

DAYALBAGH EDUCATIONAL INSTITUTE  
(DEEMED TO BE UNIVERSITY)  
DAYALABGH AGRA – 282005  
**DEPARTMENT OF SOCIOLOGY & POLITICAL SCIENCE**

Programme: Post Graduate Diploma in Human Rights and Social Work			
Status of Course & Credit: MAJOR, CREDIT: 4			
Course Number & Title: MHR111 PERSPECTIVES ON HUMAN RIGHTS			
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]			
Total Lectures / Semester: 54/ 1st Module			
<b>Introduction:</b> This paper aims to provide a deep understanding of the foundations, evolution, and application of human rights, equipping students to critically engage with human rights issues and movements across global and historical contexts.			
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Explore the meaning, concept, and importance of rights in the context of society and governance.</li> <li>2. Analyze the global journey toward human rights as a universal concept and its impact on international law and relations.</li> <li>3. Understand the philosophical bases and sources of human rights, including natural law, social contract theory, and utilitarianism.</li> <li>4. Explore the role of constitutional rights in upholding human rights, particularly in diverse cultural and religious societies.</li> <li>5. Understand the ongoing struggle for human rights in the contemporary world and the role of activism, international organizations, and legal mechanisms in advancing these causes.</li> </ol>			
<b>Course Outcomes (CO):</b> At the end of the course, the student will be able to: CO1: Students will be able to define and explain the meaning of rights, and differentiate between natural, moral, and legal rights. CO2: They will be able to explain the significance of key documents like the French Declaration of the Rights of Man and Citizens, and the Geneva Convention of 1864. CO3: Students will gain a thorough understanding of the philosophical bases and key theories that inform human rights, such as natural law, social contract theory, and utilitarianism. CO4: They will explore the relationship between human rights, values, and duties, particularly how religion and culture (with a focus on Islam and Hinduism) influence these concepts. CO5: They will analyze the effectiveness of these movements in addressing systemic human rights abuses and advocating for marginalized groups.			
Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	FOUNDATIONAL ASPECTS Meaning and concept of Rights, Notion and Classification of Rights: Natural, Moral and Legal Rights.	12	Students will be able to define specific classification of rights in a contemporary legal or ethical issue.

2.	EVOLUTION OF THE CONCEPT OF HUMAN RIGHTS Journey from Magna Carta to Universal Declaration, French Declaration of the Rights of Man and Citizens, Geneva Convention of 1864 and Universal Declaration of Human Rights 1948.	12	Students will be able to analyzed key documents in the evolution of human rights, such as the Magna Carta, French Declaration, and the Universal Declaration of Human Rights.
3.	THEORETICAL DIMENSIONS Bases and Sources of Human Rights, Theories of Human Rights, Civil and Political, Social and Cultural Rights, Human Rights of Women and Children,	10	Students will be able to explain the distinction between civil, political, social, and cultural rights, as well as the specific rights of women and children.
4.	HUMAN RIGHTS, HUMAN VALUES AND DUTIES Universal Values of Human Rights: Human Dignity and Justice; Equality, Liberty, Human Rights, Human Values and Duties obligated by Religion and Culture (With special references to Islam and Hinduism), Constitutional Rights	10	Students will be able to understand the interaction between religious/cultural duties and constitutional rights in various countries
5.	HUMAN RIGHTS MOVEMENTS	10	Students will be able to evaluate the effectiveness of human rights movements in achieving long-term societal change.

#### Text Books:

- Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
- David Beetham, Politics and Human Rights, Oxford: Blackwell, 1995
- James Nickel (2001), Making Sense of Human Rights: Philosophical Reflections on the Universal.
- Michael Freeman (2002), Human Rights: An Interdisciplinary Approach, Oxford: Polity.
- Ronald Dworkin (1978), Taking Rights Seriously, London: Duckworth,
- Walker, Janet (2017): Social Work and Human Development, Sage Publication, New Delhi.
- Elizabeth Reichart (2004), Social Work and Human Right. Rawat Publications Delhi.
- Raj Bala Mathur (2012), NGOs and Human Rights Movements, Aadi Publications, Jaipur India
- Minahen, A. (Ed-in-chief) (1987), Encyclopedia of Social Work, Vol.1,2 & 3, New York.
- Pandey, S.R. (1991). Community Action for Social Justice, New Delhi: Sage Publications.
- Yalaja, S.A. (1982). Ethical issues in Social Work, Spring Field, Charles C.Thomas.
- Young Husband, C. (1967). Social Work and Social Values, Vol.III, London: George Allen and Unwin.

#### References:

- Andrew, C. (2007). Human Rights: A Very Short Introduction
- David, B. (2014). Theories of Human Rights
- Felipe G. (2015). Human Rights and the Global South

Program Name- Post Graduate Diploma in Human Rights and Social Work			
Status of Course & Credit: MODULAR MAJOR ,4 credits			
Course Number & Title: MHR 112, RESEARCH METHODOLOGY			
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]			
Total Lectures / Semester: 54/1st Module			
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. To understand the need for research in human rights issues and develop skills to identify relevant research areas and themes</li> <li>2. To explore different types of research methodologies with a focus on human rights investigative reports.</li> <li>3. To develop a conceptual framework for research, review relevant literature, and explore qualitative and quantitative research methods</li> <li>4. To Understand the process of designing a research project, including selecting topics, formulating research questions and to familiarize them with basic statistics</li> <li>5. To develop an understanding of the ethical aspects of research and the responsible use of findings in promoting human rights causes.</li> </ol>			
<b>Course Outcomes (CO):</b>			
Course Outcomes (CO): (At least 5) After completion of the course, students will be able to: CO1: Identify appropriate human rights issues that require research attention. CO2: Categorize various research methodologies (e.g., exploratory, historical, descriptive, experimental) and describe their key characteristics. CO3: Construct a research conceptual framework tailored to a specific human rights issue. CO4: Design a research project and to apply basic statistics CO5: Demonstrate the application of ethical guidelines in handling sensitive data related to human rights cases.			
Unit no.	Topic to be covered	Number of lectures	Bloom's Taxonomy Learning Outcomes
1.	RESEARCH FOR HUMAN RIGHTS Need for research on human rights issues, Selection of research area and research themes. Scientific method, objectivity and subjectivity, social research methods	12	Students will be able to formulate research proposals that address specific human rights issues using objective and subjective research methods.
2.	TYPES OF RESEARCH Exploratory, historical, descriptive, experimental. Human rights investigative reports. Applied research, Action-research, pure research, historical, evaluative study	12	Students will be able to design research strategies using multiple methodologies (e.g., exploratory, descriptive) to investigate human rights cases.
3.	RESEARCH METHODS Conceptual framework, Literature review, Qualitative research – meaning and methods, examples, Study of documents, primary and secondary sources, direct and indirect.	10	Students will be able to apply qualitative research techniques such as interviews and case studies to investigate human rights issues.

	Developing skills required, interview (practicum can be included), observation, descriptive writing, case studies, field visits . Quantitative methods – survey, content analysis		
4.	<b>RESEARCH DESIGN</b> Selection of topic, delimitation, preliminary exploration, research questions, hypothesis if needed, collection of data, use of mixed methods, Qualitative data analysis, basis statistics, Triangulation of data. Interpretation of findings.	10	Students will be able to evaluate the effectiveness of various data collection techniques in interpreting findings related to human rights violations.
5.	<b>ETHICAL CONSIDERATIONS</b> Goals of the research. Relation between researcher and subjects of research. Ethical considerations – privacy, confidentiality. Originality. Uses to which the findings are put, communication of findings, furthering human rights causes	10	Students will be able to recall the key ethical principles in conducting human rights research, including privacy and confidentiality

**Textbooks:**

- Singh, D. & Mishra, J. K.: Vaigyanik Samajik Anusandhan Evan Survekshan (Hindi)
- Kothari, C. R.: Research Methodology, Methods and Techniques
- Rubin, A. & Babbie, E.: Methodology for Social Work Research
- Warne (2018): Statistics for the Social Science, Cambridge University Press, UK

**References :**

- Ackoff, R. L.: The Design of Social Research
- Young, P. V.: Scientific Social Survey and Research
- Wilkinson: Methodology & Techniques of Social Research

Programme: Post Graduate Diploma in Human Rights and Social Work
Status of Course & Credit: MAJOR, CREDIT: 4
Course Number & Title: MHR 113 PERSPECTIVES & FOUNDATION OF SOCIAL WORK
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]
Total Lectures / Semester: 54/Ist Module
<b>Introduction:</b> This course aims to provide a comprehensive understanding of the foundational principles, history, and practices of social work. It is designed to introduce students to the core concepts, methods, functions, and fields of social work, both in the Indian and global contexts. The course covers the evolution of social work, its philosophical underpinnings, and its role in addressing various social issues, while equipping students with knowledge and skills to apply social work methods in diverse settings.

