

Student's Handbook

MASTER'S OF SOCIAL WORK



2013-14

**DEPARTMENT OF SOCIAL WORK
SCHOOL OF SOCIAL SCIENCE
GURU GHASIDAS VISHWAVIDYALAYA
(A CENTRAL UNIVERSITY)
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TO THE STUDENT

Welcome to the Department of Social Work, Guru Ghasidas, Vishwavidyalaya, Bilaspur (C.G.) and congratulation for becoming an integral part of the Department. The reputation of an academic institution rests primarily with the student & whose diligence, dynamism and creativity finds reflection both in what they do in Department and afterwards. Generations of students have contributed towards the eminence of the Department as a premier institution in the field of Individual, Group, Community as well as Social Development. This handbook is designed to acquaint you with all relevant aspects of the department so that you may derive maximum benefits from your association with it. Hope your association with Department of Social Work is an enjoyable and learning experience and may your years here bring you success and glory in whatever you do.

PERSONAL DETAILS

Name : _____

Father's Name : _____

Mother's Name : _____

Date of Birth : _____

Address : _____

Phone : _____

Mobile : _____

E-mail : _____

Local Guardian's Name : _____

(If any)

In case of emergency : _____

Please contact _____

Phone : _____

Mobile : _____

Blood Group : _____

Driving License Number : _____

Other Information : _____

CONTENTS

SR. NO.	PARTICULARS	PAGES
1.	ABOUT THE UNIVERSITY	
2.	ABOUT THE DEPARTMENT	
3.	AWARDS & SCHOLARSHIPS	
4.	FACILITIES IN THE CAMPUS	
5.	CODE OF CONDUCT	
6.	UGC REGULATIONS ON RAGGING	
7.	CORE FACULTY	
8.	DIRECTORY	
	1. ADMINISTRATION 2. FACULTY 3. OTHER USEFUL NUMBERS	
9.	COURSE STRUCTURE	
10.	ESSENTIAL INFORMATION	
11.	DETAILED SYLLABUS	

ABOUT THE VISHWAVIDYALAYA

Guru Ghasidas Vishwavidyalaya (GGV), established by an Act of Madhya Pradesh State Legislative Assembly was formally inaugurated on June 16, 1983 and was upgraded to a Central University by The Central Universities Act, 2009 in January 2009. GGV is an active member of the Association of Indian Universities and Association of Commonwealth Universities. The National Assessment & Accreditation Council (NAAC) has accredited the University as B+. Situated in a socially and economically challenged area, the University is appropriately named to honor the Great Satnami Saint Guru Ghasidas (born in 17th Century), who championed the cause of the downtrodden and waged a relentless struggle against all forms of social evils and injustice prevailing in the society. The GGV offers various Under Graduate, Post Graduate & Ph. D courses in the areas of Arts, Commerce, Engineering & Technology, Law and Humanities, Life Sciences, Management, Medicine, Pharmacy, Physical Sciences and Social Sciences.

ABOUT THE DEPARTMENT

Responding to the changing and increasing needs for professional education and training in Social Work, the Department of Social work GGV, was established in 1998. The Department prepares students to become effective Social Workers in the new economic era, and the emphasis is always on quality education and promoting a culture of enquiry and quality of life. The Social Work Programme comprises class room courses correlated with learning through field practice under various social settings. The Mission of the Department of Social Work in the GGV is to prepare students to become generalist social work professionals by enhancing their commitment to democracy, peace, human rights, people's empowerment, social justice, and human diversity. Presently Department is offering BSW, MSW & P.hd. programme. The intake in MSW is 60 & in BSW are 30. As part of educational experience, the programme provides students with opportunities to develop appropriate attitudes, skills and critical perspectives imbued with spirituality in providing services in the public, corporate, non-profit development sectors and civil society. Field practicum is the cornerstone of social work education and allows social work students to put classroom learning into practice. The social work practicum experience offers an opportunity to students to put into practice the mission and objectives of the programme. It is designed to create an environment where the student can grow professionally, through engagement in some experiential activity. Thus, individual growth and development in the work situation is what field work is all about. Students are provided with an opportunity for a planned learning experience in a community or a social service agency or organization. The Department offers social work students direct learning experiences with individuals, families, groups, communities, and development organizations. Faculty supervisors provide on-site guidance and help students to ensure high quality experiences. The Department is having a challenge to prepare students to become professional Social Workers in the new economic era, providing emphasis on quality education and promoting a culture of enquiry with academic pursuits. To trained the students with contemporary need of the society and develop professionalism into them & provide them good employment opportunities also have effective collaboration with NGO, s & Local Administration for human cause. Department have adopted 10 villages & 10 NGOs in the 10km radius of the University, where students of both 2nd & 4th semester go for their concurrent field work twice in a week (i.e. Thursday & Friday) where they create awareness amongst the rural masses regarding prevention and alleviation of social problems prevailing in the local communities (like evil effects of alcoholism, practice of child labour, dowry, illiteracy, preventive measures of AIDS, myths, taboos, health hazards and drug abuse). Outreach programmes are arranged for community development. Methods of mass communication are effectively employed for this purpose such as plays, speeches, folklore/dance and other cultural activities programmed with best possible solution within available resources. Students actively participate and organize workshops and seminars on the important issues of social relevance.

THE VISION

In accordance with the vision of the GGV, the Department of Social Work endeavors to promote inclusive social order through professional social work education and practice.

MISSION

The Mission of the Department of Social Work in the GGV is to prepare students to become generalist social work professionals by enhancing their commitment to democracy, peace, human rights, people's empowerment, social justice, and human diversity. As part of educational experience, the programme provides students with opportunities to develop appropriate attitudes, skills and critical perspectives imbued with spirituality in providing services in the public, corporate, non-profit development sectors and civil society.

OBJECTIVES

To fulfill the above mission, the Department has outlined the following objectives

- 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;
- Develop knowledge, skills, attitudes and values appropriate to the social work profession;
- Promote integration of theory and practice in the fields of social welfare and social policy; and
- Provide interdisciplinary collaboration for better understanding of human problems, systemic discrimination and marginalization, issues of social development and needed services.

NOTE: Assignments/Seminar:

- a. At least one assignment is to be submitted by the students in the mid of each month starting from August. However, all assignments should be submitted up to October 15th in first/third semester.
- b. At least one assignment is to be submitted by the student in the mid of each month starting from January. However, all assignments should be submitted up to March 15th in second/fourth semester.

Seminar Presentation:

- a. Seminar will be organized among all faculty members present, research scholars and students.
- b. Seminar would be mode of assessment if the student's strength in a particular class is 8 or less. Otherwise assignment and/or discussion would be the mode of CIA.

Total No. of Field Work Days:

- Odd Semester =30 Days
- Even Semester =25 Days

AWARDS & SCHOLARSHIPS

The topper of each batch is awarded a Gold Medal and Merit Certificate in the convocation of the University. Chhattisgarh Government provides scholarship to SC and ST students. These scholarships can be availed by the students of the Department.

FACILITIES IN THE CAMPUS

The Vishwavidyalaya campus is spread over an area of approx. 655 acres. The campus is located 5 Km away from the main town. The garland of ornamental trees and ponds crows the site. Garden, meadows, trees and shrubs have been used according to a bio-aesthetic plan to make the site attractive and hospitable.

LIBRARY

The Vishwavidyalaya library is located in the main campus. It was established in 1983 with the inception of University to support the activities of university teaching departments.

COMPUTER CENTER

The Vishwavidyalaya has established an advanced state-of-the art Computer Centre equipped with latest versions of hardware machines and software. The Computer centre provides central facility for the growth and development of teaching, research, administration, examination, finance and other important cells of the Vishwavidyalaya. The Internet connection is provided to all teachers, students, research scholars and the administrative staff of the Vishwavidyalaya Broadband connectivity.

HEALTH CENTER

Health facilities for the students and residents are available in the health center located near the University Computer Centre. Specialist from CIMS visits the health center in the campus from time to time for specialized checkup & advice.

SC/ST CELL

Vishwavidyalaya has a separate SC / ST cell as per the UGC guideline, which was established in November 1988. The cell processes and provides assistance to the SC / ST students to get scholarships as per the Govt. rules and deals with all the problems of the SC / ST students. The cell organizes special coaching programs for the students belonging to this category the cell also observes the reservation policy pursued by the academic departments in regard of admission.

SPORTS

The University has a well-equipped physical education center with grounds to play volleyball, Kho-Kho, Basketball, Lawn tennis etc. There is one sports complex to improve the athletic skills of youth.

CANTEEN FACILITIES

Vishwavidyalaya has a canteen in the campus, near the administrative building. It operates from 10 am to 5 pm. on all working days.

AUDITORIUM

One State of art Auditorium with a seating capacity of about 800 audiences has recently been constructed near administrative block.

POST OFFICE AND BANK

Punjab National Bank, Extension Counter and Post Office Koni are rendering their services in the campus. ATM facilities by State Bank of India & PNB are available in the campus. A branch of Bank of India has also started operating in the campus for the benefit of students, faculty members and employees of the university.

HOSTEL FACILITIES

Two hostels, one each for boys and girls separately, provide accommodation to 250 boys and 200 girls.

STUDENT AMENITY CENTRE

University has developed Student Amenity Centre in which various types of facilities including indoor games such as table-tennis, Chess etc. Entertainment facilities and leisure time reading magazines are kept for the personality development of the students during their off time. The centre is run and maintained by the constituted student council under the supervision of Dean, Students welfare.

CODE OF CONDUCT FOR STUDENTS

Students are admitted to the university to achieve academic excellence and shape their character to become responsible citizens. They must realize their responsibility towards the university and to its components like the faculty, staff & fellow students. Failure to maintain a good code of conduct shall result in disciplinary action.

DRESS CODE

Candidates admitted to the department are required to follow the dress code of the Department. The students are supposed to come to the Department in the prescribed dress code as given below:

NORMAL DAYS

Boys: Formal full sleeve shirt with dark colour trousers with black shoes with lace.

Girls: Salwar-Kurtee with dupatta

SPECIAL OCCASION & FUNCTIONS

Boys- White Full Sleeve shirts with Black trousers and Black shoes with lace.

Girls – White Kurtee and Black Salwar with Black Dupatta.

MISCONDUCT

Any of the following activities (but not limited to these only) will be termed as misconduct:

1. Disruption of teaching activities or disturbing the learning process of other students in the campus.
2. Any act on the part of the students, which disrupts the functioning of the university, endangers health & safety of campus residents & damages the university properties.
3. Cheating in the examination & supplying false documents /information in order to seek any consideration/favor from the university.
4. Possession or consumption of intoxicating beverages on the campus.
5. Failure to return back the loaned material, settle university dues.
6. Possession of weapons.
7. Use of unparliamentarily language while in conversation with university staff & fellow students.

DISCIPLINARY ACTIONS

Failure to adhere to good conduct may result in disciplinary actions like:

1. A warning by the authorities.
2. Suspension from the particular class.
3. Suspension/Expulsion from the university.
4. Suspension of campus privileges e.g. hostel, accommodation, etc.
5. Withholding of examination results or withdrawal of awarded diploma/degree certificate.
6. Any other disciplinary action deemed appropriate by the university authorities.

RAGGING**

It is observed that perverse form of ragging is prevalent in institutions of higher learning. The Government and the apex courts of the country have taken very serious view to combat the menace of ragging in universities and other educational institutions. Ragging has been recognized as the “Cognizable offence” and is punishable under law. The following could be the possible punishments for those who are found guilty of participation in or abetment of ragging. The quantum of punishment shall, naturally depend upon the nature and gravity of the offence as established by disciplinary committee or the court of law.

PUNISHMENTS

1. Cancellation of admission;
2. Suspension from attending the classes;
3. Withholding/withdrawing scholarships/fellowships & other benefits;
4. Debarring from appearing in any tests / examination or other evaluation process;
withholding results;
5. Debarring from representing the institution in any national meet, tournament, youth festival, etc.
6. Suspension / Expulsion from the hostel;
7. Rustication from the institution for period varying from 1 to 4 semesters;
8. Expulsion from the institution & consequent debarring from admission to any other
Institution;
9. Fine up to Rs. 25000/-and
10. Rigorous imprisonment up to three years.

While the nine types of punishment can be awarded by the appropriate authority of the institution itself, the last punishment can be awarded by a court of law

***Note: For details related to the Ragging see UGC REGULATIONS ON CURBING THE MENACE OF RAGGING IN HIGHER EDUCATIONAL INSTITUTIONS, 2009. (pp. 18-38)**

**UGC REGULATIONS ON CURBING THE MENACE OF RAGGING IN
HIGHER EDUCATIONAL INSTITUTIONS, 2009.**

(Under Section 26 (1) (g) of the University Grants Commission Act, 1956)

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART III, SECTION-4)

F.1-16/2007(CPP-II) Dated 17th June, 2009.

PREAMBLE

In view of the directions of the Honorable Supreme Court in the matter of “University of Kerala v/s. Council, Principals, Colleges and others” in SLP no. 24295 of 2006 dated 16.05.2007 and that dated 8.05.2009 in Civil Appeal number 887 of 2009, and in consideration of the determination of the Central Government and the University Grants Commission to prohibit, prevent and eliminate the scourge of ragging including any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student, or indulging in rowdy or in disciplined activities by any student or students which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in any fresher or any other student or asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student, with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student, in all higher education institutions in the country, and thereby, to provide for the healthy development, physically and psychologically, of all students, the University Grants Commission, in consultation with the Councils, brings forth this Regulation. In exercise of the powers conferred by Clause (g) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956, the University Grants Commission hereby makes the following Regulations, namely;

1. Title, commencement and applicability

1.1 These regulations shall be called the “UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009”.

1.2 They shall come into force from the date of their publication in the Official Gazette.

1.3 They shall apply to all the institutions coming within the definition of a University under Sub-section (f) of section (2) of the University Grants Commission Act, 1956, and to all.

Institutions deemed to be a university under Section 3 of the University Grants Commission Act, 1956, to all other higher educational institutions, or elements of such universities or institutions, including its departments, constituent units and all the premises, whether being academic, residential, playgrounds, canteen, or other such premises of such universities, deemed universities and higher educational institutions, whether located within the campus or outside, and to all means of transportation of students, whether public or private, accessed by students for the pursuit of studies in such universities, deemed universities and higher educational institutions.

2. OBJECTIVES

To prohibit any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student, or indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in any fresher or any other student or asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student, with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student; and thereby, to eliminate ragging in all its forms from universities, deemed universities and other higher educational institutions in the country by prohibiting it under these Regulations, preventing its occurrence and punishing those who indulge in ragging as provided for in these Regulations and the appropriate law in force.

3. WHAT CONSTITUTES RAGGING

Ragging constitutes one or more of any of the following acts:

- a. any conduct by any student or students whether by words spoken or written or
By an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student;
- b. indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student;
- c. asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or

- embarrassment so as to adversely affect the physique or psyche of such fresher or any other student;
- d. any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher;
 - e. exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students.
 - f. any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students;
 - g. any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;
 - h. any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student ;
 - i. any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

4. DEFINITIONS

- 1) In these regulations unless the context otherwise requires,-
 - a) “Act” means, the University Grants Commission Act, 1956 (3 of 1956);
 - b) “Academic year” means the period from the commencement of admission of students in any course of study in the institution up to the completion of academic requirements for that particular year.
 - c) “Anti-Ragging Helpline” means the Helpline established under clause (a) of Regulation 8.1 of these Regulations.
 - d) “Commission” means the University Grants Commission;
 - e) “Council” means a body so constituted by an Act of Parliament or an Act of any State Legislature for setting, or co-coordinating or maintaining standards in the relevant areas of higher education, such as the All India Council for Technical Education (AICTE), the Bar Council of India (BCI), the Dental Council of India (DCI), the Distance Education Council (DEC), the Indian Council of Agricultural Research (ICAR), the Indian Nursing Council (INC), the Medical Council of India (MCI), the National Council for Teacher

Education (NCTE), the Pharmacy Council of India (PCI), etc. and the State Higher Education Councils.

- f) “District Level Anti-Ragging Committee” means the Committee, headed by the District Magistrate, constituted by the State Government, for the control and elimination of ragging in institutions within the jurisdiction of the district.
 - g) “Head of the institution” means the Vice-Chancellor in case of a university or a deemed to be university, the Principal or the Director or such other designation as the executive head of the institution or the college is referred.
 - h) “Fresher” means a student who has been admitted to an institution and who is undergoing his/her first year of study in such institution.
 - i) “Institution” means a higher educational institution including, but not limited to an university, a deemed to be university, a college, an institute, an institution of national importance set up by an Act of Parliament or a constituent unit of such institution, imparting higher education beyond 12 years of schooling leading to, but not necessarily culminating in, a degree (graduate, postgraduate and/or higher level) and/or to a university diploma.
 - j) “NAAC” means the National Academic and Accreditation Council established by the Commission under section 12(ccc) of the Act;
 - k) “State Level Monitoring Cell” means the body constituted by the State Government for the control and elimination of ragging in institutions within the jurisdiction of the State, established under a State Law or on the advice of the Central Government, as the case may be.
- (2) Words and expressions used and not defined herein but defined in the Act or in the General Clauses Act, 1897, shall have the meanings respectively assigned to them in the Act or in the General Clauses Act, 1897, as the case may be.

5. MEASURES FOR PROHIBITION OF RAGGING AT THE INSTITUTION LEVEL

- a) No institution or any part of it thereof, including its elements, including, but not limited to, the departments, constituent units, colleges, centers of studies and all its premises, whether academic, residential, playgrounds, or canteen, whether located within the campus or outside, and in all means of transportation of students, whether public or private, accessed by students for the pursuit of studies in such institutions, shall permit or condone any reported incident of

ragging in any form; and all institutions shall take all necessary and required measures, including but not limited to the provisions of these Regulations, to achieve the objective of eliminating ragging, within the institution or outside,

b) All institutions shall take action in accordance with these Regulations against those found guilty of ragging and/or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.

6. MEASURES FOR PREVENTION OF RAGGING AT THE INSTITUTION LEVEL

6.1 An institution shall take the following steps in regard to admission or registration of students; namely,

- a) Every public declaration of intent by any institution, in any electronic, audiovisual or print or any other media, for admission of students to any course of study shall expressly provide that ragging is totally prohibited in the institution, and anyone found guilty of ragging and/or abetting ragging, whether actively or passively, or being a part of a conspiracy to promote ragging, is liable to be punished in accordance with these Regulations as well as under the provisions of any penal law for the time being in force.
- b) The brochure of admission/instruction booklet or the prospectus, whether in print or electronic format, shall prominently print these Regulations in full. Provided that the institution shall also draw attention to any law concerning ragging and its consequences, as may be applicable to the institution publishing such brochure of admission/instruction booklet or the prospectus. Provided further that the telephone numbers of the Anti-Ragging Helpline and all the important functionaries in the institution, including but not limited to the Head of the institution, faculty members, members of the Anti-Ragging Committees and Anti-Ragging Squads, District and Sub-Divisional authorities, Wardens of hostels, and other functionaries or authorities where relevant, shall be published in the brochure of admission/instruction booklet or the prospectus.
- c) Where an institution is affiliated to a University and publishes a brochure of admission/instruction booklet or a prospectus, the affiliating university shall ensure that the affiliated institution shall comply with the provisions of clause (a) and clause (b) of Regulation 6.1 of these Regulations.
- d) The application form for admission, enrolment or registration shall contain an affidavit, mandatorily in English and in Hindi and/or in one of the regional languages known to the applicant, as provided in the English language in Annexure I to these Regulations, to be filled up and signed by the applicant to the effect that he/she has read and understood

the provisions of these Regulations as well as the provisions of any other law for the time being in force, and is aware of the prohibition of ragging and the punishments prescribed, both under penal laws as well as under these Regulations and also affirm to the effect that he/she has not been expelled and/or debarred by any institution and further aver that he/she would not indulge, actively or passively, in the act or abet the act of ragging and if found guilty of ragging and/or abetting ragging, is liable to be proceeded against under these Regulations or under any penal law or any other law for the time being in force and such action would include but is not limited to debarment or expulsion of such student.

