COURSES OF STUDIES
MASTER OF SOCIAL WORK
(Effective/ due to start from the academic session 2012-2013)

Course Structure

1st Semester

MSW-411: History and Philosophy of Social Work (4 CH)

MSW-412: Social Problem and Social Development (4 CH)

MSW-413: Social Work Research and Quantitative Analysis (4 CH)

MSW-414: Human Growth and Development (4 CH)

MSW-415-a: Social Work Practicum-I (Structured Experience Laboratory and Research Methodology Practical) (2 CH)

MSW-415-a: Social Work Practicum-II (Skill Development Assessment) (2 CH)

Non-credit Course: IT in Social Sector

2nd Semester

MSW-421: Social Exclusion and Inclusive Policy (4 CH)

MSW-422: Rehabilitation and Resettlement (4 CH)

MSW-423: Social Work Methods (4 CH)

MSW-424: Visual Culture (4CH)

MSW-425 -a- Social Work Practicum-III (Concurrent fieldwork – Community Placement) (2 CH)

MSW-425 -b Social Work Practicum-IV (Learning Social Work through Participatory Approach) (2 CH)

Non-credit Course-I: Community Intervention and Entrepreneurship Development

Non-credit Optional Course-II: Summer Internship

3rd Semester

MSW-511: Ideology and Ethics of Social Work (4 CH)

MSW-512: Social Legislation and labour Welfare (4 CH)

MSW-513: Vulnerable Children and their Development (4 CH)

MSW-514: Elective Course (A student has to select any one of the following **elective** courses)
1. Human Resource Development-I ((4 CH)
2. Rural Development-I (4 CH)

MSW-515 -a- Social Work Practicum-V (Concurrent fieldwork – Agency Placement) (2 CH)

MSW-515-b-Social Work Practicum-VI (Micro Level Study on Social Exclusion) (2CH)

Non-credit Course: Disaster Preparedness and Management

4th Semester

MSW-521: Social Work Administration (4 CH)

MSW-522: Corporate Social Responsibility (4 CH)

MSW-523: Tribal Anthropology and Social Work (4 CH)

MSW-524: Elective Course - 1. Human Resource Development-II ((4 CH)
2. Rural Development-II (4 CH)

MSW-525- Poverty Reduction, Micro Finance and Micro Enterprises
Non-credit Course-I: Fundamental of Medical Social Work
Non-credit Course-II: Block Field Work Placement

Total = 80 CH

Detail Course
1ˢᵗ SEMESTER

MSW-411 (History and Philosophy of Social Work)

Introduction

This course aims at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work.

Objectives

- Understand the history of evolution of social work profession, both in India and the west.
- Gain information about contemporary ideologies of social work and social change.
- Develop skills in ethical decision-making at macro and micro levels.
- Understand the values of social work and consciously apply those in practice.
- Develop insights into the origin and development of ideologies/approaches to social change.
- Develop skills to understand contemporary reality in its historical context.
- Understand self as a part of own environment and explore own assumptions, ideas and values to develop sensitivity to marginalization of vulnerable groups.

Unit I: Social work: Definition, objectives, principles, philosophies and scope, Social welfare: Meaning, scope and objectives, Social action: Meaning & Process, Social security.

Unit-II: Evolution of social work in India: Socio-religious reform movement, *Bhakti* movement, Christian missionaries, Rural reconstruction programmes, Professionalization of social work in India.

Unit III: Social work education: Content, training, supervision, problems and challenges.

Unit IV: Social change: Planned development and social change, Relationship between social change and social work, Role of social workers in promoting social change.

Recommended Books:

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

Banka, J.A., *The Society of Social Movement*.

Boehm. W., *Objectives of Curriculum on Social Work on Education*.

Das Gupta (ed.), *Towards Philosophy of Social Work*.

Friedlander, W.A., *Introduction to Social Work*.

Friedlander, W.A., *Social Work, Concepts & Methods*.

Gokhale, S.D. (ed.), *Social Welfare, Legend & Legacy*.

Gore, M.S. (ed.), *Encyclopaedia of Social Work in India. WIS. I & II.*

Gore, M.S., *Social Work & Social Work Education*.

M.S.A. Rao (ed.), *Social Movement in India*.

MSW-513 (Social Problem and Social Development)

Introduction

This course provides a critical and analytical framework to understand key concepts, development process and current issue, pertaining to different parts of the world, with specific reference to India.

