YBN UNIVERSITY

Established by the Act of Government of Jharkhand Act 15, 2017
Gazette Notification No. 505, Dated 17th July 2017
As per Section 2(f) of UGC Act. 1956

M.A. SOCIAL WORK PROGRAMME

Syllabus for Two Years Master's Degree

SUBJECT CODE = 1Y3MSW_PG

RAJAULATU, NAMKUM, RANCHI, JHARKHAND

SCHOOL OF ARTS AND HUMANITIES

SOCIAL WORK MASTER'S PROGRAMME

Syllabus for Two Years Master's Degree

SUBJECT CODE = 1Y3MSW_PG

Implemented from the
Academic Year 2021 onwards

YBN UNIVERSITY

Established by the Act of Government of Jharkhand Act 15, 2017

Gazette Notification No.- 505, Dated 17th July 2017

As per Section 2(f) of UGC Act 1956

YBN UNIVERSITY

Vision

YBN University envisions to be a global university for Center of Excellence with set standards in education, research, creativity, entrepreneurship and ethical values, overcoming challenges in the service of mankind encompassing equity and productivity.

Mission

With strong belief in the astounding future of our students, YBN University looks forward for the set goals and the actions it undertakes. The following are its key prepositions:

- To disseminate knowledge that transform students into leaders who possess the intellect, aptitude, skill and confidence to succeed in all pursuits of life.
- Develop academic programs that meet the needs of regional, state, national and global communities.
- To create a collaborative environment open to free exchange of ideas, where education, research, creativity and entrepreneurship can flourish.
- Collaborate with other educational and non-educational institutions to achieve mutual goals and expand student opportunities through internship and placements.
- Provide students/faculties with the richest possible journey of educational development in a supportive and congenial environment.

Values

- **Excellence:** We aim to achieve excellence in all our work, always being principled, considerate and respectful.
- **Diversity:** We value the opportunity to work, learn and develop in a community that embraces the diversity of individuals enhancing multicultural learning junctures.
- **Integrity:** Having a strong belief to act with honesty, courage and trustworthiness, we support an environment of respect among students/faculties/staffs.
- **Ethical:** Having commitment to ethical and responsible behavior in our own actions, we look forward to develop the same in our students.
- **Innovation:** We build strength through innovation into our curriculum, culture, workplace and campus creating an environment with opportunities for growth and change.
- **Resilience:** We change, adapt and transform, also are creative to meet the ever-changing needs of the University and the Society.
- **Commitment:** We sustain a deep allegiance and commitment to the interests of the region and state in which we are based, alongside our national and international efforts, ensuring relevance to all.

School of Arts & Humanities

To provide quality education the School of Arts & Humanities of YBN University creates and disseminates knowledge of human experience, thought and expression that cultivates intellectual breadth, promotes ethical understanding, builds identity and embraces difference. Deeply engaged with the vibrant cultural life of the country and with the citizens of the state of Jharkhand and beyond, we provide unparalled opportunities for global and civic engagement. Students of this school gain specialized and interdisciplinary knowledge of people and their cultures through a diverse and vigorous curriculum, developing skills required for life in civil society and leadershipship in an emerging global community besides aesthetic and intellectual development.

Fundamental concepts

The learning associated with School of Arts & Humanities shall lead to close understanding of the fundamental concepts of the YBN University.

- **Holistic Learning:** The curriculum encourages students to establish links between subjects, cultures and other areas of experience and develop wide range of skills.
- **Intellectual Awareness:** It develops intellectual awareness by exposing students to broader and global context in their studies.
- **Communication:** School of Arts & Humanities provides students with opportunities to develop their abilities in different forms of communication. To communicate these skills effectively, students develop oral and written communication techniques simultaneously. These techniques include speech writing and presentation, information gathering, document production (essays, reports etc), representation using maps, models, diagrams, tables and graphs, and techniques required to work effectively in group situation.

Strategic Goals

- Produce students whose knowledge and skills prepare them to lead their fields and equip them for local and global citizenship. Students will be able to employ concepts and terminology of the discipline in appropriate contexts.
- Illustrate how the Arts & Humanities are critical to a knowledgeable democratic citizen and problem solving in a diverse society.
- Expand and enhance both physical and virtual spaces to promote robust and collaborative intellectual communities and facilitate increased interaction between faculties, students and staff across the campus and beyond.

Dr Manoj Kumar
Dean, Arts & Humanitie

REGULATIONS FOR MSW

1. PREAMBLE:

MSW is meant for candidates desirous of attaining post-graduate degree in Social Work. This post-graduate course would comprise theoretical and practical courses. Theoretical courses include core, major elective, minor   elective (interdisciplinary choice based), compulsory foundation, and elective foundation. Practical courses consisting of various kinds of field work. In addition, research work (where applicable) in the form of a dissertation would constitute an essential part of the programme. Depending on the actual design and declared objectives, the programme provides opportunities for students to enrich their knowledge and understanding of the concerned discipline.

Course structure

Master of Social Work (MSW) is a two-year post-graduation course divided in four semesters. Semester I and II contain four core courses of 100 marks (6 credits) each along with one compulsory foundation course (non-credit) in semester I and one elective foundation course (non-credit) in semester II. Semester III & IV comprise of three core courses with one Elective Major of 100 marks each. Students are required to opt for either one elective major course or dissertation in semesters III and IV. A compulsory Elective Interdisciplinary (EID) course of 50 marks (4 credits) is also offered in Semester III.

2. DEFINITIONS:

In these Regulations, unless the context otherwise requires

a. Departmental Committee' means the committee of respective departments comprising of full-time faculty members of the concerned department constituted under these Regulations;

b. 'Academic Session' means four consecutive (two odd + two even) Semesters;

c. 'Choice Based Credit System' (CBCS) provides choice for students to select from the prescribed courses as offered by the University.

d. 'Course' is a component of a programme. All courses need not carrythe same weightage. Learning objectives and outcomes should be defined in each course. A course may be designed to comprise lecture/tutorial/practical work/field work/ outreach activity/project work/vocational training/viva-voce/seminar/term paper/assignment/ presentation etc. or a combination of some of these.

e. 'Core course' means a course that the student admitted to a particular programme must successfully complete to receive the degree, which cannot be substituted by any other course. All courses other than the specialization/choice based electives, are considered core courses.

f. According to 'Credit Based Semester System' (CBSS) a student needs to obtain credits as specified by the university from time to time for the award of a degree.

g. 'Credit Point' is calculated on the basis of grade points and number of credits for a course obtained by a student.

h. 'Cumulative Grade Point Average' (CGPA) is a measure of overall cumulative performance of a student in all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is calculated up to two decimal places.

i. 'Elective Course' means a course other than a core course. Elective course may be

'Generic Elective' focusing on disciplines which may add generic proficiency to students or 'Discipline Centric Elective' which enables students to achieve proficiency in a specialized discipline or 'Open Elective' which may be chosen from an unrelated discipline.

j. 'Grade Point' is the numerical weightage allotted to each 'letter grade' on a ten point scale.

k. 'Letter Grade' is an index of the performance of students in a course. Grades aredenoted by letters O, A+,A, B+,B,C, P, F, and Absent will be stated as 'Ab'.

l. 'Programme' means the Masters programme conducted by the YBN University.

m. 'Semester Grade Point Average' (SGPA) is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses prescribed in a semester and the total course credits obtained during that semester. It shall be calculated up to two decimal places.

n. "Semester" means 15 weeks of academic work following a five days week pattern.

The odd semester commences in July and ends in December and the even semester commences in January and ends in June.

o. 'Grade Card' based on grades obtained shall be issued to all the registered students after every semester. The grade card will display the details of courses studied (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA.

3. PROGRAMME OBJECTIVES:

The curriculum is designed to achieve the following general objectives of the MSW Degree Programme-

i)   To impart specialized knowledge and understanding about the discipline.
ii)   To assist students in developing and understanding the integration of **social work** theories and practice.
iii)   To develop student's professional **social work** values, ethics and skills.

iii)   To promote knowledge and understanding of research skills in conducting research in specified areas.

iv) To nurture critical thinking among students pertaining to issues related to the discipline.

v) To understand and use formal and informal assessment strategies to evaluate and ensure the continuous physical, intellectual and social development of the students.

4. ACADEMIC SESSION:

i) The academic session shall be of two years duration consisting of four semesters. ii) The academic session normally shall start in July each year.

iii) There shall be at least 75 teaching days in each semester excluding periods of examination and admission, field work, dissertation etc.

iv) Two weeks preparatory leave shall be provided before each semester examination.

5. ACADEMIC CALENDER:

i) The academic calendar shall be published for each semester prior to commencement   of   the   semester.

ii) The calendar shall include dates of all important events, commencement of class, holiday, days of teaching and assessment, preparatory leave, dates of examination, semester break etc.

iii) The calendar shall also indicate the date of commencement of classes in the next semester.

6. INTAKE:

i) As fixed by the University Authority from time to time.

7. ELIGIBILITY:

i) General candidates who have obtained at least 45% marks in undergraduate (Hons) degree and SC, ST, OBC-A, OBC-B, and differently-abled candidates who have obtained 40% marks in undergraduate(Hons) degree from a UGC recognized university.

ii) There will be reservation of seats for SC/ST/OBC/differently-abled candidates as per Govt. Rules. For differently-abled candidate minimum disability up to 40% will be considered.

iii) For admission to MSW there should not be a gap of more than three years between the year of getting the graduation degree and the year of admission to the MSWdegree programme. In respect to calculation of marks for admission to MSW programme a deduction of 1% percent per year from the marks of Hons.,subject would be made in case of candidates passing out in the previous three years.

8. ADMISSION PROCEDURE:

    i)   A graduation degree (Hons.) or its equivalent in a relevant discipline at the undergraduate level as specified by the Post-graduation Board of Studies (PGBS) will be the eligibility criterion for admission to the MSW degree programme. However, candidates from social science disciplines shall be given preference. The selection of candidates will be based on total merit point of Honors degree.

    ii)   It is obligatory that all admission procedures in the programme be completed within two weeks of the beginning of orientation/theoretical classes and fieldwork. A student who misses the first seven consecutive fieldwork days after admission shall forfeit his/her studentship in the course.

9. Field Work

Field work is an integral part of Social Work curriculum. It combines both the theory and praxisof social science disciplines.

9.1 Concurrent field-work:

In semesters I & II concurrent field-work is conducted at open communities of the adjacent rural areas of Bankura district. Concurrent field work makes the students familiar with social realities and prepares them for future intervention in the field of social work. Students are expected to practice the primary and secondary methods of intervention in social work. Concurrent field work carries 250 marks (6 credits) with a division of 150 marks for practicum and 100 marks for viva-voce.

9.2 NGO Internship:

NGO internship is conducted for thirty days as part of field work in semester III. The purpose of NGO internship is to introduce the students with organizational intervention in the field of social work. In semester III, field work carries 200 (6 credits) marks with a division of 100 marks for practicum and 100 marks for viva-voce.

9.3 Industrial Internship:

In semester IV, Industrial internship is conducted to expose students to industrial issues

with special emphasis on human resource management and organizational behaviour.

Assessment of industrial internship is based on 250 marks (6 credits) with a division of 150 marks for practicum and 100 marks for viva-voce

All field-work viva-voce is conducted by the external examiner after the completion of field work curriculum.

10. FEES:

As notified by the University Authority from time to time.

11. ATTENDANCE:

i) A minimum of 75% class attendance and 80% of field work attendance are required to be eligible to appear in each ESE.

12. EXAMINATION & EVALUATION:

- Evaluation of theory courses combines End Semester Examination (ESE) of 80 marks and Internal Assessment (IA) of 20 marks.
- In order to qualify for the next semester, one has to acquire at least 40% of the total marks in the theory courses.

- Duration of End Semester Examination shall be 3 (three) hours per course.

- For Elective Inter-disciplinary course, duration of End Semester Examination shall be 2 (two) hours
- For Compulsory Foundation and Elective Foundation course, duration of End Semester Examination shall be 1 (one) hour
- The medium of examination of all courses shall be English.
- All courses will be set, moderated, evaluated and reviewed as per examinations norms of the University.

- Candidates failing in the field work shall have to repeat the field work in the next academic session, whereas candidates failing in theoretical courses shall have to appear only for the ESE of the respective courses as per odd/even semester. However, they shall repeat the Field work as prescribed by the Department in the next academic session.

- A candidate shall be eligible for the MSW degree on successful completion of all semester examinations and other requirements of the course.

