

CENTRE FOR SOCIAL WORK

Master of Social Work Course

Ordinance and Syllabus

(With effect from Academic Session 2017-18 onwards)

**Centre for Social Work
Allahabad State University
Allahabad, Uttar Pradesh
(June 2017)**

[Handwritten signature]
25/6/2017

[Handwritten signature]
25/6/17

M12

Master of Social Work Course

1. Preamble

The Master of Social Work course is a professional course which is comprised of class room teaching and field work practicum. This course is directed towards developing knowledge, skills and values through class room teaching-learning process, field training in real life situations and research on contemporary issues and concerns necessary for promoting, improving and maintaining the functioning of individuals, groups, institutions and communities existing in the society. The course is strongly committed to create a diverse learning environment in which respect for dignity and worth of all human beings and understanding of diverse conditions are practiced.

2. Title of the Degree in Social Work

The nomenclature of the degree shall be Master of Social Work (After 2 years)

3. Affiliation

The proposed course shall be governed by the Centre for Social Work, Allahabad State University, Allahabad, Uttar Pradesh.

4. Vision

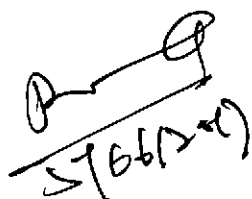
To produce trained social workers blended with professional competencies, so that they could be able to address the contemporary social issues and concerns to achieve wellbeing of people and bring about social change for social development.

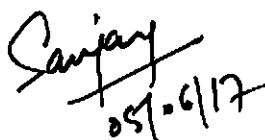
5. Mission

To ensure that post graduate students (MSWs) have the required knowledge, skills, techniques, attitude, attribute and critical perspectives necessary for taking up the responsibilities at middle level management of social welfare and developmental services in the public, corporate and non-profit development sectors.

6. Course Objectives

- a) Impart education and training in professional social work in order to create qualified personnel in social welfare and allied fields through culture-sensitive, eclectic and evidence-based participatory practice;
- b) Develop knowledge, skills, attitudes and values appropriate to the social work profession;
- c) Promote integration of theory and practice in the fields of social welfare and social policy; and
- d) Provide interdisciplinary collaboration for better understanding of human problems, systemic discrimination and marginalization, issues of social development and needed services.


5/6/17


05/06/17


17/12

7. Eligibility Criteria

Admission to the Master of Social Work course shall be open to those aspirants having completed the graduation examination (10+2+3) or its equivalent. The eligibility criteria are as follows:

- a. Any person with minimum 45% marks in the aggregate of graduation examination or its equivalent examination recognized by Allahabad State University in any discipline shall be eligible to apply for this course.
- b. Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.
- c. Reservation of seats for various categories shall be as per the State Government rules and regulations.

8. Admission Procedure

Admission procedure will take place as per the Allahabad State University guidelines in this regard.

9. Pedagogy of the Course

Brain storming, case studies illustrations, interactive discussions, class instruction, individual & group conferences (students' seminars), visits, non-credit trainings, orientation programme, extension, field based assignments or experience sharing/field instruction/lectures by guest or visiting faculties and practitioners, exposure tours of information technology in teaching-learning process, skill workshops, opportunity to attend seminar and conferences, career guidance, induction/exit/follow-up meeting etc. constitute the pedagogy of the course.

10. Schedule for Theory Classes and Field Work Practicum

Four days for theory classes and two days for concurrent field work will be required in all the semesters. Concurrent field work shall be organized on Tuesdays & Thursdays for Semester-1 & 2 of first year and Wednesdays & Fridays for Semester-3 & 4 of second year. However, these field work days may be changed as per the convenience of the Department i.e. Centre for Social Work of ASU and field work agencies and/or communities. During the theory classes, besides lectures, individual and group conferences (students' seminar) will be held regularly in the afternoons.

11. Field Work Practicum

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



principles, skills and techniques under the guidance of faculty members and practitioners of the agencies.

11.1. Objectives and Tasks of Field Work Practicum (Semester-wise)

The field work practicum has been developed to achieve the following objectives:

Semester-1

Objectives:

- a) Give exposure to the students to various social welfare & development programmes and services.
- b) Develop sensitivity towards the needs, problems and issues affecting the life and living of individuals & families, groups and communities and level of their consciousness.
- c) Develop an understanding of agency's structure, function, service delivery system etc. and/or community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources and opportunities.
- d) Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.

Tasks:

- i. Establish contact and develop rapport with the agency personnel and/or community people.
- ii. Get a self-orientation and prepare agency and/or community profile.
- iii. Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
- iv. Continuous self-assessment of field work experiences.

Semester-2

Objectives:

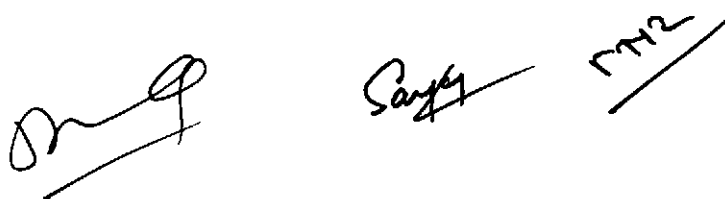


- a) Imbibe the ethics and values of social work profession including attributes for the same.
- b) Develop an ability to narrate the learning experiences, assessment of services & resources and participate in service delivery.
- c) Practice the methods of working with individuals, groups and communities.
- d) Develop capacity to prepare process/method-oriented records.

Tasks:

- i. Explore, analyze and find out the causative factors of needs and/or problems of individuals & families, groups and communities.
- ii. Integrate theoretical knowledge with field practice i.e. methods, principles, skills & techniques of social work etc.
- iii. Make official correspondence on behalf of agency and/or community.
- iv. Prepare records for all the processes involved.

Semester-3

Objectives:

- a) Learn to mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities etc. and motivate them to participate in their development and facilitate them to utilize the available services.
- b) Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- c) Learn to apply theoretical base i.e. principles, approaches and skills of social work while working in the field.
- d) Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.

Tasks:

- i. Assist agency and/or community in programme planning and implementing the activities.
- ii. Assess own performance and improve it accordingly.
- iii. Make use of advocacy for the betterment of the individuals.
- iv. Mobilize resources, raise funds and develop network with other institutions/organizations working in the neighboring area.

Semester-4

Objectives:

- a) Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
- b) Develop ability to plan, organize and implement the activities within agency and/or community framework.
- c) Develop ability to affect changes in improving service delivery by introducing innovations in practice.
- d) Improve skills in communication and networking with other organizations.

Tasks:

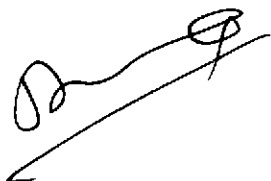
- i. Make use of power structure of surrounding area and local community leaders.
- ii. Seek client's/beneficiary's and/or people's participation in utilizing agency and or community services.
- iii. Make use of practice-learning instructions given by faculty and agency supervisor.
- iv. Perform team work in association with other institutions/organizations.

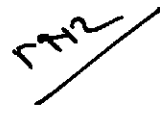
11.2. Components of Field Work Practicum

Field work practicum involves multiple learning pedagogies and activities. The components of field work practicum are:

(A) Observation Visits: Students of semester-1 & 3 will be given an opportunity to visit and observe various agency and/or community settings in order to know about the initiatives of governmental and non-governmental organizations towards contemporary social issues and concerns.

(B) Orientation Programme: A Five-day orientation programme will be organized at the commencement of the course of the semester-1 of first year and at the beginning of semester-3 of second year respectively before starting concurrent field work. No student will be admitted after the commencement of the orientation programme. Orientation visits to welfare





agencies and/or communities will be an integral part of the orientation programme. Attendance during orientation programme is compulsory which will be taken into consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor.

(C) Concurrent Field Work: Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semesters (both odd and even) of first and second year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student. On the basis of 14 weeks of field experience per semester, the students should accumulate 200 hours each semester or a total of 400 hours for two consecutive semesters in a year.

(D) Rural Camp: Five-day rural camp will be organized in collaboration with social welfare organizations (NGOs/VOs) for the students of semester-3 & 4 of second year (preferably for semester-3 students in order to avoid overburden) to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. Besides, the performance, behaviour and learning reflection of each student during rural camp will be taken in to consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor based on the reporting of Camp-in-Charge.

(E) Block Field Work/Internship Training: At the end of semester-4 of second year, students will be required to undergo six-week block field work/internship training in a social welfare agency or project or corporate house under CSR initiative as per their area of interests. It is treated more as pre-employment experience. The block field work agencies or projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the Department i.e. Centre for Social Work of ASU in the placement letter. Any unreasonable delay in joining block field work/internship or discontinuation will be treated as misconduct. If a student leaves block field work/internship agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will have to repeat the block field work/internship.

During block field work/internship, a student will be expected to submit weekly reports to the Field Work Unit of the Department in a prescribed manner. Leave will be allowed during the entire period of block field work/internship mainly on the ground of sickness. Successful completion of block field work/internship training is mandatory before the Master of Social Work degree can be awarded.

(F) Skill Workshop: The skill workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through



the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11.3. Criteria for Selection of Field Work Agencies/Open Communities

Only Field Work Unit of the Department or agency or community itself personnel can initiate the process to become a field work setting. The following criteria will be used for screening and selecting organizations for field work as agency setting:

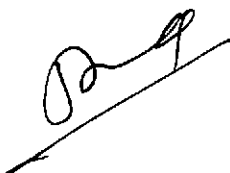
- a. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
- b. The Agency must be willing to accept and follow the requirements of the Department for participation in the field work practicum.
- c. The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

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

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

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

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



11.4. Field Work Placement

Placement process will be initiated soon after admissions are over. The students of all the semesters of first and second year will be placed under the supervision/instruction of a faculty member of the Department. One or two students will be placed with a field work agency or in open community by the Department supervisor/instructor and a list of the same will be displayed accordingly. In the field work placement, preference of the students or faculty members for each other will not be entertained. During the placement process, each student is required to attend pre-placement counseling with his/her respective department supervisor/instructor. The following points should be taken into consideration during the field work placement:

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

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

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

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

11.5. Field Work Supervision/Instruction

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

- a. Prepare a schedule of individual conference with students;
- b. Help the students in preparing learning plan;
- c. Guide the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;



- d. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
- e. Take care of the progress of students and provide feedback to them about the performance;
- f. Make periodic visits to agencies and or communities;
- g. Check the field work reports of students and provide necessary guidelines to them regarding report writing;
- h. Provide regular, timely and systematic inputs; and
- i. Assessment of performance of students with a pass/fail recommendation.

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

- i. Make communication for the arrangement of field work stating its objectives, request for cooperation and as follow-up measure, follow-up letter appreciating the cooperation given by the community;
- ii. Conduct brief orientation session to students about the community to be visited for field work and guidelines of work done and recording;
- iii. Creation of an overall environment of 'learning by doing' within the community; and
- iv. Get in touch with the local community leaders and/or influential persons who will be responsible to look after the students and visit the community regularly.

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

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

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





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

11.6. Administration of Field Work Practicum

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

11.7. Field Work Attendance

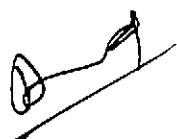
The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

- a. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance.
- b. A student is not required to attend field work on institutional holiday, however, it may be utilized as per the instructions of the department supervisor/instructor and all such days will be called additional field work.
- c. Eighty five percent (85%) attendance in the concurrent field work is compulsory.
- d. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, skills workshops, special lectures and seminars is also compulsory.
- e. In case, a student is unable to attend scheduled days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the department supervisor/instructor.

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

11.8. Submission of Field Work Records/Assignments

The students are expected to meet the following responsibilities related to submission of records/assignments:



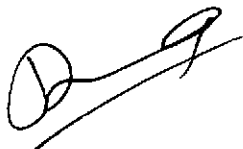
- a. To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to the respective department supervisor/instructor.
- b. To maintain a cumulative record of actual hours spent at the field work.
- c. To complete and submit weekly records of concurrent field work along with log-sheet in a prescribed manner.
- d. To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately as prescribed by the Department.
- e. To complete and submit field work self-assessment form after termination of field work for a semester.

11.9. Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals. Following acts may be treated as misconduct during the field work:

- a. Frequently late at the field work without intimating department and agency supervisors/instructors;
- b. Absent from field work and/or individual or group conference without intimating department and agency supervisor/instructor;
- c. Frequently late in completion of task assigned by agency and/or the department;
- d. Missing appointments with the clients or agency supervisor/instructor without intimation;
- e. Exploiting clients or client's family;
- f. Breaching client's confidentiality;
- g. Initiating physical confrontation with a client, client's family members, agency supervisor/instructor, agency staff or community people;
- h. Acting in a discriminatory manner towards clientele;
- i. Falsifying documentation in agency records and field work reports;
- j. Exploiting the agency/community by misuse of agency's/community's services/resources;
- k. Engaging in behaviour that would constitute malpractice;
- l. Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisors/instructors, agency staff or community people; and
- m. Exhibiting disruptive or harmful behaviour; acting in an unprofessional or inappropriate manner while at the field work such as - inappropriate display of emotions or immature behaviour.

If the complaint is received by the department supervisor/instructor against a student or if he/she feels or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:





- i. Issuing show-cause notice to the student duly signed by respective department supervisor/instructor, Field Work Coordinator and Head of the Department/In-charge;
- ii. Receiving written explanation from the student;
- iii. Holding inquiry into complaints by the Head of the Department/In-charge, Field Work Coordinator and respective department supervisor/instructor(if not satisfied with the explanation);
- iv. Making decision for disciplinary action against the student including dismissal from the course; and
- v. Issuing punishment order.

11.10. Assessment of Field Work Practicum

At the end of each semester (both odd and even) of first and second year, a field work assessment will be done both internally and externally. The students will submit all the reports to the respective department supervisors/instructors after the termination of field work. Students will have to prepare a field work self-assessment report and summary of work done as per the guidelines in a prescribed form and submit the same to the respective department supervisors/instructors. The department supervisors/instructors will also prepare the field work internal assessment report regarding the performance of the concerned students using the following parameters:

Parameters of Assessment of Field Work		
S. No.	Parameters	Reflections
1.	Personal Traits (0.5% weightage)	Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	Attendance (2.5% weightage)	Attentiveness in field work, individual & group conferences, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities including orientation visits, orientation programme, concurrent field work, rural camp, block field work/internship, skill workshops, etc.
3.	Theoretical Knowledge (1.0% weightage)	Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.
4.	Knowledge about Agency/Community (1.0% weightage)	Knowledge about agency and/or community, structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
5.	Performance in the Field (2.0% weightage)	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques) in accordance with learning plan; ability to utilize

		administrative skills etc.
6.	Professional Development (1.0% weightage)	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to remove them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work co-operatively etc.
7.	Quality of Reports (1.5% weightage)	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	Group Conferences (Student's Seminar) (0.5% weightage)	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

Source: Based on Verma, R.B.S. & Singh, Atul Pratap (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, Uttar Pradesh: New Royal Book Company. p. 29-30.

Field work assessment marks (both internal and external) shall be awarded keeping in view the following break-up:

Basis	Marks
Field Work Internal Assessment (By Department Supervisors/Instructors)	70
Viva Voce (By External Examiner)	30
Total	100

(A) Field Work Internal Assessment: Field work internal assessment marks will be awarded by the respective department supervisors/instructors as per the performance of the students upon the above mentioned parameters of assessment of field work. While awarding field work internal assessment marks, the department supervisors/instructors should place reasons on record for awarding less than 45% marks or more than 75% marks to the students. The minimum marks required to pass in the field work will be forty (40%) percent including both internal & external marks.

(B) Viva Voce: Viva-Voce will be conducted by the Department i.e. Centre for Social Work of ASU. Viva-voce will be held in the presence of External Examiner appointed by the ASU.

