

**IMPLEMENTATION OF CHOICE BASED  
CREDIT SYSTEM (CBCS) TO ALL THE PROGRAMS  
OFFERED AT  
M. J. P. ROHILKHAND UNIVERSITY  
CAMPUS**



मयत्ना ज्वालिवा फुले  
रुहेलखण्ड विश्वविद्यालय, बरेली



**M. J. P. Rohilkhand University Bareilly**

**PROPOSAL FOR IMPLEMENTATION OF CHOICE BASED CREDIT SYSTEM (CBCS)  
TO ALL THE PROGRAMS OFFERED AT M. J. P. ROHILKHAND UNIVERSITY  
CAMPUS**

M.J.P. Rohilkhand University has already switched over to Semester System from conventional annual system two year back. Grading system is also already implemented to all the Engineering Courses at undergraduate level. It has been observed that grading system is better than conventional marks system and that is the reason why it is being followed by almost all the premier institutions. Taking, a note of it and with an objective to maintain uniformity, it is proposed to adopt grading system to all PG courses of MJPRU Campus in light of UGC guide lines.

A brief outline of grading system is given as under:

#### **A. IN SCIENCE DISCIPLINES**

Following PG Courses are offered in science disciplines at MJPRU Campus.

- i. M.Sc. [Animal Science (Zoology)] ii. M.Sc. [Plant Science (Botany)]
- iii. M.Sc. (Chemistry) iv. M.Sc. (Physics)
- v. M.Sc. (Mathematics) vi. M.Sc. (Microbiology)

The salient features are as under: -

1. There shall be five to six theory papers in each of above programs including one elective paper in final year and/or final semester.
2. There shall be practical lab courses in each semester. However, in final semester there would be project work either exclusively or along with the lab courses depending upon the curriculum of the department.
3. Thirty marks shall be awarded based on internal assessment in each theory and lab and rest seventy marks shall be based on external evaluation. In project work (IV Sem), 100 marks shall be awarded based on project work, project report and dissertation. The project shall be evaluated jointly by the Internal and External examiner.
4. Each theory paper shall be of four (04) credits and lab course/courses shall be of six (06) credits in total divided into 1/2/3 labs in each semester. Accordingly in all programs having labs there shall be 20-24 credits for theory papers (Six theory papers X four credits= 24 credits) and 06 credits for Lab course (divided in to 1/2/3 labs). In nonpractical course e.g., M. Sc (Applied Mathematics) a project/viva etc. for 06 credits shall be introduced.

5. The distribution of marks shall be as given below:

**(i) THEORY PAPERS**

Internal Assessment					External Assessment	Total Marks
Assignment/Seminar /quiz etc.	*Test I	*Test II	Overall performance (Attendance/ Learning etc.	Marks	Marks	
05	10	10	05	30	70	100

\*If a student fails to appear in I and/or II test because of health problems or any other genuine reasons an alternate test of 10 marks shall be conducted, the student has to furnish a valid medical certificate or has to explain genuine reason for his/ her absence from the test.

**(ii). PRACTICAL (LAB COURSE)**

Internal Assessment					External Assessment	Total Marks
Regularity in the Lab/ collection Model etc.	Assignment / Record	Viva	Field work/Excursion/ term work/ synopsis tec.	Marks	Marks	
05	10	10	05	30	70	100

6. The 10-point grading system shall be implemented as per UGC guidelines described as under:

**i. GRADES AND GRADE POINTS**

Letter Grade	Grade Point
O(Outstanding)	10
A <sup>+</sup> (Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above average)	6
C(Average)	5
P(Pass)	4
F(Fail)	0
Ab (Absent)	0

**(ii).**The above grades shall be awarded based on marks obtained by the student in each theory paper/ lab course as per details given below:

Marks obtained in each theory paper/ lab course	Grades to be awarded
95% or above	O
85-94%	A <sup>+</sup>
75-84%	A
65-74%	B <sup>+</sup>
55-64%	B
45-54%	C
36-44%	P
Below 36%	F
Absent	Ab

7. The other rules like calculation of Grade point, SGPA and CGPA shall remain same as per UGC guide lines for Choice Based Credit System and already being followed in Engineering and Management programs.

## **B. IN SOCIAL SCIENCE DISCIPLINES, LAW AND EDUCATION INCLUDING B.ED., M.ED.:**

The salient features are as under: -

1. There shall be five to six theory papers in each of above programs including one elective paper in each Semester.
2. Thirty marks shall be awarded based on internal assessment in each theory paper and rest seventy marks shall be based on external evaluation.
3. Each theory paper shall be of four (04) credits.
4. A project/viva/ teaching/training (in Education) etc. for six credits shall be conducted in each Semester. The project /Viva teaching/training (in Education) etc shall be of 100 marks to be awarded by one internal and one external examiner jointly.
5. The distribution of marks in theory papers shall be as given below:

### **THEORY PAPERS**

Internal Assessment					External Assessment	Total Marks
Assignment/ Seminar, quiz etc.	*Test I	Test II	Overall performance (Attendance/ Learning etc.	Marks	Marks	
05	10	10*	05	30	70	100

\*If a student fails to appear in I and/or II test because of health problems or any other genuine reasons an alternate test of 10 marks shall be conducted, the student has to furnish a valid medical certificate or has to explain genuine reason for his/ her absence from the test.

6. The 10-point grading system shall be implemented as per UGC guidelines as per details given below:

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Letter Grade	Grade Point
O(Outstanding)	10
A <sup>+</sup> (Excellent)	9
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B+(Good)	7
B (Above average)	6
C(Average)	5
P(Pass)	4
F(Fail)	0
Ab (Absent)	0

(ii)The above grades shall be awarded based on marks obtained by the student in each theory paper/ lab course as per details given below:

Marks obtained in each theory paper/ lab course	Grades to be awarded
95% or above	O
85-94%	A <sup>+</sup>
75-84%	A
65-74%	B <sup>+</sup>
55-64%	B
45-54%	C
36-44%	P
Below 36%	F
Absent	Ab

7. The other rules like calculation of Grade point, SGPA and CGPA shall remain same as per UGC guide lines for Choice Based Credit System and already being followed in Engineering and Management programs.

## **COMMON RULES FOR ALL THE DISCIPLINES OF THE CAMPUS CONCERNING EXAMINATION AND RESULT**

## 8. CURRICULUM

- 8.1 The curriculum has been divided into 2 semesters in each academic year and shall include lectures, tutorials, laboratory examination, seminars and projects apart from this industrial training and educational tours etc. as decided in scheme and necessary instructions issued from time to time. Curriculum shall also include,
- 8.2 The subjects, distribution of credits and numbers of lectures for various semesters of each part of study and examination shall be as per the syllabi of the appropriate program subject to changes by recommendations of respective Board of studies/Faculty Board.
- 8.3 Ordinarily, the academic session shall end by the end of May of any academic year. It shall be divided into two semesters, the odd semester (From July to December) and, Even Semester (from January to May). Each of the two semesters shall ordinarily consist of about fifteen weeks which shall include the mid semester and end semester examinations.

## 8.4 REGISTRATION

- (a) Student eligible for admission in in any year of the programs must get registered in the first week of August, or as notified in the Academic calendar by completing the necessary formalities as notified by the university/ college.
- (b) Notwithstanding the rules for promotion as per Clause 12 student shall not be permitted to register himself/herself in an even semester unless he/she was a registered student of the previous odd semester and had pursued the program of that semester as a regular student. However, promotion from odd semester to even semester shall be automatic irrespective of the result of odd semester.
- (c) In each semester a last date shall be fixed and notified in the beginning of the semester, after which admission/re-admission/promotion/registration shall not be ordinarily made.
- (d) A student, who has been registered in an odd semester of any part, shall pursue in that semester the regular lecture, tutorials, sessional marks, Laboratory examination etc as mentioned in clause 5 and after satisfying the condition of attendance the student will be allowed to appear in the end semester examination at the end of each semester. He/she can appear in the mid semester tests as per the clause 5 and after satisfying such other conditions laid down in these Ordinances, he/she shall be eligible to appear in-Test/Examination on such dates as may be fixed by the

University/college/Department.

- (e) In case of re-admission a student must be a registered student in the previous year in the same class.

## **9. REGULARITY AND ATTENDANCE:**

9.1 A student shall be deemed to have pursued a regular course of study (in a subject) during each semester, and he/she has attended at least 75 percent classes and there is no negative report against him/her, i. e. he/she has not been debarred from attending the classes and appearing in the examination due to some serious misconduct. It is provided that the Head/Dean/ Dean/Principal of the concerned department/faculty/college may condone shortage of percentage in attendance not exceeding 15 percent in each subject due to one or more of the following reasons, involving absence from the classes.

- (a) Participation in N.C.C. /N.S.S. Camps duly supported by a certificate from the O.C.N.C.C. /Program officer, N.S.S.
- (b) Participation in University or College Team (S) Games or Inter State or Inter University Tournament (s) duly supported by a certificate from the competent authority of the University.
- (c) Participation in any of the co-curricular activities organized by University/Institute/Department, duly certified by the competent authority.
- (d) Prolonged illness duly certified by the Superintendent/CMO of government hospital.

8.2 For the purpose of the above ordinance, a subject shall be deemed to be borne on the list of subjects laid down in the prospectus of the examination concerned and shall consist of such paper or group of papers and the practical, workshop practice, etc. in each of which or a group of which a candidate is required to pass separately.

8.3 Attendance verification form forwarded through Dean/head/Principal should be submitted with End Semester Examination forms.

8.4 The Academic Council/ Vice Chancellor shall have power to condone any deficiency of attendance for cogent reasons.

## **9. BACK PAPER EXAMINATION**

There shall be back paper examinations preferably with regular exams for those students, who have got back papers. The student would have an option to appear in back exams in

those subjects in which the student has got back in part-I& II yearly results (including both semesters of that particular year). However, a special back paper examination shall be conducted for final year students for the papers of final year only.

