### M.A. Extension Education & Social Work

#### 1st Semester (2017-18)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Name</th>
<th>Total Marks</th>
<th>Credit C(i)</th>
<th>End Semester Exam Marks</th>
<th>Sessional Marks</th>
</tr>
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<tbody>
<tr>
<td>EESW101</td>
<td>Perspectives of Extension Education</td>
<td>100</td>
<td>4</td>
<td>60 21</td>
<td>40 14</td>
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<tr>
<td>EESW102</td>
<td>Introduction to Social Work</td>
<td>100</td>
<td>4</td>
<td>60 21</td>
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<tr>
<td>EESW103</td>
<td>Contemporary Indian Society</td>
<td>100</td>
<td>4</td>
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<tr>
<td>EESW104</td>
<td>Social Problems and Legal Literacy</td>
<td>100</td>
<td>4</td>
<td>60 21</td>
<td>40 14</td>
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<tr>
<td>EESW105</td>
<td>Community Project</td>
<td>100</td>
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<tr>
<td>EESW106</td>
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<tr>
<td>EESW108</td>
<td>Comprehensive viva</td>
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### M.A. Extension Education & Social Work

#### 2nd Semester (2017-18)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Name</th>
<th>Total Marks</th>
<th>Credit C(i)</th>
<th>End Semester Exam Marks</th>
<th>Sessional Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>EESW201</td>
<td>Social Work &amp; HRD</td>
<td>100</td>
<td>4</td>
<td>60 21</td>
<td>40 14</td>
</tr>
<tr>
<td>EESW202</td>
<td>Work with Individual &amp; Families</td>
<td>100</td>
<td>4</td>
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<tr>
<td>EESW203</td>
<td>Psychological Perspectives in SW</td>
<td>100</td>
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<tr>
<td>EESW204</td>
<td>Social Work and Public Health</td>
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<td>EESW205</td>
<td>Community Project</td>
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<td>EESW206</td>
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<td>EESW207</td>
<td>Assignment</td>
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<tr>
<td>EESW208</td>
<td>Comprehensive viva</td>
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<td>4</td>
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<td>Grand Total</td>
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# M.A. Extension Education & Social Work
## 3rd Semester (2018-19)

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<th>Course code</th>
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<th>End Semester Exam Marks</th>
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<td>EESW301</td>
<td>Social Research: Methods and Statistics</td>
<td>100</td>
<td>4</td>
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<tr>
<td>EESW302</td>
<td>Work with Groups &amp; Communities</td>
<td>100</td>
<td>4</td>
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<tr>
<td>EESW303(A)</td>
<td>Labour Welfare &amp; Industrial Social Work</td>
<td>100</td>
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<tr>
<td>EESW303(B)</td>
<td>Value Education &amp; Human Rights</td>
<td>100</td>
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<tr>
<td>EESW303(C)</td>
<td>NGO Management</td>
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<tr>
<td>EESW304(A)</td>
<td>Women Studies</td>
<td>100</td>
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<tr>
<td>EESW304(B)</td>
<td>Population Studies</td>
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<tr>
<td>EESW305</td>
<td>Field work report &amp; Viva-Voce</td>
<td>100</td>
<td>2</td>
<td>100 35</td>
<td>x x</td>
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<tr>
<td>EESW306</td>
<td>Seminar</td>
<td>100</td>
<td>1</td>
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<tr>
<td>EESW307</td>
<td>Assignment</td>
<td>100</td>
<td>1</td>
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<tr>
<td>EESW308</td>
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<td>x x</td>
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<td></td>
<td>Grand Total</td>
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<td>24</td>
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## M.A. Extension Education & Social Work
## 4th Semester (2018-19)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Name</th>
<th>Total Marks</th>
<th>Credit C(i)</th>
<th>End Semester Exam Marks</th>
<th>Sessional Marks</th>
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<tbody>
<tr>
<td>EESW401</td>
<td>Social Welfare Administration</td>
<td>100</td>
<td>4</td>
<td>60 21</td>
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<tr>
<td>EESW402</td>
<td>Environmental Perspectives in S.W.</td>
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<tr>
<td>EESW403(A)</td>
<td>Special Education</td>
<td>100</td>
<td>4</td>
<td>60 21</td>
<td>40 14</td>
</tr>
<tr>
<td>EESW403(B)</td>
<td>Guidance and Counseling</td>
<td>100</td>
<td>4</td>
<td>60 21</td>
<td>40 14</td>
</tr>
<tr>
<td>EESW404(A)</td>
<td>Disaster Management</td>
<td>100</td>
<td>4</td>
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<td>40 14</td>
</tr>
<tr>
<td>EESW404(B)</td>
<td>Educational Technology</td>
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<td></td>
<td></td>
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<tr>
<td>EESW405(A)</td>
<td>Block Placement for Field Work &amp; Viva</td>
<td>100</td>
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<td>100 35</td>
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<tr>
<td>EESW405(B)</td>
<td>Research Project &amp; Viva</td>
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<tr>
<td>EESW406</td>
<td>Seminar</td>
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<td>EESW407</td>
<td>Assignment</td>
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<td>Sub Total</td>
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<td>20</td>
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<tr>
<td>EESW308</td>
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<td>x x</td>
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<tr>
<td></td>
<td>Grand Total</td>
<td>800</td>
<td>24</td>
<td>640 224</td>
<td>160 56</td>
</tr>
</tbody>
</table>

## Rules and Regulations for Award of Degree
- Two years (4 Semesters) Full time course will be run under ordinance No. 168 A.
- Medium of instructions will be Hindi and English.