12. Course Structure

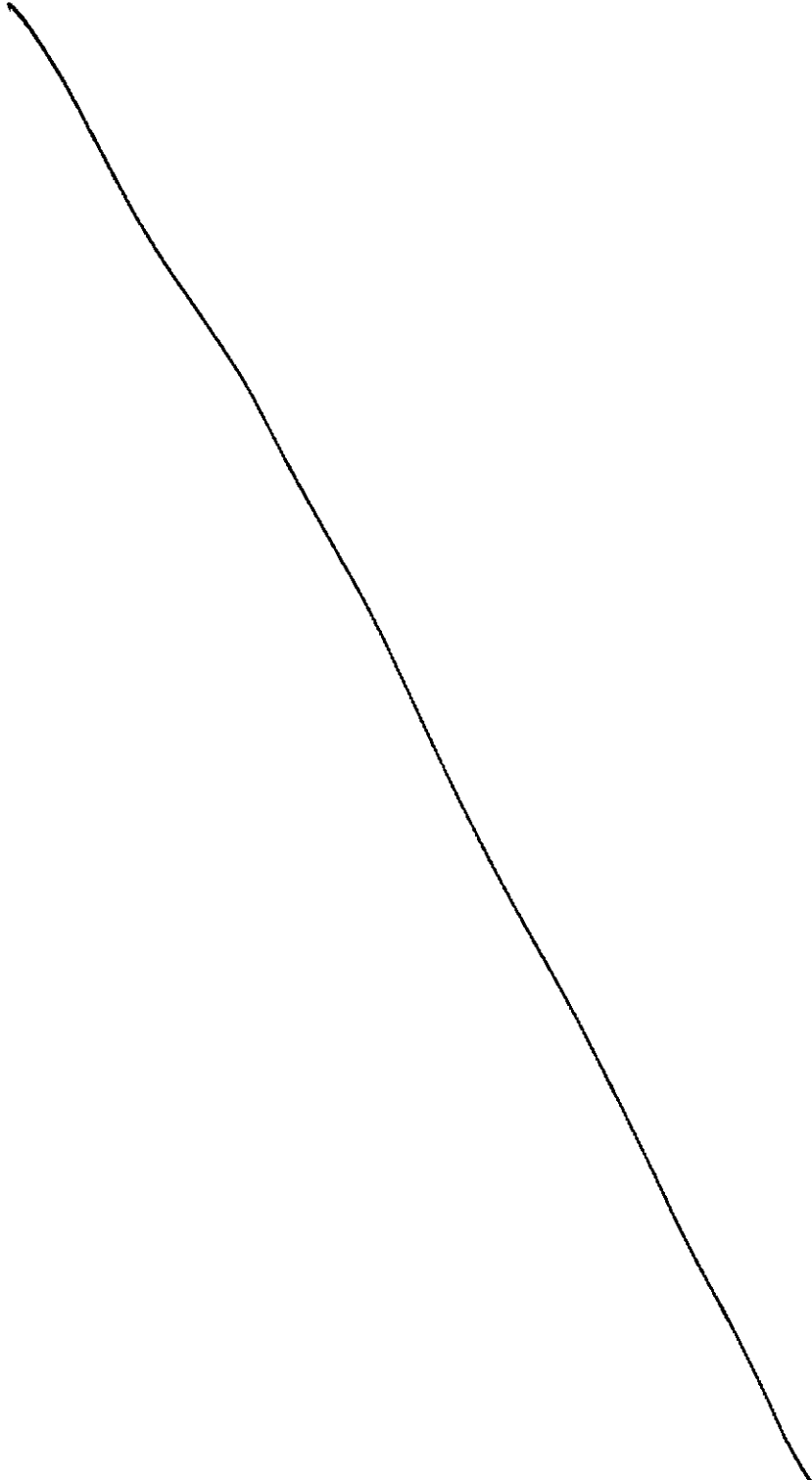
The Master of Social Work course is divided into two parts. Each part will be consisting of two semesters to be known as 'Odd Semester' and 'Even Semester' which are as follows:





Part	Year	Semester-Odd	Semester-Even
Part-I	First Year	Semester - 1	Semester - 2
Part-II	Second Year	Semester - 3	Semester - 4

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



D. G.

Sanjay

17/12

Distribution of Papers and Marks				
Semester-1				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
MSW101	Social Science Concepts for Social Workers	70	30	100
MSW102	Social Work: Nature and Development	70	30	100
MSW103	Human Psychology and Personality Development	70	30	100
MSW104	Skills and Techniques of Field Work Practice	70	30	100
MSW105	Field Work Practicum	30 (Viva-Voce)	70	100
Total Marks		310	190	500

Semester-2				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
MSW201	Working with Individuals and Groups	70	30	100
MSW202	Working with Communities	70	30	100
MSW203	Social Welfare Administration and Social Action	70	30	100
MSW204	Human Rights, Social Justice and Social Work Practice	70	30	100
MSW205	Field Work Practicum	30 (Viva-Voce)	70	100
Total Marks		310	190	500

Semester-3				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
Compulsory Papers				
MSW301	Research in Social Work	70	30	100
MSW302	Social Policy, Planning and Development	70	30	100
MSW303	Field Work Practicum	30 (Viva-Voce)	70	100

Elective Papers*				
Group A				
MSW304	Employee Welfare and Social Security	70	30	100
MSW305	Trade Union and Industrial Relations	70	30	100
Group B				
MSW306	Livelihood and Development	70	30	100
MSW307	Rural Society and Panchayat Raj Institutions	70	30	100
Group C				
MSW308	Gender, Family and Social Work	70	30	100
MSW309	Women Empowerment in India	70	30	100
Group D				
MSW310	Health and Medical Social Work	70	30	100
MSW311	Psycho-Somatic Factors of Health	70	30	100
Total Marks		310	190	500

Semester-4				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
Compulsory Papers				
MSW 401	Integrated Social Work Practice	70	30	100
MSW 402	Social Problems and Social Legislations	70	30	100
MSW 403	Field Work Practicum	30 (Viva-Voce)	70	100
Elective Papers*				
Group A				
MSW 404	Human Resource Management	70	30	100
MSW 405	Labour Legislations in India	70	30	100
Group B				
MSW 406	Urbanisation and Community Development	70	30	100
MSW407	Urban Planning and Development	70	30	100
Group C				
MSW 408	Child Welfare and Development	70	30	100
MSW 409	Youth Development and Welfare of Aged	70	30	100
Group D				
MSW 410	Mental Health and Psychiatric Social	70	30	100

	Work			
MSW 411	Mental and Personality Disorders	70	30	100
Total Marks		310	190	500
Grant Total of Marks		1240	760	2000

* Note: Each elective paper shall be offered/taught subject to availability of minimum number of 5 students.

12.2. Theory Papers

- Papers/per Semester:** There will be total four theory papers and one field work practicum in each semester.
- Elective Papers:** In the beginning of the Semester-3 of second year, each student will have to select any one elective group for elective papers from the elective groups offered and that elective group must be the same in the Semester-4 of second year. These elective papers will be offered to the students as per their choice and merit subject to the availability of seats allotted to the particular elective group.

13. Scheme of Examinations

- English/Hindi shall be the medium of instruction and examination.
- Examinations shall be conducted at the completion of all units in each paper of a semester as per the academic/examination calendar notified by the ASU.
- Each theory paper will be valued for 100 marks, out of which 30 marks are for continuous internal assessment (CIA) and 70 marks will be for end-semester written examinations.

For continuous internal assessment (CIA) in each paper, the following method will be followed:

Scheme of Continuous Internal Assessment (CIA)		
S.No.	Components	Marks
1.	Attendance*	05 marks
2.	Assignment (Oral Presentation and Written Submission)	10 marks
3.	Class Test (Written)	15 marks
Total		30 marks

* Note: As far as the marks of attendance for internal assessment is concerned, below 67% = 0 marks; From 67% to below 70% = 1 mark; From 70% to below 75% = 2 marks; From 75% to below 80% = 3 marks; From 80% to below 85% = 4 marks; and 85% and above = 5 marks shall be awarded.

For continuous internal assessment (CIA), the schedule of conduct of written class test, oral presentation sessions and/or submission of written assignment will be official/formally announced among the students well in advance (at least one month before) by each respective faculty member. After completion of internal assessment, the related records including award lists should be submitted in the Department at least two week before the commencement of

the end semester examinations. The criteria of 'pass' or 'fail' recommendation, division, re-examination etc. will be as per the ASU decision.

14. Infrastructural Requirement

- a) Lack of infrastructure and facilities reduces department supervisor's/instructor's interest in developing and implementing the field work programme. As a result, they may become demotivated after a few years. Ultimately this becomes a problem of the faculty members, students and also the Department. Therefore, the ASUA dministration should try to fulfill requirements such as- separate space for supervision/instruction, time and ratio requirements etc.
- b) All the forms required for field work such as - log-sheet, attendance sheet, self-assessment form along with field diary will be made available in the Department.
- c) The ASUA dministration should help its Department to initiate community development project, so that students could be placed in this project for field work training in an open community setting.
- d) The Department should have its own magazine or newsletter through which the students could be encouraged to contribute their field experiences in published form. The collection of such magazine or newsletter will be useful asset for potential students and will encourage them and boost their self-confidence.

15. Other Issues to be addressed

- a) Sometimes it is found that some agencies consider the students as visitors over there and engage them in some clerical/record keeping jobs and such students find it easy to satisfy the agency staff to obtain a good feedback about them. The department supervisors/instructors have to keep a vigil on such unholy compromises and resolve such issues with the concerned agency's administrative head in consultation with the agency supervisor/instructor.
- b) There is a need to find out the appropriate agencies providing a congenial environment for field work.

In addition, the Department will organize seminars, workshops, cultural programmes, special lectures etc. for the students to develop professional competencies among them.

16. Career Prospects

Professional social workers address contemporary social issues. concerns and challenges and work in the areas such as - local self-governance, rural development, development of scheduled castes and scheduled tribes, welfare of the persons with disabilities (both mental & physical), women and children, care for the aged, sex and child abuse, correctional administration, public health, drug addiction, poverty and unemployment, slum improvement, conflict-resolution, family & marriage counseling, labour welfare and the like. After successful completion of the Master of social work course, students can get employment both in the public and private sector in the country and abroad. Even, there is also an opportunity to be self-employed.



LEVEL : SEMESTER- 1
PAPER CODE : MSW 101
TITLE OF PAPER : SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORKERS
MARKS : 100

Objectives:

- Developing understanding about basic sociological concepts.
- Understanding of concepts related to polity.
- Familiarizing with basic concepts of economics relevant to social work.
- Development of knowledge about ecology.

Course Contents:

Unit -1: Sociological Concepts

Basic Concepts: Society, Community, Social Group, Institution, Culture, Caste & Class, Social Relationship.

Social Processes: Social Change, Social Control, Social Disorganization, Conflict & Cooperation.

Social Stratification, Social inclusion & Exclusion and Social Movement.

Unit -2: Concepts of Economics

Economy, Market and its Effect on Society, Factors of Production, Demand, Supply, Price, Wage, Work and Labor,

Public Goods, Property: Common and Private,

Liberalization, Privatization, Globalization, and Structural Adjustment.

Unit -3: Political Science Concepts

State, Welfare State, Democracy, Liberty, Equality, Rights and Human Rights, Social Justice, Power, Authority and Legitimacy,

Ideologies: Socialism, Capitalism, Mixed Economy,

Sarvodaya, Antyodaya, Civil Society and Local Self Governance.

Unit -4: Ecological Concepts

Eco-System, Biosphere, Diversity, Natural Resources, Environment, Human Ecology, Social and Political Ecology.

Learning Outcomes:

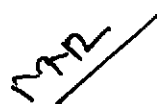
Know the society, its structure & institutions, various processes, economy, governance, ecology, etc. in order to get an insight about social phenomenon.

Suggested Readings:

1. Giddens, Anthony. (1999). Sociology. Cambridge: Policy Press.
2. McIver, R.M. (1931). The Contribution of Sociology to Social Work. New York: Columbia University Press.



3. Mandelbaum, David G. (1995). Society in India. Bombay: Popular Prakashan, Bombay, 1995.
4. Chakarbarty, Bidyut. (2008). Indian Politics and Society Since Independence: Events Processes and Ideology. London: Rutledge.
5. Mazumdar, Deepak & Sarkar, Sandeep. (2005). Globalization, Labour Markets and Inequality in India. London: Routledge.
6. Puniyani, Ram, Communal Politics. (2003). Facts vs Myth. New Delhi: Sage Publication.
7. Agarwal, A.N. (1993). Economics of Development and Planning. New Delhi: Vikas Publications.
8. Datt, Ruddar & Sundharam, K.P.M. (2005). Indian Economy. New Delhi: Sultan Chand and Sons.
9. Dhingra, I.C. (2003). Indian Economy Environment and Policy. New Delhi: Sultan Chand and Sons.
10. Barnhill, Davis Lands & Goltlieb, Roger S. (2001). Deep Ecology and World Religions: New Essays on Sacred Ground. Albany: State University of New York Press.
11. Chapman, J.L. Reiss, Michael J. (2000). Ecology: Principles and Applications, Cambridge: Cambridge University Press.
12. Pepper, David. (1993). Eco Socialism: From Deep Ecology to Social Justice. London: Routledge.



LEVEL : SEMESTER- 1
PAPER CODE : MSW 102
TITLE OF PAPER : SOCIAL WORK: NATURE AND DEVELOPMENT
MARKS : 100

Objectives:

- Knowledge about concepts related to professional social work.
- Familiarize students with historical evolution of professional social work in India and global context.
- Knowledge about core values and philosophy of professional social work.
- Develop insights about and approaches to social work practice.

Course Contents:

Unit -1: Professional Social Work: Conceptual Understanding

Social Work and Related Concepts: Charity, Social Service, Social Reform, Social Welfare.

Social Work and Related Processes: Social Change & Social Development, Empowerment.

Contemporary debates and sites of practice: settings and interventions.

Impact of globalization on social work education and practice.

Unit -2: Professional Social Work: Historical Roots

Roots of Professional Social Work in England and America.

Origin and Development of Professional Social Work in India.

Associations of Professional Social Work in India and abroad.

International Social Work.

Unit -3: Professional Social Work: Philosophical Base

Influence of Western Philosophy on the Development of Professional Social Work.

Gandhian Philosophy of Social Service.

Voluntarism and History of Social Work Profession in India

Professional Social Work: Objectives, Methods and Core Skills.

Unit -4: Nature and Approaches

Values and Generic Principles of Professional Social Work.

Ethics of Professional Social Work Practice.

Approaches to Social Work Practice

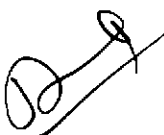
Systems and Ecological Perspectives to Social Work Practice.

Learning Outcomes:

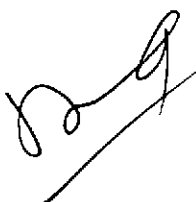
Thorough understanding of fundamental concepts of social work profession in order to develop an insight about professional attitude and attribute.

Suggested Readings:

1. Allan, June; Pease, Bob; & Briskman, L., Critical Social Work: An Introduction to Theories and Practice, Jaipur: Allen & Unwin, NSW/Rawat Publications, 2003.



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





LEVEL : SEMESTER- 1
PAPER CODE : MSW 103
TITLE OF PAPER : HUMAN PSYCHOLOGY AND PERSONALITY DEVELOPMENT
MARKS : 100

Objectives:

- Learning about the major concepts and theoretical perspectives in psychology.
- Understanding the nature and development of human behaviour in socio-culture concept.
- Enabling Students to understand the different theories.
- Imparting concepts related to social psychology.

Course Contents:

Unit -1: Foundations of Psychology and Human Growth

Cognitive Development: Basic Concepts and Theories

Life Span Perspective of Human Development, Development Tasks and Hazards in Various Life Stages

Social, Emotional and Cognitive Development during Different Developmental Stages

Unit -2: Human Personality and Psychological Disorders

Personality: Definition, Concept and Theories

Psychological Disorders and Positive Health

Stress: Causal Factors and Management

Unit -3: Therapeutic Approaches

Psycho analytic Therapy

Client-Centered Therapy

Cognitive Therapies

Indigenous Therapies

Bio-Feedback Therapy

Unit -4: Social Psychology

Social Psychology: Nature, Scope Methods of studying Social Behavior

Social Perception, Scheme, Schematic Processing, Attribution

Attitude: Nature, Formation and Measurement.

Public Opinion, Prejudices, Biases and Stereotypes

Leadership, Group Think, Crowd and Mob Behaviour.

Learning Outcomes:

Understanding of psychological concepts, and their application in order to deal with dynamics of human behaviour.