- A candidate shall be eligible for appearing at any of the Semesters of MSW Examination, fulfilling the following two essential conditions:

- Students should complete internal assessments

    b. The evaluation of the students shall be a continuous process and shall be based on their performances in Assignment, Assessment, and the End-Semester Examination.

c. The final performance in a course means the total or aggregate of the marks obtained in internal assessment evaluation and the marks obtained at the End- Semester Examination (Theoretical & Practical) including Assignment.

d. There shall be one written and one practical examination (where applicable) at the end of each semester as per the prescribed syllabus in the subject concerned.

e. There shall be no qualifying marks for internal assessment but the candidates shall have to appear at the said part of the examination.

f. The qualifying marks for each course shall be 40% in each Semester combining both internal and ESE

g. The provisional result of each semester will be published stating only the total SGPA obtained by a candidate and the 'Grade Card' would be issued showing the details of courses studied (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA of all the semesters.

h. If a candidate fails to secure qualifying (pass) marks in one paper or more in a particular semester examination his/her result of semester examination will be declared as 'SNC' (i.e., Semester Not Cleared). Final Semester result will be withheld till other Semester/Semesters is/are cleared.

i. There will be no scope of re-appearing in internal assessment examination.

j. Marks awarded in internal assessment will be credited to a candidate's performance in subsequent chances.

k. To qualify for position in the merit list a candidate shall have to pass all the semesters in his/her regular chances.

l.A candidate shall have to complete each semester examination with 3 (three) consecutive chances including his/her first appearance in the concerned semester examination. If any of the chances mentioned above is not availed of by a candidate within the stipulated period, the chance shall be deemed to have lapsed.

m. The student will automatically move to the next and subsequent semester immediately after completion of one semester course irrespective of the performance at the last examination provided She / he has appeared in the preceding semester examinations or filled up the form for previous semester examinations and completed internal assessment.

n. The result of 4th semester examination shall be kept withheld unless a candidate clears all the semesters within the stipulated chances. She / he would be declared to have passed the final examination in the year in which she / he clears his/her all semesters.

o. In case of Compulsory Foundation Course the grade will be awarded on the basis of satisfactory / unsatisfactory performance of the examinee. The minimum marks to be obtained for satisfactory grade is 30%.

p. Practical examinations are to be decided by the departments concerned.

q. The schedule for the End-Semester Examination shall be prepared and announced

by the Controller of Examinations. Except for exigencies, all the examinations

shall usually be held within the dates specified in the academic calendar

r. Names of the paper-setter (one internal and one external), examiner (internal) of each subject, and moderator (one external for each semester) shall be recommended by the Post Graduate Board of Studies and approved by the Vice-Chancellor.

s. **Question pattern: For ESE the candidates have to attempt 5 (five) descriptive questions out of 8 (eight). Internal assessment** would be based on assignment/PPT presentation/article review/discussion/written examination.

u. **Duration of Examinations:**

Subjects	Full Marks	Duration
Theoretical Paper (ESE)	70	3 Hours
Theoretical Paper (Internal Assessment)	30	1 hour and 30 minutes
Practical Paper (Field Work) Open community field work	150+100=250(I and II semesters)	6 hours X 2days =12 hours per week (30 days in a semester)
Industrial Internship	150+50=200 (III semester)	6 hours X 30 days =180 hours in a month
NGO Internship	150+100=250 (IV semester)	6 hours X 30 days =180 hours in a month

12. AWARD OF DEGREE:

(a) The final result of a candidate shall be determined on the basis of CGPA.

(b) Grade Card shall be made as per grading system. Course-wise marks (internal and ESE added together) will be converted into percentage of marks. Percentage of marks will be converted into Grade Letter and Grade Point. Credit and Grade point will be converted into Credit Point. Finally, Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be computed.

(c) The Grade Card of a Semester shall be issued only after completion of that Semester.

(d) For the session 2017-19: Grading and marking system will be followed

% of Marks	Letter Grade	Grade Point
90 and Above	O (Outstanding)	10
75-89	A^+ (Excellent)	9
65-74	A (Very Good)	8
55-64	B^+ (Good)	7
50-54	B (Above Average)	6
45-49	C (Average)	5
40-44	P (Pass)	4
Below 40	F (Fail)	0
Absent	Ab	0

(e) From the session 2018-20: Only Grading System will be followed

a) Conversion of Marks into grade letter and grade point

% of Marks	Letter Grade	Grade Point
91 and Above	O (Outstanding)	10
81 - 90	A^+ (Excellent)	9
71 - 80	A (Very Good)	8
61 - 70	B^+ (Good)	7
56 - 60	B (Above Average)	6
51 - 55	C^+ (Average)	5.5
41 - 50	C (Below Average)	5
Passed with 40	P (Pass)	4
Below 40	F (Fail)	0
Absent	Ab	0

b) Computation of SGPA

Example:

	Credit	Grade Letter	Grade Point	Credit Point
Course 1	3	A	8	3×8=24
Course 2	4	B+	7	4×7=28
Course 3	3	B	6	3×6=18
Course 4	4	B	6	4×6=24
TOTAL	14			94

SGPA: 94/14 = 6.71

c) Computation of CGPA

Example:

	Semester 1	Semester 2	Semester 3	Semester 4
it	14	16	15	14
C_{red} C				
G				
SG$_p$PA	6.7	6.3	6.6	6.7
Cre^{A}dit×SGPA	14 ×6.7= 94	16×6.3= 101	15×6.6= 99	14×6.7= 94

:

CGPA: 388 (94+101+99+94)/59 (14+16+15+14) = 6.57

d) Conversion of SGPA/CGPA into Percentage of Marks: Ten (10) times of

SGPA/CGPA

E) Final Result / Grades Description

Semester GPA /Program CGPA	Alpha-Sign / Letter Grade	Result / Class Description

9.00-10.00	O (Outstanding)	Outstanding
8.00-<9.00	A+ (Excellent)	First Class Exemplary
7.00-<8.00	A (Very Good)	First Class Distinction
6.00-<7.00	B+ (Good)	First Class
5.50-<6.00	B(Above Average)	High Second Class
5.00-<5.50	C (Average)	Second Class
4.00-<5.00	P (Pass)	Pass Class
Below 4.00	SNC	SNC
0	SNC	SNC

13. RULES FOR REVIEW:

i) Candidates seeking review may apply to the University in a prescribed form along with requisite fees within 7 working days from the date of issue of Grade Card subject to the following conditions:

    a) Application for review shall be restricted to theoretical papers only,

    b) Maximum two (2) theory papers in any semester examination may be re-examined on request by the examinee subject to the condition that she / he secures a minimum of 40% marks in the rest of theory papers.

14. TERMINATION FROM THE PROGRAMME:

If a student newly admitted to the first semester remains absent from attending classes for more than the first 15 days continuously without any intimation, her/his admission will stand cancelled.

In case any dispute that may arise in connection with the above regulations, the decision of the University Authority shall be final and binding. Further the University Authority shall have the right to change any of these regulations, as may be necessary from time to time.

15. PROGRAMME EMPLOYABILITY:

- Students can find employments in various NGOs, CBOs, VOs and INGOs
- Students can get jobs in different government organizations
- Students can find jobs in hospitals, jails/correctional homes, organizations working in the fields of mental health
- Students can get absorbed in research organizations
- Students can work with diverse grass root movements
- Students can develop their entrepreneurship skills and eventually set up their own organizations
- Students can develop their skills to work as academics in the future

Department of Social Work

YBN University

Syllabus for MSW (CBCS Pattern)

Course Structure

SEMESTER-I

Course Code	Course Title	Full Marks	Credit
1Y2MSW (Core-01)	**History, Philosophy and Development of Social Work**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-02)	**Social Work Practice with Individuals**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-03)	**Social Work Practice with Groups**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-04)	**Social Work Practices with Communities**	100 (ESE 70+ IA 30)	6
1Y2MSW (Practicum-05)	**Open Community Field Work & Viva-voce**	150 (Field Work) & 100 (Viva-voce)	6
Compulsory Foundation :06	**Communicative English and Personality Development**	50	Non-Credit Course
Total		650	30

SEMESTER-II

Course Code	Course Title	Full Marks	Credit
1Y2MSW (Core-07)	**Social Action and Social Movements**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-08)	**Psychology for Social Work Practice**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-09)	**Social Research**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-10)	**Social Welfare Administration**	100 (ESE 70+ IA 30)	6
1Y2MSW (Practicum-11)	**Open Community Field Work & Viva-voce**	150 (Field Work) & 100 (Viva-voce)	6
Elective Foundation: 12	1. **Yoga and Life Skills Education** 2. **Value Education and Human Rights**	50	Non-Credit Course
Total		650	30

SEMESTER-III

Course Code	Course Title	Full Marks	Credit
1Y2MSW (Core-13)	**Contemporary Social Thoughts**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-14)	**Social Work Practice with Families and Children**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-15)	**Human Resource Management and Organizational Behaviour**	100 (ESE 70+ IA 30)	6
1Y2MSW (Major Elective-16)	**Dissertation – Part I/ Health and Social Work / Counselling: Theory and Practice /Gerontological Social Work/Social Development**	100 (ESE 70+ IA 30, No marks division for Dissertation)	6
1Y2MSW (Minor Elective-17)	**Social Justice and Human Rights**	50 (ESE 40+ IA 10)	4
1Y2MSW (Practicum-18)	**Field Work (Industrial Training&Viva-voce)**	100 (Industrial Training) & 100 (Viva-voce)	6
Total		650	34

SEMESTER-IV

Social Work

Course Code	Course Title	Full Marks	Credit
1Y2MSW (Core-19)	**Social Policy and Planning**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-20)	**Gender Studies and Social Work**	100 (ESE 70+ IA 30)	6
1Y2MSW (Core-21)	**Human Rights and Social Justice**	100 (ESE 70+ IA 30)	6
1Y2MSW (Major Elective-22)	**Dissertation – Part II/ Crime and Correctional Administration/ Entrepreneurship and NGO Management/ Labour Welfare, Industrial Relations and Related Legislations/ Rural and Urban Community Development**	100 (ESE 70+ IA 30,No marks division for Dissertation)	6
1Y2MSW (Practicum-23)	**Field Work** **(NGO Internship&Viva- Voce)**	150 (NGO Internship) 100 (Viva-Voce)	6
	Total	650	30

Grand Total of MSW

Semester	Final Total	Credit
I	650	30
II	650	30
III	650	34
IV	650	30
Grand Total	2600	124

History, Philosophy and Development of Social Work

Course Code- 1Y2MSW(Core-1)

Full Marks: 100

COURSE OBJECTIVES:

- Develop an understanding about the concept and philosophy of social work.
- Understand values and approaches cherished by the profession.
- Review the historical development of social work in India, UK and USA.
- Understand the nature of Social work practice in different settings

Sl.no.	Unit title	Contents	Credit point
I	Introduction to Social Work	- Social Work as a profession: Goals, approaches, principles, values and ethics of professional social work - Concepts of charity, philanthropy, social welfare, social service, social reform, social development and social work - Professional social work and its relationship with Voluntary action, Social services, Social movement, Social welfare, Social development, Social justice, and Human rights - Methods of social work intervention	1
II	History and Development of Social Work	- History and development of social work and social work education in India - Social reform movements and reformers - History and development of social work in U.K. and U.S.A.	1

| III | | • Religious philosophy: Christianity, Hinduism, Buddhism, Islam, Jainismand Sikhism
• Social philosophy: Vivekanda,Tagore,Gandhi
• Theoretical Perspectives for Social Work Practice: Radical and Marxist approaches and social work, integrated approach to social work practice and generalist social work practice, emerging perspectives and trends of social work practice | 1 |
| | Philosophy of Social Work | | |

IV	Social Work as a Profession	• Basic requirements of a profession: Social Work functions,roles,codes,ethics and competencies of social workers • Social Work practice areas, changing contexts for practice and emerging areas	1
V	Civil Society Organisations	• Concept of civil society, role of CSOs in social development • Voluntary Organisations(VOs),Community Based Organisations(CBOs),Non GovernmentOrganisations(NGOs) in soci al development	1
VI	Philanthropic Organisations	• Religious organizations and roles in social development: Roles of Christian Missionary, Ramakrishna Mission, Theosophical Society, and otherreligious organisations	1

SUGGESTED READINGS:

- Adams, Robert et .al, 2002: Social Work: Themes, Issues and Critical Debates, 2nd Ed. Sage, London

- Banerjee, G.R, 1974: Papers on Social Work: An Indian Perspective, Tata Institute of Social Sciences, Bombay.