- e) The application form for admission, enrolment or registration shall contain an affidavit, mandatorily in English and in Hindi and/or in one of the regional languages known to the parents/guardians of the applicant, as provided in the English language in Annexure I to these Regulations, to be filled up and signed by the parents/guardians of the applicant to the effect that he/she has read and understood the provisions of these Regulations as well as the provisions of any other law for the time being in force, and is aware of the prohibition of ragging and the punishments prescribed, both under penal laws as well as under these Regulations and also affirm to the effect that his/her ward has not been expelled and/or debarred by any institution and further aver that his/her ward would not indulge, actively or passively, in the act or abet the act of ragging and if found guilty of ragging and/or abetting ragging, his/her ward is liable to be proceeded against under these Regulations or under any penal law or any other law for the time being in force and such action would include but is not limited to debarment or expulsion of his/her ward.
- f) The application for admission shall be accompanied by a document in the form of, or annexed to, the School Leaving Certificate/Transfer Certificate/Migration Certificate/Character Certificate reporting on the inter-personal/social behavioral pattern of the applicant, to be issued by the school or institution last attended by the applicant, so that the institution can thereafter keep watch on the applicant, if admitted, whose behavior has been commented in such document.
- g) A student seeking admission to a hostel forming part of the institution, or seeking to reside in any temporary premises not forming part of the institution, including a private commercially managed lodge or hostel, shall have to submit additional affidavits

countersigned by his/her parents/guardians in the form prescribed in Annexure I and Annexure II to these Regulations respectively along with his/her application.

- h) Before the commencement of the academic session in any institution, the Head of the Institution shall convene and address a meeting of various functionaries/agencies, such as Hostel Wardens, representatives of students, parents/ guardians, faculty, district administration including the police, to discuss the measures to be taken to prevent ragging in the institution and steps to be taken to identify those indulging in or abetting ragging and punish them.
- i) The institution shall, to make the community at large and the students in particular aware of the dehumanizing effect of ragging, and the approach of the institution towards those indulging in ragging, prominently display posters depicting the provisions of penal law applicable to incidents of ragging, and the provisions of these Regulations and also any other law for the time being in force, and the punishments thereof, shall be prominently displayed on Notice Boards of all departments, hostels and other buildings as well as at places, where students normally gather and at places, known to be vulnerable to occurrences of ragging incidents.
- j) The institution shall request the media to give adequate publicity to the law prohibiting ragging and the negative aspects of ragging and the institution's resolve to ban ragging and punish those found guilty without fear or favor.
- k) The institution shall identify, properly illuminate and keep a close watch on all locations known to be vulnerable to occurrences of ragging incidents.
- l) The institution shall tighten security in its premises, especially at vulnerable places and intense policing by Anti-Ragging Squad, referred to in these Regulations and volunteers, if any, shall be resorted to at such points at odd hours during the first few months of the academic session.
- m) The institution shall utilize the vacation period before the start of the new academic year to launch a publicity campaign against ragging through posters, leaflets and such other means, as may be desirable or required, to promote the objectives of these Regulations.
- n) The faculties/departments/units of the institution shall have induction arrangements, including those which anticipate, identify and plan to meet any special needs of any specific section of students, in place well in advance of the beginning of the academic year with an aim to promote the objectives of this Regulation.

- o) Every institution shall engage or seek the assistance of professional counselors before the commencement of the academic session, to be available when required by the institution, for the purposes of offering counseling to fresher's and to other students after the commencement of the academic year.
- p) The head of the institution shall provide information to the local police and local authorities, the details of every privately commercially managed hostels or lodges used for residential purposes by students enrolled in the institution and the head of the institution shall also ensure that the Anti-Ragging Squad shall ensure vigil in such locations to prevent the occurrence of ragging therein.

6.2 An institution shall, on admission or enrolment or registration of students, take the following steps, namely;

- a) Every fresh student admitted to the institution shall be given a printed leaflet detailing to whom he/she has to turn to for help and guidance for various purposes including addresses and telephone numbers, so as to enable the student to contact the concerned person at any time, if and when required, of the Anti-Ragging Helpline referred to in these Regulations, Wardens, Head of the institution, all members of the anti-ragging squads and committees, relevant district and police authorities.
- b) The institution, through the leaflet specified in clause (a) of Regulation 6.2 of these Regulations shall explain to the fresher's, the arrangements made for their induction and orientation which promote efficient and effective means of integrating them fully as students with those already admitted to the institution in earlier years.
- c) The leaflet specified in clause (a) of Regulation 6.2 of these Regulations shall inform the fresher's about their rights as bona fide students of the institution and clearly instructing them that they should desist from doing anything, with or against their will, even if ordered to by the seniors students, and that any attempt of ragging shall be promptly reported to the Anti-ragging Squad or to the Warden or to the Head of the institution, as the case may be.
- d) The leaflet specified in clause (a) of Regulation 6.2 of these Regulations shall contain a calendar of events and activities laid down by the institution to facilitate and complement familiarization of fresher's with the academic environment of the institution.
- e) The institution shall, on the arrival of senior students after the first week or after the second week, as the case may be, schedule orientation programmes as follows, namely;

- (i) joint sensitization programme and counseling of both fresher's and senior students by a professional counselor, referred to in clause (o) of Regulation 6.1 of these Regulations;
- (ii) joint orientation programme of fresher's and seniors to be addressed by the Head of the institution and the anti -ragging committee;(iii) organization on a large scale of cultural, sports and other activities to provide a platform for the fresher's and seniors to interact in the presence of faculty members ; (iv) in the hostel, the warden should address all students; and may request two junior colleagues from the college faculty to assist the warden by becoming resident tutors for a temporary duration.(v) as far as possible faculty members should dine with the hostel residents in their respective hostels to instill a feeling of confidence among the fresher's.
- f) The institution shall set up appropriate committees, including the course-in charge, student advisor, Wardens and some senior students as its members, to actively monitor, promote and regulate healthy interaction between the fresher's, junior students and senior students.
- g) Fresher's or any other student(s), whether being victims, or witnesses, in any incident of ragging, shall be encouraged to report such occurrence, and the identity of such informants shall be protected and shall not be subject to any adverse consequence only for the reason for having reported such incidents.
- h) Each batch of fresher's, on arrival at the institution, shall be divided into small groups and each such group shall be assigned to a member of the faculty, who shall interact individually with each member of the group every day for ascertaining the problems or difficulties, if any, faced by the fresher in the institution and shall extend necessary help to the fresher in overcoming the same.
- i) It shall be the responsibility of the member of the faculty assigned to the group of fresher's, to coordinate with the Wardens of the hostels and to make surprise visits to the rooms in such hostels, where a member or members of the group are lodged; and such member of faculty shall maintain a diary of his/her interaction with the fresher's under his/her charge.
- j) Fresher's shall be lodged, as far as may be, in a separate hostel block, and where such facilities are not available, the institution shall ensure that access of seniors to accommodation allotted to fresher's is strictly monitored by wardens, security guards and other staff of the institution.

- k) A round the clock vigil against ragging in the hostel premises, in order to prevent ragging in the hostels after the classes are over, shall be ensured by the institution.
- l) It shall be the responsibility of the parents/guardians of fresher's to promptly bring any instance of ragging to the notice of the Head of the Institution.
- m) Every student studying in the institution and his/her parents/guardians shall provide the specific affidavits required under clauses (d), (e) and (g) of Regulation 6.1 of these Regulations at the time of admission or registration, as the case may be, during each academic year.
- n) Every institution shall obtain the affidavit from every student as referred to above in clause (m) of Regulation 6.2 and maintain a proper record of the same and to ensure its safe upkeep thereof, including maintaining the copies of the affidavit in an electronic form, to be accessed easily when required either by the Commission or any of the Councils or by the institution or by the affiliating University or by any other person or organization authorized to do so.
- o) Every student at the time of his/her registration shall inform the institution about his/her place of residence while pursuing the course of study, and in case the student has not decided his/her place of residence or intends to change the same, the details of his place of residence shall be provided immediately on deciding the same; and specifically in regard to a private commercially managed lodge or hostel where he/she has taken up residence.
- p) The Head of the institution shall, on the basis of the information provided by the student under clause (o) of Regulation 6.2, apportion sectors to be assigned to members of the faculty, so that such member of faculty can maintain vigil and report any incident of ragging outside the campus or en route while commuting to the institution using any means of transportation of students, whether public or private.
- q) The Head of the institution shall, at the end of each academic year, send a letter to the parents/guardians of the students who are completing their first year in the institution, informing them about these Regulations and any law for the time being in force prohibiting ragging and the punishments thereof as well as punishments prescribed under the penal laws, and appealing to them to impress upon their wards to desist from indulging in ragging on their return to the institution at the beginning of the academic session next.

6.3 Every institution shall constitute the following bodies; namely,

- a) Every institution shall constitute a Committee to be known as the Anti-Ragging Committee to be nominated and headed by the Head of the institution, and consisting of representatives of civil and police administration, local media, Non-Government Organizations involved in youth activities, representatives of faculty members, representatives of parents, representatives of students belonging to the fresher's category as well as senior students, non-teaching staff; and shall have a diverse mix of membership in terms of levels as well as gender.
- b) It shall be the duty of the Anti-Ragging Committee to ensure compliance with the provisions of these Regulations as well as the provisions of any law for the time being in force concerning ragging; and also to monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the institution.
- c) Every institution shall also constitute a smaller body to be known as the Anti-Ragging Squad to be nominated by the Head of the Institution with such representation as may be considered necessary for maintaining vigil, oversight and patrolling functions and shall remain mobile, alert and active at all times. Provided that the Anti-Ragging Squad shall have representation of various members of the campus community and shall have no outside representation.
- d) It shall be the duty of the Anti-Ragging Squad to be called upon to make surprise raids on hostels, and other places vulnerable to incidents of, and having the potential of, ragging and shall be empowered to inspect such places.
- e) It shall also be the duty of the Anti-Ragging Squad to conduct an on-the-spot enquiry into any incident of ragging referred to it by the Head of the institution or any member of the faculty or any member of the staff or any student or any parent or guardian or any employee of a service provider or by any other person, as the case may be; and the enquiry report along with recommendations shall be submitted to the Anti-Ragging Committee for action under clause (a) of Regulation 9.1. Provided that the Anti-Ragging Squad shall conduct such enquiry observing a fair and transparent procedure and the principles of natural justice and after giving adequate opportunity to the student or students accused of ragging and other witnesses to place before it the facts, documents and views concerning the incident of ragging, and considering such other relevant information as may be required.

- f) Every institution shall, at the end of each academic year, in order to promote the objectives of these Regulations, constitute a Mentoring Cell consisting of students volunteering to be Mentors for fresher's, in the succeeding academic year; and there shall be as many levels or tiers of Mentors as the number of batches in the institution, at the rate of one Mentor for six fresher's and one Mentor of a higher level for six Mentors of the lower level.
 - g) Every University shall constitute a body to be known as Monitoring Cell on Ragging, which shall coordinate with the affiliated colleges and institutions under the domain of the University to achieve the objectives of these Regulations; and the Monitoring Cell shall call for reports from the Heads of institutions in regard to the activities of the Anti-Ragging Committees, Anti - Ragging Squads, and the Mentoring Cells at the institutions, and it shall also keep itself abreast of the decisions of the District level Anti-Ragging Committee headed by the District Magistrate.
 - h) The Monitoring Cell shall also review the efforts made by institutions to publicize anti-ragging measures, soliciting of affidavits from parents/guardians and from students, each academic year, to abstain from ragging activities or willingness to be penalized for violations; and shall function as the prime mover for initiating action on the part of the appropriate authorities of the university for amending the Statutes or Ordinances or Bye-laws to facilitate the implementation of anti-ragging measures at the level of the institution.
- 6.4 Every institution shall take the following other measures, namely;
- a) Each hostel or a place where groups of students reside, forming part of the institution, shall have a full-time Warden, to be appointed by the institution as per the eligibility criteria laid down for the post reflecting both the command and control aspects of maintaining discipline and preventing incidents of ragging within the hostel, as well as the softer skills of counseling and communicating with the youth outside the class-room situation; and who shall reside within the hostel, or at the very least, in the close vicinity thereof.
 - b) The Warden shall be accessible at all hours and be available on telephone and other modes of communication, and for the purpose the Warden shall be provided with a mobile phone by the institution, the number of which shall be publicized among all students residing in the hostel.

- c) The institution shall review and suitably enhance the powers of Wardens; and the security personnel posted in hostels shall be under the direct control of the Warden and their performance shall be assessed by them.
- d) The professional counselors referred to under clause (o) of Regulation 6.1 of these Regulations shall, at the time of admission, counsel fresher's and/or any other student(s) desiring counseling, in order to prepare them for the life ahead, particularly in regard to the life in hostels and to the extent possible, also involve parents and teachers in the counseling sessions.
- e) The institution shall undertake measures for extensive publicity against ragging by means of audio-visual aids, counseling sessions, workshops, painting and design competitions among students and such other measures, as it may deem fit.
- f) In order to enable a student or any person to communicate with the Anti- Ragging Helpline, every institution shall permit unrestricted access to mobile phones and public phones in hostels and campuses, other than in class-rooms, seminar halls, library, and in such other places that the institution may deem it necessary to restrict the use of phones.
- g) The faculty of the institution and its non-teaching staff, which includes but is not limited to the administrative staff, contract employees, security guards and employees of service providers providing services within the institution, shall be sensitized towards the ills of ragging, its prevention and the consequences thereof.
- h) The institution shall obtain an undertaking from every employee of the institution including all teaching and non-teaching members of staff, contract labour employed in the premises either for running canteen or as watch and ward staff or for cleaning or maintenance of the buildings/lawns and employees of service providers providing services within the institution, that he/she would report promptly any case of ragging which comes to his/her notice.
- i) The institution shall make a provision in the service rules of its employees for issuing certificates of appreciation to such members of the staff who report incidents of ragging, which will form part of their service record.
- j) The institution shall give necessary instructions to the employees of the canteens and messing, whether that of the institution or that of a service provider providing this service, or their employers, as the case may be,

to keep a strict vigil in the area of their work and to report the incidents of ragging to the Head of the institution or members of the Anti-Ragging Squad or members of the Anti-Ragging Committee or the Wardens, as may be required.

- k) All Universities awarding a degree in education at any level, shall be required to ensure that institutions imparting instruction in such courses or conducting training programme for teachers include inputs relating to anti-ragging and the appreciation of the relevant human rights, as well as inputs on topics regarding sensitization against corporal punishments and checking of bullying amongst students, so that every teacher is equipped to handle at least the rudiments of the counseling approach.
- l) Discreet random surveys shall be conducted amongst the fresher's every fortnight during the first three months of the academic year to verify and crosscheck whether the institution is indeed free of ragging or not and for the purpose the institution may design its own methodology of conducting such surveys.
- m) The institution shall cause to have an entry, apart from those relating to general conduct and behavior, made in the Migration/Transfer Certificate issued to the student while leaving the institution, as to whether the student has been punished for committing or abetting an act of ragging, as also whether the student has displayed persistent violent or aggressive behavior or any inclination to harm others, during his course of study in the institution.
- n) Notwithstanding anything contained in these Regulations with regard to obligations and responsibilities pertaining to the authorities or members of bodies prescribed above, it shall be the general collective responsibility of all levels and sections of authorities or functionaries including members of the faculty and employees of the institution, whether regular or temporary, and employees of service providers providing service within the institution, to prevent or to act promptly against the occurrence of ragging or any incident of ragging which comes to their notice.
- o) The Heads of institutions affiliated to a University or a constituent of the University, as the case may be, shall, during the first three months of an academic year, submit a weekly report on the status of compliance with Anti- Ragging measures under these Regulations, and a monthly report on such status thereafter, to the Vice-Chancellor of the University to which the institution is affiliated to or recognized by.

- p) The Vice Chancellor of each University shall submit fortnightly reports of the University, including those of the Monitoring Cell on Ragging in case of an affiliating university, to the State Level Monitoring Cell.

7. ACTION TO BE TAKEN BY THE HEAD OF THE INSTITUTION

On receipt of the recommendation of the Anti-Ragging Squad or on receipt of any information concerning any reported incident of ragging, the Head of institution shall immediately determine if a case under the penal laws is made out and if so, either on his own or through a member of the Anti-Ragging Committee authorized by him in this behalf, proceed to file a First Information Report (FIR), within twenty four hours of receipt of such information or recommendation, with the police and local authorities, under the appropriate penal provisions relating to one or more of the following, namely;

- i. Abetment to ragging;
- ii. Criminal conspiracy to rag;
- iii. Unlawful assembly and rioting while ragging;
- iv. Public nuisance created during ragging;
- v. Violation of decency and morals through ragging;
- vi. Injury to body, causing hurt or grievous hurt;
- vii. Wrongful restraint;
- viii. Wrongful confinement;
- ix. Use of criminal force;
- x. Assault as well as sexual offences or unnatural offences;
- xi. Extortion;
- xii. Criminal trespass;
- xiii. Offences against property;
- xiv. Criminal intimidation;
- xv. Attempts to commit any or all of the above mentioned offences against the victim(s);
- xvi. Threat to commit any or all of the above mentioned offences against the victim(s);
- xvii. Physical or psychological humiliation;
- xviii. All other offences following from the definition of "Ragging". Provided that the Head of the institution shall forthwith report the occurrence of the incident of ragging to the District Level Anti-Ragging Committee and the Nodal officer of the affiliating University, if the institution is an affiliated institution.

Provided further that the institution shall also continue with its own enquiry initiated under clause 9 of these Regulations and other measures without waiting for action on the part of the police/local authorities and such remedial action shall be initiated and completed immediately and in no case later than a period of seven days of the reported occurrence of the incident of ragging.

8. DUTIES AND RESPONSIBILITIES OF THE COMMISSION AND THE COUNCILS

8.1 The Commission shall, with regard to providing facilitating communication of information regarding incidents of ragging in any institution, take the following steps, namely;

- a) The Commission shall establish, fund and operate, a toll-free Anti-Ragging Helpline, operational round the clock, which could be accessed by students in distress owing to ragging related incidents.
- b) Any distress message received at the Anti-Ragging Helpline shall be simultaneously relayed to the Head of the Institution, the Warden of the Hostels, the Nodal Officer of the affiliating University, if the incident reported has taken place in an institution affiliated to a University, the concerned District authorities and if so required, the District Magistrate, and the Superintendent of Police, and shall also be web enabled so as to be in the public domain simultaneously for the media and citizens to access it.
- c) The Head of the institution shall be obliged to act immediately in response to the information received from the Anti-Ragging Helpline as at sub-clause (b) of this clause.
- d) The telephone numbers of the Anti-Ragging Helpline and all the important functionaries in every institution Heads of institutions, faculty members, members of the anti-ragging committees and anti-ragging squads, district and sub-divisional authorities and state authorities, Wardens of hostels, and other functionaries or authorities where relevant, shall be widely disseminated for access or to seek help in emergencies.
- e) The Commission shall maintain an appropriate data base to be created out of affidavits, affirmed by each student and his/her parents/guardians and stored electronically by the institution, either on its or through an agency to be designated by it; and such database shall also function as a record of ragging complaints received, and the status of the action taken thereon.
- f) The Commission shall make available the database to a non-governmental agency to be nominated by the Central Government, to build confidence in the public and also to provide information of non-compliance with these Regulations to the Councils and to such bodies as may be authorized by the Commission or by the Central Government.

8.2 The Commission shall take the following regulatory steps, namely;

- a) The Commission shall make it mandatory for the institutions to incorporate in their prospectus, the directions of the Central Government or the State Level Monitoring Committee with regard to prohibition and consequences of ragging, and that non-compliance with these Regulations and directions so provided, shall be considered as lowering of academic standards by the institution, therefore making it liable for appropriate action.
- b) The Commission shall verify that the institutions strictly comply with the requirement of getting the affidavits from the students and their parents/guardians as envisaged under these Regulations.
- c) The Commission shall include a specific condition in the Utilization Certificate, in respect of any financial assistance or grants-in-aid to any institution under any of the general or special schemes of the Commission that the institution has complied with the anti-ragging measures.
- d) Any incident of ragging in an institution shall adversely affect its accreditation, ranking or grading by NAAC or by any other authorized accreditation agencies while assessing the institution for accreditation, ranking or grading purposes.
- e) The Commission may accord priority in financial grants-in-aid to those institutions, otherwise eligible to receive grants under section 12B of the Act, which report a blemish less record in terms of there being no reported incident of ragging.
- f) The Commission shall constitute an Inter-Council Committee, consisting of representatives of the various Councils, the Non-Governmental agency responsible for monitoring the database maintained by the Commission under clause (g) of Regulation 8.1 and such other bodies in higher education, to coordinate and monitor the anti-ragging measures in institutions across the country and to make recommendations from time to time; and shall meet at least once in six months each year.
- g) The Commission shall institute an Anti-Ragging Cell within the Commission as an institutional mechanism to provide secretarial support for collection of information and monitoring, and to coordinate with the State Level Monitoring Cell and University level Committees for effective implementation of anti-ragging measures, and the Cell shall also coordinate with the Non-Governmental agency responsible for monitoring the database maintained by the Commission appointed under clause (g) of Regulation 8.1.