**EXAMINATION FEES:** As notified from time to time.

## 11. DECLARATION OF RESULTS AND PROMOTIONS:

The academic performance of students shall be evaluated on the basis of:

- (i) Grades obtained in each subject
- (ii) Semester Grade point average (SGPA)
- (iii) Year Grade point average (YGPA) (iv) Cumulative Grade point average (CGPA)

## 12. CRITERIA FOR PASSING A PROGRAM:

### i. Passing a Semester:

- (a) After the end of each End Semester Examination a student shall be awarded a grade in each subject of the semester courses according to his/her performance in this subject and a Semester Grade Point Average (SGPA) which shall be calculated as follows:

$$\text{SGPA} = \frac{\text{Sum of (Credits x Grade points) for all the Subjects of the semester}}{\text{Sum of (Credits) for all the Subjects of the semester}}$$

- (b) A student shall be considered to have passed the Semester if he/she has obtained pass Grade in each subject of the Semester Program. To pass a paper the sum of the sessional marks and end semester marks scored should be 36 % or more of the maximum marks.
- (c) A student shall be declared to have FAILED in the semester program if he/she fails to fulfill the above condition.
- (d) A student who has satisfied the conditions laid down in clause 16 and clause 8.4 who has pursued the course of the odd semester, shall be automatically promoted to the even semester irrespective of whether he/she passes or fails in the odd semester examination.

### ii. Passing a Part:

- (a) At the end of each part, a student shall be awarded a Year Grade Point Average (YGPA) which shall be calculated as follows:

$$\text{YGPA} = \frac{\text{Sum of (Credits x Grade points) for all the Subjects of odd and even semesters of the part}}{\text{Sum of (Credits) for all the Subjects of odd and even semesters of the part}}$$



- (b) A student shall be considered to have PASSED the part if he/she has passed each semester as per clause 12.i.(b) and has secured an YGPA equal to or greater than the minimum prescribed below:

**Minimum YGPA required for passing the part**

Part I, II : 4.0

- (c) A student can be promoted to next part (academic year) if he/she fulfills the above condition of YGPA as per clause 12. ii(b) and if fails in up to the maximum of **four PAPERS (including both semesters)** only. The paper/papers, in which a student is fail, shall be considered as **back paper. However, in no case a student having back paper in more than four papers can be promoted to next year. He/she can be promoted to final year even if he/she has cumulative back papers up to four subjects (in parts I) including theory and practicals.**
- (d) **In case of year back, he/she can take readmission by paying approved tuition fees in same year/part after the recommendation of concerned HoD/ Dean/ Principal.**
- i. He/she can choose to pass all the subjects of academic year.
  - ii. He/she can opt to pass the subjects in which he/she has failed. He/she can choose some other subjects to improve his/her grades.
  - iii. In both the above cases he/she can opt to retain sessional marks of previous year. He can attend classes of the subjects for which he has registered and opt for new sessional marks in these subjects, subject to availability of teachers.
  - iv. However, in no case, he/she will have the option of combination of old and new sessional marks of the registered subjects. **Undertaking to this effect of his/her choice/option will have to be submitted at the time of registration.**

### 13. GRACE MARKS:

A student can take a benefit of, total **03 grace** marks to be distributed between maximum of **two subjects** for passing the examinations in an academic year or promotion to the next year with a maximum of 4 carryovers of previous year only. However, benefit of Grace shall not be available for carry over subjects, if he/she fails to clear them in the next year also, the result shall be declared indicating the Grace & he/she shall not be entitled for honors. However the facilities of Grace shall be available to only those students who have secured appropriate YGPA for passing that particular part i.e. YGPA 4.0 or more for I& II years and CGPA 4.0 or more. The Grace marks shall not be counted for calculation of Grade/SGPA/YGPA/CGPA.

### 14. EXAMINATION FOR CARRY OVER SUBJECTS:

A student promoted to next year with carryover of maximum four papers (Lab & theory examination will be treated as separate papers) shall be allowed to appear in the examination of relevant subjects in back paper examination which will be conducted along with regular examination of odd semester and even semester respectively. **The Sessional marks which he/she had obtained as a regular student in the relevant**

**subject will be carried as such.** In such cases the new grade(s) obtained by the student will replace the old grade(s)

A student shall be promoted to next part if he/she has obtained a minimum YGPA of 4.0 in Part I with maximum allowed carryovers of 4 back papers in the previous parts (as per clause 12.ii(b))

## 16. PASSING THE DEGREE PROGRAM:

### Passing the degree program:

- i. At the end of Part-II of the program a student who has PASSED Part-I, PartII, of degree program, shall be awarded a cumulative Grade Point Average (CGPA) which shall be calculated as follows.

$$\text{CGPA} = \frac{(\text{S1} \times \text{C1} + \text{S2} \times \text{C2} + \text{S3} \times \text{C3} + \text{S4} \times \text{C4})}{\text{C1} + \text{C2} + \text{C3} + \text{C4}}$$

**(For two year course)**

Where S1, S2, S3 and S4, are the SGPAs of each semester and C1, C2, C3 and C4 are the total credits in semester 1-4 respectively.

- ii. Illustration of Computation of SGPA and CGPA and Format for Transcripts

### Computation of SGPA and CGPA

#### a. *Illustration* for SGPA

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus, **SGPA = 139/20 = 6.95**

**b. Illustration for CGPA**

Semester 1	Semester 2	Semester 3	Semester 4
Credit: 20 SGPA:6.9	Credit: 22 SGPA:7.8	Credit: 25 SGPA: 5.6	Credit: 26 SGPA:6.0

$$20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0$$

Thus, CGPA = \_\_\_\_\_ = **6.512**

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- iii. Student shall be considered to have passed the Program if he/she has passed Part-I& Part-II of the program and has obtained a CGPA of 4.0 or more.
- iv. A student shall be declared to have failed in the part, if he/she fails to fulfill the above conditions.
- v. **The failed student shall have an option to repeat Part, provided he/she has not exceeded the maximum period as mentioned in clause 16(v). vi.Maximum Period of the Program:**

Notwithstanding anything to the contrary contained in these ordinances, a student shall not be permitted to continue his/her studies if he/she does not complete the program within a maximum period of double the duration of the program.

**vii.Classification of Results:** viii.On the basis of the CGPA, the result of each student shall be declared as follows:

CGPA	RESULT
(a). 8.0 and above, provided he/she has Passed all the Parts in a single attempt	Passed in First Division with Honors
(b). 6.0 and above, but excluding (a)	Passed in First Division
(c). 4.5 and above, but less than 6.0	Passed in Second Division
(d). 4.0 and above, but less than 4.5	Passed in Third Division
(d). Below 4.0	Failed

**ix. Grade Cards:**

**x. At the end of each semester examination a Grade Card shall be issued to every student which shall contain the following information. The letter Grades obtained in each subject and SGPA, YGPA, CGPA**

**xi. SEMESTER PASSED OR FAILED, PART-I/II PASSED OR FAILED -----  
---PROGRAM PASSED IN I CLASS WITH HONOURS/ I/II CLASS OR  
FAILED** as the case may be.

**xii.** In addition, the Grade Card of the Final Semester of Part-III shall show the YGPAs of all the lower Parts of the program. The grade card will also indicate the number of attempts taken to pass and grace marks, if any. xiii. Each Grade Card shall also contain the following information. Table giving the correspondence between Grades, Grade Points and their relative merits. The Grade of Final Semester of Part-III shall also contain the formula for CGPA as mentioned above.

**17. COURSE COORDINATORS AND EXAMINERS:**

- i. For every theory and every practical subject there shall be a coordinator, who shall be responsible for conduct of regular classes, examinations and evaluation of student performance in the course.
- ii. An examiner from other Institution/Department shall be associated in the practical examination work.
- iii. If a course is being taught by more than one teacher, the course coordinator shall be responsible to coordinate the complete examination work including the normalization of the result.
- iv. A maximum of 50% of the theory papers should be set by internal paper setters (teachers). In case of non-availability of external paper this condition may be relaxed.

**18. PAYMENT AND REFUND OF EXAMINATION FEES:**

**i. A candidate who fails to pass or who is unable to present himself/herself for any examination on any account shall not be entitled to a refund or adjustment of the fee to next ensuing examination. The examination fees to be charged per semester will be announced from time to time.**

ii. On receipt of the fee prescribed for the examination the Principal of the college/ Head of Department, as the case may be shall verify the examination form and approve accordingly. The whole process shall be online. Once the examination forms are approved, the Examination Controller shall allow the issue of admit card. Based on that admit card the student shall be entitled to appear in the examination.

**19. ADMIT CARD**

- i. A candidate shall not be admitted into examination room unless he/she produces his/ her admit card to the Officer conducting the examination
- ii. The Examination Controller may, if satisfied that an admit card has been lost or destroyed on cogent reasons, issue a duplicate admit card on payment of a prescribed fee.

## **20. SCALE OF ACADEMIC AND OTHER FEES**

- i. The academic fees shall be charged as per provisions of university/ government.
- ii. With the deposition of academic fee a student is considered to be admitted to the program. Once a student is admitted, fee will not be refunded.
- iii. A student who is re-admitted in any Part of the Program has to pay prescribed fees or as applicable for the Part for which he/she is repeating the Program and after having passed this part he/she has to pay the normal fee as prescribed to the category.
- iv. In addition to the academic fee prescribed for the program, a student has to pay other fee such as Examination fees, Ordinance charges, Hostel, Sports fee, Society etc. as may be prescribed from time to time.

## **21. INTERPRETATION**

If any question arises as to the interpretation of these regulations, the same shall be decided by the Council. The Council shall have the power to issue clarification to remove any doubt which may arise in regard to implementation of these regulations.

**Syllabus**  
**&**  
**Ordinances**  
**Of**  
*Master of Social Work (MSW)*  
*In*  
*Social Work*  
**Regulations 2020**

**Department of Applied Social Science**  
**Faculty of Education & Allied Sciences**  
**M.J.P. Rohilkhand University, Bareilly**

**SYLLABUS**  
**MASTER OF SOCIAL WORK**  
**Proposed w.e.f. July 2022**

**About the Department**

The department of social work aims to develop social work professionals with an inclination and orientation to work with deprived sections of the society in the unreached pockets of the country. The department is running two years /four semesters Master of Social Work (MSW). With the first batch of MSW starting in 1997, the department has evolved to develop a large network with the NGOs and government agencies in and outside Bareilly to provide effective and rigorous field work training. The regular weekly individual conferences, field work seminars and skill labs have added to the creativity and commitment of the department to enhance and enrich the skills of the students and promote progressive values among them.