- Chatterjee, Pranab, 1996: Approaches to the Welfare State, National Association of Social Workers (NASW), Washington D C
- Diwakar, V.D.(ed), 1991: Social Reform Movements in India: A Historical Perspectives, Popular Prakashan, Bombay

- Ganguly B.N., 1973: Gandhi's Social Philosophy, Perspective and Relevance,Vikash Publishing House, New Delhi
- Gore M.S., 1993: The Social Context of Ideology, Ambedkar's Social and PoliticalThought, Sage Publication, New Delhi.

- Hugman, Richard and Smith, David (ed): Ethical Issues in Social Work,Routledge and Kegan Paul, London

- Jain, P., 1985: Gandhian Ideas, Social Movements and Creativity,Rawat Publications, Jaipur.
  - Desai, Murli., 2006: Ideologies and Social Work, Rawat Publications, Jaipur.
  - Pathak, Shankar.,2012: Social Work and SocialWelfare in India,NirutaPublications,Bangalore.   ,

SOCIAL WORK PRACTICE WITH INDIVIDUALS

Course Code- 1Y2MSW(Core-02)

Full Marks: 100

Time: 3 Hours   **Full Marks:100**

COURSE OBJECTIVES:
- Gain knowledge about the concept and different approaches of social work intervention with individuals.
- Develop appropriate skills and attitudes to work with individuals.
- Develop commitment to social work values and ability to reflect on self as a person and as a professional.

COURSE CONTENTS:

Unit No.	Unit Title	Content
I	Introduction to Social Casework	History, concept, objectives, assumptions, values and principles of social casework; social casework in Indian context; important concepts in case work: concept of self, professional accountability, and communication.
II	Social Casework Components and Process	Social casework components,skills of social caseworker used in different phases of social casework process, professional self, client-case worker relationship.
III	Tools and Techniques of Casework	Listening, observation, interview, home visit and relationship (concept, objective, characteristics, components and related issues); catharsis, counselling.
IV	Case Work Settings	Social casework in family setting, educational setting, medical setting, criminal setting and industrial setting.
V	Approaches to Social Case Work	Diagnostic and functional schools of social casework, client-centred

approach, task-centred

		approach, cognitive theory, behaviour modification theory, family therapy and strength perspective.
VI	Case Recording	Definition, meaning, needs, importance, types and format of recording, characteristics of a good case record

SUGGESTED READINGS:

▪ Adams, Robert, Dominelli, Lena and Payne, Malcolm (ed.), 2002, Social Work: Themes, Issues and Critical Debates, Palgrave Macmillan, Basingstoke.

▪ Bailey, Roy and Lee, 1982, Theory and Practice in Social Work, Basil Blackwell, Oxford.

▪ Banerjee, G.R., 1967, Concept of Being and Becoming in Social Work, TISS, Mumbai.

▪ Banerjee, G.R., 1971, Some Thought on Professional Self in Social Work, Papers in Social Work, TISS, Mumbai.

▪ Bistek, F.P.,1961, The Casework Relationship, Allen and Unwin, London.

▪ Burnham, J.B.,1986, Family Therapy, Routledge, London.

▪ Doyle, Celia, 2006, Working with Abused Children, Palgrave Macmillan, Basingstoke.

▪ Hollis, Florence, 1964, Case Work: A Psychosocial Therapy, Random House, New York.

▪ Lishman, Joyce, 1994, Communication in Social Work, BASW Practical Social Work Series, Palgrave Macmillan, Basingstoke.

▪ Mathew, G. 1992. *An Introduction to Social Case Work*, Bombay: TISS.

▪ Nichols, Michael and Richard C.Schwart 2007, The Essentials of Family Therapy, Pearson, New York.

▪ Patel, Tulsi (ed.), 2005, The Family in India: Structure and Practice, Sage, New Delhi.

▪ Reid, W.J., 1978, The Task Centred System, Columbia University Press, New York.

▪ Folgheraiter, Fabio, 2006, Relational Social Work, JKP: London.

SOCIAL WORK PRACTICE WITH GROUPS

Course Code- 1Y2MSW(Core-03)

Full Marks: 100

Time: 3 Hours

This paper helps the students to understand group work, group process and group dynamics. It also develops an idea about the skills and techniques required for working with different groups.

Full Marks: 100

COURSE OBJECTIVES:

- Develop an understanding of group work as a primary method of social work.

- Provide insights into the theoretical base and various dimensions of group process as well as group dynamics.

- Develop skills and competence in applying group work method in various settings.

COURSE CONTENT:

Unit No	Unit Title	Content
I	Introduction to Group	Definition, characteristics classification of groups group dynamics Group behavior
II	Social Group Work	historical development of group work- in West and in India; definition, aims and objectives of social group work; principles of social group work; group work as a method of social work practice.
III	Theoretical Base of Social Group Work	Theories of working with groups: models of group work; different therapeutic approaches to deal with groups
IV	Structure and Process of Group	Group formation; Group Structure, Group development-- stages, Group Process.

V	Skills of Social Group Work	Communication, listening, analytical thinking, empathy and self-control.
VI	Techniques of Working with Groups	Group activities, focused group discussion, group counseling

SUGGESTED READINGS:

- Brown Allen. Group Work, Gower Adlerslot, USA, 1986.

- Balgopal, P. R. And Vassil, T.V. Group in Social Work-An Ecological Perspective, Macmillan Publication, New Yoprk, 1983.

- Garwin C. D. Contemporary Group Work, Prentice Hall, New Joursey, 1981

- Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,

- Douglas, Tom: Group Work Practice, Tavistok, London, 1976

- Godwin, Charles D.: Contemporary Group Work, Prentice Hall, New Jersey, 1981

- Konopka, Gisella: Social Group Work: A Helping Process, Englewood Cliff, Prentice Hall, New York, 1963.

- Nicoloson, Paula and Rowan Bayne: "Social Group Work Skills", in Applied Psychology for Social Workers, MacMillan, New York, 1993.

- Northen Helen. Social Work with Groups. Columbia University Press, New York, 1969.

- Trecker, Harbigh B.: Social Group Work Principles and Practice, Associated Press, New York 1970.

SOCIAL WORK PRACTICE WITH COMMUNITIES

Course Code- 1Y2MSW(Core-04)

Full Marks: 100

COURSE OBJECTIVES:

- Provide a conceptual foundation and basic knowledge regarding community, community organization and its related aspects.
- Provide theoretical knowledge about the practice of community organization.
- Equip students with the skill and strategies to use community organization for human resource development.

COURSE CONTENT:

Unit No.	Title of Unit	Content
I	Introduction to Community and Community Organization	Community: Concept/ definitions, types and functions; community organization as a method of social work; Community Organization: definitions, objectives, scope, principles and process (in detail); historical development of community organization in India; Difference between Community Organisation and Community Development.
II	Strategies of Community Organization	Indigenous approaches to community work: Gandhi, Vinoba, Ambedkar and radical groups; Models of Community Organisation; Social Action: concept, purpose and techniques; different role of community Worker.
III	Community Participation and Resource Mobilization	Use of PLA (Participatory Learning and Action)/PRA (Participatory Rural Appraisal), SIA (Social Impact Assessment); Networking; Leadership and capacity building, Programme Planning: Objectives , steps, importance and Principles
IV	Community Work-Paradigm Shift	Recent trends in community work, Community work with people on the margins - Dalits, minorities and tribals

V	Civil Society Organizations	Ideological orientation of NGOs in their engagement with communities, Grassroots governance and community work.
VI	Process of Community Work	Sectorial thrust of community engagements by NGOs: health, education, microfinance and environment, etc.; recording in community work.

SUGGESTED READINGS:

- Gangrade,K.D 1971: Community Organisation in India,PopularPrakashan,Bombay

- Jones,D and Mayo 1974: Community Work,Routedge and Kegan Paul,London

- Kothari,M,2005: Development and Social Action,Rawat Publication ,Jaipur

- Kranner,R.M and Specht,1983: Readings in Community Organization Practice 3rd edition ,Prectice Hall Ire.Englewood Cliffs

- Northhouse,Peter.G,2007:Leadership:Theory and Practice(4th Edition) Sage South Asia Edition,New Delhi

- Ross,Murray, G ,1958: Case Histories in Community Organization,Harper and Brothers,New York

- Ross,Murray, G ,1955: Community Organization,-Theory and Principles, Harper and Brothers,New York

- Rowbends,Jo,2005:Development Methods and Approach: Critical Reflections:RawatPublication,New Delhi

- Siddiqui,H.Y.(ED) 1984: Social Work and Social Action,HarnamPublisher,New Delhi

- Siddiqui,H.Y 1997: Community Organization in India,HarnamPublisher,New Delhi

SOCIAL ACTION AND SOCIAL MOVEMENTS

Course Code- 1Y2MSW(Core-07)

Full Marks: 100

TIME: 3hours   **Full Marks: 100**

The aim of this paper is to introduce the students tothe concept and use of social action as a method of social work practice. It also seeks to develop a critical understanding of changing socio-political reality by analysing various social movements and their implications.

Objectives:

- Understand the concept of social action
- Use social action as a method of social work
- Examine the cause and effects of various social movements
- Familiarise with changing nature of social movements

Unit I: Social Action

- Concept and scope of social action
- Social action as a method of social work
- Strategies and models of social action
- Social action and social change

Unit II: Approaches and Models of Social Action

- Ideology and social action
- Radical social work
- 'Conscientization' and social action
- Saul Alinsky and radical community organization

Unit III: Social Advocacy and Social Activism

- Meaning and definition of social advocacy
- Social advocacy as a tool of social change
- Role of civil society and non-government organizations
- Social activism and public interest litigation

Unit IV: Social Movements

- Social movements: Concept,scope and definition
- Theories and typology of social movements
- Changing nature of social movements

- New Social Movements

Unit V: Social Movements in India and Beyond

- Peasants, tribal and gender-right movements
- Anti-caste movements: B R Ambedkar
- Anti-colonization movements: Mahatma Gandhi, Frantz Fanon
- Movements against racial discrimination: Martin Luthar King Jr, Malcolm X

Unit VI: Social Movements in Present Times

- Social movements under capitalism
- State, market and social movements
- Social movements in era of technology
- Future of social movements

Suggested Readings:

- Della Porta, Donatella and Mario Diani (2006). *Social Movements: An Introduction*. Blackwell: Malden MA
- Foran,J. (2003). *Future of Revolutions.* London: Zed Books.
- Freire, P. (1972). *Pedagogy of the oppressed*. New York: Herder and Herder.
- Melucci, Alberto. 1996. *Challenging Codes: Collective Action in the Information Age*, Cambridge, UK: Cambridge University Press.
- Snow, D. A., Soule, S. A., &Kriesi, H. (2004). *The Blackwell Companion to Social Movements*. Malden, MA: Blackwell Publications.
- Staggenborg, Suzanne. 2008. *Social Movements*. Oxford University Press: New York.
- Tilly, Charles. (2004). *Social Movements 1768-2004* . Paradigm Publishers: Boulder

PSYCHOLOGY FOR SOCIAL WORK PRACTICE
Course Code- 1Y2MSW(Core-08)

Full Marks: 100

TIME: 3hours   **Full Marks: 100**

OBJECTIVES

• To orient students to one of the major feeder disciplines of Social Work;

• To inculcate insight into human behaviour and to develop self-introspection skills for personal integration and development of personality;

• To apply the knowledge of psychological concepts and theoretical understanding of social realities encountered in professional social work.

COURSE CONTENT:

Unit No.	Title of Unit	Content
I	Discipline of Psychology	Introduction to Psychology, nature, methods; concept of behaviour; Psychology and its relation to Social Work; Classical and Instrumental approaches tolearning
II	Aspects of Human Behaviour	Emotion and feeling; components of emotion; frustration and conflict (intrapersonal); Motivation – nature, types and complex social motives
III	Individual Identity	Personality, nature, shaping, theories of personality – Psychoanalytic and Social Learning; Erikson's life cycle stages
IV	Life-cycle Perspective	Child growth and development – Life cycle perspective – pre-natal to adolescence
V	Individual and the Group	Group structure and process – elements of structure and the changes that they undergo through group interaction.
VI	Individual and the Social System	Understanding Attitudes, Public Opinion, Prejudice, Propaganda

SUGGESTED READINGS:

▪ Behera, D.K. and Georg Pfeffer (eds.) 1996, *Contemporary Society: Childhood and Complex Order,* New Delhi, Manak Publications (P) Ltd.