9. ADMINISTRATIVE ACTION IN THE EVENT OF RAGGING

9.1 The institution shall punish a student found guilty of ragging after following the procedure and in the manner prescribed herein under:

- a) The Anti-Ragging Committee of the institution shall take an appropriate decision, in regard to punishment or otherwise, depending on the facts of each incident of ragging and nature and gravity of the incident of ragging established in the recommendations of the Anti-Ragging Squad.
- b) The Anti-Ragging Committee may, depending on the nature and gravity of the guilt established by the Anti-Ragging Squad, award, to those found guilty, one or more of the following punishments, namely;
 - i. Suspension from attending classes and academic privileges.
 - ii. Withholding/ withdrawing scholarship/ fellowship and other benefits.
 - iii. Debarring from appearing in any test/ examination or other evaluation process.
 - iv. Withholding results.
 - v. Debarring from representing the institution in any regional, national or international meet, tournament, youth festival, etc.
 - vi. Suspension/ expulsion from the hostel.
 - vii. Cancellation of admission.
 - viii. Rustication from the institution for period ranging from one to four semesters.
 - ix. Expulsion from the institution and consequent debarring from admission to any other institution for a specified period. Provided that where the persons committing or abetting the act of ragging are not identified, the institution shall resort to collective punishment.
- c) An appeal against the order of punishment by the Anti-Ragging Committee shall lie,
 - i. in case of an order of an institution, affiliated to or constituent part, of a University, to the Vice-Chancellor of the University;
 - ii. in case of an order of a University, to its Chancellor.
 - iii. in case of an institution of national importance created by an Act of Parliament, to the Chairman or Chancellor of the institution, as the case may be.

9.2 Where an institution, being constituent of, affiliated to or recognized by a University, fails to comply with any of the provisions of these Regulations or fails to curb ragging effectively, such University may take any one or more of the following actions, namely;

- i. Withdrawal of affiliation/recognition or other privileges conferred.
 - ii. Prohibit shall make suitable arrangements for the other students so as to ensure that such students are able to pursue their academic studies.
 - iii. Withholding grants allocated to it by the university, if any
 - iv. Withholding any grants channelized through the university to the institution.
 - v. Any other appropriate penalty within the powers of the university.
- 9.3 Where in the opinion of the appointing authority, a lapse is attributable to any member of the faculty or staff of the institution, in the matter of reporting or taking prompt action to prevent an incident of ragging or who display an apathetic or insensitive attitude towards complaints of ragging, or who fail to take timely steps, whether required under these Regulations or otherwise, to prevent an incident or incidents of ragging, then such authority shall initiate departmental disciplinary action, in accordance with the prescribed procedure of the institution, against such member of the faculty or staff. Provided that where such lapse is attributable to the Head of the institution, the authority designated to appoint such Head shall take such departmental disciplinary action; and such action shall be without prejudice to any action that may be taken under the penal laws for abetment of ragging for failure to take timely steps in the prevention of ragging or punishing any student found guilty of ragging.
- 9.4 The Commission shall, in respect of any institution that fails to take adequate steps to prevent ragging or fails to act in accordance with these Regulations or fails to punish perpetrators or incidents of ragging suitably, take one or more of the following measures, namely;
- i. Withdrawal of declaration of fitness to receive grants under section 12B of the Act.
 - ii. Withholding any grant allocated.
 - iii. Declaring the institution ineligible for consideration for any assistance under any of the general or special assistance programmes of the Commission.
 - iv. Informing the general public, including potential candidates for admission, through a notice displayed prominently in the newspapers or other suitable media and posted on the website of the Commission, declaring that the institution does not possess the minimum academic standards.

**ANNEXURE I
AFFIDAVIT BY THE STUDENT**

I,(full name of student with admission/registration/enrolment number) s/o d/o Mr./Mrs./Ms. _____ , having been admitted to (name of the institution) , have received a copy of the UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the “Regulations”) carefully read and fully understood the provisions contained in the said Regulations.

- 2) I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.
- 3) I have also, in particular, perused clause 7 and clause 9.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against me in case I am found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.
- 4) I hereby solemnly aver and undertake that
 - a) I will not indulge in any behavior or act that may be constituted as ragging under clause 3 of the Regulations.
 - b) I will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under clause 3 of the Regulations.
- 5) I hereby affirm that, if found guilty of ragging, I am liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against me under any penal law or any law for the time being in force.
- 6) I hereby declare that I have not been expelled or debarred from admission in any institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging; and further affirm that, in case the declaration is found to be untrue, I am aware that my admission is liable to be cancelled.

Declared this ___day of _____ month of _____year.

Signature of deponent
Name:

VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein.

Verified at _____ (place) _____ on this the - (day) of (month), (year).

Signature of deponent

Solemnly affirmed and signed in my presence on this the (day) of (month), (year) after reading the contents of this affidavit.

OATH COMMISSIONER

**ANNEXURE II
AFFIDAVIT BY PARENT/GUARDIAN**

I.....Mr./Mrs./Ms._____ (full name of parent/guardian) father/mother/guardian of _____, (full name of student with admission/registration/enrolment number) _____, having been admitted to _____(name of the institution) _____, have received a copy of the UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the “Regulations”), carefully read and fully understood the provisions contained in the said Regulations.

2) I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.

3) I have also, in particular, perused clause 7 and clause 9.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against my ward in case he/she is found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.

4) I hereby solemnly aver and undertake that
a) My ward will not indulge in any behavior or act that may be constituted as ragging under clause 3 of the Regulations.
b) My ward will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under clause 3 of the Regulations.

5) I hereby affirm that, if found guilty of ragging, my ward is liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against my ward under any penal law or any law for the time being in force.

6) I hereby declare that my ward has not been expelled or debarred from admission in any institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging; and further affirm that, in case the declaration is found to be untrue, the admission of my ward is liable to be cancelled.

Declared this ___day of _____ month of _____year.

Signature of deponent
Name:
Address:
Telephone/ Mobile No

VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein. Verified at (place) on this the (day) of (month) ,year .

Signature of deponent
Solemnly affirmed and signed in my presence on this the (day) of (month), (year) after reading the contents of this affidavit.

OATH COMMISSIONER

FACULTY DEPARTMENT OF SOCIAL WORK

Prof. (Dr) Pratibha J. Mishra
Dean, Social Sciences
Head, Department of Social Work

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Contact: 92083-01357, 92358-88844

sangyatриpathi@gmail.com

IMPORTANT TELEPHONE DIRECTORY

Sr. No.	Particulars	Phone No.
1.	Vice-Chancellor	07752-260283, Fax: 260148,260351(Res.)
2.	Registrar (Acting) -	07752-260209, Fax: 260154
3.	Controller of examination	07752-260353, 6407600463
4.	Officer on special duty	07752-260159, 9424154024
5.	Dean Student Welfare	07752-260204, 9425229788
6.	Proctor	07752-260206,9425227219
7.	Dean, School of Studies in Social Science	260484,094137-60046,078694- 22622
8.	Dean, School of Studies in Engineering & Tech.	07752-260007, 9755063637
9.	Dean, School of Studies in Life Science	07752-260405, 9406034535
10.	Dean, School of Studies in Management & Commerce	07752-260025, 9425229788
11.	Dean, School of Studies in Mathematical & Computational Science	07752-260144
12.	Dean, School of Studies in Natural Resources	07752-260287
13.	Dean, School of Studies in Physical Science	07752-260149, 9424154024
14.	Dean, School of Studies in Arts	07752-260035
15.	Dy. Registrar (Stores & Dev.)	9981033004
16.	Dy. Registrar (Acad. & Engg.)	07752-260342, 9926461044
17.	Dy. Registrar (Adm.)	8989429598
18.	Finance Officer (Acting)	8989429598
19.	Accounts Officer	9827331431
20.	Asst. Registrar (Admn. RTI)	9424169003
21.	Asst. Registrar (Dev., Engg & Store)	9406302426
22.	Asst. Registrar (Exam. & Acad.)	9479217990
23.	Central Library	07752-260041
24.	Computer Centre	07752-260356
25.	University Guest House	07752-260024
26.	University Health Centre	07752-202317
27.	Punjab National Bank, Extension Counter	07752-260034
28.	Bank of India	07752-260073
29.	Police Station, Koni	07752-260039

MSW PROGRAMME STRUCTURE

ELIGIBILITY CRITERIA:

10+2+3 or its Equivalent with 50 % marks in aggregate. 5% relaxation in qualifying mark shall be given to SC/ST/OBC/PH/Women candidates.

RESERVATION OF SEATS:

Reservation for SC/ST/OBC/PH/Women/Kashmiri Migrants shall be as per government norms.

FEES STRUCTURE

S.no	University Prescribed	MSW I	MSW II
1.	Admission Fees Per Annum	100	100
2.	Tuition Fees	2000	2000
3.	Central Library Fees	100	100
4.	Departmental Library Fees	400	400
5.	Teaching Material Fees	1000	1000
6.	Placement Brochure	1000	1000
7.	Visiting Faculty Fees	2000	2000
8.	Computer Fees	500	500
9.	Magazine Fees	100	100
10.	Id Cards	30	30
11.	Field Work Fees	1500	1500
12.	Cultural Activity	1000	1000
13.	Poor Student Fund	25	25
14.	Amalgamated Fund Fee	50	50
15.	Physical Welfare	120	120
16.	Annual Function	25	25
17.	Joining from Other University	50	50
18.	Enrollment	50
19.	Caution Money(CL)	200
20.	Caution Money(CL)	400
	Total	10,650	10,000

PEDAGOGY

Class instruction, field instruction, individual conferences, group conferences, specific theme-related camps, visits, group work, short surveys (individual or in teams), supervised non-credit courses, extension lectures by guest/visiting faculty, individualized or group student support, exit/follow-up meeting, informal interactions and reviews, seminars, use of information technology, special sessions on project formulation, assignments during holidays, functional English and career development constitute the pedagogy of the Department.

ORIENTATION PROGRAMME:

Orientation Programmes are organized by the Department in the beginning of the academic session for both MSW Previous and Final. The objective of the programme is to acquaint students with the nature of professional social work education, practice settings in social work, programme of academic instruction, concurrent field work, practice skills and fields of social work. For the MSW Final year students the orientation programme, organized immediately when the University reopens after the summer vacation, is with the objective to sharpen their awareness in integrated social work practice.

SOCIAL WORK PRACTICUM

Field education or practicum is the cornerstone of social work education and allows social work students to put classroom learning into practice. The social work practicum experience offers an opportunity to students to put into practice the mission and objectives of the programme. It is designed to create an environment where the student can grow professionally, through engagement in some experiential activity. Thus, individual growth and development in the work situation is what field work is all about. Students are provided with an opportunity for a planned learning experience in a community or a social service agency or organization. The Department offers social work students direct learning experiences with individuals, families, groups, communities, and development organizations. Faculty supervisors provide on-site guidance and help students to ensure high quality experiences.

The entire social work practicum has been categorized into five major components:

1. Concurrent Field Work
2. Observation Visit
3. Rural/Urban Camp
4. Summer Placement (Optional)
5. Block Placement

1. CONCURRENT FIELD WORK

Concurrent Field Work is a compulsory component of both the years of the MSW Programme. This involves placement for a full academic year in a community or in a selected structured social agency where students work twice a week under the supervision of a faculty member. The aim of field work is to guide students to develop capacity and acquire abilities to initiate and carry out tasks in the areas of social action, social change, and social development. Emphasis is laid on the developmental aspects of work that a student may be able to visualize and undertake. Process and methods of practice are given due importance. In the community setting, students learn to gain an overall understanding of the community, identify its needs, resources and problems, thereby identifying the areas requiring intervention. In the agency setting, students gain an orientation to the agency/organization's mission, service objectives and client systems; get an opportunity to understand and use agency policies and services to help clients; participate in the formulation and reformulation of agency policy for the purposes of improving services to clients; provide leadership in working with social agencies, community; etc. In the second year, in particular, students are expected to synthesize the knowledge, purposes and values of social work with skills of intervention with clients. *As part of concurrent field work students are expected to work for minimum 60 days (taking minimum 180 days teaching as per UGC norm) field work days in an academic year. The Department has earmarked two full days every week for Concurrent Fieldwork Practicum.* The Field Work requires that students complete the practicum in intervals of 15 hours per week for the full academic year. Students will also have to compulsorily attend on-campus weekly/fortnightly seminar(s). Attendance in Field Work is compulsory. In case of shortfall in attendance in concurrent field work for other than valid reasons, such absenteeism would be reviewed by the Department on a quarterly basis and at the end of each semester. As a necessary deterrent the defaulting student shall be assigned extra field work tasks amounting to double the shortfall in attendance. However, 90% attendance in each semester is essential.

2. OBSERVATION VISIT

Students enrolled in the Department often come from diverse disciplines with inadequate or negligible acquaintance of social work or social service organizations. As part of the orientation of students to the diverse field or areas of social work practice the students are provided an opportunity to visit and see various field and agency settings — social welfare and social service as also industrial settings. Such visits are mostly arranged in the MSW first year and a few in the second year also.

Students get to develop an understanding of different types of action, research and training programmes and projects run by these organizations. Interactive sessions are held with the project staff and key functionaries of the agencies.

3. RURAL/URBAN CAMP

The Department organizes educational-cum-work camps in rural and tribal areas as part of the social work practicum programme. Such camps provide students an experience of group and community living. The basic objective is to develop in students' attitudes that are conducive to effective team work. It provides the trainee social workers to have a look at community life from close quarters and an exposure to the problems and issues related to development. They get an opportunity to put to use and learn some of the methods they have come across in their theory classes. The camp duration is normally of 10 days and arrangements are made to organize this camp in collaboration with some NGOs/Government Agencies so that project or programme based experience can also be availed.

4. SUMMER PLACEMENT (OPTIONAL)

Students at the end of the first year have the option to undergo Summer Placement training for a period of one month in an NGO or welfare organization of their choice. This is undertaken immediately on completion of the second semester examinations during the summer vacation. Though Summer Placement is an optional component of the MSW program, students are however normally encouraged to undergo this training. The objective is to provide students greater insight into the actual work environment at work place by studying how programmes/projects are run to intervene or tackle specific social issues or problems. Students are expected to prepare a Report on completion of placement and submit it to the Department when the university re-opens after the vacation.

5. BLOCK PLACEMENT

Block Placement is an integral and mandatory component of social work practicum. It comprises of an eight-week pre-employment training programme at the end of the 4th Semester and immediately after the Semester-end Examinations held during April-May. Placement is made in various welfare/development agencies / Industrial establishments. The objective is to give students an opportunity to get on-the-job training and honing of professional skills. It is conducted on a full-time basis.

This training provides with more specific learning and intensive work within an organization/industry setting. Students' performance and learning would be evaluated during the Field Work and Viva-voce at the end of the 4th Semester on the basis of the work done and experiences they had during their Block Placement. Any specific assignment provided to the student trainee by the concerned organization will have to be duly completed by the student trainee during the period of placement and a report of the same will have to be submitted to the organization as well as the Department for evaluation indicating satisfactory performance.

PROGRAMME STRUCTURE

The M.S.W. programme is divided into Two Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2.

	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 shall be as follows:

SEMESTER-I

S.NO	TITLE OF THE PAPER	END SEMESTER MARKS	CIA	M.M.	CREDITS
1.	SOCIETY AND POLITY	75	25	100	3
2.	HUMAN GROWTH AND PRSONALITY DEVELOPMENT	75	25	100	3
3.	SOCIAL WORK PROFESSION: HISTORY, PHILOSOPHY AND FIELDS	75	25	100	3
4.	WORKING WITH COMMUNITIES	75	25	100	3
5.	WORKING WITH GROUPS	75	25	100	3
6.	FIELD PRACTICUM	50	50	100	3
7.	TOTAL	425	175	600	18

SEMESTER-II

S. No.	TITLE OF THE PAPER	END SEMESTER MARKS	CIA	M.M.	CREDITS
1.	SOCIAL WORK & DISATER MANAGEMENT	75	25	100	3
2.	WORKING WITH INDIVIDUALS & FAMILIES	75	25	100	3
3.	SOCIAL ACTION AND SOCIAL MOVEMENTS	75	25	100	3
4.	SOCIAL WORK RESEARCH AND STATISTICS	75	25	100	3
5.	TRIBAL DEVELOPMENT	75	25	100	3
6.	FIELD PRACTICUM	50	50	100	3
7.	TOTAL	425	175	600	18

SEMESTER-III

S. No.	TITLE OF THE PAPER	END SEMESTER MARKS	CIA	M.M.	CREDITS
1.	SOCIAL PROBLEMS AND SOCIAL LEGISLATIONS	75	25	100	3
2.	POPULATION,POVERTY & ENVIRONMENT	75	25	100	3
3.	INTEGRATED SOCIAL WORK PRACTICE	75	25	100	3
4.	CHOICE (TWO PAPERS FROM ANY GROUP) GROUP A (I) SOCIAL WORK WITH SENIOR CITIZENS (II) SOCIAL WORK IN EDUCATION (III) COUNSELLING &SOCIAL WORK PRACTICE OR GROUP B (I) EMPLOYEE WELFARE AND SOCIAL SECURITY (II) ORGANIZATIONAL BEHAVIOR AND INDUSTRIAL RELATIONS OR GROUP C (I) GENDER, FAMILY AND SOCIAL WORK (II) WOMEN EMPOWERMENT IN INDIA OR GROUP D (I) LIVELIHOODS AND DEVELOPMENT (II) RURAL SOCIETY AND PANCHAYAT RAJ INSTITUTIONS	75+75	25+25	200	3+3
5.	FIELD PRACTICUM	50	50	100	3
6.	TOTAL	425	175	600	18

SEMESTER-IV

S. No.	TITLE OF THE PAPER	END SEMESTER MARKS	CIA	M.M.	CREDITS
1.	SOCIAL POLICY AND SOCIAL DEVELOPMENT	75	25	100	3
2.	SOCIAL SECURITY & WELFARE ADMINISTRATION	75	25	100	3
3.	DISSERTATION	75	25	100	3
4.	<p>GROUP A</p> <p>(I) SOCIAL WORK WITH DIFFERENTLY ABLED</p> <p>(II)MANAGEMENT OF NON-PROFIT ORGANIZATIONS AND SOCIAL ENTERPRISES</p> <p>(III) SOCIAL DEFENSE AND CORRECTIONAL SERVICES OR</p> <p>GROUP B</p> <p>(I) HUMAN RESOURCE MANAGEMENT</p> <p>(II) LABOUR PROBLEMS AND LEGISLATION IN INDIA</p> <p>OR GROUP C</p> <p>(I) CHILD WELFARE AND DEVELOPMENT</p> <p>(II) YOUTH DEVELOPMENT AND WELFARE OF THE AGED</p> <p>(III)SOCIAL INCLUSION SOCIAL JUSTICE AND SOCIAL WORK</p> <p>OR</p> <p>GROUP D</p> <p>(I)URBANIZATION AND COMMUNITY DEVELOPMENT</p> <p>(II)URBAN PLANNING AND URBAN DEVELOPMENT</p> <p>(III)AGRARIAN SOCIAL STRUCTURE</p>	75+75	25+25	200	3+3
5.	FIELD PRACTICUM	50	50	100	3
6.	TOTAL	425	175	600	18
7.	GRAND TOTAL			2400	72

CHOICE OF PAPERS

These papers will be offered to Students as per their Choice and Merit as well as up to the maximum of 15 students in any group.

COURSE STRUCTURE

1. NO. OF PAPERS PER SEMESTER: There will be 5 (five) theory papers in each semester and one Field Practicum.

2. ELECTIVE PAPERS: Each student will have to select in the beginning of the Third and Fourth semester any one from among the Elective Papers offered in the Semester.

3. DISSERTATION: This is also compulsory paper for students. Dissertation work shall, however start in the beginning of the 3rd semester.

SCHEME OF EXAMINATIONS

(i) English shall be the medium of instruction and examination.