Suggested Readings:

1. Baron, R.A. & Byrne, D., Social Psychology (8th Edition), Prentice Hall, New Delhi, 1998.
2. Bron, Rober A.; Byrne, Donn, Social Psychology, Allyn and Bacon, Boston, 1997.
3. Hall, C.S.; Lindsay, G. & Campbell, J.B., Theories of Personality, John Willey & Sons, Inc. New York, 1998.
4. Hilgard Ernest R., Atkinson, Rital, Introduction to Psychology, Harcourt Brace Jovanovich Inc. New York, 1979.
5. Hurlock, E.A., Developmental Psychology, Lifespan Approach, Tata McGraw Hill, New Delhi, 1994.
6. Hurock, Elizabeth B., Child Development, McGraw Hill Book Company, London, 1978.
7. Loid, Dodge Farnald, Psychology - Six Perspectives, Sage Publication, New Delhi, 2007.
8. Maluccio, A.N., Pine, B.A. & Tracy, E.M., Social Work Practice with Families and Children, Columbia University Press, New York, 2002.
9. Mansead, A.S.R.; Strobe W. (Ed.), The Blackwell Reader in Social Psychology, Oxford: Blackwell, 1997.
10. Morgan, C.T.; King, R.A.; Welsz, J.R. & Schopler, J., Introduction to Psychology (7th Ed.), Tata McGraw Hill Publication Company Limited, New Delhi, 2003.
11. Myers, David G., Psychology, W H Freeman & Co., 2006.
12. Nevid Jeffrey S., Psychology: Concepts and Applications, Houghton Mifflin Co., 2007.
13. Rathus Spencer A., Psychology: Concepts and Connections, Wadsworth Publishing Company, 2006.
14. Robinson, Lena, Psychology for Social Workers, Routledge, London, 1995.
15. Sharma, Rajendra K. & Sharma, Rachna, Social Psychology, Atlantic Publishers, 2007.
16. William, James, Principles of Psychology, Cosimo Inc., New York, 2007.



LEVEL : SEMESTER- 1
PAPERCODE : MSW 104
TITLE OF PAPER : SKILLS AND TECHNIQUES OF FIELD WORK PRACTICE
MARKS : 100

Objectives:

- Add value in strengthening knowledge and skills, bringing uniformity and high quality standards in practice learning.
- Build confidence and develop aptitude and attitudinal base of the students.
- Develop sensitivity towards self-awareness, self-development, goal setting and time management.

Course Contents:

Unit 1: Developing Personal and Professional Self

Understanding perception, self-awareness and sensitivity

Goal setting and time management

Ethical concerns: Sense of responsibility, professional commitment and good conduct at field work

Unit 2: Planning for Field Work Practice

Field work learning plan and strategic planning for specific programmes

Thematic learning modules for targeted populations

Social & resource mapping and use of participative techniques

Unit 3: Documentation of Various Components of Field Work

Orientation, concurrent and block field work records

Group/Student conference paper: Preparation and presentation

Case records, field based assignments and records of rural camps

Unit 4: Essential Skills and Techniques

Public relation, advocacy, lobbying and networking

Effective use of simulation exercises, games, role play and social/mass media

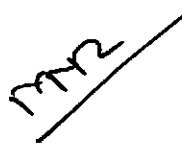
Observation & analysis, counselling and guidance, rapport building

Learning Outcomes:

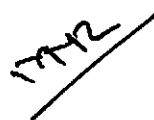
Conceptual clarity about various skills and techniques of field work practice in order to utilize them more effectively in real life situation during practice.

Suggested Readings:

1. CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton.
2. Dave, Indu. (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
3. Hastakshep: Advocacy Manual. (2007). New Delhi: Pairvi (Hindi).



4. Jackson, Adrian J. (1995). Leadership Circles from Participatory Learning and Action (PLA). London: IIED.
5. Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
6. Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd
7. Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
8. Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.
9. Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company.



LEVEL : SEMESTER- 1
PAPER CODE : MSW 105
TITLE OF PAPER : FIELD WORK PRACTICUM
MARKS : 100

Objectives:

- Give exposure to the students to various social welfare & development programmes and services.
- Develop sensitivity towards the needs, problems and issues affecting the life and living of individuals & families, groups and communities and level of their consciousness.
- Develop an understanding of agency's structure, function, service delivery system etc. and/or community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources and opportunities.
- Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.

Tasks:

- Establish contact and develop rapport with the agency personnel and/or community people.
- Get a self-orientation and prepare agency and/or community profile.
- Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
- Continuous self-assessment of field work experiences.

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

Learning Outcome:

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

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



LEVEL : SEMESTER- 2
PAPER CODE : MSW 201
TITLE OF PAPER : WORKING WITH INDIVIDUALS AND GROUPS
MARKS : 100

Objectives:

- Introduction of historical background, nature, principles and components of Social Case Work and Group Work.
- Understanding of process involved in the application of these methods in diverse settings.
- Development of skills and attitudes to work with individuals and groups.
- Enhancement of competencies to critically analyze the problems related to individuals and groups.

Course Content:

Unit -1: Working with Individuals: An Introduction

Development and Significance of Case Work in Social Work, Relevance in Indian Context. Philosophical Assumptions, Human Need, Problem Faced by Individuals and Families, Social Roles, Social Functioning.

Principles of Case Work.

Approaches to Case Work: Psycho-social, Problem Solving, Task Centered Case Work and Integrated.

Unit -2: Application of Case Work and Counseling

Case Work Tools: Listening, Observation, Interview, Home Visits.

Skills for Effective Practice: Communication Skills, Rapport Building, Resource Mobilization, Case Work Recording.

Case Work Process: Components and Phases of Intervention, Case Work Practice in Different Settings

Unit -3: Understanding Group Behaviour

Group Dynamics: Determinants, Indicators and Outcomes

Specific Situations in Group Functioning: Sub Group Formation, Alliances, Coalitions and Triangulations, Emergence of Conflict Situations

Decision Making, Problem Solving

Unit -4: Working with Groups

Historical Development, Philosophy, Principles, of Group Work.

Skills and Techniques of Group Work

Phases of Group Work: Planning, Formation, Intervention and Termination

Group Work Process: Stages, Programme Planning, Development, Assessment.



Models of Group Work Practice: Remedial, Developmental, Group Therapy, Transactional Analysis and Gestalt Therapy.

Learning Outcome:

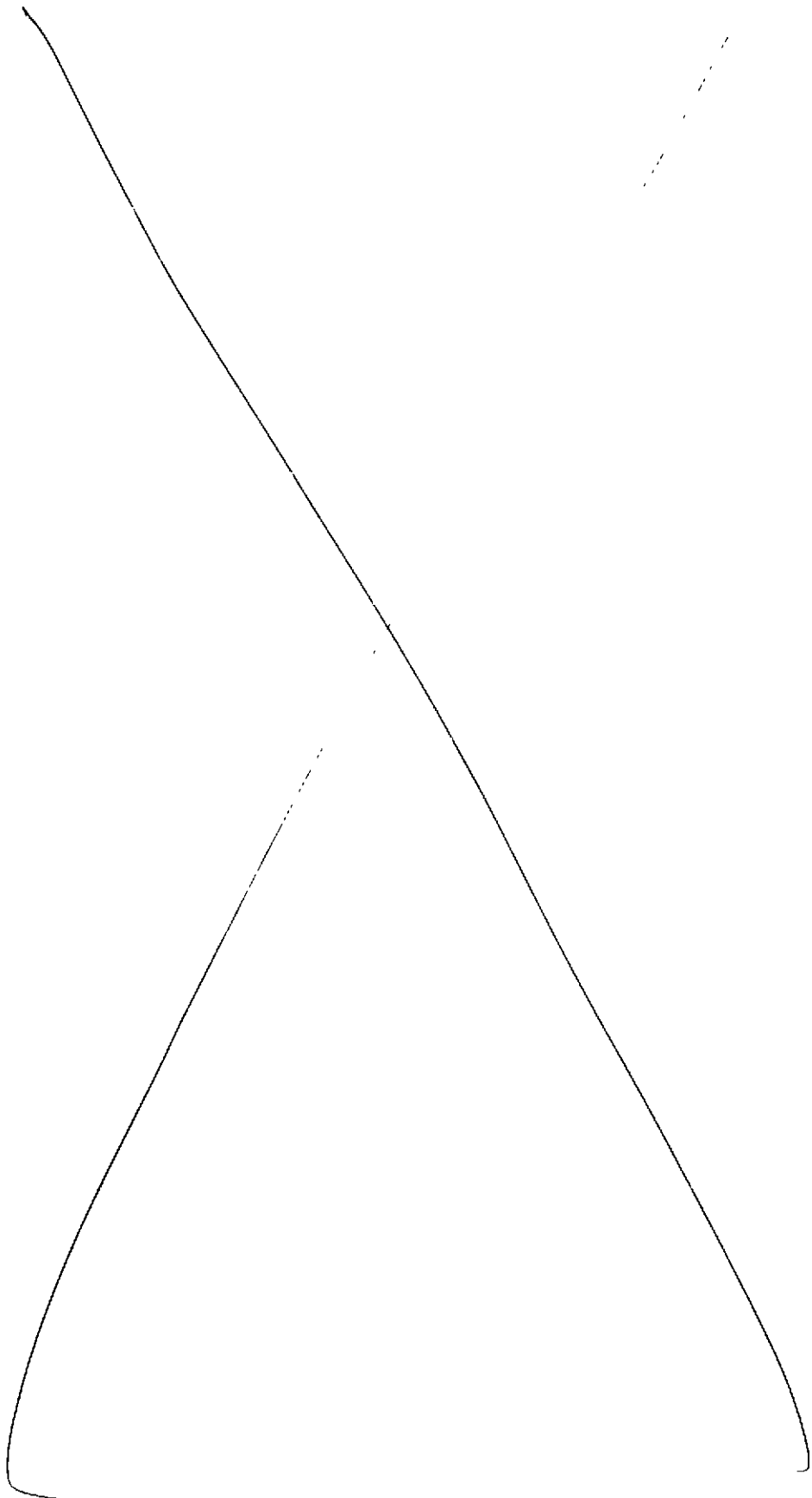
Understand the methodology, tools, techniques and skills of direct/primary methods required for working with individuals, families and groups.

Suggested Readings:

1. Amnesty International USA. The Casework Manual: A Toolbox for Coordinators of Action Files, Cases, Dossiers, and Long-Term Campaigns. Palo Alto, Calif: Amnesty International USA Group 19, 1994.
2. Aptekar, Herbert H. The Dynamics of Casework and Counseling. Boston: Houghton Mifflin, 1955.
3. Biestek, Felix P. The Casework Relationship. Chicago: Loyola University Press, 1957.
4. Hepworth, Dean H., Ronald H. Rooney, Glenda D. Rooney, and Kim Strom-Gottfried. Direct Social Work Practice: Theory and Skills. Belmont, CA: Brooks/Cole, 2011.
5. Mathew, Grace. An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences, 1992.
6. Perlman, Helen Harris. Social Casework: A Problem-Solving Process. [Chicago]: University of Chicago Press, 1957.
7. Pincus, Allen, and Anne Minahan. Social Work Practice: Model and Method. Itasca, Ill: F.E. Peacock, 1983.
8. Upadhyay, R. K. Social Casework: A Therapeutic Approach. Jaipur: Rawat Publications, 2003.
9. Woods, Mary E., and Florence Hollis. Casework: A Psychosocial Therapy. Boston; Toronto: McGraw-Hill, 2000.
10. Douglas, Tom 1972, Group Processes in Social Work, Chisestar Wiley.
11. Garvin, C., 1997, Contemporary Group Work (3rdEd.), Boston: Allyn and Bacon.
12. Henry, S., 1992, Group Skills in Social Work: A Four-dimensional Approach (2nd Ed.), Brooks/Cole Publishing Company, Belmont, CA.
13. Joseph Lassner, Kathleen Powell, Elaine Finnegan, 1987, Social Group Work: Competence and Values in Practice, Haworth Press, New York.
14. Northen, H. and Kurland, R., 2001, Social Work with Groups (3rd edition), Columbia University Press, New York.
15. Shulman, L., 2006, The Skills of Helping Individuals, Families, Groups, and Communities (Fifth edition), Thompson., Belmont, CA.
16. Siddiqui, H.Y., 2008, Group Work: Theories and Practices, Rawat Publications, Jaipur.
17. Toseland, R.W. and Rivas, R.F., 2005, Introduction to Group Work Practice (5th edition), Allyn & Bacon., New York.
18. Trecker, Harleigh B., 1990, Social Group Work: Principles and Practice, Association Press, New York.
19. Urania Glassman, 2008, Group Work: A Humanistic and Skills Building Approach, Second Edition, Sage Publications.



^
/



LEVEL : SEMESTER- 2
PAPER CODE : MSW 202
TITLE OF PAPER : WORKING WITH COMMUNITIES
MARKS : 100

Objectives:

- Develop a conceptual understanding of community and community power dynamics.
- Develop understanding of community organization as a method of social work.
- Develop skills in the use of various techniques and models of community organization.
- Promote attitude conducive to participatory practice in practice of community organization.

Course Contents:

Unit -1: Understanding Community Dynamics

Concept of Community: Sociological and Practitioners' Perspectives, Elements and Functions.

Dynamics of Community: Religion, Caste, Class and Gender Relations; Power Structure, Conflict and Control.

Urban, Rural and Tribal Communities: Characteristics, Structure and Functions.

Unit -2: Introducing Community Organization

Concept of Community Organization: Meaning, Nature, Evolution, Characteristics, Principles.

Community Development: Concept, Aims & Objectives and Basic Elements.

Community Organization, Community Work and Community Development

Unit-3: Processes of Community Practice

Models: Locality Development, Social Planning, Social Action, Alinsky Model and Women Centered Model.

Approaches: Welfarist, Social Development & Empowerment; and Indigenous Approaches to Community Work - Gandhi, Vinoba, Tagore.

Stages of Community Organization Process: Identification of Needs and Problems, Programme Planning, Resource Mobilization, Implementation of Programme, Networking, Networking, Evaluation and Follow-up.

Attitudes, Roles and Skills of a Community Worker.

Unit -4: Participatory Techniques in Development

People's Participation in Community Organization: Use of PRA, PLA, LFA, Problem Analysis, Stakeholder Analysis and Strategic Planning.

Limitations of Participatory Methods.

Empowerment and Capacity building of Communities



Learning Outcome:

Understand the methodology, tools, techniques and skills to work directly at macro level in the society.

Suggested Readings:

1. Giddens, Anthony (1993): Sociology. Polity Press. London.
2. Bottommore, T.B. (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.
3. Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
4. Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan.
5. Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: KitabMahal.
6. Kumar, Somesh (2002): Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Sage Publication (Vistaar).
7. Lee, Judith (2001): The Empowerment Approach to Social Work Practice: Building the Beloved Community. Columbia Press.
8. Ross, M.G. (1967): Community Organization. Theory, Principles and Practice. New York: Harper & Row.
9. Siddiqui, H.Y. (1997): Community Organization in India. New Delhi: Harnam
10. Verma, R.B.S. & Singh, Atul Pratap (2015): Samudayik Sangathan Evam Abhyaas. Lucknow: New Royal Book Company (Hindi).
11. Verma, R.B.S., Singh, Atul Pratap & Verma, Jitendra Kumar. (Eds.) (2016): Community Engagement, Social Responsibility and Social Work Profession: Emerging Scope and Prospects. New Delhi: Alter Notes Press.
12. Weil, Merie (2005): Handbook of Community Practice. New Delhi: Sage.



LEVEL : SEMESTER- 2
PAPER CODE : MSW 203
TITLE OF PAPER : SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION
MARKS : 100

Objectives:

- Understand administration as method of social work
- Acquire knowledge about the basic principles and processes of administration
- Develop an understanding of social action as a method of social work.
- Impart knowledge about approaches and techniques of social action.

Course Contents:

Unit -1: An Introduction to Social Welfare Administration

Social welfare administration: Concept, Nature, Principles and Changing Context

Social Welfare Administration and Related Concepts: Social Administration, Social-Service Administration, Social Security Administration, Social Agency Administration, Public Administration.

Welfare and Development Organizations: Nature, and Forms, Roles, Types of Welfare and Development Services Rendered

Registration of Welfare and Development Organizations, Laws Relating to Societies, Trusts and Non-profit Organizations.