**Goals :**

- Develop knowledge, skills, attitude and values appropriate to professional social work practice
- Develop competencies to initiate meaningful dialogue with people, communities and organizations
- Enhance skills to use and experiment social work methods of working with people
- Develop sensitivity, inclination and orientation to work with the people on the margins

The course design of Master of Social Work will be as under: -

**SEMESTER - I**

<b>Course No</b>	<b>Name of the Course</b>	<b>Credit</b>	<b>Remark</b>
MSWCC-101	History & Philosophy of social work	5	Core Course
MSWCC-102	Social Science Concepts For Social Work	5	
MSWCC103	Social Case Work & Social Group Work	5	Core Course
MSWEL-104	A: NGO: Role and Functioning or B: Stress Management and Yoga	5	Elective
MSWCC-105	Field Work – I (Concurrent Field - Rural /Tribal Tour)	8	Core Course
<b>Semester total</b>		<b>28</b>	

**SEMESTER - II**

<b>Course No</b>	<b>Name of the Course</b>	<b>Credit</b>	<b>Remark</b>
MSWCC201	Community Work and Social Action	5	Core Course
MSWCC202	Behavioural Science Concept for Social Workers	5	Core Course

MSWCC203	Human Rights, Social Justice and Social Work	5	Core Course
MSWCC204	<b>Candidate has to opt Course (a) or (b) Course</b> A: Corporate Social Responsibility Or B: Ecology, Environmental and Social Work	5	Elective
MSWCC205	Field Work – II (Concurrent and Camp- Urban /Rural /Tribal)	8	Core Course
<b>Semester total</b>		<b>28</b>	

### Semester-III

Course No	Name of the Course	Credit	Remark
MSWCC301	Social Development in India	5	Core Course
MSWCC302	Social Work Research	5	Core Course
MSWCC303	<b>Candidate has to opt Course (a) or (b) Course</b> (a) Medical and Psychiatric Social Work- I (b) Social Work at Industry –I (Labour Welfare & Industrial Relation)	5	Elective
MSWEC04	Social Work with Marginalized Section	5	Credited
MSWCC305	Field Work III and Camp	6	Core Course
<b>Semester total</b>		<b>26</b>	

### SEMESTER IV

Course No	Name of the Course	Credit	Remark
MSWCC401	Family and Child Welfare	5	Core Course
MSWCC402	<b>Candidate has to opt Course (a) or (b) Course</b> (a) Medical and Psychiatric Social Work- II (b) Social Work at Industry –II	5	Elective
MSWCC403	Block Placement & Viva voce	5	
MSWCC404	Dissertation / Project work & Viva voce	5	Core Course
MSWCC405	Field Work & Viva voce	6	Core Course/Value added
<b>Semester total</b>		<b>26</b>	
<b>Grand total</b>		<b>108</b>	



Continuous Comprehensive Evaluation

1. One Assignment from each course
2. Tutorial/Discussion, seminar/symposia
3. Participation of co-curricular activities (behavior and conduct). Departmental teachers shall evaluate students. The teachers will be deputed the Head/Dean, Department/Faculty. This will be followed in all semesters. The maximum marks will be; External 70 marks and internal 30 marks. Other terms and conditions regarding examinations are laid by under the university rules and regulations.

<b>Internal Assessment</b>				<b>External Assessment</b>	<b>Total Marks</b>
Assignment/Tutorial/seminar etc.	Test	Overall Performance (Attendance/Learning etc.)	Marks	<b>70</b>	<b>100</b>
15	10	05	<b>30</b>		

**Abbreviations**

MSWCC- Master of Social Work Core Course  
MSWEC- Master of Social Work Elective Course

**Notes**

- \*In Semester III : 4 Papers to be opted for Specialization between course (a) or course (b)  
\* In Semester IV : 3 Paper to be opted either A or B as Paper for Specialization

# **Detailed Syllabus**

## **M.SW in Social Work**

### **SEMESTER - I**

#### **MSWCC-101:                    Paper I - History & Philosophy of social work**

#### **OBJECTIVES:**

This course aims at providing in depth knowledge of development of modern professional work from charity to organized welfare to contemporary professional activity of social work and role of state in social welfare.

#### **Course Contents:**

##### **Unit 1- HISTORICAL DEVELOPMENT OF SOCIAL WORK**

Concepts of Social Work: Historical Evolution of Social Work in USA and UK, Social Welfare, Social Reform, Social Services & Social Development, Social Service Tradition in Indian Culture

##### **Unit 2. SOCIAL WORK IN INDIA**

Indian Social Reform Movements: religious, social & political (19th & 20th century), Social Welfare in Post-Independence Period in India, Youth Welfare, Woman welfare, Welfare of weaker section (SC/ST/OBC), Welfare of physically and mentally challenged.

##### **Unit 3. SOCIAL WORK AS A PROFESSION**

Common base of Social Work Practice, Nature, Principle, Goal and Functions of Professional Social Work, Basic assumptions and generic principles of Social Work, Review of present status and emerging trends of Social Work Practice, School Social Work.

##### **Unit 4. SOCIAL WORK PHILOSOPHY**

Major influences on the Philosophy of Social Work Practice, Values in Social Work: Problems and Prospects of application, Social and Cultural factors influencing Social Work Philosophy in India, Gandhian Philosophy and Social Work, Voluntary Action and Social Work, Voluntary Action in India, Review of Voluntary Action & relationship with governmental efforts, Government measures to strengthen Voluntary Action, Future of Voluntary Action.

##### **Unit 5. SOCIAL WORK APPROACH**

Therapeutic Approach, System Approach, Rights based Approach, Integrated Approach.

#### **READINGS:**

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15. Stenen, Shardlow (ed), 1989 : The Value of Change in Social Work, New York : Routledge
16. Speech & Harry, 1988 : New Direction for Social Work Practice, New Jersey : Prentice Hall
17. Turner, F., 1974 :Social Work Treatment, New York : Free Press.
18. Majumdar, R. C., 1965 : British Paramountey and Indian Renaissance Part Ii, Bombay

### **REFERENCES:**

1. Skidmore Rex; A Thackeray M G and Farley Introduction to Social Work 5th Edition New Jersey Prentice Hall, 1991.
2. Pathak, S. H; Social Justice, Prentice Hall, 1991.
- 3.Johnson, Norman; The Welfare State in Transition - The Theory and Practice of Welfare Pluralism, NewYork Harvester Wheatshed 1987.
4. Mullaly, Robert: Structural Social Work; Ideology Theory and Practice, Toronto McMillan
5. Lagan Mary & Lee Phill (ed); Radical Social Work Today London Urwin Hyman 1989.
6. The Indian Journal of Public Administration Vol XXXIII No. 3, July-September 1987.
7. Rao, V K R V; Gandhian Alternative to Western Socialism, New Delhi Bhartiya Vidya Bhawan 1958.
8. Charles K J; Total Development, New Delhi Vikas
9. Jacob, K K; Social Development (ed) Rawat 1994.
- 10.Pathak, S.H. Social Welfare, MacMillan 1984.
11. Johnson Norman. The Welfare State in Transition -The Theory and Practice of Welfare Pluralism, New York Harvester Wheatshed 1987.
12. Kumar, Hazira (1986): Theories of Social Work, Harnam, and New Delhi.

### **MSWCC102**

### **Paper II - Social Science Concepts For Social Work**

**OBJECTIVES:** Social work professional knowledge heavily depends on other social science concepts and theories, especially sociology, psychology, political science, criminology education and contemporary social problems. This course attempts at giving some of these concepts to the students. However, it is expected that the students will on their own, do extensive readings in this area.

### **Course Contents:**

#### **UNIT 1. BASIC CONCEPTS OF SOCIETY AND SOCIAL PROCESS**

Social Science- Concept and Scope, Social structure - concept of status and role, Social Values – Sources, Social Institutions - Marriage, Family, Religion, state and Education.

#### **UNIT 2. SOCIOLOGY FOR SOCIAL WORK**

Sociology: Concept and Scope; Sociological Imagination; Types of Societies; Community Culture: Related concepts and significance, Socialization: Concept and process.

### **UNIT 3. SOCIAL DISORGANISATION, SOCIAL CHANGE, SOCIAL MOVEMENTS AND SOCIAL CONTROL**

Social Disorganization: Concept and Process, Social stratification: Inequality and stratification; bases, Theories of Stratification; Indian Caste System, Social Change: Theories of Change in Indian Context - concept of change with continuity & planned social change, Social deviance: Concept and causes, Social Control: Definition and agencies, Crime and delinquency: Concept, their types and causes, Social Movements: Concept and types.

### **UNIT 4. CONTEMPORARY SOCIAL CONCERNS**

Communalism: Majority and Minority Communalism, causative factors and: implications for future, Casteism: Origin; causes for continuation, the issue of Dalit- assertion and caste Hindu response, Regionalism: Concept and trouble-spots, the slogan of son of the soil, Minorities: Types, their problems and prospects, Gender Issues: Gender discrimination; situational analysis & future trend, Current Social Evils: Corruption and Nepotism, Drug Addiction, Alcoholism, Prostitution etc.

### **UNIT-5: MAJOR SOCIAL CONCERNS OF INDIA TODAY**

Gerontology; Person with Disabilities (PWDs); Juvenile delinquency; LJBQTQA+

#### **READINGS:**

1. Inkeles, A., 1982: What is Sociology? An Introduction, New Jersey: Prentice Hall
2. Worsely, P., 1972: Introducing Sociology, Harmondsworth: Penguin
3. Bottomore, T.B., 1962: Sociology: A Guide to Problems and Literature, Bombay : George Allen & Unwin
4. Srinivas, M.N., 1966: Social Change in Modern India, Bombay: Allied Publishers
5. Singh, Yogendra., 1973: Modernisation of India Tradition; A Systematic study of Social Change, Delhi :  
a. Thomson Press
6. Haralambos, M., 1981: Sociology: Themes and Perspectives Delhi : Oxford University Press.
7. ICSSR, 1974 : Towards Equality : Report of the Committee on the status of women in India, New Delhi :ICSSR.
8. Davis, K., 1969 : Human Society, Macmilan, New York.
9. Robertson, Ian., 1980 : Introduction to Sociology, New York.
10. Smelser, Neil J., 1993 Sociology, New Delhi : Prentice Hall of India
11. Mandcilbam, D.G., 1970 :Society of India (Vol. I & II) Bombay : Popular
12. Thio Alex., 1994 : Sociology Harper & Row,
13. Fanon Frantz., 1969 : Wretched of the Earth, London : Penguin
14. Chandra, Bipin., 1984 : Communalism in Modern India, Delhi : Vani Educational Books
15. Engineer, A A (ed). Communal Riots in Post - Independent India
16. Shukla, K S (ed), 1988: Collective Violence: Challenge and Purpose New Delhi: IIPA
17. Galanter, Marc. 1984: Competing Equalities: Law and Backward Classes in India.New Delhi: OUP
18. John, H.N., 1960: Sociology: A systematic Introduction London: Routledge & Kegan Paul
19. Merton, R.K., 1957: Social Theory and Social Structure, New York: The Free Press
20. Desai A.R.(ed), 1986: Agrarian Struggles in India After Independence, Delhi : OUP
21. 1983: 'Khaki Shorts and Saffron Flags' -Trout of the Time Series, Orient Longman

**OBJECTIVES:**

The goal of imparting this course in social casework is to impart theoretical knowledge of case work, an important method of social work. Students are also made acquainted with the therapeutic approaches in social case work so that while practicing clinical social work they may use these approaches efficiently. Social group work is a method of professional social work and this course aims at giving theoretical knowledge of components, principle, and practice of group work method.

