्वर एवं : 'लोक प्रशासन', लक्ष्मी नारायण अग्रवाल, आगरा।
श्री राम माहेश्वरी (1992)

मामोरिया एवं मामेरिया (2007) : 'सेविवर्ग प्रबन्ध एवं औद्योगिक संबन्ध', साहित्य भवन पब्लिकेशन, आगरा।

पाठक, आर.सी. ;2006द्ध : 'श्रम समस्याऍ एवं श्रम कल्याण', विजय प्रकाषन, मन्दिर।

Sinha,G.P.and P.R.N.Sinha : 'Industrial Relations and Labour Legislations',
(1977) Oxford and IBH Publishing Co., New Delhi.

N.R. sheth (ed.) (1982) : 'Industrial Sociology in India', Allied Publishers Private Ltd.Delhi.

Galenson, Walter (ed.) : 'Labour and Economic Development', John
(1959) Wiley & Sons, New York.

Miller, G.W. (1951) : 'Problems of Labour', The Macmillan Company, New York.

Dayal, Sahab (1980) : 'Industrial Relations System', Sterling Publishers Pvt. Ltd. New Delhi.

Singh, A.N. (2010) : 'Child Labour in India-Socio-Economic Perspective', Shipra, New Delhi.

Mishra, S.N. : 'Labour and Industrial Law', Allahabad: Law Agency.

Monappa, Arun (1988) : 'Industrial Relations', Tata McGraw Hill 'Publishing Company Ltd.', New Delhi.

Tripathi, P.C. (1978)   : 'Personnel Management & Industrial Relations',

Sultan Chand & Sons, New Delhi.

Pepall, L., Dan Richards   : 'Industrial Organization', Blackwell &

George Norman   Publishing Malden, USA.

भगोलीवाल और भगोलीवाल (1986)   : 'श्रम अर्थशास्त्र एवं औद्योगिक संबंध', साहित्य भवन, आगरा।

Fincham, R. & Peter (2005)   : 'Principles of Organizational Behavior', OUP, Rhodes

New Delhi.

Yoder, Dale (1958)   : 'Personnel Management and Industrial

Relations', Prentice Hall, USA.

Reynolds, L.G. (1949)   : 'Labour Economics and Labour Relations',

Prentice Hall, New Jersey.

Indian Law Institute (2007)   : (i) Labour Law and Labour Relations, I.L.I.,

New Delhi.

(ii) Labour Adjudication in India, I.L.I., New

Delhi.

Fred Luthans & Robert Krietner : 'Organizational Behavior & Modification'

Keith Davis   : 'Evolving Model of organizational Behavior'.

FIELD WORK PRACTICUM

Classroom courses provide the information base, theoretical knowledge and understanding in all the foundation areas. However, this is not enough to develop competence in social work practice, because 'knowing' does not automatically result in the ability to 'do' or to 'feel', which are essential for professional development. Field instruction is learning-by-doing aspect of social work education and an integral part of the total curriculum. Field work plays a pivotal role and provides the experimental basis for the student's academic programme. It offers a protective environment within which students are given an opportunity to develop a coherent framework for social work practice by integrating and reinforcing the knowledge acquired in the classroom with actual practice. It enables students to acquire and test relevant practice skills.

A key feature of field instruction is the **QUALITY SUPPORT AND SUPERVISION** provided to students by highly competent FIELD WORK SUPERVISORS which comprises faculty members of Department of Social Work, MGKVP and a member from respective field work agencies having masters' degree in social work. Field instruction is specific, properly planned and sequenced by FWSs which is provided through weekly individual and group conferences (ICs and GCs).

BROAD OBJECTIVES OF FIELD WORK:

1. To offer purposeful learning experience to students through interaction with life situationsunder supervisory guidance; it contributes to professional growth in terms of knowledge, skills and attitudes.
2. To foster attitudes in students towards professional self-development, increasing self-awareness, appreciation of both capacities and limitations.
3. To develop in students the required skills in helping the needy through organizational work and use of social work methods.
4. To enable students to develop and enhance capacity to relate theory to practice, and also to relate experience to theory.

Semester-1

Course 106 - Field Work Practicum I: *In Ist and 2nd semesters a generalist model is followed which emphasizes the core or common denominator of values, knowledge and intervention skills that underpins all social work practice.*

Objectives:
1. To develop a holistic view of social work with special emphasis on agency's role in human services
2. To understand the agency as an organization; its structure, functions, activities and sources of funding.
3. To understand and make a commitment to basic humanistic values and principles of social work practice in a secular democratic society.
4. To develop an understanding of the application of the methods of social work practice in the field.
5. To develop practice skills appropriate to each phase of theproblem solvingprocess and apply them in direct service.
6. To develop an understanding of the problem and opportunities in working with diverse population.
7. To develop the self-awareness necessary to asses one's own values, attitudes, feelings, strengths, limitations and interests and performance.
8. To develop the readiness to seek and accept help from Field Work Supervisors and others, and from professional and scientific literature for self-improvement.