Unit -2: Elements of Administration

Planning & Organizing; Directing, Coordination; Decision-Making; Staff Recruitment, Training and Development; Record Keeping & Documentation; Budgeting; Communication; Public Relations; Monitoring and Evaluation.

Unit -3: Structures and Processes of Social Welfare Administration

Service Providers-NGOs/GO

Administrative Structures (GO): Central, State and Local Levels.

Administrative Structures of NGOs Engaged in Welfare and Development Service

Recent Trends in Welfare Administration: Parallel structures like - USAID-SIFSA, DSACS.

Sustainability of Welfare and Development Programmes: Phasing-out, Transferring Ownership and Informed & scheduled Termination.

Fund Raising, Grants-in-Aid, Resource Mobilization, Social Marketing

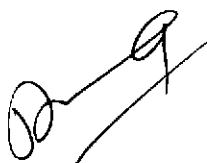
Unit -4: Social Action

Concept, Meaning, Models, Strategies.

Relationship between Social Action, Social Movement and Social Change

Advocacy and Public Interest Litigation (PIL): Steps and Processes

Approaches of Social Action: Paulo Freire, Saul Alinsky's, Gandhian Approach; Radical Practice; Critical Awareness.

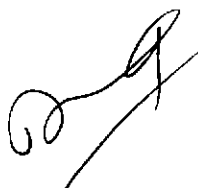


Learning Outcome:

Understanding of social welfare administration in order to get an insight about service delivery system and fundamental concepts for application of social action in addressing to the contemporary social issues and challenges.

Suggested Readings:

1. Lawler, J & Bilson, A social work Management and Leadership: Managing Complexity with Creativity, Routledge, London, 2010.
2. Atwater, Pierce, Problems of Administration in Social Work, University of Minnesota Press, 2009.
3. Bhattacharya, Sanjai, Social Work Administration and Development, Rawat Publications, Jaipur, 2006.
4. Goel, S.L. & Jain, R.K., Social Welfare Administration Organization and Working, Vol-I & II, Deep and Deep Publication Pvt. Limited, New Delhi, 1998.
5. Kohli, A. S., Administration of Social Welfare, Anmol Publication Pvt. Ltd., 1997.
6. Pandey, S. K., Social Welfare Administration, Mahaveer and Sons, New Delhi, 2007.
7. Patti, Rino, J., Social Welfare Administration: Managing Social Programmes in a Development Context, Prentice Hall, 1983.
8. Skidmore, Rex Awtin, Social Work Administration: Dynamics Management and Human Relationship, Prentice Hall, 1990
9. Gandhi, P.K., Social Action through Law: Partnership Through Law, Concept, 1985
10. Kothari, M., Development and Social Action, Routledgeand Kegan Paul, London, 2005.
11. Siddiqui, H.Y., Social Work and Social Action, Hanam, New Delhi, 1984.
12. Freire, P., Pedagogy of the Oppressed, Penguin Books, New Delhi, 1997.
13. Mooarthy, M.V., Social Action, Asia Publishing House, Bombay, 1966.
14. Rao, M.S.A., Social Movements in India, Manohar Publications, New Delhi, 1984.
15. Scott, A.C., Ideology and New Social Movements, Unwin Hyman, London, 1991.
16. Verma R. B. S. Introduction to Social Administration, Shipra Publications, New Delhi, 2015.
17. Verma R. B. S., Samajik Prashashan Ka Parichay, Rapid Book Co., Lucknow, 2016.



LEVEL : SEMESTER- 2
PAPER CODE : MSW 204
TITLE OF PAPER : HUMAN RIGHTS, SOCIAL JUSTICE AND SOCIAL WORK PRACTICE
MARKS : 100

Objectives:

- Understand concept of human rights and theories
- Know about instruments of human rights
- Know the concept of social justice
- Familiarize with instruments of social justices

Unit -1: Human Rights: Theoretical Introduction

Human Rights: Concept, Theories, Principles and Need & Significance.

Unit -2: Instruments of Human Rights

UN Declaration of Human Rights, Human Rights and Indian Constitution, Human Rights Act-1993, National Human Rights Commission and State Human Rights, Commission. Social Work and Human Rights.

Unit - 3: Social Justice: Conceptual Introduction and Instrument

Social Justice: Concept, Philosophy, Features and Forms

Instruments of Social Justice: Constitutional Base of Social Justice, Positive and Protective Discrimination, Public Interest Litigation, Legal Literacy, Free Legal and Rights to Information.

Unit-4: Social Work Intervention as Tools


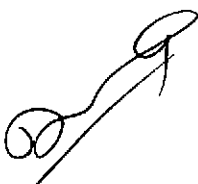
Child, Youth, Elderly, Women Empowerment, Disability, Natural Resource Management. SC/STC, Minorities and Weaker Section.

Learning Outcome:


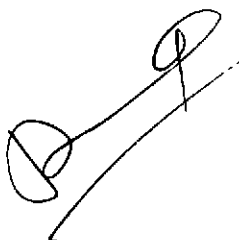
Knowledge about concept and instruments of human rights and social justice.

Suggested Readings:

1. Amnesty International. 1993. Human Rights in India. New Delhi: Vistaar Publications.
2. Baxi, U. 2002. The Future of Human Rights, New Delhi: Oxford University press.
3. Chandra, A. 2000. Human Rights Activism and Role of NGO's, Delhi: Rajat Publications.
4. International Federation of Social Workers. 1994. Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.



5. Iyer, V.R.K. 1980. Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.
6. Mahajan, G. (ed.). 1998. Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.
7. Naseema, C. 2002. Human Rights Education: Conceptual and Pedagogical aspects, New Delhi: Kanishka Publishing House.
8. Nirmal, C.J. 1999. Human Rights in India – Historical, Social and Political Perspectives, Delhi: Oxford University Press.
9. Saraf, D.N. (Eds.). 1984: Social Policy, Law and Protection of Weaker Sections of Society. Lucknow: Eastern Book Company.
10. Singh, A.K., Singh, Atul Pratap & Krishna, G.R. 2011. Towards Inclusive Development: Perspectives, Approaches and Strategies for India. New Delhi: Serials Publications.
11. Verma, R.B.S. & Singh, Atul Pratap. 2012: Inclusive Development in India, New Royal Book Company, Lucknow.



LEVEL : SEMESTER- 2
PAPER CODE : MSW 205
TITLE OF PAPER : FIELD WORK PRACTICUM
MARKS : 100

Objectives:

- Imbibe the ethics and values of social work profession including attributes for the same.
- Develop an ability to narrate the learning experiences, assessment of services & resources and participate in service delivery.
- Practice the methods of working with individuals, groups and communities.
- Develop capacity to prepare process/method-oriented records.

Tasks:

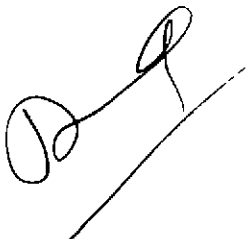
- Explore, analyze and find out the causative factors of needs and/or problems of individuals & families, groups and communities.
- Integrate theoretical knowledge with field practice i.e. methods, principles, skills & techniques of social work etc.
- Make official correspondence on behalf of agency and/or community.
- Prepare records for all the processes involved.

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

Learning Outcome:

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

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



LEVEL : SEMESTER-3
PAPER CODE : MSW 301
TITLE OF PAPER : RESEARCH IN SOCIAL WORK
MARKS : 100

Objectives:

- Familiarize students with the nature of social science research and its application in social work.
- Learn the research process and develop abilities to prepare research design and strategies.
- Develop competency in conceptualizing, designing and implementing research.
- Learn the process of data collection, its processing, analysis & interpretation and report writing.

Course Contents:

Unit -1: Introduction to Research in Social Work

Social Research: Meaning and Purpose: Scientific Method: Meaning, Characteristics, Steps.
Social Work Research: Concept, Meaning, Definition, Nature, Purpose, Scope, Steps.
Qualitative Research; Participatory Research; Action Oriented Research; Evaluative Research
Ethical consideration in Research

Unit -2: Planning for Research

Review of Literature:

Hypothesis: Meaning, Types and Significance

Research Design: Meaning, Significance, and Types.

Sampling: Universe & Sample, rationale for Sampling, importance, characteristics, types of Sampling, General Considerations in Determining a Sample Size, Limitations of Sampling.

Unit -3: Data Collection, Its Management and Writing Reports

Sources of data: Primary and Secondary

Methods of Data Collection: Interview, Observation and Case Study.

Data Collection Tools: Interview & Observation Guide, Interview Schedule, Questionnaire.

Processing of Data, Analysis and Interpretation.

Writing Reports: Presentation, Referencing Styles, Citations and Paraphrasing.

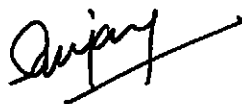
Unit -4: Statistical Methods

Statistics: Meaning, Concept, Importance and Scope

Measures of Central Tendency: Mean, Median and Mode.

Measures of Dispersion: Range, Mean Deviation and Standard Deviation

Correlation, Chi-Square Test and t-Test, Use and limitations of Statistics in Social Work.

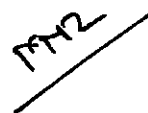
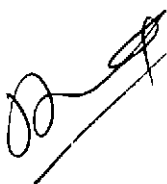


Learning Outcome:

Understand the application of scientific methods of research in expanding knowledge base of social work.

Suggested Readings:

1. Coolidge, Frederick L. 2000. Statistics: A Gentle Introduction. New Delhi: Sage Publications.
2. Foster, J.J. 1998. Data Analysis Using SPSS for Windows: A Beginners Guide. New Delhi: Sage Publications.
3. Goode, W. J. and Hatt, P.K. 1952. Methods in Social Research. New York: MacGraw Hill.
4. Grinnel, Richard M.; Unrau, Yvonne A. 2005. Social Work Research and Evaluation: Quantitative and Qualitative Approaches. New Delhi: Oxford University Press.
5. Gupta, S. P. 2006. Statistical Methods. New Delhi: Sultan Chand & Sons.
6. Hinton, Perry R. 2004. Statistics Explained: A Guide for Social Science Students, London: Routledge.
7. Hugh, Mc Laughlin. 2007. Understanding Social Work Research. New Delhi: Sage Publications.
8. Kerlinger, F. N. 1988. Foundation of Behavioural Research. Bombay: Himalayan Publication.
9. Kirk, Stuart A. 1999. Social Work Research Methods: Building Knowledge for Practice. Washington, D.C.: NASW Press.
10. Mukherjee, Ramkrishna. 1983. Classification in Social Research. Albany: State University of New York Press.
11. Polansky, Norman A. 1975. Social Work Research: Methods for the Helping Professions. Chicago: University of Chicago Press.
12. Ramachandran, P.; Naik, R. D. 1987. Research in Social Work, In Encyclopedia of Social Work in India (Vol. 2, pp. 386-394), New Delhi: Ministry of Social Welfare, Government of India.
13. Rubin, Allen; Babbie, Earl R. 2011. Belmont: Brooks/Cole Cengage.
14. Siegel, Sidney; Castellan, N. John. 1988. Nonparametric Statistics for the Behavioural Sciences. New York: McGraw Hill.
15. Trochim, William; Donnelly, James P. 2008. The Research Methods Knowledge Base. Mason, Ohio: Atomic Dog/Cengage Learning.



LEVEL : SEMESTER- 3
PAPER CODE : MSW 302
TITLE OF PAPER : SOCIAL POLICY, PLANNING AND DEVELOPMENT
MARKS : 100

Objectives:

- Develop critical understanding of nature and sources of social policy and planning.
- Study of social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
- Gain Knowledge of policy analysis and the policy formulation process.
- Develop insight into and appreciation of the reliance of social policy and social development to social work practical as also sustainable development.

Course Contents:

Unit-1: Social Policy

Concept, Meaning, Objectives, Scope and Models.
Process of Social Policy Formulation.
Social Policy and Constitution.

Unit-2: Social Planning

Meaning, Concept, Objectives, Scope and Models.
Inter-Relationship between Policy Planning and Development.
Social Planning under Five Year Plans.
Machinery and Process of Social Planning in India.

Unit-3: Important Social Policies

Social Policy Related to Women, Children, Youth, Aged, Education, Health, Housing and Family Welfare in India.
Social Planning and Social Change, Major Pit-Falls in Social Planning in India.

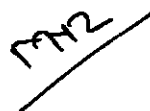
Unit-4: Social Development

Concept, Meaning, Criteria.
Factors of Development: Economic, Social, Cultural and Political.
Models of Development: Capitalism, Socialism and Mixed Economy.
Social Development: Concept: Dimensions, Strategies & Indicators.
Millennium Development Goals (MDGs) Sustainable Development Goals (SDGs)

Learning Outcome:

Familiarizing with the concepts and processes of social policy, planning & development and their significance for social work practice.

Suggested Readings:



1. Baldock, John. Social Policy. Oxford: Oxford University Press, 2012.
2. Blakemore, Kenneth, and Edwin Griggs. Social Policy An Introduction. Maidenhead: Open University Press, 2007.
3. Blau, Joel, and Mimi Abramovitz. The Dynamics of Social Welfare Policy. New York: Oxford University Press, 2010.
4. Gore, M. S. Social Aspects of Development. Jaipur: Rawat Publications, 1985.
5. Hill, Michael James, and Zoe Irving. Understanding Social Policy. Chichester: Wiley-Blackwell, 2009.
6. Jacob, K. K. Social Development Perspectives. Udaipur: Himanshu Publications, 1992.
7. Kulkarni, P. D., and Meher C. Nanavatty. Social Issues in Development. New Delhi: Uppal, 1997.
8. Lavalette, Michael, and Alan Pratt. Social Policy: A Conceptual and Theoretical Introduction. London: SAGE, 2004.
9. Meadows, Donella H., Jørgen Randers, and Dennis L. Meadows. The Limits to Growth: The 30-Year Update. White River Junction, Vt: Chelsea Green Pub. Co, 2004.
10. Midgley, James. Social Development: The Developmental Perspective in Social Welfare. London: Sage, 1999.
11. Midgley, James, and Michelle Livermore. The Handbook of Social Policy. Los Angeles: Sage, 2009.
12. Mullard, Maurice, and Paul Spicker. Social Policy in a Changing Society. London [u.a.]: Routledge, 1998.
13. Pathak, Shankar. Social Welfare: An Evolutionary and Developmental Perspective. Delhi: Macmillan, 1981.
14. Patton, Carl V., and David S. Sawicki. Basic Methods of Policy Analysis and Planning. Englewood Cliffs, NJ: Prentice Hall, 1993.
15. Poon, Jessie P. H., Kenneth Button, and Peter Nijkamp. Social Planning. Cheltenham, UK: Edward Elgar Pub, 2006.
16. Rogers, Peter P., Kazi F. Jalal, and John Arthur Boyd. An Introduction to Sustainable Development. London: Earthscan, 2009.
17. Sharma, P. N., and C. Shastri. Social Planning Concepts and Techniques. Lucknow: Print House (India), 1984.
18. Singha, Roy & Debal, K. Social Development and the Empowerment of Marginalised Groups: Perspectives and Strategies. Thousand Oaks, CA: Sage Publications, 2001.
19. Singh, Mohinder. Social Policy and Administration in India. New Delhi: M D Publications, 1996.
20. Singh, Rishi Ram. Whither Social Development? Delhi: Association of Schools of Social Work in India, 1995.
21. Titmus, R.M. Social Policy: An Introduction. London: Taylor & Francis. 1974.
22. Singh, Awadhesh Kumar & Singh, Atul Pratap. Social Development: Perspective, Issues and Dimensions for India, New Delhi: Global Research Publications, 2012.
23. Singh, Atul Pratap & Arun Kumar Singh. Social and Human Development. Lucknow: New Royal Book Company, 2010.





LEVEL : SEMESTER-3
PAPER CODE : MSW 303
TITLE OF PAPER : FIELD WORK PRACTICUM
MARKS : 100

Objectives:

- Learn to mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities etc. and motivate them to participate in their development and facilitate them to utilize the available services.
- Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- Learn to apply theoretical base i.e. principles, approaches and skills of social work while working in the field.
- Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.