Field Placement – The course curriculum will have emphasis on concurrent involvement of students in the field for social work practice, through field placements in various identified Institutions / Centres / NGO’s, which is compulsory for all students of third semester.

- Each course will be assessed for 100 marks, out of which 60 marks will be for end-semester examination and 40 marks will be for continuous evaluation. In case of Laboratory / Field /Project work based courses, appropriate distribution of marks for Practical Record/ Project Report, Practical end-Semester exam, viva, if any be decided by the UTD.
- The grading will be made on 10-point scale as described below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Description</th>
<th>Range of Marks (%)</th>
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<tbody>
<tr>
<td>O</td>
<td>10</td>
<td>Outstanding</td>
<td>90-100</td>
</tr>
<tr>
<td>A+</td>
<td>9</td>
<td>Excellent</td>
<td>80-89</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>Very good</td>
<td>70-79</td>
</tr>
<tr>
<td>B+</td>
<td>7</td>
<td>Good</td>
<td>60-69</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>Above Average</td>
<td>50-59</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>Average</td>
<td>40-49</td>
</tr>
<tr>
<td>P</td>
<td>4</td>
<td>Pass</td>
<td>35-39</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Fail</td>
<td>0-34</td>
</tr>
<tr>
<td>Ab</td>
<td>0</td>
<td>Absent</td>
<td>Absent</td>
</tr>
</tbody>
</table>

- On completing all requirements for award of the degree, the CGPA will be calculated and this value will be indicated on the degree along with Division. The Final degree should also indicate the Division obtained as per follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>First division with distinction</td>
<td>The candidate has earned minimum number of credits required for the award of the degree in first attempt with CGPA of 8.00 or above</td>
</tr>
<tr>
<td>First division</td>
<td>The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6.50 or above</td>
</tr>
<tr>
<td>Second division</td>
<td>The candidate has earned minimum number of credits required for the award of the degree with CGPA of 5.00 or above but less than 6.50</td>
</tr>
<tr>
<td>Pass division</td>
<td>The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.00 or above but less than 5.00</td>
</tr>
</tbody>
</table>
• The student will be promoted to the next semester if he/she secure at least 12 valid credits in a semester. In case the student secures less than 12 valid credits in any semester, then the student will be asked to repeat the entire semester and that semester will be treated as zero semesters.

• The required minimum number of credits for each programme may be distributed among the courses under Core, Ability Enhancement and Skill development, Electives-Discipline Centric and Generic categories and notified by the concerned UTD.

• The UTDs will offer elective-generic courses in each programme to its own students and the students of other programmes under choice on first come first served basis. The number of seats in the course will depend on available facilities in the UTD.

• Each course will be assessed for 100 marks, out of which 60 marks will be for end-semester examination and 40 marks will be for continuous evaluation. In case of Laboratory / Field /Project work based courses, appropriate distribution of marks for Practical Record/ Project Report, Practical end-Semester exam, viva, if any be decided by the UTD

• During the semester, a teacher offering the course will do the continuous evaluation of the student at three points of time by conducting three tests of 20 marks each. Of these, two must be written tests and the third may be written test / Quiz / Seminar/ Assignment for theoretical courses. Marks obtained in two best tests out of three will be awarded to the student. In each course, there shall be End Semester Exam. of 60 marks. Each student has to appear in at least two tests and End Semester Examination; otherwise, the student will be awarded Ab Grade in that course.

• The concerned Head / Director will make an arrangement for the conduct of examination of UTD as per the existing ordinance 5 and 6 of Jiwaji University for first two years.

• If the marks obtained by the student in a course are less than the minimum cut-off percentage of marks, then F grade will be awarded, otherwise the grades will be awarded as per above mentioned table.

• If a student obtains F or AB Grade in any course, he/she will be treated to have failed in the course. He/she has to reappear in the examinations of the course as and when conducted or arranged by the
UTD. Marks obtained earlier in continuous assessment may be carried forward and added to the marks obtained in repeat end-semester examination to decide the grade in the repeat course

- The theoretical and practical courses can be repeated whenever offered or arranged by the UTD but within maximum duration of the programme. He / she can avail multiple repeat attempts to pass the course

- The UTD, where students from other UTDs are registered for choice based elective - generic category course(s), will send the Grade to the University. The semester / final result will be declared by the University where the student has taken admission.

- The Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be calculated as weighted average of valid and virtual credit points secured by the student, except the credits of additional courses, if any. The SGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet

- SGPA is a measure of performance of the student in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester, i.e.

\[
SGPA \ (Si) = \frac{\sum(Ci \times Gi)}{\sum Ci}
\]

Where Ci is the number of credits of the ith course in a semester and Gi is the grade point scored by the student in the ith course.

- CGPA is a measure of overall cumulative performance of a student over all the semesters completed. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters completed and the sum of the total credits of all courses in all the semesters completed, i.e.

**Detail Syllabus Semester Wise**
M.A. EXTENSION EDUCATION & SOCIAL WORK

Perspectives of Extension Education

Paper 101 (First Semester) (2017-18) Marks 100 Cr. Total Credit
(Th.60 & Int.Ass.40) 4 4

Unit-1 Concept of Extension Education
- Meaning, Definition, Scopes and Objectives of Extension Education.
- Characteristics, Philosophical and Sociological Perspective of Extension Education.

