

Savitribai Phule Pune University

सावित्रीबाई फुले पुणे विद्यापीठ



SAVITRIBAI PHULE PUNEUNIVERSITY

RECOGNISED AND APPROVED

M.S.W.

MASTER OF SOCIAL WORK PROGRAMME

(SEMESTER: I to IV)

REVISED SYLLABUS

Credit Based, Choice Based, Continuous Assessment Pattern Education System

(Regulations, Scheme of Examination and Course Content)

(w.e.f. Academic Year 2015, Updated in 2017)

As per UGC, SPPU Manuals & Guidelines

**MSW Programme of Savitribai Phule Pune University offered by Post-Graduate Department,
Affiliated & Recognized Centers, Institutes and Colleges**

Credit Based, Choice Based, Continuous Assessment Pattern Education System (Regulations,
Scheme of Examination and Course Content)

w.e.f. Academic Year – 2015, updated in 2017

1. Introduction: The degree of Master of Social Work is a Professional Post-Graduate degree in Social Work. It is a recognized qualification for positions of Human resource personnel, Welfare Officers in Governmental, Industrial and Non-Governmental Sectors for positions of ICDS Supervisors, CDPO's, Social Welfare Officers, Probation Officers in Child Development and adult correctional organizations, Human Resource Development in Industrial sectors, Social Development, Rural and Tribal Welfare and Development, Rural and Urban Community Development, Women's development and empowerment, Counsellors in Family Courts and Counselling centers, Medical and Psychiatric Social Workers in Hospitals, Social Defense, Social Work Research. Trained graduates after the course can get opportunities to hold responsible positions in International Organizations like UNO, UNICEF, ILO, WHO and CSR projects of corporates, Research and Training Organizations, as Social Work Educators in Universities and Schools of Social Work. The Master's degree programme equips trainees to work as agents of change from grassroots up to policy levels.

2. MSW -Master of Social Work - Course Curriculum Pattern: Semester-wise and choice based pattern to be implemented w. e. f.-June-July 2015

2.1. **Eligibility:** SPPU university rules are applicable. Graduates of any University recognized by the University of Pune are eligible to apply for the MSW degree programme.

2.2. **Medium of Instruction:** The medium of Instruction shall be **English**. However, S. P. Pune University, permits students to write examination answer books in **Marathi**.

2.3. **Total Semester and Courses –** Total Semesters - 4. Total Courses -16 / 17. Spread over 4 Terms, and 4 / 5 courses per semester. If research is opted 16 courses and 1 research project and if not opted then 17 courses and 1- term paper, or as per the available options, offered by the recognized centers.

2.4. **Generic Foundation, Compulsory, Core Domain, Specialization/ Elective and Optional / Choice based courses:** Considering the availability of faculty, expertise, strengths and resources, each affiliated center-Institutes/Colleges/ Schools will have choice and full discretion of offering courses and optional courses, wherever options and/or choices are available, and within the given framework and structure of the curriculum.

2.5. **Minimum Intake for Specialization / Elective/ Optional/ Choice Based Courses:** Each center will have choice and full discretion to offer any one/ select or all Specialization/s/ Elective/ Optional/ Choice Based Courses. However minimum intake for each Elective/ Specialization/ Optional Subject/ Choice Based Paper should be 10 and for self -study/ optional papers minimum 5 students.

2.6. Core structure of MSW Course:

Sr. No.	Courses	Type of Courses	Number of courses
1	Foundation Courses	Generic – optional	2 - out of 3
2	Core Domain Courses	Generic – compulsory	1
3	Core Domain courses	Generic - optional	1 - out of 4
4	Method Courses	Generic –compulsory	4
5	Elective Courses	Elective -compulsory Elective - optional (Centre can decide courses to be offered)	4 2
6	Optional Courses	Optional : offered at 3 rd and 4 th Semester	2 out of many and also in lieu of research
7	Optional Courses	Optional : 3 rd Semester	1- Term paper and 1- Out of optional
		Total Courses	16 or 17 or 18

2.7. MSW Course Structure & Outline

No.	Theory/ Field Work	Marks	Credits
1	Theory papers 4 per semester x 4 Total 16 (3 Credit) x 100 Marks	1600	48
2	Filed Practicum (Field Work) (Marks 150 x Semester 4) Concurrent or Continuous Block Field Work or combined (15 Clock Hrs per week/ and or Minimum 250Hrs per semester x 4 = 1000 Hrs.)	600	24
3	Research Project (Dissertation) (to be submitted in IV semester) OR Optional Subject & Term paper	200	06
4	Viva- voce (Semester II and IV) 50 marks x 2	100	04
	Total Marks	2500	82

2.8. MSW Course Framework

No	Courses	Type of Courses, Choice & Option	Marks	Credits
Semester - I				
1	Foundation Courses: (Any Two) G-1. Sociology for Social Work G-2. Psychology for Social Work G-3. Economics and Political Science for Social Work	G-FC : Generic Foundation Course Any TWO out of Three (GFC- 1 or 2 or 3)	200	6
2				
3				
4	G-4. Social Work :History and Ideologies	GC: Generic Compulsory Core Domain Course	100	3
5	G-5. Method Course: Working with the Individuals (Social Case Work)	GC: Generic Compulsory Method Course	100	3
FW-1	Field Practicum (Field Work)	Compulsory	150	6
		Total	550	18
Semester –II				
6	G- 6. Method Course : Working with Groups (Social Group Work)	GCM: Generic Compulsory Method Course	100	3
7	G- 7. Method Course : Community Organization& Social Action	GCM: Generic Compulsory Method Course	100	3
8	G- 8. Method Course: Research Methodology and Statistics	GCM: Generic Compulsory Method Course	100	3
9	EC-1. Specialization / Elective Course - 1 (Foundation Course of each specialization (FCW- 1, HRM- 1, MPSW-1, URCD-1, TD- 1)	EC: Elective Compulsory	100	3
FW-2	Field Practicum (Field Work)	Compulsory	150	6
FV-2	Viva -voce examination (End Sem.- II) (2 credits x 1) per sem. 50 marks	Compulsory	50	2
		Total	600	20
Semester- III				
10	G-9. Personal & Professional Development for Social Work Practice	GC: Generic-Compulsory	100	3
11	G-10. Administration and Management of Development Organization	GC: Generic Compulsory	100	3
12	Core Domain Course (Any ONE) G-11. Social Policy in India G-12. Social Legislations for Social Work G-13. Community Health, Mental Health and Environmental Hygiene	GOCB: Generic Optional / Choice Based Course (Any ONE out of three generic optional courses)	100	3
13	EC- 2. Specialization Elective Course -2 (FCW- 2, HRM- 2, MPSW-2, URCD-2, TD- 2)	EC: Elective Compulsory	100	3
14	EC- 3. Specialization Elective Course- 3 (FCW- 3, HRM- 3, MPSW-3, URCD-3, TD- 3)	EC: Elective Compulsory	100	3
FW-3	Field Practicum (Field Work)	Compulsory	150	6
		Total	650	21

Semester – IV				
15	G-14. Research Project (6 credits x 1) (Research Hrs. 90 (15 Hrs. x Credit 6 = 90 Hrs.) OR G-15. 1 Optional Course (Any one out of Generic or Elective Optional Courses listed in 2.9)AND G-16. 1 Term paper (1 x 3 Credits) (15 Hrs. x Credit 3 = Min. 45 Hrs.)	COCB: Compulsory- Optional / Choice Based Course	200 Or 100 100	6 or 3 3
16	EC- 4. Specialization Elective Course- 4 (FCW- 4, HRM- 4, MPSW-4, URCD-4, TD- 4)	EC: Elective Compulsory Courses	100	3
17	EC- 5. Specialization Elective Course 5 (FCW- 5, HRM- 5, MPSW-5, URCD-5, TD- 5)	EC: Elective Optional Courses	100	3
18	EC-6. Specialization Elective Course -6 (FCW- 6, HRM- 6, MPSW-6, URCD-6, TD- 6)	EC: Elective Optional Courses	100	3
FW-4	Field Practicum (Field Work)	Compulsory	150	6
FV- 4	Viva -voce examination (End Sem.- IV) (2 credits x 1) per sem. 50 marks	Compulsory	50	2
		Total	700	23
		Total Marks	2500	82

2.8. Specialization/ Elective-wise Compulsory, Optional and Choice based courses

Courses No.	Elective –Compulsory & Optional Courses	Semester	Credits
FCW- Family and Child Welfare			
FCW -1	The Field of Family and Child Welfare	Semester -2	3
FCW -2	Family Sociology and Family Dynamics	Semester -3	3
FCW -3	Socialization of the Child and Child Welfare	Semester -3	3
FCW -4	Counselling - Theory and Practice	Semester -4	3
	*Elective Optional (students can choose Any Two out of these or across specialization also)		
FCW - 5	Professional Competencies for Social Work Practice	Semester -4	3
FCW - 6	Women's Issues and Development Initiatives	Semester -4	3
FCW - 7	Youth Development	Semester -4	3
FCW - 8	Communication for Social Work	Semester -4	3
FCW - 9	Family Life Education	Semester -4	3
HRM- Human Resource Management			
HRM – 1	Human Resource Management	Semester -2	3
HRM – 2	Labour Legislation and Industrial Relations	Semester -3	3
HRM - 3	Employee Welfare and Trade Union	Semester -3	3
HRM - 4	Organizational Behaviour	Semester -4	3
	*Elective Optional (students can choose any two out of these or across specialization also)		
HRM - 5	HRD Training and Development	Semester -4	3
HRM - 6	CSR- Corporate Social Responsibility	Semester -4	3
MPSW- Medical and Psychiatric Social Work			
MPSW -1	The Field of Medical and Psychiatric Social Work	Semester –2	3
MPSW -2	Advanced Medical Information for Medical & Psychiatric Social Workers	Semester -3	3
MPSW -3	Psychiatric Information in Child and Adult Psychiatry	Semester -3	3

MPSW -4	Counselling: Theory and Practice	Semester -4	3
	*Elective Optional (students can choose any two out of these or across specialization also)		3
MPSW - 5	Social Work Intervention in Illness and Disability	Semester -4	3
MPSW - 6	Approaches in Health Care Administration and Management	Semester -4	3
URCD- Urban and Rural Community Development			
URCD – 1	Issues of Urban, Rural and Tribal Communities and Governance	Semester -2	3
URCD – 2	Development Economics	Semester -3	3
URCD – 3	Management of Community Projects	Semester -3	3
URCD – 4	Community Work Sectors and Interventions	Semester -4	3
	*Elective Optional (**Common for URCD and TD - students can choose any two out of these or across specialization also)	Semester -4	3
URCD/ TD – 5	Natural Resource Management and Climate Change	Semester -4	3
URCD/ TD – 6	Advocacy, Human Rights and Social Justice	Semester -4	3
	Tribal Development		
TD- 1	Tribal Society and Issues	Semester -2	3
TD- 2	Tribal Development Administration	Semester -3	3
TD- 3	Tribal Policies & Laws	Semester -3	3
TD- 4	Environment & Tribal Development strategies	Semester -4	3
	*Elective Optional (students can choose any two out of these or across specialization also)	Semester -4	3
URCD/ TD – 5	** Common Paper URCD/ TD-5	Semester -4	3
URCD/ TD – 6	** Common Paper URCD/ TD- 6	Semester -4	3

(*Choice of selecting any **Two** courses offered by the center or across the Specialization/ Elective).

2.9. Generic Optional Courses in lieu of Research or Elective Optional Courses

Course No.	**Generic Optional Courses as G-15 (Any one out of the following and across specialization also)	Semester	Total Credits
1	Social Development in India	Semester -4	3
2	Disaster Management and Social Work	Semester -4	3
3	Dalit and Tribal Social Work	Semester -4	3
	OR		
4	Elective Optional Courses (Any One Course in addition to Two selected - Elective Optional)		
5	FCW - 5 , or FCW - 6 or , FCW - 7, or FCW - 8, or FCW - 9	Semester -4	3
6	MPSW- 5, or MPSW- 6	Semester -4	3
7	HRM- 5 or HRM-6	Semester -4	3
8	URCD/ TD – 5, OR URCD/TD- 6	Semester -4	3

(**Center will decide and offer any one or more choices/ courses out of set of available courses)

3. Field Practicum (Field Work):

3.1. In order to offer flexibility to the respective affiliated centers- Institutes/ Colleges/ Schools of Social Work can develop the field practicum modules according to available field of opportunities in their region. The field work over 4 semesters will include the following components -concurrent or block field work or a combination of both; rural camp; study tour; final block placement. However rural camp and study tour may be optional and each center can work out alternatives from amongst any of the following - field project based assignments/visits to rural/urban areas or model projects of social work intervention/social development/ industrial visits in the nearby geographical area. These would be for the entire batch as per available learning opportunities and needs of the specialization. These should be declared in advance by each center.

3.2. **Marks:** Total marks 600, per semester 150 marks (Total 24 credits, 6 Credits per semester)

3.3. Field work shall be conducted during two days a week for a minimum of 15(fifteen) clock hours a week or Continuous Block Field Work or combined, minimum 250 Hrs. per Semester, and/or as per the required

number of days for a particular semester. A minimum one contact session in a week (of at least ½ hour) with faculty supervisor through Individual and Group conferences is compulsory. Each center is expected to design Field Practicum (Field Work) module, field work manual, orientation components, supervision monitoring mechanisms and assessment criteria.

3.4. Field work shall be conducted at a social work /welfare agency/organization/ industry/ community/ Govt. / NGO recognized by the training Institution. Every student shall be supervised by an experienced /professional social worker from the agency and a faculty member/professional supervisors duly appointed by the Institute.

3.5. A weekly individual / group conference of at least 30 minutes, related to field work of every student, shall be conducted by the field work supervisor. Field work shall be evaluated internally by the assigned Field Work Supervisor and Agency Supervisor.

3.5. In order to ensure and maintain quality standards in field work practicum, each center should develop standardized monitoring and evaluation criteria, rules and mechanisms. It is mandatory on the part of students to comply with all the rules and norms designed and adopted by the respective centers. Maintaining Field work Journal, written reports/records or documents, Diary/any other prescribed document by the student is a mandatory requirement.

3.6. **Attendance:** 100% attendance at Field work is compulsory.

3.7. A student failing in field work at any semester will be considered as 'Fail' in that semester. However a student who has failed in field work may reappear for the Field Work only twice in the subsequent period, in the same or next semester (clause 8.1, 8.2, 9.3 and 10.11 shall be applicable). In such case his/her credits in theory subjects will be carried forward, subject to the above clauses and/or clearing theory papers as per passing rules and standards. In such failure and repeater case center may provide opportunity through concurrent or Continuous Block Field Work or in combination, (whichever is applicable to the center and within the field work norms and rules of the center)

3.8. **Revaluation:** In any case, there is no provision of revaluation or moderation of field work/ research/ term paper or internal assessment (CA) marks, at the university level.

3.9 **Field Work Modules:** Field Work Core Components. PG centers will have internal flexibility to decide components and evaluation criteria and weight-age for marks, within the given frame work.

Semester	Field Work Components
Semester- I	Orientation Visits
	Skill laboratory/ Workshop
	Concurrent Field Work (Weekly or Block Field Work or Combination)
	Seminar/ Presentation
Semester- II	Advance Orientation Visits
	Concurrent Field Work (Weekly or Block Field Work or Combination)
	Rural Camp/ Study tour/ Visits(Optional to choose any one or combination of these by each center)
	Seminar/ Presentation
Semester- III	Concurrent Field Work (Weekly or Block Field Work or Combination)
	Specialization wise Workshops
	Seminar/ Presentations
	Field based tasks/ Assignments

Semester- IV	Concurrent Field Work (Weekly or Block Field Work or Combination)
	Study Tour / Visits (Optional to choose any one or combination of these by each center)
	Seminar/ Presentation
	One month block placement

3.10. In Field Work, it is mandatory on the part of faculty/ professional supervisors appointed or deputed by the institute, to follow all Government, University and institute's service rules, norm of regular monitoring, supervision, supervisory visits, attendance or attending duty at work place. The institute, centers are expected to work out monitoring mechanisms.

4. Viva Voce Examination:

4.1. There shall be a Viva-Voce Examination at the end of IInd and IVth Semesters based on theory knowledge, research/ term paper and field work practicum. (Total marks 100 and 50 marks each at the end of Semester II and IV) (Total 2 Credits per viva-voce exam.)

4.2. MSW- Ist year i.e. second semester Viva-Voce of 50 marks will be conducted before the second semester examination by the Training Institute on behalf of the University and marks obtained by the student shall be submitted to the University by the Heads of the Institutions, for inclusion on the University mark sheet. The minimum marks required for passing the Viva Voce are 50% at each Viva Voce examination.

4.3 A student failing in Viva-Voce (IInd semester) shall be called again for the Viva -Voce within one month of the date of declaration of the Second Semester Examination results. Only Two repeat Viva Voce are permissible to be conducted during the Second semester. However a student failing in the Second Semester Viva Voce Examination shall be eligible for admission to the MSW Third Semester.

4.4. MSW –IInd Year i.e. Fourth Semester Viva-Voce Examination of 50 marks shall be conducted externally by the University. Viva panel will consist of one external and one internal examiner.

4.5 The Viva Voce conducted in the Fourth semester shall be based on theory of two years, field work, research, professional development and related area of specialization.

4.6 A student failing in Viva-Voce (IVth semester) shall be called again for the Viva- Voce within one month of the date of declaration of the Fourth Semester Examination results. Only Two repeat Viva Voce are permissible to be conducted during the Fourth semester.

5. Research Dissertation (200 marks, Total 06 credits) / Term paper (100 marks Total -3 credits)

5.1 If opted, MSW student is required to select an appropriate topic for his/her research dissertation/or term paper during the second semester and complete the dissertation/ term paper and submit it the institute before 15th February/ or the date specified by the centre prior to exam, of the fourth semester.

5.2. Completion and submission of the Research Dissertation/ term paper is a pre-condition for appearing at Semester IV Examination. In any case no extension will be permissible for submission.

5.3. The candidate must bring spiral or hard bound copy of dissertation /term paper in internal as well as external viva voce examination of IVth semester.

5.4. There shall be only one Dissertation of 200 marks or term paper of 100 marks at MSW –II year and it shall be submitted to the University through the Head of the Institution, recommended for submission after Certification and approval of the concerned Research / Term paper Guide/ faculty supervisor.

5.5. The research dissertation/term paper will be assessed and recommended for submission by the Faculty Guide/ internal and external examiner. Combined passing internal, external and viva examination in research and term paper shall be (50%) out of total marks.

Assessment of Dissertation and Term paper	Dissertation Marks	Term paper Marks
Internal Guide or Examiners or Specialization wise presentation/ open defence	25	25
External Examiner – Assessment of Dissertation/ Term paper	150	50
Viva voce by External Examiner on Research/ Term paper	25	25
Total	200	100
Aggregate/ combined Passing Marks (50%)	100	50

5.6. A candidate failing in research dissertation/ term paper will have to re-write and submit the revised dissertation/ term paper in the same / or subsequent academic session within a period of three months after the declaration of results.

6. Prescribed standard for Research Dissertation and Term paper:

6.1. The topic of Research, Dissertation and term paper must be related to the area of Social Work. Ethical norms and concerns in research, plagiarism policy of the institute and University, must be adopted.

6.2. In case of dissertation/research, Quantitative and qualitative research is permissible. The candidate must justify the design and follow the scientific process and methods of Social Work Research or Social Research.

6.3. In case of quantitative research minimum of 50 respondents are essential for collecting field data.

6.4. **Term Paper:** A term paper is a research paper written by the student over an academic term. grade. Term papers would be intended to describe an event, a concept, or argue a point related to social work in general and particularly on his/ her area of specialization/ elective. A term paper is a written assignment and original work discussing a topic in detail, primarily based on secondary data, and/or standards, norms prescribed by the center. It is to be submitted in typed spiral or hard bound. Some common detailed standards would need to be collectively developed by the centers for assessment of research/term paper.

7. Block placement (Internship):

7.1 Every student is required to complete his/her block placement/ internship for a period of one month after the fourth semester examination.

7.2 The MSW result shall not be declared until a certificate of successful completion of block placement/ / internship is submitted by the assigned block field work agency, duly attested by the Head of the Institution and submitted to the University.

7.3 After completion of Block placement, the student must submit a report of work to the Head of the teaching Institute. This report must have been duly certified by appropriate authority in the block placement agency. Ordinarily, no leave of absence will be permissible during block placement.

8. Heads of passing, Standard of passing, Credit pattern and Grade points:

8.1 The following shall be the **Independent Heads of Passing**:

1. Written theory papers
2. Field work
3. Research Dissertation/Term Paper
4. Viva Voce

8.2 Standard of passing Marks: Percentage

1. Written theory papers 40 % marks (i.e. 40 out of 100) in the combined examination of Continuous assessment (CA) and End of Semester Examination (ESE) with a minimum passing of 40 % (i.e. 20 out of 50) in CA separately.
2. Field work in every semester - 50% Marks
3. Viva Voce - 50% Marks
4. Research dissertation/Term Paper - 50% Marks (Combined- Internal, External and Viva)

9. Conduct of the Credit System

The MSW degree will be awarded to students who complete a total of 80 credits in a minimum of two years for completing on an average 18 to 22 credits per semester. Total 16/ 17 Courses/ papers – 10/11 Generic/ core domain courses and 6 Specialization/ Elective courses. Student shall select any one Specialization/ Elective that covers four / five papers per semester. Field work shall be compulsory and constitute an independent head of passing. Research Project (Dissertation) will be optional or as per the scheme.

9.1. **Credit:** A 'credit' is generally a 'value' used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes. Credit is used in higher education to summarize and describe an amount of learning.

9.2. One (01) credit will be equivalent to 15 clock hours of teacher-student classroom contact / learning hours in a semester. A minimum of 30/ 45 Hrs. per subject would be equivalent to 2/3 credits. Field Work per semester (Minimum 250 Hrs. 15 Clock Hrs. per week x 6)= 06 credits

9.3. Credits once gained cannot be lost.

9.4. One credit is equivalent to 20-25 marks for evaluation purpose.

9.5. Among the minimum number of credits to be earned by a student to complete a Post Graduate degree program(Total 80 credits), the student will have to earn minimum 75% (60 credits) credits from the parent department (subject)/ PG Center and the remaining up to 25 %(20 Credits)credits could be earned from the parent Department/ PG Center (subject) or any subject/s of any faculty conducted at other PG Department or PG Center, subject to approval and offered by that particular center. In any case, a student will have to earn compulsory credits from the parent Department/ PG Center.