Tasks:

- Assist agency and/or community in programme planning and implementing the activities.
- Assess own performance and improve it accordingly.
- Make use of advocacy for the betterment of the individuals.
- Mobilize resources, raise funds and develop network with other institutions/organizations working in the neighboring area.

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

Learning Outcome:

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

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



ELECTIVE PAPERS

GROUP-A

LEVEL : SEMESTER- 3

PAPER CODE : MSW 304

TITLE OF PAPER : LABOUR WELFARE AND SOCIAL SECURITY

MARKS : 100

Objectives:

- Knowledge about concept and importance of labour welfare.
- Acquaint to various agencies of labour welfare.
- Give working knowledge about social security laws.
- Explain the importance and concept of social security.

Course Contents:

Unit -1: Labour Welfare

Concept, Objectives, Scope, Philosophy and Principles, Importance.

Historical Development of Labour Welfare in India.

Approaches to Labour Welfare.

Status and Duties of Labour Welfare Officer (LWO) in India.

Unit -2: Constitution and Legal Framework Related to Labour Welfare

Legal Framework: Constitutional Provisions, Labour Welfare Provisions in Factories Act, 1948; Plantations Labour Act, 1951; and Mines Act, 1952.

Tripartite Consultative Machinery: Role of State, Employer and Trade Union in Promotion of Labour Welfare.

Programmes and Policies Related to Labour Welfare in India.

Unit -3: Social Security

Concept, Importance and Forms.

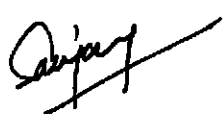
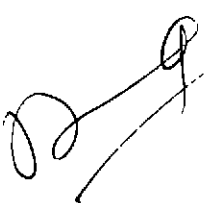
Policies, Programmes and Legal Perspectives of Social Security in India.

Unit-4: Social Security Laws

The Employees State Insurance Act, 1948; The Employees Provident Fund and Miscellaneous Provisions Act, 1952; The Unorganized Workers Social Security Act, 2008; The Workmen Compensation Act, 1923; and Payment of Gratuity Act, 1972.

Outcome:

Gaining knowledge about labour welfare and social security and the existing systems in India.



Suggested Readings:

1. Kohli, A.S. & S.R. Sharma, labour welfare and social security, Anmol publications PVT LTD, New Delhi.
2. Agrawal, S.L., Labour Relations Law in India, Macmillan Company, Indian Limited, Delhi, 1978.
3. Bhatanagar, Deepak, Labour Welfare and Social Security Legislation in India, Deep and Deep Publication, 1984.
4. Gangrade, K.D., Social Legislation in India (Vol, I and II), Concept Publication, New Delhi, 1978.
5. Giri V.V., Labour Problems in Indian Industry, Asia Publishing House, London, 1972.
6. Mamoria S. & Mamoria C.B., Labour Welfare, Social Security and Industrial Peace in India, Kitab Mahel, Allahabad, 1983.
7. Mathur, J.S., Indian Working Class Movement, Central Book Depot, Allahabad, 1984.
8. Moorth, M.V., Principle of Labour Welfare, Gupta Brothers, Vishkapattanam, 1968.
9. Bunkre, S.D., Devedhar, S. B. & Shankaran, S., Labour Welfare, Trade Unionism and Industrial Relations, Himalaya Publishing House, Bombay, 1996.
10. Watson, Tony, Sociology, Work in Industry, Fifth Edition, Routeledge, 2008.
11. Singh, Surendra, Swades Evam Videsh Main Samajik Suraksha (Three Vol.), U.P. Hindi Granth Academy, Lucknow, 1976. (Hindi)
12. Sharma, A.M., Aspects of Labour Welfare and Social Security, Himalaya Publishing House, Bombay, 1991.
13. Gokale, Jagdish, Social Security: A Fresh Look at Policy Alternative, University of Shicago, 2010.
14. Jagdeesan, G., Workforce Welfare and Social Security in India, ICFAI University Press, 2009.
15. Subramanya, R.K.A., Evolution and Status of Social Security Systems in India, Social Security Association of India, 1995.
16. Midgley, James & Mitsuhiro, Hosaka, Grassroots Social Security in Asia : Mutual Aid, Micro-Insurance and Social Welfare, Routledge Research on Public and social Policy in Asia, Routledge, 2011.
17. Verma, R.B.S. & Singh. Atul Pratap. (2013). Shram Kalyan Evam Samajik Suraksha. Lucknow: New Royal Book Company (Hindi).



LEVEL : SEMESTER- 3
PAPER CODE : MSW 305
TITLE OF PAPER : TRADE UNION AND INDUSTRIAL RELATIONS
MARKS : 100

Objectives:

- Know about the concept trade union and its role in industrial organization.
- Acquaint to trade union leadership.
- Give knowledge about concept and importance of industrial relations.
- Provide knowledge about collective bargaining and redressal of industrial conflict.

Course Contents:

Unit -1: Trade Union: Conceptual Introduction

Concept, Objectives, Functions.

History of Trade Union Movement in India, Trade Union Leadership.

Theories, Legal Provisions and Organization, Decent Work.

Unit -2: Industrial Relations

Concept, Objectives, Scope, Approaches, Determinants and Reflectors.

Trade Unions Act, 1926; Industrial Employment Standing Order Act, 1946; Industrial Disputes Act, 1947.

Unit -3: Collective Bargaining

Definition, Objectives, Principles, Forms, Methods and Theories.

Legal Framework of Collective Bargaining.

Unit -4: Industrial Conflict

Meaning, Approaches and Style of Managing Industrial Conflict.

Grievance: Meaning, Grievance Redressal Procedure.

Workers' Participation in Management: Concept and Practices.

Trusteeship: Concept and its Influence on Industrial Relations in India.

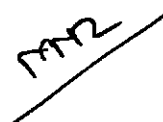
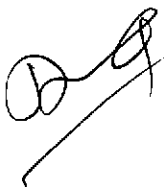
Changing Socio-economic Scenario and Industrial Relations in India.

Learning Outcome:

Acquaintance with trade unions, industrial relations, collective bargaining and industrial conflict.

Suggested Readings:

1. Frank, Wandel, L., Organisational Development, California Management Review, Winter, 1962.



2. Davis, Keith, The Essence of Personnel Management and Industrial Relations, prentice Hall of India Pvt. Lim., New Delhi, 1983.
3. Fisher, Cynthia, Schoenfeldt, Human Behaviour at Work, Tata McGraw Hill, New Delhi.
4. Jaygopal, R., Human Resource Development; Conceptual Analysis and Strategies, Sterling Publishers Pvt. Ltd., New Delhi, 1990.
5. Norman, M., Psychology in Industry, Harper and Company, London, 1960.
6. Prasad, L. M., Organisational Behaviour, S. Chand and Company, New Delhi, 1996.
7. Rudrabasavalag, M.N., Human Factors in Administration, Himalaya Publication, Bomaby, 1984.
8. Shani, P. and Sharma K.K., Organisational Behavior, Deep and Deep Publication, New Delhi, 1988.
9. Broom, V.H. and Grant L., Organisational Behaviour and Human Performance, Wiley, New York, 1969.
10. Veid, K.N., Labour Welfare in India, Sri Ram Center for Industrial Relations, New Delhi, 1970.
11. Sharma, A.M., Aspects of Labour Welfare and Social Security, Himalaya Publishing House, Bombay, 1991.
12. Tyagi, B.P., Labour Economics and Social Welfare, Jay Prakash and Company, Meerth, 1976.
13. Tripath, P.C., Personnel Management and Industrial Relations, S. Chand and Company, 1989.
14. Mamoria, C.B. and Mamoria S., Dynamics of Industrial Relations in India, Himalaya Publishing House, Bombay, 1989.
15. Verma, R.B.S. & Singh, Atul Pratap (2006). Udyogon Mein Anushasnatmak Prakriya. Lucknow: New Royal Book Company (Hindi).



GROUP-B

LEVEL : SEMESTER- 3
PAPER CODE : MSW 306
TITLE OF PAPER : LIVELIHOOD AND DEVELOPMENT
MARKS : 100

Objectives:

- Overview of the concept of livelihood and related issues.
- Understand policy initiatives and their implication for/impact on livelihoods of vulnerable populations.
- Understand the role of professional for sustainable livelihoods.
- Inculcate attitudes and skills appropriate to meet the challenge and secure livelihood to large poor Populations.

Course Contents:

Unit-1: Livelihood

Concept, Meaning & Indicators, Livelihood Resources; Right and Entitlements of Livelihoods: Conditions, Opportunities, Problems and Prospects.

Unit-2: Grass-Root Initiatives

Micro-Finance, Micro-Credit, Micro-Enterprise, Self Help Group, Livelihood and Gender Mainstreaming, Impact of Globalization and Climate Change on Livelihood.

Unit-3: Livelihood Mapping

Tools, Techniques and Subsector Analysis.

Livelihood Analysis: Portfolio, Sustainability, Stakeholder analysis, Market linkages and Social Entrepreneurship.

Livelihoods Promotion by Different Agencies, livelihood Programs in India. Challenges in Livelihood Promotion.

Unit-4: Governance Issues

Planning and Implementation of Programs and Projects.

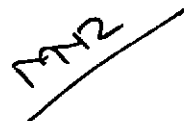
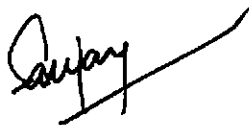
Social Audit, Micro Level Development Planning, Social Work Practice & Sustainable Livelihood.

Outcome:

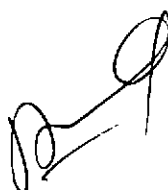
Development of knowledge about livelihood conception, processes and governance.

Suggested Readings:

1. Acharya, S. S. Sustainable Agriculture and Rural Livelihoods, New Delhi: Indian Council of Social Science Research, 2006.



2. Ashley, Carolina, Daniel Start, and Rachel Slater. Understanding Livelihoods in Rural India: Diversity, Change and Exclusion. [London, England]: Overseas Development Institute, 2003.
3. Baumann, Pari, and Subir Sinha. Linking Development with Democratic Processes in India: Political Capital and Sustainable Livelihoods Analysis. London: Overseas Development Institute, 2001.
4. Baumann, Pari. Sustainable Livelihoods and Political Capital: Arguments and Evidence from Decentralisation and Natural Resource Management in India. London: Overseas Development Institute, 2000.
5. Bhargava, Pradeep, and Radhey Shyam Sharma. Countering Uncertainties, Strategies for Sustainable Livelihoods: An Assessment of Impact of Poverty Reduction Programmes on the Poor in Rajasthan. Jaipur: Institute of Development Studies, 2002.
6. Das, S. K., Watershed Development and Livelihoods: People's Action in India. New Delhi: Routledge, 2008.
7. Datta, Sankar, & Vipin Sharma. State of India's Livelihood: The 4 P Report. Thousand Oaks, Calif: SAGE, 2010.
8. Deshingkar, Priya, & Daniel Start. Seasonal Migration for Livelihoods in India: Coping, Accumulation and Exclusion. London: Overseas Development Institute, 2003.
9. Ellis, Frank. Rural Livelihoods and Diversity in Developing Countries. Oxford: Oxford University Press, 2000.
10. Deshingkar, Priya, & John Farrington. Circular Migration and Multilocational Livelihood Strategies in Rural India. New Delhi: Oxford University Press, 2009.
11. Farrington, John. Policy Windows and Livelihood Futures: Prospects for Poverty Reduction in Rural India. New Delhi: Oxford University Press, 2006.
12. Fernando, Jude L. Microfinance: Perils and Prospects. London: Routledge, 2006.
13. Hulme, David & Thankom Arun. Microfinance: A Reader. London: Routledge, 2009.
14. Menon, Ajit, Singh, Praveen, Shah, Esha, Lele, Sharachchandra & Suhas Paranjape. Community-Based Natural Resource Management Issues and Cases in South Asia. New Delhi: SAGE India, 2007.
15. Moser, Caroline O. N., & Anis A. Dani. Assets, Livelihoods, and Social Policy. Washington, DC: World Bank, 2008.
16. Shiva, Vandana, and Kunwar Jalees. Roti, Kapda Aur Makaan: How Ten Years of WTO Have Robbed the Ordinary Indian of Lives, Livelihoods, and Basic Needs. New Delhi: Navdanya/RFSTE, 2006.
17. Sinha, F. Microfinance Self-Help Groups in India - Living up to Their Promise? Jaipur: Rawat Publications, 2009.
18. Sudmeier-Rieux, Karen. Ecosystems Livelihoods and Disasters: An Integrated Approach to Disaster Risk Management. Gland: The World Conservation Union (IUCN), 2006.





LEVEL : SEMESTER- 3
PAPER CODE : MSW 307
TITLE OF PAPER : RURAL SOCIETY & PANCHAYATI RAJ INSTITUTION
MARKS : 100

Objectives:

- Develop an understanding about rural communities.
- Gain knowledge about Panchayati Raj institutions.
- Know about the involvement of people in rural reconstruction.
- Develop an understanding to relate the role of Panchayati Raj institutions with rural reconstruction.

Course Contents:

Unit -1: Rural Community and Institutions

Indian Rural Community: Concept, Characteristics, Nature and Significance.

Rural Social Institutions: Joint Family and Caste Problems and Challenges faced by Rajasthan Rural Community.

Emerging Rural Elite in Indian Village Communities.

Unit -2: Panchayat Raj Institutions

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

Functional Aspect of Panchayati Raj Institutions: Financial, Political and Administrative.

Problems faced by Panchayati Raj Institutions in Rajasthan.

Unit -3: Panchayat Raj Systems

Gram Sabha: Concept, Significance, Structure, functions and powers of Gram Sabha.

Village Panchayat: Kshetra Panchayat and Zila Panchayat

Unit -4: Social Work Intervention and Community Participation.

Social Work Intervention and Panchayati Raj Institutions.

Role of Social Worker in Mobilizing People Participation for Strengthening Functional aspect of Panchayati Raj Institution.


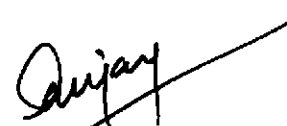
Community Participation: Meaning and Significance.

Community Awareness: Importance, Objectives and Means.

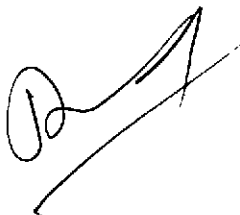
Learning Outcome:

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

Suggested Readings:

1. Institute of Social Sciences, Status of Panchayat Raj in the States and Unio Territories in India, Concept Publishing, New Delhi, 2001.
2. Kothari, M, Development and Social Action, Rawat Publishing, Jaipur, 2005.
3. Dantawal, M.L. (Eds.), Social Change through Voluntary Action, Sage, New Delhi, 1998.
4. Maheshwari, S., Rural Development in India : A Public Policy Approach, Sage, Delhi, 1995.
5. Singh, H, Administration of Rural Development in India, Sterling Publishers, New Delhi.
6. Desai, A.R. (e.d) Rural Sociology in India , Popular Prakashan, Bombay, 1978
7. Desai, A.R. (ed.) Peasant Struggles in India , Qxford University Press, New Delhi, 1981
8. Bandyopadhya, D " People's Participation in Planning : Kerala Experiment " Economics and Political Weekely , Sept 24, 1997
9. Desai, V. Rural Development (VOL.I), Himalaya Publishing House , Mumbai, 1988
10. Jacob, K.K. Social Development Perspectives ,
11. Rao, V, and Mandor, H, An Agenda for Caring : Intervention for Marginalized , VHAI, New Delhi,
12. Kulkarni, P.D. Social Policy and Social Development in India, Association of Schools of Social in India, Madras, 1973
13. Hebsur, R.K. (ed) Social Intervention for Justice, Tiss, Bombay,
14. UNDP, Human Development Reports , Qxford University Press,



GROUP-C

LEVEL : SEMESTER- 3
PAPER CODE : MSW 308
TITLE OF PAPER : GENDER, FAMILY AND SOCIAL WORK
MARKS : 100

Objectives:

- Understand gender as a social construct and its application to understand various Social Phenomena.
- Develop familiarity with Social problem related to gender.
- Acquaint with the policies, programmes and services related to gender and family.
- Develop social work practice skills of working with family and gender related problems.