▪ Berry, J.W., Mishra, R.C. &Tripathi, R.C. (eds.) 2002, *Psychology in Human and Social Development,* New Delhi, Sage

▪ Ciccarelli, S.K. and Glenn E. Meyer, 2008, *Psychology* (South Asian Edition), Pearson

▪ Forsyth, D.R. 1999, *Group Dynamics,* International Edition, Brooks/Cole Wadsworth.

▪ Germain, Carel B. and Martin Bloom, 1999, *Human Behaviour in the Social Environment: An Ecological View.* New York, Columbia University Press

▪ Hall, C. and Gardner Lindzey, 1978, *Theories of Personality* (3rd Edition), New York, John Wiley & Sons.

▪ Hurlock, E.B., 1980, *Developmental Psychology: A Lifespan Approach,* New Delhi, Tata McGraw Hill

▪ Kastenbaum, Robert, 1979, *Humans Developing: A Lifespan Perspective,* USA, Allyn and Bacon, Inc.

▪ Krech, D., Richard S. Crutchfield and E.L. Ballachey, 1962, *Individual in Society,* USA, McGraw Hill Book Company Inc.

▪ Mischel, Walter, 1993, *Introduction to Personality* (5th Edition), USA, Harcourt Brace-Jovanovich College Publishers

▪ Morgan, C.T., Richard King, J.R. Weisz and J. Schopler, 1986, *Introduction to Psychology,* New Delhi, Tata McGraw Hill Publishing Co.

▪ Secord, P.F. and Carl W. Backman, 1964, *Social Psychology,* USA, McGraw Hill Inc.

▪ Shaw, Marvin E., 1971, *Group Dynamics: The Psychology of Small Group Behaviour,* New York, McGraw-Hill Book Company

SOCIAL RESEARCH

Course Code-1Y2MSW(Core-09)

Full Marks: 100

Time: 3 Hours   **Full Marks: 100**

This paper provides an understanding of the scientific approach to social work research. The various steps in quantitative research, the common statistical tools used in social research and preparing of research documents are studied in this paper. An idea about the qualitative research paradigm is also included in this paper.

COURSE OBJECTIVES:

- Understand the nature and importance of the scientific method and appreciate the principles of social work research.
- Develop the capacity to independently conceptualize a problem and execute research.
- Familiarize the students with various statistical techniques applicable in social work research and emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.
-

COURSE CONTENT: Unit No.	Title of Unit	Content
I	Social Research	Meaning of social research; Important concepts in social research: Social work research: Definition and objectives of social work research, steps and process of social work research; scope and limitations of social work research in India; ethical issues in social work research; writing social work research proposals.
II	Research Design and Sampling	Types of Research Design – Exploratory, Descriptive, Experimental, Case Study, Social Survey Quantitative versus Qualitative approach in social research. Sampling: Characteristics of sample and population, types of sampling, sampling error.

| III | Sources and Methods of Data Collection | Sources of data: Primary and Secondary; Types of data: Nominal, ordinal, interval and ratio; quantitative and Qualitative data and their limitations. Tools of data collection, Observation,Interview Schedule, Case study, Focus Group Discussion (FGDs) |

IV	Data Processing and presentation	Processing of Data, editing, classification and coding of data; Tabulation and interpretation of data; Presentation: Diagrammatic and graphical presentation of data; Writing research report, reference, bibliography and abstract.
V	Statistical Application	Statistics: Definition, importance, functions and limitations. Measures of Central Tendency: Arithmetic mean, median and mode. Measures of Dispersion: Range, mean deviation, quartile deviation and standard deviation. Correlation and Regression. Chi-Square test, t-test, z-test, Anova table. Uses and applications. Computer application in data analysis (use of excel sheet and SPSS).
VI	Hypothesis	Meaning and concept, types, uses and testing of hypothesis. Difference between social research and social work research

SUGGESTED READINGS:
- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York.
- Blaikie, Norman, 1993: *Approaches to Social Enquiry*, Cambridge Polity Press.
- Burton, T.L. and Cherry, C.E, 1970: *Social Research Techniques for Planners*, George Allen and Unwin, London.
- Feldman, Martha S, 1995: *Strategies for Interpreting Qualitative Data*, Sage, New Delhi.
- Goode, J. And HattP.k, 1952: *Methods of Social Research*, McGraw Hill, New Delhi.
- Jefferies, J. And Diamons,I, 2000: *Beginning Statistics-An Introduction for Social Scientists*, Sage Publication, New Delhi.
- Lin, N.et.Al, 1987: *Conducting Social Research*, Free Press, New Delhi.
- Lynn, Lyons V. Morris (ed.), 1978: *Programme Evaluation*, Orient Longman, London.
- Marshal, Catherine and Rossman, Gretcher B: *Designing Qualitative Research* (2nd Ed.).
- May. Tim, 1997: *Social Research-Issues, Methods and Process*, Open University Press, Buckingham.
- Michael,J.A.et.Al, 1982: *Evaluating Your Agency's Programmes*, Sage, London.
- Mukherjee, Partha N (ed), 2000: *Methodology in Social Research: Dilemma and Perspectives*,

Sage. New Delhi.

- PRIA, 1995: *Participatory Research-An Introduction* (PR Network Series No.3), Society for Participatory Research in Asia, New Delhi.

- Ramachandram, P, 1990: *Issues in Social Work Research in India*, Institute for Community Organization Research, Bombay.

- Reichmann, W.J, 1981: *Use and Abuse of Statistics*, Penguin Books.

- Reid William, J and Smith, Audrey D, 1981: *Research in Social Work*, Columbia University Press, New York.

- Rubin, A. And Babbie, K 1993: *Research Methods for Social Work*, Books Cole Publishing Co, California.

- Sallits, Glaireet. Al, 1976: *Research Methods in Social Relations*, Holt, Rinehart and Winston, New York.

- Shah, F.V, 1977: *Reporting Research*, RachnaPrakashan, Ahmadabad.

- Shaw, Ian and Lishman, Joyce (ed), 1999: *Evaluation and Social Work Practice*, Sage, New Delhi.

- Sirkin, R. Mark, 1995: *Beginning Statistics-An Introduction for Social Scientists*, Sage, New Delhi.

- Stewart, Alex, 1998: *The Ethnographers Methods*, Sage, New Delhi.

- Yanow, Dvora, 1999: *Conducting Interpretative-Policy Analysis*, Sage Publications, New Delhi

SOCIAL WELFARE ADMINISTRATION

Course Code- 1Y2MSW(Core-10)

Full Marks: 100

TIME: 3hours   **Full Marks: 100**

This paper introduces the definition and concepts of social welfare administration and discusses about various approaches of organizational management.

COURSE OBJECTIVES:

- Develop in students an understanding about the administration and management of social welfare organization.
- Familiarize students with various elements / components of social welfare administration and approaches to organizational management.
- Equip students with skills and competencies in planning, organizing and executing own programmers and projects in the human service sector.

COURSE CONTENT:

Unit No	Title Of Unit	Content
I.	Introduction to Social Welfare Administration	- Social Welfare Administration: meaning and definitions; scope and principles of social welfare administration as a method of social work. - Business Administration. Public Administration.
II.	Approaches to Organizational Management and Elements of Administration	- Basic components of administration: planning, organizing, staffing, directing, co-coordinating, controlling, reporting and budgeting. - Approaches to Organizational Management : Human Relations Model, Theory X and Theory Y, Systems approach.

III.	Introduction to Voluntary Organization and organizational effectiveness	▪ Organization and Voluntary Organization: concept and meaning; Role of voluntary organization in social welfare; Types and characteristics of organizations.
		▪ Procedures in registering an organization; Societies Registration Act; Trust Act and Companies Act; Grant-in-aid Rules.
		▪ Fund raising ; Resource Mobilization.
		▪ Organizational effectiveness and performance appraisal
		▪ Public relations: concept and meaning; objectives of

		public relations; methods of public relations.
IV.	Organizational Behaviour	▪ Meaning and concept, approaches and strategies of organizational behavior. ▪ Leadership: meaning and definition, importance of leadership, qualities of a good leader. ▪ Social marketing: concept and meaning.
V.	National Organizations in Social Welfare	▪ Structure and function of national Organizations ▪ National level Social Welfare Organizations: CSWB, NIOH, NIPCCD, CAPART.
VI	InternationalOrganizations in Social Welfare	▪ Structure and function of international organizations. ▪ International level Social Welfare Organizations: UNDP, UNESCO, WHO, Help-age India.

SUGGESTED READINGS:

- Sachcleva , D.R , 2013 : Social Welfare Administration in India , KitabMahal, New Delhi.

- Chowdhury, D.Parel, 1992: Social Welfare Administration, Atma Ram, New Delhi.

- Goel, S.L, 2010: Social Welfare Administration, Deep & Deep Publications Pvt. Ltd, New Delhi.

- Abha, Vijay and Prakash, 2000: Voluntary Organizations and Social Welfare, ABD Publishers, New Delhi.

- Lawani, B.T., 1999: NGOs in Development, Rawat Publication, Jaipur.

- Lewis Judith A., 2000: Management of Human services, programs, Brooks Cote Publishing Co.

- Prasad, L.M., 200: Principles and Practice of Management, Sultan Chand & sons. New Delhi.

- Ralph Brody, 2005: Effectively Managing Human Service Organizations. (Third Edition), Sage Publications, New Delhi.

- Rao, V., 1987: Social Welfare Administration, Tata Institute of Social Sciences, Bombay.

- Sidmore Rex A., 1990: Social Work Administration: Dynamic Management and Human Relationships, Prentice – Hall, New Jersey.

CONTEMPORARY SOCIAL THOUGHTS

Course Code-1Y2MSW (Core-13)

Full Marks: 100

TIME: 3hours   **Full Marks: 100**

This paper is aimed to introduce the students with relevant contemporary thoughts, ideas and issues. Through reflection on the current social worldview and examination of the underpinning theoretical framework, the paper will try to develop among students a comprehensive and critical outlook about contemporary socio-political realities.

Objective:

- Familiarise students to major thinkers and their ideas
- Inculcate the ability to critically analyse the contemporary world
- Develop multifarious analytical perspectives of social phenomena
- Prepare the students to use theories in practice

Unit I: Major Sociological Thoughts

- Introduction to theory
- Functionalism, system theory, elite theory,symbolic interactionism
- Anomie and deviance
- Marxism: Class struggle and class consciousness

UnitII: Social Institutions and Social Stratification

- Family, religion and state
- Social contract theory
- Social stratification: Class, caste,gender,race and ethnicity.
- Social change and social mobility

Unit III: Nation and Culture

- Nation and nationalism: Definition and theoretical concept
- Nationalism, multiculturalism and globalization
- Culture : Definition and its manifestation
- Culture, conflict and society.

Unit IV:Power and authority

- Power, authority and legitimacy
- Ideology, hegemony and discourse
- Knowledge and power
- Power and disciplinary regime

Unit V: Government and citizen

- Governance—definition and forms.
- Determinants of governance—inclusion, participation and representation
- Civil society and governance.
- Democracy: Equality, freedom and rights.

Unit VI: Major theoretical perspectives

- Modernism and post-modernism
- Structuralism and post-structuralism
- Imperialism and post-colonialism
- Liberalism and its crisis

SUGGESTED READINGS:

- Giddens, A. (2003). *Capitalism and Modern Social Theory*, Cambridge: University Press.

- Giddens, A. (2013). Sociology. Cambridge: Polity.

- Giddens, A., & Turner, J. H. (2007). *Social Theory Today.* Cambridge: Polity Press.

- Gupta, D. (2012). Social Stratification. New Delhi, India: Oxford University Press.

- Haralambos, M., & Holborn, M. (2000). *Sociology: Themes and Perspectives*. London: Collins.

- Merton, R. K. (1968). *Social theory and social structure*. Glencoe, IL. Free Press

- Srinivas, M. N. (2009). *Social Change in Modern India*. New Delhi: Orient Blackswan Private Limited.

<div align="center">

SOCIAL WORK WITH FAMILIES AND CHILDREN
Course Code- 1Y2MSW(Core-14)

Full Marks: 100

</div>

Time: 3 Hours   Full
Marks:100

This paper aims to help students in understating the role of families in upbringing children and social work intervention in child development.