10. Examination Rules (As per UOP Manual and Rules -125)

10.1 University Examination of MSW course shall be conducted by the centers as per University ordinance/ rules- 125/ or applicable/ revised from time to time.

10.2. Field Work/ Dissertation/ Term paper/ Assignments/ CA, will be evaluated as per the evaluation criteria and standards framed by the respective training institute and the University, from time to time.

10.3. Assessment shall consist of Continuous assessment (CA) and End of Semester Examination (ESE). Each shall have an equal weight-age of 50 %. (i.e. For each 100 Marks papers
- 50 Marks Continuous assessment (CA) and 50 Marks End of Semester Examination (ESE)

10.4 The teacher concerned shall announce at the beginning of the course about the mechanisms under which CA would take place. However, the ESE shall cover the entire syllabus prescribed for that course.

10.5 The CA towards 50% marks will be a continuous activity and **at least two assignments (25 marks each)** out of which **one written test** must be conducted for a full course of 3/4 credits and the teacher should select a **variety of mechanisms for evaluation such as:**

- i) Written Test (not more than one for each course as applicable);
- ii) Term Paper;
- iii) Journal/Lecture/Library notes;
- iv) Seminar presentation;
- v) Short Quizzes; vi) Assignments;
- vii) Extension Work;
- viii) An Open Book Test (with the concerned teacher deciding which books are to be allowed for this purpose);
- ix) Mini Research Project by an individual student or a group of students

The concerned teacher, in consultation with the Head of the PG Department/ center, shall decide the nature of questions for a Written Test.

10.6. ESE for the remaining 50% marks will be conducted by the SPPU.

10.7. A student has to obtain 40 % marks (i.e. 40 out of 100) in the combined examination of CA and ESE.

10.8 To pass the degree program, a student will have to obtain a **minimum aggregate of 40%** marks (i.e. 40 out of 100) (E and above in grade point scale) in each course, with a minimum passing of 40 % (i.e. 20 out of 50) in CA separately.

10.9. If a student misses an internal assessment examination s/he will have a **second chance** with the endorsement of the Principal in consultation with the concerned teacher. Such a second chance however, shall not be the right of the student.

10.10. **CA marks will not change.** A student cannot repeat CA. In case s/he wants to repeat CA, then s/he can do so only by registering for the said course during the semester in which the course is conducted and up to 4 years (2 years program) or 5 years (3 years program) as the case may be, provided the student has failed in that course.

10.11. Students who have failed in a theory course and or field practicum (Field Work) may **reappear for the ESE and or field practicum (Field work) only twice in the subsequent period.** The student will be finally declared as failed if s\he does not pass in all credits within a total period of four years. After that, such students will have to seek fresh admission as per the **admission rules prevailing** at that time.

10.12 A student cannot **register for the third/fourth semester**, if s/he fails to complete 50% credits of the total credits expected and pass in field practicum/ field work to be ordinarily completed within two semesters.

10.13 There shall be a **reevaluation** of the answer scripts of ESE but not of CA as per the university Ordinance No.134 A & B/ and/or applicable rules.

10.14. While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the PG center to which the candidate belongs.

11. Assessment and Grade point average

11.1. The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average.

11.2. Results will be declared for each semester and the final examination will give total grades and grade point average.

11.3. After the gain of minimum number of credits towards a completion of a PG program, a student will get a grade sheet with total grades earned and a grade point average.

11.4. Marks/Grade/Grade Point. (As per UGC, Government & University Standards)

TABLE NO. 1 : FINAL GRADE POINTS

Grade Points	Final Grade
09.00-10.00	O
08.50-08.99	A+
07.50-08.49	A
06.50-07.49	B+
05.50-06.49	B
04.25-05.49	C
04.00-04.24	P
00.00-03.99	F

11.5. Final Grade Points (As per UGC, Government & University Standards)

TABLE NO. 2 : EXPLANATION OF GRADE & GRADE POINTS AVERAGE

Marks Obtained (%)	Grade	Grade Point
80-100	O : Outstanding	10
70-79	A+ : Excellent	9
60-69	A : Very Good	8
55-59	B+ : Good	7
50-54	B : Above Average	6
45-49	C : Average	5
40-44	P : Pass	4
0-39	F : Fail	0
-	Ab : Absent	0

TABLE NO. 3

Grade Point	% of Marks	Grade Point	% of Marks
4	40	8.1	61
4.2	41	8.2	62
4.4	42	8.3	63
4.6	43	8.4	64
4.8	44	8.5	65
5	45	8.6	66
5.2	46	8.7	67
5.4	47	8.8	68
5.6	48	8.9	69
5.8	49	9	70
6	50	9.1	71
6.2	51	9.2	72
6.4	52	9.3	73
6.6	53	9.4	74
6.8	54	9.5	75
7	55	9.6	76
7.2	56	9.7	77
7.4	57	9.8	78
7.6	58	9.9	79
7.8	59	10	>=80
8	60		

11.6. 'B+' Grade is equivalent to at least 55% and 'B' is equivalent to 50% of the marks.

11.7. A Ten point grade system will be followed as per details in 11.4 (w.e.f. 2015-16).

11.8. If the (C)GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 4.492 may be awarded 'A' grade).

11.9 There will be only final compilation and moderation at CGPA (Final) level. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and revaluation. In case of verification, the existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.

11.10. For grade improvement a student must reappear for ESE for a minimum 30 credits in case of Science, Engineering, Technology, Management and Pharmacy, 20 credits for other faculties and 12 credits in case of one year degree program. These courses will be from the parent Department (subject). A student can appear only once for the Grade Improvement Program only after the successful completion of PG Degree program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

11.11 The formula for (C)GPA will be based on Weighted Average. The final CGPA will not be printed unless a student earns minimum 100 credits, 82 credits or 64 credits, as the case may be, from the courses at PG programs.

11.12 The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (80% and above) Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style;

A+ : Excellent : Excellent analysis of the topic (70 to 79%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

A: Very Good: Good analysis and treatment of the topic (60 to 69%) Almost accurate knowledge of the primary material, acquaintance with seminar publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression;

B+: Good: Good analysis and treatment of the topic (55 to 59%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

B: Above Average: Some important points covered (50 to 54%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression;

C: Average: Some points discussed (45 to 49%) Basic knowledge of the primary material, some organization, acceptable language or expression;

P: Pass: Any two of the above (40 to 44%)

F: Fail: None of the above (0 to 39%)

11.13. One credit is equivalent to 20-25 marks for evaluation purpose.

11.14. There will be an evaluation of each course by students at the end of every semester.

12. ESE Evaluation / paper pattern:

12.1 ESE: Each credit will be evaluated for a maximum period of 45 minutes. The following would be an outline for setting the question paper for ESE.

Credits	Time	Questions with internal choice	Total 50 Marks
3	180 Min. (3 Hrs.)	1 Questions x 15 Marks (1 out of 2)	15 Marks
		2 Questions x 10 Marks (2 out of 4)	20 Marks
		3 Questions x 05 Marks (3 out of 6)	15 Marks
		Total 6 Questions (out of 12)	Total 50 Marks

12. 2. The policies and procedures determined by the S. P. University of Pune from time to time will be followed for the conduct of Examinations and declaration of the result of a candidate.

12.3. In case of any incongruence the Dean of the faculty, Mental Moral and Social Sciences or appropriate authority of university, if required in consultation with the BOS Chairman/Head/ Director/ Principal or University Examination Committee may intervene to resolve such cases within the curriculum rules and frame work of SPPU.

13. **Admission procedure:** The candidate must apply only on a prescribed form online or attached to the Prospectus of the Institution/ PG centers. Incomplete forms and those received after the prescribed date and time will not be accepted. The selected candidate must, at the time of admission, produce all original certificates (SSC, HSC, and Graduation, caste certificate, Domicile Certificate, Income Certificate, Non-creamy layer certificate and other relevant certificates or documents) and mark-lists. The candidate should come prepared to pay the full fees at the time of selection test and pay the full fees on admission, if

selected. Candidates will have to obtain their transference certificate indicating the College last attended and the Examination last passed. The candidates who have passed their last qualifying Examination from a University other than S.P.Pune University must submit a migration certificate immediately after securing admission. As per S.P.University of Pune rules every candidate must obtain an eligibility certificate. Application forms for eligibility will be available at the Office and the dates will be announced accordingly. Applications for eligibility certificate are to be sent to the Registrar, University of Pune along with the transfer, migration and passing certificates and statement of marks. Documents must be submitted in time. A student who fails to obtain the eligibility certificate will not be permitted to appear for the Semester IV Examination.

14. Reservation of Seats: There will be reservation of seats as per rules of SP University of Pune. Reservation is based on Government GR's, rules of the University and other competent authorities, framed and implemented, from time to time.

15. Discipline: Students are expected to follow all rules and maintain discipline throughout the period of the course. Students will be made aware of all rules and expected norms of discipline at the beginning of the course.

Ragging in any form, within or outside the campus, is strictly prohibited. In case a student is found violating the rules of discipline, the Director/ Principal/ Head of the Institution can initiate appropriate course of action and ask him/her to discontinue the course or cancel his/her admission at any point of time, during the course.

16. Grant of terms: 100 per cent attendance is expected at the orientation programme, orientation visits, and field work. Minimum 75% attendance is expected at the class room lectures. Leave is ordinarily not granted. In very exceptional circumstances leave subject to prior permission of the Head of the Institution must be obtained. The Head of the Institution reserves the right to grant terms. Every student will have to give an undertaking in relation to compliance of all rules and regulations of the training institution. The decision of the Head of the Institution shall be final and binding in all matters pertaining to discipline and professional behavior.

17. Theory Courses: (For course details refer MSW revised syllabus – unipune.ernet.in)

S.P. University of Pune offers five specialization courses of six papers each divided over four semesters. Currently the following specializations are approved by S. P. Pune University.

18. Specialization/ Elective Courses: Every recognized training Center of S.P Pune University selects its own areas of specialized training. The following Specialization Courses are offered by the three Recognized Institutions of S.P University of Pune: (Course structure Refer- 2.6,7, 8,9,10).

1. Family and Child Welfare
2. Human Resource Management
3. Medical and Psychiatric Social Work
4. Urban and Rural Community Development
Tribal Development.

S/D
Dean
Mental, Moral & Social Sciences
(Authorized Signatory, for Pune University)

MSW PROGRAMME COURSE FRAMEWORK

SEMESTER – I

No	Courses	Type of Courses, Choice & Option	Marks	Credits
Semester - I				
1 2 3	Foundation Courses: (Any Two) G-1. Sociology for Social Work G-2. Psychology for Social Work G-3. Economics and Political Science for Social Work	G-FC : Generic Foundation Course Any TWO out of Three (GFC- 1 or 2 or 3)	200	6
4	G-4. Social Work :History and Ideologies	GC: Generic Compulsory Core Domain Course	100	3
5	G-5. Method Course: Working with the Individuals (Social Case Work)	GC: Generic Compulsory Method Course	100	3
FW-1	Field Practicum (Field Work)	Compulsory	150	6
		Total	550	18

GFC- FOUNDATION COURSES

(Any Two Out of the following three courses - G-1, G-2, G-3)

G –1

Sociology for Social Work

Learner Objectives:

1. Understanding the sociological concepts and it's important to individual and society.
2. Get a scientific insight about the social structure, stratification and issues related to caste, class and gender
3. Understand the social institutions and its importance and its changing pattern in society
4. Develop the understanding of issues and challenges related to social concern and its impact on society

Unit -1. : Orientation to Sociological concepts

1. Society and Social Structure
2. Social Institutions and Social Groups
3. Culture, traditions, customs, values and norms
4. Socialization meaning, stages, agents and theories of socialization

Unit- 2 : Social Systems and Social Institutions

1. Marriage, kinship and family as a social institutions and their changing structure and patterns
2. Religion : Major theoretical perspectives (Marxist, Functionalist and Weberian)
3. Secularization and new religious consciousness

Unit -3 : Social Stratification and Social Change

1. Caste, class, gender
2. Dalit& minority groups – situation, analysis, changing relationship and dynamics
3. Social Change - Factors, theories and their impact
4. Social Mobility – concept, types and factors

Unit-4 : Social Disorganization and Deviance

1. Concepts of Social disorganization and social deviance
2. Sociological theories of deviance

Unit -5 : Social Concerns

1. Family Discords - domestic violence, divorce, dowry deaths and suicide
2. Crime, Juvenile Delinquency
3. Aging, 4. Sex work & human trafficking, child abuse, 5. Addiction, 6. Communal Violence

Bibliography :Sociology for Social Work**Recommended Readings :**

1. Adinarayan, S. P. (1964) Social Psychology, New Delhi : Allied Publishers Pvt. Ltd.
2. Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers
3. Bhatnagar, Ved (1998) Challenges to India's Integrity : Terrorism, Casteism, Communalism, New Delhi : Rawat Publication.
4. Desai, A. R. (1978, Reprinted 1994) Rural Sociology in India, Bombay : Popular Prakashan
5. Flippo, Osella and Katy, Gardner (2003) Contrivations to Indian Sociology , Migration Modernity and Social Transformation in South Asia, New Delhi : Sage Publication
6. Gandhi P. Jagadish (1982) Indian Economy – some issues, Institute of Social Sciences and Research, Vellore
7. Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd.
8. Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication
9. Puniyani, Ram (2003) Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.
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11. Singh, Yogendra : Ideology and Theory in Indian Sociology, New Delhi : Rawat Publication
12. Vidya Bhusan & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal

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2. Chitambar, J. B. (1973) Introductory Rural Sociology, New Delhi : Wiley Eastern Limited
3. Dennis Lorraine Bratt (Third) Psychology of Human Behaviour for nurses, G. D. Makhiya, Delhi : India Offset Press
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7. L Dodge Fernald Psychology (Six perspectives), Harvard University, Sage Publication.
8. Lal, Shyam & Saxena, K.S. (1998) Ambedkar and Nation Building, New Delhi : Rawat Publication
9. Morgan, Clifford T., King, Rechar A. Weisz, John R. (2006) Introduction to Psychology, New Delhi : Tata McGraw Hill Publishing Company Ltd.
10. Murphy Gardner (1964) An introduction to Psychology, Kolkatta : Oxford & IBH Publishing Company
11. Ramaiah, A. (2007) Laws for Dalit Rights and Dignity : Experiences and Responses from Tamilnadu, New Delhi : Rawat Publication
12. Sharma, R. N. : Developmental Psychology, Delhi : Surjeet Publications
13. Sharma, Ram Nath (1977) Principles of Sociology, Bombay : Asia Publishing House
14. Singh Virendra Prakash (1992) Caste System and Social Changes, New Delhi : Commonwealth Publishers
15. Singh, Bharat (2004) Modern Teaching of Rural Sociology, New Delhi : Anmol Publications Pvt. Ltd.
16. Singh, Hanuman (2006) Introduction to Modern Psychology, New Delhi : Aya Publication
17. Singh, Raghvendra Pratap (1987) Sociology of Rural Development in India, Delhi : Discovery Publishing House
18. Smelser, Neil J. (1967) Sociology : An Introduction, New Delhi : Wiley Eastern Private Ltd.
19. W. Lindesay Neustattes Modern Psychology in Practice, London : J. & A. Churchill Ltd.
20. Wilson Logan & Kolb (1949) Sociological Analysis, Harcourt, New York : Brace and Company.
21. Wilson, Everett K. (1966) Sociology – Rules, Roles and Relationships, The Dorsey ress.

Additional General References :

1. Amartya Sen(2005) :The Argumentative Indian : Writings on Indian History, Culture and Identity, New Delhi, Penguin Books, , xx, 409 p., \$36. ISBN 0-713-99687-0. Details No. 41662.
2. Amartya Sen(2006). Identity and Violence : The Illusion of DestinyNew Delhi, Penguin Books, 2006, xx, 215 p., \$20. ISBN 0-713-99938-1. Details No. 44798
3. Amartya Sen (2000) Development as FreedomNew Delhi, 2000, xvi, 366 p., tables, \$31. ISBN 019565240-1.Details No. 15255
4. Amartya Sen and Jean Dreze Omnibus (2006) : Comprising Poverty and Famines, Hunger and Public Action, India: Economic Development and Social Opportunity. Reprint. New Delhi, Oxford University Press, , xiii, 922 p., tables, figs, map, \$50 . ISBN 019-564831-5. Details No. 43895

5. Amartya Sen (1999): Commodities and Capabilities, ix, 89 p., tables, \$11. ISBN 019565038-7 Details No. 14388
 6. Amartya Sen (1999): On Ethics and Economics xv, 131 p., \$11. ISBN 019562761-X. Details No. 14387
 7. Bina Agarwal, Jane Humphries (2006) Capabilities, Freedom, and Equality : Amartya Sen's Work from a Gender Perspective/edited by and Ingrid Robeyns. New Delhi, Oxford University Press, , xiii, 553 p., \$45. ISBN 0-19-5673-263. Details No. 44059
 8. Jean Dreze and Amartya Sen India(2005) : Development and Participation/. New Delhi, Oxford University Press, xxvii, 512 p., tables, figures, \$15 (pbk). ISBN 019-567857-5. Details No. 42041
 9. Jean Dreze and Amartya Sen (1997): Indian Development : Selected Regional Perspectives/edited by, xx, 420 p., map, \$39. Details No. 11942
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G- 2

Psychology for social work

Learner Objectives:

1. Understand the fundamental components of human behaviour.
2. Gain insight into factors contributing to development of personality.
3. Understand growth and development of individual at various stages in the life span.
4. Understand the processes of adjustment and non-adjustment and its impact on human behaviour.

Unit- 1: Nature and Scope of Psychology

1. Schools of psychology: structural, functional, behavioral.
2. Abnormal, clinical, educational, industrial, experimental, developmental, child and adult psychology, social psychology.

Unit-2. Human Behavior

1. Concept of Human Behavior
2. Factors influencing Human behaviour: Heredity, Environment, Intelligence, Needs, & Motives.
3. Characteristics, needs, tasks & problems of Stages in life from conception to old age.
4. Theories of Human Development-
Freud's Psycho- Analytical Theory
Erickson's Psycho-Social Theory

Unit- 3: Psychological and Social Processes in Behavior

1. Learning & Motivation.
2. Emotions
3. Perception
4. Attitudes
5. Prejudice, Biases, Stereotyping

Unit- 4: Processes of Adaptation and Adjustment

1. Concept of adjustment
2. Concept of stress, frustration & conflict
3. Defense mechanisms
4. Coping mechanisms

Unit- 5: Problems of mal-adjustment in children, adults and intervention

1. Nature and types of problems
2. Method and types of Interventions

Bibliography : G – IV. Psychology For Social Workers

Recommended Readings :

1. Colman, James C. & Broen William E. (1972) Abnormal Psychology and Modern life, India : D. B. Taraporevala Sons and Co. Pvt. Ltd.
2. Mangal, S. K. (2007) General Psychology, New Delhi : Sterling Publisher Pvt. Ltd.
3. Munn, Norman (1962) Introduction to Psychology, Boston: Houghton Mifflin Company
4. Gardner, Murphy (1964) An Introduction to Psychology, Calcutta : Oxford and IBH Publishing Co
5. Clifford, Morgen and King, Richard (1975) Introduction to Psychology, New York : McGraw Hill Inc
6. Sherif, Muzafer and Sherif, Carolyn W. (1969) Social Psychology, New York : Harper and Row

7. Hurlock, Elizabeth (1976) Personality Development, New Delhi :Tata McGraw Hill Publishing Co. Ltd.

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2. Writenbeg, Earl G. (1970) Interpersonal Exploration in Psycho Analysis, New York : Basic Books INC Publisher
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19. Kimball Young (1960) Handbook of Social Psychology, London : Routledge and Kegan Paul Ltd.
20. John Radford, Ernest Govier (1987) A Textbook of Psychology, London: Sheldon Press
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24. Bischof Ledbord J. (1970) Interpreting Personality Theories, New York : Harper International
25. Pervin Lowrence A. (1975) Personality: Theory, Assessment and Research, New York : Johnwiley and Sons Inc.

G-3

Economics and Political Science for Social Work

Learner's Objective

1. Understand the Economy and Political System in India
2. Understand Basic Concepts in Economics and Economic Development
3. Understand the Concept of Democracy and Constitution

Unit -1: Political Systems and Power

1. Concept of Power, Sources of Power and understanding power at International, National and Community Level
2. Political Systems in the World : Totalitarianism , dictatorship, democracy, one party system
3. Political Economy- conceptual understanding

Unit- 2: Democracy

1. Concept of Democracy and Nature of Democracy
2. Role and Functions of Political Parties, Interest Groups and Media in Democracy
3. Understanding Democracy in context of Gender, Poverty, Secularism and Caste
4. Federalism in India
5. Deepening of Democracy: Democratic Decentralization . RTI, Transparency

Unit - 3 : Indian State

1. Concept of State
2. The Constitution of India-features, directions, and fundamental rights
3. Understanding state: Judiciary, legislature and executive
4. State and development issues: gender, ethnicity, caste - and human rights approaches.

Unit- 4: Economic Systems

1. Understanding basic Economic Concepts: Demand, Supply, Resources, Production, Distribution, Consumption, Capital , public finance, Credit etc
2. Contemporary Economic Systems: Capitalists – Free Market Economy, Socialist Economy, Welfare Economy, Mixed Economy.
3. Macro and Micro Economics
4. Economic System in India

Unit- 5: Economic Development in India

1. Concept of Economic Development : Meaning and determinants of Economic Development
2. Concept of Planned Development and Central Planning, Planning Commission and Niti-Ayog, Contribution of FY Plans in Economic Development and present Indian Perspective regarding Economic Development – after LPG and SAP,
3. Areas of Economic Development in India: Agriculture, Industry and Service Sector

References:

GC: Generic Compulsory & Core Domain Course

G-4

History and Ideologies of Social Work

Learner's Objective

1. To understand the conceptual clarity about social work and other related terms.
2. Develop knowledge of history, philosophy, ideologies of social change and development of social work in India and abroad.
3. To understand the perspectives and trends of social work practice in India.
4. Develop understanding about the influence of various social movements in contributing to the perspectives of social work practice in India.
5. To understand domains in social work education in India.