Unit-2 Principles Methods and Process
- Principles of Extension Education
- Methods of Extension Teaching
- Steps in Extension Teaching
- Aids of Extension Teaching

Unit-3 Forms of Education
- Formal Education & Extension
- Informal Education & Extension
- Non-formal Education
- Adult Education & Extension

Unit-4 Historical Perspectives of Extension Education
- Extension work in India.
- National rural development programs & Extension
- Extension Education in Abroad – America, Japan, Israel, China, Nepal & Mayanmar.

Unit-5 Communication Support in Extension Work.
- Overview of Communication
- Role of Communication in development
- Process and Motivation
- Methods & Media of Communication

Reference Books:

Bijendra Kumar - Extension Education for human resource development.
and B.S. Hansra -
S.V. Supe - Extension Education.
B.K. Choubey - Extension Education.
Dr.K.C.Mallaya - Jansankhya Shiksha
S.C.Srivastava - Dynamics of Demographic Studies
Dr.D.S.Baghel - Demography
Dr.J.P.Dubey - University Extension in India: A historical perspective
गीता पुष्प शाह - प्रसार शिक्षा
हरपालानी - प्रसार शिक्षा
Introduction to Social Work

Unit I  Concept of Social Work
- Concept, definition and characteristics of Social Work.
- Objectives and Principles of Social Work.
- Scope of Social Work.
- Functions of Social Work.

Unit II  History of Social Work
- History of Social Work in U.K.
- History of Social Work in U.S.A.
- History of Social Work in India.

Unit III  Philosophy of Social Work
- Basic Norms / Values of Social Work.
- Philosophy of Social Work
- Gandhian Philosophy of Social Work

Unit IV  Human Development
- Concept and definition of Human Development,
- Life span approach: Prenatal, Childhood, Adolescence, Adulthood, Old Age.

Unit V  Field Work in Social Work
- Field Work: Concept and Objectives
- Problems faced by students at field work placement
- Importance of maintaining records.
- Role of Social Worker in School.
- Role of Social Worker in Hospital.

Reference Books
1. G.R.Madan - Social Work
2. Jainendra Kumar Jha - An Introduction to Social Work
3. Samaj Karya - Dr.Surendra Singh & P.D.Mishra
4. Ram Babu Gupta - Child Psychology
M.A. EXTENSION EDUCATION & SOCIAL WORK

Contemporary Indian Society

Paper 103   (First Semester)   (2017-18)   Marks 100   Cr.  4   Total Credit 4
(Th.60 & Int.Ass.40)

Unit- I.     Indian Society
  • Meaning, Concept & Characteristics of Society, Community, Association, Institution, Social Group.
  • Concept & Characteristics of Social Group, Social Structure, Social Stratification.
  • Social Process, Cooperation, Competition, Conflict, Accommodation & Assimilation.

Unit -II     Sociological Concepts
  • Social Control: Meaning, Concept and Types
  • Socialization Process: Concept and Types
  • Social Change: Concept, Factors of Social Change
  • Social Development: Concept, Evolution, & Process

Unit-III   Sociology & Social Work
  • Relationship between Sociology and Social Work
  • Social Problems: Concept, Types and Aspects
  • Social Work Practices in Solving Social Issue

Unit-IV     Faction, Economics and Social Work
  • Faction: Meaning, Structure & Features, Causes of formation of factions
  • Land Reforms and In-debtness
  • Rural Social Problems

Unit -V     Current Sociological Perspectives
  • Urbanization
  • Leadership: Concept, Kinds, Characteristics & Changes
  • Industrialization & Globalization and its Impact on Social Life

Reference books:

A.R.Desai     - Rural Sociology
B.R.Chauhan   - Rural Sociology
M.N.Sriniwas  - Social Change
Tomar and Goyal  - Urban Sociology
Yogendra Atal  - Rural Sociology
M.A. EXTENSION EDUCATION & SOCIAL WORK

Social Problems and Legal Literacy

Paper 104   (First Semester)   (2017-18)   Marks 100   Cr.  Total Credit
(Th.60 & Int.Ass.40)   4   4

Unit I    Social Problems
• Concept and definition of Social Problem.
• Characteristics and causes of social problem
• Weaker sections of society(meaning and concept)
• Indian Constitution: Preamble, Fundamental Rights, Directive Principles,

Unit II    Social problems related to child and youth
• Child marriage (Concept, Causes, Impact and efforts to solve problem.)
• Juvenile Delinquency (Concept, Causes, Impact and efforts to solve problem.)
• Child Labour (Concept, Causes, Impact and efforts to solve problem.)
• Drug abuse
• Youth Unrest

Unit II1    Social problems related to women
• Crime and Women (Nature and Types)
• Domestic Violence
• Gender inequality
• Prostitution

Unit IV    Problems related to People & Environment
• Population.
• Environmental problems
• Corruption
• Illiteracy

Unit V    Human rights and Legal Literacy
• Human rights (concept and basic human rights
• Human rights violation: causes and remedies
• Working of NHRC
• Criminal Procedure Code(Cr.P.C.)and Civil Procedure Code (meaning)
• Public Interest Litigation, Right To Information

Reference Books
1 Dilip Jakhad - Manavdhikaar
2 Ram Ahuja - Samajik Samasyayen
3 Dr.Pushpalata Taneja - Manavadhikaar aur Baal shoshan
4 Dr. Ganesh Pandey - Bhartiya Samajik Samasyayen
5 Ram Aahuja - Social Problems in India
6 Man Chand Khandela - Human Rights and Social Relations
Unit – I  Concept of Human Resource Development:-
   • Concept, Meaning, & Definition,
   • Characteristics, aims, objectives,
   • Social work and its relationship with HRD

Unit – II  Human Resource Planning:-
   • Meaning and definition, characteristics,
   • Scope, need benefits, planning at different level,
   • Types, process and techniques.