Course Objectives:

- Sensitize students the needs of women, families and children.

- Understand families as social systems and factors affecting family functioning.

- Comprehend the significance of child development and rights of children.

- Develop skills and understanding the methods of working with families and children at different levels of intervention such as care, rehabilitation and development.

- Acquaint with the policies, programmes and services related to family and children.

COURSE CONTENT:

Unit No.	Unit Title	Content
I	**Understanding Family**	- Family as an institution: its function and importance. - Systems theory framework in understanding family. - Impact of urbanization on family. - Family dynamics and family interaction patterns.
II	**Social Work with Families**	- Family problems: types, causes and consequences. - Family as a client system: skills and techniques in working with families. - Family enrichment and welfare programmes in the areas of health, education, housing and employment. - Problems in modern families. - Role of social worker - Familytherapy.

III.	Child welfare	- Concept and principles of child welfare. - Evolution of child welfare services in India and changing trends. - Child rights and its implementation
IV	**Child Development: Perspectives**	- Historical context of child development - State of children in India: Demographic profile, Education, Health, Nutrition and Protection. - Early Childhood Care and Development - Child rearing practices and its impact on child development. - Gender Discrimination.

V	**Welfare Services and Policies for Children**	. • Services and policies for children: crèches, day care centres, health, education, • Types of child welfare services- Institutional and non-institutional services- Adoption and foster care; ICDS. • School social work. • Role of CARA and SARA

VI	**Social Work with Children in Vulnerable Situations**	• Children in vulnerable situation: trafficking of children, child prostitution, children of migrant families, child labour, female foeticide • Methods of working with different disadvantaged children

SUGGESTED READINGS:

- Bajpai, A. 19. Child Rights in India: Law, Policy and Practice. Oxford University

- Bhaargava, V., 2005: Adoption India, New Delhi, Sage Publications

- Collins, D., Jordan,C., & Coleman, H., 1999: An Introduction to Family Social Work, Wordsworth Publishing.

- Desai, M (ed)., 1994: Family and intervention: A course compendium. Mumbai, Tiss

- Gandhi, A, 1990. School Social Work. Commonwealth Publishers, New Delhi

- Joshi, S., 1996: Child Survival, Health and Social Work Intervention, New Delhi: Concept Publishing Company.

- Maluccio, A.N., Pine, B. A., & Tracy, E. M., 2002: Social Work Practice with Families and Children, New York: Columbia University Press.

- Petr, C.G., 2004: Social Work with Children and Their Families: Pragmatic Foundations (2nd ed.), New York: Oxford University Press.

- Ramachandran, V., 2003: Getting children back to school – Case Studies in Primary Education, New Delhi: Sage Publications

- Swaminathan, M, 1998: The First Five Years-A Critical Perspective on Early Childhood care and Education in India, Sage Publications, New Delhi.

- Tata Institute of Social Sciences, 1994: Enhancing the Role of Family as agency for Social and Economic Development. Mumbai: Unit for Family Studies, TISS.

- Zimmerman, S.L., 1995: Understanding Family Policy: Theories and Applications, London: Sage Publications.

HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

Course Code- 1Y2MSW(Core-15)

Full Marks: 100

Time: 3 Hours   Full Marks : 100

The aim of this paper is to acquaint students with the concept of human resource and to develop an understanding of industrial relation.

Course Objectives:

To acquaint and help students in understanding the concepts of human resource management in formal organizations and develop appropriate skills and competencies in managing human resources.
To comprehend an understanding of HRM process and methods in industry.
To develop skills in gaining insight into the conditions and problems of employees with special reference to social security, health, welfare and safety.
To understand the dynamics in human relations in industry and industrial relation systems.
Develop understanding of industrial organisations and organisational behaviour

COURSE CONTENT:

Unit No.	Unit Title	Content
I	**Concept and Philosophy of HRM**	Meaning and Concept of HRM and Personnel Management Nature and scope of HRM. Objectives Structure of HR department Functions of HRM -Managerial and Operative Role of HR manager.
II	**Acquisition and Absorption**	Meaning and definition of Human Resource Planning Recruitment and Selection. Sources of Recruitment and process of Selection Placement and Induction.

III	**Maintenance and Retention**	Worker's Participation in Management. Performance Management and Appraisal Concept of discipline

		Disciplinary action
		Concept and sources of Grievances
		Grievance handling procedures.
IV	Social Security and HRD	Concept of Human Resource Development. Systems and sub-systems in HRD Concept of Social Insurance Social Assistance Salient features of Social Security Application of Social Work methodologies in HRD
V	**Organizational Behaviour**	Motivation and Morale Concept of Organizational Behaviour Leadership- traits, typology, and theories Organisation Climate and Team building Motivation: need, significance, theories, methods and practices Communication- concept, significance, modes and channels Employee counseling, Work life balance, managing occupational stress

SUGGESTED READINGS:

Armstrong, M., 2001: Handbook of Human Resource Management Practice (9[th]ed). : Kogan Page, London

Aswathappa, K., 1999: *Human Resource and Personnel Management*, Tata McGraw Hill Publishing Company Ltd., New Delhi

Bolaria, B. S. and Bolaria, R. E., 1994: *International Labour Migration*, Oxford University Press, Delhi

Chauhan, S. S., 1993: *Labour Welfare Administration in India*, Kanishka Publishers, Delhi

International LabourOrganisation, 1995: *Worker's Access to Education*, A Worker Education Guide, Geneva.

Jhabvala, R, and Subrahmanya, R. K.A, 2000: *The Unorganized Sector*, Sage, New Delhi

Joshep, Jerome, 2004: *Industrial Relations Towards a Theory of Negotiated Connectedness*, Sage, New Delhi

Lal Das, D.K., 1991: *Personnel Management, Industrial Relations and Labour Welfare*, Y. K. Publishers, Agra

Mallick, P.L., 2002: *Industrial law,*Lucknow Eastern Book Company

Mamoria, Mamoria and Gankar, 2000: *Dynamics of Industrial Relations,* Himalaya Publishing House, Nagpur.

National Commission on Labour, New Delhi, 2001: *Report of the Study Group on Umbrella Legislation for the Workers in the Unorganized Sector.*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Review of Laws.*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Skill Development, Training and Workers' Education.*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Social Security*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Women and Child Labour.*

Pareek, U and Rao, T. V., 1992:*Desiging and Managing H R Systems,* Oxford and IBH Publishing, New Delhi

Peter, F. Drucker,1970: The Practice of Management, Allied Publiahers, New Delhi.

Rao, T. V, 1996: *Human Resource Development Experiences, Intervention and Strategies*, Sage, New Delhi

Saini, Debi S.: *Human Resource Strategy and Workplace Pluralism*, Management and Change, Vol3., No. 1.

Saini, Debi S, 1994: *Redressal of Labour Grievances, Claims and Disputes*, New Delhi, Oxford and IBM.

Salaman, Michael, 1998: *Industrial Relations – Theory and Practice*, Prentice Hall, London.

Stalker, P., 1994: *The Work of Strategies: A Survey of International Labour Migration*, ILO, Geneva

Taylor, F.W., 1911: *The Principles of Scientific Management,* Harper and Brothers Publishers, New York.

Verma, Pramod and Mookherjee, Surya, 1982: *Trade Unions in India*, Oxford and IBM Publishing Co., New Delhi.

SOCIAL DEVELOPMEN

1Y2MSW

(Major Elective-16)

Full Marks: 100   **Credits: 6**

The aim of this paper is to build among the students a critical understanding of developmental discourse from the perspective of social work. It provides a nuanced analysis of the contemporarychallenges to the developmental practices and equips the students with meaningful interventions.

Objectives:

- Critically understand the idea of social development
- Examine the process of social development
- Identifythe developmental needs and prepare appropriate response
- Develop skills necessary for development interventions.

Unit I: Concept of Social Development

- Social development: concept and context
- Socio-economic formations: Feudalism, Capitalism, Socialism, Communism
- Development across the world
- Indicators of social development

Unit II: Theories of Development

- Theories of modernization
- Development in developing nations: Dependency theory, World system perspective
- Neo-liberalism
- Market, state and development

Unit III: Social Development in India

- Development in India: A historical overview

- Equality, growth and development

- Poverty in India
- Development and the marginalized sections of the society

Unit IV: Globalization and Development

- Concept of globalization
- Impact of globalization on development
- Globalization and its discontent
- Resistance to globalization

Unit V: Development and its Politics

- Free market and development
- Development and international financial institutions
- Politics of developmental aid
- Capitalism and crisis

Unit IV: Development: Approaches and Interventions

- Sustainability and development
- Development and environment
- Right-based development
- Civil society and development

SUGGESTED READINGS:

- Black, J.K. (1991)*Development in Theory and Practice: Bridging theGap*. Boulder: Westview Press.

- Caporaso, J. and Levine, D.(1992).*Theories of Political Economy*. Cambridge University Press: United Kingdom.

- Corrigan, P.& Leonard, P.(1978),*Social Work Practice under Capitalism*. London: McMillan.

- Harrison, D. (1988)*The Sociology of Modernization and Development*. London: Routledge.

- Hayami, Y and Godo, Y (2006). *Development Economics* (Third edition), OUP (Indian Edition)

- Oommen, T. K., (2004): *Nation, Civil Society and Social Movements: Essays in Political Sociology*, Sage: New Delhi

- Samir, A(1976). *Development:An Essay on the Social Information of Peripheral Capitalism.*Sussex: The Harvester Press.

- Sen, A (1999), *Development as Freedom*, India: Oxford University Press

GERONTOLOGICAL SOCIAL WORK
Course Code-1Y2MSW(Major Elective-16)

Time: 3 Hours   **Full Marks: 100**

[I.A-20, Exam-80]

Ageing and the aged is the main focus of this particular paper. The status and position of elderly in India have been reflected. The skills and concepts related to social work with the elderly is included together with an understanding of the policies and legislations related to the elderly in India.

OBJECTIVES:
Gain an understanding of the demographic changes and develop perspective on population of ageing.

Develop sensitivity to the needs and problems of elderly.

Gain knowledge about the policies and programmes for elderly.

Gain an understanding of the role of social worker in working with elderly and develop required skills.

COURSE CONTENT: Unit No	Unit title	Content
I	Understanding old age	Meaning and Definition of old age (developmental, biological, social, psychological and cultural perspective) legal and residential needs of the elderly. Demographic profile- concepts of geriatric sciences and gerontological social work.
II	Rural elderly	Differences between rural and urban elderly in terms of composition, social background, problem faced and significance for social work practice.
III	**Needs and Problems of Older Persons**	Changing family norms and emerging problems of older persons: Relationship with caregivers. Psychological, social, and physical needs and problems of older persons Mental health consequences of ageing: Anxiety, depression, suicidal threats, Dementia and Alzheimer's disease. Rights of older persons against neglect, abuse, violence and abandonment

IV	**Policy, Programmes and Initiatives**	National and International concerns: Welfare programmes/schemes for the elderly Civil society response: Role of NGOs and community groups Social security measures
V	**Strategies for Active and Healthy Ageing**	Psychosocial services for promotion of active Aging: Counselling and guidance services for preparation of old age, lifestyle management and retirement plan and programmes, grief counselling Family Interventions and social support strategies Creating favorable/safe environment for the ageing population: Raising family/community/children awareness about ageing and death, intergenerational gap Role of media
VI	**Social Work Intervention**	Home/Family based services, emergency response systems: Helpline, peer counselling. Community services: multi service day care centres, Self-help/support groups of the elderly as well as care givers. Institutional services for the elderly Social work interventions in Hospice, palliative and end of life care

Bali, A.P. (ed.) 1999 Understanding Greying People of India. New Delhi: Inter India Publication.

Binstock, R.H., &George, L.K. 2001 Handbook of Aging and Social Science. New York: Academic Press.

Birren, J.E., & Schaie, K.W. (eds.), 2001Handbook of the Psychology of Aging (5th ed.). San Diego: Academic Press

Desai, M., Siva, R. (eds.) 2000 Gerontological Social Work in India: Some Issues and Perspectives, Delhi: B.R. Publishing Corporation

Crawford, K., & Walker, J. 2004 Social Work with Older People: Learning Matters
Dhillon, P.K.. 1992 Psychosocial Aspects of Ageing in India. New Delhi: Concept Publishing Company

Hareven, T.K. Adams, K.J. (eds.)1982. Aging and Life Course Transitions: An Interdisciplinary Perspective. New York: Guilford Press.