Unit -1 :Understanding the Concepts

1. Social Work, social welfare, social services, social reform and social development.
2. Charity and philanthropy, changing concepts and practices of social work during different stages of development of society,
3. Nature of social problems and social provisions in these societies.
4. Social service traditions in Indian culture.
5. Approach to person in need. Role of the institutions, like joint family, caste groups and panchayats in meeting human needs.

Unit -2 : Introduction to Social Work

1. Concept, meaning and definition of social work;
2. The goals, values, principles, functions, methods and process of social work practice;
3. Interface between voluntary and professional social work;
4. Personal attributes of a social worker;
5. Objectives and scope of social work in India

Unit -3 : Historical Development of Social Work in UK,US and India

1. Development of social work in U.K., U.S.A., India and other South East Asian Countries (Bangladesh, Sri Lanka and Nepal).
2. Influence of social thinkers and social scientists in the development of social work.
3. Saint reformers, their message and impact.
4. Social reform movement in the 19th century, contributions of major social reformers, social versus political reform.
5. Concept of Sarvodaya, Sarvodaya Movement under Gandhi; Vinobha and J.P. Training of constructive programme workers. Gandhian social work and professional social work Ambedkar and Dalit Movement.

Unit -3: Social Work as a Profession

1. Professional Social Work: Attributes and present status in India
2. Role of Social Worker: challenges and prospects.
3. Development of Professional Social Work Education in India- issues and challenges.
4. International Social Work: Global issues and challenges

Unit- 4: Philosophical foundations of social work-Perspectives, Ideologies of social change and Social Work Practice

1. Organized Charity, Clinical Social Work, Ecological Social Work
2. Generalist & Integrated Social Work Approach
3. Social System Theory, Feminist, Role theory, Communication theory, Strengths based practice, Human Rights perspectives and approach
4. Contemporary ideologies: Neo-liberalism, Post-modernism, Feminism, Resurgence of Civil Society, Multiculturalism, Sustainable and People Centered Development, Action Groups (Ideology of Paulo Freire) and New Social Movements, NGO's and CBO's,
5. Emerging ideologies, perspectives and trends of social work practice

Unit -5: Social Work Intervention and Practice

1. **Social Work Intervention:** Meaning, purpose and methods of intervention
2. **Major Approaches to Social Work Practice**
3. **Levels of Social Work Practice:** Micro, Macro & Mezzo Level social work practice and Interventions.

References :

- 1 David Watson and Janice West ; Social Work Process and Practice: Approaches, Knowledge and Skills, Social Work and the Law in Scotland (co-edited)*, First published in 2006 by PALGRAVE MACMILLAN, Houndmills, Basingstoke, Hampshire RG21 6XS and 175 Fifth Avenue, New York, N.Y. 10010
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- 3 Goldstein H. Social Work Practice : A Unitary Approach; University of South Carolina Press, Columbia 1973
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- 5 Hepworth D., Rooney R. & Larsen J. Direct Social Work Practice: Theory & Skills ; Wadsworth Publications; California ,1990
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2. Bhattacharya, Integrated Approach to Social Work in India, Jaipur : Raj Publishing House
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GC: Generic Compulsory Method Course

Methods of Social Work – I

G- 5

Work with Individuals and Families (Social Case Work)

Learner's Objective

1. To understand the case work and its application in practice
2. To equip learners with theoretical knowledge for work with individuals and families
3. To develop competencies in learners to use the method in practice while working with individuals
4. To equip learner with values and skills necessary for working with individuals and families.

Unit- 1. Social Case Work as a Method of Social Work

1. Introduction to Social Work Methods
2. History and Development of Social Case Work in UK, USA and India
3. Philosophical assumptions and values of case work as a method
4. Concept, Definitions, and knowledge base for Social Case Work
5. Components of Case Work – Person, Problem, Place and Process

Unit- 2. Principles of Social Case Work Practice

1. Individualization
2. Purposeful expression of feelings
3. Controlled emotional involvement
4. Acceptance
5. Non-judgmental attitude
6. Client self determination
7. Confidentiality

Unit- 3. The Casework Process

1. Study
2. Continuous assessment and analysis
3. Psycho-social diagnosis
4. Intervention
5. Termination
6. Follow up

Unit- 4. Tools, Skills and Techniques of Social Case Work

) Tools

1. Intake-record / sheet and intake interview (client engagement)
2. Casework interview
3. Home visit
4. Case worker-client relationship
5. Knowledge of resources (networking)
6. Communication – verbal, non-verbal, eye-contact, body language
7. Recording and its types – narrative, process, summary

-) Skills
-) Techniques – explorative, supportive and resource building.
-) Roles of case worker – enabler, facilitator, resource mobiliser and guide

Unit- 5. Scope of Casework Practice

1. Casework in Primary and Secondary set ups
2. Models of case work
3. Casework and Counseling

Bibliography : Work with Individuals and Families (Social Case Work)

Recommended Readings:

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SEMESTER – II

Semester –II				
6	G- 6. Method Course : Working with Groups (Social Group Work)	GCM: Generic Compulsory Method Course	100	3
7	G- 7. Method Course : Community Organization& Social Action	GCM: Generic Compulsory Method Course	100	3
8	G- 8. Method Course: Research Methodology and Statistics	GCM: Generic Compulsory Method Course	100	3
9	EC-1. Specialization / Elective Course - 1 (Foundation Course of each specialization (FCW- 1, HRM- 1, MPSW-1, URCD-1, TD- 1)	EC: Elective Compulsory	100	3
FW-2	Field Practicum (Field Work)	Compulsory	150	6
FV-2	Viva -voce examination (End Sem.- II) (2 credits x 1) per sem. 50 marks	Compulsory	50	2
Total			600	20

GC: Generic Compulsory Method Course

G- 6

Working with Groups (Social Group Work)

Learner's Objectives:

1. To develop the understanding of Group Work as a method,
2. To develop the knowledge of skills and techniques to be used for intervention,
3. To gain the knowledge of the scope of this method in various settings where the method could be used.

UNIT-1: Introduction to Group Work

1. Understanding groups: characteristics and significance of groups in society.
2. Definition, characteristics and purpose (goals) of social group work method.
3. History and evolution of group work method – international and Indian context.
4. Theoretical assumptions underlying social group work
5. Values and principles of social group work
6. Types of groups and approaches to group work based on objectives, purpose and type of membership

UNIT -2 :Group Formation and Group Development

1. Steps in group formation:
 - Need Assessment
 - Formulating objectives
 - Developing plan for group work
2. Pre group and initial phase of group development – characteristics of this stage
 - Roles, responsibilities and skills of group worker in facilitation
3. Programme planning
 - Concept of programme, Significance, Values and planning

UNIT- 3: Group process and group dynamics

1. Middle phase of group development –
2. Typical patterns in group process and interpersonal communication
3. Group dynamics - Group bond, Sub groups, Decision making, isolation Leadership, Conflict
4. Roles and responsibilities and Skills of group worker to handle the dynamics and for problem solving.
5. Techniques – conflict resolution, relationships, communication, use of environment

UNIT- 4: Termination phase

1. Characteristics, roles and responsibilities of group worker
2. Significance of evaluation, types and methods of evaluation
3. Types of termination

UNIV -5:

1. Recording in group work – Importance, Principles, structure of recording, Techniques of recording to analyze group process and plan strategies for intervention
2. Group work in various settings – Health, child development, women development, family welfare, industrial ,communities – urban, rural, tribal

Bibliography : Working with Groups

Recommended Reading :

1. Bhatt R.M. (1960) Records of Group Work Practice in India, Baroda University : Baroda
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GC: Generic Compulsory Method Course

G-7

Community Organization and Social Action

Learners' Objectives

1. Develop understanding regarding community organization as a method of social work
2. Understand the critical elements of community organization practice
3. Enhance the understanding of the roles of the agencies and community organizer in working with communities
4. Enhance critical understanding of the models and strategies for community organization
5. Develop perspective and skills for participatory processes in the community and civil society

Unit- 1: Understanding Community Organization as Social Work Practice

1. Location of community work in social work practice.
2. Historical Development of Community Organization Practice
3. Community Organization and Community Development
4. Understanding Human Rights in Community Organization Practice
5. Evolving understanding of Community Organization as a Method.

Unit- 2: Understanding the Community

1. Concept of Community, Sociological and Practitioner's Perspectives of Community
2. Functions of the Community, Understanding community as the client system
3. Understanding Gender, Class and Caste as axis of inequality within the community and in the society
4. Community profile : Process and tool

Unit 3: Community Organization as Method of Social Work

- 1 Values and Ethics in Community Organization Practice,
- 2 Principles of Community Organization,
- 3 Community Participation- concept and importance
4. Process of Community Organization (steps),
- 5 Rothman's Models of Community Organization

Unit 4: Practice of Community Organization

- 1 Strategies and techniques of Community Organization: PRA, working with subgroups, leadership, participatory planning, monitoring and evaluation, networking
- 2 Roles of Community Organizer
- 3 Skills in Community Organization
- 4 Recording and documentation

Unit 5: Social Action

1. CO as a para political process , Concept of Power and Perspectives of Power Relevant to Community Organization
2. Community Empowerment- concept and strategies
3. Social Action –advocacy as strategy of social action (concept, public interest mobilization, dealing with authorities , Social Action Perspectives and strategies in India (Gandhian, Phule, Ambedkar and Citizen's Rights perspectives) and at International level (Paolo Freire & Saul Alinsky)

Bibliography : Working with Community : Community Organization and Social Action

Reference List :Essential Readings

1. Alinsky Saul (1971) Rules for Radicals : A Practice Primer for Realistic Radicals, Vintage Books
2. Beher A and Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune : NCAS
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25. Vohra Gautam (1990) Altering structures: Innovative Experiments at the grassroots, Mumbai : Tata Institute of Social Sciences
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1. Agar, Mahlon (1981) New perspectives on Community Development, England (UK) : McGraw – Hill Book Com
2. Butcher, Hugh & others (1988) Community Groups in Action, London : Rutledge ad Kegan Paul
3. Dayal, Rekha, Christine Van Wijk, Mukarjee, Niranjana, (1999) Sustainability Planning and Monitoring In community water supply and sanitation, Water and Sanitation Department, World Bank, Washington D. C., U.S.A.
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16. Watson, David & Holloway, Richard (1989) Changing Focus: Involving Rural Poor in Development Planning, New Delhi : OXFORD & IBH Publishing Co. Pvt. Ltd.

Recommended Journals

1. Community Development Journal: An Alternative Forum, UK, Oxford University Press.
2. Social Action, A Quarterly Review of Social Trends and Social Action Trust, Delhi

Seminar, New Delhi

GC: Generic Compulsory Method Course

G- 8

Social Work Research and Statistical Applications

Learner Objectives:

- 1) Develop an understanding about the scientific approach to human inquiry
- 2) Develop an appreciation of the value and approach in social research and social work research in addressing problems in the field of professional practice
- 3) Develop skills for use of library and documentation in research work
- 4) Acquire the skills for data analyses and research based writing

UNIT – 1 : Fundamentals of scientific methods and research

- 1. Scientific Method:** Meaning, goal and characteristics of scientific method, scientific approach, application of scientific method for the study of social phenomena. Steps in the process of scientific research.
- 2. Social Research:** Philosophical doctrines in the social science inquiry, positivism and interpretivism, quantitative & qualitative research approach, meaning of research, goals, objectives and major steps in the process of social research.
- 3. Social Work Research:** Meaning, objectives, steps, types and scope of social work research.
- 4. Basic Concepts in research:** Concepts, hypothesis, variables, independent & dependent variables, operational definitions, constructs.
- 5. Ethics in research:** Ethical considerations and guidelines.

UNIT- 2 : Research design, Sources of data

- 1. Design and types of research:** Meaning and importance; types of research design; exploratory, descriptive, experimental, evaluative, case study, participatory research and action research. . **Case study:** Meaning, uses, steps.
- 2. Sources and Types of Data:** Primary and secondary, objective and subjective, qualitative and quantitative. **Primary data:** Observation, Questionnaire, Interview schedule and interview guide. Pilot study and Pre-testing.
- 3. Secondary data:** Sources, types of secondary data and problems in the use of secondary data.

4. Sampling: Universe, population, sample, rationale and characteristics of sampling; sample frame and sampling unit, methods of sampling, general considerations in the determination of sample size.

UNIT – 3: Data collection and processing

- 1. Tools of data collection:** Primary and secondary tools
- 2. Processing of data:** Content, editing data, classification, coding, tabulation; interpretation and analysis of data, diagrammatic and graphical presentation of data.
- 3 Scales:** Need, importance, types and application of scales.
- 4 Application of computers:** Data processing, analysis, Excel and SPSS.

UNIT – 4: Statistics for research, techniques and its application

- 1 Statistics:** Definition, functions, levels of measurements, role and importance of statistics in research.
- 2 Descriptive statistics:** Measures of central tendency (mean, median, mode),
- 3 Measures of dispersion** (standard deviation, coefficient of variation),
- 4 Measures of correlation**
- 5 Testing of hypothesis. Inferential Statistics:** Parametric and Non-Parametric statistical tests.

UNIT – 5: Presentation and Dissemination of research

- 1 Research reporting:** Contents, style and types of research report
2. Functions of research report
- 3 Major steps in planning report
4. Foot-note, references, bibliography, preparation of abstract and publication.

References: Essential Reading

1. Ahuja, Ram (2001) Research Methods, Jaipur : Rawat Publication
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3. Anderson, J. et al. 1970 Thesis and Assignment Writing, New Delhi: Wiley Eastern Limited.
4. Baker, Therese L. (1994) Doing Social Research, Singapore : McGraw Hill
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8. Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques, New Delhi, New Age International
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General References :

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 2. Ackoff, R. L. 1962 Scientific Method: Optimizing Applied Research Designs, New York: John Wiley and Sons.
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 5. Blalock, H. M. 1972, Social Statistics, New York: McGraw Hill.
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 8. Crabtree, B. F. and Miller, Doing Qualitative Research, New Delhi:
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 10. Denzin, Norman, K. & Handbook of Qualitative Research (II ed.),
 11. Field, Andy. 2000 Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginning, New Delhi: Sage Publications.
 12. Foster, J. J. 1998, Data Analysis Using SPSS for Windows:
 13. Gahan, Celis and Doing Qualitative Research Using QSR, NUD,
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EC: Elective Compulsory Courses

FCW- 1

The Field of Family and Child Development

Learner's Objective:

1. To orient learners to the field of Family and Child Development
2. To understand the various orientations to work with families, children, women and youth in various settings
3. To develop understanding, role and function of Professional Social Workers in various settings of Family and Child Development

Unit -1:Orientation to the Field of Family and Child Development

1. Brief review of the Field of Family and Child Development
2. Different orientations: Welfare work, Therapeutic and Rehabilitative Orientation, Developmental orientation and Rights Based and Empowerment
3. Basic Understanding of different settings: Residential (statutory and non-statutory), Non Residential services, Open Communities

Unit 2: Working with Families

1. Importance of working with families in context of satisfaction of human needs and human rights
2. Family Development Programme
3. Family Counselling and Family Courts
4. Roles of Professional Social Worker

Unit 3 : Working with children

1. Working with children in need of protection and care : Residential and Non residential services
2. Integrated Development services
3. Social Work in Child Education
4. Child Guidance Clinic and Counselling
5. Personality Development Programmes and recreation for children and adolescents
6. Programmes for Youth Development
7. Roles of Professional Social Worker

Unit 4: Working with women

1. Counselling and shelter for women in need of protection
2. Women Development programmes, Micro Finance Groups and livelihood promotion programmes
3. Legal Literacy, Political participation and empowerment
4. Roles of Professional Social Worker

Unit 5: Working with special groups

1. Residential and non- residential programmes and services for differently abled.
2. Residential and non -residential programmes and services for elderly
3. Roles of Professional Social Worker

References:

HRM – 1
HUMAN RESOURCE MANAGEMENT**Learner Objectives:**

1. Understand the importance of Management and Human Resource Management in industry and various applications of strategic HRM.
2. Develop an insight of various policies, practices, importance and relevance of HRM.
3. Develop knowledge and understanding about functions of HRM.

Unit- 1 : Fundamentals of management

1. **Management:** concept, nature, elements of management. Historical perspectives, Henry Fayol, Principles of Scientific Management, F. W. Tylor, Management Vs. Administration, Human Resource approach, System approach.
2. **Functions of management:** Planning, Organizing & Co-ordination, Direction and Supervision, Communication and Controlling.

Unit- 2.: Human Resource and Human Resource Management:

1. **Human Resource :** Concept, Human factor in Management, importance of Human Resource in industry, Hawthorne studies
2. Human Relations Movement, evolution of HRM in India.
3. **Role and Functions of HRM:** Structure of HRM department, changing forms, Essential qualities, core competencies, specific functions and HR as business partner.
4. Changing role and emerging challenges before HR managers in the context of SHRM.

Unit- 3 : HRM Policies and practices

1. **HR Policies:** Meaning, objectives & contents of HR policies, principles & essentials of sound policies, importance and implementation.
- 2 **Human Resource Planning–** Meaning, need, objectives, prerequisites, process and importance of HRP, HR budgeting, factors influencing and methods of HRP.
3. **Talent acquisition:** Meaning, objectives, types, criteria, sources, importance, methods, current policies, practice and challenges in recruitment and selection. Attraction of talents, induction, on boarding programme, importance of job description, specification and job design. Job evaluation meaning, tools, techniques, methods and their importance.

Unit- 4 : HRM Policies and practices

- 1 **Promotions and Transfer:** Meaning, goals, principles, policies, criteria/ parameters, types, essentials & salient features of sound promotion and transfer policies.
2. **Compensation and benefits:** Concept of fair wages, importance of theories in wage determination. Recent strategies, elements of compensation, structure, cost to company, (CTC concept) salary and wages benchmarking, concept of dearness allowance,
3. Fringe benefits and perk- perquisites, Financial and non-financial Incentives, its impact on the employees' performance.

Unit- 5 : Strategic HRM and other dimensions

1. **Strategic Human Resource Management:** Concept and nature of strategy and strategic management, strategic management process, implementation, evaluation and importance of SM, role HRM in strategy formulation, contingency or structural approach to strategy. Focus area: 7- 'C' of SHRM- culture, competency building, career planning, coaching, consultant role, and communication and compensation management.
2. Application of MIS in e-HR system: Meaning, scope, its applications in HR system, like- SAP- HR, Time and Attendance system and pay-roll system.

References :

1. Armstrong, Michael Baron, Angela (2006) Handbook of Strategic HRM, Mumbai : Jaico Publishing House
2. Bhagoliwel, T. N. (1990) Personnel Management and IR, Agra : Sahitya Bhavan Hospital
3. Botton, Trevor (2001) An Introduction to Human Resource Management, New Delhi : Infinity Books
4. Flippo, Edwin B. (1971) Principles of Personnel Management Ed. 4, Tokyo : McGraw Hill Publication
5. Pattanayak, B. and Verma, Harish C. (1998) : Human Resource Management, New Delhi : Wheeler Publication
6. Rao, P. Subba (1999) Essentials of Human Resource Management & I. R; Mumbai : Himalaya Pub.
7. Saiyadain, Mirza S. (1988) Human Resource Management; New Delhi: Tata McGraw – Hill Publication Com. Ltd.
8. Sehgal, Seema (2006) Handbook on Competency Mapping, New Delhi : Sage Publication

General References :

1. Akhilesh, K. B. and Nagaraj, D. R. Edu. (1990) Human Resource Management 2000, New Delhi : Wiley Eastern Ltd.
2. Aswathappa, K (2001) Human Resource Management, Text & Cases, New Delhi : Tata McGraw-Hill Edition
3. Batia, S. K. (2006) Human Resource Management, New Delhi : Deep & Deep Publication
4. Cursen Ron (1980) Personnel Management; New York : Hadder and Stoughton
5. Dale, B. G. etc. (2001) Managing Quality and Human Resources, New Delhi : Infinity Books
6. Ghosh, Subrathesh (1980) Personnel Management Text & Cases; New Delhi : Oxford and IBH Pub.
7. Gokhale, Shyamkant (1981) Personnel Management & Org. Behavior; Poona : Susheel Prakashan
8. Gupta, R. M. Ed. Etc (1976) Personnel Management in India; Personnel Management Mumbai : Asia Publication House
9. Jucius, Michel (1997) Personnel Management; Mumbai : Oxford University Press
10. Kumar, Prem and Ghosh, Asit, K. Ed (1991) Personnel Management and IR, New Delhi : Anmol Publications
11. Mamma, C. B. (1994), Personnel Management Ed. 12, Mumbai : Himalaya Pub. House
12. Monappa, Arun and Saiyadain, Mirza, S. (1999) Personnel Management; New Delhi : Tata McGraw Hill
13. Moorthy, M. V. (1992) Human Resource Management, Bangalore : R & M Associates
14. Pattanayak, Biswajeet (2002) Human Resource Management, New Delhi : Prentice- Hall of India
15. Sarma, A. M. (1998) Personnel & Human Resource Management; Mumbai : Himalaya Publication House
16. Scott, Walter Dill, etc Personnel Management Ed. 6 (1977); New Delhi : Tata McGraw Hill Publication
17. Sigh, M. K. and Bhattacharya, A. Ed. (1990) Personnel Management, New Delhi : Discovery Publishing House
18. Tripathi, P. C. (1978) Personnel Management; Theory & Practice; New Delhi : Sultan Chand & Sons

MPSW- 1**THE FIELD OF MEDICAL AND PSYCHIATRIC SOCIAL WORK****Learner's objective:**

1. To orient learner to the field of MPSW
2. To develop understanding and expected competence about the task, role and functions of MPSW in various settings.

Unit - 1. Concept of Medical and psychiatric social work

1. Evolution of medical and psychiatric social work in U.K., U.S.A and in India.
2. Functions of medical and psychiatric social workers.

Unit - 2. Current Field and Practice of medical social work:

1. General Hospitals, and different departments, Specific disease hospitals, community health centers, blood banks, eye banks,
2. Schools for the physically and mentally challenged and sheltered workshop, residential institutions for physically and mentally challenged.

Unit -3. Current fields practice of psychiatric social work in

1. Mental health institutions, psychiatric departments in general hospitals, half way homes, day care center's ,
2. Child guidance clinic, social work in schools

3. De-addiction Center
4. Social Work in industry and CSR,- Corporate Social responsibility

Unit -4. Approaches in the practice of medical and psychiatric social work :

1. Preventive.
2. Curative
3. Rehabilitative
4. Developmental
5. Rights based approach

Unit 5: Role and Functions of MPSWs in various settings including research in the field of health.