Unit – III  Social work in industrial setting:-
   • Job analysis – Meaning and definition, characteristics,
   • Scope, components, Job description, employee Specification, Techniques of job design.
   • Career Planning – Meaning and Objectives, Process, Advantage and Limitations,
   • Effective career planning, and Career Development.

Unit – IV  Training and Development:-
   • Concept, Meaning and Definition. Characteristics of Training
   • Objective and Principles of training,
   • Types & Methods of Training, Training Process

Unit - V  Motivation, Moral and Discipline in Human Resource Development:-
   • Motivation – Meaning and Definition, Characteristics, Nature, Classification, Importance, Theories and Process,
   • Moral – Meaning and Definition, Characteristics, Affecting and Rising Factors.
   • Discipline - Meaning and Definition, Characteristics, Objectives, Forms, Principles of Maintaining Discipline, Cause of Indiscipline, Misconduct, Punishments.

Reference Books:
   • Birendra Kumar, B.S. Hansra – Extension Education for Human Resource Development
   • Dr. C.B. Gupta – Human Resources Management
   • N.K.Chaddha - Manav Sansadhan Prabandhan
   • स्थानों द् – क्लैं ध्यान . ज्ञानविज्ञान – कमवेतवचवचुवर्ण
   • आर.वि. एस. वर्मा, अतुल प्रताप सिंह – मानव संसाधन विकास एवं प्रबन्धन की रूपरेखा
M.A. EXTENSION EDUCATION & SOCIAL WORK

Work with Individual and Families

Paper 202  (Second Semester)  (2017-18)  Marks 100  Cr.  Total Credit
(Th.60 & Int.Ass.40)4  4

Unit I  Introduction
- Concept and definition of Social Case Work.
- Propositions & Assumptions of Case Work.
- Principles and Objectives of Case Work.
- Counseling, Difference between Social Case Work and Counseling.

Unit II  Components of Social Case Work
- Person (Meaning of behavior, principles of human behavior, objectives and effects of behavior, status and role of a person)
- Problem (Definition & Causes of problem, types of problems and analysis)
- Place (Importance, types of places/ institutions, characteristics of institutions.)
- Process (Meaning, objectives & stages of process)

Unit III  Tools of Case Work
- Listening
- Observation
- Interview
- Home visit
- Relationship

Unit IV  Approaches of Social Case Work
- Psycho social
- Problem Solving
- Behavior Modification
- Crisis Intervention
- Functional

Unit V  Problem Solving Techniques
- Supportive
- Reflective
- Logical Discussion
- Demonstration
- Environmental Modification

Reference Books
1. G.R.Madan - Social work
2. Perlman, Helen Harris - Social Case Work – A problem Solving Process
3. Grace Mathew - An Introduction to Social Case Work
4. Dr.Surendra Singh & P.D.Mishra - Samaj Karya
5. Jainendra Kumar Jha - An Introduction To Social Work
M.A. EXTENSION EDUCATION & SOCIAL WORK

Psychological Perspectives in Social Work

Paper 203  (Second Semester)  (2017-18)  Marks 100  Cr.  Total Credit
(Th.60 & Int.Ass.40)  4  4

Unit I  Social Psychology – An Introduction:
- Concept, definition of social psychology,
- Scope of psychology, concept of human behavior
- Social work and Social psychology, Study methods of social psychology.

Unit II  Factors influencing human behavior:
- Culture and Personality: Meaning, Type and heredity & environment
- Meaning of personality, relationship in culture and personality,
- Socialization: Agencies of socialization, theories of socialization,

Unit III  Social Behavior:
- Public opinion: Meaning, characteristics, important steps involved in formation of
  public opinion, agencies and measurement of public opinion,
- Crowd: Characteristics, psychology of crowd behaviors, and important theories of
  crowd behavior.
- Rumour: Characteristics, causes and conditions of rumour, and checks on spread
  of rumour.

Unit IV  Social Control and Social Conflict:
- Social control: Concept and forms of social control, law, religion and customs,
- Social conflict: Nature, type, problem and resolution of social conflicts,
- Social Deviance: Causes, remedies and theories related to solve problems.

Unit V  Social Psychology and its application:
- Uses of social psychology in sphere of mental health,
- Social psychology in crisis
- Application of social psychology: National character and national integration.