Course Contents:

Unit -1: Gender Related Concepts

Basic Concepts: Sex, Gender, Gender Stereotypes, Gender Bias, Feminism.
Patriarchy: Meaning, Concept and Social Structure.

Unit -2: Expression of Gender Disparity and Violence

Gender Disparity: Education, Health, Property, Employment and Livelihood.
Gender Based Violence: Domestic Violence, Female Feticide & Infanticide, Sexual Exploitation.
Gender Based Crime: Women Trafficking, Rape, Child Marriage, Dowry Death.

Unit -3: Family Types and Problems

Family: Meaning, Concept, Nature, Types, Functions and Patterns.
Family Problems: Types, Causes and Consequences.
Family as a Client System and Family Counseling.
Family Court Act.

Unit -4: Intervention and Social Work Practice

Intervention: Legal Measures, Social Welfare Services and Government and Non-Government Initiatives.
Family in Social Work Practice.
Relevance of Gender Studies in Social Work.


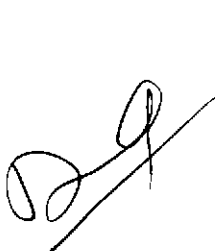
Learning Outcome:

Gaining knowledge to response to gender and family related problems as per prescribed social work interventions.



Suggested Readings:

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



LEVEL : SEMESTER- 3
PAPER CODE : MSW 309
TITLE OF PAPER : WOMEN EMPOWERMENT IN INDIA
MARKS : 100

Objectives:

- Gain insight into the concept of women empowerment.
- Familiarize the status and role of women in India.
- Understand constitutional and legal safeguards available to women.
- Know the legislations pertaining to women empowerment.

Course Contents:

Unit-1: Women Empowerment

Women Empowerment: Meaning, Concept, Status and Role of Women in India.
Historical and Contemporary Perspectives - Paradigm Shift from Welfare to Right Based Approach.

Unit-2: Legislative Provisions

Legislation Pertaining to Women: Dowry Prohibition Act, 1961; Immoral Traffic (Prevention) Act, 1956; Indecent Representation of Women (Prohibition) Act, 1986; Medical Termination of Pregnancy Act, 1971; The Protection of Women from Domestic Violence Act, 2005; Parental Diagnostic Techniques (PNDT) Act, 1994; and The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act. 2013.

Unit-3: Policies and Programmes for Empowerment

Women Empowerment: Concept, Nature, Type and Principle
Women Empowerment in India and Rajasthan: Policies and Programmes
Institutional Interventions: National and State Commissions for Women, Rashtriya Mahila Kosh, Gender Sensitization of Police & Crime against Women.

Unit-4: Women Empowerment and Social Work

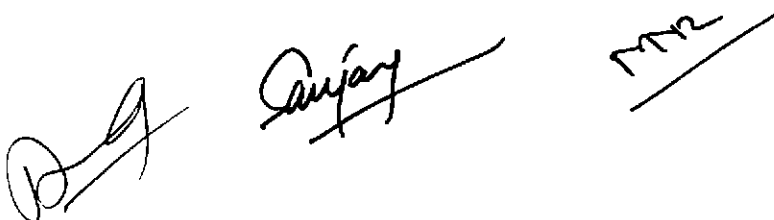
Status and Civil Society Initiatives for Women Empowerment. Role of Family Counseling Centers in Empowerment, Social Work Intervention and women Empowerment, Social Work Practice as Advocacy and Capacity Building for promoting Gender Equality.

Learning Outcome:

Knowing the concept of empowerment and legislative provisions, policies & programmes related to empowerment of women.

Suggested Readings:

1. Arya, Sadhana & Roy, Anupama (Eds), Poverty, Gender and Migration, Sage, New Delhi, 2006.



2. Baghchi, Jashadhara (ed.), The Changing Status of Women in West Bengal, 1970-2000, Sage, New Delhi, 2005.
3. Desia, N. and Krishanaraj, M., Women and Society in India, Ajanta Publishers, Delhi, 1987.
4. Dubey, Leela & Palkiwala, J. (Eds.), Structure and Strategies: Women, Work and Family, Sage Publication, New Delhi, 1990.
5. Govt. of India, Report of the Committee on the Status of Women in India Towards Equality, Ministry of Education and Welfare, 1974.
6. Shram Shakti Report.
7. Gangrade, K.D., Social Legislation in India, Vol-I and II
8. Chatra, Kalbugh, Women and Development, Vol I to VI , Discovery Publishing House, New Delhi, 1991
9. Srivastva, Sushma, Women Empowerment, Commonwealth Publishers, New Delhi, 2008.
10. Verma, R.B.S., Verma, H.S. & Singh, Raj Kumar, Empowerment of Weaker Sectors in India, Serials Publications, New Delhi, 2006.
11. Verma, R.B.S., H.S. Verma and Nadeem Husnain, Study of Womens Problematic in India, Sereals Publications, New Delhi, 2009.
12. Kalyani, Menon Sen, A-K-Shiv Kumar, Women in India- How Free? , How Equal? , Report Commissioned by the Office of Resident Coordinator in India, U.N. , 2001.
13. Purushothaman, S. The Empowerment of Women in India- Grass Roots Women's Networks and the State, Sage Publications, New Delhi, 1998
14. Krishna, S. (Ed.) Livelihood and Gender, Sage Publication, New Delhi, 2004.

GROUP-D

LEVEL : SEMESTER-3
PAPER CODE : MSW 310
TITLE OF PAPER : HEALTH AND MEDICAL SOCIAL WORK
MARKS : 100

Course Objectives:

- Understand concept of health as important aspect of social and human development.
- Develop understanding of health care services and programmes in the country.
- Gain knowledge about community health interventions.
- Familiarize about relevance, domain and nature of social work practice in different health settings.

Course Contents:

Unit-1: Health and Diseases

Health: Concept, components, dimensions and determinants, indicators of health status of people.

Diseases: Common communicable and non-communicable diseases: symptoms, causes and prevention.

Epidemiology of communicable diseases.

Unit-2: Programme and Health Care Services

Health care services in India: Structure and functions,

Primary healthcare: concept, issues of availability, affordability and accessibility to health care services in India.

Health policy and planning: National Health Policy and health planning in Five Year Plans and other health care programmes in India.

Unit-3: Health and Administration

Reproductive and Child Health: Concept, components and strategies.

Occupational health and diseases,

Public health: meaning, scope and approaches, public health administration at central level.

Unit-4: Community Health & Medical Social Work

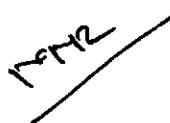
Community Health: Concept, scope, philosophy and programmes.

Community needs assessment, developing mechanism for people's participation.

School health services, health insurance system. Role of medical social work

Learning Outcome:

Develop competencies to work within health and medical social work setting.



Suggested Readings:

1. Dhooper, S. Social Work in Health Care in the 21st Century, Sage, New Delhi, 1997.
2. Park, K., Textbook of Preventive and Social Medicine, Ms Banarasidas Bharat, New Delhi, 1995.
3. Bhasin, U., People Health and Diseases: The Indian Scenario, Kamala Raj Enterprise, New Delhi, 1994.
4. German, C.B., Social Work Practice in Health Care: An Ecological Perspective, The Free Press, New York, 1993.
5. Mclead, E. & Bywales, P., Social Work, Health and Equity, Routledge, London, 2000.
6. Goldstein, D., Readings in Theory and Practice in Medical Social work.
7. Goldstein, D. Expanding Horizons in Medical Social work.
8. Singh, Surendra & Misra, P.D., Health and Disease: Dynamics and Dimensions, New Royal Book Company, Lucknow, 2001.
9. Pathak, S. H., Medical Social Work, Chapter 25 in Vadia, AR, (ed.), Histroy and Philosophy of Social Work in India, Allied Publisher, Bombay, 1968.
10. Bajpai, P. K. (Ed.), Social Work Perspectives on Health, Roawat Publication, Jaipur, 1998.
11. Mshine, Judith (ed.), Psychotherapy and Training in Clinical Social Work, Gardner Press, New York, 1980.
12. Jordon, William. The Soical Worker in Family Situation, Routledge and Kagan Paul, London, 1972.
13. Humble, Stephen and Unell Judith (Ed.), Self Help in Helath and Soical Welfare, Routledge, London, 1989.
14. Butrym, Zofia and Horder, John, Health, Doctors and Social Workers, Routledge and Kagan Paul, London, 1981.



LEVEL : SEMESTER- 3
PAPER CODE : MSW 311
TITLE OF PAPER : PSYCHO-SOMATIC FACTORS OF HEALTH
MARKS : 100

Course Objectives:

- Develop understanding about psycho-somatic factors of health.
- Gain knowledge about psycho-somatic diagnosis and medicines.
- Know about importance of national health programs.
- Familiarize about overall health care system in India.

Course Contents:

Unit-1: Psycho –Somatic Factors of Health

Psycho-Somatic Factors of Illness: Concept and Meaning.

Psycho-Somatic Diagnosis: Meaning, Importance, Steps.

Diagnosis aids Psycho-Somatic Medicines: Importance, Types, Methods of Application.

Common Physical Diseases, Role of Medical Social Worker. Mental Health Act, 2016.

Unit-2: Reform and Health Programme

Various Health Related Committees: Bhore Committee, Mudaliar Committee, Chadda Committee, Mukherjee Committee, Kartar Singh Committee, Srivastava Committee.

National Health Programmes in India: Malaria Eradication Programme, T.B., STD, HIV/AIDS and Immunization programme.

Unit-3: Health and Extension Services

Health Extension Services: Concept, Principles, Health Education.

Relationship of Yoga and Health.

Application of Yoga in the Treatment of Physical Diseases like –High Blood Pressure, Diabetes, HIV/AIDS, T.B. etc.

Unit-4: Medical Social Work

Importance of Social Work in Medicare and Public Health: Principles and Functions.

Role of Social Workers in Institutional Health Care Team:

Family Interventions, Psycho-Educational and Supportive Intervention.

Social Skills Training: Activities of daily Living, Vocational Skills Training, Therapeutic Community. Psychiatric Rehabilitation.

Learning Outcome:

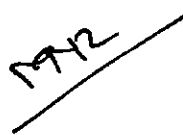
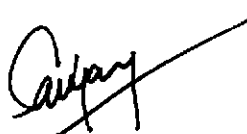
Develop competencies to address the psycho-somatic aspects of health.

Suggested Readings:

1. Philips, D.R. & Verghes, Y., Health and Development, Routeledge, London, 1994.



2. Hiranman, A.B., Health Education an Indian Perspective, B.R. Publishing Corporation, New Delhi, 1996.
3. Voluntary Health Association in India, State of India's Health, New Delhi, 1992.
4. Oak, T.M (Ed.), Sociology of Health in India, Rawat Publication , Jaipur, 1991.
5. Jordan, William, Social Worker Family Situations, Routeledge and Kegan Paul, London, 1972.
6. Park, K., Park's Text Book of Preventive and Social Medicines, Banarasidas, Bhanot Jabulpur, 1997
7. Lathem, W. & Newbary, A., Community Medicine-Teaching, Research and Health Care, Butterworths, London, 1970.
8. Hilleboe, HE & Lorimore, G.W., Preventive Medicine, Philadelphia, W.B., Saunders Company, 1966.
9. Mahajan, B.K, Preventive Medicine in India, Jam Nagar, 1968.
10. Mechanic, David, Medical Sociology - A selective View, Free Press, New York, 1980.
11. Mathur, J.S., Introduction to Soical and Preventive Medicine, Oxford and L.B.H., Publishing Company, New Delhi, 1971.
12. UNICEF, Health and Basic Services, UNICEF South Central Asia, Reginol Office, New Delhi.
13. Singh, Surendra & Misra, P.D., Health and Diseases: Dynamics and Dimensions, New Royal Book Company, Lucknow, 2000.
14. Annual Reports of Ministry of Health and Family Welfare, Government of India, New Delhi.



LEVEL : SEMESTER- 4
PAPER CODE : MSW 401
TITLE OF PAPER : INTEGRATED SOCIAL WORK PRACTICE
MARKS : 100

Objectives:

- Understand the prospective of integrated Social Work.
- Enhance the capacity and skill of utilizing the integrated approach to solve human problems.
- Develop an understanding about units of intervention-individual, group, family, neighbourhood, community, organization and political agencies as part of Social System.
- Develop Self-awareness in one's role as a change agent and assume responsibility for self-learning and growth.

Course Contents:

Unit -1: Social System Theory and Common Base of Social Work Practice

Social System: Concept and Characteristics.

Contribution of System Theory & Ecological Theory

Common Base of Social Work Practice: Meaning and Need of Integrated Approach.

Phases of Integrated Approach: Initial, Middle and Concluding.

Units of Social Work Intervention: Dynamics and Interplay Therein (Individual, Family, Group, Community, Organization and Environment: Physical Social and Cultural)

Unit -2: Social Work Practice Systems

Social Work Practice Systems, Client System, the Change Agent System, the Action System, the Target System and Environmental Social System.

Integrating Micro-Mezzo-Macro Level Practice.

Unit -3: The Social Work Process

The Social Work Process: The Action System; Initiating Contact, Collection of Facts, Assessment, Planning, Negotiation of Contract Direct Practice Actors Indirect Practice Actors, Evaluation, Termination.

Selective Use of Collaborative, Bargaining, Conflictive, Motivations, Resistant and Influencing Intervenors.

Unit -4: Planned Change and Role of Integrated Practice

The Process of Planned Change: Information Collection, Editing and Analysis, Prioritization, Intervention, Networking, Marketing and Evaluation.

Roles in Integrated Practice: Direct Provision of Services, System Leveling, Maintenance, Enhancement and Development, Change Agent, Researcher and Research Consumers, Case Management, Roles and Tasks in Case of Integrated Social Work Practice.



Learning Outcomes:

Knowledge about various dimensions of integrated approach to social work theory and practice.

Suggested Readings:

1. Allen-Meares, Paula, and Charles D. Garvin. The Handbook of Social Work Direct Practice. Thousand Oaks, Calif: Sage Publications, 2000.
2. Barsky, Allan Edward. Ethics and Values in Social Work: An Integrated Approach for a Comprehensive Curriculum. Oxford: Oxford University Press, 2010.
3. Cleaver, Hedy. The Integrated Children's System: Enhancing Social Work and Inter-Agency Practice. London: Jessica Kingsley Publishers, 2008.
4. Compton, Beulah Roberts & Burt Galaway. Social Work Processes. Pacific Grove, Calif: Brooks/Cole, 1994.
5. Cooper, Marlene G., & Joan Granucci Lesser. Clinical Social Work Practice: An Integrated Approach. Boston: A & B/Pearson, 2008.
6. Cox, David R., & Manohar S. Pawar. International Social Work: Issues, Strategies, and Programs. Thousand Oaks, Calif: SAGE Publications, 2006.
7. Dilshad, Mohd. Integrated Social Work Practice. New Delhi: Anmol Publications, 2011.
8. Germain, Carel B., Social Work Practice: People and Environments: an Ecological Perspective. New York: Columbia University Press, 1979.
9. Goldstein, Howard. Social Work Practice: A Unitary Approach. Columbia: University of South Carolina Press, 1973.
10. Greene, Roberta R. Resiliency: An Integrated Approach to Practice, Policy, and Research. Washington, D.C.: NASW Press, 2002.
11. Hepworth, Dean H., Ronald H. Rooney, Glenda D. Rooney, & Kim Strom-Gottfried. Direct Social Work Practice: Theory and Skills. Belmont, CA: Brooks/Cole, 2011.
12. Johnson, Louise C., & Stephen J. Yanca. Social Work Practice: A Generalist Approach. Boston: Allyn & Bacon, 2010.
13. Nadkarni, Vimla, Intervention in Issues of Pollution Utilising Integrated Social Work Practice. Mumbai: Tata Institute of Social Sciences, 1997.
14. Pardeck, John T., & Francis K. O. Yuen. Social Work for the Twenty-First Century: Challenges and Opportunities. Westport, Conn: Praeger Publishers, 2006.
15. Parsons, Ruth J., James D. Jorgensen, & Santos H. Hernandez. The Integration of Social Work Practice. Pacific Grove, Calif: Brooks/Cole Pub. Co, 1994.
16. Specht, Harry & Anne Vickery. Integrating Social Work Methods. London: George Allen & Unwin, 1978.
17. Watson, Florence, Helen Burrows, and Chris Player. Integrating Theory and Practice in Social Work Education. London: Jessica Kingsley Publishers, 2002.