Components:

1. **Orientation Programme**
2. **Concurrent field work**

1. Orientation Programme:
In the beginning of the course students come from a variety of educational streams of disciplines, therefore the first week after the admission is devoted to orientation. The Orientation Programme is aimed at providing appropriate direction to professional learning of social work. Special lectures of senior faculty members, lectures of persons from various governmental and non-governmental agencies and institutional visits are organized to prepare students for social work study and practice. Institutional visits provide students an exposure and orientation to ongoing services by different organizations and individuals in response to societal needs. Students also get acquainted with the structure, functioning and staffing pattern and activities of the organizations.

2. Concurrent Field Work:

The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities with keepingin mind the agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to understandthe situation of the individual client and social systems in order to equip himself/herself for social case work intervention.

Tasks:
    i.   Establish contact and develop rapport with the agency personnel and/or community people.
   ii.   Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
  iii.   Continuous self-assessment of field work experiences.
  iv.   Case study preparation and presentation

Learning Outcomes: Conceptual understanding of case work application and preparation of case studies, understanding of human behavior. Each student should get exposed to the practice of Social Case Work with the guidance of the supervisors and submit the record of each session.

Semester II

Course 206 – Field Work Practicum II

General Objectives:

1. To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes

2. To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields

3. To develop documentation skills

4. To develop skills in identifying and utilizing community resources, both at Government and private levels

5. To develop the ability to work as a team

6. To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems

To enable to make conscious application of professional values, ethics and principles

Components:

1. **Concurrent field work**
2. **Study tour**

1. **Concurrent Field Work:**

The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill certain requirements

2. **Study Tour:**

The aim of study tour is to provide an exposure for the students to other Schools of Social Work and well-known organizations (common and specialization based) involved in the practice of social work in other states of India. The Place and the days shall be decided by the Head of the department in consultation with the field work directorate. The students are expected to observe the activities and pattern of functioning of those organizations in different socio-cultural settings. A detailed report of the study tour has to be submitted to the department immediately after the study tour.

Duration: 8 to 10 Days

Learning Outcome:
Developingthe ability to fulfill the objectives and perform assigned task in order to imbibe core competencies required for an efficient social work practitioner.

Note: The field work agency and/or community of the students will remain the same for first and second consecutive semesters of a year.

Semester III

Course 306– Field Work Practicum III

Components:
1. **Concurrent Field Work (based on Specializations)**
2. **Rural Camp (One Week)**
1.**Concurrent Field Work:**

The broad aim of concurrent field work in the 3rd semesteris to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill requirements according to specialized skills acquired throughclass room learning of their specializations i.e.Medical and Psychiatric Social work, Family and Child Welfare, Human Resource Management, Community Development and Correctional Administration and Criminal Behaviour.

Objectives of specialized concurrent field work are based on specializations respectively. Students are expected to learn the application of social work methods,principles, approaches, skills, toolsand techniques with respect to their specializations.

2. Rural Camp: (One Week)

Objectives:

1. To develop an understanding of the rural social structures and cultural processes of groups and communities experiencing problems.
2. To build up the capacity to analyze relevant policies, plans and the quality of implementation in with regard to problems faced by the group in the community.
3. To acquire skills to organize activities in the community to promote community participation in solving their problems.
4. Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and mutual responsibility.
5. To acquire skills in planning, organizing, implementing and evaluating the camp.

Tasks:

1. Learning to conduct PRA in the community for assessment of socio-economic and cultural conditions of the community.
2. Assist the agency and/or the community in planning and implementing the community development strategies.
3. Make use of advocacy for the betterment of the individuals and groups in the community.
4. Mobilize resources, raise funds and develop network with other institutions/organizations working in the neighboring area.

Learning Outcome: Developing the ability to fulfill the objectives and perform assigned task in order to imbibe core competencies required for an efficient specialized social work practitioner.

Semester IV

Course 406 – Field Work Practicum IV
Components:
1. **Concurrent Field Work (based on specializations)**

The broad aim of concurrent field work in the 4th semester is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill requirements according to specialized skills acquired through class room learning of their specializations i.e. Medical and Psychiatric Social work, Family and Child Welfare, Human Resource Management, Community Development and Correctional Administration and Criminal Behaviour.

Objectives of specialized concurrent field work are based on specializations respectively. Students are expected to learn the application of social work methods, principles, approaches, skills, tools and techniques with respect to their specializations.

Learning Outcome:
Developing the ability to fulfill the objectives and perform assigned task in order to imbibe core competencies required for an efficient specialized social work practitioner.

Note: The field work agency and/or community of the students will remain the same for third and fourth consecutive semesters of a year.

Course 408 Block Field Work:

Block Placement / Internship: (After IV Semester Examination) : 2 Months / 8 Weeks

After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 8 WEEKS for a full- time work in an approved agency or project located out of the Varanasi district. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, the agency supervisor sends a report about the performance of the student to the department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.

Objectives:

1. Develop enhanced practice skill and integrate learning
2. Develop greater understanding of reality situations through involvement in day to day work
3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme
4. Enhance awareness of self in the role of a Professional Social Worker

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