References:

URCD -1
ISSUES OF URBAN, RURAL AND TRIBAL COMMUNITIES AND GOVERNANCE

Learner Objectives

- 1) To understand issues of rural, urban and tribal communities
- 2) To understand the major provisions under 73rd, 74th Constitutional Amendments and PESA in addressing community issues
- 3) To critically reflect on the powers and functions of LSG Bodies in addressing community issues.

Unit 1-- Urban, Rural and Tribal Communities - Linkages and changes

1. Characteristics of urban, rural and tribal communities
2. Relation between urban, rural and tribal communities
3. The changing faces of urban, rural and tribal communities

Unit 2-- Issues of urban, rural tribal communities

1. Economic Issues – poverty, unemployment and its implications
2. Issues of Environment , Infrastructure and Services
3. Socio-cultural issues- caste dynamics; intersections of class, caste, gender and ethnicity and implications

Proposed Pedagogy (Units 1 & 2): Lecture cum-Discussion; Reading Assignments; **Field observations**

Unit 3--Democratic Decentralization and Constitutional Amendments

1. Concept and Context of Democratic Decentralization
2. The Constitutional 73rd & 74th Amendments and Panchayat Extension to Scheduled Areas – Context of their Enactment and major provisions
3. Structure, Functions, Powers of LSG bodies

Proposed Pedagogy: Lecture cum-Discussion; Reading Assignments; - Case studies based discussions

Unit 4 – The Ground Reality of Local Self Government Bodies

1. Issues of finance, functionaries and functional autonomy
2. Revenue and Finance sources with respect to LSGs -Finance commission recommendations
3. Importance of citizen participation through gram sabhas/ward sabhas
4. Problems and prospects with respect to reserved quotas

Proposed Pedagogy:

- Interactions with field resource persons (Elected Representatives; Panchayat Training organizations);
- Case studies based discussions;
- Field assignments;
- Wherever possible practical exposure to students by organized attendance in Local Self Government Bodies, meetings in their field work areas at municipal corporation/ panchayat proceedings/ Gram Sabhas/Ward Sabhas and visits to ward offices

Unit 5: Social Work Intervention in relation to LSG bodies

1. Opportunities and challenges with respect to PRI'S in urban, rural, tribal areas and social work intervention – training EWRS;
2. Strengthening the gram sabha; understanding participatory budgeting & social audit, citizen participation and community mobilization for accountable and transparent governance

Proposed Pedagogy: Facilitated discussions; Field assignment and interventions

Recommended Readings :

1. Alexander, K.C., Prasad R.R., Jahagirdar M.P. (1991) **Tribals - Rehabilitation and Development**, Jaipur : Rawat Publications
2. Alochana (2007) **Gender, Women and Panchayat Raj**, Pune : Alochana Center for Documentation and Research on Women
3. Ashok Narang (2006) **Indian Rural Problems**, New Delhi : Murari Lal & Sons
4. Baluchamy, S. (2004) **Panchayat Raj Institutions**, New Delhi : Mittal Publication
5. C.G.Pickvance, (Ed.) (1976) **Urban Sociology: Critical Essays**, UK : Methuen
6. Chahar, S.S. (Ed.) (2005) **Governance of Grassroots Level in India**, New Delhi : Kanishka
7. Chaurasia, B. P. (1990) **Scheduled Castes and Scheduled Tribes in India**, Allahabad : Chugh Publications Delhi : Sarup & Sons Publication
8. De Souza Alfred (Ed.) (1983) **The Indian City: Poverty, Ecology and Urban Development**, New Delhi : Manohar Publications
9. Desai A.R. and S. Devidas Pillai (Editors) (second edition) (1990) **Slums and Urbanization**, Bombay : Popular Prakashan
10. Desai, A. R. (1961) **Rural Sociology in India**, Bombay: Popular Prakashan
11. Devas, Nick and Others (2006) **Urban Governance, Voice and Poverty in Developing World** London : Earthscan Development.
12. Dilip Shah (2005) **Rural Sociology**, India : ABD Publisher
13. Doshi, S.L. and Jain, P.C. (2001) **Social Anthropology**, New Delhi : Rawat Publications
14. Dubey, S.C. **Indian Society**, New Delhi: National Book Trust in India,
15. Dupont V., Tarlow E. and Vidal D. (2000) **Delhi. Urban Space and Human Destinies**, Delhi
16. Edgar W. Butter (1976) **Urban Sociology- A Systematic Approach**, New York : Harper & Row Publishers
17. Hiremath, S. R. (Ed) (1997) **Forest Lands Forest Produce as if People Mattered**, Karnataka: National Committee for Protection of Natural Resources et al.
18. Hiremath, S. R., Kanwalli S., Kulkarni, S. (1994 2nd Ed.) **All About Draft Forest Bill and Forest Lands: Towards Policies and Practices as if People Mattered** Karnataka, Pune: SPS, DFD(K), JVA(K) & Center for Tribal Conscientisation
19. Hooja, Prakash and Hooja, Meenakshi (2007) **Democratic Decentralization & Planning**, Jaipur : Rawat Publications
20. Khadria, Binod (1999) **The Migration of Knowledge Workers**, New Delhi, London: Sage Publications
21. Khan, Mumtaz Ali (1980) **Scheduled Caste and their Status in India**, New Delhi : Uppal Publishing House
22. Kumar, Krishna, **Direct Democracy & Village Governance**, New Delhi : Deep & Deep Kutir
23. Lele, Medha Kotwal, Kulkarni, Vandana , **Power and Empowerment**, Pune : Alochana Center for Documentation and Research on Women
24. Maheshwari, Shriram (1994-95) **Local Government in India**, Agra : Laxminarayan Agarwal
25. Mishra, Anil Kant (1998) **Rural Tension in India**, New Delhi : Discovery Publishing House
26. Mishra, Omprakash (Ed.) (2004) **Forced Migration**, Delhi : Manak Publication
27. Mishra, S.N., Mishra Sweta and Pal, Chaitali (2000) **Decentralized Planning and Panchayati Raj Institutions**, New Delhi : Mittal Publications

28. Morse, Bradford & Berger, Thomas (1992) **Sardar Sarovar- Report of the Independent Review**, Bombay, Pune, Delhi, Goa, Narmada Bachav Abdolan et al
29. N. Jayapalan (2002) **Urban Sociology**, New Delhi : Atlantic Publishers & Distributors
30. National Academic Council, (2003) **Cities Transformed. Demographic Change and Its Implications in the Developing World**, Academic Press Publication Publishers Pustak Kutir
31. Rajendra K.Sharma (2004) **Rural Sociology**, New Delhi : Atlantic Publishers and Distributors,
32. Ramesh, Asha & Ali, Bharti (2001) **33 1/3 % Reservation Towards Political Empowerment**, Bangalore: Books for Change
33. Rath, Chandra, Govinda (2006) **Tribal Development in India: The Contemporary Debate**, New Delhi : Sage Publication
34. S L Doshi (2002) **Rural Sociology** Jaipur : Rawat Publications
35. S.L. Doshi (1997) **Emerging Tribal Image** Jaipur: Rawat Publication
36. Sachindra Narayan (1997) **Perspectives in Tribal Development - Gandhian Approach to Plan Development**, New Delhi : Commonwealth Publishers
37. Safa, Helen, (Ed.) (1982) **Towards a Political Economy of Urbanization in the Third World Countries**, OUP
38. Sathe, Nirmala (2007) **Women and Panchayat Raj**, Pune: Alochana Center fo Documentation and Research on Women r
39. Schenk, Loes– Bergen, Sand (Ed.) (1995) **Women and Seasonal Labour Migration**, New Delhi, London : Sage Publication
40. Sharma, B. D. (2001) **Taming the Transition in Scheduled Areas**, New Delhi : Sahyog
41. Sharma, B. D. (undated) **Tide Turned**, New Delhi: Sahyog Pustak Kutir
42. Sharma, B. D.(undated) **Fifty years of Anti-Panchayat Raj**, New Delhi : Sahyog Pustak
43. Sharma, Rajendra K. (2004) **Urban Sociology**, New Delhi : Atlantic Publishers & Distributors
44. Singer Miton and Cohn Bernald S (Ed.) (2001) **Structure and Change in Indian Society**, New Delhi : Rawat Publications
45. Singh, Amita (Editor) (2005) **Administrative Reforms (towards sustainable practice)**, New Delhi : Sage Publications
46. Singh, K.K, Ali, S (2001) **Role of Panchayat Raj Institutions for Rural Development**, New Delhi
47. Singh, U. B. (2004) **Urban Administration in India**, New Delhi: Serial Publications
48. Singh, Virendra Prakash (Ed), **Caste System and Social Change** (1992) : Caste Culture and Society Series-1, New Delhi : Commonwealth Publishers
49. Sivaraman, K.C, Kundu Amitabh, Singh B.N (2005) **Handbook of Urbanization in India**, Delhi : OUP
50. Social Watch India (2007) **Citizen's Report on Governance and Development**, New Delhi :
51. Voices of the Poor, (2000) **Can anyone hear us?** New Delhi : Oxford University Press

TD- 1

TRIBAL SOCIETY AND ISSUES

Learner's Objectives

- 1) Develop an understanding about tribal society.
- 2) Understand the tribal issues.
- 3) Enhance the knowledge about current scenario of tribal society.

Unit I - Identity of tribe

1. Meaning, definition and Characteristics of tribe.
2. Classification of tribes - demographic, linguistic, racial, cultural and geographic.
3. Major tribes in Maharashtra and India.

Unit II –Tribal organizations

1. Social Organization: Tribal marriage, family, Clan, Yuvagruh, – Religion and customary practices, Literature and Art, Governance and control systems- types, characteristics and functions.
2. Economic Organization- concept, characteristics, forms, functions and changing nature of economy.

Unit III- Tribal Culture

1. Component of tribal culture –Dance, Drama, Instruments, customs and rituals.
2. Changing nature of Tribal culture- Cultural transition- Tribe caste continuum, Detribalization, ‘Sanskritization’, and Religious conversions, ‘Re-tribalization, assertion of tribal identity, revitalization.

Unit IV – Tribal development issues

1. Social issues – Superstitions ,addiction, Non-Co-operation
2. Economic& Livelihood Issues- Land and Agriculture, Forest, Poverty, Industrialization, Migration, displacement and dispossession, Indebtedness, Unemployment
3. Infrastructural Issues –Habitat and settlement, basic civic amenities, transportation and communication
4. Educational issues - accessibility, marginalization, drop-out
5. Health issues –accessibility, Malnutrition, Mortality and Morbidity and reproductive health, Anemia and Sickle cell anemia.

References

1. Dairy Co-operative and Tribal Development - R v Singh - Gyan Books PVT. LTD. Delhi 2006 Delhi
 2. Dr. NathKrishan (Bhowmilk)-Status and empowerment of Tribal Women Gyan Book PVT LTD Delhi 2005,
 3. Dynamics of Tribal migration, Sonali Publication New Delhi
 4. Frontiers of Social Anthropology, Amitabha Sankar ,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990
 5. Gare G M ,Social Change, Among the tribal of western Maharashtra, 1974
 6. Gihrage G S ,The schedule Tribe
 7. Mishra R N ,Tribal cultural and Economy - Ritu Publication
 8. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD
 9. Mujumdar D N and Madan T N ,Introduction to Social Anthropology,Asia Publishing House,Bombay 1973
 10. Rajalaxshmi P ,Tribal food Habit Book -,Gyan Book PVT LTS Delhi 1991
 11. Sachindra Narayan ,The Dynamics Of Tribal Devfvelopment Issues and Challenges -2002,Gyan Books PVT LTD Delhi
 12. Shah D V, education and Social Change anoung the tribal in India- 1979
 13. Shahi Bairathi- Tribal Culture Economy and Health - Rawat Publication
 14. Singh K S - Traibal Moment in India, Manchar, New Delhi,1982
 15. Singh k S ,Tribal situation in India,Indian Institute of Advanced Study,Simla,1972
 16. Vidarthi L P, Tribal culture of India ,Concept publishers New Delhi 1976
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SEMESTER – III

Semester- III				
10	G-9. Personal & Professional Development for Social Work Practice	GC: Generic-Compulsory	100	3
11	G-10. Administration and Management of Development Organization	GC: Generic Compulsory	100	3
12	Core Domain Course (Any ONE) G-11. Social Policy in India G-12. Social Legislations for Social Work G-13. Community Health, Mental Health and Environmental Hygiene	GOCB: Generic Optional / Choice Based Course (AnyONE out of three generic optional courses)	100	3
13	EC- 2. Specialization Elective Course -2 (FCW- 2, HRM- 2, MPSW-2, URCD-2, TD- 2)	EC: Elective Compulsory	100	3
14	EC- 3. Specialization Elective Course- 3 (FCW- 3, HRM- 3, MPSW-3, URCD-3, TD- 3)	EC: Elective Compulsory	100	3
FW-3	Field Practicum (Field Work)	Compulsory	150	6
		Total	650	21

GC: Generic-Compulsory Course

G- 9

Personal & Professional Development for Social Work Practice

Learner Objectives:

1. Understanding the process of self-awareness and its relevance for personal and professional development
2. Develop practice based skills, life skills and competencies for professional practice
3. Understand and uphold professional values and ethics

Self and Self Awareness

Unit-1 .Meaning and Influences

1. Significance of understanding self
2. Meaning of self : self concept, self esteem, self image and self acceptance
3. Reactions to various life situations :-Achievements, frustration, failures, crisis
4. Understanding one's own emotions and behaviour
5. Factors affecting self : values and attitudes; experiences

Unit-2. Techniques of understanding self : (Intra and interpersonal)

1. Transactional Analysis
2. SWOT analysis
3. Jo-Hari window
4. Mirror reflection techniques

Unit-3. Self Development

1. Concept and need
2. Difference between real self and ideal self.
3. Self as "being" and "becoming"
4. Setting goals for self development
5. Six thinking Hats techniques
6. Achievement orientation and striving behaviour

Unit-4. Attributes of the Professional Personality

Attributes

1. **Qualities & traits** : Ethical values and decision making; Appropriate Professional Habits; Self control and professional behaviour; Multi tasking abilities
2. **Attitudes**: Honesty and Integrity; sense of responsibility and commitment; punctuality; acceptance of self and others; sensitivity and respect; lifelong learning
3. **Knowledge & Skills**: Professional knowledge relevant to practice; Creativity; Effective communication; planning, priority setting and time management;

Unit-5 Development of the Professional Self

1. Distinguishing the personal and the professional self
2. Understanding and internalization of professional values and value conflicts
3. Professional ethics and ethical practices
4. Stress and Burnout in Professional Practice: Causes and impact of stress; Stress management, Techniques for coping with stress and preventing burnout

Recommended Readings:

1. Charles E. Merrill Co. Mark, Doel and Shardlow, Steven M. (2005) Modern Social Work Practice, England : Ashgate Publishing Ltd.
2. Chopra, BS. KS. (1987) Leadership for Indian Manager, Pune : Times Research Foundation
3. D'Souza, Anthony (1989) Leadership Vol.I, Mumbai : Better Yourself Books
4. Davas, Rustam (1993) Creative Leadership, New Delhi : UBS Publishers
5. Davis, Martin (2002 Ed.) Companion to Social Work, USA : Blackwell Publishers Ltd.
6. Heun, Linda R. and Heun, Richard E. (2001) Developing Skills for Human Interaction, London : Charles E. Merrill Co.
7. Khwaja, Ali Ed. (2000) Booklets on Counseling, Bangalore : Banjara Academy
8. Ltd.
9. McCormick, J. Mary, (1975) Enduring Values in a Changing Society, New York : Family Service Association of America
10. Muriel, James, Dorothy Jungeward (1978) Bornto win, New York : New American Lib.
11. Neil Thompson (2002) (2nd Edition) People Skills , New York : Palgrave Mcmillan
12. Nigel, Machennan (1997) Handbook of Coaching Mentoring, Mumbai : Jayco Publishing House
13. Patil, Jayant (2002) Mind, Body and Soul Management Handbook, 21st Century Life style,
14. Philip Priestley, James McGuire (1983) Learning to Help, London : Tavistock Publication
15. Philip, Seed and Lloyd, Greg (1997) Quality of Life, London : Nessica Kingsley Publishers
16. Rapidex-Self Letter Drafting Course, Instant Letter Producer (1998) Delhi : Pustak Mahal.
17. Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi : Rawat Publication
18. Sanghi, Seema (2004) The Handbook of Competency Mapping, Response Books, New Delhi : Sage Publication.
19. Sanghi, Seema (2006) Towards Personal Excellence, New Delhi : Sage Publication
20. Thill, John Bovie, Courtland (19932nd Ed.): Excellence in Business Communication, New York : McCraw Hill Inc.

G-10

ADMINISTRATION AND MANAGEMENT OF DEVELOPMENT ORGANIZATION

Learner Objectives :

1. Understand the administration and management of welfare organization and NGOs.
2. Develop the understanding the needs of administrative machinery and its enforcement
3. Develop the understanding good governance & management practices in government & NGO sectors
4. Develop the understanding the application of administrative & managerial skills

Unit – 1: Organization, Government and NGO, NPO's and civil society organizations

1. Concept of Organization, nature and types, characteristics of human service Organization and Social Welfare, organization, Organizational design and structure (Formal and Informal)
2. Administration of the residential and non-residential institutions for women, children and weaker sections of the society.
3. Central social welfare Board and State Social Welfare Advisory Boards, Indian council for child welfare. Mahila Ayog: at the center and at the state.
4. National Commission for Backward Classes, National commission for SCs & STs, National Human Rights commission.
5. Public private partnership models, role of civil society organization in social policy and programme implementation

Unit- 2 : The administrative machinery in India

1. Administrative Machinery at the Center and the State: Ministries and departments MCI, RCI, NDC, State level Organization, Ministries, Commissionrates, Department and Directorates.
2. District Collector's office : its role in emergency situations and development programmes
3. Development Administration at the Local Self Government level
4. Rural: Zillha Parishad, Panchayat Samiti Gram Panchyat
5. Urban: Municipal corporation, Municipal council and Nagar Palika
6. Charity Commissioner and their statutory authority vis- a-vis the obligations of registered welfare organization

Unit –3 Administration and Management

1. Concept of administration & management, Public administration, Administration of Social Service, Social work, Social Welfare administration
2. Functions of Administration: Core and operative functions, POSDCORB
3. Basic Administrative and managerial skills for social worker professionals & practitioners
4. Governance and Good governance: concept and meaning of accountability, transparency, empowerment and other aspects of good governance
5. Human resource management, Leadership, team building, Decision making, Communication, Motivation and Morale

Unit- 4. Financial Management & Administration

1. Financial Management & Administration & Management of the organizations
2. Methods of Fund raising, community resources mobilization, grants in aid from state, central government and autonomous bodies.
3. Maintenance and supervision of account keeping, cash books, legers, posting, billing, income & expenditure accounts, profit & loss account, balance sheets, stores & inventory management, rules regarding investments of fund, principal and procedures of audit and inspection. Concept of social audit.

Unit- 5 Project management

- 1 Project Management, Preparing project proposal
2. Project cycle, Planning, Logical Frame Analysis and Matrix and monitoring, financial management of the projects
3. Evaluation of the projects: tools and techniques

Recommended Readings :

1. Choudhary, D. Paul (1983) Social Welfare Administration, Delhi : Atma Ram and Sons
2. Chowdhary, S. (1990) Project Management ,Delhi,Tata McGraw-Hill.
3. Durcker, Peter :Management, Prentice Hall of India Pvt. Ltd..
4. Garain S: Towards a measure of perceived organizational effectiveness.
5. Garain, S. (1998) : Organizational effectiveness of NGOs, Jaipur : University Book House
6. Harold Koonts, Cyrill O'Donell: The Management of Organization – A System and Managerial Functions.
7. Harsey & Binchand K. (1992) Management of Organizational Behavior – Utilizing Human Recourses Delhi, prentic Hall inc.
8. James, A. F. Stoner:Management , Edward New Delhi : Prentice Hall of India Pvt. Ltd.
9. Naik, B. M. (1985) Project Management : Scheduling And Monitoring, Vani educational book
10. Ralph Brody(1993) Effectively Managing Human service Organizations,Delhi,Sage.
11. Saksena, S. C.(1977)Business Administration and Management, Agra,Sahitya Bhavan
12. Wehrich,Haniz, Harold Koontz, Mc-Grew Hill (1993) Management – A global Perspective, New York,Mc Graw Hill .

General References :

1. Batra, Promod / Mahendra, Deepak (1993) Management Ideas In Action Delhi,Think Line
2. Dale, H. B. Bestarfed, Carol Besterfied (2001)Total Quality management Delhi,Addison Wesley
3. Ishwar Dayal (1993) Designing HRD System Delhi ,Concept Publication
4. Jain, Maithland: Handbook of Recruiting, Interviewing Testing Starting Work.
5. Kenenth, R. Robison (1951) A Handbook of Training Management London,Kogan page
6. McGrath, E. H. (1994) Basic Managerial Skill for Delhi,prentic Hall inc
7. Mirza, S. Salyadin (1988) Human Resource Management ,Bombay,Tata institute of social service
8. Reddin, W. J. (1976) Effective Management by Objectives Delhi,Tata McGraw-Hill
9. Singh, P. N. :Training for Management Development.
10. Trevor Bolton (2001) An Introduction to Human Resource Management ,Delhi,Infinity books

Generic Optional & Choice Based Courses
G- 11
SOCIAL POLICY IN INDIA

Learners' Objectives

1. Understand the issues in social development and Social Policies
2. Gain knowledge of polices and planning process in India
3. Gain knowledge about the policy formulation process and critical understanding of the policies

Unit – 1: Concept of Social Policy

1. Concepts of Social Policy, Integrated and Sectoral Policies.
2. Relationship between Social Policy and Social Development, Values underlying Social Policies and Social Planning in India.
3. Principles of Social Policy in context of The Indian Constitution, UN and Human Rights

Unit – 2 : Policy Formulation

1. Approaches to Social Policy (Unified, Integrated and Sectoral) ,
2. Process of Policy Formulation-Influences of International Organizations, Research, Interest groups and Social Movements
3. Social Policy and Professional Social Work.