**Course Contents:****Unit 1. INDIVIDUALS AND GROUPS**

- Individuals: importance and place in society
- Group: importance and place in society
- Understanding individuals and groups
- Case work as methods of Social Work.

**Unit 2. CASE WORK, TECHNIQUES AND SKILLS IN CASE WORK**

- Concept of Case Work: Components, Objectives and Principles.
- Client-Worker Relationship
- Phases in Social Case Work Process.
- interviewing & recording
- Social Case Work, counseling and psychotherapy.

**Unit 3. THERAPEUTIC APPROACHES IN CASE WORK**

- Psychoanalytical
- Psycho-social
- Problem solving
- Behaviour Modification
- Crisis Intervention

**Unit 4. GROUP WORK & PROCESS**

Concept of Group Work assumptions, objectives and principles  
Group dynamics and types of Groups - task, process and therapeutic  
Stages in Group work process.

**Unit 5. TECHNIQUES & THERAPEUTIC APPROACHES IN GROUP WORK**

- Techniques of Group Work: Group discussion, programme planning, leadership and recording.
- Transactional Analysis
- T. Groups
- Gestalt
- Group Therapy and Group Work.

**READINGS:**

1. Harris, F.J., 1970 : Social Casework, Nairobi : Oxford University Press
2. Timms, N., 1964 : Social Casework - Principles and Practice London: Routledge and Kegan Paul
3. Pearlman, H., 1957 : Social Casework: A Problem Solving Process Chicago : University of Chicago
4. Aptekar, H.R., 1955 : Dynamics of Casework and Counselling, New York: Houghton Mifflin, M S S
5. Biesteck, F.P., 1957 : The Casework Relationship London : George, Allen & Unwin
6. Farard, M.L.& N.K.Hunnybun. The Casework's use of Relationship,London: Tavistock
7. Fenlason, Anne., 1952 : Essentials in Interviewing, New York : Harper and Row

8. Nursten J., 1974 : Process of Casework, G B : Pitman
9. Roberts, Robert & Nee(Eds). Theories of Social Casework, Chicago : University of Chicago Press
10. Hoff, Lu Ann., 1978 :People of Crisis,Califf: Addison Wesley
11. Turner Francis (Ed)., 1974 : Social Work Treatment, New York: Free Press
12. Jetu, Derek & Others., 1972 :Behaviour Modification in Social Work, London : Wiley Inter Science
1. Kanopka, G., 1963: Social Group work, New Jersey: Prentice Hall
2. Macavghan, N., 1978: Groupwork Learning and Practice, London: George Allen & Unwin
3. Northen, H., 1969: Social Work with Groups,New York: Columbia University Press
4. Ottoway, A.K., 1960: Learning through Group Experience New York: Routledge & Kegan Paul
5. Trecker, H.B., 1975: Social Groupwork, New York: Associated Press
6. Allissi, A.S., 1980: Perspective on Social Groupwork Practice: A Book of Readings, New York: The Free Press
7. Klein, A.F., 1970: Social Work Through Group Process, School of Social Welfare, state Univ. of New York, Albany
8. Balgopal, P.R. & Vassil, 1983: Group in Social Work - An Ecological Perspective, New York: MacMillan Pub. Co.
9. Toselane, R.W. Rivas, R.F., 1984: An Introduction to Group Work Practice, New York: Mac Millan Pub. Co.
10. Thomson, S & Kahn, J.H., 1970: Group Process as Helping Technique, Pergaman: Oxford

## **MSWEL104**

### **Paper IV Candidate has to opt either (a) or (b)**

**There are two optional provided in this course.**

#### **(A) - NGO: Role, Functioning**

### **OBJECTIVES**

To understand the nature, scope and significance of nongovernmental organizations in social work practice; Develop knowledge about functioning, dynamics and legal aspects of NGOs

### **Course Contents:**

#### **Unit I: NON- GOVERNMENTAL ORGANIZATION-AN INTRODUCTION**

NGO: Meaning, Concept, Objectives & Types; Historical Development of NGOs in India; Present Status of NGOs in India; Role of NGOs in Social Development; Government intervention for the development of NGOs in India.

#### **UNIT- II: FUNCTIONS & OF DYNAMICS NGOS**

Service Delivery; Advocacy; Social Action; Networking

#### **UNIT- III: DYNAMICS IN NGOS**

Communication; Motivation & Leadership; Team Building; Conflict Management

#### **Unit IV: NGO AND LAWS**

Societies (Registration) Act, 1860 Indian Trust Act, 1882: Registration of a Trust, Duties and Liabilities of Trustees; Foreign Contribution Regulatory Act, 2010; The Cooperative Societies Act, 1912.

#### **UNIT- V: IMPORTANT KEY FEATURES**

Cooperative Societies Act, 1912; Foreign Contribution and Regulation Act, 2010

## **Readings**

Aswathapa, K. (2007). Human Resource Management. New Delhi: Tata McGraw Hill  
Bare Acts: Societies Registration Act, 1860; Indian Trust Act, 1882; Cooperative Societies Act, 1912; Foreign Contribution and Regulation Act, 2010  
Drucker, P. (1993). Managing the NGO: Principles and Practices. New Delhi: Macmillan Publications.  
Edward, M. & Fowler, A. (2002). NGO Management. Mumbai: ATP Book Publishing.  
Fowler, A. & Chiku, M. (2010). NGO Management. London: Earth Scan.  
John, C. (1991). Voluntary Organizations: Their Contribution to Development. London: Earth Scan.  
Julie, F. (2003). Governments, NGOs and the Political Development of the Third World. Jaipur: Rawat Publications.  
Kumar, A. (2003). Social Change through NGOs. New Delhi: Anmol Publishers.  
Puran, C. (2007): NGOs in India- Formation and Resource Mobilization. Delhi: Akansha Publishing  
Robbins, S. P. (2000) Organizational Behaviour. (9 Ed.). New Delhi: Prentice Hall.  
Snehlata, C. (2003): Guidelines for NGO Management. Delhi: Kanishka Publications

## **(B) Stress Management and Yoga**

### **Objectives**

Able to know the concept of Yoga & Stress; Able to know the Psychological Factors of Stress; Able to know the social Factors of Stress; Able to know the stress management through Yoga

### **Course Contents**

#### **Unit-I: Yoga**

Yoga: Concept, definition, Importance, Astanga Yoga

#### **Unit-II: Stress**

Stress: Concept, definition, Models

#### **Unit-III: Coping**

Coping Stress & Management; Yoga and Stress Management

#### **Unit-IV: Yoga & Stress**

Traditional and non-traditional coping of stress and impact  
Stress: Psychological, Social, Environmental

#### **Unit-V: Social Work Intervention**

Anxiety and Phobia; Social Work Intervention in the area of Mental Health

### **Reading**

1. H.R.Nagendra ; Yoga: Basis and Application
2. D.M. Pestonjee: Stress and Coping
3. H. Selye : Stress in Health and Disease
4. M.H. Appley and R. Trumbull : Dynamics of Stress
5. S.P.Atrey : Yoga Manovigyana
6. H. Seyele : Stress without Distress
7. P.T.Raju : Structural Depths of Indian Thought
8. Yuvacharya Mahaprajna : Preksha Dhyana

9. Mahesh Yogi : Transcendental Meditation
10. Satynarayan Goenka : Vipasyana
11. J.C. Coleman : Abnormal Pshychology and Modern Life
12. E.Rosen & I. Gregory : Abnormal Pshchology

**MSWCC105**

**FIELD WORK – I (Concurrent Field -Rural /Tribal Tour)**

**OBJECTIVES:**

The nature of field work is 'Concurrent' and supervised. The objective of this supervised field work is to make the student to face social reality, correlate class-room learning with field exposure. Supervised Field work is one of the basic and important components of social work education.

**Introduction:** The practicum for the social work in curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention.

Besides, the tasks are so organised as to help the learner acquire beginning skills, enrich those already acquired, and enhance these for understanding complex situations. Gradually, the learner is encouraged to move to being an independent worker.

**The Broad objectives are: -**

1. To develop skills of working with people such as analysis of social realities, understanding human behaviour, etc.
2. To develop the capacity to integrate theoretical knowledge with practice.
3. To develop appropriate values required for professional practice.

**Content:** -Concurrent field work 18 hours a week or two full working days in Community.

Rural/ Urban/ Tribal Camp: Two Weeks.



## Semester – II

**MSWCC201**

**Paper I - COMMUNITY WORK AND SOCIAL ACTION**

### **OBJECTIVES:**

The aim of this course is to understanding concept of community, appreciation of its practice in the community and its relevance in social work and to develop understanding of skills and techniques of community work and social action.

### **Course Content:**

#### **Unit 1. COMMUNITY WORK**

Communities: Nature, types and characteristics, Community Work: functions and objectives, - Components of Community Work, process of community work, relationship between community work community organization and community development, Role of community worker.