(ii) Examinations shall be conducted at the end of each semester as per the academic/examination calendar notified by the University.

(iii) Each theory paper will be valued for 100 marks, out of which 25 marks are for Continuous Internal Assessment (CIA) and 75 marks will be for end semester written examination. In each semester the Field Practicum will be assessed for 100 marks, of which 50 marks are for field work and 50 marks is for viva-voce examination to be evaluated by an external examiner. In assessing students for Internal Assessment in each paper, the following method will be followed:

1.	Test	10 marks
2.	Assignment	05 marks
3.	Class presentation	05 marks
4.	Conduct/Attendance	05 marks
5.	Total	25 marks

Note: For CIA, depending on the nature of the paper, there can be assignment, quiz, project, case illustration, objective test, tutorials, seminar presentation or presentation in combination of any two of the above. Whatever the case may be, the pattern of examination will be announced one month in advance.

After conducting the internal assessment, the related records including award lists are to be submitted to the Examination Section at least one week before the commencement of the end semester examinations.

(iv) To pass a semester, a student has to secure a minimum of 50% marks in aggregate and minimum of 40% marks in individual theory papers.

(v) The minimum pass marks in Concurrent Field Work is 50%.

(vi) If a student fails in the concurrent field work, she/he will be declared as fail in the semester.

(vii) If a student fails in aggregate or in the concurrent fieldwork or in both, then she/he has to take readmission in the respective semester when due.

(viii) For promotion to the next semester: A student should have cleared at least three theory papers in the preceding semester. A student who has failed to clear minimum three theory papers in a semester will be detained and will have to clear that semester for promotion to the next semester. Students failing in a paper or more in any semester will have the opportunity to clear the same when university holds examination for that semester. There will be no separate supplementary examination arrangement other than the regular examination scheduled. A student will be declared passed only if he/she has cleared all the papers in all the semesters. Students will have to pass in all theory papers and social work practicum separately to be declared passed. In case of failure in less than three theory papers and pass in social work practicum students will be promoted to the next semester. In case of failure in social work practicum, even if the student clears all theory papers, the student has to repeat both practical and all theory papers of that semester for promotion to the next semester. In case of failure in a semester students will have to repeat all theory papers and social work practicum of that semester by attending regular classes. However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

(ix) No student will be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

(x) Semester to Semester: Students shall be required to fulfill the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least three of the papers of the current semester.

(xi) Part to Part (I to II): Admission to Part-II of the Programme shall be open to only those students who have successfully passed at least 7 papers out of 10 papers offered for the Part-I Papers comprising of Semester-I and Semester-2 taken together. However, he/she will have to clear the remaining papers while studying in Part-II of the Programme. A student who failed in the Field Practicum shall not be promoted from Part-I to Part-II.

(ix) Examination for an odd – numbered semester to be held in first week of December, and for the even- numbered semester, first week of May in each year.

(x) The duration of examination for theory paper will be three hours.

(xi) As regards Dissertation, the scheme of evaluation shall be (a) Dissertation shall begin from the Semester III and (b) shall be evaluated by an external examiner for 75 marks and (c) 25 marks would be evaluated internally by the respective guide under whom the student is placed for Dissertation guidance.

(xii) Question Paper pattern:

Each theory paper shall have three sections. Section 'A' shall consist of 10 Objective or Multiple-Type Questions all of which are compulsory and having one mark each. Section 'B' shall consist of seven Short-Answer Type Questions (200 words) of which the candidate has to appear five, each question carrying seven marks. Section 'C' shall consist of two Long or Essay Type Questions (500 words) which are compulsory having internal choice, each question carrying 15 marks.

(xiii) Continuous Internal Assessment (CIA): There shall be 25 marks for the CIA in each theory paper.

Note: Attendance Marks will be bifurcated as follows:

85% -Above =5 marks, Below 85% -Above 75% =2 marks, 75% - Below 75% = 0 marks

CLASSIFICATION OF SUCCESSFUL CANDIDATES

Each student must pass at least two theory papers and the Field Practicum of preceding odd/even semester to be eligible to attend classes in the succeeding odd/even semesters. Students who secure 60% marks in aggregate in all the theory papers and Field Practicum in all the four semesters at first appearance shall be awarded with 1st Division.

Those securing above 50% to less than 60% marks shall be awarded 2nd Division. There is no provision for III Division. Those who secure less than 50% in aggregate shall be declared as Failed. Those students who secure less than 50% in any paper in any semester must re-appear in that paper of that semester. Syllabus currently existing at the time of examination will apply for repeat examination time.

CAREER PROSPECTS

Professional social workers deal with social issues and problems and work in such areas 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, labor welfare and the like. The Alumni of the Department are currently well placed in prestigious state and national level NGOs and Industrial Establishments like National Rural Health Mission and NREGA Programme.

SYLLABUS

SEMESTER- 1ST

MS- 101 SOCIETY AND POLITY

COURSE OBJECTIVES:

1. Develop understanding of the basic concepts of Sociology and Political Science relevant to social work.
2. Acquire ability to apply these concepts to the understanding of social structures and conditions, social differences, conflicts and change.
3. Understand social, political and cultural dimensions of social problems in India.
4. Understand the social, political and cultural dimensions of social planning.

Course Content:

Unit-I	Basic Sociological Concepts: Society and the Individual; Society, Culture and Social Capital; Social Interaction, Social Relationship, Social Groups, Social Organization and Bureaucracy; Urban, Rural and Tribal Societies;
Unit-II	Socialization, Social Control, Social Deviance Social Change, Social Process and Social Movements Social Institutions - Family, Economy, Polity, Religion, Social Stratification - Hierarchy, Difference And Diversity: Gender, Caste, Class, Religion
Unit-III	Basic Political Science Concepts: State, Nation-State and Welfare state; Liberty; Equality; Rights and Human Rights; Justice and Social Justice; Power, Authority and Legitimacy; Ideologies – Socialism, Capitalism, Mixed economy, Sarvodaya;

Unit-IV	Indian Political System – Overview of the Indian Constitution; Constitutional Provisions for the Weaker Sections; Structure and Function of the Judiciary, Bureaucracy, Legislature;
Unit-V	Power Structure and the Power Elites; Gender, Caste, Class and Politics in India; State, Civil Society and Local Self Governance;

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4.	Dube, S.C.	Indian Society	National Book Trust, Delhi	1990
5.	Erasov, Boris; Singh, Yogendra	Sociology and Culture	Rawat Publication, Jaipur	2006
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MS- 102 HUMAN GROWTH AND PERSONALITY DEVELOPMENT**COURSE OBJECTIVES:**

1. Develop a holistic understanding of the nature and bases of human growth and behaviour and factors affecting them.
2. Gain understanding of developmental tasks and the needs during various stages of life and changes during adulthood and later years of life cycle.
3. Apply knowledge of growth and behaviour in social work practice.
4. Understand own stage in the light of knowledge thus gained.
5. Acquire knowledge and holistic understanding of the various schools of thought on human behaviour.

COURSE CONTENT:

Unit –I	Life span perspective, interactional or systems approach to studying human development; Nature and principles of growth and human development; Determinants of human development: Heredity, Ecology and Environment; Social Institutions and Culture.
Unit-II	Stages of development - their needs, tasks, problems; perspectives on gender; and available institutions for providing services: prenatal, infancy, childhood, adolescence, adulthood, middle age, old age & death; Understanding the Indian concept of life span stages.
Unit-III	Theories of Human Development: Psychosexual Theory; Psychosocial Theory; Learning Theories, Theory of Cognitive Development, Motivation
Unit-IV	Concepts, meaning of personality and personality traits, Theories of personality development: Behaviour and Learning theories, Humanistic theories. Meaning of normal and abnormal behaviour: Types, causes and manifestations of abnormal behaviour, Application to Social Work Practice.
Unit-V	Psycho-social bases of behaviour: social perception, values, attitudes; prejudices, stereotypes and discrimination: ; Gender, Social customs, traditions, values in parenting and child rearing practices; deprivation and development during stages of the life span.

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MS- 103 SOCIAL WORK PROFESSION: HISTORY, PHILOSOPHY AND FIELDS**COURSE OBJECTIVES:**

- i) Understand the philosophy and evolution of concepts in the field of social welfare in national and international context.
- ii) Appreciate the development of various perspectives in social work.
- iii) Understand the growth of profession of Social Work with reference to values, knowledge, skills.
- iv) Appreciate the various approaches in professional social work and its expanding field.
- v) Reflect upon own values vis-à-vis that of social work profession.

COURSE CONTENT:

Unit-I	<p>Basic Concepts : Social service, social services, social welfare, social welfare services, social work, human & social capital, social action, social reform, social security, social work intervention. Welfare vs. development orientation in social work.</p> <p>Philosophy and Values of social work.</p> <p>Evolution of Social Work in, U.K., U.S.A. and India; Traditional vs. professional social work; Ideological perspectives: charity, philanthropy, humanitarian, humanistic-rationalistic, radical, human rights and social inclusion;</p>
Unit-II	<p>Assumptions of social work; Social work Goals - ameliorative, remedial, rehabilitative, promotional, developmental and transformational.</p> <p>Characteristic features of professional social work; regulatory mechanisms in social work.</p> <p>Social Work Components: Principles, Values (intrinsic vs. instrumental), Process, Phases, Methods, Skills & techniques.</p> <p>Interplay of various systems in social work practice - client system, target system, change agent system, and action system.</p>
Unit-III	<p>Influence of Social thinkers and social scientists in the development of social work.</p> <p>Contribution of social sciences theory and research to social work and vice versa.</p> <p>Perspectives in social work practice: Integrated Social Work practice, Ecological perspective in social work, System theory and Radical theory, Feminist theory, Existential theory and Rational Emotive theory, Marxian theory, Gandhian theory, and Rights perspective.</p> <p>Approaches to Social Work: psycho-dynamic, problem-solving, inter-actionist, integrated.</p>
Unit-IV	<p>Social Work Settings – Institutional and Non-institutional.</p> <p>Fields of social work-I: Family and Child Welfare, Community Development, School Social Work.</p>
Unit-V	<p>Fields of social work-II: Labour Welfare, Medical and Psychiatric Social Work, Correctional Social Work.</p> <p>Roles of Social Worker – educator, guide, facilitator, enabler, planner, catalyst, mediator, advocate, confronter, change-agent, system-linkage roles.</p> <p>Applicability of the principles of social work in practice.</p>

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32.	Wilson, Kate; Ruch, Gillian; Lymbery, Mark; Cooper, Andrew	Social Work: An Introduction to Contemporary Practice	Pearson/Longman	2008
33.	Wood, Gale Goldberg; Tully, Carol Thorpe Edition: 3	The structural approach to direct practice in social work: a social constructionist perspective	Columbia University Press	2006

MS- 104**WORKING WITH COMMUNITIES****COURSE OBJECTIVES:**

1. Acquire knowledge on community and community power dynamics.
2. Appreciate understanding of the concepts relevant to community organization as a method of intervention.
3. Develop skills in the use of various approaches, techniques and models of community organization.
4. Promote attitudes conducive to participatory practice in community development.

COURSE CONTENT:

Unit-I	Basic concepts: Community; rural, urban and tribal communities; community work; caste, class; local self-governance; community power dynamics; community development.
Unit-II	Community Organization: Concept, principles, techniques, scope and models. Indigenous approaches to community organization: Sarvodaya, Bhoodan. Recording in Community Organization.
Unit-III	Community Development Programmes and Panchayati Raj System. People's participation: Concept and types, Its relevance to the concept of empowerment and democratic decentralization.
Unit-IV	Grassroots governance & community work, Good practices of community work – Case illustrations, Social thrust of community engagements by NGOs – health, education, gender, micro-finance, environment, etc.
Unit-V	Community work and change, community work as inclusive and emancipatory practice, community work with people on the margins – Dalit's, minorities and tribal. Participation, empowerment and capacity building through community work.

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15.	Northhouse, Peter, G.	Leadership: Theory and Practice (4 th ed.)	Sage, N. Delhi	2007
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MS- 105

WORKING WITH GROUPS**COURSE OBJECTIVES:**

1. Acquire knowledge and understanding about individual, family and group dynamics, stage of individual and group development.
2. Develop skills of group formation, and understand concept of social group work.
3. Understanding group process, effective use of programme media and programme planning.
4. Acquire knowledge and understanding about group dynamics, different models of growth, enhancing problem solving skills.
5. Develop appreciation and skills of working with groups as an effective method of social work intervention.

COURSE CONTENT:

Unit-I	Group: Definition, types, characteristics, life as a process of adjustment within different types of groups-Growth enhancement, education, task oriented and therapeutic.
Unit-II	Social Group Work: Meaning and definition, characteristics, principles philosophy, scope and objectives, historical development and current methods.
Unit-III	Social group work process: intake, study, objectives and goal setting, assessment, stages of group development, termination. Programme planning, use of programme, programme media implementation & evaluation.
Unit-IV	Group Dynamics: Determinants, indicator and outcomes, leadership, support and conflict, decision making and problem solving, isolation, different models of growth.
Unit-V	Core skills in social group work: communication, listening analytical, thinking, self-control and leadership, technique of working with groups, recording & records in group, integrated approach workers' relationship

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3.	Urania Glassman	2008	Group Work: A Humanistic and Skills Building Approach, Second Edition	Sage Publications	
4.	Andrew Malekoff	2007	Group Work with Adolescents: Principles and Practice	Guilford Press	
5.	John Sharry	2007	Solution-Focused Groupwork, Second Edition	Sage Pub.	NY

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9.	Northen, H. and Kurland, R.	2001	Social work with groups (3rd edition)	Columbia University Press	New York
10.	Sondra Brandler, Camille P. Roman	1999	Group Work: Skills and Strategies for Effective Interventions	Haworth Press	New York
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13.	Henry, S.	1992	Group skills in social work: A four-dimensional approach (2nd edition).	Brooks/Cole Publishing Company	Belmont, CA
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16.	Trecker, Harleigh B.	1990	Social Group Work: Principles and Practice	Association Press	New York
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19.	Joseph Lassner, Kathleen Powell, Elaine Finnegan	1987	Social Group Work: Competence and Values in Practice	Haworth Press	New York
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25.	Timms, N.	1972	Recording in Social Work	Routledge and Kegan Paul	London
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27.	Wilson, G. and Ryland, G	1949	Social group work practice: The creative use of the social process	Houghton Mifflin Company.	Boston

SEMESTER – II**MS-201 SOCIAL WORK AND DISASTER MANAGEMENT****OBJECTIVES:**

1. Develop understanding of disaster & disaster management.
2. Acquire a critical perspective of the policy framework, institutional structures & programme for disaster management in India.
3. Understand the process & techniques of empowering communities in disaster preparedness & mitigation.
4. Learn the nature & scope of psychosocial care in disaster management.

COURSE CONTENT:

Unit – I	Disaster related concepts & definitions, Hazard, Risk, Vulnerability & Disaster; different forms of natural & manmade disasters. Impact of disasters, Physical, Economic, Political, Psychosocial, Ecological & Others, developmental aspects of disasters. Vulnerability factors enhancing vulnerability to natural & man-made disasters; regional vulnerability; Vulnerable groups & communities. Hazard, Risk & Vulnerability with special emphasis on participation tools & techniques.
Unit – II	Disaster Management cycles, its components, paradigmatic shift in disaster management, Integration of disaster management & development planning. Disaster management policy & programmes in India, National Disaster Management Framework. Administrative, Institutional structure for Disaster Management. Techno-legal Framework. Stakeholder participation in Disaster Management.
Unit – III	Information, Education & Communication in Disaster Management. Capacity building of communities with Special emphasis on vulnerable communities/groups. Community based disaster preparedness (CBOP) & management (CBDM) – Components; Preparation of CBDP plan, community based risk management & response plans; building disaster resilient communities. Community participation in managing & mitigating disasters.
Unit – IV	Coordinating search & rescue; relief mobilization & management; evacuation & camp management. Contingency planning & crisis management. Rapid health assessment & emergency health management. Restoration & rehabilitation interventions, livelihood security & social justice concerns in disaster recovery & reconstruction, compensation & related issues in disaster management.
Unit – V	Mental health consequences of disaster; grief reactions, Post-traumatic stress disorders. Principles & techniques of psychosocial care in post disaster situations. Specific psychosocial needs of vulnerable groups like Children, Women, Older persons & persons with disability. Post trauma care & counseling including grief counseling with survivors. Social care of orphans, disabled & those facing destitution.

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2.	Carter, W.N.,	1992.	Disaster Management: A Disaster Manager's Handbook,	Asian Development Bank,	Manila
3.	Eade, D., & Williams, S.,	1995.	The Oxfam Handbook of Development and Relief (Vols. I and II)	OXFAM Publication,	U.K
4.	Ehrenreich, J. Westbury, NY:	2001.	Coping With Disaster: A Guidebook to Psychosocial Intervention, Old	Center for Psychology and Society,	London
5.	Engelbert, P & Sawinsky, D	2001.	Dangerous Planet: The Science of Natural Disasters (Vol. I to III),	Detroit: Gale -Group, VXL.	
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16.	Sinha, P.C. (ed.),	1998.	Encyclopedia of Disaster Management,	Anmol Publications Pvt. Ltd.,	New Delhi,

MS-202

WORKING WITH INDIVIDUALS & FAMILIES**COURSE OBJECTIVES:**

1. Understand social casework as a method of social work and appreciate its relevance in social work practice.
2. Appreciate the values and principles of working with individuals and families.
3. Acquire knowledge of different models of treatment, enhancing problem solving skills and utilizing them selectively.
4. Develop skills in motivational interviewing, counseling, recording, therapeutic intervention.
5. Promote positive attitude towards growth enhancing and problem solving.

COURSE CONTENT:

Unit-I	A brief introduction of the individual and family. Social Casework: nature, definition and objectives, historical development, and its relation to other methods of social work; Contributions of Mary Richmond, Florence Hollis, H.H. Perlman in social casework. Components of social casework: person, problem, place & process.
Unit-II	Voluntary & involuntary clients, hard-to-reach clients, target & tangential clients, agreement or contract. Principles of social casework with illustrations. Phases of social casework: Initial phase, appraisal or assessment phase, helping phase, termination & evaluation phase. Importance of follow-up in social casework. Application of social casework principles in social work.
Unit-III	Helping techniques: interviewing & collateral contacts, home-visits, supportive techniques, motivational interviewing, networking & referral, environmental modification. Client-Worker Relationship; Transference & counter-transference and their significance in casework practice. Recording in Social Casework– process and types; Use of casework records as tool of intervention.
Unit-IV	Models of Casework Practice: [a] Social diagnostic (Richmond), [b] Supportive and modificatory (Hamilton), [c] Problem solving (Perlman), [d] Crisis intervention (Rappaport), [e] Classified treatment method (Florence Hollies), [f] Competency-based approach (Elleen Grabrill)
Unit-V	Models of treatment: long-term & short-term, task-oriented, crisis intervention, family treatment. Counselling in social casework. Indian tradition of working with individuals: Family, purohit, kul guru, Gram Devta, illustrations from Ramayan, Mahabharat, life of Lord Buddha, and Gandhi; Role of dialogue. Influence of cultural factors on social casework practice.

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14.	Richmond, M.E.	Social Diagnosis	Russell Sage Foundation, New York	1917
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MS- 203

SOCIAL ACTION AND SOCIAL MOVEMENTS**COURSE OBJECTIVES:**

1. Imbibe values and commitment for the people on the margins.
2. Understand the concepts relevant for application of social work in responding to the critical society reality.
3. Appraise and develop skills in the use of various approaches and techniques relevant to social action and movements.

COURSE CONTENT:

Unit I	Social Action: concept, history, principles, tactics and strategies. Use of social action in social work practice. Models of social action: Legislative, sanction, direct-physical and conscientisation.
Unit II	Concept of Social Advocacy and Conscientisation. Paulo Frierian and Gandhian approach to social action.
Unit III	Types of movements, identity, Political assertion & autonomy movements. Movement, Participation & non participation, New Social Movements.
Unit IV	Movement Analysis-Ideology, Structure, leadership processed & outcomes. Telangana, Naxalbari, Chipko, Narmada Bachao Andolan & other Contemporary Movements.
Unit V	Concept of democratic decentralization and empowerment; Panchayati Raj System in India. Movements against Globalization.