Reference Books
1. Akolkar - Social Psychology
2. Young K. - Social Psychology
3. Ginsbergh M. - Social Psychology
4. Allport FH - Social Psychology
5. Mathur S.S. - Social Psychology
6. Mukerjee R.N. - Social Psychology
M.A. EXTENSION EDUCATION & SOCIAL WORK

Social Work and Public Health

Paper 204  (Second Semester)  (2017-18)  Marks 100  Cr.  Total Credit (Th.60 & Int.Ass.40)  4  4

Unit I  An introduction of Health Education:-
- Meaning Definition Components and Factor Infecting of Health
- Meaning Definition and aims of Health Education
- Principles of Health Education

Unit II  Health Education and Teaching:-
- Health Instructions – Meaning, Purpose, Importance and Area
- Health Instruction Principles and plan of Sequence
- Methods of Health Education Teaching

Unit III  Health Education and Hygiene :-
- Individual Health and Hygiene – Aspects and Methods
- Community Health and Hygiene – Aspects and Methods
- Components of Mental Hygiene

Unit IV  Health Education and Nutrition:-
- Concepts and Components of Balance diet
- Aspects of Balance diet and applied Nutrition
- Source of Food for Diet

Unit V  Health Education and Sex:-
- Female Reproductive System
- Male Reproductive System
- AIDS and other Sex related Problems and their solution

Reference Books: -
- Nirmal Verma - Swashtya Shiksha
- Dr. Daisy Shikand - Swashtya Shiksha Main Adhunik Pravartiyan
- Dr. Jagdish Singh - Sharirik Shiksha Evam Swasthya Shiksha
- Donald J Greckon - Community Health Education
- Mary Ellen Wurzbrach - Community Health Education & Promotion
- V.K.Nanda - Health Education
- K, Park - Preventive & Social Medicine
- R.C.Mishra - Health and Nutrition Education
- Dr. Saket Ratan Tiwari - Health Education
- Y. Venkata R.K.Prasad - Health Education
- Dr. Laxmikant - Psychology and Community Health
- M. Swami Nathan - Ahar Evam Poshan Vigyan
- Prof. Amresh Kumar - Swasthya Vigyan Darpan
- Dr. Usha Gopal - Manav Shareer rachana evam kriya vigyan
# Social Research: Methods & Statistics

**Paper 301 (Third Semester)**

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<th>Period</th>
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**Unit I**

**Social Science Research:-**
- Meaning, Nature objectives and types, utility of research methods,
- Methods of social research, Pure and applied research, various theories of social research,
- Basic elements of social research- concept, variables, theories, operational definition.
- Social Work Research in India.

**Unit II**

**Research Methods:-**
- Case Study Method – Meaning, concepts, procedure, features, approaches, advantage and disadvantage.
- Social Survey Method– Definition, subject matter, types, procedures, and growth, Merits and demerits, Social surveys in India.
- Experimental Method – Definitions, Types.
- Historical Method – Concepts and Source.
- Content Analysis Method

**Unit III**

**Methods of Data Collection and Research Design:-**
- Sources of data, forms of data, principles of data collection
- Various method of data collection: observation, interview, questionnaire & schedule.
- Sampling- population, universe, types, techniques & procedures.
- Research design – meaning purpose, functions.

**Unit IV**

**Statistical Method in Social Research**
- Use of statistics in social research.
- Parametric and non parametric concept in statistics.
- Various statistics methods – Averages, Mean, Median, Mode, Dispersion, t-test, chi square test, ANOVA, correlation and regression.

**Unit V**

**Interpretation, presentation and report writing of research project:-**
- Concept of interpretation and presentation, tabulation and classification, use of diagram, map and graphs.
- Standard format for referencing, footnotes, research abstracts and bibliography.
- Report writing – Deferent steps.

**Reference Books:**
1. Devendra Thakur – Research methods in social survey.
2. Mk- सुरेंद्र सिंह – सामाजिक अनुसंधान
3. Dr. Kathar – Research methodology, methods and Teaching
4. Dr. Sanjay Bhattacharya – Social work : An Integrated Approach
5. C.R. Kothari – Research Methodology methods & Techniques
M.A. EXTENSION EDUCATION & SOCIAL WORK

Work With Groups and Communities

Paper 302 (Third Semester)  (2018-19)  Marks 100  Cr.  Total Credit
(Th.60 & Int.Ass.40)  4  4

Unit I  Social Group Work
- Meaning and Definition of Social Group Work.
- Characteristics and Scope of Social Group Work.
- Assumptions, Principles and Objectives of Social Group Work.
- Skills in Social Group Work.

Unit II  Programmes in Group Work
- Group Dynamics, Group Leadership.
- Meaning and nature of programmes.
- Importance of programme in Group Work.
- Problem Solving Process in Social Group Work.

Unit III  Evaluation in Social Group Work
- Meaning and Definition of Evaluation
- Process of Evaluation of Social Group Work
- Area of Evaluation of Social Group Work
- Need of Evaluation
- Characteristics of Evaluation

Unit IV  Community
- Concept and Meaning of Community.
- Types of Communities.
- Peoples participation in community decisions.
- Types of Problems of a Community (Water, Sanitation, Electricity, Health, Caste Problem, Religious Violence)

Unit V  Community Organisation
- Concept and definition of Community Organisation.
- Assumption, Principles and Objectives.
- Steps in Community Organisation.
- Activities under Community Organisation.

Reference Books:
1. Trecker H.B.  -  Social Group Work- Principles & Practice
2. G.R.Madan  -  Social work
3. Dr.Surendra Singh & P.D.Mishra  -  Samaj Karya
4. S.D.Mudgal  -  Introduction to Social Work
5. Prayaagdeen Mishra  -  Samajik Samuhik Karya
M.A. EXTENSION EDUCATION & SOCIAL WORK

Labour Welfare and Industrial Social Work

Paper 303(A) (Third Semester) (2018-19) Marks 100 Cr. 4
Optional Paper
Total Credit (Th.60 & Int.Ass.40) 4

Unit – I  Labour Welfare Concept:-
- Meaning, Need, Objectives, Scope,
- Historical perspective of labour welfare
- Agencies, Aspects, New Dimension.