**Objectives:**

1. To explore the basic concepts, definitions, philosophical underpinnings, and methods of social work.
2. To examine the history and development of social work by understanding the evolution of social work in India and globally, emphasizing key historical events such as Settlement House Movement, Charity Organization Society, English Poor Laws.
3. To examine approaches in social work practice in India such as welfare, remedial, therapeutic, developmental, and conflict-oriented approaches in the Indian context.
4. To analyze social change and action by understanding the role of social work in facilitating social change and action, particularly in marginalized and oppressed communities.
5. To learn about various fields of social work practice like family welfare, medical and psychiatric social work, and criminology.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Conceptual clarity about social work concepts, definitions, and philosophical foundations of social work as profession.

CO2: Students will be able to outline the historical development of social work in India and globally, connecting it to contemporary practice.

CO3: Students will be able to evaluate and critique the welfare, therapeutic, and development approaches used in Indian social work practice.

CO4: Students will demonstrate the ability to engage in and advocate for social action and social change in vulnerable communities.

CO5: Students will develop specialized knowledge in fields such as child welfare, medical/psychiatric social work, and criminology.

Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	INTRODUCTION TO SOCIAL WORK: Concept, Definition, Objectives and Functions of Social Work, and Methods of Social Work	12	Students will be able to apply methods like casework or community organization in field work and professionally, showing how these techniques address specific social problems. They will be able to analyze social problems and the way social worker addresses them through different interventions like advocacy and social policy.
2.	HISTORY AND DEVELOPMENT OF SOCIAL WORK IN INDIA & ABROAD: Charity, Philanthropy, social situations, (Poverty, problems of immigrants, orphanhood, squalor, war victims) and social reform movements	12	Students will be able to evaluate various social situations, such as poverty, orphanhood, immigration issues, and war-related crises. Students will be able to apply the principles of historical social reform movements to current social challenges, drawing parallels between past efforts and present-day social work.
3.	UPDATE ON SOCIAL WORK PRACTICE IN INDIA: Welfare approach, Remedial and therapeutic approach, social development approach and Conflict oriented approach	10	Students will be able to evaluate the effectiveness of different social work approaches in addressing the needs of individuals, families, and communities, comparing the short-term relief offered by welfare and remedial approaches with the long-term goals of the social development and conflict-oriented approaches. They will be able to apply <b>social work practices to contemporary issues like</b> rising inequality,

			violation of human rights, poverty, homelessness, using a combination of welfare, therapeutic, and conflict-oriented strategies.
4.	CONCEPTS IN SOCIAL WORK PRACTICE: Social work, social welfare, social services, social development, social change, social action, Human rights, social exclusion (marginalization, exploitation, oppression) and Empowerment.	10	Students will be able to evaluate the importance of human rights within social work practice, identifying how social workers protect and advocate for the rights and dignity of individuals and communities. Students will also be able to analyze the various dimensions of social exclusion, including marginalization, exploitation, and oppression. Students will also be able to evaluate and design empowerment strategies that enable individuals and marginalized groups to gain control over their lives, reduce dependence, and foster self-reliance and participation in decision-making processes.
5.	FIELDS OF SOCIAL WORK: Family & Child welfare, Medical and Psychiatric Social Work, Criminology and Correctional Work, Human Resource Development and Human Resource Management, Social Workers Association	10	Students will be able to apply therapeutic and correctional techniques to work with offenders, focusing on behavior modification, conflict resolution, and support in their reintegration into society. Students will also be able to evaluate the value of networking and professional development through associations, understanding how they support the advancement of the social work profession

#### Text Books:

- Nitin Batra: Dynamics of Social Work in India
- Bhattacharya: Integrated Approach to Social Work in India
- Bradford, W. Sheafor, Charles, Horejsi, A. Gloria: Techniques and Guidelines for Social Work
- Sugata Dasgupta: Towards a Philosophy of Social Work in India
- Fink and Wilson: The Fields of Social Work
- Friedlander, A. Walter: Concepts and Methods of Social Work
- T. Krishnan Nair: Social Work Education and Social Work Practice in India

#### References:

- Murli Desai: Social Work in India: Retrospect and Prospect
- S. Ramachandran: Development and Social Work: Social Work in the Context of Social Development

Programme: Post Graduate Diploma in Human Rights and Social Work			
Status of Course & Credit: MAJOR, CREDIT: 4			
Course Number & Title: MHR 211, HUMAN RIGHTS & DUTIES IN INDIA			
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]			
Total Lectures / Semester: 54/ 2 <sup>nd</sup> Module			
<b>Introduction:</b> This paper aims to equip students with an understanding of the constitutional guarantees that uphold individual dignity, and the challenges, protections, and responsibilities involved in the pursuit of justice and equality within Indian society.			
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the importance of dignity for all individuals in the social, economic, and political landscape.</li> <li>2. Critically analyze the balance between individual freedoms and state authority through constitutional frameworks.</li> <li>3. Explore special provisions, such as reservations, and their relationship with the constitutional right to equality.</li> <li>4. Analyze the evolution of human rights movements in India, particularly since 2000, and their impact on policy changes and social justice.</li> <li>5. Explore the role of citizens in advancing human rights movements and creating a just and equitable society.</li> </ol>			
<b>Course Outcomes (CO):</b> At the end of the course, the student will be able to: CO1: Students will be able to explain the key ideals of justice, liberty, and equality as outlined in the Preamble to the Indian Constitution. CO2: Students will assess how the Constitution balances individual rights with state obligations in promoting justice and equality. CO3: Students will be able to explain the purpose and constitutional basis of reservations and their role in promoting equality for marginalized groups. CO4: Students will analyze the impact of Human Rights movements in shaping India's legal and social landscape concerning human rights protections. CO5: Students will understand the duties of individuals and the state in promoting and protecting the rights of women, children, and other marginalized groups.			
Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	ASSURING THE DIGNITY OF THE INDIVIDUAL Ideal enshrined in the Preamble to the constitution (Justice: Social, Economic and Political: Liberty: of thought, expression, belief, faith and worship: Equality: of status and of opportunity), Problems in implementing the Guarantees (Poverty, Illiteracy, Inaccessibility of redress, the Issue of "Reasonable Restrictions".	12	Students will be able to explain the significance of these ideals in promoting individual dignity and social justice in a constitutional democracy.
2.	GUARANTEES UNDER THE CONSTITUTION Fundamental Rights (Liberty, Freedom, Equality, Against Exploitation, Minority Rights, Directive Principles of State Policy (as instructions for governance).	12	Students will be able to compare and contrast the scope and limitations of Fundamental Rights versus the Directive Principles of State Policy.

3.	SPECIAL LAWS FOR THE PROTECTION OF SPECIFIC CATEGORIES Reservations and the Rights to equality, Protection of the aged and the Disabled	10	Students will be able to explain and Illustrate through case studies the impact of reservations on social and economic mobility.
4.	HUMAN RIGHTS MOVEMENT IN INDIA Movement for Group Rights, Movements: Movement for civil rights.	10	Students will be able to analyze the strategies used by various human rights movements and their impact on policy change.
5.	ACOUNTABILITY OF SELF INDIVIDUAL Duties of the individual and the state towards Women, Children, Duties to eradicate social hierarchy, Bias and exploitation. Human Rights Movements in India since 2000.	10	Students will be able to examine the intersection of personal responsibility and state accountability in upholding human rights.