#### **Unit 2. COMMUNITY ORGANIZATION**

Community Organization: Definition, Concept, Nature and Scope; steps in community organization; study, analysis, assessment, organization, action, Monitoring and Evaluation; Basic Assumptions and Objectives of Community Organization; Principles and Skills of Community Organization; Approaches; Models of Community Organization; Strategies of Community Organization; People's Participation

#### **Unit 3: PROCESS OF COMMUNITY WORK**

Identifying Community Needs and Resources; Program Planning and Program Management; Monitoring and Evaluation Studies; Community Work Practice

#### **Unit 4. SOCIAL ACTION**

Concept & Objective, evolution of social action in India, Principles of social action, Process for Social Action, contemporary social action;

#### **Unit 5. SOCIAL ACTION & SOCIAL CHANGE**

Role of Social Action in Social Change and Social Control; Significance of Social Action in Economic and Social Development.

### **READINGS:**

1. Lees, Ray (1972): Politics and Social Work, London: Routledge & Kegan Paul.
2. Paul Curno(ed)(1978): Political Issues in Community Work, London: Routledge & Kegan Paul.
3. Study Group on Community Work (1973): Current Issues in Community Work, London: Routledge & Kegan Paul.
4. Stroup, H.H.(1952):Community Welfare Organization New York: Harper & Row
5. Smeller, N.J.(1963):Theory of Collective Behaviour New York: Free Press.
6. Siddiqui, H.Y.(1984): Social Work and Social Action New Delhi: Harnam
7. Gandhi, P.K.: Social Action Through Law.
8. Biddle, W W & Biddle L J.,1965 : The Community Development Programme, New Delhi : Amerind
- 9 Peter Baldock, 1974 : Community Work and Social Work, London : Rutledge & Kegan Paul
- 10 Ridgeway, Cecilia, 1983 : The Dynamics of Small Group, New York : St. Martin Press
- 11 Kramer, R M & Specht, Hary, 1983 : Readings in Community Organisation Practice, New Jersey : Prantice Hall
12. Lees, Ray, 1972 : Politics and Social Work, London : Routledge & Kegan Paul

13. Study Group on Community work, 1973 :Current Issues in Community Work London : Routledge & Kegan Paul
14. Bicklew, Douglas P., 1983 :Community Organising, New York : Prentice Hall
15. Ross, Murray, G., 1955 :Community Organisation: Theory Principles and Practice, New York: Harper & Row
16. Dunham, A., 1958 : The Community Welfare Organisation New York : Thomas Y Gromwell
17. Gangarade, K D., 1971: Community Organisation in India, New Delhi: Popular Prakashan

## **MSWCC202**

## **Paper II - Behavioral Science Concept for Social Workers**

### **OBJECTIVES:**

This course provides deep insights into psychological processes, Personality, Adjustment and Maladjustment of individuals and foundations of human development, which are significant in modern social work practice.

### **Course Content:**

#### **Unit 1. HUMAN DEVELOPMENT**

- Determinants of Human development: Biological and Environmental
- Principles and stages in development
- Needs and developmental tasks in a life cycle
- Emotional and behavioural Problems associated with development

#### **Unit 2. PSYCHOLOGICAL PROCESSES**

- Perception: Determinants and Process
- Learning: Principles and Types
- Motivation: Types of motives, forces in motivation
- Dynamics and social interaction

#### **Unit 3. PERSONALITY**

- Determination & nature of personality,
- Traits and Types
- Culture and Personality

#### **Unit 4. Theories of PERSONALITY**

Type and Trait Theories; Psychoanalytical Theories; Self Concept and Cognitive Theories

#### **UNIT 5. NORMALITY AND ABNORMALITY**

- Concept of normality and abnormality
- Socio-Cultural factors in personality disorganization
- Major mental disorders - Neurosis, psychosis, personality

### **READINGS:**

1. Morgan, C.T. & King R.A., 1979 : Introduction of Psychology, New York: McGraw Hill
2. D.L. Shepard, 1977 :Psychology - Science of Human Behaviour, SRA
3. Munn, N.L., 1969 : Introduction to Psychology Boston: Houghton Mifflin
4. Hurlock, E., Erickson, E.H., 1963 : Child Growth and Development Childhood and Society, New York: Norton
5. Murrau, T.R., 1979 :Comparing Theory of Child Development, Belmont; Wordsworth Pub.

6. Krech, D., Crutonfke, D., 1962 : Individual in Society, New York : McGraw Hill
7. Kuppaswamy, B., 1961 : An Introduction to Social Psychology, New York: Asia Publishing House
8. Sherif, M And Sherif, C.M., 1964 : Reference Groups, New York: Harper
9. Lindzey, G. and Aronson, E., 1983 : Hand Book of Social Psychology, Vol I-IV New Delhi: Addison Wesley Naroso
10. Lindzey, G. Hall, C.S. and Monoseritz, M., 1973 : Theories of Personality, New York: John Wiley
11. Young, K., 1969 : Hand Book of Social Psychology London: Routledge Kegan Paul
12. Coleman, J.C., 1981 : Abnormal Psychology and Modern Life, Bombay: Taraporevala
13. Marfatia, J.C., 1963 :Psychiatric Problems of Children, Bombay: Popular Prakashan
14. Anne, Anastasi, 1961 :Psychological Teetings, Collier MacMillan

## **MSWCC203**

## **Paper III - HUMAN RIGHTS, SOCIAL JUSTICE AND SOCIAL WORK**

### **OBJECTIVES:**

Social work is intrinsically committed to human rights, social, economic and political justice, gender, caste and other related issues of equality. The objective of this course is to prepare students to participate in the debate of these issues, and dispense service, that foster human rights, equality and justice to people.

### **Course Content:**

#### **Unit 1. BASIC CONCEPT OF HUMAN RIGHTS**

- Concept of Human Rights.
- U.N. Declaration of Human Rights.
- Indian constitution - Fundamental Rights & Directive Principles.
- Rights for Children, Women, Scheduled Castes, Minorities & Indigenous People.

#### **Unit 2. SOCIAL JUSTICES APPROCHES**

- Concept of Social Justice.
- Approaches to Social Justice (Marx, Gandhi, Frarie, Social Development).

#### **Unit 3. SOCIAL JUSTICES FOR SOCIETY**

- Human Rights situation and Social Justice concerns in Indian Society.
- Instruments for realising Human Rights.
- Role of Social Action Groups & NGO's.

#### **Unit 4. MACHINERY FOR HUMAN RIGHTS AND SOCIAL JUSTICE**

- Law Society & Social Change.
- Social Legislation, Nature & Scope.
- Legal Aid, Problems & Services.
- Lok Adalats and Nyaya Panchayats.
- Public Interest Litigation, Advocacy and Social Action.

#### **Unit-5: Human Rights and Protective System**

International Human Rights Agencies: Amnesty International & Human Rights Watch  
 National Human Rights Commission  
 PUCL and PUDR  
 Right to Information Act, 2005

### **READINGS:**

1. Arnold L & Roberts W., 1979 : Diversity and Social Justice, Melbourne : Proceedings of Seminar
2. Gandhi, P.K. :Social Action Through Law., Partnership for Action New Delhi : Concept Publishing Co.,
3. Aranha, T. : Social Advocacy - Perspective of Social Work.
4. Desai, A E (Ed.). : Violation of Democratic Rights in India Vol. I
5. Methew, P.D. : Legal Aid Series, Delhi : Indian Social Institute.
6. Singh, L.M. : Law & Poverty; Cases and Materials, Bombay
7. Govt. of India, 1973 : Report of Legal Aid Committee,
8. Saraf, D.N., 1986 : Social Policy, Law and protection of Weaker Sections of Society, Lucknow : Eastern Book Co.
9. Gangarade, K.D., 1978 : Social Legislation in India, Concept Publishing House
10. Iyer Krishna, V.R., 1987 : Social Justice Sunset or Dawn, Lucknow : Eastern Book Co.,
11. Gajendragadkar., P.B. : Law, Liberty & Social Justice, Bombay : Asia Publishing House
12. Runciman, W. : Relative Deprivation and Social Justice, Penguin : Harmonds Worth.

**MSWEL204 Paper IV - Candidate has to opt either (a) or (b)**

**There are two optional provided in this course.**

**(A) Corporate Social Responsibility**

**OBJECTIVES:**

To understand the concept and importance of corporate social responsibility (CSR) and To develop skills for social work intervention in the field of corporate social responsibility

**Course Content:**

**UNIT- I: CORPORATE SOCIAL RESPONSIBILITY**

Corporate Social Responsibility: Concept & Components; History and Evolution of CSR; Importance of CSR and Sustainability for business; Scope and Challenges of CSR

**UNIT-II: CSR THEORIES AND APPROACHES**

CSR Theories and Approaches: CSR Theories; Stakeholders Theories; Triple Bottom Approach; CSR Standards, Codes and Sustainability Reporting

**UNIT-III: CSR AND GOVERNANCE**

CSR Policies, Governance & National Voluntary Guidelines on Social, Environmental and Economic Responsibilities of Business; Section 135 of The Companies Act, 2014 & The Companies (Corporate Social Responsibility Policy) Rules, 2014;

**UNIT-IV: STAKEHOLDER**

Stakeholder Engagement, Conflict of Interest and Grievance Redressal Mechanism; Community Need Assessment and Community Participation

**UNIT-V: CSR PRACTICES**

Social Work, CSR and Ethical Responsibilities; Social Marketing; Public Private Partnership (PPP) Projects; Selected Case Studies of CSR Initiatives

**Reading**

Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.

Bradshaw, T., & Vogel, D. (1981). Corporations and their critics: Issues and Answers to the Problems of Corporate Social Responsibility. New York: McGraw Hill.

Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.

Crane, A. et al., (2008). The Oxford Handbook of Corporate Social Responsibility. New York: Oxford University Press Inc.

Ellington J. (1998). Cannibals with forks: The triple bottom line of 21st century Business. US: New Society Publishers

Krick, T, Forstater, M, Managhan, P, Sillanpaa (2006). The Stakeholders' Engagement Manual. Vol-1 & 2. UNEP Stakeholder Research Associate

Sumati, R. & Seuring, S. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press

## **(B) ECOLOGY, ENVIRONMENT AND SOCIAL WORK**

### **Objectives:**

This course provide a Comprehend understanding of the inter-linkages between society and environment, Understand the role of social work in preserving the environment and Assess the impending environmental crisis and utilization and management of natural resources. Evaluate various environmental legislations, policies and programs in India and Acquire knowledge and skills for practicing environment social work.