REFERENCES:

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MS -204 SOCIAL WORK RESEARCH AND STATISTICS**COURSE OBJECTIVES**

1. Develop appreciation of the scientific method, its characteristics and significance in Social Work Research.
2. Develop skills in the selection and formulation of research problems.
3. Understand different research designs, their elements and variations.
4. Develop skills in the selection & use of different tools of data collection, processing and analysis, and the use of appropriate statistical methods and report writing.
5. Inculcate attitude of scientific enquiry and objectivity.

COURSE CONTENT:

Unit – I	Meaning and purpose of research. Scientific method: meaning, assumptions and steps; Ethics in Research. Research in social sciences and in social work - scope and limitations. Construct & Concept; variables and indicators; Hypothesis, attributes of a sound hypothesis. Types of research: qualitative and quantitative; pure, applied, action, evaluation. Social survey and case study.
Unit – II	Research design: need, importance and steps. Selection and delimitation of the problem, objectives, working definition. Sources and types of data. Methods and tools of data collection; participatory methods; Sampling: meaning and need; types of sampling — probability and non-probability.
Unit – III	Types of designs: qualitative and quantitative, descriptive, exploratory, experimental, cross sectional, ex–post facto. Research project: planning, scheduling, budgeting and recruitment & training of staff.
Unit – IV	Nature, importance and scope of statistics and statistical methods; Classification of data, coding and tabulation; diagrammatic and graphic representation of data. Descriptive statistics: Proportions, percentages and ratios; Measures of central tendency - mean, median and mode.
Unit - V	Measures of dispersion - range, mean deviation, standard deviation. Inferential statistics: Parametric and Non-parametric techniques; Measures of association: correlation - Spearman’s Rho, the Pearman’s ‘r’. Tests of significance. Chi-square, t-test (independent and related), Mann-Whitney (U) and Wilcoxon signed rank test. Interpretation of data, report writing.

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MS-205

TRIBAL DEVELOPMENT**OBJECTIVES:**

- Understand the concepts to examine social phenomenon among tribes in India.
- Develop skills to analyze tribal society and change among them.
- Acquire knowledge about the contribution of Governmental and Non-governmental Organizations for tribal development.
- Understand the system for economic order & conflict among tribes.
- Understand the development, social analysis and its impact on tribes.

COURSE CONTENT

UNIT -I	<ul style="list-style-type: none"> • Definition of tribe, Scheduled Tribe and Primitive tribe, • Characteristics of Tribal Society - Economic, Social, Political and Cultural Problems of Tribal Life • Distribution of tribal population in India, Classification of tribal regions,
UNIT -II	<ul style="list-style-type: none"> • Government Programs since Independence and their Impact on Tribal Societies, • Programs of NGO's and their Impact on Tribal Societies. • Tribal upliftment measures, Protective, Mobilization ,Developmental
UNIT -III	<ul style="list-style-type: none"> • Tribal Problems : Land Alienation ; Indebtedness ;Shifting cultivation • Forest policy and Forest laws ; Poverty ; Employment; • Education, Health, Alcoholism ; Communication : Migration,
UNIT -IV	<ul style="list-style-type: none"> • Constitutional Provisions: Indian Constitution: V &VI Schedule, Protective legislations • Development planning concept and strategies; Micro –Planning , Regional Planning and Growth Centre Approach, • New strategy for Tribal development ; Tribal sub-plan
UNIT -V	<ul style="list-style-type: none"> • Tribal Movements: Agrarian Movements; Ethno-Political movements • Separatist Movements, Religious movements • Tribal Revolts in India.

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11.	Mahanti, Neeti.	Tribal Issues; A Non-conventional Approach.	Inter-India Publications, New Delhi,	1994
12.	MS Gore	The Concept of Social Movement	Sage, NewDelhi	2001
13.	Ram Singh Meena	Tribal Development Programmes: A Critical Appraisal.	Ritu Publication, Jaipur,	2006
14.	SuvendraJenamani.	Poverty and Underdevelopment in Tribal Areas: A Geographical Analysis.	Concept, New Delhi.	2005
15.	Patnaik, S.M.	Culture, Identity & Development	Rawat: New Delhi	2011
16.	Ahuja, A.K.	Welfare & Tribal Development, Administration	Rawat: New Delhi	2009

SEMESTER – III**MS- 301 SOCIAL PROBLEMS & SOCIAL LEGISLATIONS****COURSE OBJECTIVES:**

1. Understand the nature and concept of social problems of indices of social disorganization/pathology/social legislation.
2. Develop capacity to analyze problems, identify causative factors and assess their magnitude.
3. Develop understanding of contemporary national problems.
4. Understanding role and importance of social legislation in dealing with social problems, social concern and social issues.
5. Understand the role of social work professionals in the organization and delivery of services and implementation of legislation.

COURSE CONTENT:

Unit-I	Concept of social organization and disorganization, social change and social pathology. Concept of patriotic, anomic, alienation and cultural log. Concept of deviance and social control. Social services: concept, nature and scope.
Unit-II	Individual pathology: concept of impairment, handicap and disability: physical disabilities, mental retardation and mental illness. Alcoholism, substance-abuse: cause, effects, programme of prevention and cure, suicide.
Unit-III	National problems: concept, cause, effect and solution; infant and child, poverty and inequality, mortality and morbidity, illiteracy-problem of enrolment, dropouts, problem of environment, dowry, castism, beggary, disaster and terrorism.
Unit-IV	Social legislation: Meaning & concept, rational, historical perspective & effectiveness, legislations pertaining to social problems and issues like: marriage divorce, succession, adaption, dowry. Prevention, domestic violence, consumer protection, violence against women.
Unit-V	Role of social workers & NGOs in redressal of violation of rights. Solution for the solve of problems like: dowry, domestic violence, consumer protection and pertaining to marriage & violence.

REFERENCES:

S.No	AUTHOR	TITLE	PUBLISHER	YEAR
1.	Anna Leon, Guerrco Kristine M. Zenigraf	Contemporary Readings in Social Problems	Sage Publication	2008
2.	Curram Daniel J.; Ronrethi	Social Problems	M. Pub. Boston, Allyan and Bacom	1996
3.	Deshta, S.	Lok Adalats in India: Genesis and Functioning	Deep and Deep Publications, New Delhi	1995
4.	Diwan, Paras	Modern Hindu Law	Law Agency, Allahabad	1985

5.	Diwan, Paras	Law Relating to Dowry, Dowry Deaths, Bride Burning and related Offices	Universal Publisher, Delhi	1997
6.	Gangarde, K.D.	Social Legislation in India (2 Vol.)	Concept Publishing House, Delhi	1978
7.	Gangarde, K.D.	Social Legislation in India: In Encyclopedia of Social Work VI. I	Ministry of Welfare, Government of India, Delhi	1978
8.	Indian Social Institute	Legal Education Series (No. 1-34)	Indian Social Institute, Delhi	1997
9.	Iyer, Krishna V.R.	Law and Urban Poor in India	B.R. Publishing Corporation, Delhi	1998
10.	Jain, U.C. and Nair, J.	Judiciary in India	Point Publishers, Jaipur	2000
11.	Macionis, J.J.	Social Problems	Prentice Hall	2007
12.	Madan, G.R.	Indian Social Problems, Vol. I and II	Allied Publishers, Bombay	1973
13.	Upreti H.C.	Women Problem of Gender Discrimination	Pointer Publication, Jaipur	2000
14.	Velayutham, K.S.	Social Legislation and Social Change	Vazhgavalamudan Publishers, Chennai	1998
15.	Vincent, Parrillo N.	Encyclopaedia of Social Problem	Sage Publication	2008

MS- 302: POPULATION, POVERTY AND ENVIRONMENT**COURSE OBJECTIVES:**

1. Understand characteristics and determinants of population growth.
2. Understand the inter-linkage between population, poverty and environment.
3. Analyze the dynamics between the state, market and society in the utilization and management of natural resources.
4. Develop social work practice perspectives in activities related to population, poverty and environment.

COURSE CONTENT:

Unit-I	Characteristics of population: Population, Determinants of Growth, Global Concerns. Characteristic of Indian Population, Family Size, Planning, Methods, Programmes. Population Policy and its Evolution; Initiatives of the State and Civil Society
Unit-II	Population and Environment: interrelatedness of human life, living organisms, environment and natural resources, Current issues of environment, environmental degradation, projects and displacement; Environmental movements in India.
Unit-III	Poverty: Meaning, Concept and Measures; Poverty: Social, Political, Economic, Ecological, and Human dimensions; Population and Poverty, Environment and Poverty Poverty in India - a structural problem: causes, effects and implications; entitlement approach to understanding poverty, Policies and Programmes.
Unit-IV	Natural resources and diversity: concept and meaning; Utilization and management of forests, land, water, air, energy sources; Pollution: sources, treatment, prevention (soil, water, air, noise); Waste-matter: disposal, recycling, renewal, problems, issues.
Unit-V	Role of governments, NGOs and People's initiatives for environment protection and livelihood security; Environment Protection Laws: forest conservation, water pollution, unplanned urbanization. Social, Cultural and institutional issues vis-à-vis role of Social Workers.

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S.No	AUTHOR	TITLE	PUBLISHER	YEAR
1.	Cassen, R.H.	India: Population, Economy and Society	Mac Millan, London	1978
2.	Davis, K. and Bernstam, M. (eds.)	Resources, Environment and Population: Present Knowledge, Future Options	The Population Council and Oxford University Press, New York	1991
3.	Fisher, W.F.	Towards Sustainable Development	Rawat Publications, New Delhi	1997
4.	Gadgil, M.	This Fissured Land: An Ecological History of India	Oxford University Press, Delhi	1997
5.	Krishna, M.	Air Pollution and Control	Kaushal and Co. Kakinada	1995

6.	Nag, Prithvish; Shekhar, Kumar Chandra; Sengupta, Smita (eds.)	Environment, Population and Development	Concept Publishing Co., New Delhi	2001
7.	Newbold, Bruce, K.	Six Billion Plus: World Population in the Twenty-first Century, (2 nd ed.)	Rowman & Littlefield, New York	2007
8.	Prasad, R.K.	Population Planning, Policy and Programmes	Deep and Deep Publications, New Delhi	1990
9.	Reddy, Laxmi M.V.	Population Education	Ashish Publication, New Delhi	1994
10.	Ryding, S.O.	Environmental Management Handbook	IOS Press, Ahmedabad	1992
11.	Sharma, P.D.	Ecology and Environment	Rastogi Publications, New Delhi	1995
12.	Srivastava, A.K.	Population, Development, Environment & Health	APH Publishing, New Delhi	2004
13.	UNFPA	Population and the Environment: The challenges Ahead	Population Funds, United Nations	1991

MS- 303**INTEGRATED SOCIAL WORK PRACTICE****COURSE OBJECTIVES**

- i) Understand the perspective of integrated social work.
- ii) Develop appreciation of work with units of intervention-individual, group, family, neighborhood, community, organization and political agencies as part of the social system.
- iii) Develop appreciation of the process of identification of problem, process of work and location of tasks for problem solving and growth enhancement.
- iv) Enhance the capacity and skill of utilizing the integrated approach to solve human problems.
- v) Develop capacity to identify the goals of the profession, understand the conflict of values and develop skills to use strategies to overcome them.
- vi) Develop self-awareness in one's role as a change agent and assume responsibility for self-learning and growth.

COURSE CONTENT:

Unit-I	Historical evolution of social work from charity to helping, enabling, and empowering profession. Evolution of the various methods in social work and the limitations of methods-specialization. Common base of social work practice; Meaning, concept & need of integrated approach. Contribution of intra and inter-disciplinary content; correlating knowledge and practice. Context and culture specific practice. Phases of integrated approach – initial, middle and concluding (termination).
Unit-II	Contribution of systems theory, ecological theory and the eco-systems approach. Concept & characteristics of social systems, units of social work intervention, dynamics and interplay therein (individual, family, groups, communities, organizations and environment – physical, social and cultural). Holistic, Interactional and transactional approaches for integrated social work practice. Nature of social work practice – direct and indirect.
Unit-III	Social work practice systems: the client system, the change agent system; the action system, the target system - individual, multi-person system (family, groups, communities and organizations) and environmental social system. Integrating micro, meso, and macro level practice; Dynamics of relationship among systems and levels.
Unit-IV	The social work process - the action system: initiating contact, collection of facts, assessment, planning, and negotiation of contract, direct practice actions, indirect practice actions, evaluation and termination. Selective use of collaborative, bargaining, conflictual, motivational, resistant and influencing interventions.
Unit-V	Emerging challenges, roles and tasks in light of integrating social work practice; The process of planned change: information collection, editing and analysis, prioritization, intervention, networking, monitoring and evaluation. Roles in integrated practice: direct provision of services, system-leveling, maintenance, enhancement and development, change agent, researcher and research consumer; intra and inter-disciplinary approach to eclectic practice, Case management and working in inter-disciplinary teams and collaborative practice; Application of integrated social work in field practicum.

REFERENCES:

S.No	Author	Title	Publisher	Year
1.	Allen-Meares, Paula; Garvin, Charles D.	The handbook of social work direct practice	Thousand Oaks, Cal.: SAGE.	2000
2.	Bartlett, Harriet	The Common Base of Social Work Practice	New York: National Association of Social Workers,	1970
3.	Bronfenbrenner, U.	Ecology of Human Development	Cambridge: Harvard University Press	1979
4.	Compton, Beulah; Galaway, Burt	Social Work Process	Homewood, Illinois: The Dorsey Press	1984
5.	Cox, David Ray; Pawar, Manohar S.	International social work: issues, strategies, and programs	Thousand Oaks, Cal.: SAGE.	2005
6.	Galper, Jeffery H	Social Work Practice-A Radical Perspective	New Jersey: Prentice-Hall Inc	1980
7.	Goldstein, Howard	Social Work Practice : A Unitary Approach	Carolina: University of S. Carolina Press	1979
8.	Hepwarthh, Deen H.; Larsen, Jo Ann	Direct Social Work Practice-Theory and Skills	Chicago: Dorsey Press	1986
9.	Johnson, L.C	Social Work Practice : A Generalist Approach	London: Allyn and Bacon	1992
10.	Mattaini, Mark A.; Lowery, Christine T.; Meyer, Carol H.	Foundations of social work practice: a graduate text	Washington, DC: National Association of Social Workers.	2002
11.	Pardeck, John T.; Yuen, Francis K. O.	Social work for the twenty-first century: challenges and opportunities	Westport, Conn.: Praeger Publishers	2006
12.	Parsons, Ruth J. ; Jorgensen, J. D. ; Hernandez, Santos H.	The Integration of Social Work Practice	California: Borrks Cole	1994
13.	Payne, Malcolm; Campling, Jo	Modern social work theory	Basingstoke: Palgrave	2005
14.	Roberts, Albert R.; Yeager, Kenneth	Foundations of evidence-based social work practice	Oxford, New York: Oxford University Press,	2006
15.	Rosen, Aaron; Proctor, Enola Knisley	Developing practice guidelines for social work intervention: issues, methods, and research agenda	Columbia: Columbia University Press.	2003
16.	Smith, David	Social work and evidence-based practice	London : Jessica Kingsley Publishers	2004
17.	Specht, Harry; Vichiery, Anne	Integrating Social Work Method	London: George Allen & Unwin Ltd.	1977
18.	Watson, Florence; Burros, Helen; Player, Chris	Integrating Theory and Practice in social work education	London: Jessica Kingsley Publishers	2005

CHOICE (TWO PAPERS FROM ANY GROUP)**MS- 304 (A)****GROUP A****(I) SOCIAL WORK WITH SENIOR CITIZENS****COURSE OBJECTIVES**

1. Understand the concept and phenomenon of aging in the life.
2. Develop awareness of the historical evaluation of the problem of the aged in India.
3. Understand the problems faced in Indian society.
4. Develop an attitude of respect for this stage of life and belief in its potentialities in professional social work practice.

COURSE CONTENT:

Unit-I	Concept of aging; ageing as a golden period of life, pain and agony. Definition of the aged Concept of Geriatrics, Gerontology and senior citizens. Perception of the role of the aged in India and in a changing socio-economic structure Biological and physical aspects of ageing. Social aspects: changing roles and functions in the family and society. Psychological aspects: self-image of the aged and the significant others; self-esteem. Economic aspects
Unit-II	Family and its role in the promotion of physical, mental and emotional health of the aged. Society and the aged; identification of their potentialities.
Unit-III	Service for the aged: Government and non-governmental, institutional and non-institutional Counseling for the old age and family members, mobile health services, recreation centers, senior citizens clubs and day care centers, Institution for the aged; need and problems of institutionalization, types, Integration of the aged with the other sections.
Unit-IV	Legislation pertaining to the aged; pension, Provident fund, Social security and other statutory provisions. Gaps in legislation; social work with the aged-need and areas of practice. Role of N.G.O.
Unit-V	Home/family based services, emergency response systems: Helpline, Peer Counseling, Community Services; multi service day care centers, information & referral services. Social Work interventions in Hospice & Palliative care.

REFERENCES:

S.No	Author	Title	Publisher	Year
1.	Edward J. Maroro, Steven N. Austad,	Handbook of the Biology of Ageing,	Academic Press,	2006.
2.	Greene, Roberta Rubin,	Social Work with the Aged and their Families,	Aldine Transaction,	2000
3.	Hillier, Susan M.; Barrow, Georgia, M.,	Aging: The Individual and Society,	Wadsworth Publishing,	1998.
4.	Holliday, Robin ,	Aging: The Paradox of Life: Why Age,	Springer,	2007.
5.	Kaye, Lenaral W.,	Perspectives on Productive Aging: Social Work with the New Aged,	National Association of Social workers,	2005.
6.	Madrid, Paul L.,	The New Logic of Social Security Reform: Politics and Pension Privatisation in Latin America,	Stanford University,	1999.
7.	Madrid, Natividad Martinez ,	Intelligent Technical Systems,	Springer,	2009.
8.	Moody, Harry R.,	Aging: Concepts and Controversies,	Pine Forge Press,	2006.
9.	Robin Means and Smith, Randall,	The Development of Welfare Services for Elderly People,	Routledge,	1985.
10.	Weil, Andrew,	Healthy Aging: A Lifelong Guide to Your Well-being,	Bantam Books,	2006.
11.	World Bank	World Bank, Averting the Old Age Crisis, Policies to Protect the Old and Promote Growth,	World Bank Publications,	1994.

MS- 305 (A)
(II) SOCIAL WORK IN EDUCATION

COURSE OBJECTIVES:

1. Develop understanding of education as social system for socialization and development of individual personality and its role as agent of development of society.
2. Develop appreciation of different approaches to education: philosophical, methodological and organizational, and education policy.
3. Develop understanding of the problems of learning, character formation and personality development at the level of the individual learner and at the system level of education.
4. Develop ability to analyze, understand and intervene in the problem areas of education.
5. Appreciate education as a basic human need and right and its role in performance of life tasks.
6. Understand the government and voluntary approaches towards education.

COURSE CONTENT:

Unit-I	Meaning and definition of education – education as a process of drawing out the best in individuals, concept and scheme of education: Goals of education: The present Indian formal and non-formal educational system: Goals, programmes, and regulatory mechanism. Review and analysis of the educational system in India in the context of Indian realities-low literacy, low school enrolment, dropouts, wastage, stagnation and irrelevance of education to future life tasks and opportunities for placement in life.
Unit-II	Components in education – the learner, the teacher, the curriculum, methodology, school organization, infrastructure; evaluation in methods, procedures issues and problems related to them. Alternative approaches to education: open learning system, basic education, Paulo Freire and de-schooling society concept; non-formal education for children and adults; continuing education. Values in education and value education- meaning, contents.
Unit-III	Non-formal and continuing education : meaning and scope, their relevance to the inadequacies of the prevailing formal education system; major concepts and approaches in non-formal education ; functional literacy; adult education; continuing education. Important non-formal continuing educational programme; components of non-formal education: the learner, educator and techniques for effective learning; socio-economic, physical and cultural factors influencing the adult learner; role of non-formal educator.

Unit-IV	Basic principles and methods underlying planning and implementing non-formal & continuing education programme. Social work perspective for work in the educational system-goals, use of differential strategies of intervention and work with different target groups. Involvement of the community in the schools and college system, community school.
Unit-V	Role and function as of social worker as a change agent. Interdisciplinary approach in the field of education and working as a team member. Organization of a school social work programme. Problems faced. Counseling in educational setting.