Unit – II  Wage and salary administration:-
- Objectives and Principles, Structure,
- Factors affecting, Methods of wage payment,
- Wage policy in India, Wage incentives, Advantage and Limitation, Intensive Plans,
- Concept of profit sharing- Advantage and Disadvantage, Workers participation in management, conceptual overview.

Unit – III  Industrial Relations and Industrial Disputes:-
- Concept, Objectives and approaches,
- Industrial unrest in India, Causes of Industrial disputes, preventive and settlement machinery.
- State and Industrial relations.

Unit – IV  Role of trade unions in labour welfare:-
- Meaning, Objectives and functions of Trade unions,
- Structure and Types of Unions, trade union movements in India.
- Problems of Trade Unions, limitations and advantages of trade union.
- Collective Bargaining – Meaning and objectives, Importance and requirements, Collective bargaining in India.

Unit – V  Social Welfare and Social Security:-

Reference Books:
1. Dr. C.B. Gupta – Human Resource Management
2. ख्र. चतुर्मुख मामोरिया – सेविकवर्ग प्रबंध एवं औपचारिक सम्बंध
3. Dr. D.R. Sachdeva – Social Welfare administration in India
4. Dr. Sanjay Bhattacharya – Social Work: An Integrated Approach
Unit-I  Concept of Human Value, Value Education towards Personal Development
Aim of Education and value education: Evolution of value oriented education; Concept of Human value; types of value; Components of value education
Character Formation Towards Positive Personality: Truthfulness Constructively Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific vision.

Unit-II  Value Education towards National and Global Development
National and International Value - Constitutional or national value – Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity
Social Values – Pity and probity, self control, universal brotherhood
Professional Value – Knowledge trust, sincerity in profession, regularity, punctuality and faith.
Religious Value – Tolerance, wisdom, character
Aesthetic Value – Love and appreciation of literature and fine arts and respect for the same.

Unit-III  Human Rights
Concept of Human Rights – Indian and International Perspectives.
Evolution of Human Rights
Definitions under Indian and International documents
Indian constitution and Human Rights

Unit-IV  Human Rights and its types
Classification of Human Rights
Human Rights of Women and children
Human Rights of Worker

Unit-v  Violations and Redressel
(a) Violation by State
(b) Violation by Individuals
(c) Nuclear Weapons and terrorism
(d) Safeguards
(e) Human Rights Commission

Reference Books:
Dilip Jakhad Manavadhikaar
Dr. Pushpalata Taneja Manavadhikaar aur bal soshan
Manchand Khandela Human rights and Social relations
M.A. EXTENSION EDUCATION & SOCIAL WORK
Non-Governmental Organization Management

Unit-I Introduction to Non Government Organization
- NGO's : Definition, Concept, Objectives & Types
- History of NGO's in India
- Functions and Roles of NGO's
- Present Status of NGO's
- NGO's Movements in Other Countries

Unit-II NGO's and its fields of work
- Role of NGO's and Criteria for NGO's Support
- NGO's and community development
- Major Schemes of the Government of India in Various Sectors

Unit-III NGO's and multidimensional aspect
- Role of NGO's in Self help Group
- Role of NGO in watershed management.
- Role of NGO in wasteland management
- Social Movement in India: Women's Movement, Dalit's Movement, Peasant, Movement and etc.

Unit-IV Establishment of NGO's
- Societies Registration Act,1860
- Charitable Endowments Act, 1890 (with Charitable Endowments (Central) rules 1942
- Cooperative Societies Act, 1912
- Company Act,1956 (Some Relevant Part)
- Indian Trust Act, 1882

Unit-V National and international organisations
- UN Agencies – UNICEF, WHO, FAO, SAID, RED CROSS, CARE, FORD FOUNDATION ETC
- Donor Agencies
- Other International Agencies
- World Bank, IMF and Asian Development Bank

Reference books:
NGOs in India: role, guidelines & performance appraisal - Puran Chandra
Rural Development through NGO's - A.K. Kapoor & Dharamvir Singh
M.A. EXTENSION EDUCATION & SOCIAL WORK
Woman Studies

Paper – 304 (A) (Third Semester) (2018-19)
Optional Paper Marks 100 Cr. Total Credit
(Th. 60 & Int.Ass. 40) 4 4

Unit 1 Basic Concepts
- Sex and Gender Concept, Meaning, Definition, Difference, Role. Stereotyping. Feminism, Concept, Meaning, Definition. Women Development Concept, Meaning, Definition, Women in development (WID), Women and Development (WAD)

Unit 2 Historical perspective
- Status of Women- Global and Indian perspective.
- Historical review of the status of women in Indian society.
- Demographic Characteristics of Women population in India

Unit 3 Women empowerment
- Concept of Empowerment. Meaning and definition. Indicators of Empowerment.
- Govt. policy and programmes for empowering women in India.
- Non Govt. Initiatives towards women’s Empowerment.

Unit 4 Issues and Challenges
- Female literacy and education,
- Vocational and technical training.
- Micro credit programme for women.

Unit 5 Crime against Women
- Violence against women, Concept, Meaning, Definition,
- Rape, murder, molestation, sexual harassment at work place.
- Machinery to address crime against women.
- Domestic Violence Prevention Act 2005.