#### Text Books:

- S.N. Chaudhary, Human rights and poverty in India: theoretical issues, Delhi: Concepts, 2005.
- Anuradha Kumar, Encyclopaedia of Human Rights Development of under Privilege, New Delhi: Sarup, 2002
- M.H. Syed, Human Rights in Islam: the Modern Perspective, New Delhi: Anmol, 2003.
- Mathur, Crime, Human Rights and National Security, New Delhi: Gyan Pub. 2002.
- P.M. Katare and B.C. Barik, Development, Deprivation and Human Rights Violation, New Delhi: Rawat, 2002,
- Mujawar, Wasiyoddin R., Social and Political Movements for Human Rights, Delhi. Manglam Pub. 2004
- Manoj Kumar Sinha, Implementation of Basic Human Rights, (Lexis Nexis), 2001
- Bhagyashree A. Deshpande, Human rights- Law and Practice, (CLP, 2017)
- H.O. Agarwal, International Law and Human Rights (CLP, 2019)
- Justice D M Dharmadhikari, Human Values and Human Rights (Lexis Nexis, 2016)
- Rashee Jain, Text book on Human Rights Law and Practice (Lexis Nexis, 2016)
- Dr. V.D. Mahajan, Jurisprudence and Legal Theory (Eastern Book Co. 2016)
- N. V. Paranjpe, Studies in Jurisprudence & Legal Theory (CLA, 2019)

#### References:

- Chalam, K.S. (2016). Social Justice and Human Rights in India
- Jagannathan, R.T. (2018). Human Rights and Social Movements in India
- Basu, D.D. (2018). The Constitution of India: A Commentary

Program Name- Post Graduate Diploma in Human Rights and Social Work
Status of Course & Credit: MODULAR MAJOR ,4 credits
Course Number & Title: MHR212 INDIAN SOCIETY : STRUCTURE AND CHANGE
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]
Total Lectures / Semester: 54/ 2 <sup>nd</sup> Module



**Introduction:**

This course offers an in-depth exploration of the dynamic and pluralistic nature of Indian society. By analyzing key social structures such as caste, class, religion, and gender, the course seeks to provide a comprehensive understanding of the complexities that define the Indian social fabric. The study covers both traditional and modern perspectives, focusing on the evolution of these structures and their impact on contemporary social dynamics. The course examines critical social issues such as caste-based hierarchies, gender inequality, and religious influences, as well as the emergence of new social movements and the role of the Indian diaspora. A special emphasis is placed on subaltern studies, exploring the voices and experiences of marginalized groups often left out of mainstream historiography.

**Objectives:**

1. Understand the pluralistic nature of Indian society and its diverse composition.
2. Analyze the role of caste in India, focusing on its intersection with status and power.
3. Examine gender issues in India, including inequalities and the ideology of patriarchy.
4. Investigate the significance of religion in everyday life and its relation to communalism and secularism.
5. Explore the contributions of subaltern studies and the works of prominent theorists.

**Course Outcomes (CO):****Course Outcomes (CO):**

After completion of the course, students will be able to:

CO1: describe and illustrate the pluralistic nature of Indian society and its diverse religion.

CO2: analyze and critically evaluate the role of caste in India, including its intersection with status and power dynamics.

CO3: examine and discuss gender inequalities in India, identifying the ideological underpinnings of patriarchy and its impact on women's lives.

CO4: investigate and assess the significance of religion in everyday life, understanding its influence on communalism and secularism in Indian society.

CO5: explore and articulate the contributions of subaltern studies, analyzing the works of prominent theorists such as B.R. Ambedkar, Ranjit Guha, and David Hardiman.us, racial, linguistic, and caste compositions.

Unit no.	Topic to be covered	Number of lectures	Bloom's Taxonomy Learning Outcomes
1	INTRODUCTION TO THE DYNAMIC & PLURALISTIC NATURE OF INDIAN SOCIETY An introduction to the Indian Society S.C.Dube Pluralistic, Composition of Indian Society religious , racial, linguistic, caste (OBC), class (middle class), Indian Diaspora etc. Plurality and pluralism (T.N.Madan)	12	Students will be able to explain the pluralistic nature and diverse composition of Indian society, including religious, racial, linguistic, and caste elements.
2.	CASTE IN INDIA Caste and its intersection with status and power in India Beteille Caste and Politics in India :Rajni Kothari, Continuous Heirachies and Discrete Groups: Dipankar Gupta, Caste as a modern phenomenon Nicholas Dirks	12	Students will be able to analyze the role of caste in India, focusing on its intersection with status and power dynamics within society.
3.	GENDER ISSUES IN INDIA Gender Inequality, Ideology of Patriarchy. Domestic Violence, Women and Health, Women and Education.	10	Students will be able to examine gender inequalities in India and discuss the ideological underpinnings of patriarchy and domestic violence.
4	RELIGION Significance of religion Religion in everyday life. Communalism and secularism	10	Students will be able to investigate the significance of religion in everyday life and assess its relationship with communalism and secularism.
5	INTRODUCTION TO SUBALTERN STUDIES Contributions of B.R.Ambedkar, Ranjit Guha, David Hardeman	10	Students will be able to explore and evaluate the contributions of subaltern studies and articulate the key ideas of prominent theorists such as B.R. Ambedkar and Ranjit Guha.

**Text books:**

- Jain, Poornima, 2019: Gender Issues, Studicem Publication, New Delhi
- Mandelbaum, David G.: Society in India, Vol 1 and 2, Popular Prakashan, 2008
- Das, Veena (Ed.): The Oxford India Companion to Sociology and Social Anthropology, New Delhi: Oxford University Press, 2003 (Selected Essays)
- Kothari, Rajni: Caste in Indian Politics in Manoranjan Mohanty (Ed.) Class, Caste, Gender: Readings in Indian Government and Politics, New Delhi, Sage, 2004
- Nagla, B.K.: Indian Sociological Thought, Rawat Pub. Delhitbooks

**References :**

- Guha, Ranajit (Ed.): Subaltern Studies - Writings of South Asian History and Society, Vol 1, Delhi: OUP, 1982 ICSSR Volumes on Indian Tribes
- Xaxa, Virginius: Transformation of Tribes in India (Article in EPW), 1999

Programme: Post Graduate Diploma in Human Rights and Social Work
Status of Course & Credit: MAJOR, CREDIT: 4
Course Number & Title: MHR 213 HUMAN RIGHTS, SOCIAL WORK & JUSTICE
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]
Total Lectures / Semester: 54/1st Module
<b>Introduction:</b> This course aims to explore the foundational principles and applied practices of social work with a focus on the intersection of social justice and human rights. The course is designed to help students understand how social work values, ethical standards, and human rights frameworks guide professional practice in addressing social inequalities, advocating for vulnerable populations, and influencing social policies.
<b>Objectives:</b> <ol style="list-style-type: none"><li>1. To understand the core values of the social work profession, its code of ethics, and the overarching mission that guides professional practice.</li><li>2. To analyze the role of Non-Governmental Organizations (NGOs) in promoting human rights globally and their impact on social work and social policy.</li><li>3. To explore the definitions, theories, and perspectives of social justice and their implications for social work practice and policy formulation.</li><li>4. To critically analyze how social work values, human rights principles, and social justice perspectives intersect and influence professional practice.</li><li>5. To apply an integrated understanding of social work, social justice, and human rights to real-world situations across various institutions like families, schools, and legal systems</li></ol>
Course Outcomes (CO):

At the end of the course, the student will be able to:

CO1: To articulate the fundamental values and ethical principles of social work, demonstrating how these inform the profession's mission of promoting social well-being and justice.

CO2: To evaluate the contributions of NGOs in advancing human rights, identifying their influence on shaping social policies and improving social work practices.

CO3: Students will demonstrate an understanding of key social justice theories and their application to social work, using these frameworks to assess and address systemic inequalities in social policies.

CO4: Students will develop the ability to integrate social work values with human rights and social justice principles, applying this intersection to advocate for marginalized and oppressed groups.

CO5: Students will demonstrate the ability to assess and address issues of justice and injustice in practical settings such as family, neighborhood, schools, police stations, and courts, proposing interventions based on the integrated approach of social work, justice, and human rights.

Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	THE SOCIAL WORK PROFESSION: Its values, the Code of Ethics, and the overarching mission of the profession	12	Students will be able to apply ethical principles from the Code of Ethics to case studies, demonstrating how social work values guide decision-making in practice and will also be able to <b>analyze</b> the relationship between the profession's core values, ethical obligations, and the overarching mission, identifying potential conflicts and how they can be resolved in real-life practice.
2.	NGOs & SOCIAL WORK & HUMAN RIGHTS: Non-governmental organizations guiding the promotion of human rights, globally, their impact on social work and social policy	12	Students will be able to <b>evaluate</b> the effectiveness of NGO interventions in promoting human rights and social justice, by critiquing the challenges and limitations NGOs face in influencing social work practice and policy.
3.	SOCIAL WORK, SOCIAL JUSTICE, AND HUMAN RIGHTS: Social Justice: Definitions of social justice; Theories and Perspectives of social justice and their impact on social work and social policy	10	<b>Students will be able to analyze</b> the impact of various social justice theories (Rawls, Sen and Ambedkar) on the development of social policies and how these theories influence social work practice in promoting equality and human rights. Students will also be able to <b>evaluate</b> the strengths and weaknesses of different social justice perspectives in addressing contemporary social issues, providing critical insights into their implications for policy-making and social work ethics
4.	INTEGRATION OF SOCIAL WORK, SOCIAL JUSTICE, AND HUMAN RIGHTS: Critical analysis of the intersection of social work values, human rights, and social justice perspectives.	10	<b>Student will be able to analyze</b> the intersections between social justice perspectives and human rights frameworks, examining how these align or conflict with social work values in different contexts of practice and will also be able to <b>evaluate</b> the effectiveness of integrating social work ethics, social justice, and human rights

			principles in solving ethical dilemmas.
5.	APPLICATION OF INTEGRATED APPROACH IN THE FIELD: Ability to understand Justice and injustice in real situations-in Family, Neighborhood, Schools, Police Station, Law Courts, and other Formal Institution	10	Students will be able to <b>apply</b> the integrated approach of social work, social justice, and human rights to case studies and real-life situations, demonstrating how these principles can be used to address injustice in different formal and informal institutions. Students will also be able to <b>analyze</b> specific cases of injustice in institutions like police stations or law courts, identifying root causes of systemic inequality and evaluating the role of social workers in addressing these issues.

#### Text Books:

- NASW Code of Ethics
- John Rawls: Theory of Justice
- Amartya Sen: The Idea of Justice
- M.G.Chitkara: Dr. Ambedkar and Social Justice
- P.D Misra: Social Work: Philosophy and Methods
- Sheeja Karalam, Norvy Paul & Mariko Kimura: Best Practices of Social Work Methods

#### References:

- Lena Dominelli: Social Work: Theory and Practice for Changing Profession
- Sanjay Bhattacharya: Social Work: An Integrated Approach

Program Name- Post Graduate Diploma in Human Rights and Social Work
Status of Course & Credit: MODULAR MAJOR ,4 credits
Course Number & Title: MHR311 WORK WITH INDIVIDUAL AND FAMILY
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]
Total Lectures / Semester:54 /1 <sup>st</sup> Module
<b>Introduction:</b> This course focuses on the fundamental techniques and methodologies involved in working with individuals and families within the context of human rights and social work. It emphasizes the principles, concepts, and tools that define Social Case Work, exploring the application of different theories and problem-solving techniques used in assisting people with various personal, social, and psychological issues. Special emphasis will be placed on the distinction between Social Case Work and Counselling as well as introducing students to various approaches such as Psycho-social, Problem-solving, Behaviour Modification, and Crisis Intervention. The course concludes with an examination of problem-solving techniques that are crucial in both theory and practice, aimed at enhancing the welfare of individuals and families
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the foundational concepts, principles, and objectives of Social Case Work.</li> <li>2. Analyze the key components of social case work including the person, problem, place, and process.</li> <li>3. Apply various tools of social case work such as listening, observation, and interviews in real-world situations.</li> <li>4. Evaluate different approaches and interventions in Social Case Work including psycho-social, problem-solving, and crisis intervention.</li> <li>5. Create problem-solving strategies for individuals and families.</li> </ol>

Course Outcomes (CO):			
<p>After completion of the course, students will be able to:</p> <p>CO1: Identify and explain the key concepts and definitions of Social Case Work.</p> <p>CO2: Classify and differentiate between the components of person, problem, place, and process within social case work.</p> <p>CO3: Utilize various tools like interviewing, observation, and home visits in a professional context to assist individuals and families.</p> <p>CO4: Assess the effectiveness of different approaches such as problem-solving and crisis intervention in real-world scenarios.</p> <p>CO5: Formulate effective problem-solving techniques that address individual and family issues.</p>			
Unit no.	Topic to be covered	Number of lectures	Bloom's Taxonomy Learning Outcomes
1	INTRODUCTION: Concept and definition of Social Case Work, Assumptions, Principles, Objectives, Need and Scope of Case Work, Counselling, Difference between Social Case Work and Counselling	12	Students will be able to understand the definitions and scope of Social Case Work and Counselling.
2.	CONCEPTS OF SOCIAL CASE WORK: Person (meaning, behavior, principles, objectives, status, and role), Problem (definition, causes, types, analysis), Place (importance, types, characteristics), Process (meaning, objectives, stages)	12	Students will be able to analyze key concepts related to the Person, Problem, Place, and Process.
3.	TOOLS OF CASE WORK: Listening, Observation, Interview, Home visit, Relationship	10	Students will be able to apply interviewing techniques ,home visits, observation and other relevant tools of social case work.
4	APPROACHES OF SOCIAL CASE WORK: Psycho-social, Problem-solving, Behavior Modification, Crisis Intervention, Functional	10	Students will be able to Understand underlying principles. and evaluate effectiveness in resolving problems
5	PROBLEM-SOLVING TECHNIQUES: Supportive, Reflective, Logical Discussion, Demonstration, Environmental Modification	10	Students will be able to understand various problem-solving techniques and apply supportive and reflective strategies.

#### Text books:

- G.R. Madan: Social Work
- Perlman, Helen Harris: Social Case Work - A Problem Solving Process
- Grace Mathew: An Introduction to Social Case Work
- Jainendra Kumar Jha: An Introduction to Social Work

#### References :

- Mary Richmond: Social Diagnosis ( Russell Sage Foundation)

Programme: Post Graduate Diploma in Human Rights and Social Work			
Status of Course & Credit: MAJOR, CREDIT: 4			
Course Number & Title: MHR 312 ENVIRONMENTAL EDUCATION			
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]			
Total Lectures / Semester: 54/1st Module			
<p><b>Introduction:</b></p> <p>This course aims to provide comprehensive understanding of the relationship between humans and the environment, with a focus on ecology, environmental degradation, pollution, and sustainable resource management. It delves into the various environmental challenges faced globally and offers an in-depth exploration of strategies to manage and conserve natural resources. Students will develop critical thinking and analytical skills necessary to understand the complexity of ecological systems and human impact on the environment.</p>			
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the structure, types, and interaction between man and the environment, including the relationship between ecological systems and natural resources</li> <li>2. To introduce the fundamental concept, scope, and types of ecology and ecosystems, including their components and functions.</li> <li>3. To explore the concept and process of environmental degradation, including factors, problems, and impact, with a focus on extreme events and disasters.</li> <li>4. To understand the sources, types, and classification of environmental pollution, along with its impact on ecosystems and human health.</li> <li>5. To introduce the concepts of environmental planning and management, including the preservation and conservation of ecological resources.</li> </ol>			
Course Outcomes (CO):			
<p>At the end of the course, the student will be able to:</p> <p>CO1: To understand the dynamic relationship between humans and nature, identifying how human activities affect ecological balance and resource availability.</p> <p>CO2: To <b>analyze</b> different types of ecosystems, describing their components and explaining how ecological principles affect environmental stability.</p> <p>CO3: To <b>evaluate</b> the causes and effects of environmental degradation and identify strategies for mitigating its impact on both local and global scales.</p> <p>CO4: Students will be able to <b>identify</b> various forms of pollution, such as air, water, and noise pollution, and assess their specific impacts on the environment, particularly in India.</p> <p>CO5: Students will be able to <b>design</b> strategies for environmental management, incorporating principles of resource conservation and sustainable planning approaches for ecological preservation.</p>			
Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	MAN, AND ENVIRONMENT RELATIONS: Introduction of Environment, Structure and Types of Environments, Environment and Ecology, Environment and Resources, Relationship between Man and Nature	12	Students will be able to <b>apply</b> ecological principles to real-world scenarios, illustrating how human interventions, such as deforestation or urbanization, affect the environment and its resources. They will