REFERENCES

S.No	Author	Title	Publisher	Year
1.	Baldock, J.; Manning, N.;	Social Policy,	OUP, New York,	2007.
2.	Blakezmore, Ken; Blakemore, Kenneth;	Social Policy: An Introduction,	McGraw-Hill Education, New York,	2007.
3.	Blau, J.; Abramovitz, M.,	The Dynamics of Social Policy,	OUP, U.S.,	2007.
4.	Gore, M.S.,	Social Aspects of Development,	Rawat Publications, Jaipur,	1985.
5.	Hill, Michael J.,	Understanding Social Policy, 7th Edition,	Blackwell Publishing, U.K.,	2003.
6.	Jacob, K.K.,	Social Development Perspectives,	Himanshu Publication,	1992.
7.	Kulkarni, P.D. & Nanavaty, M.C.,	Social Issues in Development,	Uppal Publishing House,	1997.
8.	Lavalette, Michael; Pratt, Alan (eds.),	Social Policy: A Conceptual and Theoretical Introduction, 2nd edition,	Sage Publications, London,	2001.
9.	Lewis, Gail; Gewirtz, S. Clarke, J (eds.),	Rethinking Social Policy,	Sage Publications Inc., London,	2000.
10.	Meadows, Donnell H.,	The Limits to Growth,	University Brooks, New York,	1972.
11.	Midgley, J.,	Social Development: The Developmental Perspective in Social Welfare,	Sage, Delhi,	1995.
12.	Midgley, James; Livermore, M.,	The Handbook of Social Policy,	Sage Publications, London,	2008.
13.	Pathak, S., Perspective,	Social Welfare: An Evolutionary and Developmental	Mac Millan India, Delhi,	1981.
14.	Patton, C.V. ; Sawicki, D.S.,	Basic Methods of Policy Analysis and Planning,	Prentice Hall Inc., New Jersey,	1993.

MS- 304(B)
GROUP B

(I) EMPLOYEE WELFARE IN INDUSTRIAL ORGANIZATION AND SOCIAL SECURITY

COURSE OBJECTIVES

1. Develop understanding about employee welfare, its philosophy and development.
2. Gain Knowledge about legislative measures, policies and programmes of employee welfare.
3. Acquaint with concept, forms and system of social security.
4. Understand legislative frame work of social security.

COURSE CONTENT

Unit-I	Employee Welfare: concept, need, scope, philosophy, principles, approaches and theories. Quality of work life, Historical development of employee welfare in India.
Unit-II	Constitutional and legal safeguards for employee welfare in India. Employee welfare policies and measures, Worker's education. Labour welfare Officer: role and functions, Employee counseling
Unit-III	Employee Welfare / Wellness: policies and programmes, management of welfare, health and safety, fringe benefits.
Unit-IV	Social Security: concept and related terms such as social services, social welfare services, social justice. Forms of social security, Social security system in India: policies and programmes.
Unit-V	Social Security legislation: The Workmen's Compensation Act, 1923, Employees State Insurance Act, 1948, The Employees Provident Fund Act, 1948, The Payment of Gratuity Act, 1972, and Maternity Benefit Act, 1972.

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S.No	Author	Title	Publisher	Year
1.	Subramanya, R. K.A.,	Evolution and Status of Social Security Systems in India,	Social Security Association of India,	1995.
2.	Jagdeesan, G.,	Workforce Welfare and Soical Security in India,	ICFAI University Press,	2009.
3.	Gokale, Jagdish,	Soical Security: A Fress Look at Policy Alternative,	University of Chicago,	2010
4.	Sharma, A.M.,	Aspects of Labour Welfare and Social Security,	Himalaya Publishing House, Bombay,	1991.
5.	Singh, Surendra,	Swades Evam Videsh Main Samajik Suraksha (Three Vol.),	U.P. Hindi Granth Academy, Lucknow,	1976.

6.	Watson, Tony,	Sociology, Work in Industry, Fifth Edition,	Routledge,	2008
7.	Bunkre, S.D., S. B. Devedhar and S. Shankaran,	Labour Welfare, Trade Unionism and Industrial Relations,	Himalaya Publishing House, Bombay,	1996.
8.	Moorth, M.V.,	Principle of Labour Welfare,	Gupta Brothers, Vishkapattanam,	1968.
9.	Mathur, J.S.,	Indian Working Class Movement,	Central Book Depot, Allahabad,	1984.
10.	Mamoria S. and Mamoria C.B.,	Labour Welfare, Social Security and Industrial Peace in India,	Kitab Mahel, Allahabad,	1983
11.	Giri V.V., Labour	Problems in Indian Industry,	Asia Publishing House, London,	1972.
12.	Gangrade, K.D.,	Social Legislation in India (Vol, I and II),	Concept Publication, New Delhi,	1978.
13.	Bhatanagar, Deepak,	Labour Welfare and Social Security Legislation in India,	Deep and Deep Publication,	1984.
14.	Agrawal, S.L., Macmillan Company,	Labour Relations Law in India,	Indian Limited, Delhi,	1978.
15.	Kohli, A.S. and S.R. Sharma,	Labour welfare and social security ,	Anmol publications PVT LTD, New Delhi.	2003

MS- 305(B)**(II) ORGANIZATIONAL BEHAVIOR AND INDUSTRIAL RELATIONS****COURSE OBJECTIVES**

1. Develop understanding of different aspects of organizational behavior.
2. Acquire knowledge about psychological aspects of industrial organization.
3. Know about industrial relations and industrial disputes and their handling procedure.
4. Understand industrial democracy and collective bargaining

COURSE CONTENT

Unit-I	Organizational Behavior: Meaning, importance and scope, personality, learning, perception, attitude, values and ethics aspects, work culture.
Unit-II	Industrial Psychology: Meaning and scope, fatigue, boredom, accidents, Job satisfaction, employee morale, group dynamics, leadership, occupational stress and its management.
Unit-III	Industrial Relations: Concept, objectives, scope, approaches, determinants and reflectors, status of industrial relations in India, corporate social responsibility.
Unit-IV	Industrial disputes: Concept, causes and effects, grievance handling procedure, Industrial Disputes Act, 1947, The Industrial Employment (standing orders) Act, 1946.
Unit-V	Collective Bargaining: Concept, objectives, principles, forms, methods and theories, Industrial democracy: Concept and importance, worker participation in management, management of industrial conflicts.

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S.No	Author	Title	Publisher	Year
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.	2001
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,	2005

7.	Rudrabasavalag, M.N.,	Human Factors in Administration,	Himalaya Publication, Bombay,	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.

OR

MS- 304 (C)GROUP - C**(I) GENDER, FAMILY AND SOCIAL WORK****COURSE OBJECTIVES**

1. Understand gender as a social construct and its application to understand various social phenomena.
2. Develop familiarity with the current social problems related to gender and development
3. Understand family as a social system and factors affecting family functioning
4. Acquaint with the policies, programmes and services related to family
5. Develop skills of working with family systems

COURSE CONTENT

Unit-I	Basic concepts: Feminism, Woman/Gender, Sexual division of labour; Gender as a social construct, Gender identity, equity, equality and discrimination; Patriarchy - Social structure and social institutions, Feminism: Major feminist thoughts.
Unit-II	Expressions of Gender disparity: Education, health, property, employment and livelihood, decision making, feminization of poverty; Manifestations of gender based violence: Domestic violence, trafficking in women and children, rape, female feticide and infanticide, child marriage.
Unit-III	Family: Nature, types and functions, developmental stages and family patterns, Family dynamics and family interaction patterns, Family functioning: concept and variables, Systems theory framework in understanding family, Families in transition in India.
Unit-IV	Family problems: types, causes and consequences; Family violence: nature, types, causative factors; Family as a client system: skills and techniques in working with families; Family crises and intervention; Family counseling and family therapy; family court.
Unit-V	Persons with disability, family and social work intervention; Role of young family members in the care of the elderly; Fatherhood and child care in family; Government policies and welfare schemes / programmes for family support services; Concerns of the Indian family and the Civil society initiatives; Role of social worker in helping the family.

REFERENCES:

S.No	Author	Title	Publisher	Year
1.	Pilcher, J.; Whelehan, I.	50 key Concepts in Gender Studies.	Sage Publications. New Delhi	2004.
2.	McKenry, Patrick C.; Price, Sharon J.	Families and Change Coping with Stressful Events and Transitions.	Thousand Oaks: Sage Publications.	2005.
3.	Maluccio, Anthony N.; Pine, Barbara A.; Tracy, Elizabeth M.	Social Work Practice with Families and Children.	New York: Columbia University Press.	2002.
4.	Mathur, K. New	Countering Gender Violence.	Sage Publications.	2004.
5.	Nicholson, Linda J.	Feminism/postmodernism.	Routledge.	1989.
6.	Rao, Aruna; Anderson, Mary B.; Overholt, Catherine.	<i>Gender Analysis in Development Planning: A Case Book.</i>	West Hartford: Kumarian Press.	1991.
7.	Krishna, S.	Livelihood and Gender.	Sage Publications.	2004
8.	Kabeer, Naila.	Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A Handbook for Policy-makers and Other Stakeholders.	Ottawa: International Development Research Centre.	2003.
9.	Joshi, S.	Child Survival, Health and Social Work Intervention. New Delhi: Concept Publishing.		1996.
10.	Human Development Centre	Human Development in South Asia: The Gender Question. Karachi:	Oxford University Press.	2000.
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12.	Eagleton, M. 2000. Malden: Blackwell Publishing.	<i>A Concise Companion to Feminist Theory.</i>		
13.	Desai, Murli.	<i>Family and Intervention: A Course Compendium.</i>	Mumbai: TISS.	1994.
14.	Collins, D.; Jordan, C.;	An Introduction to Family Social Work.	Peacock Publishers.	1999.
15.	Bhagwat, Vidyut.	Feminist Social Thought.	Rawat Publications. New Delhi:	2004.

MS- 305 (C)**(II) WOMEN EMPOWERMENT IN INDIA****COURSE OBJECTIVES**

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

COURSE CONTENT

Unit-I	. Women Empowerment: Meaning, definition, characteristics and areas. Strategies and approaches to women empowerment, gender equality through women's empowerment.
Unit-II	Status and Role of Women in India: Historical and contemporary perspectives, status and role of women in Chattisgarh, women's movement in national and international context. Paradigm shift from welfare to right based approach.
Unit-III	Constitutional Provisions, legislative safeguards: Dowry Prohibition Act, Immoral Traffic Prevention Act, Indecent Representation of women Act, Medical Terminate of Pregnancy Act, Domestic Violence Act, Prenatal Diagnostic Techniques Act.
Unit-IV	Policies and Programmes related to Women in India. Institutional provisions of women: National Commission for Women, as well as of Chattisgarh, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counseling Centers and Crisis Intervention Centers. State and Civil Society initiatives for women: UNO, Millennium Development Goals.
Unit-V	Social work intervention with women welfare, development and empowerment: methods, strategies and models, advocacy and capacity building, strategies for promoting gender. Role of social workers in the field of women welfare and development.

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S.No	Author	Title	Publisher	Year
1.	Arya, Sadhana and 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 and Palkiwala, J. (ed),	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.	Gangrade, K.D.,	Social Legislation in India, Vol-I and II	Sage, New Delhi,	2005.
7.	Chatra, Kalbugh,	Women and Development Vol I to VOI VI,	Discovery Publishing House , New Delhi,	1991
8.	Srivastva , Sushma, Publishers,	Women Empowerment, Commonwealth	New Delhi,	2008
9.	Verma, R.B.S. , H.S. Verma and Raj Kanwar Singh,	Empowerment of Weaker Sectors in India,	Serials Publications , New Delhi,	2006
10.	Verma, R.B.S. , H.S. Verma and Naeleem Husnain,	Study of Women's Problematic in India,	Sereals Publications , New Delhi ,	2009
11.	Kalyani, Menon Sen , A-K-Shiv Kumar,	Women in India- How Free? , How Equal?	Kumar, Report Commissioned by the Office of Resident Coordinator in India, U.N.,	2001
12.	Purushothaman, S,	The Empowerment of Women in India- Groos Roots Women's Networks and the State,	Sage Publications, New Delhi,	1998
13.	Krishna, S. (ed.)	Livelihood and Gender,	Sage Publication, New Delhi,	2000s

OR

MS-304(D)**GROUP - D****(I) LIVELIHOODS AND DEVELOPMENT****COURSE OBJECTIVES:**

1. Overview of the concept of livelihood and related issues
2. Understand policy initiatives and their implications for / impact on livelihoods of vulnerable populations.
3. Understand the role of professionals for sustainable livelihoods
4. Inculcate attitudes and skills appropriate to meet the challenges and to secure livelihoods to large poor populations.

COURSE CONTENT:

Unit-I	Concept and meaning of livelihood; Structural inequality and poverty - land ownership/entitlements and alienation, indebtedness; Issues of livelihood and food security; hunger and starvation; Issues of accessibility, availability and affordability of basic services; Conditions and opportunities to address livelihood concerns; Employment: problems and prospects;
Unit-II	Common property resources and implications for the poor and marginalized. Impact of globalization and climate change on sustainable livelihoods; Livelihoods and coping mechanisms; people's initiatives for sustainable livelihoods. Micro Finance and Micro Enterprises as lasting solution to livelihoods of the poor. Livelihood displacement and effective rehabilitation strategies, Livelihood and gender mainstreaming.
Unit-III	Livelihood analysis: portfolio, magnitude and sustainability, Sub-sector analysis and Livelihood promotion; Micro-planning - tools, approaches and types; stakeholder analysis; capacity building of stakeholders.
Unit-IV	National and regional strategies for sustainable livelihoods of diverse populations like the slum dwellers, urban and rural poor, tribal communities and project affected persons. Regulatory/promotional/market institutions and mechanisms; integration of diverse stakeholders for win-win partnerships. Poverty alleviation programmes and policies; Governance Issues: Institutional arrangements for an enabling and empowering environment for participation of women, poor and other marginalized groups in decision making, planning and implementation of governmental programmes and projects.
Unit-V	Social Work Intervention: replication of best practices, social audit, social costs of macro and micro level development planning, right-based approaches and advocacy for sustainable livelihoods; Self-help, community organizing and social action as strategies for meeting livelihoods & entitlements.

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2.	Dichter, Thomas W., and Malcolm Harper. Rugby,	What's Wrong with Microfinance?	Warwickshire, UK: Practical Action Pub,	2007.
3.	Deshingkar, Priya, and Daniel Start.	Seasonal Migration for Livelihoods in India: Coping, Accumulation and Exclusion	Overseas Development Institute,	2003.
4.	Datta, Sankar, and Vipin Sharma.	State of India's Livelihood: The 4 P Report.	Thousand Oaks, Calif: SAGE,	2010.
5.	Das, S. K. New	Watershed Development and Livelihoods: People's Action in India.	Routledge,	2008.
6.	Chopra, Kanchan Ratna, Gopal K. Kadekodi, and M. N. Murty.	Participatory Development: People and Common Property Resources.	Sage Publications,	1989.
7.	Bhargava, Pradeep, and Radhey Shyam Sharma.	Countering Uncertainties, Strategies for Sustainable Livelihoods: An Assessment of Impact of Poverty Reduction Programmes on the Poor in Chattisgarh.	Institute of Development Studies,	2002.
8.	Behar, Amitabh.	Assuring Livelihoods and Empowering Poor: A Case for National Rural Employment Guarantee Act.	National Centre for Advocacy Studies,	2005.
9.	Krishna Raj, Maithreyi	. Gender, Food Security, and Rural Livelihoods.	Kolkata: Stree,	2007.
10.	Baumann, Pari.	Sustainable Livelihoods and Political Capital: Arguments and Evidence from Decentralization and Natural Resource Management in India.	Overseas Development Institute,	2000
11.	Baumann, Pari, and Subir Sinha.	Linking Development with Democratic Processes in India: Political Capital and Sustainable Livelihoods Analysis.	Overseas Development Institute,	2001
12.	Basile, Elisabetta, and Ishita Mukhopadhyay.	The Changing Identity of Rural India A Socio-Historic Analysis.	India: Anthem Press,	2009.
13.	Bandyopadhyay, Sanjoy K., and B. R. Das.	Decentralised Planning for Drought Proofing and Sustainable Livelihoods.	Bhubaneswar: UNDP Orissa Hub,	2000
14.	Ashley, Carolina, Daniel Start, and Rachel Slater.	Understanding Livelihoods in Rural India: Diversity, Change and Exclusion.	Overseas Development Institute,	2003.
15.	Acharya, S. S.	Sustainable Agriculture and Rural Livelihoods,	Indian Council of Social Science Research,	2006.

MS-305(D)**(II) RURAL SOCIETY AND PANCHAYAT RAJ INSTITUTIONS****COURSE OBJECTIVES**

1. Develop an understanding about rural communities in India
2. Gain Knowledge about Panchayati Raj Institutions
3. Know about the involvement of people in rural reconstruction
4. Develop an understanding to relate the role of Panchayati Raj institutions with rural reconstruction.

COURSE CONTENT

Unit-I	Indian Rural Community: Characteristics, nature and significance, growth and development of Indian rural communities, Rural social institutions: Joint family, caste. Problems and Challenges faced by Indian rural communities and Chattisgarh rural communities.
Unit-II	Panchayat Raj Institutions: Concept, evolution, significance and place in national planning. Functional aspects of Panchayati Raj Institutions: Financial, political and administrative. Problems faced by Panchayat Raj institutions with special reference to Chattisgarh.
Unit-III	Gram Sabha: Concept, significance, structure, functions and powers, Village Panchayat: Concept, significance, structure, functions and powers. Kshetra Panchyat: Concept, significance, structure, and functions and powers, Zila Panchyat: Concept, significance, structure, functions and powers.
Unit-IV	Community Participation: meaning and importance, community awareness: importance, objectives and means, participatory Rural Appraisal (PRA): Concept, characteristics, methods and application of PRA Preferred Rural Appraisal, Social Audit.
Unit-V	Social Work Intervention for strengthening Panchyati Raj Institutions, Role of social worker in mobilizing people participation in rural development, Advocacy: concept and objectives.

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2.	Hebsur, R.K. (eds)	Social Intervention for Justice,	TISS, Bombay,	2007
3.	Rao, V, and Mandor, H,	An Agenda for Caring : Intervention for Marginalized ,	VHAI, New Delhi,	2005
4.	Desai, V.	Rural Development (VOL.I),	Himalaya Publishing House ,	1988

			Mumbai,	
5.	Kothari, M,	Development and Social Action,	Rawat Publishing, Jaipur,	2005.
6.	Kulkarni, P.D.	Social Policy and Social Development in India,	Association of Schools of Social in India, Madras,	1973
7.	Bandyopadhyaya, D	" People's Participation in Planning : Kerala Experiment "	Economics and Political Weekly ,	1997s
8.	Institute of Social Sciences,	Status of Panchayat Raj in the States and Unio Territories in India,	Concept Publishing, New Delhi,	2001.
9.	Dantawal, M.L. (e.d),	Social Change through Voluntary Action,	Sage, New Delhi,	1998.
10.	Maheshwari, S.,	Rural Development in India: A Public Policy Approach,	Sage, Delhi,	1995.
11.	Singh, H,	Administration of Rural Development in India,	Sterling Publishers, New Delhi.	2001.
12.	Desai, A.R. (e.d)	Rural Sociology in India ,	Popular Prakashan, Bombay,	1978
13.	Desai, A.R. (ed)	Peasant Struggles in India ,	Qxford University Press, New Delhi,	1981

SEMESTER IV**MS- 401: SOCIAL POLICY AND SOCIAL DEVELOPMENT****COURSE OBJECTIVES:**

- (i) Develop critical understanding of the nature and sources of social policy
- (ii) Develop ability to examine the major political ideologies as influencing social policy, planning and development, strategies and actions.
- (iii) Understand the concept, content and process of social development.
- (iv) Develop capacity to identify linkages between social needs, problems, development issues, social policy and programmes.
- (v) Develop appreciation of the relevance of social policy and social development to social work practice.
- (vi) Develop insight on the concept and issues concerning sustainable development.
- (vii) Acquire skills in analysis of social policies and development.