### **Course Content:**

#### **UNIT 1: CONCEPTUAL FRAMEWORK OF ENVIRONMENT AND ECOLOGY**

Ecology, Environment and Society: Concept and their linkages, Environment and Society; Changing patterns- from survival needs to emerging consumerism, Development Processes and their impact on Environment, Climate Change and Global Warming

#### **UNIT 2: ENVIRONMENTAL ISSUES & CONCERNS**

Environmental Issues and degradation: water, air, forests and wildlife resources and environmental problems pertaining to them,

#### **UNIT 3: CONSTRUCTION OF DAMS AND ITS CONSEQUENCES:**

displacement, relocation and rehabilitation, Deforestation and Ecological Imbalance.

#### **UNIT 4: ENVIRONMENTAL PROTECTION**

Environment Protection: Forest Conservation Act; Environment Protection Act; Water (Prevention and Control of Pollution) Act; Air (Prevention and Control of Pollution) Act, Social Work intervention in the management, protection and promotion of the environment.

#### **UNIT 5: SOCIAL MOVEMENTS FOR ENVIRONMEN**

Chipko Movement, Save Forests Movement, Narmada Bachao Andolan.

### **READINGS**

1. Aggarwal, A. & Narain, S. 1989. *Towards Green Villages: A strategy for Environmentally Sound and Participatory Rural Development*. New Delhi: Centre for Science and Environment.
2. Arnold, J.E.M., & Stewart, W.C. 1991 *Common Property Resource Management in India*. London: Oxford Forestry Institute.
3. Guha, R. 1991. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Delhi: Oxford University Press.
4. Hoff. M.D. & Mc Nutt, J.G. 1992. *The Global Environmental Crisis: Implications for Social Welfare and Social Work*. Hong Kong: Avebury, Aldershot and Brookfield.--
5. Arnold, David and Ramchandra Guha (eds.), *Nature, Culture, Imperialism; Essays on the Environmental History of South Asia*, Delhi, OUP, 1999
6. Centre or Science and Environment, *The State of India's Environment: the Citizens Reports* Vol. I-IV, New Delhi.
7. Chopra Ravi, *Natural Bounty-Artificial Scarcity, Peoples Science Institute (PSI)*,Dehradun.
8. Dansereau, Pierre, The Human Predicament 1. The Dimensions of Environmental quality in Human Ecology in the Common Wealth Proceedings of the First Common Wealth Conference on Development and Human Ecology, Malta 18-24, London, Charles Knight and Co. Ltd. P.1.

9. Coates, J. 2004, Ecology & Social Work: Towards a New Paradigm. New York: Paul. Company Public Consortium.nt

**OBJECTIVES:**

Once again field work, completely supervised affords opportunities to students to work in communities/ with groups and meaningfully correlate theoretical knowledge with existing social situation.

**Introduction:** The practicum for the social work in curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience of participation in social intervention.

Besides the tasks are so organised as to help the learner acquire beginning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker.

The Broad objectives are:-

1. To develop skills of working with people such as analysis of social realities, understanding human behaviour, etc.
2. To develop the capacity to integrate theoretical knowledge with practice.
3. To develop appropriate values required for professional practice.

**Content:-**Concurrent field work 18 hours a week or two full working days in Community.

- **Rural / Urban/ Tribal Camp: Two Weeks**



## **Semester III**

### **MSWCC301**

### **Paper I - SOCIAL DEVELOPMENT**

#### **OBJECTIVES:**

Development is a key word in modern context but it is also a controversial concept. This course aims at equipping the students in theoretical and pragmatic issues related with development so that they may be able to efficiently and confidently use social work practice to achieve developmental goals.

#### **Course Contents:**

#### **Unit 1. BASIC CONCEPT OF SOCIAL DEVELOPMENT**

Basic concept, scope and indicators of social development, developing societies, the socio-economic characteristics especially with reference to India,

#### **UNIT 2: SOCIAL DEVELOPMENT AND PLANNING**

economic growth, distribution of income: problems of loss and gains in economic development.

#### **Unit 3. RESOURCES MOBILIZATION**

Taxation, Domestic Savings, Deficit Financing, Borrowing

#### **Unit 4. PSYCHOLOGICAL FACTOR OF DEVELOPMENT**

Psychological factors in development; importance of attitude, Beliefs in relation to social progress, leadership, public opinion, means and pattern of communication group- dynamics in relation to development,

#### **Unit 5. POLITICAL FACTOR OF DEVELOPMENT**

Political system as a factor affecting development, directive principles of state policy fundamental rights, social legislation as instrument of change and development, international assistance in development.

#### **REFERENCES**

1. Kulkarni P.P.: Social Development
2. Govt. of India: Five Years Plan Documents
3. Crore M.S.: Some Aspects of Social Development, Theories of Value and Distribution Science, Adam Smith.
4. A.N. Agarwal & S.D. Singh- Economic of Underdevelopment
5. Gunar Myrdal- Asian Drama- An Inquiry into Poverty of Nations Vol I, II, III
6. J.F. Janes & R.S. Pandey- Social Development- Conceptual Methodological and Policy Issues

#### **READINGS**

1. Kurien C.T., 1978 : Poverty Planning & Social Transformation., New Delhi: Allied
2. Dewett, R.K., 1989 : Modern Economic Theory., New Delhi: S. Chand
3. Gupta & McConnell., 1987 : Introduction to Macro Economics, New Delhi: Tata McGraw Hill
4. Bhatia, H.L., 1978 : Public Finance, New Delhi: Vikas
5. Prest, A.R., 1973 : Public Finance in Underdeveloped Countries. New Delhi: Vikas
6. Blow Strom & Hettne, 1984 : Development Theory in Transition, New Jersey: Vikas
7. ILO- ARTEP., 1992 : Social Dimensions of Structural Adjustment in India. Geneva: ILO.
8. Das, D.K., 1993 : Structural Adjustment of Structural Economy., New Delhi: Deep & Deep
9. Thungan, M.L., 1994 : The Economics of Development & Planning, Delhi: Konark
10. Calssen, R., 1994 : Does Aid Work, New York: Clarendon- Oxford.
11. Roll., 1990 : A Theory of Economic Thought London: Faser
12. Ekon Walter., 1979 : An Introduction to Development Eco, G. Britain: ELBS
13. Allen & Thomas., 1992 : Poverty & DEvelopment in 1990's, U.K.: OVP

14. Myrdal G., 1970 : An Approach to the Asian, New York: Vintage
15. Myrdal G., 1970 : The Challenge of World Poverty, England: Harmondsworth
16. SAARC., 1992 : Report of The Independent Asian Commission on Poverty Alleviation, Kathmandu: SAARC
17. Chelliah, R., 1960 : Fiscal Policy in Underdeveloped Countries, London: George Allen

## **MSWCC302**

## **Paper II - METHODS OF SOCIAL RESEARCH**

### **OBJECTIVES:**

Every profession grows only on the research endeavours done by the professionals, so is the case with social work profession also. The objective of this course is to apprise the students with statistics and social research methods.

### **Course Contents:**

#### **UNIT-I: SOCIAL SCIENCE RESEARCH**

Basic Elements of Social Science Research; about social work research; difference between social research and social work research

#### **UNIT-II: SOCIAL SCIENCE RESEARCH METHODS**

Approaches to Social Science Research: Quantitative, Qualitative and Mixed/Integrated; Research Designs: Exploratory, Descriptive and Experimental; Problem Formulation and Review of Literature

#### **UNIT-III: SOCIAL SCIENCE RESEARCH PROCESS**

Hypothesis; Sampling: Methods, Types and Determination of Sample Size; Measurement and Scaling Techniques; Data Collection: Sources and Tools

#### **UNIT - IV: SOCIAL WORK RESEARCH AND PARTICIPATORY RESEARCH**

Introduction to Social Work Research: Integration of Research and Field Work; Social Work Research Designs; Basic Elements of Participatory Research; Participatory Learning and Action (PLA) Techniques

#### **UNIT- V: DATA COLLECTION, PROCESSING AND TABULATION**

Data Collection, Processing and use of SPSS; Classification and Tabulation: Univariate and Bivariate Tables; Measures of Central Tendency and Dispersion; Measures of Association, Correlation and Difference: Chi-square, Pearson's and t- tests

### **REFERENCES:**

1. Blalock H.M. and Blalock (Ed.) 1968) Methodology in Social Research, new york: Mc Graw Hill.
2. Chadha, N.R. and Shagal, P.R.L. (1984) Statistical Methods in Psychology, New Delhi: E.E.P.
3. Chter, B. (1967) Introduction to factor analysis, New Delhi. East-West Press.
4. Goode, W.J. and Hatt. R. (1952) Methods in Social Research New York: Mc Graw Hill.
5. Guilford, J.P. (1954) Psychometric Methods. New York: McGraw Hill.
6. Kerlinger, F.N. (1964) Foundations of Behavioral Research. New York, Rinehart and Winston.
7. Kothari, C.R. (2013). Research Methodology: Methods and Techniques. New Delhi: New Age International Publishers,

8. Kurts, A. K. and Mayo, M.T. (1979) Statistical Methods in Education and psychology: Prinder velang.
9. Laldas, D.K. (2005). Designing Social Research. Jaipur: Rawat Publications.
10. Laldas, D.K. (2010). Practice of Social Research- Social Work Perspective. Jaipur: Rawat Publications.
11. Laldas, D.K. (2013). Approaches to Social Science Research Methods. Lucknow: New Royal Book Company.
12. Lindzey. G. and Aronson. E. (Ed.) (1975) The Handbook of Social Psychology. Vol. 2 New Delhi. Amerind Publishing Co.
13. Nunnally, J.C. (1976) Psychometric Theory, New York; Mc Graw
14. Rubin, A., & Babbie E. (2010). Methods for Social Work Research. New Delhi: Cengage Learning.
15. Runkel, P.J. and Mc Graw J.E. (1972) Research on Human Behaviour; A Systematic Guide to Methods, New York; Holt Rinehart and Winston.
16. Seigal. S. (1956) Non-parametric Statistics. New York: Mc Graw Hill.
17. Singh, A.K. (1986) Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi, Tata Mc-Graw Hill.
18. Townsend, J.L. (1953) Introduction to Experimental Psychology and Social. New York; Mc Graw Hill.

**MSWCC303                      Paper III - Candidate has to opt either (a) or (b)**

**There are two optional provided in this course.**

**(A) PAPER-I MEDICAL AND PSYCHIATRIC SOCIAL WORK- I**

**OBJECTIVES:**

(i) Course III (a): Medical and psychiatric social work is practiced in medical/psychiatric institutions/ among medical and/ or psychiatric patients. Students are trained to deal with problems/clients with problems and do appropriate. Clinical social work either independently or in association with other professionals - psychiatrists, clinical psychologists, physicians, surgeons etc.