Objectives

- Understand the concepts of society and culture.
- Critically understand the concept, content and process of social development.
- Develop the capacity to identify linkages between social needs, problems development issues and policies.
- Locate strategies and skills necessary for social development and re-enforce values of social justice gender justice and equality.

Unit I: Meaning and characteristics of Society, Community, Institution, Association. Social groups, Concept of culture: Meaning, Acculturation, Enculturation, Cultural lag, Cultural relativism.

Unit II: Social stratification: Basis of stratification, Status and Role, Caste, Class and Power in India, Caste system in India, Social mobility.

Unit III: Social problem: Concept and meaning, Problem of population, Factors causing population explosion, Problems of illiteracy, Unemployment.

Unit IV: Social Development: Concept and indicators of social development, Models of social development: Socialistic, capitalistic, mixed economy, Voluntary sector and people's participation.

Recommended Books:

Beteille, Andre, *The Backward classes & the New Social Order*.

Bailey, F.G., *Caste & Economic Frontier*.

Bottomere, T., *Sociology – A Guide to Problems & Literature*.

Denle, Y.B., *Caste, Religion & Politics in India*.

Davis, K.I. *Human Society*.

Kapadia, K.M. *Marriage & Family in India*.

Kothari Rajni. *Caste in Indian Politics*.

Maclver, R.M. and Page C. *Society - An Introductory Analysis*.

Singer, M. *Traditional India: Structure and Change*.

Srinivas, M.N. *Caste in Modern India*.

Srinivas, M.N. *Social Change in India*.

Gore, M.S. *Some Aspects on Social Development*.

Kulkarni, P.D. *Social Policy in India*.

Murthy, M.V. (ed.). *Aspects of Social Development*.

Singh Tarlok. *Towards on Integrated Society*.

MSW-413 (Social Work Research and Quantitative Analysis)

Introduction

Through this course, the learner is helped to acquire skills to comprehend, use and explain research as service provider and carry out small projects to collect data to organize service and test the effectiveness of social intervention.

Objectives

- Understand the need for scientific approach to human inquiry in comparison to the native or common sense approach.
- Conduct simple interviews including use of observation skills.
- Prepare simple tools for data collection, code and fill in the coding sheets.
- Develop research report writing skills.
- Develop an understanding of simple statistical tools, and learn to use these

Unit I: Meaning, objectives, scope and types of social work research in India, Report writing, Sample Design, Methods of Sampling

Unit-II: Research design: Exploratory, Descriptive, Diagnostic and Experimental. Hypothesis: Definition, types, sources, features

Unit III: Methods of data collection: Observation, Interview, Questionnaire, Case Study, Content Analysis, Focus group discussion, Participatory Rural/Rapid Appraisal (PRA and RRA).

Unit IV: Statistics – Its use and limitations in social work research, Measures of Central Tendency (Mean, Median, Mode), Measure of Dispersion (Mean deviation and Standard deviation), Correlation, Chi-Square Test, T-Test. Tabular, Diagrammatic and Graphic presentation of data.

Recommended Books:

Danda, Ajit, *Research Methodology in Anthropology*. New Delhi: Inter-India.
Young, Pauline, *Scientific Social Survey and Research*.
Mukerjee, Neela, *Participatory Rural Appraisal and Questionnaire Survey*.
Goode and Hart, *Methods in Social Research*.
Kassam and Mustafa, *Participatory Researcher*.
Wilkinson and Bhandarkar, *Methodology and Techniques of Social Research*
Wiener, J.S and J.A. Lourie, *Human Biology: A Guide to Field Methods*

MSW-414 (Human Growth and Development)

Introduction

> The course aims to introduce the learners to the development of the individual across the life span, in a system and an ecological perspective. It also provides an understanding human development and development and behaviour, in contextual influences, including individuals in disadvantaged or specials contexts.

Objectives

- Develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.
- Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same.
- Apply the information of growth, development and health in social work practice in general and to individuals, groups and communities in particular.
- Understand the implications of family norms for status of individuals and developmental opportunities in the family by age and gender.
- Encourage to study the process of family socialization and understand family norms, ecology and dynamics.

Unit I: Life span perspectives: Stages of the life span, Principles of Growth and Development, Role of heredity and environment, Personality: concept and theories of personality.

Unit II: Growth and development in prenatal, infancy, babyhood, childhood, late childhood, early adulthood, middle age and old age periods with special reference to characteristics, developmental tasks.