Unit – 3: Major Policies in India and their implications

1. Economic Policies: Shift from Welfare Economy to Open Market Economy.
2. Policies related to Market Economy (WTO, SAP and LPG processes)

Unit – 4: Major Sectoral Policies and Planning

1. Brief review of Policies on Education, Health, Urban Development, Rural Development, Social Justice and Empowerment, Tribal Development.
2. Policies related to Children, Women, Differently-abled, Senior citizens.

3. Policies protecting Rights of the Citizens' Groups, Rehabilitation and Resettlement of PAP

Unit – 5: Social Policy and planning process in India

1. Relationship between Social Policy and Planning for Social Development
2. Historical Review of Planning Process in India.
3. Evolving processes for Planned Social Development.
4. Policy Analysis and Policy Research

Essential Readings:Books

1. 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
2. Arunachalam M (1982). *Administration Politics and development in India*, New Delhi
3. Bery Suman and Bosworth Barry (Ed) (2007) *India Policy Forum*, Sage Publication, New Delhi
4. Chalam K S (2007) *Caste Based Reservations and Human Development in India*, Sage Publications, New Delhi.
5. Chaturvedi T. N. (1984), *Planning and Its Implementation*, Indian Institution of Public Administration, New Delhi.
6. Eyden Joan (1969) *Social Policy in India*, Broadway House, London
7. Ganapathy R.S. and others (1985), *Public Policy and Policy Analysis in India*
8. Gol, Five-Year Plan – 1st to 10th, Planning Commission of India, New Delhi
9. Gokhale S.D. (1979) 'Integrated Social Policy in India', *New Development of Policy and Planning*, Rawat Publications, Delhi.
10. Inamdar N. R. (1992), *Development Administration in India*, Rawat Publication, New Delhi.
11. Iyer Ramswamy. 2007. *Towards Water Wisdom: Limits, Justice, Harmony*, New Delhi, Sage Publications.
12. Jacob K. K (1989), *Social Policy in India*, ASSWI, Himanshu Publications, Udaipur.
13. Kabra Kamal Nayan (2004) *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
14. Kulkarni P. D. (1997). 'What is development oriented welfare?' *Social Issues in Development*, Uppal Publishing House. New Delhi
15. Kulkarni P.D & Nanavatty Meher (1997) *Social Issues in Development*, Uppal Publishing House. New Delhi,
16. Kulkarni P.D. (1979) *Social Policy and Social Development in India*. Lalvani Publishing House, Mumbai
17. NIRD (2001) "Decentralized Planning", *India Panchayat Raj Report*
18. Patil P.B. (1989), *Panchayat Raj, District Planning and Rural Development*, Yashwantrao Chavan Partishtan, Mumbai (Marathi)
19. Ramchandran Padma (1994), *Some issues in Development Administration*, Sage Publications, and New Delhi
20. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems*, Sage Publications, New Delhi
21. Sharma P. N. (1993), *Social Planning: Concepts and techniques*, Print house, Lucknow
22. Sovani N.V (1979) 'Whither Social Planners and Social Planning', *New Development of Policy and Planning*, Rawat Publications, Delhi
23. Swaminathan Madhura (2000) *Weakening Welfare: The Public Distribution of Food in India*, Leftword Books, Delhi
24. Tata Institute of Social Sciences (1983). *Special Issue of The Indian Journal of Social Work on Social Work, Development and Policy*. Volume XLIII, Number 4.
25. Thorat Sukhadeo (Ed) (2004) *Caste, Race and Discrimination, Discourses in International Context*, Indian Institute of Dalit Studies & Rawat Publications.
26. UNDP (2007/8) *Human Development Report. Fighting climate change: Human Solidarity in a Divided World*, UNDP, and New York.
27. UNDP, Millennium Development Goals, <http://www.undp.org/mdg/goallistshtml>

Essential Journals and Periodicals

1. Economic and Political Weekly, Economic and Political Weekly, Mumbai
2. Hum Dalit, Social Action Trust, New Delhi
3. Indian Journal of Gender Studies, Sage Publication Pvt. Ltd, New Delhi
4. Indian Journal of Public Administration, Indian Institute of Public Administration, New Delhi
5. Indian Journal of Social Work, Tata Institute of Social Sciences, Mumbai
6. Journal of Rural Development, National Institute of Rural Development, Hyderabad
7. Perspectives in Social Work, Nirmala Niketan College of Social Work, Mumbai
8. *Social Action*, Social Action Trust, New Delhi
9. *Social Change*, Council of Social Development, New Delhi

Recommended Readings:

1. Bhattacharya Malini (2004), *Globalization, Perspectives in Women's Studies* Tulika Books, New Delhi.
2. Choudhary Kameshwar (Ed), (2006), *Globalization, Governance Reforms and Development in India*, Kalinga Institute of Industrial Technology, Bhubaneswar
3. Gol (2000) *Beijing Conference, Women Platform for Action, Five Years After-An Assessment Report*, Ministry of Human Resource Development, New Delhi
4. Hooja, Rakesh and Mathur P.C. (1991). *District and Decentralized Planning*, Rawat Publications, Jaipur.
5. Khan A.E (1973) *Social Policy and Social Services*, Random House, New York.
6. Madison Berince (1980) *The Meaning of Social Policy*, Westview Press, Colorado, USA
7. Mathur Kuldeep (Ed) (1994) *Development Policy and Administration*, Sage Publication, New Delhi
8. Midglet James O. (2008) *The Handbook of Social Policy*, University of California.
9. Mohanty Manoranjan (Ed) (2004) *Class, Caste and Gender*, Sage Publication, New Delhi.
10. Myrdal Gunnar (1968) *Asian Drama: An Inquiry into the Poverty of Nations*, Pantheon Press, New York. OXFORD & IBH Publishing Co. Pvt. Ltd, Bombay
11. Pimply P. N. and others (1985), *Social Development: Processes and Consequences*, Rawat Publications, Jaipur
12. Reinhardt J and Merdows G, *Social Problems and Social Policy*, American Book Company
13. Shah Ghanshyam (2001) *Dalit Identity and Politics*, Sage Publications, New Delhi

G- 12

SOCIAL LEGISLATIONS FOR SOCIAL WORK

Learners' Objectives

1. Develop understanding about basic concepts related to social justice, social legislation, fundamental rights and human rights.
2. Develop an understanding about the structure and functions of various agencies in the justice system
3. Understanding social legislations related to specific groups
4. Develop insights about legal aid provisions for underprivileged and marginalized

Unit – 1

1. Concepts of Social Justice and social legislation
2. Social justice as an essential basis of social legislations; Constitutional base of social justice, positive and protective discrimination
3. Social legislations in India as a welfare state

Unit – 2

1. Division of laws –Substantive law, Procedural law and Civil law
2. Judiciary system: structure, power and functions at various levels.
3. Criminal Justice System: Police, law and order and FIR procedures

Unit – 3

1. Law for the Protection of Human Rights
2. Meaning of human rights, Major provisions of the law for the protection of human rights
3. Structure, functions and powers of National and State Human Rights Commissions

Unit -4 : Laws related to Various Groups

- 1. Laws Related to Children:** Juvenile Justice Act, Adoption and Guardianship, Child Marriage Restraint, Prohibition of Child Labour, Child Sexual Abuse.
- 2. Laws Related to Family:** Personal laws and the Civil laws related to Marriage, Divorce and Maintenance, Succession; Domestic Violence and Family Court
- 3. Laws Related to Women:** Prevention of immoral traffic, Dowry prohibition, Rape, Medical termination of pregnancy, Prohibition of Prenatal diagnostic tests (for sex determination)

4. **Laws Related to Scheduled Castes and Scheduled Tribes:** Protection of Civil Rights; Law against Atrocities
5. **Laws Related to Workers:** Social Security Acts- ESI, PF, Maternity benefits. Informal sector
6. **Laws Related to disabled groups:** Mental health, Persons with disability

UNIT- 5: Laws related to citizens

1. Lok Adalat- Purpose and legal Provisions
2. Legal Aid: Concept & history of legal-aid, persons needing legal-aid, legal-aid schemes.
3. Judicial activism and Public Interest Litigation: Meaning, Concept, Process and Problems.
4. Right to Information Act - Provisions and implementation.
5. Consumer Protection Act
6. Project Affected persons
7. Role of Social Worker: Social Work intervention, need, methods and problems

Recommended Readings :

1. Acharya, Basu Durga Das :Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7th.Edition)
2. Ahuja, Ram:Criminology, Jaipur : Rawat Publications
3. Biju, M. R (2005) Human Rights in a Developing Society, New Delhi : Mittal Prakashan
4. Diwan, Paras & Diwan, Peeyush (1994) Child and Legal Protection, New Delhi : Deep & Deep Publications.
5. Flavia (1997) Give us this Day, Our Daily Bread, Procedures and Case Law on Maintenance.
6. Gaikwad, P. E. (2004) Law Basic Concepts, Pune : YASHADA.
7. Galanter, Marc (1992) Law and Society in Modern India, Delhi :OxfordUniversity Press.
8. Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi : Concept Publishing Company.
9. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.
10. Kant, Anjani (1997) Women and the Law, New Delhi : APH Publication Corporation.
11. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi : Indian Social Institute.
12. Pradhan, V. P. The Indian Constitution, New Delhi :Ombudsman Publishing House, (1st Edition).
13. Prakash, Ravi Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications
14. Purohit, B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur : Rawat Publication.
15. Qureshi, M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi : Deep & Deep Publications.
16. Sastry, T. S. N. (2005) India and Human Rights, Delhi : Concept Publishing Company.
17. Saxena, D. R (1996) Law Justice and Social Change, New Delhi : Deep & Deep Publications.
18. Shah, Ghanshyam (1998) Social Justice- A Dialogue, Jaipur : Rawat Publication.
19. Sharma, S. S. (1993) Legal Aid to the Poor, New Delhi : Deep & Deep Publications
20. Siddiqi, Fatima E. & Ranganathan Sarala:Handbook on Women and Human Rights – A Guide for Social Activists (Part 1 & Part 2), New Delhi : Kanishka Publication.
21. Singh, Alka (1992) Women in Muslim Personal Law, New Delhi : Rawat Publications.
22. Singh, Shiv Sahai (1993) Unification of Divorce Laws in India.
23. South Asia Human Rights Documentation Centre (2006) Hand Book of Human Rights and Criminal Justice in India, New Delhi : Oxford University Press.

(Apart from given references, students should understand key definitions and major current provisions from the latest amended Bare Acts of the laws covered by the course and read newspaper features and news articles about the given laws and High Court/Supreme Court judgments. Regular Periodical to be referred to : - Legal News & Views, Social Action Trust, New Delhi.)

General References :

1. Baseman, C (2002) Human Rights Education: Conceptual & Pedagogical Aspects, New Delhi : Kenosha Publication.
2. Chitkara, M. G. (1993) Lok Adalat and the Poor- A Socio-conditional Study, New Delhi : Ashish Publishing House.
3. Dalal, Tehemton B (1995) Be Your Own Lawyer, Bombay : Jaico Publishing House.
4. Gandhi , J. S. (Ed) Law and Social Change, Jaipur : Rawat Publications
5. Iyer, Krishna, V. R. (1975) Social Mission of Law, New Delhi : Orient Longman.
6. Jaswal, Paramjit. S. & Jaswal, Nishtha (1993) Human Rights and the Law, New Delhi : A. P. H. Publication Corporation.
7. Joshi, Ram : The Indian Constitution and its Working, New Delhi, Orient Longman (3rd Edition)
8. Katare, P. H. & Barik, B. C. (Ed.) (2002) Development Deprivation and Human Rights Violation, Japer : Rabat Publication.

9. Khmer, A. R. B. (1998) The Maharashtra Project Affected Persons Rehabilitation Act 1986, Pune : CTJ Publications.
 10. Paranjape, N. V.: Criminology and Penology, Central Law Publications.
 11. Sharma, R. N. Fundamental Rights, Liberty and Social Order, New Delhi : Deep and Deep Publications
 12. Singh, M. P. The Constitution of India, Delhi : Delhi Law House
 13. Srivastava, A. B. and Awasthi, R. K. (2002) Legal Services Authorities Act with Central & State Rules & Regulations, Allahabad : Law Publishers (India) Pvt. Ltd.
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G-13

COMMUNITY HEALTH, MENTAL HEALTH AND ENVIRONMENTAL HYGIENE

Learner Objectives :

1. To orient the students to the concepts of Health, Mental Health & Disease
2. To provide information about different diseases their symptoms causes, diagnosis, treatment management and prevention.
3. To equip students for their role as health educators, enablers and counsellors while dealing with health problems at individual as well as community level at various levels of prevention.
4. To help students understand the relationship between Health & Development

Unit -1 : Concept of Health

1. Definition, standards of health, individual and community health, factors affecting health/social determination of health.
2. Concept of disease, iceberg of disease, classification of disease
3. Disease control, elimination, eradication
4. Implications of ill health on individual, family and community
5. Concept of preventive medicine, levels of prevention.
6. Health indicators Type of Health indicators, use of Health Indicators (HI)

Unit -2 : Concept of Public Health

1. Concerns, communicable diseases, causes, symptoms, treatment, prevention.
 - a) Epidemic diseases : Hepatitis A, Malaria, Dengue, Chikungunia
 - b) Endemic diseases : Tuberculosis, Leprosy, sexually Transmitted infection, Typhoid, HIV/AIDS
 - c) Sporadic disease : Rabies

Unit -3 : Reproductive and Child Health – 1997, 2006

1. Maternal health, Adolescent girl's health, anemia, early age of marriage, high risk mothers, mortality, Antenatal care, Post natal care, care of neonates, Immunization, Contraception, safe motherhood, safe abortion, Male responsibility
2. Diseases of childhood
 - a) Bacterial : Dysentery, Tetanus, Diptheria, Diarrheas
 - b) Viral – Measles, mumps, chicken pox, Rubella, Polio
3. Conditions related to malnutrition, concept of nutrition, malnutrition, social aspects of nutrition, deficiency diseases.

Unit -4 : Public health programmes

1. Tuberculosis
2. Leprosy
3. Sexually transmitted Infections
4. Malaria
5. Cancer Control
6. HIV/AIDS
7. Diarrhea control
8. Family Planning Programme
9. Control of Blindness
10. National Mental Health Programme

Unit -5: Health Care Machinery

- Central, State, District – linkages between health
- National Rural Health Mission (NRHM) – schemes under NRHM
- National Urban Health Mission (NUHM)
- Safe drinking water and sanitation as a public health concern
- Health Education

Recommended Reading :

1. Bedi, Yash Pal (1979) Social & Preventive Medicine, : Atma Ram & Sons.
2. Park J. E., Park, K(1977) Preventive and Social Medicine :M/s Banarasidas Bhanot.
3. Park, K. :Textbook of Preventive & Social Medicine, Jabalpur : Banarisi Das Bhanot Publishers
4. VHAI – Voluntary Health Asso. of India 1992. State of India's Health.
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General References :

1. AIDS Prevention & Control (1988) Pergamon Press Oxford
2. Bedi, Yash Pal (1979) Social Preventive Medicine-, Delhi : Atma Ram & Sons
3. Campbell, Ian D., Ted Lankester, Ali son D. Rader (2000) : Setting up community Health Programme New Delhi ,VHAI .
4. Cassens, Brett J. (1992) Preventive and Social Medicine, Malvern,Harwal Publishing Company
5. Chalkley, Audrey (1987 Vol. I, II) A textbook for the health worker, Delhi ,Wiley Eastern Ltd.
6. Das, N. P., Mishra, V. K., Saha, P. K. (2001) Does Community Access Affect the Use of Health & Family Welfare Services in Rural India.
7. Dutta, P. K. (1998) : Public Health & Social aspects – Khanna Publishers
8. Gerald Caplan (1969) An approach to community – Mental Health, London,Tavistock Publications.
9. Goyal, R. S. (1990) Community Participation in Primary Health Care, Chandigharh , Arun Publishing House
10. Gracions, Thomas (1994) AIDS in India:Myth and reality 1994, New Delhi,Rawat Publications
11. Green – Anderson (1982) Community Health, London, The C. V. Mosby Company
12. Health, Mayer
13. Hetzel, Basil S. (1978) Basic health care in developing countries, Newyork, Oxford University Press
14. ICSSR (1981) Health for All: an alternative strategy, Pune,Indian institute of education.
15. Kakar, N., Kakar, S. N. (2002) Combating AIDS in the 21st century issues challenges, New DelhiSterling Publishers Pvt. Ltd.
16. Kumar R. (1992) Social & Preventive Health Administration, New Delhi ,Ashish Publishing House
17. L. Ramchandran, T. Dharmalingam (1983) A Textbook of Health Education, New Delhi, Vikas Publishing House Pvt. Ltd.
18. Marshal, D. N. Year A Guide to Family Health.
19. Nagpal, Narender (1984) Primary Health Care, New Delhi ,Trained Nurses Association of India
20. Pati, R. N. (1992) Health, Environment & Development, New Delhi, Ashish Publication House
21. R.Schull (1994) Common Medical Problems in the Tropics: A clear comprehensive guide,London&Basingstoke,Macmillan Publisher.
22. Raju D. S. (1963) Guide to health ,Bombay,Current Technical literature co.
23. Ravi Prakash (1998) Research & Counselling Health Education, New Delhi, Sarup & Sons
24. Shah, Ghanshyam (1997) Public Health & Urban Development, New Delhi, Sage Publications
25. Sinha, A. K.(ed) (1997 Vol. I, II) Human Health & Environment, New Delhi : A. P. H. Publishing Corp
26. TISS& UNICEF (1990) Beginning of Life & Basis of Inheritance, Bombay,Tata Institute of social service
27. Tiwari, Saket, Prof. Rathod, Chotelal, Health Education, New Delhi : APH Publishing Corporation
28. Werener, David (1994) Where there is no Doctor,New Delhi : VHAI
29. Werne,David(1994) : Where There Is No Doctor, New Delhi ,VHAI .
30. WHO (1988) AIDS, Management Prevention & Control, Delhi,B.R.Publicating corporation
31. Willis Richard,Your Health in Your Hands.
32. Wood , Clive (1969) Birth Control Now & Tomorrow, London : Peter Davies
33. Wood, Clive (1974) Vasectomy & Sterilization, London : Temple Smith
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FCW- II

FAMILY SOCIOLOGY AND FAMILY DYNAMICS

Learner objectives:

- To understand the family as a social institution
- To understand the impact of globalization on family and social system.
- To sharpen the skill, techniques and interventions required for working with families.
- To understand the government efforts for strengthening the families.

Unit – I Understanding Family as a social institution

- Concept of family
- Types of family
- Functions of family
- Family and gender (equity and equality)
- Family dynamics- power, myths
- Changing role of family members

Unit – II Marriage as social institution

- Concept of marriage
- Historical review of marriage as an institution
- Changing situation of marriages and marital relationship
- Role of marriage bureaus

Unit – III Issues in family and social change

- Displacement and disaster generated changes in the family (War, conflict, riots and natural calamities and its implications.
- Vulnerability of families, marginalized families due to poverty, caste, cultural inequalities.
- Impact of migration, industrialization, urbanization and globalization of family.
- Social change- changing functions, values, relationship and communication.

Unit – IV Government and Non-government efforts for strengthening family

- Approaches (Problem solving, development approach, life span approach)
- Programmes and services for family development (life enrichment programme, family centered social work, policies, PDS, family welfare programme, micro-credit, ICDS etc.)

Unit –V Quality of life and family

- Concept of quality of life
- Indicators of quality of life
- Family and Millennium development goals (MDGs)

References :

FCW – III
SOCIALIZATION OF THE CHILD AND CHILD WELFARE

Learner Objectives:

1. To understand the concept & process of child development
2. To understand the situation of children in India
3. To understand the national & international efforts for child welfare.

Unit -1 :Conceptual Understanding Child Development and Socialization

Child Development

-) Concept of child development
-) Stages in life span of child and areas of development
-) Factors influencing development in childhood – social, economic, cultural and genetic

Process of socialization

1. Agents of socialization – family, school, peer group, neighborhood, mass media, religion.
2. Child rearing practices -
3. Socialization of children with special needs

Unit -2 :The Status of children in India

1. Demographic characteristics of Children
2. Needs and Problems of children in India
 - a. Children in need of care and protection
 - b. Socially and economically deprived children
 - c. Children with special needs
 - d. Children in conflict with law

Unit – 3: Child Health: A Situational Analysis

1. Causes of infant mortality and morbidity
2. Reproductive and child health, health of adolescent girls
3. Common childhood diseases
4. Nutritional deficiencies
5. Genetic disabilities
6. HIV infected and affected

Unit- 4: Child Welfare

1. Historical review of child welfare in India - Changing philosophy of work with children –
2. International Initiatives for Child
3. Constitutional commitments and legislation for children

Unit- 5.Services for children

1. Developmental Services
2. Supportive Services
3. Protective Services
4. Child Right approach
5. Abandoned, orphaned children

References:

HRM – 2

LABOUR LEGISLATION AND INDUSTRIAL RELATIONS

Learner Objectives :

- 1) Understand labour legislation & areas of intervention.
- 2) Understand labour administration and mechanisms.
- 3) Develop skills to deal with legislative functionaries.
- 4) Develop an understanding about IR

Unit –1: Historical development, perspectives and basic protective legislation

1. Growth of labour legislation in India: Historical perspective, Philosophy under-lying labour legislations before and after Independence. Critical review of Labour Administration in India.

2. **Salient provisions** of The Factories Act 1948, The Apprentices Act 1961, The Contract labour (Regulation and Abolition) Act 1970. The Mathadi Workers Act, The Mines Act 1952 , The Plantation act 1951, The Bombay Shops and Establishment Act 1948.

3. **Wage Legislation:** The Payment of Wages Act 1936, The Minimum Wages Act 1948, The Payment of Bonus Act 1956.

Unit –2: Social Security, Welfare and Environment protection legislations:

1. **Salient features:** The Employees Compensation Act 1923, The Maternity Benefit Act 1961, The E S I act 1948, The E P F act 1952 and Family Pension Scheme. Recent pension rules of GOI and Sate. The Payment of Gratuity Act 1972,

2. **Salient Features:** The Environment Protection Act 1986, Air Pollution Act 1987 , Water Pollution Act 1974, Power and functions of central and state boards, offences by companies and penalties and procedures. Recent amendments in rules and laws.