References:
8. UN handbook on national action plan on violence against women
M.A. EXTENSION EDUCATION & SOCIAL WORK
Population Studies

Paper – 304 (B) (Third Semester)  (2018-19)  Marks 100  Cr.  Total Credit
Optional Paper  Th. 60 & Int.Ass. 40)  4  4

UNIT- I  An Introduction to Population Education:-
- Definition & Concept of Population Education.
- History Perspective of Population Education.
- Objectives and approaches of Population Education.
- Components of Population Education and its relation with other discipline.

UNIT- II  Demographic Trends of Population in India:-
- Status of Population in Madhya Pradesh and India.
- Distribution and density of Population in India.
- Causes of Population growth of India
- Constrictions of Population in India Religious, Social Economics & Political.
- Population Migration, Demographic terminologies.

UNIT- III  Population and Quality of Life:-
- Meaning of quality of life and development.
- Consequences of Population growth of India.
- Impact of Population growth on quality of life.
- Impact of Population on health service, housing, food, education environment, employment etc.

UNIT- IV  Managing Population Resources and Environment:-
- Sustainable management of resources-unsustainable consumption and production pattern and their impact of environment need for fostering production resource use and prevention of environment degradation.
- Interrelation between population and environmental issues.
- Improving quality of the environment

UNIT- V  Population and Sustainable Development:-
- Integration and population issues in the development strategies: Planning decision making and resource allocation for meeting the needs of all, promoting social justice and eradication of poverty.
- Interrelationship between eradication of poverty and population stabilization.

References:-
4. खृ. के.सी. मलैया एवं शर्मा : “जनसंख्या शिक्षा”, विनोदपुस्तकसंग्रह, आयामपुर, दिल्ली।
5. पुष्पादुर्जी : “जनसंख्या शिक्षण” विवेकप्रकाशन, जमशेदपुर, दिल्ली।
6. सिंह एवं यादव : “जनसंख्या शिक्षा के मूलतत्व” जिन्दलबुकस्टोर, महेश्वरीगंज, हापुड।
M.A. EXTENSION EDUCATION & SOCIAL WORK

Social Welfare Administration

Paper 401 (Fourth_Semester) (2018-19) Marks 100 Cr. Total Credit
(Th.60 & Int.Ass.40) 4 4

Unit I 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.

Unit II Social Welfare Administration
• Concept, definition and scope of Social Welfare Administration
• Principles and Task of Social Welfare Administration

Unit III Voluntary Organisation
• Concept, Characteristics and functions & Classification of Voluntary Organisation.
• Weaknesses and deficiencies of Voluntary Organisation.
• Evolution of Voluntary Action in India.
• Role of Voluntary Organizations in Social Welfare.

Unit IV Social Welfare Programme
• Study of social welfare programmes in India:-
  1. Family Welfare
  2. Child Welfare
  3. Youth Welfare
  4. Welfare Programmes for disabled
  5. Labour Welfare

Unit V Social Defense Services Administration
• Concept of Social Defense,
• Prisoners Welfare,
• Suppression of immoral traffic in India,
• Beggary,
• After care Services, National Institute of Social Defense and its functions.

Reference Books
1. G R Madan - Social Work
2. Dr.Hajira Kumar - Theories in Social Work Practice
3. Dr. Girish Kumar - Fields of Social Work
4. Dr.D.R.Sachdev - Social Welfare Administration in India
5. Dr.D.R.Sachdev - Bharat Main Samaj Kalyan Prashasan
M.A. EXTENSION EDUCATION & SOCIAL WORK

Environmental Perspectives in Social Work

Paper - 402 (Fourth Semester) (2018-19)  Marks 100  Cr.  Total Credit
(Th.60 & Int.Ass.40)  4  4

Unit I  Man and Environment Relations
- Environment and Ecology, Environment and Resources,
- Relationship between Man and Nature

Unit II  Ecology and Ecosystem
- Concept, Objectives, Scope, Types, Areas and Principles of Ecology.
- Concept, Types, Components, Functions and Stability of Ecosystem.

Unit III  Environmental Degradations
- Concept, Types and Process of Environmental Degradation.
- Factors of Environmental Degradation.
- Problems and Impact of Environmental Degradation.
- Extreme events hazards and disaster.

Unit IV  Environmental Pollution
- Concepts, Sources, and Classification of pollution.
- Air Pollution, Water Pollution, Solid Waste Pollution, Noise Pollution
- Impact of Pollution,
- Pollution Problem in India.

Unit V  Environmental Planning and Management
- Concepts 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.