COURSE CONTENT:

Unit-1	Meaning, concept and scope of social policy; Objectives of social policy; Sources & models of social policy; Process of social policy formulation and influencing factors. Social policy perspectives in five year plans; Millennium Development Goals (MDGs).
Unit-2	Values and social policy: equality, liberty and justice as the cardinal principles of social policy; Framework for analysis & evaluation of social policy in Indian perspective; Evolution of Social Policy in India; Distinction between social and economic policy.
Unit-3	Sectors of Social policy and their implementation — health, education, population, social welfare (old age, women, children). Policy for the Voluntary Sector. Social planning: Concept and meaning of planning and social planning; relationship between policy, planning and development. Social intervention at the macro and micro levels;
Unit-4	Development and under-development: meaning, concept and criteria; Factors of development - economic, social, cultural, psychological and political ; ideology and development; Models of development: Capitalism, Socialism, Mixed Economy; Historical experience of the development process; Strategies of Development. People's organizations and development.
Unit-5	Social Development: meaning, concept, dimensions, strategies & indicators. Values of Social Development: participatory approach, empowerment; role of State. Sustainable development: Meaning & concept, evolution, components, factors, innovative approaches. 'Our Common Future' and sustainable development. Gandhian approach to development; Human Development approach; Global efforts for human Development Limits to growth. Growth with Equity Role & scope for social work practice to impact social policy and social development.

REFERENCES:

S.NO	AUTHOR	TITLE	PUBLISHER	YE R
1.	Baldock, J.; Manning, N.; Manning, Nicholas; Vickerstaf, S.	Social Policy	OUP, New York	2007
2.	Blakemore, Ken; Blakemore, Kenneth; Griggs, E.	Social Policy: An Introduction	McGraw-Hill Education, New York	2007
3.	Blau, J.; Abramovitz, M.	The Dynamics of Social Policy	OUP, U.S.	2007
4.	Gore, M.S.	Social Aspects of Development	Rawat Publications, Jaipur	1985
5.	Hill, Michael J.	Understanding Social Policy, 7 th Edition	Blackwell Publishing, U.K.	2003
6.	Jacob, K.K.	Social Development Perspectives	Himanshu Publication	1992
7.	Kulkarni, P.D. & Nanavaty, M.C.	Social Issues in Development	Uppal Publishing House	1997
8.	Lavalette, Michael; Pratt, Alan (eds.)	Social Policy: A Conceptual And Theoretical Introduction, (2 nd edition)	Sage Publications, London	2001
9.	Lewis, Gail; Gewirtz, S. Clarke, J (eds.)	Rethinking Social Policy	Sage Publications Inc., London	2000
10.	Meadows, Donnell H.	The Limits to Growth	University Brooks, New York	1972
11.	Midgley, J.	Social development: the developmental perspective in social welfare	Sage, Delhi	1995
12.	Midgley, James; Livermore, M.	The Handbook of Social Policy	Sage Publications, London	2008
13.	Mullard, M. and Spicker, P.	Social Policy in a Changing Society	Routledge & Kegan Paul, New York	1998
14.	Pathak, S.	Social Welfare : An Evolutionary and Developmental Perspective	Mac Millan India, Delhi	1981
15.	Patton, C.V.; Sawicki, D.S.	Basic Methods of Policy Analysis and Planning	Prentice Hall Inc., New Jersey	1993

16.	Rogers, Peter P.; Jalal, Kazi F.; Boyd, John A.	An Introduction to Sustainable Development	Earthscan	2008
17.	Sharma, P.N. and Shastri, C.	Social Planning : Concepts and Techniques	Print House, Lucknow	1984
18.	Singh, Mohinder	Social Policy and Administration in India	M.D. Publications Pvt. Ltd.	1996
19.	Singh, R.R. (Ed.)	Whither Social Development,	ASSWI, Delhi	1995
20.	Titmus, R.M.	Social Policy	George Allen & Unwin, London	1974

MS- 402 SOCIAL SECURITY AND WELFARE ADMINISTRATION**COURSE OBJECTIVES:**

- (i) Develop understanding of the concept, types and importance of Social Security in social work practice.
- (ii) Acquaint self with the variety of social and welfare services and agencies available for meeting the requirements of the needy and vulnerable sections.
- (iii) Acquire knowledge about the basic principles and processes of administration within the framework of social work philosophy and practice.
- (iv) Acquire competence in the administration of social welfare and development services.
- (v) Develop attitudes and skills for innovations and experimentation in social welfare administration.

COURSE CONTENT:

Unit – I	Social security : Concept and scope of social security, social assistance and Social insurance; Institutional and non-institutional mechanisms for social security; Social security measures in India. Evolution of social security Philosophy; Social security, social services, social welfare services and the rights approach; Discrimination and exclusion as a challenge to social security.
Unit-II	Meaning and need of social welfare administration; Distinction between Public, businesses, social administration, welfare administration, social work administration, development administration. Approaches to social administration: weber classical, behavioral, systems, structural-functional.
Unit-III	Elements of administration: policy making & planning, organizing, staffing, directing, coordination, reporting, budgeting & accounting. Organizational structure of governmental, non-governmental and international agencies in social welfare. Introduction to Organizational Behaviour
Unit-IV	The structure of welfare administration in India: The Union Government and Government of Chattisgarh, District and local welfare administration. NGOs and International agencies in the administering of social and welfare services. Legislation relating to organization and management of non-governmental or non-profit organizations: Societies Registration Act 1860, The Chattisgarh Societies Registration Act 1958, organizations registered under Section 25 of Companies Act 1956, Indian Trusts Act 1882.
Unit-V	Registration of welfare agencies; Requisites for effective and efficient welfare administration; Community and Stakeholders Participation; Accountability and transparency in organizations, Social Audit; Voluntary efforts in social welfare, advantages and disadvantages of voluntary organizations; Methods to strengthen the voluntary sector. Role and scope of professional social work in social welfare organizations.

REFERENCES:

S.No	Author	Title	Publisher	Year
1.	Midgley, James and Kwong-Leung Tang	Social Security, the Economy and Development	Palgrave Macmillan	2008
2.	Gokhale, Jagadeesh	Social Security : A Fresh Look at Policy Alternatives	University of Chicago Press (April 15, 2010)	2010
3.	Midgley, James and Mitsuhiro, Hosaka	Grassroots Social Security in Asia: Mutual Aid, Microinsurance and Social Welfare (Routledge Research On Public and Social Policy in Asia)	Routledge	2011
4.	S. Mahendra Dev, Pius Antony, V Gayathri, R P Mamgain	Social and Economic Security in India	Institute for Human Development	2001
5.	Jegadeesan, G.	Workforce Welfare And Social Security In India	Icfai University Press	2009
6.	Subrahmanya, R K A	Evolution And Status of Social Security Systems In India	Social Security Association Of India	1995
7.	Lawler, J., & Bilson, A	Social work management and leadership: Managing complexity with creativity	London: Routledge	2010
8.	Atwater, Pierce	Problems of Administration in Social Work	University of Minnesota Press	2009
9.	Bhattacharya, Sanjay	Social Work Administration and Development	Rawat Publications,	2006
10.	Choudhari, D. Paul	Profile of Voluntary Action in Social Welfare and Development	Siddhartha Publishers, New Delhi	1992
11.	Choudhari, D. Paul	Voluntary Effort in Social Welfare and Development	Siddhartha Publications, New Delhi	1990
12.	Choudhary, D. Paul	Social welfare administration	Atma Ram & Sons, New Delhi	1992
13.	Choudhary, Dev Raj	Administrative problems of public sector undertakings in India	H.K. Publications, New Delhi	1992
14.	Dubey, S.N.	Administration of Social Welfare programmes in India	Somaiya Publications, Bombay	1973
15.	Goel, S.L. and Jain, R.K.	Social welfare administration: organisation and working, Vol. 1 & 2	Deep and Deep Publications Pvt. Ltd., New Delhi	1998

16.	Kohli, A.S.	Administration Of Social Welfare	Anmol Publications Pvt Ltd	1997
17.	Koontz, H. and Wehrich, H.	Essentials of Management	McGraw Hill, New Delhi	1998
18.	Lauffer, A.	Understanding your Social Agency	sage Publications, London	1977
19.	Lewis, David; Wallace, Tina	Development NGOs and the Challenge of Change: new roles and relevance (Ed.)	Rawat Publications, New Delhi	2003
20.	Madan, G.R.; R. M Loomba Edition: 2	India of Tomorrow	Allied Publishers, New Delhi	1986
21.	Maheshwari, Shriram	Administrative theories	Allied Publishers Ltd., New Delhi	1994
22.	National network for social work managers	Administration in social work	Haworth Press	1987
23.	Pandey, S.K.	Social welfare Administration,	Mahaveer and sons, New Delhi	2007
24.	Pathak, Shanker	Social Welfare Manpower, A Regional Study:	Suruchi Publication, Delhi	1983
25.	Patti, Rino J.	Social welfare administration: managing social programs in a developmental context	Prentice-Hall	1983

MS- 403 DISSERTATION

Each student shall be required to do a dissertation, on a theme to be decided in consultation with competent faculty & will have to submit a report, two weeks before the commencement of fourth semester's exam.

GROUP A**MS- 404 (A) SOCIAL WORK WITH DIFFERENTLY ABLED****COURSE OBJECTIVES:**

1. Understand issues & concerns related to persons with disability & their caregivers.
2. Critically appraise theoretical & conceptual perspective with regard to disability as also research evidence in order to make effective assessment, decisions & interventions.
3. Facilitate the integration of theoretical concepts & social work tasks in field practice under different auspices.

COURSE CONTENT:

Unit – I	Definitions: Impairment, disability & handicap. Models of disability. The charity model, bio-centric model, functional model & human rights model. Incidence & prevalence of disability; national & international perspectives. Disability classification, causes, needs & problems.
Unit-II	Societal attitude toward persons with disability (PWD). Stigma, discrimination oppression & social exclusion. Psychosocial factors & coping with disability. Human rights violations & protection of rights.
Unit-III	Critical analysis of various legislations (RCI Act, PWD Act & National Trust Act). Existing services & programmes for persons with disabilities, Role of government & NGOs. Disability Movement: historical perspective, national & international milestones from welfare to right based approach, PWD as consumer. Mainstreaming; philosophy & strategies. Inclusive education, Models of inclusive education.
Unit-IV	Prevention of disabilities at primary, secondary & tertiary level. Rehabilitation services for the PWD (Educational, vocational, economic & social). Multidisciplinary framework of disability work. Roles & functions of professionals. Community based rehabilitation; philosophy; approaches & programmes.
Unit-V	Social work intervention for prevention & rehabilitation. Disability counseling components and approaches. Institutional & non institutional & communal settings. Influencing societal attitudes; empowerment ideology as social intervention. Networking & advocacy approaches, strategies & processes.

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S.No	Author	Title	Publisher	Year
1.	Kanth Amod & Varma R.M.,	Neglected Child-Changing Perspective	Prayas, Juvenile Aid Centre, University of Delhi, New Delhi,	1993
2.	Joshi, N.C. & Bhatia, V.B. (eds),	Readings in Social Defence: A Study of Crimes and Corrections in Indian Society,	Wheeler Publishing, Allahabad,	1981.
3.	Jaisingh, Indra,	Indian Prison: A Sociological Enquiry,	Concept, Delhi,	1979
4.	Hartman Ann & Laird Joan,	Family Centred Social Work Practice,	Free Press, New York,	1983.
5.	Govt. of India,	Deptt. of Women and Child Development, Plan of Action – A Commitment to the Child,	Govt. of India,	1992.
6.	Govt. of India, Deptt. of Social Welfare,	Towards Equality: Report of the Committee on the States of Women in India,	Ministry of Welfare, Education and Social,	1975.
7.	Germain, Carl Bailey,	Social Work Practice in Health Care: An Ecological perspective,	The Free Press, New York,	1989.
8.	Gandhi, Anjali,	School Social Work,	Common Wealth Publishers, New Delhi,	1990.
9.	Gadkar, Gajendra S.N.,	Disabled in India,	Somaiya Publications Pvt. Ltd., Bombay.	2005
10.	Franked. S.,	Organized Labour in Asia Pacific Region,	Ithaca, ILO Press,	1993.
11.	Desai Murlī (ed),	Family and Interventions,	Bombay TISS,	1994.
12.	David, Field & Steve, Tailor.	Sociology of Health and Health Care: An Introduction for Nurses,	Blackwell Scientific Publication, London,	1993.
13.	Bhattacharya, S.K.,	Social Defence: An Indian Perspective,	Manas Publications, Delhi,	1985
14.	Ali, Bequer & Sharma, Anjali,	Disability: Challenges & Response,	Concerned, Action, New Delhi,	1997.

MS- 405 (A)**(II) MANAGEMENT OF NON-PROFIT ORGANISATIONS AND SOCIAL ENTERPRISES****COURSE OBJECTIVES:**

1. Develop an understanding of the conceptual framework of NPOs and social enterprise development.
2. Appreciate the structural and functional aspects of NPOs and social enterprises.
3. Familiarize with the policy framework in relation to NPOs and social enterprises.
4. Develop appropriate skills and aptitude for the management of NPOs and social enterprises with innovations.
5. Develop an understanding of the process involved in the designing of development projects and social enterprises.

COURSE CONTENT:

Unit – I	State, Market and Civil Society in Context: Roles, functions and practices; Concept of NPO: Meaning, Definition; Types of NPOs - similarities & differences, emerging trends; NPO-Government interface. Organizational structure and governance systems; Organizational design; Concept of Management: Meaning, Definition and Types.
Unit-II	Social Entrepreneurship, Self Help Group, primary co-operatives, Micro-credit, micro-finance, Micro-insurance, Micro-enterprise. Enterprise Management and Scaling-up; Historical evolution of the credit sector.
Unit-III	Policy of Government of India for the voluntary organization; Mechanisms and processes involved in micro-credit & micro-finance; concept of micro-credit institutions; Informal Credit Markets and financial institutions. Problems and challenges associated with the micro-finance sector
Unit-IV	Organization and function - Capacity, capability enhancement and training; Liaisoning and networking, MIS; Resources and finance – Resource mobilization, Budgeting, accounting and auditing, management and maintenance of records.
Unit-V	Project formulation and designing of development projects and enterprises; Role of social worker in social enterprise development and NPOs. Role of key institutions like NABARD, SIDBI, KVIC, Rashtriya Mahila Kosh (RMK) in promotion of social enterprises. Case studies of leading NPOs and successful social enterprises.

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S.No	Author	Title	Publisher	Year
1.	Pawar, S.N. and Srikant D	NGO and Development,	Rawat Publisher, Jaipur-Delhi,	2004.
2.	Nicholls, Alex,	Social Entrepreneurship: New Models of Sustainable Social Change,	Oxford University Press, London,	2006.
3.	NABARD,	Status of Microfinance in India-2008-2009,	Mumbai: NABARD,	2009.
4.	Kumar, Ravi Shankar,	Role of NGOs in Developing Countries,	Deep & Deep Publication Pvt. Ltd., New Delhi,	2003.
5.	Kothari, M.K.	Dyanamics of Entrepreneurship Development,	Mark Publisher, Jaipur,	2010.
6.	Khandker, Shahidur,.	Fighting Poverty with Microcredit: Experience in Bangladesh,	Oxford University Press, Oxford,	1998
7.	Joshi, Deepali Pant,	Micro Finance for Micro Change, Emerging Challenges,	Gyan Publishing House, Delhi,	2010.
8.	Harper, Malcom,	Promotion of Self Help Groups under the SHG Bank Linkage Programme in India ,	NABARD, Mumbai,	2002.
9.	NABARD	Guidelines of NABARD, Mumbai,	Rashtriya Mahila Kosh, New Delhi.	2004
10.	EADE,	Development NGO and Civil Society, Jenny Press,	Rawat Publication Jaipur & New Delhi,	2005.
11.	Doherty, Bob; Thompson, John,	Social Enterprise management	Emerald Group Publishing,	2006.
12.	Dees, J. Gregory; Emerson, Jed; &, Peter ,.	Strategic Tools for Social Entrepreneur : Enhancing the Performance of Your Enterprising Nonprofit,	Wiley, New Delhi,	2002
13.	Dacanay, Marie Lisa M.,	Creating a Space in the Market: Social Enterprise Stories in Asia,	Asian Institute of Management, Manila, Phillipines,	2004.
14.	Chaudhary, D. Paul,	Social Welfare Administration,	Bihar Hindi Growth Academy, Patna,	1973.
15.	Borzaga, Carlo; Defourny, Jacques, ,	The Emergence of Social Enterprise	Routledge, London,	2001

MS- 406 (A)**(III) SOCIAL DEFENSE AND CORRECTIONAL SERVICES****COURSE OBJECTIVES:**

1. Develop understanding of the concept & philosophy of social defense & correctional services.
2. Develop practice skills in prevention, correction & rehabilitation work in social defense.
3. Understand the philosophy approaches & relevance of community based programs in social defense.

COURSE CONTENT:

Unit – I	Crime: concept, causation & its relation to social problems. Theories of crime & punishment. Changing dimension of crime. Correctional services: concept, philosophy & changing perspectives.
Unit-II	Social defense, concept, philosophy & changing dimensions. Children in need of care & protection, juveniles in conflict with law, street & working children, older persons, offenders. Crimes against children, women & older persons. Alcoholism & drug abuse.
Unit-III	Introduction to Indian Penal Code, Criminal Procedure Code & Indian Evidence Act. Narcotic Drugs & Psychotropic Substances Act 1986, Prisons Act, Prisoners Act. Criminal Justice system: components, process & perspectives – Police, prosecution, Judiciary & correctional institutions.
Unit-IV	(A), Institutional Correctional Services-structures, functions & limitations, Prisons, observation homes, Children homes.2., Special homes, Beggar homes, Rescue homes, Dropin shelters.3., Short stay homes, Protective homes, Half-way homes, De-addiction centers etc.(B), Non-Institutional Services 1., Probation & Parole2., Community correction Programmes.3., Community based programmes 4., After-care, intensive after care, reintegration & follow up.
Unit-V	Victimology: Study of victims of crime. Victim compensation, victim support services. Concept of Restorative Justice. Application of UN standards, Human Rights Perspective & early detection approach to prevention of crime.

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S.No	Author	Title	Publisher	Year
1.	Agrawal, R.G. and Sarvesh Kumar,	Crime and Punishment in New Perspective,	Mittal, New Delhi,	1986.
2.	Govt. of India,	Prisons Acts, 1894.	Govt. of India,	1894.
3.	Govt. of India,	Probation of Offenders Act 1958.	Govt. of India,	1958.
4.	Haskell, Martin R. & Yablonsky Lewis	Crime and Delinquency, Rand	Mc., Nally College Publishing Company, Chicgo,	1974.
5.	Johnson, Elmer Hubert,	Crime, Correction and Society,	Home Wood, III Dorsey,	1978.
6.	Ministry of Social, Prevention of Crime and the Treatment of Offenders,	Sixth United Nations Congress on the Welfare,	Govt. of India,	1980
7.	NISD,	Juvenile Delinquency-A Challenge,	NISD, New Delhi.	2005
8.	Paranjape, N.V.,	Criminology and Penology,	Central Law Publications, Allahabad,	1994.
9.	Govt. of India,	Juvenile Justice Act 1986.	Central Law Publications, Allahabad,	1986.
10.	Gibbons, Don. C., Prentice-Hall of India Private Limited, New Delhi, 1978.	Society, Crime and Criminal Careers: An Introduction to Criminology, Victim ology and Correction,	Ashish Publishing House, Delhi,	1992.
11.	Blumberg, Abraham S.,	Current Perspectives on Criminal Behaviour,	Random House, New York,	1979.
12.	Barnes, H.E. and Teeters N.K.,	New Horizons in Criminology.	Ashish Publishing House, Delhi,	1992.
13.	Ahuja, Ram,	Criminology,	Minakshi Prakashan, Meerut,	1984.

GROUP – B**MS- 404 (B)****HUMAN RESOURCE MANAGEMENT****COURSE OBJECTIVES**

1. Develop a general perspective on management of industrial organization.
2. Understand a holistic perspective of human resource management and human resource development.
3. Familiarize with HR information system and HRD interventions.
4. Develop an understanding of enhancement of competences of HR professionals.

COURSE CONTENT

Unit – I	Fundamentals of Management: Concept of management, Principles, theories and approaches, types of management: multi-nationals, trusts, cartels, cooperatives, public undertakings.
Unit-II	Human Resource Management: Concept, scope, philosophy, objectives, evolution, approaches, structure and functions.
Unit-III	Strategic Human Resource Management, talent acquisition, talent retention, compensation management, corporate ethics and values, competences of HR professionals in a strategic human resource management scenario. Application of human resource information system.
Unit-IV	Human Resource Development: Concept, need, scope, and approaches. HRD sub-systems. HRD for organizational effectiveness, training and development, HRD interventions, Performance management, Measuring HR: the need for measuring HR. HR as strategic partner.
Unit-V	HR auditing: effectiveness index, key indicators, management objectives, organizational development, local quality management and employee competency development.