			also be able to <b>evaluate</b> the sustainability of human-environment interactions, assessing the positive and negative impacts of human activities on different types of environments and ecosystems.
2.	ECOLOGY AND ECOSYSTEM: Concept, Objectives, Scope, Types, Areas and Principles of Ecology, Concept, Types, Components, Functions and Stability of Ecosystem	12	Students will be able to <b>evaluate</b> the health and stability of ecosystems by assessing human impacts, such as pollution and resource exploitation and will be able to <b>analyze</b> the components of an ecosystem, evaluating how different factors such as species diversity, climate, and human activity impact ecosystem stability and function.
3.	ENVIRONMENTAL DEGRADATIONS: Concept, Types and Process of Environmental Degradation, Factors of Environmental Degradation, Problems and Impact of Environmental Degradation, Extreme Events, Hazards, and Disaster	10	<b>Students will be able to analyze</b> the various factors (natural and human-induced) that lead to environmental degradation and <b>evaluate</b> the severity of environmental degradation in different regions, considering both short-term and long-term impacts.
4.	ENVIRONMENTAL POLLUTION: Concept, Sources, and Classification of pollution, Air Pollution, Water Pollution, Solid Waste Pollution, Noise Pollution, Impact of Pollution, Pollution Problem in India	10	Students will be able to <b>analyze</b> the causes of pollution in India, examining the socio-economic and industrial factors that contribute to higher levels of pollution in different regions and will be able to <b>evaluate</b> the effectiveness of current pollution control measures, both globally and in India, as well as analyze the challenges faced in implementing stricter environmental regulations.
5.	ENVIRONMENTAL PLANNING AND MANAGEMENT: Concept of Environmental Planning and Management, Aspects and approaches of planning and management, Concept of resource management, Meaning and Classification of resources, Preservation and Conservation of Ecological Resources	10	Students will be able to <b>analyze</b> different environmental management approaches, <b>examining</b> their effectiveness in addressing ecological degradation and resource depletion and evaluate the effectiveness of Environmental Impact Assessment

#### Text Books:

- T.D. Brock: Nature and Ecology
- V.K. Kumar: A Study in Environmental pollution
- Savindra Singh: Environmental Management: Some New Dimensions
- D.R. Stoddart: Geography and Ecological Approach
- R.C. Mishra and John Berry: Ecology, Culture and Human Development
- P. Narayana: Environmental Pollution: Principles, Analysis and Control
- V.S.Kulkarni, S.N.Kaul, R.K.Trivedy: A Handbook of Environmental Impact Assessment

#### References:

- Avnish Chauhan: Environmental Pollution and Management
- Mahesh Rangarajan: Environmental Issues in India: A Reader

Programme: Post Graduate Diploma in Human Rights and Social Work			
Status of Course & Credit: MAJOR, CREDIT: 4			
Course Number & Title: MHR 313, SOCIAL WELFARE ADMINISTRATION			
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]			
Total Lectures / Semester: 54/ 3 <sup>rd</sup> Module			
<p><b>Introduction:</b> This paper aims to provide students with a foundational understanding of social statistics, equipping them with the analytical skills necessary to collect, analyze, and interpret data in social research, while also emphasizing the application of statistical methods to real-world social issues.</p>			
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To study the evolution of social welfare in India and the development of the welfare state model in Indian governance.</li> <li>2. To examine the role of the Welfare Ministry, State Welfare Boards, and NGOs in shaping and implementing social welfare policies and programs.</li> <li>3. To explore the concept, characteristics, and functions of voluntary organizations, and how they contribute to social welfare.</li> <li>4. To evaluate the effectiveness and challenges of these programs in addressing social issues and promoting well-being.</li> <li>5. To examine the role of the National Institute of Social Defense and its contribution to social defense administration.</li> </ol>			
Course Outcomes (CO):			
<p>At the end of the course, the student will be able to:</p> <p>CO1: Students will be able to understand the definition and scope of social welfare and distinguish between <b>social work</b> and social welfare.</p> <p>CO2: Students will evaluate the roles of the <b>Welfare Ministry, State Welfare Board, and NGOs</b> in implementing welfare programs.</p> <p>CO3: Students will be able to understand the unique contributions of NGOs to societal development and their challenges.</p> <p>CO4: Students will critically assess the <b>weaknesses and deficiencies</b> of voluntary organizations in India.</p> <p>CO5: Students will understand the <b>concept of social defense</b> and its role in addressing social issues such as <b>juvenile delinquency, prisoner welfare, beggary, and immoral trafficking</b>.</p>			
Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	CONCEPT OF SOCIAL WELFARE Concept, definition, and scope of social welfare, Difference between social work and social welfare, Welfare state in India, Evolution of social welfare in India.	12	Students will be able to differentiate between social welfare and social work, and explain the concept of a welfare state.
2.	SOCIAL WELFARE ADMINISTRATION Concept, definition and scope of Social Welfare Administration, Principles and Task of Social Welfare Administration, Role of Welfare Ministry, State Welfare	12	Students will be able to evaluate the effectiveness of social welfare administration in addressing societal issues.



	Board and Non-Government Organizations in Social Welfare.		
3.	<p>NON-GOVERNMENT ORGANIZATIONS Non-Government Organizations (NGOs) and Voluntary Organizations, Role of NGOs in Social Welfare and Human Rights.</p> <p>VOLUNTARY ORGANISATION Concept, Characteristics and functions &amp; Classification of Voluntary Organisation, Weaknesses and deficiencies of Voluntary Organisation, Evolution of Voluntary Organisations in India, Role of Voluntary Organisations in Social Welfare</p>	10	Identify the weaknesses and deficiencies in voluntary organizations and propose ways to address them.
4.	<p>SOCIAL WELFARE PROGRAMME Study of social welfare programme in india: - 1. Family Welfare 2. Child Welfare 3. Youth Welfare 4. Welfare Programmes for disabled 5. Labour Welfare 6. Welfare for the Aged</p>	10	Students will be able to analyze the challenges faced by social welfare programs in India and suggest improvements.
5.	<p>SOCIAL DEFENSE SERVICES ADMINISTRATION Concept of Social Defense, Juvenile Delinquency, Prisoners Welfare, Suppression of immoral traffic in India, Beggary, After Care Services, National Institute of Social Defense and its functions.</p>	10	Students will be able to evaluate the effectiveness of social defense services in India, particularly in protecting vulnerable populations.

#### Text Books:

- Social Work & Social Welfare Administration: Methods & Practices, Rameshwari Devi Ravi Prakash, Vol I & II 1998, Mangal Deep Publications, Jaipur.
- Social Welfare, Edited by A S Kholi, 1997, Anmol Publications, New Delhi.
- Social Welfare & Social Work, Jainendra Kumar Jha, 2002, Anmol Publications, New Delhi.
- Social Welfare Administration in India, Dr D R Sachdeva, KitabMahal Publications., New Delhi
- Social Policy, John Baldock, Nick Manning &etal, Oxford University Press.
- Social Policy- Themes & Approaches, Paul Spicker, 2nd edition, Rawat Publication, Jaipur
- Social Policy & Social Work, A K Rizwi, Mohit Publication.
- Social Policy & Social Work, David Denney, Oxford University Press.
- Policy Making in Government, edited by K D Madan, K Dinesh &etal, Publication Division, MIB, New Delhi
- Interacting Factors for Social Development- A Structural approach for social development, B C Mahapatra & Kaushal Sharma, Sarup & sons Publication.
- Socio-Economic Development in India, Biswasnath Ray, 2001, Mohit Publications.