Ramamurthi, P.V., Jamuna, D. (eds.)2004. Handbook of Indian Gerontology. New Delhi: Serial Publication.

Rajan, S.I., Mishra, U.S.,Sarma, P.S. (eds.) 1999. India's Elderly: Burden or Challenge, New Delhi: Sage Publications.

Krishnan, P., & Mahadevan, K. (eds.) 1992. The Elderly Population in Developed and developing World: Policies, Problems and Perspectives. Delhi: B.R. Publishing Corporation.

Marshall, M. 1983 Social Work with Old People. The Macmillan Press Ltd.
Cox, E.O.,

Kelchner, E.S., & Chapin, R.K.2002 Gerontological Social Work Practice: Issues, Challenges, and Potential. Haworth

Social Work World Bank1994 Averting the Old Age Crisis: Policies to Protect the Old and Promote Growth. Oxford: Oxford University Press.

Health and Social Work

Course Code- 1Y2MSW(Major Elective-16)

Full Marks: 100

COURSE OBJECTIVES:

- Understand the changing concept of health as an aspect of social development.
- Develop a critical perspective of healthcare policies, services and programmes in the context of health scenario in the country.
- Understand HIV&AIDS pandemic as a health and development issue
- Gain understanding of relevance, domains and nature of social work intervention in different health settings including social work profession's response to HIV&AIDS and PLHA

Sl.No.	Unit Title	Content	Credit Point
I	Concept of Health, Disease and Development	- Public Health System:History,concept,and development - IndigenousSystemofMedicine(ISM):History, Nature and Importance - Health and disease: Concept and scope - Health scenario of India: Understanding causes, symptoms and preventions of major communicable and non communicable diseases - Nutrition: concept of nutrition and malnutrition, common nutritional deficiencies - Health as an aspect of social development	1
II	Health Care System, Programme and Policy	- Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structures and their functions - Alma Ata declaration - Development of Health Care System in India:Policies,programmes and schemes	1
III	Emerging Concerns and Issues in Healthcare	- Public-private participation and collaboration in health care: Role of NGO and private sector in health care - Occupational health, Disability and health, Health Activism - Environment, Safe drinking water and sanitation with reference to Bankura district	1
IV	Sexual, Reproductive Health and HIV &AIDS	- Sexuality, Sexual health and RCH: Concept, components, and reproductive rights - Conceptual Understanding of HIV&AIDS: Extent of the problem, routes of transmission, nature and progression of the disease, historical background of HIV/AIDS, myths and misconceptions. - Policy, programme related to HIV&AIDS	1

| V | HIV&AIDS:Interventions and emerging issues | • Interventions among high-risk groups
• Strategies for prevention & treatment of HIV&AIDS for the general population
• Community based HIV&AIDS Care and Support for PLHA & other support groups
• HIV&AIDS as a development issue and human rights issue
• Advocacy by national, international NGOs,CBOs and CSOs in HIV&AIDS | 1 |
| VI | Healthcare and Social Work | • Historical evolution of social work practice in health settings and the roles of a medical social worker
• Concepts and components: Comprehensive care, hospice and palliative care
• Counseling in HIV&AIDS | 1 |

SUGGESTED READINGS:

Health:
- Allot, M. (1998), Understanding Health and Social Care, Sage: New Delhi.
- Atkinson, P. (1995), Medical Talk and Medical Work. Sage: New Delhi.
- Banerji, D. (1985). Health and family planning services in India: An epidemiological, socio-cultural, and political analysis and a perspective. New Delhi, Lok Paksh.
- Barker, C (1996), The Health Care Policy Process, Sage: New Delhi.
- Baru, R. (1998), Private Health Care in India. Sage: New Delhi.
- Berman, P. (1993), Paying for India's Health Care. Sage: New Delhi
- Bhasin, V, 1994: People, Health and Diseases, the Indian Scenario, Kamla Raj Enterprise, New Delhi.
- Bose, Pradip Kr, 2006: Health and Society in Bengal, Sage Publication, New Delhi.
- Bracht, N. (1999), Health Promotion at the Community Level, Sage: New Delhi.
- Cook, Harold, 2009: History of Social Determinants of Health: Global Histories, Orient Longman, Hyderabad.
- Dhooper, S, 1997: Social Work in Health care in the 21st Century, Sage, New Delhi.
- Glasby, Jon, 2004: The Health and Social Care Divide, The Policy Press, U.K.
- Mahajan, B.K., Text Book of Social and Preventive Medicine, Jaypee Brothers Medical Publishers.
- Modeste, N.A. (1995), Dictionary of Public Health Promotion and Education, Sage: New Delhi
- Misra, S., 2000: Voluntary Action in Health and Population, the Dynamics of Social Transition, Sage, New Delhi.
- Narayan, K.V, 1997: Health and Development Intersectoral Linkages in India, Rawat Publication, Jaipur.
- Park, K, 1995: Text Book of Preventive and Social medicine, M/s Banarasidas Bharot, Jabalpur.

- Quadeer, I and Sen, K. 2001: Public Health and Poverty of Reforms. The South Asian Predicament, Sage Publication, New Delhi.
- Saddah, F and Knowles, J, 2000: World Bank Strategy for Health, Nutrition and Population in the East Asia and Pacific Region, World Bank.
- Surendra S. & Mishra P.D., Health and Diseases, Dynamics and Dimension, New Royal Book Co., Lucknow
- Government of India, Annual Reports – Ministry of Health and Family Welfare.

HIV & AIDS:

- Gracious, Thomas, 1997: AIDS, Social Work and Law, Rawat Publications, New Delhi.
- Premilla, D' Cruz, 2004: Family Care in HIV/AIDS-Exploring lived experiences, Sage Publications, New Delhi.
- Singhal, A. and Rogers, E.M, 2003: Combating AIDS-Communication Strategies in Action, Sage Publications, New Delhi.
- Stine, J. Gerald, 1998: AIDS Update 1999, Prentice Hall, New Jersey.
- Jayasurya, D.C, 1995: HIV-Law, Ethics and Human Rights, UNDP, New Delhi.
- Senak, M.S, 1996: HIV, AIDS and the Law: A Guide to Our Rights and Challenges, Insight Books
- Lather, P. & Smithies, C., 1997: Troubling the Angels: Women living with HIV/AIDS, Westview Press.
- Bury, J, Morrison, V. & McLachlan, S. 1992: Working with Women and AIDS: Medical, Social and Counselling Issues, Tavistock Routledge, New York.
- Bertrand, T. Jane, Mckel, Neil and Benton, Antje, 2004: Strategic Communication in HIV/AIDS Epidemic, Sage Publication, New Delhi.
- Joseph, Sherry, 1996: Gay and Lesbian Movement in India, Economic and Political Weekly, Vol. 31 (33).
- Joseph, Sherry, 1998: India-Mandatory HIV Testing and Segregation, HIV/AIDS Legal Link, Vol 9.1.
- UNAIDS. Geneva: Technical Updates-AIDS and MSM (1997), Mother to Child transmission of HIV(1997), Access to Drugs (1998), Blood Safety and HIV(1997), Refugees and AIDS(1997), Prisons and AIDS(1997), HIV/AIDS and the workplace(1998), Learning and Teaching about AIDS at School(1999).
- UNAIDS Geneva, 2000: Innovative Approaches to HIV Prevention-Selected Case Studies, Best Practice Collection.
- UNAIDS Geneva, 2000: Protocol for the identification of discrimination against people living with HIV, Best Practice Collection.
- UNAIDS Geneva, 2001: The Impact of voluntary counselling and Testing-A Global Review of the Benefits and Challenges, Best Practice Collection.
- United Nations, Geneva, 1998: HIV/AIDS and Human Rights-International Guidelines.
- Verma, K. Ravi: Sexuality in the time of AIDS, Population Council, New Delhi.
- WHO and UNAIDS, 2008: National AIDS Control Policy: Executive Summary.

Counseling:Theory and Practice

Course Code-1Y2MSW

(Major Elective-16)

Time: 3 Hours   **Full Marks: 100**

The aim of this paper is to develop an understanding with the concept of **counseling, its importance and utility, various skills and approaches in social work profession**

OBJECTIVES:

- Understanding conceptual and theoretical underpinnings of counselling
- Gain knowledge on the use of skills and techniques related to counselling
- Understand the ethical principles associated with good practice
- Help students develop an understanding of counseling as a tool for helping people.
- Learn to apply counselling skills while working with clients in various settings
- Help students gain knowledge about various approaches in counselling.

COURSE CONTENT:

Unit No	Unit title	Content	Credit Point
I	Conceptual Framework	Counselling: Concept, elements andPrinciples of Counselling Application of counselling in social work practice. Group and individual counseling	1
II	Counselling Approaches	Psychoanalytic counselling Client-centred counselling Transactional analysis Cognitive behaviour therapy	1
III	Micro Skills of Counselling	Reflection and Paraphrasing Summarizing Confronting	1
IV	Techniques of Counselling	Crisis Counselling, Stress Management, Psycho–drama, Use of Psychological Tests	1

V	**Counselling with Various Groups**	Children, Youth, Distressed Women, Unmarried Youth (Pre-marital Counselling), Families, Employees and Disabled, Grief and Bereavement	1

		Counselling	
VI	**The Counsellor as a Therapeutic Person**	Qualities of an effective counsellor Counsellor's roles and functions in the counselling process Self-awareness and its place in counselling: Beliefs, attitudes, and value orientations Ethical Issues: code of ethics for counsellors Professional burnout: Causes and remedies	1

SUGGESTED READINGS:

- Ackerman, Nathan W., 1994: *Treating the troubled Family*, Basic Books, New Jersy.

- Bond, Tim, 2000: *Standards and Ethics for Counselling in Action*, Sage, London.

- Bor, Robert et al.2002: *Counselling in Schools*, Sage, London.

- Colledge, Roy, 2002: *Mastering Counselling Theory*, Palgrave, Macmillan, New York.

- D' Ardenne and Mathani, Aruna, 1999: Transactional Counselling in Action, Sage, New Delhi.

- Felthan, C. and Horton, I (ed.); 2006: *The Sage Handbook of Counselling andPsychotherapy*, Sage, London.

- Geldard, Kathrya and Geldard, David, 2004: (2nd edition), *Counselling Adolescents; The Proactive Approach*, Sage, London.

- Nelson-Jones, R., 2006: *Theory and Practice of Counselling and Therapy*, Sage, London.
- Nichols, Michael P., 2007: *The Essentials of Family Therapy*, Pearson Education Inc. Boston.

- Scott, Miclhael J. 2001: *Counselling for Post-Traumatic Stress Disorder*, Sage, London.

<div align="center">

SOCIAL POLICY AND PLANNINGP

1Y2MSW

(Core-19)

</div>

Full Marks: 100   **Credits: 6**

The aim of this paper is to acquaint the students with the process of policy making and analysis its impact on the society. It will also prepare the students to find appropriate policy intervention to various social issues from the perspective of social work profession.

OBJECTIVES:

- Develop an understanding of the nature of social policy in the cultural /social political, economic context.
- Develop an understanding of social policy in the perspective of the national goals as enumerated in the Constitution of India.
- Develop capacity to critically examine polices which have important bearing on social development and social work practice.
- Acquire knowledge of policy analysis and policy formulation processes

Unit I: Introduction to Social Policy

- Social Policy: Definition and scope
- History of social policy
- Social, economic and public policy
- Social policy and Indian constitution

Unit II:Social Policy: Approaches and Implementation

- **Approaches to social policy: Welfare, development and rights**
- **Social policy and ideology**
- **Social policy under globalization**
- **Civil society and social policy**

Unit III: Social Planning

- **Social Planning: Concept, scope and objectives**
- **Social planning as an instrument of social policy**
- **Process of social planning**
- **Democratic decentralization and social planning in India**

Unit IV: Policy Formulation and Analysis

- **Determinants and steps of policy formulation**
- **Process of policy formulation in India**
- **Policy analysis based on objectives, implementation and outcome**

- **Analysis of various policies: Health, education, environment and policies related to marginalized sections**

Unit VI : Social Work and Social Policy

- **Role of social workers in policy making**
- **Need and scope of social work intervention**
- **Social work research and social policy**
- **Social advocacy and social legislation**

SUGGESTED READINGS:

- Alcock, P., Erskize, A. & MAY, M. (Eds.), 1998: The students companion to Social Policy, Blackwell / Social Policy Association, Oxford

- Byres, T.J., 1997: The State, Development Planning and Liberalization in India, Oxford University Press, Delhi.