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3.	Frank, Wendal, Chennai,	Human Resource Managment, Third Edition,	All India Publisehers and Distributors,	1997.
4.	Yodar, Dale	Handbook of Personnel Management and Labour Relations	Mc-Grew Hill Book Company, Ney York,	1958.
5.	C. Neal E Jossey	Effective Human Resource Managment,	Bass, London,	1988.
6.	Verma, R.B.S, and Atul Pratap Singh,	Manav Sansadhan Vikas Aur Prabandhn Ki Ruprekha,	New Royal Book Company,	2005
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11.	Mckeona, Eugene and Beech,	Personnel Managment,	Himalaya Publishing House, Bombay,	1997.
12.	Desia, K.G.,	Human Problems in Indian Industires,	Sidhu, Bombay,	1969.

MS- 405 (B) LABOUR PROBLEMS AND LABOUR LEGISLATION IN INDIA**COURSE OBJECTIVES**

1. Identify and analyses labor problems
2. Know about concept, need and development of labor legislation
3. Understand different labour legislations
4. Familiarize with labour organizations

COURSE CONTENT

Unit – I	Labour Problems: Problems of organized and unorganized labour, labour migration, indebtedness, absenteeism, labour turnover, alcoholism, housing, livelihood, emerging challenges for social workers in industry.
Unit-II	Labour legislation: Concept, need, scope and development, Inter relationship between labour legislation and other social legislation, International Labour Organization (ILO): structure and functions. Impact of ILO on labour legislation in India.
Unit-III	The Factories Act, 1948; Mines Act, 1952, Plantations labour Act, 1951, Contract labour (Regulation) Act, 1970.
Unit-IV	The Payment of Wages Act, 1936, Minimum Wages Act, 1948, Payment of Bonus Act, 1965, Payment of Gratuity Act, 1972, Equal Remuneration Act, 1976.
Unit-V	Labour Organization: Need, types and role responsibilities, problems, and impact of globalization on labour organizations. The Trade Union Act, 1926, Industrial disciplinary procedure.

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1.	Garg, Ajay,	Labour Laws,	Nabhi Publication, New Delhi,	1998.
2.	Dasgupta, S.K.,	Industrial Law,	Sterling Publisher Pvt. Ltd., Bombay,	1997
3.	Laldas D.K.,	Personnel Management, Industrial Relations and Labour Welfare,	Y.K. Publishers, Agar,	1991.
4.	Davar R.S.,	Personnel Management and Industrial Relations,	Vikas Publishing House, New Delhi,	1986.
5.	Mallik, P.L.,	Handbook of Labour and Industrial Law,	Eastern Book Company, Lucknow,	1989.
6.	Madhusudan Rao, M., Laobur	Management Relations and Trade Union Leadership, Deep and Deep Publications,	New Delhi,	1986.
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9.	Nagaraju, S.,	Industrial Relations System in India,	Chugh Publications, Bombay,	1984.
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GROUP - C
MS- 404 (C) CHILD WELFARE AND DEVELOPMENT

OBJECTIVES

1. Understand the significance of child development and rights of children
2. Gain knowledge about the legal safeguards related to children
3. Familiarize with policies, programmes and services related to children
4. Develop skills of working with children

COURSE CONTENT

Unit-I	Child Welfare and Development: Need, concept, dimensions and issues. Needs of children: Physical, psychological, social, emotional, mental and health related child right : concept, and importance.
Unit-II	Philosophy of child welfare and development, Historical development of child welfare and development status of children in India. Demographic profile, education, health, nutrition and protection. Child care: concept, philosophy, services, emerging need and programmes early childhood care and development.
Unit-III	Constitutional provisions for children, National policy on children, International perspectives and U.N convention of children, Legal provision related to feticide, adoption, foster care, guardianship, child marriage and child labour. Programmes related to child welfare and development.
Unit-IV	Children in vulnerable situation: Children with disabilities, trafficking of children, street and working children, child prostitution, children of migrant families. Children as victims of war, terrorism, communal violence, natural disaster and displacement. Child labour: status, causes and consequences.
Unit-V	Social work intervention in the field of child welfare and development, Role of social worker in different settings of child welfare and development.

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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 (Third Ed), Prentice Hall of India,	New Delhi,	1999
6.	Ram Kumar (eds)	Child Development in India , Vol.I And II ,	Ashish Publishing House, New Delhi,	1988
7.	Savitiri, Goonesekere,	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	2008
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 University Press , Delhi,	2003
12.	Enakshi, G.T. (eds)	Children in Globalising India- Challenging out Conscience,	HAQ Center for Child Right, New Delhi,	2002
13.	Peter, G.G. ,	Social work with Children and their Families , Pragmatic Foundations (second Edition)	Qxford 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

MS- 405 (C) YOUTH DEVELOPMENT AND WELFARE OF THE AGED**COURSE OBJECTIVES**

1. Develop an understanding of the social system that affects the function of youth and aged.
2. Sensitization about issues related to youth and aged.
3. Develop concern and interest in working with youth and aged.
4. Enhancement of skills for identification of needs and intervention for welfare and development of youth and aged.

COURSE CONTENT

Unit-I	Youth: Concept and characteristics, inter generation conflict, needs and problems of youth in rural and urban areas, youth unrest and crime.
Unit-II	National policy for youth in India, National commission on youth: structure and functions. Youth welfare and development programmes in India, Nehru Yuva Kendra, NCC, NSS, and other such program, Career counseling and guidance with youth.
Unit-III	Concepts of aged, geriatrics, gerontology and senior citizens, Biological and physical aspects of ageing, Social Aspects: changing roles and functions in the family and society. Psychological aspects: self-image of aged and self-esteem. Economic aspects.
Unit-IV	Demographic characteristics of aged, family and its role in the promotion of physical, mental and emotional health of aged, Identification of the potentialities of aged. Integration of aged with other sections of society, National Policy on Aged. Legislative Provisions for Aged.
Unit-V	Services for the Aged: Govt and non-governmental, institutional and non-institutional, counseling for the old age, Peer-counseling home and family based services, information and referral services, mobile-health services, recreation centers, senior citizens clubs, day care centers, helpline, social work with the aged: need and areas of practice, Role of NGOS.

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1.	World Bank,	Averting The old Age Crisis, Policies to Protect the old and promote Growth ,	World Bank Publications,	1994
2.	Madrid, Paulhing,	The New Logic of Social Security Reform, Polictis and Pension Pribvilazation in Latin America,	Stanford University,	1999
3.	Weill, Andrew,	Healthy Aging; A lifelong Guide to your Well-being,	Banthon Books,	2006
4.	Robin , Mears and Smita, Randall,	The development of Welfare Services for Elderly People ,	Routhledge,	1985
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7.	Greene, Roberia, Rubin, Aldine	Social Work with Aged and their families,	Transaction ,	2000
8.	Edward, J. Marore, Steven N. Austad	Handbook of the Biology of Aging,	Academic Press,	2006
9.	Anthony, J. Jiffs,	Young People and Youth Services,	Routeledge and Kegar Paul, London,	1979
10.	Annual report of	Govt. of India, New Delhi Edward	Ministry of Youth Affairs and Report,	2006
11.	Singhvi, L.M (ed),	Youth Unrest : conflict of Generation.	Oxford Press	2006

MS- 406 (C) SOCIAL INCLUSION, SOCIAL JUSTICE AND SOCIAL WORK**COURSE OBJECTIVES**

1. Understand concepts and dynamics of social exclusion, social justice and social inclusion.
2. Critically examine institutionalized mechanisms available for different vulnerable groups
3. Understand social situations, protective and primitive programmes for specific vulnerable groups
4. Develop knowledge and skills required in working for a just and inclusive social order.
5. Develop appropriate attitudes and commitment required to work for a just and equitable society.

COURSE CONTENT

Unit-I	Concept and dimensions of social exclusion; mechanisms and factors of social exclusion; meaning of social inclusion; measures, concept of discrimination and exclusion; government and civil society initiatives for social inclusion. Social planning as a form of inclusive practice.
Unit-II	Vulnerability: meaning and forms; Problems and issues faced by vulnerable and marginalized sections/groups in Indian society: Dalit's, tribal, OBC, minorities and women; people with disability, child workers, domestic workers, and sex workers, bonded labour, migrant workers, displaced persons, senior citizens, people living with HIV/Aids, Human rights violations of vulnerable sections
Unit-III	Social Justice: meaning, philosophy, features and forms; Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization; Social Justice as a core value of social work profession; Development with justice
Unit-IV	Instruments of social justice: Constitutional base of social justice, positive and protective discrimination; Indian legal system and its operational instruments – IPC, CRPC, CPC; Legal and public advocacy, PIL, legal literacy, free legal aid, RTI Civil society as pressure groups: case illustrations. Statutory bodies/organs for justice – National and State Commissions for Women, Minorities, Scheduled Castes, Scheduled Tribes and Human Rights
Unit-V	Critical analysis of the redressed mechanisms for vulnerable and marginalized sections; Approaches of intervention: policy initiatives, legislative, programmes and schemes, empowerment, advocacy and civil society initiatives, emancipatory and spiritual. Social work practice with vulnerable populations. Role of professional social workers and Mass Media in promoting social justice and social inclusion. Development of sensitivity and empathetic attitudes towards vulnerable populations.

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2.	Lal, A. K., and Bindeshwar Pathak.	Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak.	Concept Pub. Co,	2003.
3.	Percy-Smith, Janie. Buckingham:	Policy Responses to Social Exclusion: Towards Inclusion.	Open University Press,	2000.
4.	Rodgers, Gerry.	Social Exclusion: Rhetoric, Reality, Responses: a Contribution to the World	Summit for Social Development.	1995.
5.	Munck, Ronaldo. Bloomfield,	Globalization and Social Exclusion: A Transformationalist Perspective.	Kumarian Press,	2005.
6.	Kabeer, Naila.	Social Exclusion and the MDGs: The Challenge of 'durable Inequalities' in the Asian Context.	Institute of Development Studies,	2006.
7.	Thorat, Sukhadeo, and Umakant.	Caste, Race, and Discrimination: Discourses in International Context.	Indian Institute of Dalit Studies,	2004.
8.	Justino, Patricia, and J. A. Litchfield. London:	Economic Exclusion and Discrimination: The Experiences of Minorities and Indigenous Peoples.	Minority Rights Group International,	2003.
9.	Jordan, Bill. A Cambridge,	Theory of Poverty and Social Exclusion.	UK: Polity Press,	1996.
10.	Human Rights Watch (Organization).	Human Rights Watch Caste Discrimination: a Global Concern. New York:	Human Rights Watch,	2001.
11.	Hills, John.	Inequality and the State.	Oxford University Press,	2004.
12.	Hills, John, Julian Le Grand, and David Piachaud.	Under standing Social Exclusion,	Oxford University Press,	2002.
13.	Haan, Arjan	Social Exclusion: Towards a Holistic Understanding of Deprivation. London	Social Development Dept., Dept. for International Development,	1999.
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GROUP – D**MS- 404 (D) AGRARIAN SOCIAL STRUCTURE****OBJECTIVES**

- Sensitize students to the various facets of Agrarian people.
- Create an understanding of the various policies and practices.
- Understand the concepts to examine social phenomenon among Agrarian Structure in India.
- Develop skills to analyze Agrarian society and change among them.
- Understand the development, social analysis and its impact on Agrarian Social Structure.

COURSE CONTENT

UNIT- I	Meaning and Stratification of Agrarian Society <ul style="list-style-type: none"> • Agrarian social structure, meaning, Nature, Characteristics. • Unique Features of Agrarian social structure with special reference to Chhattisgarh. • Stratification of Agrarian society.
UNIT- II	Agrarian Movement & Problems <ul style="list-style-type: none"> • Agrarian Unrest: Emerging Patterns of rural leadership Various Agrarian Movements. • Specialized problems of Agrarian weaker-section and Marginalized Groups. • Landless workers, Artisans, Rural Poverty & Indebtedness and Untouchability. • Problems of women and the role they have to play in the Agrarian society. Illiteracy and consequences of mal nutrition/health sanitation and hygiene problem of women in the Agrarian society.
UNIT- III	Effect of Industrialization , Technologies & Modernization on Agrarian Society Effect of Industrial and technological advancement on the growth & development of Agrarian society, Modernization, Addiction.
UNIT –IV	Community Development Programs (Extension Programs) in India. <ul style="list-style-type: none"> • Rural Community development(Extension programs in India): SGRY, PMGSY, PMGY, MNP, CRSP, IAY, GRAMNAWAAS, SAMAGRA AWASS YOJANA, IRDP, DWCRA, TRISEM, SITRA, GKY, MWS, SGSY, EAS, RPDS, JGSY, NSAP, ANNUPURNA SCHAME, CAPART, IWDP, TSET SCHAME, DPAP, DDP etc.
UNIT- V	Panchayati Raj , Role of Voluntary agencies & NGO's in rural development <ul style="list-style-type: none"> • Role of Voluntary Agencies in Rural development. i.e. Central social welfare board, • The village Panchayat& the Panchayat raj in India. • Cooperation and Cooperatives in Rural India. Role of NGO's in rural development.

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2.	Holmes, R.H	Rural Sociology	Sage Publication.	2000
3.	Madan G.R.	Indian Social Problems-Vol. I & II	Allied publication Bombay	1962
4.	Desai A.R	Rural Sociology in India	Popular Prakashan Bombay	1959
5.	Sundaram I.S	Rural Development	Himalaya Publishing House Mumbai	1997
6.	Singh, Yogendra	Indian Village	Agra Publication.	2003
7.	Doshi.S.L	Rural Sociology	RawatPublication,New Delhi	2010
8.	Singh, Yogendra	Modernization of Indian Tradition	RawatPublication,New Delhi	2012
9.	Lahiri, Sital	Migration, Health & Development	RawatPublication,New Delhi	2011
10.	Lines .T	Making Poverty: A History	RawatPublication,New Delhi	2008
11.	Ahamad, Mohammad	Krisak Samaj Avam Prodyogiki	New Royal Book Company,	2001
12.	Singh.A.K,&Chandel.O.P.S	Bharat Madak Dravya: Ayam, Pravittiya Aur Punarvas	New Royal Book Company, Lucknow.	2001
13.	Joshi, GV	Agrarian Structure & Tenancy Movement	Rawat Publication, Delhi.	2007
14.	Singh, DK	Agrarian Transformation	Rawat Publication, Delhi.	2005

MS- 405 (D) URBANIZATION AND COMMUNITY DEVELOPMENT**COURSE OBJECTIVES**

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

COURSE CONTENT

UNIT- I	Urbanization: Causes and consequences of urbanization, urban poverty and livelihood issues. Migration: issues and result developments, slums and housing, natural resource management in communities.
UNIT- II	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- III	Community Development: definition, objectives, approaches, historical development, types of community development: urban, rural and tribal.
UNIT -IV	Urban local self-governance: Concept and significance, constitutional and legal status, structure and functions of Nagar Nigam, Nagar Palika, Nagar Mahapalika, Town Area and Cantonment Board.
UNIT- V	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.

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

MS- 406 (D) URBAN PLANNING AND DEVELOPMENT**COURSE OBJECTIVES**

1. Gain Knowledge about urban planning
2. Develop an understanding of urban development in India
3. Enhance seniority and commitment towards development of urban poor
4. Develop necessary skills for urban community development

COURSE CONTENT

UNIT- I	Planning: Concept, objectives and planning process, Rural urban continuum, Quality of life in urban community, changes in urban community and emerging mode of urban life.
UNIT- II	Urban Planning: Concept, need, historical background, approaches and problems, Master Plan: contents, methods and techniques.
UNIT- III	Urban development: Concept, features, objectives, historical background and process. 74 th constitutional amendment and role of urban local bodies, National Urban Renewal Mission: Vision, scope and status.
UNIT -IV	Policies and Programmes of urban renewal state urban development authority (SUDA): Structure and functions, District Urban Development Authority (DUDA): structure and functions programmes of urban development in Chattisgarh.
UNIT- V	People's participation in urban development, role of social action and advocacy in urban development (for public distribution system, right to information, right to education and acceptability), Initiatives of civil society organization for urban community development.

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2.	Yadav, C.S. (ed),	Urban Planning and Policies- Part A,	Concept Publishing Co, New Delhi,	1986
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4.	Ghosh, A,	Planning in India: The Challenge for the Nineties,	Sage Publications, New Delhi,	1992.
5.	Ganpathy, R.S. and others,	Public Policy and Policy Analysis in India,	Sage Publications, Delhi,	1985
6.	D'souza, Victor S,	Urban Development in India, in Encyclopaedia of Social Work in India,	Ministry of Welfare, Govt of India,	1987
7.	Culling Worth, I.B,	Problems of Urban Society, Vol-I, The Social Frame Work of Planning,	George Allen and Unwin Ltd, London,	1973
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13.	Narain, K, (ed.), ,	Development Programs for Urban Poor	Indian Institute of Public Administration, New Delhi.	2004
14.	Thakur, B (ed.),	Urban and Regional Development in India, Vol-I,	Concept Publishing Company, New Delhi,	2005.
15.	Kusambi, M,	Urbanization and Urban development in India,	ICSSR, New Delhi,	1994.

IMPORTANT WEBSITES FOR SOCIAL WORK

1. <http://www.socialworkstudentcenter.com>
2. <http://research.socialwork.wayne.edu>
3. <http://www.socialworker.com>
4. <https://www.socialworkers.org>
5. <http://www.scie.org.uk/workforce/socialworkpractice.asp>
6. <http://www.education.gov.uk/childrenandyoungpeople/social/becomingasocialworker>
7. <http://www.basw.co.uk/social-work-careers>
8. http://socialwork.chass.ncsu.edu/graduate/field_education
9. <http://www.childrensocialworkmatters.org>
10. <http://ssw.unc.edu>
11. <http://www.abacon.com/internetguides/social/weblinks.html>
12. <http://www.socialwork.buffalo.edu/students/self-care/exercises.asp>
13. <http://www.swap.ac.uk>
14. <http://www.naswdc.org>
15. <http://wcd.nic.in>
16. <http://www.seniorcare.in>
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IMPORTANT JOURNALS FOR SOCIAL WORK

1. Kurukshetra; A Rural Development Journal, Ministry of Rural Development.
2. Yojna; A Developmental Magazine, Yojna Bhawan, New Delhi.
3. Economic and Political Weekly, A to Z Industrial Estate, Ganpatrao Kadam Marg, Lower Parel, Mumbai.
4. Social Action(A Quarterly Review of Social Trends) ISI, New Delhi
5. Legal News & Views(A Quarterly Review) ISI, New Delhi
6. Women's Link (A quarterly journal) ISI, New Delhi
7. Hashiye Ki Awaaz(A quarterly journal) ISI, New Delhi
8. The Indian Journal of Social Work (IJSW), Tata Institute of Social Sciences, Mumbai.
9. The British Journal of Social Work, British Association of Social Workers
10. Journal of Social Work, Sage Publication London
11. Journal of Social Work Education (A quarterly journal), Taylor & Francis, New York.
12. Social Scientist, Digital South Asia Library.
13. Insight Symposium (A Monthly Magazine), Insight foundation New Delhi.
14. Dalit Voice (A Socio- political magazine) Bangalore, India.
15. Contemporary Social Work, Department of Social Work, University of Lucknow.
16. Labour and Development (A Bi-annual Journal), V.V. Giri National Labour Institute Noida (UP)
17. Shram Vidhan (A Bi-monthly Hindi Journal), V.V. Giri National Labour Institute Noida (UP)
18. VVG NLI Indradhanush (A Bi-monthly Newsletter), V.V. Giri National Labour Institute Noida (UP)
19. Child Hope (A Quarterly newsletter), V.V. Giri National Labour Institute Noida (UP)
20. Perspective in Social Work, Department of Social Work, Nirmala Niketan Mumbai.
21. Samaj Kalyan (A Monthly Journal Hindi) Central Social Welfare Board, New Delhi
22. Social Change (A Quarterly Journal) CSD, New Delhi.
23. Social Welfare (A Monthly Journal) Central Social Welfare Board Journal, New Delhi.
24. Countercurrents (A Monthly Journal), Countercurrents Organization, Bangalore.
25. Gandhian Marg (A Quarterly Journal), Gandhi Peace Foundation, New Delhi.