#### References:

- J. D. (2016) Community Development: A Global Perspective
- D. P. Mukerji (2019) Social Welfare in India
- K. M. Panikkar (2018) Social Administration

- P. Desai (2016) Social Welfare Services in India

Programme: Post Graduate Diploma in Human Rights and Social Work			
Status of Course & Credit: MAJOR, CREDIT: 4			
Course Number & Title: MHR 411, GOVERNANCE & COMMUNITY DEVELOPMENT			
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]			
Total Lectures / Semester: 54/ 4 <sup>th</sup> Module			
<p><b>Introduction:</b></p> <p>This paper aims to provide students with a comprehensive understanding of democratic decentralization, constitutional provisions, and local governance structures in India.</p>			
<p><b>Objectives:</b></p> <p>1: To <b>explore</b> the historical development of <b>Panchayati Raj</b>, including the contributions of national-level committees such as the <b>Balwant Rai Mehta, Ashok Mehta, and Singhvi Committees</b>.</p> <p>2: To <b>review</b> the structure, functions, and powers of <b>Panchayati Raj Institutions</b> at various levels and their revenue sources.</p> <p>3: To <b>evaluate</b> the role of <b>Panchayati Raj Institutions (PRIs)</b> in the development of rural and tribal communities</p> <p>4: To <b>analyze</b> the sources of revenue and the structure, powers, and functions of urban local bodies.</p> <p>5: To <b>examine</b> the issues of factionalism in governance and its impact on effective local administration.</p>			
Course Outcomes (CO):			
<p>At the end of the course, the student will be able to:</p> <p>CO1: Students will be able to analyze the meaning, objectives, and importance of governance within the framework of democratic decentralization.</p> <p>CO2: Students will <b>illustrate</b> the structure, functions, and powers of <b>Panchayati Raj Institutions</b> at different levels, including revenue sources and village-level committees.</p> <p>CO3: Students will <b>evaluate</b> the role of <b>Panchayati Raj Institutions (PRIs)</b> in the development of rural and tribal communities.</p> <p>CO4: Students will <b>examine</b> the sources of revenue for urban local bodies and analyze their structure, powers, and functions at each level.</p> <p>CO5: Students will <b>critically assess</b> the challenges in establishing partnerships between elected bodies, bureaucracy, and civil society for improved governance outcomes</p>			
Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	<p>Democratic Decentralization</p> <p>Meaning, objectives and importance of governance, meaning and structures. Concept &amp; Evolution of Panchayati Raj: Historical development of the concept, national level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, Singhvi committees), E-governance &amp; Community Development.</p>	12	Students will be able to define key terms related to democratic decentralization and governance.

2.	<p>The Constitutional 73rd Amendment</p> <p>Background of and obstacles to its passage, Review of 73rd Constitutional Amendment. The Functions of Panchayati Raj Institutions: Structure, functions and powers at each level, revenue sources, committees in village level Panchayati Raj bodies, gram sabha &amp; its role and importance, Community participation in governance. Tribal Governance.</p>	12	Students will be able to define the structure, functions, and powers of <b>Panchayati Raj Institutions</b> at different levels.
3.	<p>PESA (Panchayat Extension in Scheduled Areas)</p> <p>Context of its emergence and its significance; issues and challenges in its implementation for tribal self rule. Role of PRIs in rural &amp; tribal development. National Tribe Commission, Governance Extensions in Tribal areas. Tribal Movements for Human Rights.</p>	10	Students will be able to understand and illustrate how PESA can influence the governance of tribal communities.
4.	<p>History of Urban Local Self Government in India</p> <p>Types of Urban Local Self Government in India. Municipal Corporation, Municipal Council / Nagar Palika. Sources of Revenue. Structure, powers and functions at each level. Committees and their functions. System of elections to Urban Local Self Government. Ward Committees and citizen participation.</p>	10	Students will be able to analyze the effectiveness of Ward Committees in facilitating citizen participation and engagement.
5.	<p>74th Constitutional Amendment</p> <p>Women's participation; participation of marginalized groups (SC &amp; ST &amp; minorities); political parties; autonomy and control; factionalism in governance. Challenges in developing partnerships between elected bodies, bureaucracy and civil society.</p>	10	Students will be able to understand the effectiveness of the 74th Amendment in promoting equitable representation in local governance.

#### Text Books:

- Alochana (2007), Gender, Women and Panchayat Raj, Pune: Alochana Centre for Documentation and Research on Women
- Chahar, S.S. (Ed.) (2005) Governance of Grassroots Level in India, New Delhi: Kanishka Publishers
- Devas, Nick and Others (2006) Urban Governance, Voice and Poverty in Developing World London: Earthscan
- Haldipur, R.N. Paramahansa V R K (Eds.) (1970) Local Government Institutions in India, Hyderabad: National Institute of Community Developments
- Hooja, Prakash and Hooja, Meenakshi (2007) Democratic Decentralization & Planning, Jaipur: Rawat Publications
- Jain, S. C. (1967) Community Development & Panchayat Raj, Madras: Allied Publishers Pvt. Ltd
- Mishra, S.N., Mishra Sweta and Pal, Chaitali (2000) Decentralized Planning and Panchayati Raj Institutions, New Delhi, Mittal Publications
- Palenithurai, G. (Ed.) (1966) New Panchayati Raj System – Status and Prospects, New Delhi : Kanishka Publishers
- Ramesh, Asha & Ali, Bharti (2001) 33 1/3 % Reservation Towards Political Empowerment, Bangalore: Books for Change
- Sharma, B. D. (2001) Taming the Transition in Scheduled Areas, New Delhi: Sahyog Pustak Kutir
- Singh, Amita (Editor) (2005) Administrative Reforms (towards sustainable practice), New Delhi : Sage Publications
- Singh, Amita, (Ed.) (2005), Administrative Reforms (Towards Sustainable Practice), New Delhi : Sage Publications
- Singh, U. B. (2004), Urban Administration in India, New Delhi : Serial Publications

**References:**

- M. P. (2020) Decentralized Governance and Community Development
- S. N. Mishra (2019) Participatory Governance for Community Development
- K. Mohapatra (2017) Governance and Community Development: A Critical Perspective

Program Name- POST GRADUATE DIPLOMA IN HUMAN RIGHTS			
Status of Course & Credit: MODULAR MAJOR ,4 credits			
Course Number & Title: MHR412 LABOR WELFARE IN INDIA			
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]			
Total Lectures / Semester: 54/ 4 <sup>TH</sup> Module			
<b>Introduction:</b>  <p>This paper aims to provide a comprehensive understanding of the welfare measures designed to improve the working conditions and overall quality of life for the workforce in India.</p>			
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the historical development of labour welfare and its evolution in the Indian context.</li> <li>2. Analyze various approaches to labour welfare, distinguishing between traditional and developmental frameworks.</li> <li>3. Examine the various measures and provisions for employee welfare, identifying both statutory and non-statutory initiatives.</li> <li>4. Evaluate the roles, responsibilities, and challenges faced by welfare officers in contemporary industrial settings.</li> <li>5. Apply social work methods to labour welfare scenarios, including the use of case studies to highlight practical applications</li> </ol>			
<b>Course Outcomes (CO):</b> <p>After completion of the course, students will be able to:</p> <p>CO1: Identify key historical milestones in the development of labour welfare in India.</p> <p>CO2: Categorize and explain different approaches to labour welfare and their implications for workers.</p> <p>CO3: Describe intra-mural and extra-mural measures available for employee welfare and their effectiveness.</p> <p>CO4: Assess the role of welfare officers in industry and the challenges they face in modern workplaces.</p> <p>CO5: Demonstrate the application of social work methods and techniques in addressing labour welfare issues through case studies.</p>			
Unit no.	Topic to be covered	Number of lectures	Bloom's Taxonomy Learning Outcomes
1	HISTORICAL DEVELOPMENT OF LABOUR WELFARE Industrial revolution and changing welfare concepts, Impact of Industrialization, automation, computerization, Liberalization, Privatization, Globalization on working conditions	12	Students will be able to evaluate the changing nature of welfare due to technological advancements.
2.	APPROACHES TO LABOUR WELFARE Philanthropic, utilitarian, legalistic, humanitarian, and democratic approaches. Traditional welfare to developmental approaches.	12	Students will be able to Create a comparative framework for understanding approaches to labour welfare.
3.	EMPLOYEES WELFARE Intra-mural & extra-mural measures/agencies of Labour Welfare, special characteristics and facilities,	10	Students will be able to Evaluate accessibility and effectiveness of welfare programs.