**Course Contents:**

**Unit 1. HEALTH AND SOCIAL WORK**

- Concept of Health and Illness
- Nature and scope of social work practice in Medical Setting
- Growth of Medical Social Work in India
- Functions of medical social worker in hospitals and health and welfare settings use of social work techniques and methods in practice of medical social work.
- The concept and principle of teamwork, the contribution of medical social worker to the team.

**Unit 2 HEALTH POLICY IN INDIA**

- Health policy and health care Infrastructure in India
- Social and emotional aspects of T.B., cancer, leprosy, STD, AIDS
- Modern concepts of preventive and social medicine and roots of medical social worker

**Unit 3 HEALTH AND ROLE OF MEDICAL SOCIAL WORKER**

- Modern concept of rehabilitation and role of medical social worker in the rehabilitation of physically handicapped person.

#### **UNIT 4: THE CONCEPT OF FAMILY WELFARE PLANNING**

the needs and objective of family welfare planning: measures of birth control, the role of medical social worker in family welfare planning

- Health for all, Alma Atta Declaration, Role of medical social worker in achieving the goals.

#### **READINGS**

Pathak, H.S: Medical Social Work in India

Banerjee, G.R.: Medical social services department

Banerjee, G.R.: The Sick Child

Dora Gold Stive: Theory & Practice of Medical Social Work

Park & Park: Text Book of Preventive & Social Medicine.

Chatterjee Meera 1988: Complementary Health Policy

Kumar Girish. Samaj Kalyan Ke Kshetra.

Blane, David, David, Burner, Eric: Health and Social Disorganization

Community Based Rehabilitation and Health Care Raptorial Services: WHO

Social Work in Medical Setting (vol. III ) Encyclopedia of Social Work: Government of India

Disability Prevention and Rehabilitation in Primary Health Care: WHO

Group at Risk (Tuberculosis): WHO

The World Health Report 1996: WHO

Social Work in Health Care: Dhoorper

Health Hospital and Community: D.S.Sharma

Health, Family Planning and Social Welfare: A.S. Kholi, S.R.Sharma

### **B. Paper II- SOCIAL WORK IN INDUSTRY – I**

#### **Objective:**

The aim of the course to develop the understanding the concept, models and strategies of industrial relations and wage determination, social security and labour welfare.

#### **Course Contents:**

##### **Unit 1. LABOUR ECONOMICS**

Emergence of industrial working force, socio-economic characteristics of Indian labour, labour market-demand and supply of labour, meaning and importance of wages, minimize, fair and living wages, wage determination – wage determination by wage- board and compulsory adjudication, wage- determination by national bi-partite committees at the level of industry, wage differentials concept of dearness allowance and bonus national wages policy, payment of wages act 1936, minimum wages act 1948, payment of bonus act 1965.

##### **Unit 2. INDUSTRIAL RELATIONS TRADE UNIONS**

Concept of industrial relations, system & Gandhian approaches to industrial relations, recent trends in industrial relations, govt. policy of industrial relations in context of recent industrial policy, industrial disputes- meaning, causes and effects, strike lock out, gherao, retrenchment, lay off, closure and determination of services, Bi-partite approach to industrial relations- collective bargaining - meaning and approaches, distributive and integrative bargaining;

##### **UNIT 3. WORKERS PARTICIPATION IN MANAGEMENT**

Meaning development of schemes in India; reasons for failure tripartite approaches to industrial relations - arbitration, conciliation and adjudication, employers organisation, trade unions-meaning, approaches, structure, leadership and recognition,

#### **UNIT 4. LABOUR LAWS**

laws relating to industrial relations - trade union act 1926, industrial employment (standing orders) act 1946, industrial dispute act 1947.

#### **UNIT 5. LABOUR WELFARE AND SOCIAL SECURITY**

Labour welfare - meaning, approaches principles and agencies, emergence of institution of welfare officers in India, role and function of welfare officer, welfare officer as a social worker; welfare of rural labour, women labour bounded labour & child labour facton act 1948, personnel social work. Meaning & scope of social security, social assistance & social insurance, legal provision for social security in India workmen compensation act 1923, employers provident fund act 1952, e.s.i. act 1948, and maturity benefit act 1961.

#### **REFERENCES:**

1. Baleshwar Pandey: bharat men shram kalyan.
2. Baleshwar Pandey: Shram Prabhan sambandhon ki gatyakmakata
3. Baleshwar Pandey: Audyogik sambandh aur samuhik saudebaji
4. Baleshwar Pandey: Audyogic vivad aur unaka suljhao
5. Memoria C.B.: Industrial relations in India
76. Shri Ram Centre for industrial relations: Industrial relations in coming decdes, New Delhi.
- . Mishra S.N.: Labour Laws
8. Meharatra S.N.: Labour Problem in India
9. Mishra K.K.: Labour welfare in Indian industries.

#### **MSWCC304      PAPER IV - SOCIAL WORK WITH MARGINALIZED SECTION**

#### **Objectives:**

To understand the concept of marginalization and issues of marginalized groups; To develop the ability for social work intervention with marginalized groups

#### **Unit-I: Social Work and Marginalization**

Understanding Marginalization and Processes of Marginalization  
Social Work and Marginalized Groups: An Overview  
Marginalized Groups: Question of Identity and Assertion  
Keys issues in Social Work Practice with Marginalized Groups

#### **Unit- II: Scheduled Castes and Scheduled Tribes**

Caste system and Casteism in India  
Major problems and issues of SCs and STs  
Constitutional safeguards to SCs and STs  
Contemporary Dalit and Tribal Movements

#### **Unit-III: Minorities and Muslims in India**

Issues and Problems of Minorities in India  
Situation of Muslims in India: Issues of Identity and Development  
Constitutional safeguards to Minorities and Muslims  
Government Initiatives, Committees and Commissions for Minorities and Muslims in India

#### **Unit-IV: Other Backward Classes (OBCs)**

Concept of OBC's in India and their problems  
Constitutional safeguards for OBCs  
Contemporary OBC Mobilizations and Movements  
Government Initiatives, Committees and Commissions for OBCs

## **Unit-V: Other Marginalized Section of Society**

PWD; Gerontology; Women; Children

### Readings

Ahmed, I. (1976). *Family, Kinship and Marriage Among Muslims in India*. New Delhi: Manohar Publications.

Ansari, I. A. (1996). *Readings on Minorities: Perspectives and Documents*. (Vol. I-III). New Delhi: Institute of Objective Studies.

Basant, R. & Shariff, A. (Eds.) (2010). *Handbook of Muslims in India: Empirical and Policy Perspectives*. New Delhi: Oxford University Press.

Beteille, A. (1992). *The Backward Classes in Contemporary India*. New Delhi: Oxford University Press.

Beteille, A. (1997). *Caste: Old and New*. Jaipur: Rawat Publications.

Choudhuri, B. (Ed.). (1992). *Tribal Transformation in India*. (Vol. I-V). New Delhi: Inter India Publications.

Galtung, J. (1969). Violence, Peace and Peace Research. *Journal of Peace Research*, Vol. 6 No. 3:167-191.

Galtung, J. (1990). Cultural Violence. *Journal of Peace Research*, Vol. 27 No. 3:291-305.

GOI. (1980). *Report of the Backward Classes Commission. Part-I & II, Vol. I, II & III-VII*. Delhi: Ministry of Social Justice and Empowerment, Government of India (Chairperson: Shri B.P. Mandal). <http://www.ncbc.nic.in>

GOI. (1983). *Report on Minorities*. New Delhi: Ministry of Home affairs, Government of India (Chairperson: Dr Gopal Singh).

GOI. (2006). *Social, Economic and Educational Status of Muslim Community of India: A Report*. New Delhi: Prime Minister's High Level Committee (PMHCL), Cabinet Secretariat Government of India (Chairperson: Justice Rajinder Sachar).

GOI. (2007). *Report of the National Commission for Religious and Linguistic Minorities*. Vol. 1 & 2. New Delhi: Ministry of Minority Affairs, Government of India (Chairperson: Justice Ranghnath Mishra).

Haq, M. (1976). *The Poverty Curtain: Choices for the Third World*. New York: Columbia University Press.

Hassan, M. (2000). *Inventing Boundaries*. New Delhi: Oxford University Press.

Heimendorf, F., Von, C. (1982). Tribes of India: The Struggle for Survival. New Delhi: OUP.

Jha, M.K. (2011). Riots as Rituals. New Delhi: Mank Publication.

Mullaly, B. (2010). Challenging Oppression & Confronting Privilege: A Critical Social Work Approach. Ontario: Oxford University Press.

Omvedt, G. (2011). Understanding Caste: From Buddha to Ambedkar and Beyond. (2<sup>nd</sup> Ed). New Delhi: Orient Blackswan.

Omvedt, G. (1994): Dalits and the Democratic Revolution. New Delhi: Sage Publication.

Pariyaram, M. C. (1992). Tribal Communities and Social Change. New Delhi: Sage Publications.

Sainath, P. (1996). Everybody loves a good draught: Stories from India's Poorest Districts. New Delhi: Penguin Books India.

## **MSWCC305**

### **Paper V - FIELD WORK – III and Camp**

#### **OBJECTIVES;**

The practicum for the special work curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention.

Besides, the tasks are so organised as to help the learner acquire beginning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker.

The Broad objectives are:-

1. To develop skills of working with people such as analysis of social realities, understanding human behaviour, etc.
2. To develop the capacity to integrate theoretical knowledge with practice.
3. To develop appropriate values required for professional practice.

**Content:** - Concurrent field work for 18 hours a week or two full working days in Community Work.

- Rural/Urban/Tribal Camp: 2 weeks.

- Concurrent field work 18 hours a week or two working days will be through an agency placement in any area of practice other than community.

## Semester IV

**MSWCC401**

### **Paper I - FAMILY & CHILD WELFARE**

#### **OBJECTIVES:**

This course aims at preparing professional social workers who may have competence in dealing with family and child welfare.

#### **Course Contents:**

##### **Unit 1. FAMILY AND WOMEN WELFARE**

Concept, objectives and scope of family welfare, women welfare, Historical development of services for family, Programmes in the area of family, Family welfare and development services in the area of health, education and employment.