Reference books:

1. Savindra Singh  -  Paryavaran Bhoogol
2. Dr.Aruna & Dr.ChitralekhaRaghuvanshi  -  Paryavaran tatha Pradooshan
3. Dr.Dhananjay Verma  -  Paryavaran Chetna
4. T.D.Brock  -  The Ecosystem and the study State Bioscience
5. V.K.Kumar  -  A Study in Environment pollution.
7. D.R.Stoddart  -  Geography and Ecological Approach
8. Girish Chopra  -  Environmental Geography
M.A. EXTENSION EDUCATION & SOCIAL WORK
Special Education

Paper – 403 (A) (Fourth Semester)  (2018-19)  Marks 100  Cr.  Total Credit
Optional Paper  (Th. 60 & Int. Ass. 40)  4  4

Unit-I  Introduction of Special Education
- Meaning, Concept, principles, objectives, needs of Special Education
- Historical perspective and relevance of special education.
- Role of Government organization & agencies RCI, NCERT, SCERT and NCTE in special education;
- Introduction of national level disability institutes of the country

Unit-II  Impairment, Disability and Handicap Introduction of Special Education
- Concept, Meaning of impaired, disability and handicapped.
- Concept, Meaning, Type of Exceptional children.
- Identification, characteristics, Classification of visually impaired,
- Hearing impaired, mentally retarded, learning disabled.
- Role of teacher, Educational Programmes

Unit-III  Education of gifted and creative Children
- Concept, Meaning. Principles gifted and creative children.
- Nature, identification, characteristics of gifted and creative children.
- Role of teacher, Educational Programmes

Unit-IV  Integrated Education
- Concept, Meaning, Characteristics of Integrated Education
- Scope and importance of integrated Education
- Role of Parents, Community, Planners and administrators general and special teachers

Unit-V  Rehabilitation of children with special needs
- Guidance and counselling of parents towards education & rehabilitation of their children.
- Role of Non-Government organizations (NGOs) in education and rehabilitation of CWSN
- M.P. State level/Programmes/Schemes with reference of education and rehabilitation of CWSN

➢ Reference books:
➢ Mangal S.K.(2009), Education exceptional children : An Introduction to Special Education,: Prentice hall of India
➢ Yessldyke , E. James. Bob, A, Special Education : A Practical Approach for Teachers,: Kanishka Publishing Distributes, New Delhi
M.A. EXTENSION EDUCATION & SOCIAL WORK

Guidance and Counseling

UNIT I: GUIDANCE

- Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance,
- Aims and Principles of Guidance.
- Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

UNIT II: COUNSELLING

- Meaning, historical development and importance of counselling.
- Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing. Interview (types of Interview), procedure of conducting interview. Preparation, process, interpretation, recording, and termination.

UNIT III: TOOLS AND TECHNIQUES

- Criteria of Good Guidance test: general, practical & psychological. Simple (Non Standardized)
- Tools of Guidance – Characteristics, construction and use by the Guidance worker. Anecdotal and cumulative records, Autobiography and self reports,
- Questionnaire, Rating Scale and Checklist, Observation and Interview schedules,
- Intelligence, Personality, Creativity, Aptitude, Attitude and Interest.
UNIT IV: UNDERSTANDING THE INDIVIDUAL

- Individual Differences in the process of Guidance and Counseling - Nature and Importance.
- Nature of Individual’s Personality, its significance.
- Educational and Vocational Planning, world of work and world of education.
- Importance of assessing interest for educational and vocational guidance

UNIT V: ORGANIZATION OF GUIDANCE PROGRAM AT VARIOUS LEVELS

- Secondary and college level, Need for Practical Programs of Service.
- Basic Services of Guidance and Counseling, Role of various personnel and agencies in an organized program of services.
- Referral Services – Special and Community.

REFERENCES

Unit-I Disasters: An Overview: Disaster: meaning, factors, significance, causes and effects; Type of disasters: earthquake, flood, cyclone, drought and famine, landslide, snow avalanche, fire, forest fire, industrial and technological disasters and epidemics: conflicts, community/ethnic clashes and warfare.

Unit-II Planning Disaster Management: Planning, policies and management of disasters: Awareness about disasters: public awareness programme and mobilizing community participation; Role of various agencies: Government military and para-military forces, NGOs, media, disaster mapping predictability, forecasting, preparing community and mitigation.

Unit-III Impact of disasters: on individuals, families, groups; on children women and the elderly; physical, economic and psycho-social.

Unit-IV Relief and Reaching out: Search, rescue, evacuation and shelter for victims; Clearance of debris, disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition and hygienic sanitation; Emergency support functions and their coordination.

Unit-V Reconstruction and rehabilitation: Rehabilitation: social, economic, health and hygiene aspects; Reconstruction and rehabilitation; Disaster resistant housing, house relocation, repairing, strengthening of house, Monitoring and evaluation.

Reference books:

1. Abarquez I and Murshed Z, 2004, Community-Based Disaster Risk Management: Field Practitioners Handbook New Delhi, Asian Disaster Preparedness Center
5. Carter I, 2003, Mobilising the community the community PILLARS Guide, Tearfund UK, Order from roots@tearfund.org or download from www.tearfund.org/tilz
UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational technology: concept, definition, meaning, nature, scope, & significance, Teaching technology and instructional technology, development of instructional technology, trends in educational technology, mass instructional technology, role of technology in education.

UNIT II: APPROACHES OF EDUCATIONAL TECHNOLOGY

Hardware, software and system approach: definition, characteristics and advantages. Designing and analyzing system, implementation of system approach in education, concept of cybernetics and system analysis.

UNIT III: COMMUNICATION PROCESS

Communication Process: Concept, nature, process, models and barriers, Mass media – selection and types, Multimedia approach, Classroom communication, Education and Training: Face-to-face, Distance and other alternative modes, Information Theory Channels of communication through mass media in education & Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials, Mastery Learning.

UNIT IV: MULTI SENSORY AIDS

Concept, definitions, Classification: Audio, Visual, and Multi Sensory. Principles of selection of teaching aids, importance and uses. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,
UNIT V: DESIGNING INSTRUCTIONAL SYSTEM


Reference books:


- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.