	Statutory and Non-statutory Labour Welfare provisions.		
4	WELFARE OFFICER Duties, responsibilities, role, and functions of welfare/labour welfare officer in industry. Changing role and challenges faced in emerging industrial set-ups.	10	Students will be able to Understand changing dynamics of the welfare officer's role.
5	METHODS OF SOCIAL WORK Concept, evolution, goals, scope, and application of social work methods, tools, techniques, and intervention strategies. Case studies on welfare and disaster management.	10	Students will be able to Analyze various tools and techniques in social work interventions.

#### Text books:

Laldas, D. K. (1991): Personnel Management, Industrial Relations & Labour Welfare; Agra: Y.K. Publishers

Rao, Manju (1995): Labour Welfare Policy in India; First Publication

Sarma, A. M. (1997): Aspects of Labour Welfare and Social Security; Mumbai: Himalaya Publishing House

Sharma, A.M. (1990): Welfare of Special Categories of Labour; Mumbai: TISS

Vaid, K. N. (1970): Labour Welfare in India; Delhi: Shri Ram Centre for IR & HR

Rao, Manju (1995): Labour Welfare Policy in India; Printwell

Singa, Ram Chandra (1989): Labour Welfare Administration in India; New Delhi: Deep & Deep Publications

#### References :

Bansal, Sanjeev (2018): Leadership, Government & Public Policy: Human Resource Perspective; Manakin Press, New Delhi

Roy, Sanjay (2018): Social Work in Globalizing World; Rawat Publication, New Delhi

Programme: Post Graduate Diploma in Human Rights and Social Work
Status of Course & Credit: MAJOR, CREDIT: 4
Course Number & Title: MHR 413 TRIBAL SOCIAL SYSTEM IN INDIA
Lectures/ Week: of 55 mts. Each/ Week: 6(L-6+T-0+P/S-0) [Weeks: 9 per module]
Total Lectures / Semester: 54/1st Module
<b>Introduction:</b> This course aims to provide a comprehensive understanding of the identity, social structure, cultural traditions, and political systems of tribal communities in India, while addressing their interactions with non-tribal populations and contemporary challenges like displacement and environmental degradation.
<b>Objectives:</b> 1.To understand the definition, concept, and characteristics of tribes, including their population strength and geographic distribution across India. 2.To explore the social organization of tribal villages, including family structure, marriage customs, kinship, and clan systems 3.To examine the historical evolution of tribal traditions and culture, and the changes brought by external influences. 4.To study the relationships between tribal and non-tribal communities, including cultural exchanges, cooperation, and issues like exploitation, deforestation, displacement, and rehabilitation. 5.To understand the economic and political systems of tribal communities, focusing on production, consumption, exchange, forest resource use, and political structures.
Course Outcomes (CO):

At the end of the course, the student will be able to:

CO1: To identify and explain the major tribes of India, their defining characteristics, and the factors influencing their demographic and geographic distribution.

CO2: To analyze the structure and characteristics of tribal villages and describe the role of family, marriage, kinship, and clan organizations in shaping tribal society.

CO3: To evaluate the components of tribal culture and assess how external factors have contributed to changes in tribal traditions over time.

CO4: To critically analyze the social and economic challenges faced by tribal communities in their interactions with non-tribal populations, including the impact of deforestation and displacement.

CO5: To explain the economic role of forest goods in tribal societies and evaluate the impact of the 73rd Constitutional Amendment (Panchayati Raj) on tribal political participation.

Unit No	Topics to be Covered	Number of Lectures	Bloom's Taxonomy Learning Outcomes
1.	IDENTITY OF TRIBE: Definition & concept of tribe, Characteristics of tribe, Population Strength, Numbers & Distribution – demographic, geographic, Major tribes in India	12	Students will be able to evaluate the impact of geographic and demographic factors on the social and cultural identity of tribal groups and analyze the significance of these factors in shaping tribal societies. They will also be able to analyze regional variations in tribal population strength.
2.	TRIBAL SOCIETY & ORGANIZATION: Tribal village – nature, structure, habitat & Characteristics, Tribal family, marriage, Kinship, Youth Dormitory, Clan organization	12	Students will be able to <b>analyze</b> the social structures within tribal communities by <b>examining</b> how marriage, kinship, and clan organizations contribute to tribal cohesion and identity and will also be able to <b>evaluate</b> the role of youth dormitories and clan organization in maintaining social order.
3.	TRIBAL TRADITIONS & CULTURE: Historical reviews of Tribal Culture, Component of Tribal Culture, Nature & Change in Tribal Culture	10	Students will be able to analyze historical trends affecting tribal cultures and differentiate between traditional and modern influences on tribal identities and practices. They will also be able to evaluate the impacts of external factors, such as globalization and modernization, on the nature and changes within tribal culture, and assess the resilience of tribal traditions in contemporary society. Students will be able to apply concepts of change to specific case studies of tribes that have experienced cultural transformation.
4.	TRIBAL AND NON-TRIBAL RELATIONSHIPS: Intra-tribal, Inter-tribal, Exchange of Culture, Co-operation, Exploitation, Problems of deforestation, Displacement and Rehabilitation	10	<b>Students will be able to analyze</b> the impact of deforestation and displacement on tribal communities by <b>comparing</b> these challenges with the experiences of non-tribal communities facing similar issues. They will be able to <b>evaluate</b> the effectiveness of rehabilitation programs for displaced tribal populations and the role of government policies in protecting tribal rights amidst exploitation and environmental degradation.

5.	TRIBAL ECONOMY & POLITICAL SYSTEM: Tribal Economy–Production, consumption and exchange, Forest goods – and recent legal provisions, Political System-Tribal power structure, 73rd Constitutional amendment: Panchayati Raj and new Political Structure.	10	Students will be able to analyze the tribal power structure and <b>compare</b> it with mainstream political systems, evaluating how the 73 <sup>rd</sup> Constitutional Amendment has impacted tribal political participation. They will be able to <b>evaluate</b> the effectiveness of the Panchayati Raj system in empowering tribal communities by <b>assessing</b> the strengths and weaknesses of recent legal provisions concerning tribal rights and forest resources.
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#### Text Books:

- Sastry & M. Sundara Rao: Changing Patterns in Tribal Societies.
- Serto Manilei: Education and Social Change among Indian Tribes
- Nilkantha Panigrahi: Tribal Economy, Culture and Society in India
- S.N.Chaudhary: Tribal Economy at Crossroads
- L.P.Vidyarthi & Binay Kumar Rai: The Tribal Culture of India
- Madhu Kumari: Empowerment of Tribal People in India
- Prabhat Kumar Pani: Tribes and Tribal Problems
- V. Srinivas Rao: Challenges of Tribal Development
- Apoorv Kurup: Tribal Law in India

#### References:

- Kartick Das: Tribes and Tribal Discourse: Issues and Challenges
- Dilip Barsagade: Tribal Development: Problem & Solution

Programme: Post Graduate Diploma in Human Rights and Social Work
Status of Course & Credit: Modular Major, CREDIT: 4
Course Number & Title: MHR114 FIELD WORK & REPORT WRITING
Lectures/ Week: of 55 mts. Each/ Week: 12(L+T-12+P/S-0) [Weeks: 9 per Module]
Total Lectures / Module: 108/I
<b>Introduction:</b> This course aims to educate students about Fundamentals of human rights and social work so that they will be in position to evaluate the practicability of human rights in society. It is to be organized in such a way that even students without any previous exposure to social work could acquire an interest in the subject and follow it.
<b>Objectives:</b> 1.To understand and explore the problems of village society. 2.To analyze causes of those problems and to make aware possible remedies to the needy people of village society. 3.To understand about School institution in the society. 4.To analyze the importance of education and school.
Course Outcomes (CO):

At the end of the course, the student will be able to:

CO1: Understand and explore the reality of village society and their problems.

CO2: Get sensitized about the issues and problems and suggest possible solutions of their problems.

CO3: Understand about education(literacy) and the importance of education.

CO4: Spread awareness among the people about literacy and educational institutions and its applicability.