- Chatterjee, P., 1996: Approach to the Welfare State, National Association of Social Workers, Washington DC.

- Clrff .Alcock& Payne (ed.) 2000: Introducing Social Policy, Prentice Hall, London.

- Drake, R.F., 2001: The Principles of Social Policy, Palgrave, New York.

- Gail, L.,Sharon, G., & Clarke, J.(ed.) 2000: Rethinking Social Policy, Open University Press in association with sage publications, London.

- Gangrade, K.D.,1998: Social Legislation in India (vol. I & II)

- Hill, M., 2003: Understanding Social Policy, 7th Edition, Blackwell Publishing, New York.

- Hughes, G. & Lewis, G. (eds.) 1998: Unsetting Welfare : The Reconstruction of Social Policy, The Open University, London

- Weimer. D.L., & Vining, A.R., 1994: Policy Analysis; Concepts and Practice, Prentice Hall, New Jursey.

- Hudson, J & Lowe, S., 2007: Understand the Policy Process, Rawat Publications, New Delhi.

- KisanaLal, 1999: Legislative Process in India, Deep and Deep Publications, New Delhi.

<div align="center">

Course Code – 1Y2MSW(Core-20)

GENDER STUDIES AND SOCIAL WORK

Full Mark: 100

</div>

OBJECTIVES:

- Understand the social construction of gender and develop gender perspectives in analyzing social realities and gender oppression.
- Familiarize with constitutional provisions, law, programmes, policies, various development approaches and strategies related to women with specific reference to India.
- Develop an ability to identify areas of work with women, different gender identities, and alternative sexual communities and understand the strategies to change the situation in terms of personal liberation as well as in terms of making the marginalized gender(s) a part of the developmental process.

Sl.No.	Unit Title	Content	Credit Point
I	Conceptualizing Gender	• Gender as a social construct: Patriarchy, crises of masculinity& gender relations, social structure, social institutions, gender socialisation and gender discrimination • Feminism: Major feminist thoughts & theories • History of women's movement in different decades • Political Participation of women(women in social movements - Telangana, Tebhaga, Naxalbari, Chipko, NBA)	1
II	Gender Based Development	• Gender approaches to development:WID, WAD, GAD,WED • Gender analysis tools and models: Gender budgeting, Gender Development Index, Gender mainstreaming • State and civil society initiatives: UNO, Millennium Development Goals (MDGs) • Women and work: Problems of women in unorganized sector	1
III	Constitutional and Legislative Measures	Constitutional provisions, Dowry Prohibition Act, PITA, MTP, PNDT, Domestic Violence Act, Sexual Harassment of Women at Workplace Act, personal laws related to inheritance, marriage, adoption, maintenance and custody of children. Indian Penal Code (IPC) sections 294, 354, 363, 366, 368, 372, 376, 498A, 304B and 306.	1

| IV | Policies, Programmes and Institutional Mechanisms | • Policies, Schemes and Programmes with gender focus | 1 |
| | | • Institutional mechanisms: National Commission for Women, Rashtriya Mahila | |

		Kosh, Crime Against Women Cell, Family Court etc.	
V	Critical Analysis of the Gender Issues in India	• The ongoing gender issues and debates: Alternative sexual identities and communities, queer sexuality, transgender, homosexuality and bisexuality, gender in media	1
VI	Gender violence and Health	• Health as a gender issue: Health Problems among Women, reproductive right, family planning methods and their impacts. • Gender based violence and manifestations: violence against women, trafficking, rape, sex selective abortion, female infanticide, child marriage, sexual harassment, child sexual abuse, dowry, prostitution, pornography.	1

SUGGESTED READINGS:

- Agnihotri, SatisBalaram, 2000: Sex Ratio Pattern in the Indian Population, Sage, New Delhi.

- Agnihotri, Gupta, Jyotsna, 2000: New Reproduction Technologies, Women's Health and Autonomy, Sage, New Delhi.

- Alterchen, Martha, 1998: Widows in India, Social Neglect and Public Action, Sage, New Delhi.

- Arya, Sadhan and Roy, Anupama, 2006: Poverty, Gender and Migration, Sage, New Delhi.

- Bagchi, Jasodhara, 2005: The changing status of women in West Bengal 1970-2000, Sage, New Delhi.

- Desai, N. And Patel, V.: Indian Women: Change and Challenges in the International Decade, Popular Prakashan, Bombay.

- Desai, N. And Krishnaraj, M., 1987: Women and Society in India, Ajanta Publishers, Delhi.

- Dubey, Leela and Palkiwala, J, 1990: Structure and Strategies: Women, Work and Family, Sage Publications, New Delhi.

- Evertt, J, 1981: Women and Social Change in India, Heritage Publishers, New Delhi.

- Govt. Of India, 1974: Report of the Committee on the status of women in India-Towards Equality, Ministry of Education and Social Welfare.

- Govt. Of India, 1988: National Perspective Plan for Women-1988-2000 AD, Department of Women and Child Development.

- Hasnain, N, 1998: Weaker Sections-Psychosocial Perspectives, Gyan Publishing House.

- Omvedt, Gail, 1990: Violence against Women: New Movements and New Theories in India, Kali for Women, New Delhi.

- Roy, Sanjoy, 2010: Women in Cotemporary India: Realities & Realization, Akansha Publication, New Delhi.

- Jeferry, R and Basu, A.M, 1996: Girls Schooling, Womens Autonomy and Fertility Change in South Asia, Sage, New Delhi.

- Murthy, Rajani, K, 2001: Building Women's Capacity, Sage, New Delhi.

- Mathur, Kanchan, 2004: Countering Gender Violence, Sage, New Delhi.

- Purusuthoman, Sangita, 1998: The Empowerment of Women in India, Grass Root Womens Network and the State, Sage, New Delhi.

- Seth, Mira, 2001: Women and Development: The Indian Experience, Sage, New Delhi.

HUMAN RIGHTS AND SOCIAL JUSTICE

1Y2MSW

(Core-21)

Full Marks:100   **Credits: 6**

The objective of the paper is to acquaint the students with the concepts of human rights and social justice and their relation with social work practice. The paper also seeks to make the students critically aware of the issues and challenges faced by the vulnerable sections of the society.

Objectives:

- Acquaint students with the concept of social justice and human rights
- Discuss various challenges to social justice in India
- Analyse the contemporary challenges to human rights
- Introduce students with Indian constitution and its implications

Unit I: Theoretical Orientation

- Concept and historical context of human rights
- Theories and philosophy of human rights
- Indian constitution: Fundamental rights and duties
- Social work and human rights

Unit II: Human Rights: Declarations, Treaties and Conventions

- The Universal Declaration of Human Rights, 1948
- International Covenant on Civil and Political Right
- International Covenant on Economic, Social and Cultural Right
- Declaration on the Rights of the Child and Convention on Rights of the Child
- The Convention on the Elimination of all Forms of Discriminations against Women

Unit III: Human Rights in India

- Evolution of Human Rights in India
- Human rights and vulnerable sections of the society
- Human rights movements in India
- Challenges to human rights in India

Unit IV: Social Justice: Concept, Scope and Dimensions

- Justice: Philosophy, theory and practice
- Social justice in India
- Social justice and social exclusion
- Social justice and development

Unit V:Instruments of Social Justice

- Indian constitution and social justice
- Public interest litigation, free legal aid, Right to information act
- Indian legal system and its operational instruments
- Civil society and social justice

Unit VI: Social Justice and Human Rights under Globalization

- Impact of globalization on human rights and social justice
- Role of international human right organizations
- Technology, human rights and social justice
- Challenges to human rights today

SUGGESTED READINGS:

- Barthwal, C.P. (1998) *Social Justice in India*. Lucknow: Bharat Book Centre.

- Baxi, U. (2002) *The Future of Human Rights*, New Delhi: Oxford University press.

- Borgohain, B. (1999) *Human Rights – Social Justice and Political Challenges.* New Delhi: Kanishka Publishers

- Chandra, A. (2000) *Human Rights Activism and Role of NGOs*, Delhi: Rajat Publications.

- Clayton, M., & Williams, A. (eds) (2004) *Social Justice.* Oxford: Blackwell Publishers.

- Desrochers, J. (1987) *India's Search for Development and Social Justice: Analysis of Indian Society, The Development Debate.* Bangalore: CSA Publications.

- Gangrade, K.D. (1978*) Social Legislation in India (Vol. I & II).* Delhi: Concept Publishing House.

- Hebsur, R.K. (ed.) (1996) *Social Interventions for Social Justice*, Bombay: Tata Institute of Social Sciences.

- Ife, J. (2001) *Human Rights and Social Work: Towards Rights-based Practice*. UK: Cambridge University Press.

- Mathew, P.D. (1996) *Fundamental Rights in Action.* New Delhi: Indian Social Institute.

- Reichert, E (2003)*Social Work and Human Rights: A Foundation for Policy and Practice*, New York: Columbia University Press.

- Stigletz, J. (2002) *Globalization and its Discontent.* London: Penguin

CRIME AND CORRECTIONAL ADMINISTRATION

1Y2MSW(C-22)

Time: 3 Hours Full Marks: 100

[I.A-20, Exam-80]

This paper discusses the concepts of crime and criminality, theoretical framework for analysis of crime and practice implications for social workers. Correctional services, social work in correctional institutions and the issues of probation, parole and aftercare services are dealt with a detail to give a holistic orientation to the learners of the subjects.

OBJECTIVES:

To orient the learners to various theoretical aspects of crime and criminality.

To familiarize the learners with various correctional institutions and social work interventions.

COURSE CONTENT:

Unit	Title	Content
1	Concept of Crime	Concept of Crime, Crime Statistics and major factors of crime, Theoretical framework of analysing crime:, Psychological theories and sociological theories.
2	Juvenile Delinquency	Meaning of the Concept, nature and Incidence, Characteristics, types, treatment, prevention: institutional services for juvenile delinquents, juvenile justice system.
3	Social Work Practice in Correctional Institutions	Pre-release preparation, Under-trial prisoners: Remand/Observation homes, Certified/Approved Schools, Open institutions. Social work in institutional setting for juvenile.
4	Victims and Crime	Victimology-Concept and implications for practice, Victims of crimes-genocide, homicide, physical assault, rape, molestation, domestic violence, crimes against children, elderly. Social work with victims of crimes.

| 5 | Probation, Parole and Aftercare (PPA) | Origin and development of Probation, parole and aftercare-principles, statutory basis and organization of PPA. Role of welfare/Probation officers in probation, parole and aftercare. |
| 6 | Social Defense | Concept, Definition and objective of social defense. Institutional set-up of social defense in India, components of social defense. Social defense and implications for social work. |

SUGGESTED READINGS:

- Basak, G, 2000: Crime and Crime Control: A Global view, Westport, Greenwood Press.
- Bhattacharya, Rinki, 2004: Behind Closed Door Domestic Violence in India, Sage, New Delhi.
- Bhattacharya, S.K, 1985: Social Defense-An Indian Perspective, Manas Publications, New Delhi.
- Boles, A.B and Patterson, J.C, 1997: Improving community Response to crime victims: an eight step model for development protocol, Thousand Oaks, Sage, CA.
- Brookman, Fiona, 2005: Understanding Homicide, Sage, London.
- Chakraborti, N.K, 1997: Administration of criminal justice (vol I), Deep and Deep Publications, New Delhi.
- Choudhry, N.R, 2002: Indian Prison Laws and correction of Prisoner, Deep and Deep Publications, New Delhi.
- Cote, Suzette, 2002: Criminological Theories, Sage, Thousand oak and London.
- Goonesekera, Savitri, 2004: Violence, law and women Rights in South Asia, Sage, New Delhi.
- Karmen, A, 1990: Crime Victims: An introduction to victimology, Cole publication Co, Pacific Groves.
- Krishna Iyer, V.R, 1981: Law versus Justices, Problem and Solutions, Deep and Deep Publication, New Delhi.
- Krishna Iyer, V.R, 1984: Justices in Words and Justices in Deed for Depressed Classes, Indian Social Institute, New Delhi.
- Kumari, Ved and Brooks, S.L, 2004: Creative Child Advocacy, Sage, New Delhi.
- Mathew, P.D: Legal Aid Series, Indian Social Institute, New Delhi.
- Muncie, John, 2004: Youth and Crime, The Open University, Sage, London.
- Newman, G, 1999: Global Report on crime and justice, Oxford University Press, New York.
- Saxena, S, 2002: Crime against women and Protective Law, Deep and Deep Publication, New Delhi.
- Sharkardass, Rani D. (Ed.), 2000: Punishment and the Prison Indian and International Perspectives, Sage, New Delhi.