LEVEL : SEMESTER- 4
PAPER CODE : MSW 402
TITLE OF PAPER : SOCIAL PROBLEMS AND SOCIAL LEGISLATIONS
MARKS : 100

Objectives:

- Familiarize with concepts related to social problem.
- Develop understanding of contemporary Indian social problems.
- Knowing about social legislations, especially against social problems.
- Understand the role of social works in redressal of social problems.

Course Contents:

Unit -1: Concepts Related To Social Problem

Social Problem: Concept, Causes and Effects, Social Organization, Social Disorganization, Anomie, Social Deviance, Alienation, Organized Crime, Violence and Cultural Lag.

Unit -2: Contemporary Problems in India-I

Corruption, Beggary, Prostitution, Substance Abuse, Poverty, Unemployment, Casteism and Communalism, Disaster, Displacement and Vulnerability.

Unit -3: Contemporary Social Problems in India-II

Problem of HIV/AIDS, Inter-Generation Conflict, Terrorism, Violation of Human Rights, Problems Related to Environment, Domestic Violence, Child Abuse and Cyber Crime.

Unit -4: Social Legislations and Social Work Practice

Social Legislations: Meaning and Scope, Constitutional and Legislative Provisions Against Domestic Violence, Dowry, Sexual Harassment, Rape, Child Abuse & Juvenile Justice Act, Feticide and Infanticide.

Role of Social Workers and NGO's in Redressal of Social Problems.

Learning Outcome:

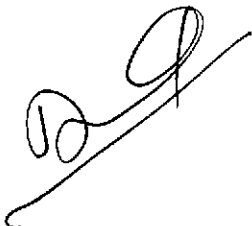
Understanding of basic concepts related to social problems, contemporary Indian social problems and social legislations.

Suggested Readings:

1. Anna Leon, Guerrco Kristine M. Zenigraf, Contemporary Readings in Social Problems, Sage Publication, 2008.
2. Bhatt, Sanjai & Singh, Atul Pratap: Social Work Practice: The Changing Context, New Delhi: Readers Paradise, in association with National Association of Professional Social Workers in India (NAPSWI), 2015.
3. Curram Daniel J. Ronrethi, Social Problems, M. Pub. Boston, Allyn and Bacon, 1996.



4. Gangarde, K.D., Social Legislation in India (Vol.I & II), Concept Publishing House, Delhi, 1978.
5. Indian Social Institute, Legal Education Series (No. 1-34), Indian Social Institute, Delhi, 1997.
6. Lavania, M.L., Sociology of India, Research Publication, Jaipur, 1999.
7. Upreti H.C., Problem of Gender Discrimination, Pointer Publication, Jaipur, 2000.
8. Velayutham, K.S., Social Legislation and Social Change, Vazhgavalamudan Publishers, Chennai, 1998.
9. Vincent, Parrillo N., Encyclopedia of Social Problem, Sage Publication, 2008.
10. Dubey, Sarala, Social Disorganization, Vivek Prakashan, New Delhi, 2003 (Hindi).
11. Jagan Shankar, Society Problem and Welfare in India, Ashish Publishing House, New Delhi, 1992.
12. Singh, A.K., Singh, Atul Pratap & Parvez Ahmed Khan (Eds.), Trafficking in Women and Children in India: Emerging Perspectives, Issues and Strategies', Serials Publications, New Delhi, 2012.
13. Singh Atul Pratap. Community Based Disaster Management: An Initiative of Social Work Professionals in Bihar Flood-2008.(pp. 728-738), In Mishra. Anjali & Singh, A.K. (Eds.), New Dimensions of Disaster Management in India: Perspectives, Approaches and Strategies, Vol II, Serials Publications, New Delhi, 2013.
14. Verma, R.B.S. & Singh, Atul Pratap (2012): Inclusive Development in India, New Royal Book Company, Lucknow.
15. Verma, R.B.S., Singh, Atul Pratap & Verma, Jitendra Kumar (Eds.): Social Work Profession: Changes and Reflections', Lucknow: Rapid Book Service, 2016.



LEVEL : SEMESTER- 4
PAPER CODE : MSW 403
TITLE OF PAPER : FIELD WORK PRACTICUM
MARKS : 100

Objectives:

- Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
- Develop ability to plan, organize and implement the activities within agency and/or community framework.
- Develop ability to affect changes in improving service delivery by introducing innovations in practice.
- Improve skills in communication and networking with other organizations.

Tasks:

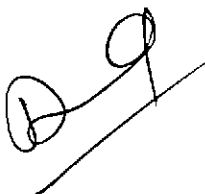
- Make use of power structure of surrounding area and local community leaders.
- Seek client's/beneficiary's and/or people's participation in utilizing agency and or community services.
- Make use of practice-learning instructions given by faculty and agency supervisor.
- Perform team work in association with other institutions/organizations.

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

Learning Outcome:

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

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







ELECTIVE PAPERS
GROUP-A

LEVEL : SEMESTER- 4
PAPER CODE : MSW 404
TITLE OF PAPER : HUMAN RESOURCE MANAGEMENT
MARKS : 100

Objectives:

- Impart knowledge about concept, principles and functions of HRM.
- Develop competence among students regarding human resource management.
- Providing knowledge regarding wage and salary administration.
- Impart knowledge about the disciplinary procedure of organization.

Course Contents:

Unit -1: Introduction to HRM

Definition, Significance, Evolution, Philosophical Assumptions, Objectives, Scope, Principles.

HRM and the Related Concepts: Personal Management, Human Resource Development (HRD)

Qualities of HR Manager

Unit -2: Functions of HRM-I

Forecasting Requirement, Sources of Manpower Supply, Job Analysis, Recruitment and Selection, Induction and Placement, Transfer, Promotion, Training and Development.

Motivation and Morale of Employees: Concept, Significance, Advantages, Theories of Motivation.

Unit -3: Functions of HRM-II

Job Evaluation: Meaning, Significance, process.

Performance Appraisal: Objectives, Methods, Performance Counseling and Potential Appraisal.

Wage and Salary Administration.

Employee Discipline and Disciplinary Proceedings.

Unit -4: Contemporary Issues Related to HRM

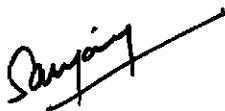
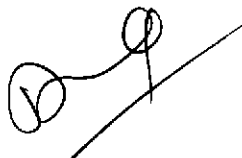
Emerging Perspectives and Trends on HRM.

Paradigm Shift in Philosophical Orientation

Social Work in Industrial Setting: Scope, significance, Debate.

Learning Outcome:

Understanding of fundamental concepts& functions of HRM and their application.



Suggested Readings:

1. Filippo, Adwin B; Personnel Management, Mcgraw Hill, New Delhi, 1987.
2. Frank, Wendal, Human Resource Management, Third Edition, All India Publishers and Distributors, Chennai, 1997.
3. Yodar, Dale et al., Handbook of Personnel Management and Labour Relatins, Mcgraw Hill Book Company, Ney York, 1958.
4. Cholofsky, Neal E. & Reinhart, Carlene, Effective Human Resource Managment, Jossey Bass, London, 1988.
5. Verma, R.B.S, and Atul Pratap Singh, Manav Sansadhan Vikas Aur Prabandhn Ki Ruprekha, New Royal Book Company, 2005 (Hindi)
6. Famularo, Joseph, Handbook of Resource Administration, McGraw Hill, 1987.
7. Fisher, Cynthia, Sehoen feldt, Lyle F. &Swag, James, G, Human Resource Management, Third Edition, Houghton, Muffin Company, Boston, 1997.
8. Gary, Desslar, Human Resource Management, Seventh Edition, Prentice Hall of India, Pvt. Limited, Delhi, 1997
9. Moorthy, M.V., Human Resource Management, Psycho-sociological Social Work Approach, Rand and M. Associates, Bangalore, 1992.
10. Mckeona, Eugene and Beech, Nic, Personnel Management, Himalaya Publishing House, Bombay, 1997.
11. Desia, K.G., Human Problems in Indian Industries, Sidhu, Bombay, 1969.
12. Chatterjee, Bhaskar, The Executive Guide to Human Resource Management, Excel Books, New Delhi, 1969.
13. Pareek, Udia, and Rao T.V., Designing and Managing Human Resource, Oxford and IBH, New Delhi, 1982.
14. Subba Rao, P., Essential of Human Resource Management and Industrial Relations, Himalaya Publishing House, Bombay, 1996.

LEVEL : SEMESTER- 4
PAPER CODE : MSW 405
TITLE OF PAPER : LABOUR LEGISLATIONS IN INDIA
MARKS : 100

Objectives:

- Understand the concept and need for labour legislation.
- Provide working knowledge of labour laws.
- Discuss main provisions of important Acts related to labour legislation.
- Know about International Labour Organization (ILO).

Course Content:

Unit -1: Labour Legislation

Labour Legislations: Historical Evolution, Need and Sources.

International Labour Organization: Structure and Functioning.

Impact of ILO on Indian Labour Legislations.

Unit -2: Laws Related to Deprived and Disadvantaged Sections of the Society

Maternity Benefit Act, 1961; Equal Remuneration Act, 1976; Bonded Labour System (Abolition) Act, 1976; Child Labour (Prohibition & Regulation) Act, 1986.

Unit -3: Laws Related to Wages

Payment of Wages Act, 1936; Minimum Wages Act, 1948; Payment of Bonus Act, 1965.

Unit -4: Other Important Labour Legislations

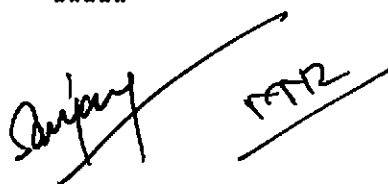
Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996; Contract Labour (Regulation and Abolition) Act, 1970.

Learning Outcome:

Learn the various legal safeguard provided to workers and employees.

Suggested Readings:

1. Garg, Ajay, Labour Laws, Nabhi Publication, New Delhi, 1998.
2. Dasgupta, S.K., Industrial Law, Sterling Publisher Pvt. Ltd., Bombay, 1997.
3. Mallik, P.L., Handbook of Labour and Industrial Law, Eastern Book Company, Lucknow, 1989.
4. Sharma, A. M., Industrial Relations-conceptual and Legal Frame Work, Himalaya Publishing House, Bombay, 1989.
5. Sinha, G. P. and Sinha, P.R., Industrial Relations and Labour Legislation in India, Oxford IBH Publishing Company, India, 1977.
6. Tripathi, P. C., Labour Management Relations in India, Aisa Publishing House, Bombay, 1967.



GROUP-B

LEVEL : SEMESTER- 4
PAPER CODE : MSW 406
TITLE OF PAPER : URBANIZATION AND COMMUNITY DEVELOPMENT
MARKS : 100

Course Objectives:

- Know about issues related to urbanization.
- Understand about concept, objectives and approaches to community development.
- Acquaint with urban growth, management and urban poor.
- Acquire knowledge of local self-governance.

Course Contents:

Unit-1: Urbanization

Concept, Causes and Consequences of Urban Poverty and Livelihood Issues.

Migration: Concept, causes and Consequences.

Slums and Housing: Conditions, issues & concerns.

Natural Resource Management in Urban Communities.

Unit-2: Urban Growth Management

Meaning, Approaches, Strategies of Local Economic Development, Core Areas of Urban Development: Informal Economy, Self-Employment, Unorganized Sector and Entrepreneur Development, Issues of Urban Space, Housing and Right to Shelter.

Unit-3: Community Development and Urban Local Self Governance

Definition, Objectives, Approaches, Historical Development, Types of Community Development: Urban, Rural and Tribal.

Local Self Governance (74th Amendment): Concept and Significance, Constitutional and Legal Status, Structure and Functions of Nagar Nigam, Nagar Palika, Nagar Mahapalika, Town Area and Cantonment Board.

Unit 4: Urban Poor and Social Work Intervention

Urban Poor: Present status and characteristics, challenges for the urban poor: food security, housing, health, education and social security, Impact globalization and urbanization on the urban poor. Role of social workers & Social Work Intervention

Learning Outcome:

Develop the ability to address the issues and concerns related to urban people through community development process.

Suggested Readings:

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



2. Roy, P.& Das Gupta, S, Urbanization and Slums, Har Anand Publication , New Delhi, 1995.
3. Thakur, B. (Ed.), Urban and Regional Development in India , Vol-1, Concept Publishing Company, New Delhi, 2005.
4. Kundu, A, In the Name of Urban Poor, Sage Publication, New Delhi, 1993.
5. Misra, G.K. & Narain, K. (Eds.), Development Programmes for Urban Poor Indian Institute of Public Administration, New Delhi, 1989.
6. Srivastva, A.K., Urbanisation; Concept and Growth, H.K. Publishers and Distributors, New Delhi, 1989
7. Maurya, S.D. (ed.), Urbanisation and Environment Problems, Chugh Publications , Allahabad, 1989
8. Prakasa, Rao, V.L.S., Urbanisation in India; Spatial Dimensions , Concept Publishing Company, Delhi, 1983
9. Ramcharan, R., Urbanisation and Urban Systems in India, Delhi Qxford University Press, Bombay, 1989.
10. Rao, M.S.A, Bhatt, Chandra Shekar & Kadekar, Laxmi Narayan, A Reader in Urban Sociology, Orients Delhi, 1991
11. Aziz, Abdul, Poverty Alleviation in India, Ashish Publishing House, New Delhi, 1994.
12. Turner, Roy (Ed.), India's Urban Future, Oxford University Press, Bombay, 1962
13. Verma, S.S., Urbanization and Regional Development in India, Chugh Publications, Allahabad, 1994
14. Diddee, Jaymala & Rainaswami, Vamla (Eds.) , Urbanisation ; Trends, Perspectives and Challenges , Rawat Publications, Jaipur, 1993
15. Dessai, A.R. & Pelli, S.D. (Eds.) Slums and urbanisation , Popular Prakashan, Bombay, 1979.

LEVEL : SEMESTER- 4
PAPER CODE : MSW 407
TITLE OF PAPER : URBAN PLANNING AND DEVELOPMENT
MARKS : 100

Course objectives:

- Gain Knowledge about urban planning
- Develop an understanding of urban development in India
- Enhance sincerity and commitment towards development of urban poor
- Develop necessary skills for urban community development

Course Contents:

Unit-1: Urban Planning

Concept, Need, Historical Background, Approaches and Problems.
Master Plan: Contents, Methods and Techniques.

Unit-2: Urban Development

Concept, Features, Objectives, Historical Background and Process.
National Urban Renewal Mission: Vision, Scope and Status.

Unit-3: Structure of Urban Development Authority

District Urban Development Authority (DUDA): Structure, Functions, Status.
Urban Development Programmes in Uttar Pradesh.

Unit-4: People's Participation in Urban Development

People's Participation in Urban Development.
Initiatives of Civil Society Organization for Urban Community Development.
Scope for Social Work Intervention: Improving Public Distribution System (PDS), Effective Use of Right to Information (RTI)& Right to Education (RTE) for betterment of people Living in Urban Area.

Learning Outcome:

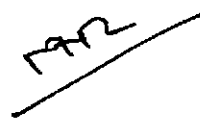
Know the aspects and dimensions related to urban policy, planning and development.

Suggested Readings:

1. Kusambi, M., Urbanization and Urban development in India, ICSSR, New Delhi, 1994.
2. Thakur, B. (Ed.), Urban and Regional Development in India, Vol-I, Concept Publishing Company, New Delhi, 2005.
3. Narain, K., (Eds.), Development Programms for Urban Poor, Indian Institute of Public Administration, New Delhi.
4. Aziz, Abdul, Urban Poor and Urban Informal Sector, Ashish Publishing House, Delhi, 1984



5. Bharadwaj, R.K., Urban Development in India, National Book Trust, New Delhi, 1962
6. Karamer, R.M., & Specht, H, Readings in Community Organisation Practice, Prentice hall, Englewood Cliffs, 1983
7. Singh, Rani Sundra, Urban Planning in India, Ashish Publishing House, New Delhi, 1979.
8. Culling Worth, I.B., Problems of Urban Society, Vol-I , The Social Frame Work of Planning, George Allen and Unwin Ltd, London, 1973
9. D'souza, Victor S, Urban Development in India, in Encyclopedia of Social Work in India, Ministry of Welfare, Govt. of India, 1987
10. Ganpathy, R.S. and others, Public Policy and Policy Analysis in India, Sage Publications, Delhi, 1985
11. Ghosh, A, Planning in India: The Challenge for the Nineties, Sage Publications , New Delhi, 1992.
12. Lindblom, C.E., The Policy Making Process, Prentice Hall, New Jersey, 1980.
13. Yadav, C.S. (Ed), Urban Planning and Policies- Part A, Concept Publishing Co, New Delhi, 1986
14. Upadhyay, S.B., Urban Planning, Printwell, Jaipur, 1992.