	Topics to be Covered for Field work	Number of Lectures	Bloom's Taxonomy Learning Outcomes
	Village and Schools		Students will be able to understand and explore nature of problems, their reality and importance of village society.
			Students will be able to learn about the complexities of problems practically in rural settings so that They will be able to suggest possible solutions of problems of village.
			Students will get sensitized about the significance of education(literacy) and educational institutions and assess their problems, opportunities & challenges for getting education in rural and urban settings.
			Students will be able to spread awareness about education institutions, courses, methods of delivering, learning, writing, teaching and its uses in all aspects of their life.

Programme: Post Graduate Diploma in Human Rights and Social Work

Status of Course & Credit: Modular Major, CREDIT: 4

Course Number & Title: MHR214 FIELD WORK & REPORT WRITING

Lectures/ Week: of 55 mts. Each/ Week: 12(L+T-12+P/S-0) [Weeks: 9 per Module]

Total Lectures / Module: 108/II

#### **Introduction:**

This course aims to educate students about human rights, Duties, justice and social work so that they will be in position to evaluate the application of human rights and duties in society. It is to be organized in such a way that even students without any previous exposure to social work could acquire an interest in the subject and follow it.

#### **Objectives:**

- 1.To understand the concept of civil courts and its rights & duties.
- 2.To analyze the reality of role of civil courts in society.
- 3.To understand the structure and functions of factories in the society.
- 4.To analyze the awareness, rights and duties of labours in factories.

#### **Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Understand and explore the rights and duties of Civil Courts.

CO2: Get sensitized about the nature of crime, criminals, process of justice in Civil courts.

CO3: Understand about actual structure and functions of factories in the society.

CO4: Spread awareness among the people about the rights and duties of labours in factories.



	Topics to be Covered for Field work	Number of Lectures	Bloom's Taxonomy Learning Outcomes
	Civil Courts and Factories		Students will be able to understand and explore the nature of rights and duties, their reality. They will get awareness about the uses of these rights and duties.
			Students will be able to learn about the complexities of practical applications of rights and duties of civil courts so that They will be able to sensitize about crime, criminals, process of justice in Civil courts.
			Students will be able to understand the structure of factories, nature of work, working hours, conditions, salary and assess their problems, opportunities & challenges for performing their duties.
			Students will be able to spread awareness among the people about the rights and duties of labour & owner and suggest some possible solutions of their problems in factory setting.

<b>Programme: Post Graduate Diploma in Human Rights &amp; Social Work</b>
<b>Status of Course &amp; Credit: MAJOR, CREDIT: 4</b>
<b>Course Number &amp; Title: MHR 314: Field Work &amp; Report Writing</b>
<b>Lectures/ Week: of 55mts. Each/Week:12(L-12+T-0+P/S-0) [Weeks:9 Per Module]</b>
<b>Total Lectures /Semester: 108/III Module</b>
<p><b>Introduction:</b></p> <p>This course provides an overview to students with practical exposure to the lives and challenges faced by special children school, as well as the elderly residing in old age homes. This experiential learning opportunity is designed to foster empathy, enhance observational skills, and develop critical thinking. Through guided field visits, students will engage with these vulnerable populations, gaining insights into their daily lives, support systems, and the various interventions available to assist them.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To familiarize students with the social, emotional, and psychological challenges faced by mentally retired and disabled children, as well as the elderly in care facilities.</li> <li>2. To provide students with hands-on experience through visits to schools for mentally disabled children and old age homes, encouraging direct interaction with residents and staff.</li> <li>3. To develop students' observational skills, enabling them to document and analyze the environments and circumstances of individuals in these settings.</li> <li>4. To teach students effective report writing techniques, focusing on clarity, structure, and the ethical considerations of writing about vulnerable populations.</li> <li>5. To cultivate a sense of empathy and advocacy, encouraging students to think critically about how they can</li> </ol>

contribute to the well-being of these communities.

#### Course Outcomes (CO):

At the end of the course, the student will be able to:

**CO1:** Demonstrate the ability to observe and record interactions and environments within schools for mentally disabled children and old age homes.

**CO2:** Identify and articulate the specific needs and challenges faced by mentally disabled children and elderly residents, supported by field data.

**CO3:** Produce well-structured and insightful reports that reflect their field observations, analysis, and recommendations for improving the quality of life for these populations.

**CO4:** Exhibit an understanding of the emotional and social dimensions of the lives of mentally disabled children and elderly individuals, leading to informed advocacy.

**CO5:** Work collaboratively with peers to share findings and develop a broader understanding of the societal responsibilities toward these communities.

	Topics to be Covered	Number Of Lectures	Bloom's Taxonomy Learning Outcomes
	<b>Special children school</b>		<i>Students will be able to understand the needs and challenges faced by children with special needs.</i>
			<i>Students will be able to analyze the role of caregivers, teachers and support staff in special children schools.</i>
			<i>Students will identify the importance of inclusive education and its benefits for children with special needs.</i>
			<i>Students will be able to develop empathy and sensitivity towards children with special needs and their families.</i>
			<i>Students will be able to write a clear, concise and well-structured report on their observations and experiences.</i>
	<b>Old Age Home</b>		<i>Students will be able to understand the social, emotional and physical needs of older adults living in institutional settings.</i>
			<i>Students will be able to record the daily routines, activities and services provided in old age home.</i>
			<i>Students will be able to analyze the role of caregivers, staff and management in ensuring the well-being of residents.</i>

			<i>Students will identify the challenges faced by older adults in accessing healthcare, social support and other services.</i>
			<i>Students will be able to write a clear, concise and well-structured report on their observations and experiences.</i>

<b>Programme: Post Graduate Diploma in Human Rights &amp; Social Work</b>			
<b>Status of Course &amp; Credit: MAJOR, CREDIT: 4</b>			
<b>Course Number &amp; Title: MHR 414: Field Work &amp; Report Writing</b>			
<b>Lectures/ Week: of 55mts. Each/Week:12(L-12+T-0+P/S-0) [Weeks:9 Per Module]</b>			
<b>Total Lectures /Semester: 108/IV Module</b>			
<b>Introduction:</b> This course provides an students with hands on experience in observing and analyzing healthcare systems in a medical college and district hospital setting. Through guided field visits and report writing exercises, students will develop essential skills in observation, data collection, critical thinking and effective communication.			
<b>Objectives:</b>  1. To observe and analyze healthcare delivery systems in medical college and district hospital settings. 2. To identify strengths, weaknesses, opportunities and threats in healthcare service provision. 3. To collect and record relevant data during field visits. 4. To develop critical thinking skills to evaluate healthcare policies, practices and outcomes. 5. To write clear, concise and well-structured reports on field visit observations.			
<b>Course Outcomes (CO):</b>			
At the end of the course, the student will be able to: <b>CO1:</b> Demonstrate understanding of healthcare systems, policies and practices in medical college and district hospital settings. <b>CO2:</b> Conduct effective observations and data collection during field visits. <b>CO3:</b> Analyze and interpret data to identify areas for improvement in healthcare service delivery. <b>CO4:</b> Develop well-structured reports that integrate theory and practice. <b>CO5:</b> Communicate findings and recommendations effectively to stakeholders.			
<b>Unit No</b>	<b>Topics to be Covered</b>	<b>Number Of Lectures</b>	<b>Bloom's Taxonomy Learning Outcomes</b>
	<b>Medical College</b>		<i>Students will be able to understand about the organization and management of a medical college.</i>
			<i>Students will be able to observe the role of health care professionals.</i>

			<i>Students will be able to identify the challenges faced by medical college in providing quality healthcare services.</i>
			<i>Students will be able to develop empathy and understanding towards patients, families and healthcare providers.</i>
			<i>Students will be able to write a clear and well-structured report on their observations and experiences.</i>
	<b>District Hospital (Health &amp; Hygiene)</b>		<i>Students will be able to identify and describe the healthcare services provided at the district hospital.</i>
			<i>Students will be able to describe the hygiene practices in place at the district hospital.</i>
			<i>Students will be able to evaluate the quality of care provided, including patient safety and satisfaction.</i>
			<i>Students will be able to analyze the role of hygiene in preventing hospital-acquired infections.</i>
			<i>Students will be able to develop recommendations for improving healthcare services and hygiene practices.</i>