<p align="center">**Entrepreneurship and NGO Management**</p>

<p align="center">**Course Code- 1Y2MSW**</p>

<p align="center">**(Major Elective-22)**</p>

<p align="center">**Full Marks: 100**</p>

Objectives of the Course:

The purpose of the course is that the students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities, to develop the ability of analyzing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities. The objective of the course is, further on, that the students develop the ability of analyzing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development and, finally, to contribute to their entrepreneurial and managerial potentials.The course is designed for the students, workers of social sectors and others who wish to develop orientation towards NGOs and their functioning. At the same time, the course is also beneficial for those who wish to attain skills and orientation in entrepreneurship management.

Unit I:Concept, meaning and definition of entrepreneur and entrepreneurship.

• Importance and significance of growth of entrepreneurial activity.
• Concept of intrapreneur.
• Characteristics and qualities of entrepreneurs
• Classification and types of entrepreneurs.
• Women entrepreneurs
• Theories of entrepreneurship

Unit II: Entrepreneurial Project Development
• Idea generation – sources and methods
• Identification and classification of ideas.
• SWOT analysis
• Preparation of project plan –Points to be considered
• Components of an ideal business plan – market plan, financial plan, operational plan, and HR plan.
• Project formulation –project report significance and contents
• Project appraisal –Aspects and methods :

    (a) Economic oriented appraisal
       (b) Financial appraisal
       (c) Market oriented appraisal

Unit III: Entrepreneurship Development Programme and Risk Management

SME, SHG with special reference to microfinance and woman entrepreneur
Definition of risk, types of risk, risk management strategies.

Unit IV: Development of NGOS

• Concept of Volunteerism, Charity, Welfare and Development

• Historical perspective of Volunteerism in India

• NGOs: An Introduction and Trends in NGOs in the past 10-40 years

• Overview of Five Year Plans and their contribution to NGOs

Unit V: Concepts and Functions and Administration**of NGOs**

• NGO Environment

• Issues in NGO Management

• Problem Identification

• Purpose of Social Welfare Boards, National Policy- 2003 related to NGOs

• Legal Aspects of NGOs

• Office Procedure and Documentation

• Basics of Accounting

• Budgeting

Unit VI: Marketing

• Principles of Marketing

• Social Marketing

    • Information, Education and Communication

1Y2MSW (Major Elective-22) LABOUR WELFARE,

INDUSTRIAL RELATIONS ANDRELATED

LEGISLATIONS

Time: 3 Hours   Full Marks : 100

The aim of this paper is to acquaint students with the concept and issues of labour welfare, labour legislations and to develop an understanding of industrial relation.

Course Objectives:

 To understand the dynamics of human relations in industry and its systems.

To incorporate knowledge about the welfare measures for industrial workers and problems related to their administration.

To gain knowledge of the various legislations associated to employee welfare and industrial relations.

To familiarize the uses of social work knowledge and skills in Indian industries and social work intervention.

COURSE CONTENT:

Unit No.	Unit Title	Content
I	**Concept and Philosophy of Labour Welfare** **Industrial Relations**	Causative factors responsible for the growth of industrial labour forces, types of labour: contract labour and casual labour, History and concept of Welfare: meaning of labour welfare, scope of labour welfare, need and Importance of labour welfare, Theories of labour welfare Dynamics of Industrial Relations: meaning and concept of industrial relations, approaches to IR, parties to IR Worker's education and Training Trade unionism: concept, functions approaches and structures

II	**Characteristics of Industrial Labour in India**	Low level of illiteracy
		Absenteeism: causes, factors and labour turnover
		Migratory character: causes and evil effects of migration
		Indebtedness and its causes

		Labour Exploitation, contributing factors and form
III	**Resolution of Industrial conflicts**	Collective bargaining. Concept, causes, prevention and settlement machinery of Industrial Disputes. Role and functions of Labour Welfare Officer under Welfare Legislations in mitigating the problems of Industry Indian Industries and social work Statutory Provisions Non-statutory provisions
IV	**Legislations relating to labour welfare and Industrial Relations**	Salient features of The Equal Remuneration Act-1976, Wage Legislations like, The Minimum Wages Act-1948, The Payment of Wages Act-1936, The Payment of Bonus Act-1965, The Payment of Gratuity Act-1972, The Workmen's Compensation Act-1923, The, The Employees' State Insurance Act-1948, The Employees Provident Funds Misc Provisions Act-1952, The Trade Unions Act-1926, The Industrial Dispute Act-1947, Factories Act-1948, and Maternity Benefit Act-1972.
V	**Industrial relations: Modern and International Scenario**	Industrial Relations and Technological Change India and International Labour Organization IR and HRD New Economic policies and IR

SUGGESTED READINGS:

Armstrong, M., 2001: Handbook of Human Resource Management Practice (9[th]ed). : Kogan Page, London

Aswathappa, K., 1999: *Human Resource and Personnel Management*, Tata McGraw Hill Publishing Company Ltd., New Delhi

Bolaria, B. S. and Bolaria, R. E., 1994: *International Labour Migration*, Oxford University Press, Delhi

Chauhan, S. S., 1993: *Labour Welfare Administration in India*, Kanishka Publishers, Delhi

International LabourOrganisation, 1995: *Worker's Access to Education*, A Worker Education Guide, Geneva.

Jhabvala, R, and Subrahmanya, R. K.A, 2000: *The Unorganized Sector*, Sage, New Delhi

Joshep, Jerome, 2004: *Industrial Relations Towards a Theory of Negotiated Connectedness*, Sage, New Delhi

Lal Das, D.K., 1991: *Personnel Management, Industrial Relations and Labour Welfare*, Y. K. Publishers, Agra

Mallick, P.L., 2002: *Industrial law,*Lucknow Eastern Book Company

Mamoria, Mamoria and Gankar, 2000: *Dynamics of Industrial Relations,* Himalaya Publishing House, Nagpur.

National Commission on Labour, New Delhi, 2001: *Report of the Study Gro*up *on Umbrella Legislation for the Workers in the Unorganized Sector.*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Review of Laws.*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Skill Development, Training and Workers' Education.*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Social Security*

National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Women and Child Labour.*

Pareek, U and Rao, T. V., 1992:*Desiging and Managing H R Systems,* Oxford and IBH Publishing, New Delhi

Peter, F. Drucker,1970: The Practice of Management, Allied Publiahers, New Delhi.

Rao, T. V, 1996: *Human Resource Development Experiences, Intervention and Strategies*, Sage, New Delhi

Saini, Debi S.: *Human Resource Strategy and Workplace Pluralism*, Management and Change, Vol3., No. 1.

Saini, Debi S, 1994: *Redressal of Labour Grievances, Claims and Disputes*, New Delhi, Oxford and IBM.

Salaman, Michael, 1998: *Industrial Relations – Theory and Practice*, Prentice Hall, London.

Stalker, P., 1994: *The Work of Strategies: A Survey of International Labour Migration*, ILO, Geneva

Taylor, F.W., 1911: *The Principles of Scientific Management,* Harper and Brothers Publishers, New York.

Verma, Pramod and Mookherjee, Surya, 1982: *Trade Unions in India*, Oxford and IBM Publishing Co., New Delhi.

Course Code- 1Y2MSW(Major Elective-22)

Rural and Urban Community Development

Full Marks : 100

Objectives:

- Understand the social structure, social relations and institutions in rural and urban communities.

- Examine the contemporary issues and challenges of rural and urban communities.

- Develop sensitivity and commitment to the rights of vulnerable groups in rural and urban communities.

- Understand the approaches policies and programmes of rural and urban community development.

- Develop skills necessary for community development work in rural and urban settings.

Sl.No.	Title of the Unit	Content	Credit Point
I.	**Understanding Rural Community**	- Dynamics of the rural society: Caste, class, tribe and gender relations; power, conflict and control - Rural mobilization, land reforms and land acquisition movements (SEZ) - Migration: nature, pattern and implications - Rural Issues of livelihood, poverty and employment	1
II.	**Rural Community Development**	- Rural community development: Concept, nature, philosophy and historical context - Approaches to rural community development: Gandhi & Tagore - Community Based Organizations and civil society initiatives: Best practices	1

III.	Rural Community Development Policies, Planning & Programs	• Democratic decentralization and empowerment:73rd Constitutional Amendment, Functioning of Panchayati Raj • Cooperative societies in rural development • Micro credit initiatives and micro enterprise development • Poverty alleviation programmes :Food for work and MGNREGA	1
IV.	Urbanization and Urban Community	• Concept and historical formulation of urbanization • Urban institutions & governance • Urban Communities: Types and features	1
V.	Urban Development	• Urban development policies and programmes in India • 74th constitutional amendment and the role of urban local bodies • Urban Planning in India • NITI Aayog	1
VI.	Slum and Urban Poverty	• Slum: concept, causes, consequences • Urban Poverty: Challenges and options for the urban poor: food security, housing, labor participation and the unorganized sector, Causes and consequences of urbanization • Emerging issues and concerns: Urban health, sanitation and environment; public –private partnership; civil society organizations and initiatives	1

SUGGESTED READINGS:

Rural Community Development

- Ellis, F. 2000 Rural Livelihoods and Diversity in Developing Countries. Oxford: Oxford University Press.

- Uphoff, N., Milton, E.J., & Krishna, A. 1998 Reasons for Success: Learning from Instructive Experiences in Rural Development. New Delhi: Vistaar Publications.

- Krishna, A., Uphoff, N., & Milton, E.J. (eds) 1997 Reasons for Hope: Instructive Experiences in Rural Development. New Delhi: Vistaar Publications.

- Debrery, B., & Kaushik, P.D. (eds) 2005 Energising Rural Development through 'Panchayats'. New Delhi: Academic Foundation.

- Choudhary, R.C.   1999 Basic Rural Infrastructures and Service for

	Durgaprasad, P.		Improved Quality of Life, Vol I. Hyderabad: National Institute of Rural Development.
•	Chambers, R.	1983	Rural Development: Putting the Last First. London: Longman.
•	Crowell, W.D.	2003	The SEWA Manual – 2: Rural Development Banas Kantha and Kutch Experience. New Delhi: Sage Publications.
•	Breman, J., Kloos, P., & Saith, A.	1997	The Village in Asia Revisited. Delhi: Oxford University of Press.
•	Amarendra	1998	Poverty, Rural Development and Public Policy. New Delhi: Deep & Deep Publication.
•	Dayal, R. Wijk, V.C., & Mukherjee, N.	2000	Methodology for Participatory Assessment with Communities, Institutions and Policy Makers: Water and Sanitation Programme. The World Bank, Washington D. C., USA.
•	Choudhary, R.C. & Rajakutty, S.	1998	Fifty Years of Rural Development in India. Retrospect and Prospect, Vol II. Hyderabad: National Institute of Rural Development.
•	Singh, K.	1999	Rural Development- Principles, Policies, and Management (2nd Edition), New Delhi: Sage Publications.
•	Palanithurai, G.	2004	Dynamics of New Panchayati Raj System in India, Vol VIII. New Delhi: Concept Publishing Company.

Urban Community Development

•	Nagpal, H.	1994	Modernization and Urbanisation in India .Jaipur: Rawat Publications.
•	Kasambi, M.	1994	Urbanization and Urban Development in India. New Delhi: ICSSR
•	Sharma, K.	2001	Rediscovering Dharavi. New Delhi: Penguin
•	Chaubey, P.K.	2004	Urban Local Bodies in India. New Delhi: Indian Institute of Public Administration
•	Roy, P. & Das Gupta, S.	1995	Urbanisation and Slums. New Delhi: Har-Anand Publications.
•	Sandhu, R.S.(ed.)	2003	Urbanisation in India: Sociological Contribution. New Delhi: Sage Publications.
•	Pernia, E.M. (ed.)	1994	Urban Poverty in Asia. Hong Kong: Oxford University Press.
•	Thakur, B. (ed.)	2005	Urban and Regional Development in India: Vol I New Delhi: Concept Publishing Company.
•	Kundu, A.	1993	In the Name of Urban Poor. New Delhi: Sage Publications.
•	Mishra, G.K. & Narain, K. (ed.)	1989	Development Programmes for Urban Poor. New Delhi: Indian Institute of Public Administration.

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

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

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