Unit –3: Industrial Relation Legislations:

1. **Salient provisions:** The Industrial Disputes Act 1947, Bombay Industrial Relations Act 1946

2. Industrial Employment Standing Order Act 1946, Model standing Order Act 1948

Unit –4: Industrial Relations

1. **Industrial Relations:** Concept, philosophy, evolution, principles, nature & scope, importance. Role of stakeholders in IR.

2. **Industrial Discipline:** Concept of discipline, indiscipline, factors and causes of indiscipline, disciplinary action, principles and procedures, drafting of disciplinary action letters, Show - Cause Notice, Charge - sheet, domestic enquiry, principle of natural Justice, code of discipline and its implementation.

Unit- 5: Grievance and Industrial disputes

1. **Grievance-handling procedures and practices in Industries:** Policy and practices, principles, process, methods, model-grievance handling procedures.

2. **Industrial Disputes:** Concept, nature, causes and its impact of Industrial Disputes. Critical review of dispute settlement machinery in India.

3. **Prevention Mechanisms:** Negotiations and Collective bargaining. Workers participation in management. Role of managers in promoting I.R.

4 Case Studies : select Ten case studies on topics- strikes, lock-outs lay-off, retrenchment, conditions of work, closure termination, discharge and dismissal, theft, breach of conduct, settlement, charter of demands, go slow, domestic enquiry, Industrial Disputes, Settlement of disputes.)

Recommended Readings :

1. Ahuja, K. K. (1988) Industrial relations - Theory & Practice; New Delhi : Kalyani Publishers
2. Ahuja, K. K. (1990):Personnel Management & Industrial Relations; New Delhi : Kalyani Publication
3. Arora, R. (2000) Labour Laws, Mumbai : Himalaya Publishing House
4. Balchandani, K. R. (1977) Labour & Industrial Laws, Mumbai : Jeevan deep Prakashan
5. Central Board of Workers Education (1976) Labour Legislation, Nagpur : CBWE Publication
6. Chakrabarti, B. K. (1974) Labour Laws of India, Calcutta : International Law Book Centre
7. Chand, K. V. (1989) Industrial relations, New Delhi : Ashish Publishing House
8. Chatterjee N. N. (1984) : Industrial relations in India's developing economy; Allied book agency
9. Davar R. S. (1990):Personnel Management and Industrial relations in India; Vikas Publication House Pvt. Ltd. New Delhi
10. Dhingra O. P. and Chellappa, H V. V. Ed. Cases in Industrial relations; Shri. Ram Centre for Industrial Relation
11. Ghosh, B. (2001)IR & HR, New Delhi – 1989) Industrial Relations of Developing Economy; Mumbai : Himalaya Publication House
12. Goswami, V. G. (1986) Labour & Industrial Law, Allahabad : Central Law Agency
13. Jain, S. P. & Agrawal, Simmi (1997) Industrial & Labour Law, Delhi : Dhanpat Rai & Co. Pvt; Ltd.
14. Kautman, B. E. (2006) Industrial relations; New Delhi : International Labour Office
15. Kumar, H. L. (1996) Employers rights under Labour Laws, Delhi : Universal Law Publishing Co. Pvt; Ltd.
16. Malik P. L. (1992) Industrial Law, Lucknow : Eastern Book com.
17. Mamoria, C. B. (1990) Dynamics of Industrial relations in India; Mumbai : Himalaya Publication House
18. Mehrotra, S. H. (1981) Labour Problems in India, New Delhi : S. Chand & Company Ltd.
19. Moappa, Arun (1989) : Industrial relations; Tata McGraw-Hill publishing Com. Ltd, New Delhi
20. Mongia, J. N. (1976) Readings in Indian Labour & Social Welfare, Delhi : Atma Ram & Sons
21. Parida, S. C. (1990) Management of Conflict in Industrial relations, Delhi : D. P. House, Geeta Colony
22. Prakash, Anand etc, Ed (1987) Labour Law & Labour Relations Cases & Materials, Bombay : N. M. Tripathi, Pvt. Ltd.
23. Pylee, M. V. & George (1995) Industrial Relations & Personnel Management; New Delhi : Vikas Publication
24. Ramaswamy, E. A. (1978) Industrial relations in India; Bombay : Macmillan Co.
25. Reddy, R. Ram (1990) Industrial relations in India; New Delhi : Mittal Publications
26. Saharay, H. K. (1987) Industrial & Labour Laws of India, New Delhi : Prentice – Hall of India
27. Saini, Debi S. Ed. (1994) Labour Judiciary Adjudication and Industrial Justice, New Delhi : Oxford & IBH Publishing Co. Pvt. Ltd.
28. Saiyed, I. A. (2001) Labour Laws, Mumbai : Himalaya Publishing House
29. Sarma, A. M. (1996) Industrial Jurisprudence and Labour Legislation, Mumbai : Himalaya Publishing House
30. Saxena, R. C. (1974) Labour Problems and Social Welfare, Meerut : K. Nath & Co Edu. Pub.
31. Shejwalkar P. C. (1994) : Personnel Management & Industrial Relations; Malegaonkar S Ameya Pra. Pune
32. Shintre, V. P. (1979) Hand Book on Labour Laws : Labour Law Agency, Bombay
33. Sing and Singal (1966) Labour Problems, Delhi : Ratan Prakashan Mandir
34. Singh, D. etc (2000) Commercial & Labour Laws, Chandigarh : Abhishek Publications
35. Singh, H(1977) Personnel Management and Industrial Relations; New Delhi : Verma Brothers
36. Singh, Hirmal and Bhatia : Industrial relations and collective Bargaining (2005) : New Delhi : Deep & Deep Publication
37. T H Tietenben: Environment and Natural Resources Economics.
38. Tripathi, P. C. & Gupta, C. B. (1990) Industrial Relations & Labour Laws, New Delhi : Sultan Chand & Sons
39. Trivedi. P R: Pollution Management in Industries.
40. Trivedi. R K :Hand book on environmental laws guidelines compliance of standards – Volume 1 & 2.
41. Varghese, V. G. (1987) Industrial Jurisprudences, Mumbai : Tiss
42. Verma, P (1979) Impact of economic development on Industrial relations; Ahmadabad: Academic Book Centre
43. Yoder, Dale (1975) : Personnel Management and Industrial relations Ed. 6; Prentice Hall of India, Pvt. Ltd., New Delhi

HRM – 3
EMPLOYEE WELFARE AND TRADE UNIONISM

Learner Objectives :

1. Develop the knowledge of employee welfare pre-independence post- independence and its changing nature in the era of globalization.
2. Understanding the importance of Health, Hygiene, occupational health hazards and safety.
3. Knowledge of various government organization working for employee welfare.
4. Develop an insight of employee welfare programme and its relevance to work culture and productivity.
5. Develop an understanding about trade unionism, role and functions

Unit- 1 :Labour / Employee welfare

1. **Labour /Employee Welfare:** Welfare-concept, goals & objectives, principles and scope. Statutory and Non-statutory provisions.
2. **Evolution of Labour Welfare:** Indian and Global perspectives, Globalization, LPG and its impact on welfare and working conditions.

Unit- 2:Nature and machinery of welfare in India

1. **Machinery of Labour Welfare in India.** Central & State Government machinery.
2. Salient features of The Maharashtra Labour Welfare Fund Act 1953. The Maharashtra Labour Welfare Board, Structure and functions, objectives and programmes.
3. **Welfare Officer:** provisions, duties, role & responsibilities, functions of welfare/ labour welfare officer in industry. Changing role and challenges in emerging industrial environment.

Unit- 3: Occupational Health and safety

1. **Occupational health and safety:** concept,nature, scope and types.
2. **Health, Hygiene, Accidents and Safety management:** Industrial hygiene, occupational health, safety management. Industrial accidents-Nature, types and causative factors. Importance of ISO 14001, OSHAS, EMS, International Standards and Norms.

Unit- 4. Welfare, development and quality of life

1. **Workers' Education:** History of workers education, concept, goals and organizations. Workers' Education scheme and its implementation. Critical review of WE scheme in India.
2. **Quality of Work Life:** meaning and indicators of QWL, Programmes & Strategies for enriching QWL.
- 3 **Employees engagement:** Concept, activities and recent trends in various sectors.

Unit- 5: Trade Unionism

1. **History of Trade Unionism and Labour Movement in India and abroad:** Philosophy, ideology, role and functions of Trade Unions in the context of -IR, Welfare Problems resolutions. Current trends and challenges before unions.
- 2 Trade Union Act 1926 and MRTU & PULP Act 1971
- 3**Globalization & its impact on Unionism:**
Labour market, employers and workers right, current trends in employers association and changing role of unions in global economy, ILO and industrial development in India.

Recommended Reading :

1. Dayal, Ishwar and (1976) Management Trade Unions; New Delhi : Shri. Ram Centre for IR & HR
2. Kale D. G. (1971) :Trade Unions in Maharashtra, Labour Research Cell, Mumbai
3. Kumar, Shiv (1994) Labour Welfare & Incentive Plans in Incentive Plans in Industries; New Delhi :Radha Publications
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6. Mccarthy W. E. Year Trade Unions; Penguin Education.
7. Mongia, J. N. (1976) Readings in Indian Labour & Social Welfare; Delhi : Atmaram & Sons

8. Moorthy, M. V. (1982 Ed.2.) : Principles of Labour Welfare; New Delhi : Oxford & IBH Publishing Co.
9. Mustafa, M. (1990) Labour Problems & Welfare; New Delhi : Deep & Deep Publications
10. Puneekar S. D. etc. (1994) : Labour Welfare, Trade Unionism and IR; Ed. 5. Himalaya Publication, Mumbai
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13. Sharma, A.M. (1990) Welfare of Special Categories of Labour; Mumbai : TISS
14. Singa, Ram Chandra (1989) Labour Welfare administration in India; New Delhi : Deep & Deep Publication
15. Srivastava, K. D. (1982) Law relating to trade unions in India, Ed. 2, Lucknow : Eastern Book Com.
16. Vaed, K. H. (1962) Growth and Practice of Trade Unionism; Delhi : Delhi School of Social Work
17. Vaid, K. N. (1970) Labour Welfare in India; Delhi : Shri Ram Centre for IR & HR
18. Verma, Pramod and Mookherjee (1982) Trade Unionism in India, New Delhi : Oxford and IBH Publication

MPSW- 2

ADVANCED MEDICAL INFORMATION FOR MEDICAL & PSYCHIATRIC SOCIAL WORKERS

Learner objective :

1. To equip students with basic knowledge of human anatomy and physiology
2. To orient students to advanced medical information.
3. To equip the students for their roles as Medical and Psychiatric Social Worker

Unit 1. Anatomy and Physiology of the human body and related conditions

- a) Respiratory System – respiratory infections, cold, influenza, Pneumonia, asthma
- b) Digestive System – Acidity, Ulcers, Dysentery, Ascetic, liver disorder , Amoebiasis
- c) Central Nervous System – Stroke, Paralysis, coma etc.
- d) Cardio Vascular System – cardiac anomalies
- e) Skeleton - muscular System GBS – Gia barre syndrome, wilson's disease etc.
- f) Geneto Urinary System – Kidney and related conditions
- g) Reproductive System (male and female) – Pregnancy, child birth – normal delivery and complications, gynecological, conditions, prolapse uterus, ectopic pregnancy, molar pregnancy etc. Infertility – causes and treatment, menopause – symptoms, treatment, implications, Menstrual related disorder , Andropause
- h) Endocrinal System (in brief) – Hypo and hyper thyriodism

Unit 2 : Communicable diseases and other medical conditions :

Etiology, Prevention, Presentation – investigation and treatment of

- a) Tuberculosis , Leprosy, Sexually Transmitted Infections, HIV/AIDS, Hepatitis, Poliomyelitis, Rabies, Jaundice
- b) Diseases of Childhood - Chicken Pox, Measles, Mumps, Rubella, Diphtheria, Tetanus, Meningitis, Encephalitis
- c) Skin infections
- d) Nutrition and health – protein, calorie malnutrition, kwashiorkor, marasmus, vitamin deficiency diseases Anemia.

Unit 3 : Human blood, chemistry and components of blood

- a) Blood groups and cross matching
- b) Immuno hematology
- c) Rhesus factor
- d) Measurement in pathological tests, blood tests for diagnosis of infections
- e) Blood Donation

Unit 4 : Life style diseases and degenerative conditions :

Ischemic heart disease. Hypertension, Diabetes, Parkinson's disease, Cataract, Glaucoma, Retinal detachment, Urinary incontinence, Benign – Prostatic hypertrophy, Arthritis and Osteoporosis

Unit 5 : Other medical conditions requiring intervention, Cancers – types, Epilepsy, Burns, Poisoning, Snake bite, Renal failure.

References :

MPSW -3

PSYCHIATRIC INFORMATION IN CHILD AND ADULT PSYCHIATRY

Learner's objective :

1. To equip students with concept of mental health
2. To develop an understanding of minor and major psychiatric disorder, their causes, symptoms, diagnosis and treatment/management.
3. To equip the students for their roles as Medical and Psychiatric Social Worker in the field

Unit 1 :Definition and scope of Psychiatry

1. Relationship between Psychology and Psychiatry
2. Relationship between Social Sciences and Psychiatry.
3. Understanding normal behaviour
4. History and Mental Status examination, Team Assessment in Psychiatry
5. Classification of Psychiatric disorders.

Unit 2 : Causes, Symptoms, Investigations, Treatment and Management of Major Psychiatric disorders :

(A) Schizophrenia and its types

- a) Other psychotic disorders
- b) Mood Disorders

(B) Minor Psychiatric disorders

- a) Anxiety disorder
- b) Panic disorder
- c) Phobias
- d) Obsessive compulsive disorder
- e) Post traumatic stress disorder
- f) Generalized Anxiety disorder

(C) Somatoform Disorders

- a) Somatization disorder
- b) Conversion disorder
- c) Hypochondriasis
- d) Panic disorder

(D) Dissociative disorder

(E) Sexual Disorders – Types of sexual behaviour

- a) Sexual Dysfunction
- b) Gender Identity disorders, Eating disorder

Unit- 3 : Causes, Symptoms, Investigations, Treatment of childhood Psychiatric disorders

1. Mental retardation
2. Learning disorders
3. Developmental disorders including Autism
4. Attention Deficit disorders
5. Behaviour disorders
6. Elimination disorders

Unit 4 : Personality disorder

1. Psychosomatic disorders
2. Suicide
3. Substance related disorders - addiction

Unit 5 : Treatment Methods in Psychiatry

1. Pharmacological and non-pharmacological interventions
2. Electro Convulsive Therapy

References :

**URCD- 2
DEVELOPMENT ECONOMICS**

Learner's Objectives:

1. Understand theories of economic development.
2. Understand economies of Urban Rural and Tribal areas from a Human Development Perspective
3. Understand Urban, Rural, Tribal economic problems in the context of globalization
4. Understand the relevance and problems of cooperatives in the current context

Unit-1: Rural & Urban Economy in the context of- land, labour, capital, technology and economic infrastructure

Unit-2. a) Concept and meaning of Development – Basic Elements and Dimensions
Theories & Models– in the context of Indian economic Development

- Evolutionary Theory,
- Modernization Theory,
- Dependency Theory,
- Gandhian economic model of Rural Development,
- Human Capital Model of Development
- The political economy of development

Unit – 3. Economic Development in the Rural Context

1. Agrarian Economy – importance, problems
2. Measures of land reforms,
3. Green revolution, Subsistence to commercialization of Agriculture, White Revolution,
4. Agrarian Policies in the Current Context – Rural Credit Policy, Agricultural Price Policy
5. Commodification of land and alienation from land.
- 6 Other sectors of rural employment: forestry, fisheries, artisans, rural industries
7. Globalization & Agriculture – WTO, GATT, AOA, Patent and intellectual property rights, its Impacts, emerging issues and challenges,

Unit- 4: Economic Development in the Urban Context

1. Industrialization and Employment generation
2. Informal and formal sectors in work
3. Infrastructure facilities – Road, Energy, Finance
4. MIDC policy - kind of industries and its present situation,
5. Economic Development and its impact on cities – its production, distribution and present shift
- 7 Globalization and Urban economy- NAMA, GATS, impacts on basic services

Unit-5. Economic Development and Human Development

1. Measurement of Human Development
2. Economic Development and Social opportunities
3. Economic inequality & poverty
4. Diversities and social exclusion

People Centered Approaches in Economic Development

- A) Cooperation – Meaning, objective, principles
 - Types of cooperatives – Area wise, sector wise
 - Role of cooperatives in empowering the poor and marginalized.
 - Contemporary challenges facing cooperatives in country
- B) Producer Companies

References :

URCD- 3

MANAGEMENT OF COMMUNITY PROJECTS

Learner's Objectives:

1. Understand various perspectives and approaches for community development
2. Understand process and components of project management
3. Develop application skills for effective community development project management.

Unit -1

1. Concept and Meaning of Development, including sustainable development.
2. Perspectives in project development and management in relation to freedom, justice, peace and stability,
3. Perspective of WID, WAD and Gender & Development

Unit 2: Types of Community Projects

1. Service oriented
2. Development oriented
3. Action oriented
4. Support organizations

Unit – 3.

- A) Project Life Cycle - Conceptualization phase, formation phase (preparing project proposals), operational phase, termination/ withdrawal phase
- B) Components of planning for each phase

Unit – 4. Processes of Participatory Project Management

- i) Participatory methods for need assessment, planning and impact assessment: Community Need Assessment (CNA), Participatory Rural Appraisal (PRA), Participatory Resource Mapping (PRM), Micro-planning,
- ii) Sharing assessment reports with community & Use of assessment results in program planning and reviews

Unit – 5. Project Planning, Monitoring and Evaluation in implementing Development Projects;

- a) Meaning and importance
- b) Log frame Analysis, PERT /CPM,
- c) Developing monitoring indicators and mechanism, Mid-term (concurrent) evaluation and correction
- d) Reporting and documentation: monthly report, annual report and project report.
- e) Types of evaluation and its process.

References : _____

TD-3

TRIBAL POLICIES & LAWS

Learner's Objectives –

- 1) Develop an understanding about tribal policies and laws.
- 2) Critical understanding over the implementation of tribal policies and law.
- 3) Understand the historical background about tribal policies.

Unit -1. Historical Perspective of tribal Policy

-) Glimpses of National and International Tribal Policies.
-) Constitutional Identity of Indian tribes.
-) 'Panchshil' Philosophy as strategy for implementation and its Impact on tribal policy
-) Tribal policies, planning and five years plans

Unit -2. Tribal Movements and Policy Formation

-) History of Tribal movements in India
-) Impact of Tribal movements on Tribal policy
-) Contribution of Tribal activists: Birsa Munda, Tantya Bhil, Ambarsingh Maharaj
-) Contribution of Tribal reformers: Thakkar Bappa, Verier Elven, Iravati Karve, Godawari Parulekar,

Unit-3. Laws related to Tribal's

-) Prevention of Atrocities Act 1989, & amendments of 1995
-) Joint Forest Management Act 2003
-) Forest Dweller Protection Act 2006
-) Project affected persons displacement and rehabilitation Act
-) Conservation of Biodiversity Act 2002

Unit – 4. Prevention of Violation and Protection of Tribal Rights

-) United Nations Declaration on Rights of Indigenous People
-) ILO convention 107 and 169 regarding Rights of Indigenous People
-) National Commission on Scheduled Tribe
-) National Council for tribal welfare
-) Tribes Advisory council

References

1. Lalita Prasad Vidyarthi and Binay Kumar Rai : The Tribal Culture of India, Concept Publishing Company.
 2. M.R. Biju : Human Right In A Developing Society, Mittal Publications.
 3. P.S.K. Menon and Bakshi D. Shina : Panchayati Raj in Scheduled Areas; A Critical Study, Institute of Social Sciences.
 4. Pratap Chandra Swain : Panchayati , APH Publishing House.
 5. Purushottam Kumar : History and administration of tribal chotanagpur (Jharkhand), Atma Ram & Sons.
 6. Anvita Abbi : Languages of tribal and indigenious people of india: the ethnic space, Motilal Banarsidass Publishers.
 7. C.P. Yadav encyclopaedia of shedual Cast and shedual tribes, anmol publication pvt 2000
 8. Daniel P. Biebuyck : Tradition and Creativity in Tribal Art, University of California Press
 9. Ghurye, G.S. : The Scheduled Tribes Of India, Transaction Books, Brunswick, USA.
 10. Kumar Suresh Singh : Tribal movements in india, Manohar Publication
 11. Mair, Lucy : An Introduction to Social Anthropology, oxford University Press, New Delhi, India
 12. P.K. Mohanty : Encyclopaedia of Primitive Tribes In India, Gyan Publishing House.
 13. P.K. Mohanty : Encyclopaedia of Scheduled Tribes In India 5 Vol. Set, Gyan Publishing House.
 14. R. C. Verma : Indian Tribes Through the Ages, Publications Division, Ministry Of information and Broadcasting, Government of india.
 15. Rann Singh Mann : Tribes of India : Ongoing Challenges, M.D. Publications Pvt. Ltd.
 16. Sahay, V.S. and P.K. Singh : Indian Anthropology, K.K.Publications, Allahabad, India
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SEMESTER – IV

Semester – IV				
15	G-14. Research Project (6 credits x 1) (Research Hrs. 90 (15 Hrs. x Credit 6 = 90 Hrs.) OR G-15. 1 Optional Course (Any one out of Generic or Elective Optional Courses listed in 2.9)AND G-16. 1 Term paper (1 x 3 Credits) (15 Hrs. x Credit 3 = Min. 45 Hrs.)	COCB: Compulsory- Optional / Choice Based Course	200 Or 100 100	6 or 3 3
16	EC- 4. Specialization Elective Course- 4 (FCW- 4, HRM- 4, MPSW-4, URCD-4, TD- 4)	EC: Elective Compulsory Courses	100	3
17	EC- 5. Specialization Elective Course 5 (FCW- 5, HRM- 5, MPSW-5, URCD-5, TD- 5)	EC: Elective Optional Courses	100	3
18	EC-6. Specialization Elective Course -6 (FCW- 6, HRM- 6, MPSW-6, URCD-6, TD- 6)	EC: Elective Optional Courses	100	3
FW-4	Field Practicum (Field Work)	Compulsory	150	6
FV- 4	Viva -voce examination (End Sem.- IV) (2 credits x 1) per sem. 50 marks	Compulsory	50	2
		Total	700	23
		MSW Course Total Marks	2500	82

COCB: Compulsory- Optional / Choice Based Course
(Any one out of Generic or Elective Optional Courses listed in 2.9)

G-15 .1: SOCIAL DEVELOPMENT IN INDIA

OBJECTIVES :

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

COURSE CONTENTS :

Unit I: Social Development

-) Understanding concept of Social Development
-) Approaches to development
-) Economic growth, Economic development and Social development
-) Indicators of social development

Unit II: Social Development around the World

-) Historical experiences of social development around the world
-) Regional analysis
Brief review of theories of social development
-) Globalization and Impact of privatization and market economy; worldwide people and communities on the margin
-) Impact on women: unemployment, migration, unorganized sector, feminization of poverty

Unit III: Social Development in India

-) Historical and social context of social development in Indian subcontinent in pre-independence phase
-) Post independence phase: Five Year Plans and government measures
-) Dominant development paradigm: regional imbalances and other concerns
-) Development debate and the vulnerable groups: Scheduled castes, scheduled tribes and minorities

Unit IV: Development Sectors, Strategies and Interventions

-) Understanding major sectors of social development for social work practice (Rural development, urban development and infra structure development, tribal development, energy, education, health and access to credit)
-) Alternative development strategies: Gender, sustainable development, participatory and other approaches to development,
-) Poverty: Concept, incidence, structural poverty, strategies of poverty alleviation-state and civil society interventions and critique
-) Environmental impact assessment and introduction to Cost Benefit Analysis

References:

G-15 .2

DISASTER MANAGEMENT AND SOCIAL WORK

Learner's Objectives:

1. Understand ecosystem equilibrium and disequilibrium
2. Develop an understanding of the process of disaster – management
3. Develop an understanding of the social worker's role in the team for disaster related work

Unit -1: Concepts and types of disaster

1. Concept of Eco-system
2. Disaster and Development
3. Disaster—risk assessment, hazards mapping, vulnerability
4. Types of disaster - Famine, drought, floods, storms, cyclones, earthquakes, riots, biological warfare, Industrial, militancy & insurgency, displacement

Unit -2: Impacts of Disaster

1. Physical
2. Economic
3. Spatial
4. Psycho-social
5. Problems in coping (in the immediate aftermath) and reintegration

Unit -3: Issues involved in disaster

1. Policy Issues
2. Politics of Aid
3. Special Vulnerabilities

Unit -4: Disaster Management

1. Pre-disaster Prevention – Vulnerability analysis and disaster preparedness, education and awareness
2. Immediately after disaster - search, relief, recovery, restoration, resource mobilization, short term plan, long term plan, stress and trauma counseling
3. Post Disaster Long term intervention -- Issues in Relocation and Rehabilitation, mitigation of negative effects

Unit -5: Intervening Agencies

1. Government organization, voluntary organizations, local groups, citizen participation-- volunteers, social workers
2. Issues in coordination and partnership

* Wherever and whenever opportunities arise students should be involved in post disaster relief and rehabilitation work in collaboration with Government or authentic local development agencies.