GROUP-C

LEVEL : SEMESTER- 4
PAPER CODE : MSW 408
TITLE OF PAPER : CHILD WELFARE AND DEVELOPMENT
MARKS : 100

Objectives:

- Understand the significance of child development and right of children.
- Gain knowledge about legal safeguards related to children.
- Familiarize with policies, programmes and services related to children.
- Develop skills of working with children.

Course Contents:

Unit -1: Child Welfare

Child Welfare: Concept, Need, Significance, Philosophy and Issues.

Needs of Children: Physical, Psychological, Social and Emotional Problems in the Fulfillment of Different Needs.

Unit -2: Child Development and Problems

Child Development: Meaning and Significance, Child Care: Concept, Philosophy and Services.

Children in Vulnerable Situation: Children with Disabilities, Trafficking of children, Street and Working Children and Child Prostitution.

Unit-3: Legislative Framework Rights of the Children

United Nations Convention on the Rights of Children.

Constitutional Provisions Regarding Children.

Juvenile Justice Act, Child Labour Act (Prohibition and Regulation) Act, POSCO Act, Child Development and Protection Policies and Programmes in India.

Unit-4: Children and Social Work Practice

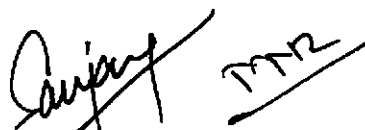
Social Work Intervention in the Field of Child Welfare Development and Protection Role of Social Worker in Different Settings of Child Welfare Development and Protection.

Learning Outcome:

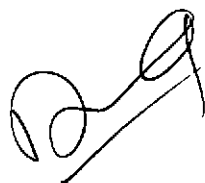
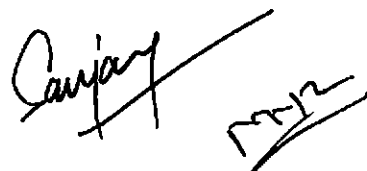
Gain knowledge about child welfare, development and protection as well as social work intervention in this area.

Suggested Readings:

1. Berry, Juliet, Social work with Children, Routledge and Kegan Paul, London, 1972.
2. Joshi, Sandhya, Child Survival, Health and Social Work Interventions, Concept Publishing Company, New Delhi-1996



3. Kapur, Malvika, Mental Health of Indian Children, Sage, New Delhi, 1995.
4. Kapur, Arun, Transforming Schools and Empowering Children, Sage, London, 2007.
5. Berk, Laura E, Child Development (3rd Ed), Prentice Hall of India, New Delhi,1999.
6. Kumar, Ram. (Ed.), Child Development in India , Vol.I and II , Ashish Publishing House, New Delhi,1988
7. Goonesekere, Savitiri, Children Law and Justice, UNICEF, Sage Publication, New Delhi, 1998
8. Mandal, B.B., Child and Action Plan for Development, Mittal Publication, New Delhi,1990.
9. Singh, Dolly, Child Rights and Social Wrongs ; An Analysis of Contemporary Realities, Vol-I ,II & III , kanishka Publishers,and Distributors , New Delhi.
10. Pachaury, S.K. Children and Human Rights , A.B.H. Publishing Corporation , New Delhi,1999.
11. Bajpai, A., Child Rights in India- Law Policy and Practice , Qxford Univerisity Press , Delhi,2003
12. Enakshi, G.T. (Ed.) Children in Globlising India- Challenging out Conscience, HAQ Center for Child Rights, New Delhi,2002.
13. Peter, G.G., Social Work with Children and their Families, Pragmatic Foundations (2nd Ed.),Oxford University Press, New York, 2004.
14. Maluccio, A.N. Pine, B.A. and Tracy , E.M , Social Work Practice with Families and Children , Columbia University Press, New York, 2002
15. Kumari, V. & Brooks, S.L., Creative Child Advocacy- Global Perspectives , Sage Publications , New Delhi,2004.
16. Singh, Atul Pratap & Singh, Awadhesh Kumar. Care and Protection of Girl Children in India: Status, Emerging Issues, Challenges and Way Forward. Bal Vikas Prakashan Pvt. Ltd., New Delhi,2013.

LEVEL : SEMESTER- 4
PAPER CODE : MSW 409
TITLE OF PAPER : YOUTH DEVELOPMENT AND WELFARE OF THE AGED
MARKS : 100

Objectives:

- Develop an understanding of youth and aged.
- Sanitization about issues related to youth and aged.
- Develop concern and Interest in working with youth and aged.
- Enhancement of skills for identification of needs and intervention for welfare and development of youth and aged.

Course Contents:

Unit -1: Youth

Youth: Concept, Characteristics, Needs and Problems of Urban and Rural Youth.
Emerging Pattern of Youth Culture in Contemporary Indian Society and Inter Generation Conflicts.

Unit -2: Programmes and Policies

National Youth Policy, Ministry of Youth Affairs and Sports, National Commission on Youth.

Institutional Interventions: Nehru Yuva Kendra (NYK), NCC, NSS,
Employment and Guidance to Youth, Youth Welfare Programmes.

Unit -3: Policy and Legal Perspective Related to Aged

Aged: Concept, Problems of the Aged - Social, Emotional, Physical and Adjustment.

New Perspectives on the Care of the Aged.

National Policy and Legislative Provisions for the Aged.

Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

Unit-4: Welfare Services and Aged

Services for the Aged: Agencies and Institutional., Government and Non-Government, Counseling for Aged, Home and Family Based Services, Information and Referral Services, Mobile Health Services, Senior Citizens Clubs, Day Care Center, Helpline.

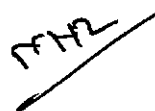
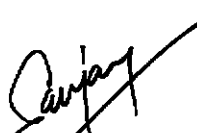
Role of Social Worker for the Welfare of Aged.

Learning Outcomes:

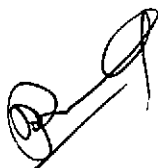
Understanding of concepts, problems, policies and programmes related to youth and aged.

Suggested Readings:

1. Annual Report of Ministry of Youth Affairs and Report, Govt. of India, New Delhi.



2. Anthony, J. Jiffs, Young People and Youth Services, Routeledge and Kegan Paul, London, 1979.
3. Edward, J. Marore, Steven N. Austad, Handbook of the Biology of Aging, Academic Press, 2006
4. Greene, Roberia, Rubin, Social Work with Aged and their families, Aldine Transaction, 2000.
5. Hinller, Susan, Basow, Georgia, M. Aging the Individual and Society , Wads Worth Publishing 1998.
6. Moody, Hary, R, Aging; Concepts and Controversies, Pine Forge Press, 2006
7. Robin, Mears & Smita, Randall, The development of Welfare Services for Elderly People, Routhledge, 1985.
8. Weill, Andrew, Healthy Aging; A lifelong Guide to your Wellbeing, Banthon Books, 2006.
9. Madrid, Paulhing, The New Logic of Social Security Reform, Politics and Pension Privatization in Latin America, Stanford University, 1999.
10. World Bank, Avesting The old Age Crisis, Policies to Protect the old and promote Growth , World Bank Publications, 1994.
11. Singh, Atul Pratap. Role of Senior Citizens in the Developmental Process: A Plan of Action. (pp. 5-11), Social Welfare, Vol. 57 No. 7, October, 2010.



GROUP-D

LEVEL : SEMESTER- 4
PAPER CODE : MSW 410
TITLE OF PAPER : MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK
MARKS : 100

Course Objectives:

- Understand concept and dimensions of mental health.
- Develop an understanding of psychiatry.
- Understand the relevance, nature and types of social work interventions in psychiatric settings.
- Develop skills and attitudes required for the practice of Psychiatric Social Work.

Course Content:

Unit-1: Normal & Abnormal Behavior

Normal Behaviour: Meaning and characteristics.

Abnormal Behavior: Meaning, Characteristics, Diagnosis, Classification of Abnormal Behaviour.

Theories and Models of Abnormal Behaviour: Psycho-social, Behavioural, Humanistic and Psycho-analytic.

Unit-2: Mental Health

Mental Health: Meaning and characteristics.

Community Mental Health.

Biological, Psychological and Sociological Approaches to Mental Illness.

Mental Health Services in India.

Unit-3: Concept of Psychiatry

Psychiatry: Meaning, Nature, Scope, Significance, Social Psychiatry and Community Psychiatry, Development of Psychiatry.

Psychiatry and Social work.

Unit-4: Psychiatric Social Work

Psychiatric Social Work: Concept and Historical Development.

Social work Intervention as Psychiatric Social Work.

Practice of Psychiatric Social Work: Role and Functions.

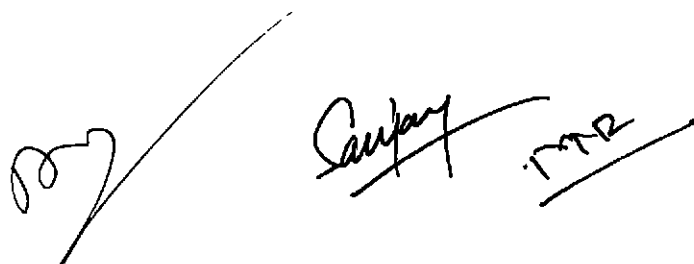
Learning Outcome:

Gain knowledge about mental health as well as social work intervention in psychiatric problems.



Suggested Readings:

1. Dube, S. Mental Health Problems of Social Disadvantaged, Tata Mcgraw Hill Publishing company, New Delhi, 1983.
2. Coleman, James C., Abnormal Psychology and Modern Life, D.B. Taroposevela sons and co. Pvt. ltd , Bombay, 1981.
3. Sarson, Irwin, G., & Sarson, Barbar, R., Abnormal Psychology: The problems of Maladaptive Behavior, Pearson Education, New Delhi, 2007.
4. Horwitz A.M.& Scheilt, T.L.(Eds.), A Handbook for the Study of Mental Health Social Contexts Theories and Systems, Cambridge University Press, cambridge, 1999.
5. Sadock, B.J and Sadock , V.A. (Eds.), Comprehensive Textbook of Psychiatry, Eibesh Edvon Lippincott William And Wilkens Philadelphia, 2005
6. Gottlieb, B.H., Social Support Strategies, Guidelines for Mental Health Practice, Sage Publications, New Delhi, 1983.
7. Sahni, A., Mental Health Care in India. Diagnosis, Treatment and Rehabilitation Indian Society of Health Administrators, Bangalore, 1999.
8. Mane, P. & Gandevia, K.Y., (Eds.), Mental Health in India: Issues and Concerns Tata Institute of Social Sciences, Bombay, 1993.
9. Callicut, J.W. & Lecca, P.J. (Eds.), Social Work and Mental Health, The Free Press, New York, 1983
10. French, L.M., Psychiatric Social Work, The Commonwealth Fund, New York, 1940
11. Patel, V.& Thara, R., Meeting the Mental Health Needs of Developing Countries NGO institutions in India, Sage Publications , New Delhi, 2002
12. Gelder, M. Mauyou, R. & cowen P, Oxford Textbook of Psychiatry Fourth Edition Oxford University Press, Oxford 2004.
13. Verma, Ratna, Psychiatric Social Work in India, Sage publications, New Delhi, 1991.

The block contains three handwritten signatures or initials. On the left is a stylized signature that appears to be 'Sanyal'. In the center is a signature that reads 'Sanyal'. On the right is a signature that reads 'TMR'.

LEVEL : SEMESTER-4
PAPER CODE : MSW 411
TITLE OF PAPER : MENTAL AND PERSONALITY DISORDERS
MARKS : 100

Course Objectives:

- Gain Knowledge about different types of psychotic and psycho-neurotic disorders.
- Know about personality disorders.
- Understand the relevance of social work interventions in mental health.
- Develop an integrated approach to social work practice in the field of mental health.

Course Content:

Unit-1: Psychotic Disorders

Psychotic Disorders: Classification and symptoms of psychosis, Schizophrenic reaction, paranoid reaction, manic-defensive reaction, affective psychotic reaction and other psychotic reactions,

Epilepsy: Symptoms, diagnosis, treatment and prevention.

Treatment of psychotic disorders and role of psychiatric social worker.

Unit-2: Psychoneurotic Disorders

Psychoneurotic Disorders: Anxiety, neurosis, fatigue syndromes, hysterical reactions, phobia reaction, obsessive-compulsive reaction and neurotic depression, treatment of psychoneurotic disorders and role of psychiatric social worker.

Unit-3: Personality Disorders

Personality Disorders: Meaning and nature of personality disorder, problems in diagnosis of personality disorders.

Unit-4: Personality Disorders




Types of Personality Disorders: Schizoid, schizothyme, narcissistic, anti-social, borderline, avoidance, dependent, obsessive and compulsive Social work applications in mental health.

Learning Outcome:

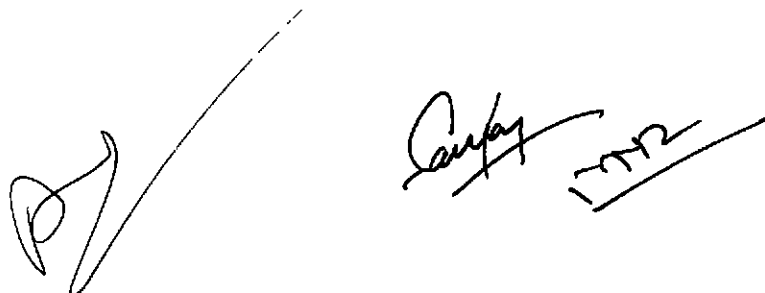
Gain an insight about mental and personality disorders.

Suggested Readings:

1. Puri, Madhumita & Sen, Arun K., Mentally Retarded Children in India, Mittal, New Delhi, 1989.
2. Rebbinc, Arthur J., Mental Hospital in India and Social Work Services, Delhi School of Social Work, Delhi, 1957.

3. World Health Organization (WHO), The ICD-10 Classification of Mental and Behavioural: Clinical Descriptions and Diagnostic Guidelines, World Health Organization, 1992.
4. Coleman, J.C., Abnormal Psychology in Modern Life, D. B. Taraporevala and Sons, Bombay, 1976.
5. Dickerson, Martha & Ford, U., Social Work Practice with Mentally Retarded, Free Press, New York, 1967.
6. Friedlander, W.A., Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), Prentice-Hall of India, New Delhi, 1967.
7. Corson, R.C., Butcher J. N. and Mineka S., Abnormal Psychology and Modern Life, Pearson Education, Singapore, 2000.
8. Stroup, H. H., Social Work: An Introduction to the Field (Chapter 9 : Psychiatric Social Work), Eurasia Publishing House, New Delhi, 1960.
9. Todd, F., Joan, Social Work with Mentally Subnormal, Routledge and Kegan Paul, New York, 1967.
10. Mishne, Judith, Psychotherapy and Training in Clinical Social Work, Gardner Press, New York, 1980.
11. Stream, Herber, S., Psychoanalytic Theory and Social Work Practice, Free Press : New York, 1979.
12. Golan, Naomi, Treatment in Crises Situations, Free Press, New York, 1962..
13. Maner, Joshuao, The Therapeutic Community with Chronic Mental Patients, S. Kargar, 1971.
14. Towle, Chorlotte, Social Case Records form Psychiatric Clinics with discussion notes, University of Chicago Press, Chicago, Illinois 1941.
15. Varma, R.B.S. (Ed.) Teaching Material in Social Work, New Royal Book Company, Lucknow, 2010.

Handwritten signature and initials. The signature is a stylized cursive 'P' followed by a long horizontal line. To its right are the initials 'Sanyal' and '17/12' written in a similar cursive style.