##### **Unit 2. FAMILY AND CHILD WELFARE ADMINISTRATION**

Planning, organisation and administration of family & child welfare services, services organized through governmental and non-governmental agencies in India, National and international agencies working for family & child welfare, Exceptional children, Those with physical, social, emotional and mental handicaps.

##### **Unit 3. CHILD WELFARE AND DEVELOPMENT**

Concept, Philosophy & Objectives of child welfare, Programmes in the area of child welfare, child welfare & development programmes- Day Case centre, crèches, recreational programmes Institution for destitute, orphans, institute for physically mentally handicapped, Child Welfare Boards, Child Development schemes, Family welfare and its implication for social work practice National policy on children, UNICEF ICDS (Integrated Child development scheme)

##### **UNIT 4. CHILDREN AT RISK**

Out of School Children and Child Labour; Street Children and Child Abuse; Child Trafficking; Juvenile Delinquency; Social Work with Children- Child Rights; The Juvenile Justice (Care & Protection of Children) Act, 2015; Policies and Programs for Children; Social Work Intervention with Children

#### **READINGS:**

1. Chaturvedi T.N. : Administration for Child Welfare.
2. Govt. of India, Ministry of Social welfare: Profile of the child in India. Policies. & Programmes (New Delhi).
3. Hartman, Am & Lard : Family centered social work practice
4. Srinivasan K &, Others : Dynamics of population & family welfare (Himalaya Publishing House New Delhi)
5. D. Paul Choudhary - Bal Kalyan Ki Roop Rekha
6. Kapadia, K.M., 1955 : Marriage and family in India. New Delhi: Oxford University Press
7. Augustine John S. (Ed.), 1982 : The Indian Family in Transition Delhi, Vikas Publishing House Pvt. Ltd.
8. Mobel Fonseca., 1980 : Family and Marriage in India. Jaipur: Sachvi.
9. Shah, A.M., 1973 : The Household Dimension of the family in India, New Delhi - Orient Longman.
10. Corper, David Allen Lane 1971 : The death of the family, London: The Penguin Press
11. Mannoehis Tomy & Pelith, W., 1975: Families Under Stress, London: Routledge and Kegan Paul
12. NIPCCD., 1984 : Perspective plan on Child Development (1980-2000) New Delhi - NIPCCD
13. Kadushin, Alfred, 1980 : Child Welfare Services, New York: McMillan Publishing.
14. Stewart Macpherson, 1987: Five Hundred Million Children London: Wheatshaf Books Ltd.
15. Raina, B.L., 1988 : Population Policy, Delhi: B.R. Publishing Corporation.



16. Gore, M.S., 1985 : Social Aspects of Development, Jaipur, Rawat.

**MSWCC402: Paper II - Candidates has to offer one of the following courses compatible to their choice of course (a) or (b).**

**Paper A. MEDICAL AND PSYCHIATRIC SOCIAL WORK – II**

**OBJECTIVES:**

(i) Course III (a): Medical and psychiatric social work is practiced in medical/psychiatric institutions/ among medical and / or psychiatric patients. Students are trained to deal with problems/clients with problems and do appropriate clinical social work either independently or in association with other professionals - psychiatrists, clinical psychologist, physicians, surgeons etc.

**Course Contents:**

**Unit 1. MENTAL HEALTH AND SOCIAL WORK**

- Social Work in field of mental health.
- Concept of Mental health, factors in mental health.
- Community mental health.
- Community psychiatry.

**Unit 2. MENTAL HEALTH PROBLEMS AND CARE SERVICES**

Present mental health problems and mental health care service in India, Policies and legislations related to mental health in India and their Implication, Mental health Act 1987, Dynamics of Abnormal behaviour, Classification of abnormal behaviour, Neuroses & Psychoses, Character disorder, Sexual disorder, Alcoholism, Drug addiction.

**UNIT 3. MENTAL HEALTH PROBLEMS AMONG VULNERABLE GROUPS**

Children, adolescents, women, older persons, disadvantaged groups, disaster/war victims, individuals with terminal and physical illness.

**Unit 4. PSYCHIATRIC SOCIAL WORK**

- Meaning and scope of psychiatric social work.
- Development of Psychiatric social work in India and abroad.
- Psychiatric social work in different settings.
- Psychotherapy meaning types & Techniques

**Readings:**

1. Alfred, Dean et. al : The social setting of Mental health.
2. Jum C. Numally, J.R. : Popular conception of Mental health their development and changes.
3. Coleman, J.C. : Abnormal Psychology and Modern life.
4. B. Mohan : Social Psychiatry in India
5. Lowery : Psychiatry for Social Workers.
6. Lois, Meraditch French : Psychiatry social work.
7. Berkman, Tessie, D. : Practice of Social Workers in Psychiatric Hospitals and Clinics.
8. Gold berg, David and Huxley peter : The pathway of psychiatric care 1980.
9. Chaterjee, Meera : Implementing Health policy.
10. Brown : Psychodynamic of abnormal behaviour.
11. Drake : Abnormal psychology.
12. Govt. of India : Mental Health Act, 1986.

## **Paper B. SOCIAL WORK IN INDUSTRY-II**

### **Objective:**

Acquire knowledge in Human Resource Management and Development, Gain insight of Human Resource function and process of selection and recruitment, to develop knowledge of HR Audit, Accounting and HR information system and Analyse social work orientation on corporate culture, particularly relating to management of employees, Workers and wages.

### **Course Contents:**

#### **Unit1. PERSONNEL MANAGEMENT**

Meaning of personnel management, human resource management as a new area of personnel managements, development of personnel managements in India- labour officer, welfare officer, personnel officer and human, recourse development manager, status & role of personnel officer, functions of personnel management - recruitment, selection, psychological test and interviews, performance appraisal meaning and management development, disciplinary procedure communication manpower, planning, grievance handling.

#### **Unit 2. ORGANISATIONAL BEHAVIOUR**

Organization meaning and concept; theories of organization- classical theories, characteristics theory, theory and contingency theory, organization as a technical system meaning of organisational behaviour; human relations in industry; different approaches to human relations; human relations in industries; different approaches to human relations- contribution of entro mayo; Renis likert, Duglus Mac-groger; Toristock, Institute and crises analysis; organizational process.

#### **Unit 3. HUMAN RESOURCE DEVELOPMENT**

Concept of human recourse system and human resource development, theoretical contribution to the concept to human resources, techniques of HRD qualities of work life, formal system of individual development- training and management development, pollution appraisal and career development, counseling for development; job enrichment & role effectiveness, transactional analysis.

#### **Unit 4. INDUSTRIAL PSYCHOLOGY**

Planning & scope of industrial psychological; jobs & works & analysis fatigue & monetary, jobs satisfaction. Moral & Efficiency

### **Reference:**

1. Baleshwar, Pandey & C.P. Goyal, K Armik; Prabandh Sidhant Avam Byavahar
2. Balsehwar Pandey: Sangathantmak Byawahar
3. Memoria C.B: Personnel Management in India
4. Gred Lecthan: Oranisational Behaviour.
5. Lakmani Pardan: Oranisational Behaviour.
6. Ghosh P.K.S. Gurupada M.B. Industrial Psychology
7. Parekh Udai & Rao T.V.: Designing and Managing Human Resources.
8. Mamoria, C.B. & Mamoria, S.: Dynamics of Industrial Relation in India, Himalaya Publishing House, Delhi.

### **MSWCC403**

### **Paper III Block Placement & Viva voce**

#### **BLOCK PLACEMENT:**

#### **OBJECTIVES:**

Block placement is non-supervised or least supervised social work field work by the faculty.

However, the supervision by the agency head is there to help the learner. In this module the basic objective is to offer opportunities to the student to become capable of independent social work practice.

This Block Placement–twelve weeks placement has to be done after IVth Semester examination in an agency/ institution/ department.

1. To develop skills of working with people such as analysis of social realities, understanding human behaviour, etc.

2. To develop the capacity to integrate theoretical knowledge with practice.

3. To develop appropriate values required for professional practice.

**Content:** - Concurrent field work for 18 hours a week or two full working days in Community Work.

- Rural/Urban/Tribal Camp: 2 weeks.

- Concurrent field work 18 hours a week or two working days will be through an agency placement in any area of practice other than community.

### **MSWCC404**

### **Paper IV- (Dissertation + Comprehensive Viva)**

#### **DISSERTATION**

#### **OBJECTIVES:**

Dissertation has manifold functions: use of research methods; fieldwork (for collection of primary data but which is also complimentary to other prescribed Field work), organisation, analysis/ interpretation and presentation of data in other words exercise in Report Writing.

The students will be induced to select their field of research, topic/ problem, library work etc. from the second semester but the process will end in IV semester in the shape of a Report. The dissertation may also be in the form of group project.

#### **COMPREHENSIVE VIVA - VOCE**

#### **OBJECTIVES:**

Comprehensive viva-voce is so designed so as to test the overall comprehension, value orientation, Field work experiences etc. of the students through viva-voce tests and field work reports/diaries.

11. Mannocehis Tomy & Pelith, W., 1975: Families Under Stress, London: Routledge and Kegan Paul

12. NIPCCD., 1984 : Perspective plan on Child Development (1980-2000) New Delhi - NIPCCD

13. Kadushin, Alfred, 1980 : Child Welfare Services, New York: McMillan Publishing.

14. Stewart Macpherson, 1987: Five Hundred Million Children London: Wheatsheaf Books Ltd.

15. Raina, B.L., 1988 : Population Policy, Delhi: B.R. Publishing Corporation.

16. Gore, M.S., 1985 : Social Aspects of Development, Jaipur, Rawat.

### **MSWCC405**

### **Paper V - FIELD WORK – III and Camp**

#### **OBJECTIVES:**

The practicum for the special work curriculum is design to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention.

Besides, the tasks are so organised as to help the learner acquire beginning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker.

The Broad objectives are:-

- 1 To develop skills of working with people such as analysis of social realities, understanding human behaviour, etc.
2. To develop the capacity to integrate theoretical knowledge with practice.
3. To develop appropriate values required for professional practice.

**Content:-**Concurrent field work for 18 hours a week or two full working days in Community Work.

- Rural/ Urban/ Tribal Camp: 2 weeks.

- Concurrent field work 18 hours a week or two working days will be through an agency placement in any area of practice other than community.