Recommended Readings:

1. Kapur, Anu: Disaster in India, Jaipur : Rawat Publications
2. Prabhas C. Sinha: Disaster Mitigation: Preparedness. Recovery & Response, SBS Publishers & Distributors Pvt. Ltd.
3. Sinha Prabhas C: Disaster Management Process Law & Strategy, SBS Publishers & Distributors Pvt. Ltd.
4. Sinha Prabhas C: Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance, SBS Publishers & Distributors Pvt. Ltd.
5. CSE (1987) : The Wrath of Nature- The Impact of Environmental Destruction on Floods and Droughts, New Delhi: Center for Science and Environment
6. Goel,S.L. Ram Kumar : Disaster Management, New Delhi : Deep & Deep Publications Pvt. Ltd.
7. Kerr John, Pangare Ganesh, Lokur Vasudha (2002) : Watershed Development Projects in India – An Evaluation (Research Report) Washington DC : Internal Food Policy Research Institution.
8. Pramank M. A. H. (1993) : Impacts of Disaster on Environment & Development – International Cooperation INCEDE Report No.3, International Center for Disaster Mitigation Engineer & Institution of Industrial Science, University of Tokyo.
9. Sahni, Pardeep, Ariyabandu, Madhav(Ed)(2003) : Disaster Risk Reduction in South Asia,New Delhi : Prentice Hall.

G-15 .3

DALIT AND TRIBAL SOCIAL WORK

Learner's Objectives:

Unit- 1. Understanding of Society through Caste and Tribal Perspective

-) Caste : Concept, Nature and Characteristics of caste, Issues of Caste System in India
-) Tribal: Concept, Characteristics and Issues of Tribal Community in India

Historical Analysis of Dalits Movements in India

-) Adi-Dharma Movement
-) E. V. Ramaswami Periyar
-) Mt. Jyotiba Phule
-) Dr. Babasaheb Ambedkar
-) Dalit Panther Movement
-) Dalit Movement in contemporary era

Unit-2. Political Economy of Dalit Development

-) History of Dalit Development

-) Development Programmes for Dalit Development
-) Dalits in Neo-liberal Economy
- Unit-3. Political Economy of Tribal Development**
 -) History of Tribal Development in India
 -) Tribal Movements in India
 -) Development Programmes for Tribal Development
 -) Tribal in Neo-liberal Economy
- Unit- 4. State, Governance in Response to Dalits and Tribal**
 -) Constitutional Provisions regarding Dalits & Tribal
 -) Human Rights Issues of Dalits and Tribal
 -) Governance Structure for Development of Dalits and Tribal
 -) Budget Analysis
- Unit-5. Strategies and Practices for Dalits and Tribal Social Work**
 -) Anti-Oppressive Social Work Practice
 -) Social Action and Advocacy
 -) PRA & Micro Planning

References :

FCW-4

COUNSELLING: THEORY AND PRACTICE

**(Compulsory Common Subject for Family and Child Development and
Medical and Psychiatric Social Work)**

Learner's objectives

1. Develop holistic understanding of counselling as a tool for help
2. Acquire knowledge, skills and attitudes for counselling
3. Develop insight in need and areas of counselling in different situations
4. To develop counselling competencies in students for working in various specialized set ups

Unit- 1. - Basics of Counselling

1. Conceptual understanding, goals, principles of counselling
2. Process and stages in counselling
3. Tools and techniques of counselling
4. Counselling situations – developmental, preventive, facilitative, crisis intervention

Unit- 2. - Theories and approaches in counselling

1. Theories of personality and their significance for counselling
 - Sigmund Freud
 - Alfred Adler
 - Erikson
2. Approaches in counselling – theoretical base, thrust, goals, key concepts and techniques
 - Person Centered
 - Rational Emotive Behaviourial Therapy
 - Transactional analysis
 - Egan's approach
 - Eclectic approach

Unit- 3 - Types of Counselling

1. Individual
2. Group
3. Couple
4. Family
5. Telephonic / helpline

Unit- 4 - Counselling Practice in different set ups (Common for FCW and MPSW)

1. Marriage and Family counselling – Divorce, marital / live- in, domestic violence
2. Child guidance and counselling
3. Planned Parenthood – Parenting, MTP, Infertility, Adoption
4. De-addiction
5. Terminal illness
6. Employee counselling
7. Rape and sexual violence
8. HIV-AIDS
9. Trauma and disaster

Especially for MPSW students

- A. Suicide prevention
- B. Counselling for Live and Cadaver organ transplant
- C. Bereavement and death counselling

Unit- 5 – Counsellor as a professional

1. Competencies: Qualities, skills, attitudes, values and personality of a counselor
2. Obstacles in counselling
3. Ethical issues in counselling
4. Stress and burnout

References :

1. Barki, B. G. Mukhopadyay, B. (1991) Guidance and counseling, New Delhi : Sterling Publishers, Pvt. Ltd.
2. Colin, Feltham (1995) What is Counselling, New Delhi : Sage Publication
3. Gibson Robert, Mitchell Marianne (2005) Introduction to Counselling and Guidance (6th Edition), New Delhi : Person Education Pvt. Ltd.
4. Hackney Harold, Sherilyn Cormier (1979) Counselling Strategies and Objectives, New Jersey : Prentice – Hall Inc.
5. Madhukar Indira (2000) Guidance and Counselling, New Delhi : Authors Press
6. Miller Ewan (2007) Person Centered Counselling Psychology, New Delhi : Sage Publication
7. Patri Vasantha (2001) Counselling Psychology, New Delhi : Authors Press
8. Rao, Narayan (1995) Counselling and Guidance, New Delhi : Tata McGraw – Hill Publishing Co, Ltd.

General Reading :

1. Albrecht Jervane, Mara Adelman (1987) Communicating Social Support, New Delhi : Sage Publication
2. Barbara Barnett (2000) Meeting the needs of young clients, USA : Family Health International
3. Beckeltt, Chris (2007) Child Protection (Second Edition), New Delhi : Sage Publication
4. Broyfield, Arthur (1950) Readings in Modern Methods of Counselling, New York : Appleton Century Crofts Inc
5. Doyle Celia (2006) Working with abused children (3rd edition), New Delhi : Palgrave Macmillan
6. Fuster, J. M. (1991) Personal Counselling (5th edition), Mumbai : Better Yourself Books
7. Glaser Dany, Stephen Frosh (1988): Child Sexual abuse, London : Macmillan Education
8. Gough, Tony (1987) : Couples Arguing, Bombay, Better Yourself Books
9. Joel Latner (1973) The Gestalt Therapy Book, New York : Julian Press
10. Kaila, H. L. (2006) Counselling in Indian Organisations, Ambala : The Associate Publishers
11. Kalter, Neil (1990) Growing up with Divorce, New York : The Free Press
12. Mabel Fonseca (1966) Counselling for Marital Happiness, Bombay : Manaktalas
13. Mahler Clarence (1969) Group Counselling in schools, Boston : Houghton Mifflin Company
14. May Rollo (1978) The Art of Counselling, New Delhi, Nashville : Abingdon
15. Megrnahan, Michael (1989) Counselling : A practical guide for employers, London : Institute of Personnel Management

16. Mehta, Nilima (1992) Ours by Choice, Delhi, UNICEF
17. Michael Nichols, Richard Schwartz (1991) Family Therapy : Concepts and Method, Boston : Allyn and Baccon
18. Morris Kenneth J (1960) Premarital Counselling, N. J. Prentice Hall Inc.
19. Moursund, Janet (1993) The process of counseling and therapy (3rd edition), New Jersey : prentice Hall
20. Osipow Samuel, Walsh Bruce (1970) Behaviour Change in Counselling, New York : Appleton Century Crofts
21. Pandey, V. C. (2004) Child Counseling and Education (2 Volumes), New Delhi : Isha Books
22. Paul, Gilbert (2004) Counselling for Depression, New Delhi : Sage Publication
23. Pauline, Cohen C Krause Mertan (1971) Case Work with Wives of Alcoholics, New York : Family Service Association of America
24. Pritchard, Colin (2006) Mental Health Social Work : evidence based practice, Oxan : Rautledge
25. Ravindra, R. P., Sadani, Harish Geetzli, V. M., Mukund, S. N. (2007) : Breaking the moulds, Delhi : Books for Change
26. The Journal of Marriage Counselling Insert Year Published by Marriage Counsellors working in Family Courts in the State of Maharashtra.
27. WHO (2003) Training of Trainers in Voluntary Counselling and Testing (Facilitators Manual – Part 1).
28. Wicks, Robert (1979) Helping others, Pennsylvania : Chilton Book Company

FCW- 5

PROFESSIONAL COMPETENCIES FOR SOCIAL WORK PRACTICE

Learning objectives

-) Developing the understanding of the core competencies required in social work practice
-) Orienting to the concept and techniques of organizational development
-) Orientation to the concept and techniques of project planning and management
-) Developing understanding of the importance and techniques of documentation and reports

Unit 1. Organizations and its culture

-) Different types of organizations in social work and social development field
-) Laws related to the governance of the organizations
-) Organizational characteristics like origin, nature, size, structure, organizational climate and impact of socio political environment on the organizational culture
-) Organizational response to societal needs and accountability to the society.

Unit 2 Project Planning and Project Management

-) Concept and importance of project planning
-) Components and process of project planning
-) The methods and techniques of project planning
-) Logical Frame Analysis and developing project plan

Unit 3 Monitoring and Evaluation

-) Concept of monitoring and monitoring indicators
-) Techniques of monitoring and participatory monitoring
-) Management information system and data base
-) Evaluation: mid term evaluation, end line evaluation of the project and impact assessment

Unit 4 Capacity Building and Training

-) Concept and importance of capacity building and training
-) Adult learner and principles of adult learning
-) Concept and methods of training need assessment, setting objectives and designing training content
-) Training cycle, training methodologies , tools and techniques
-) Qualities of the trainer
-) Evaluation of training

Unit 5 Documentation and writing

-) Importance of documentation
-) Various types of administrative reports
-) Documentation: concept, importance and different types of documentation, process of documentation
-) Writing for publication

References :

FCW- 6

Elective- Optional

WOMEN'S ISSUES AND DEVELOPMENT INITIATIVES

Objectives:

- 1 Understand issues related to development and empowerment of women in India
2. Understand the efforts at the International, National state and local levels for development and empowerment of Indian women.

Unit 1 : Understanding Gender

1. Understanding Gender as social construct, masculinities and femininities
2. Patriarchy: Concept, ideology and practices of patriarchy
3. Gender as an Axis of Stratification and its Relation to other Axes of Stratification (Caste,Class, Community and Religion)

Unit 2: Status of Women in India

1. Statistical Profile of Women in India: Issues of Education,Health , Violence and Labour
2. Women, Work and Livelihood
3. Women and Politics
4. Women and Law: Major Constitutional Provisions and laws

Unit 3: Women and Development : International and Government Initiatives

1. UN Conventions and its influence on Indian Policies
2. Perspectives on Development: WID, WAD, GAD, Sustainable Development
3. National & State Policies, Reports and Programmes for Women
4. National Commission for Women

Unit 4: Women Movement and NGOs

1. International women's movements.
2. Women's Movement in Pre and Post -Independence
3. Post-1975 Movement: Issues addressed, campaigns, gender equality and empowerment
4. Women's issues in the non-Brahminical (Phule & Ambedkar) movements
5. Rise of NGOs and Micro Finance Groups

Unit 5 : Integrating Gender Perspective: Techniques

1. Gender sensitization: Concept and Programmes
2. Gender Planning Training
3. Gender Auditing and Gender Budgeting

FCW- EO- 7
YOUTH AND DEVELOPMENT

Learner's Objectives:

1. Understand the situation of youth in India and the contributing socio-economic and political factors influences on them.
2. Understand the needs and problems of youth in India
3. Understand the political and social youth movements in India
4. Understand youth related policies
5. Understand the international, national government and NGO initiatives for youth development.

Unit -1: Situational analysis of youth

- Concept, definition and characteristics of youth.
- Youth in India (classification of youth- Urban, Rural, Tribal, Gender, class, religion, caste).
- Brief review of youth movements in India.
- Influence of socio-economic and political situation on youth.
- Role of youth in nation building.

Unit -2: Needs and problems of youth

Needs

- Socialization of youth
- Education
- Motivation and sensitization
- Education
- Development of Self-identity
- Employment
- Psycho-social needs

Problems

- Unemployment, Addiction (alcoholism, drug addiction, smoking, gutka etc.)
Violence and crime, Sexuality-high risk behaviour, Sexual preferences and Variances.

Unit -3: Government policies for youth development

- Youth policy
- Education policy
- Employment policy
- HRD policy

Unit -4. International and national initiatives for youth development

- Role of UN and youth exchange programmes
- Nehru Yuva Kendra, NSS, Students welfare centers at university and college level, Employment bureaus, Economic development corporations, Directorate of sports and youth welfare.

Unit -5: Other initiatives for youth development

Youth hostels, Youth leadership training programme, CBOs and youth

FCW-8

COMMUNICATION FOR SOCIAL WORK

Learner Objectives:

1. Understand the need and scope of communication in various fields of social work.
2. Develop the skills to conceptualize, make and use a range of communication media
3. Develop the confidence and skills in communicating for public outreach

Unit-1: Introduction to Communication for Development

1. Need of communication in development
2. Levels and types of communication in social work
 - Formal and informal
 - Interpersonal
 - Group
 - Mass
3. Problems in communication
 - Communicator related
 - Receiver related
 - Channel related
 - Environment related

Unit -2: Communication for Development – approaches, strategies and techniques

1. Concept and scope of development communication
2. Behaviour Change Communication and Information Education Communication
3. Participatory Communication

Unit -3. Use of Communication Media in Practice

1. **Visual Media**
 - a. Types : Posters, Charts, Photos, Bulletin Board, Transparencies, Power Point Slides, Graphs
 - b. Steps for making and presenting visual media
 - c. Skills in developing visual media
2. **Audio – Visual & Mass Media**
 - a. Using Audio – Visual and Mass Media (Films/Film Clips/Video and Slogans) in advocacy, mobilization and campaigns
 - b. Alternate Media – Street Theatre, Folk Media, Social Songs
 - c. New Media – Web technology, Social Networks and Blogs

Unit -4. Communication Planning

- a. Need of planning for effective communication
- b. Steps in communication planning
- c. The communication planner and roles

Unit -5 Communication skills for social workers

1. Verbal skills– presentations at seminars/conferences, public speaking
2. Writing skills : News briefs, news release, field based feature stories, letters to the editor
3. Interface with the media – Press conferences, Radio/TV interviews and bytes, conceiving ideas and scripts for productions on social issues.

Recommended Readings :

1. Andal, N. (1998) Communication Theories and Models, Mumbai : Himalaya Publishing House.
2. Fossard Estade (2005) Writing and Producing Radio Drama, Delhi : Sage Publication.
3. Jain Rashmi (2003) Communicating Rural Development (Strategies and Alternatives), Jaipur : Rawat Publication.

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- 22 Mishra, Vijaya (1991) Communication Dynamics, Aurangabad : Kirti Prakashan.
23. Thompson, Neil (2002- 2nd Ed.) People Skills , New York : Palgrave Mcmillan
24. Rapidex-Self Letter Drafting Course, Instant Letter Producer (1998) Delhi : Pustak Mahal.
26. Rathnaswamy P (1995) Communication Management, New Delhi : Deep and Deep Publications
27. Thill, John Bovie, Courtland (19932nd Ed.): Excellence in Business Communication, New York : McCraw Hill Inc.

FCW- 9

FAMILY AND CHILD WELFARE

(Optional Paper)

FAMILY LIFE EDUCATION

Unit – 1: Family Life Education

-) Concept, meaning and significance of family life education
-) Objectives of family life education for various age groups
-) Concept of family life cycle
-) Developmental stages in the family life cycle
-) Value education as a part of FLE programme

Unit – 2: Areas of Family Life Education

-) Adolescent life skill training, premarital preparation, marriage and married life, planned parenthood, family relationships, home management, Aging and retirement,

Unit – 3: Human Sexuality

-) Concept of human sexuality, sexual health
-) Significance and objectives of sex education
-) Myths and misconceptions regarding sexuality and sexual issues
-) Sex counselling
-) Sexually Transmitted Diseases (STD's), HIV

Unit – 4: Population Education & Population Policy

-) Characteristics of population demography
-) Global and Indian perspective of population
-) Concept and significance of population education
-) Review of Population Policy in India
-) Concept of reproductive health
-) Governmental and NGO initiatives for population planning and control

Unit – 5: Curriculum Development for Family Life Education

-) Curriculum development for various stages in the family life cycle
-) Steps in developing curriculum – need assessment, preparation and planning of modules, audio visual aids, using participatory methodology, implementation, evaluation and follow up of program
-) Formal and non-formal models of family life education
-) Qualities and skills required for Family Life Educator

References :

HRM – 4

ORGANIZATIONAL BEHAVIOUR AND SOCIAL ASPECTS IN INDUSTRY

Learner Objectives:

1. Develop an understanding about individual behaviour, inter personal behaviour, group dynamics within the organization.
2. Equip the HR professionals/students in managing human behaviour in organizations.
3. Equip the students in facilitating a better understanding of the “self” and professional behaviour in relation to others.
4. Develop understanding about CSR / social responsibility of manager and its various dimensions in industrial organization.

Unit- 1 : Fundamentals of OB

- 1. Organizational Behaviour:** Concept, nature, scope, significance, historical and emerging perspectives.
- 2. Industrial Psychology:** concept, nature, objectives /goals, scope, role & importance, practical application of psychology in industrial settings.
- 3. Group Dynamics:** Meaning, elements, group, types, group formation process, interactions, power and conflicts among group, group dynamics at work place. Formal & Informal group, Role and types of groups in organization. Team Building.

Unit- 2 : Personality, leadership and industrial environment

1. Personality: Learning, Perception, Attitude, Values and ethical aspects and its influence on employees.

2. Leadership & team building : Concept, characteristics, qualities of leader, types of leadership, HR manager as leader.

Unit- 3. : Motivation, Morale and productivity

1. Motivation: Meaning, needs & motivation, its importance, fundamental theories of motivation and its application, positive, negative motivation and productivity.

2. Employees Morale: Meaning, importance, measures and techniques of promoting morale in the organization. Motivation, Morale, efficiency and productivity.

Unit- 4: Occupational stress and its management

1. Occupational Stress: concept, stressors, fatigue, monotony, burnout, impact of stress on employees, employer and productivity, stress management and coping mechanisms.

IQ, Emotional Quotient, Spiritual Quotient- and stress management.

2. Psycho-Social Problems and Employees Counselling: Various Psycho-Social

Problems, techniques and methods for employee counselling. Its application in industrial Set- up.

Unit- 5: Industry and society

1. Industry and society: Socio-cultural environment in industry, Impact of LPG on employees & family life.

2. Social issues in industry- issues of human rights, gender discrimination & sexual harassment at work place, SEZ related issues.

Case Studied: Selected case studies on above topics- Motivation, Morale, group dynamics, counselling, stress management, work culture, CSR.

References

1. Ahuja K.K. (1990) - Organizational behaviour, kalyani Publication, New Delhi.
2. Ghosh P.K. & Ghorpade M.B. (1991): Industrial & Organizational Psychology, Himalay Publishing House, Bobbay.
3. Khanka.S.S (2000) : Organizational Behavior, Kitab Mahal Publication, New Delhi
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19. Wexley C Kenneth (1988): Organizational behaviour and Personnel Psy, Surjeet Publication Delhi.

HRM – 5
HRD TRAINING & DEVELOPMENT

Learner Objectives :

1. Develop an understanding of human resource development policies and practices for organization effectiveness.
2. Develop skills of professionals in performance management and employee training
3. Knowledge of human resource management in relation to OD and its intervention strategies.
4. Develop the knowledge of various certifications & Quality Management systems in productivity.

Unit- 1: Fundamental of HRD

1. Human Resource Development: HRD Concept, objectives & goals, sub-system, principles, policies and practices, functions of HRD, HRD for organizational effectiveness, evolution and changing scenario.

2. Role of HRD managers: Role & functions of HRD manager in public, private, service, co-operative, banking and BPO, IT -Industries. Impact of HRD on the organizational development, changing role & challenges before HRD managers.

Unit- 2: HRD policies and practices

1. Performance Management: Merit Rating and Performance Appraisal Systems: Meaning, objectives, need, process, importance, tools and modern techniques of merit rating and performance appraisal, New trends in PAS, PA- 360% method, various other new techniques & methods of PA.

2. MBO-Management by Objectives: Concept, MBO philosophy, the process of MBO, benefits and limitations of MBO.

Unit- 3: HRD approaches and significant aspects

1. Organizational development: Concept, scope, Historical perspective, theory and practice, learning & growth, organizational culture, process & OD intervention strategies- survey feedback, action research, sensitivity training, process consultation, third-party peace -making, organizational mirroring, Grid OD, open system planning, major problems & managing OD.

2. Human Resource Audit: Concept of HR audit, nature, scope, need & significance, approaches to HR audit.

Unit- 4: Training & Development in Corporate and Non-profit organizations

1. Employees Training: Meaning of learning, training and development, identification of training needs, types and methods of training- e-learning, Lecture, Case-study, Role-play, management games, use of Audio-Visual Aids, essentials of good training programme, importance of T & D activities in the corporate and NGO/ Non-profit organizations, role of motivation in training of trainers and trainees, training evaluation. Recent trends in Employees training programme.

2. Executive/ Management Development: Identification & Assessment of Training needs, importance, recent trends in executive/ management Development/Training programmes, developing and designing effective HRD training programme, skills of effective trainer. Evaluation of training and measurement of training effectiveness. Role of HR in ISO standards.

3. Talent management: Concepts of Talent management, succession planning, aims and objectives of career planning, process, structure and importance.

Unit- 5: HRD: Tools and techniques of HRD

1. Employees Competency Development: Meaning and Indicators of Competency, identifying competency, Individual and Group competency, competency and skill mapping.

2. Lean management: Concepts of TQM, TPM, WCP, importance and relevance in modern context. JIT, Kaizen, Six Sigma, Lean manufacturing, implementation and impact on present industries. Tools and techniques of productivity, time and motion, MOST studies. Role of HR in lean management.

(Case Studies: Selected case studies on above topics- Role and functions of HRD/HRD manager, Merit rating, PA, MBO, OD, Training & Development, Career and Succession Planning, Competency Development, TQM, ISO)

References :

1. **Chopra, R.K.**(2001)Management of Human Resource, (Text & Cases), Allahabad : Katab Mahal
2. **Dale, h. Besterfield**(2001) :Total Quality Management, Delhi : Pearson Education Asia
3. **Kandula, S.R.:** **Strategic** (2001) : Human Resource Development, Delhi : Prentice Hall Publication
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9. **Thomas, L. W & J David, Humger**(2002): Strategic Management & Business Policy, Delhi : Pearson Education Asia.

HRM- 6

CSR: CORPORATE SOCIAL RESPONSIBILITY

Learner Objectives:

1. Develop an understanding about the Concept of CSR and its evolution at Global level and in India
2. Understand CSR perspectives, guidelines, legal framework in Indian
3. Develop scientific approach to CSR project for sustainable development
4. Develop knowledge, attitudes and skills appropriate for CSR and social work practice

Unit -1: Concept, Meaning, Evolution and approaches of CSR in India

1. Concept, meaning, basic elements, characteristics and scope of CSR
2. The classical, contemporary view, traditional corporate philanthropy and Social Responsibility Model
3. Emerging Perspectives of CSR: 1.Reputation capital, 2.Eco-social perspective, 3.Rights-based perspective and Human Rights and CSR

Unit -2: Evolution of CSR Initiatives at Global level

1. Universal Declaration of Human Rights, World Health Organization
2. UN, MDG's and CSR
- 3 Other perspectives and view points

Unit –3: Indian perspectives and approaches:

1. Corporate Governance and CSR, various models.
2. CSR Policy and guidelines
3. Legal frame work, rules and regulations, Company Act 2013 - relevant provisions of CSR.

Unit - 4 : CSR and social development:

1. CSR and social development issues and challenges
2. Role of Corporate Sector- HR, Volunteerism, employee's engagement in Community development and social development through CSR
3. Role of Social Workers in CSR projects.

Unit – 5: CSR project management

1. CSR project development stages
2. CSR Project management process, monitoring, evaluation, assessment and audit.

References :

1. New Companies Act

BOOKS:

1. A White Paper (2008): CSR-Towards a Sustainable Future by KPMG IN INDIA, & ASSOCHAM held at 1st International summit at New Delhi, 28-31, Jan'2008.
2. B. Sujatha (2006), Social Audit: Concepts and Practices, The ICFAI University, Press, Hyderabad
3. C.V. Baxi & Ajit Prasad (2005), Corporate Social Responsibility - Concepts & Cases: The Indian Experience, Excel Books, New Delhi
4. David Crowther & Renu Jatana (2005), International Dimensions of CSR Vol. I, The ICFAI University Press, Hyderabad
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2. Behaviour and Supply Chain Management Series: Contributions to Management Science", Springer, Heidelberg
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4. Albert A. Blum (1996), "Stakeholders Vs Stockholders: The key issues in CR", Productivity, Jul-Sep, Vol. 37, No. 2, pp: 195 – 198
5. Anita H.S (2000), "Ethics and Business – An Introspection", Nov, Vol. 39, No. 11, pp: 86 – 90
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11. C.V. Narasimha Reddi (2004), "Corporate Social Responsibility", *Public Relations Voice*, Oct-Dec, Vol. VIII, No. 1, pp: 44 – 49
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MPSW -4

COUNSELLING: THEORY AND PRACTICE IN MEDICAL AND PSYCHIATRIC SETTINGS

LEARNER OBJECTIVE :

1. To equip students with concept of mental health
2. To develop an understanding of theory and practice in medical and psychiatric settings.
3. To equip the students for their roles as Medical and Psychiatric Social Worker in the field

Unit- 1.

1. Theories of Personality and their significance for counseling, Erikson, Maslow, Freud, Adler
2. Counselling : Goals stages, skills in counseling, qualities in counselors
3. Family Casework, Family disharmony, conflicts
4. Individual and group therapy
5. Treatment of individuals and families in crisis
 - a. Marital discord, reasons, areas of counseling
 - b. Domestic violence
 - c. Pre-marital counseling

Unit 2 :Special areas in counseling

- a. Counselling in sexual problems - HIV/AIDS, adherence counselling
- b. Counselling in drug addiction and alcoholism
- c. Counselling in medical termination of pregnancy, abortion cases, infertility
- d. Counselling in adoption and foster care
- e. Health Problems of industrial workers and employee counselling
- f. Grief counseling, death counseling, counselling for organ donation
- g. Working with the families in case of physical and mental handicap and genetic counselling
- h. Counselling in the school set up
- i. Counselling in palliative care
- j. Helplines and crisis intervention, telephonic counseling for suicide prevention

Unit 3 :Psycho therapeutic and psycho analytic approaches in the field of health

- a. Rational Emotive Behaviour Therapy & Cognitive Therapy
- b. Client centered therapy
- c. Behaviour therapy
- d. Transactional analysis
- e. Family therapy
- f. Play therapy and child guidance

Unit 4 : Stress and burn out

References : _____

MPSW – 5
SOCIAL WORK INTERVENTION IN ILLNESS, DISABILITY

Learner Objectives :

- 1) To help students understand the psychological implications of physical/mental illness and disability on the patient and his family.
- 2) To help students understand the disturbances in social functioning due to physical, mental ill health and disability conditions.
- 3) To equip students to deal with the psycho-social aspects using appropriate counseling for treatment compliance, care and rehabilitation.

1. Significant Information for Understanding the patient

- b) Role and functions of the MPSW during the illness period : Diagnostic, Accepting the illness phase and the Termination phase.
- c) Significance of cultural and religious values in sickness and help seeking behaviour.
- d) Health and attitudes and role of MPSW in formation of appropriate attitudes towards health among people.
 -) Tuberculosis
 -) Leprosy
 -) Sexually Transmitted diseases including HIV/AIDS.

2. Psycho-social Aspects of Childhood Diseases & Communicable diseases

- a) Diphtheria
- b) Pertussis
- c) Tetanus
- d) Measles
- e) Mumps
- f) Rubella
- g) Polio
- h) Chickenpox
- i) Diarrhoea
- j) Respiratory tract infections.

3. Psycho-Social Aspects of Physically and Mental Disabilities

- a) Sensory
- b) Orthopedic

4. Minor and Major surgeries

5. Policy & legislation for the differently able and senior citizens

6. Psycho-Social Aspects of Non-communicable disorders/conditions

- 1) Ageing
- 2) Hypertension
- 3) Stroke
- 4) Diabetes
- 5) Coronary/Heart conditions
- 6) Epilepsy
- 7) Burns

7. Psycho-Social Aspects of Psychiatric Disorders in adult & children

- 1) Schizophrenia
- 2) Bipolar Affective Disorders
- 3) Anxiety
- 4) Depression
- 5) Obsessive Compulsive Neurosis
- 6) Suicide/attempted suicide
- 7) Phobias
- 8) Dementia including Alzheimer's
- 9) Behaviour Disorders – Enuresis, Encopresis Temper Tantrums
- 10) Learning Disorders – Reading & Writing disorders,

11) Developmental Disorder – Autism

8. Pregnancy, Childbirth, Infertility, Contraception & Menopause.

References:

MPSW-6 Approaches in Health Care Administration and Management

Learner Objectives :

1. To orient students to different conditions under which patients are registered as medico legal cases.
2. To equip students with knowledge and procedures required to deal with Medico Legal cases.
3. To prepare students for medico legal counseling using knowledge of forensic medicine and legislations in the field of health.

Unit - 1 : Definition and Concept of Health : Definition and concept of disease, community Philosophy of Health, Health Policy in India, Health and development, Health Care services in rural & urban areas.

Unit -2 : Health Care Delivery

Central, State, District Critical Review community based monitoring
Private Public Partnership
Role of Civil Society Organization (CSO)s in Public Health System
Role of Panchayat Raj Institutions (PRI) in Public Health System

Unit – 3 : NRHM – Training selection of community worker ASHA
HUHM – structure, various schemes and function
Right to Health
Health Advocacy
Research in the field of health and its utility

Unit -4: Health Insurance Schemes

- Workmen compensation Act
- Central Government Health Scheme (CGHS)
- Individual Insurance
- Employee State Insurance Scheme (ESIS)
- (RGSBY) Rajiv Gandhi Yojana

Scheme for Urban Poor

International organizations and its contribution

Unit-5 : Legislative measures in the field of health

Medical Termination of Pregnancy Act (MTP)
Person with disability Act Surrogacy
Organ Transplantation Act
Consumer Protection Act
Prevention of Prenatal Diagnostic Test (PNDT)
Rehabilitation Council of India Act (RCI)
National Trust Act, 498 A – Violence against women
Private Hospitals Regulation Bombay Nursing Home Regi. Act BNHRA

References :

URCD- 4
COMMUNITY WORK SECTORS AND INTERVENTIONS

Learner Objectives

- 1) To get an understanding about the key sectors in community development
- 2) To understand the efforts and programs in each sector for development in urban/rural/tribal communities
- 3) To get critical insights about the approaches and strategies used in each sector

Unit- 1 Overview of the sectors in Community Intervention (understanding the components of each sector for community development)

1. Livelihood: Land, Forest, Fisheries, Informal Sectors
2. Infrastructure and amenities – Water and Sanitation, Energy, Housing
3. Microfinance
4. Services – Health, Education

Units -2 - Understanding each of the sectors in detail:

Livelihood: Land, Forest, Fisheries, Informal Sectors

- a. Utility of the Resource Sectors
- b. Overview of Sector Reforms
- c. Programs (government/ NGOs/social movements)
- d. Approaches and strategies reflected in the programmes

Unit -3

Infrastructure and amenities – Water, Sanitation, Energy; Housing

- a. Utility of the Resource Sectors
- b. Overview of Sector Reforms
- c. Programs (government/ NGOs/social movements)
- d. Approaches and strategies reflected in the programmes

Unit -4

Microfinance

- a. Context of emergence of the sector
- b. Models, approaches and strategies
- c. Current trends in microfinance

Unit- 5

Services – Health, Education, Waste Management

- a. Utility of the Resource Sectors
- b. Overview of Sector Reforms
- c. Programs (government/ NGOs/social movements)
- d. Approaches and strategies reflected in the programmes

Proposed Pedagogy

- Interactions with/lectures by expert resource persons from each sector
- Field based exposure visits/ assignments
- Discussions based on Case studies

Recommended Readings :

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21. World Bank (S. Asia Region) & GOI Min. of Urban Areas & Employment, Urban Devt. Sector Unit (1999) Urban Water Supply and Sanitation, New Delhi: Allied
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24. Amanda Group (Undated) Understanding Women's experience in Natural Resource Management, New Delhi: Agar Khan Foundation
25. Dorr David M. & Prefer (2007) Social Re-Insurance – A New Approach to Sustainable Common. Health Financing, ILO.
26. Gadget, Madhya and Rio, P. R. S. (1998) Nurturing Biodiversity- An Indian Agenda, Headband: Center for Environment Education
27. Hopkins Michael (2006) Corporate Social Responsibility and International Development, UK, USA : Earth scan.
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URCD/TD- 5
NATURAL RESOURCES MANAGEMENT, CLIMATE CHANGE AND WELL BEING
(Compulsory Elective Optional & Common Subject for URCD and TD)

Learner Objectives:

1. Develop an understanding about the need of human engagement with the natural environment, for sustainable living.
2. Get insights about natural resources, their conservation and management
3. Get an understanding about climate change and its impact on natural resources and human life.
4. Develop an interest about social initiatives and interventions for natural resource development and management

Unit -1: Natural Resource Management (NRM) and political economy

1. Concept of NRM
2. Changing political economy and NRM discourse (policy, practice) in the country
 - Colonial period
 - Post Independence till the 80's
 - Post Economic Reforms policy shifts after 90's

Unit -2 : Understanding Natural Resources

- A. **-Forests** : Types, functions, ownership, control and regulatory systems, institutional frameworks and legal and policy regimes, shifts in the above over time,; current critical issues (Degradation, Conflicts, competing user rights and entitlements)
- B. **-Water** :
 - Bio-physical and socio-cultural peculiarities of water
 - Water for life, livelihood, and ecosystem
 - Water, health and sanitation
 - Ownership, access, and control/regulatory system
 - Policy, Institutional frame works and legal regime related to water resource development and water governance
 - Current critical Issues (conflicts and competing user Interests, Integrated water resource management, Crises and Implications of declining water resources and deteriorating quality – water pollution and contamination, unequal access, privatization, etc.)

Unit -3 : C. -Land :

- Understanding land and soil – slopes, soil depth, texture, land capability classification and land use
- Changing land use and cropping pattern
- Land ownership and imbalances
- Agricultural practices and land/soil degradation.
- Competing demands of land use, corporatization, displacements (dispossession)

D. - Energy :

- Sources and Use : Renewable & Non-Renewable energy
- Inequities in energy availability
- Legal and policy regimes
- Current critical issues and alternatives

E. - Air :

- Causes and Implications of air pollution
- Regulation systems

Unit -4 : Climate variation, Climate Change & Impacts

- Meaning of climate variation and change
- Factors influencing climate change
- Implications of climate change on human life and eco system (especially land, water, forest and energy systems)
- Climate mitigation and adaptation strategies
- Current discourses and debates in relation to climate change and international negotiations

Unit -5: Well-being – Towards a sustainable and equitable future of all

-) The concept of well-being – its vision and components
-) Principles (normative concerns) of sustainability, equity, efficiency and democratization
-) Alternatives in land, forest, water and energy (actual experiences – case studies)
-) Alternative pathway to sustainable and equitable future

Recommended readings:

1. Akalank Pub (Ed) (1997). Water (Prevention & Control of Pollution) Act, 1974, Delhi: Akalan K Publishing.
2. Bansil, P.C. (2010) Water Management In India, New Delhi: Concept Publication.
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5. Bhatta Balram (1999). Recent Concepts Knowledge Practices And New Skills In Participation Integrated Watershed Management , Nepal: PWMTA.
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30. Rashid ,S. M. et al(2008). Environment Resources & Sustainable Development, Jaipur : Rawat Publications.
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32. Robb, Peter(Ed.) (1992). Rural India: Land, Power and Society under British Rule, Delhi: Oxford University Press.
33. Saikia, Ranjana (2009), Making Sense of Climate Change, New Delhi: Teri Press.
34. Sarbhukan M. M. (2001). Water Resources Planning For Sustainable Development in Maharashtra Pune: Sarbhukan Asha
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39. Singh, Uday Prakash (2001), Sustainable Resource Development: Policy, Problem and Prescription, New Delhi: Concept Publication.
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URCD/ TD- 6

ADVOCACY, HUMAN RIGHTS AND SOCIAL JUSTICE

(Compulsory Elective Optional & Common Subject for URCD and TD)

Learner Objectives:

1. Develop a conceptual understanding about Human Rights, Advocacy and Social Justice and their relevance in the current context.
2. Be informed about the international and national mechanisms and instruments to protect human rights and deliver justice.
3. Understand the work of social movements and other civil society initiatives in advocating human rights and social justice
4. Develop perspectives for intervention using justice and rights framework

Unit -1: Understanding Concepts

1. Meaning of Human Rights, Human Rights abuse, Social Justice and Advocacy
2. Types of Human Rights Violations
3. Marginalization and Inequality as factors in Discrimination and Violations – the issues of power and subordination

Pedagogy: Lecture, Case study Analysis and Discussion

Unit -2: Mechanisms for protection of human rights

International instruments and institutions

- UN Declaration of Human Rights
- International Court of Justice
- CEDAW
- Convention against Racial Discrimination
- The UNHRC and Process of Universal Periodic Review (UPR) and Special Rapporteur System

Unit -3. Human rights protection and social justice in India

- The Constitution and Fundamental Rights
- The Protection of Human Rights Act, 1993
- Structure and Functions of Human Rights Commission – National and State level Human Rights Commissions/Committees and other bodies (for women, children, SCs, STs, PwDs, etc.)
- India's record in Human Rights : The State, Social Justice and Human Rights

Pedagogy: Lecture, reading assignments use of Films and clippings with discussion

Unit -4: Social Movements and Civil Society Initiatives

1. Social Action and Advocacy in Human Rights Violations
2. The role of civil society groups/movements and media
3. Social Movements and Rights Forums – PUCL, CPDR, PUDR, Dalit groups, Tribal Rights and Environment Movements
4. Citizen Response and Challenges in Mass Mobilization

Pedagogy: Interactions with activists; Case material based analytical discussion

Unit- 5: Social Work Response in Human Rights and Social Justice

1. Professional Response - Need and Critique
2. Developing perspectives and skills for human rights intervention and the role of training
3. Professional engagement in civil society responses – fact finding committees, public hearings mass actions
4. Advocacy through media engagement

Pedagogy: Discussion based lectures; engagement in campaigns followed by seminar presentations

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2. Galanter, Marc (1997) **Law and Society in modern India** Delhi: Oxford University Press.
3. Singh K.J. (1995) **Distributive Justice in India** New Delhi: Reliance Publishing House.
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6. United Nations, (1997) **Manual on Human Rights Reporting** Geneva: United Nations.
7. Mahajan, Gurpreet (1998a) **Democracy, Difference and Social Justice** Delhi: OUP
8. Mahajan, Gurpreet (1998b) **Identities and Rights: Aspects of liberal democracy in India** Delhi: Oxford University Press.
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10. Ingram, D. (2000) **Group Rights: Reconciling equality and difference** Kansas: University Press.
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URCD- EC- 5
COMMUNICATION FOR SOCIAL WORKERS

Learner Objectives:

4. Understand the need and scope of communication in various fields of social work.
5. Develop the skills to conceptualize, make and use a range of communication media
6. Develop the confidence and skills in communicating for public outreach

Unit-1: Introduction to Communication for Development

4. Need of communication in development
5. Levels and types of communication in social work
 - Formal and informal
 - Interpersonal
 - Group
 - Mass
6. Problems in communication
 - Communicator related
 - Receiver related
 - Channel related
 - Environment related

Unit -2: Communication for Development – approaches, strategies and techniques

4. Concept and scope of development communication
5. Behaviour Change Communication and Information Education Communication
6. Participatory Communication

Unit -3. Use of Communication Media in Practice

3. Visual Media

- d. Types : Posters, Charts, Photos, Bulletin Board, Transparencies, Power Point Slides, Graphs
- e. Steps for making and presenting visual media
- f. Skills in developing visual media

4. Audio – Visual & Mass Media

- d. Using Audio – Visual and Mass Media (Films/Film Clips/Video and Slogans) in advocacy, mobilization and campaigns
- e. Alternate Media – Street Theatre, Folk Media, Social Songs
- f. New Media – Web technology, Social Networks and Blogs

Unit -4. Communication Planning

- d. Need of planning for effective communication
- e. Steps in communication planning
- f. The communication planner and roles

Unit -5 Communication skills for social workers

- 4. Verbal skills– presentations at seminars/conferences, public speaking
- 5. Writing skills : News briefs, news release, field based feature stories, letters to the editor
- 6. Interface with the media – Press conferences, Radio/TV interviews and bytes, conceiving ideas and scripts for productions on social issues.

Recommended Readings :

1. Andal, N. (1998) Communication Theories and Models, Mumbai : Himalaya Publishing House.
2. Fossard Estade (2005) Writing and Producing Radio Drama, Delhi : Sage Publication.
3. Jain Rashmi (2003) Communicating Rural Development (Strategies and Alternatives), Jaipur : Rawat Publication.
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5. Melkote, Srinivas (2nd edition 2003) Communication for Development in the Third World, New Delhi : Sage Publications.
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*Contents and bibliography/ references of some subjects are subject to corrections and likely to be added.