Unit-II: Family life cycle: Stages and task of family life cycle, Contemporary family problems and family welfare laws for family well-being.

Unit IV: Family life enrichment programmes: ideology of family rights and responsibilities. Family life education in India - Needs, settings and training opportunities, developing resiliency in contemporary Indian families.

Recommended Books:

Harlock, E.B, *Child Development*

Harlock,E. B., *Developmental Psychology*

Abrahan Sperling & H.S. Gil, *Psychology Made Simple*.

Akhilananda. 1952., *Mental Health & Hindu Psychology*. London: George Allen Unwin.

Bedi, Y., *Hygiene and Public Health*.

Coleman, J.C., *Abnormal Psychology and Modern Life*.

Erikson., *Child Psychology*.

Kuppuswamy, B., *Child Behaviour and Development*.

Lawrence Lowry, *Psychiatry for Social Workers*.

Morgan & King, *Psychology*.

M.C. Durrent & M.K. Bhoota, *An Introduction to Child Development*.

Park, J.E., *A Text Book of Preventive Social Medicine*.

Rayer, E.B., *Human Development*.

Ruch, F.L., *Psychology and Life*.

Thomson, *Child Psychology*.

Uday Sankar, *Problem Children*.

Chowhury, A., et al., *Family life education in India- Perspectives, Challenges and Application*. Jaipur: Rawat Publication.

Baral,J.K and A. Chowdhury, *Family in Transition: Power and Development,* New Delhi: Northern Book Centre.

Khasgiwala, A.1993. *Family Dynamics: Social Work Perspectives,* New Delhi: Anmol.

Uberoi, P. 2000. *The Family in India: Beyond the Nuclear verses Joint Debate,* Occasional Paper in Sociology, New Delhi: Institute of Economic Growth.

MSW-415-a- Social Work Practicum-I (Structured Experience Laboratory and Research Methodology Practical) (2 CH)

Introduction

Learning is aided through observation, analysis of social realities and experience of participation designing and providing social work intervention. The structured experience laboratory provides the opportunity of learning of doing in the classroom environment.

Objectives

- Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using skills of improvisation to deal with contingent situations

- Reflect on ones' own behaviour, and its effect on self and others.

- Observe other's behaviour and with the help of the facilitator, understand the same.

- Observe self, recognize own strengths and limitations, and also observe behaviour patterns that call for change.

Area-1: Highlighting a current local problem requiring interventions, suggestions for innovative interventions to ameliorate the situation

Area-2: Making assessment of one's own strength and weaknesses, suggested strategies for overcoming weakness and behavioural reforms

Area-3: Playing the role of facilitator in an imaginative programme

Area-4: Application of research methods in controlled environment (classroom).

The performances of the students in all these four areas shall be assessed by internal and external examiners. Attendance in the practical classes, performance in the practical classes, practical records, viva-voce, etc. shall be given consideration while awarding marks to students.

MSW-415-b- Social Work Practicum-II (Skill Development Assessment) (2 CH)

Introduction

Working with people brings up situations, wherein some problems or conditions are encountered. Weekly workshops have been experimented with by the institutions of social work education, and have received positive evaluation by learners and resources teachers organizing these.

Objectives

- Through the workshop, enhance and integrate learning about specific situations, and problems encountered or develop specific skills for intervention-counselling skills for developmental situations, preventive, or crisis facilitative situations.

- Develop communication skill and developing an interactive personality.

- To enhance skills/develop new skills for practice in specific situation, specific problems and issues.

- Self-help skills for personal enhancement and awareness development.

- Learning to work with communities

- Beginning ability to operational theoretical inputs in field practice.

- Growth as a professional practitioner

Area 1: Students will be introduced to an imaginative situation/problem and will then be asked to resolve the situation/problem applying social work skills.

Area 2: Student will be asked to deliver lectures on a topic and assessment will be made on clarity and consistency, feeling and attitudes, perception of dynamics of interaction.

Area 3: Students will be made to learn the skill of writing (a) Plan proposal (2) Project Report (3) Resume (4) Organisational brochure (5) Questionnaire (5) Annotated bibliography and references.

Area 4: They will be further made to learn (1) Skill for participating in group-discussion (2) Making scholarly presentation with proper style of

documentation (3) Preparing text for power point presentation (4) Skill for handling events and press conference (5) Conducting interviews

Non-credit Course (IT in Social Sector)

Introduction

This course is about basic of computer and communication technology and its application in different social sectors.

Objectives

- To create awareness of ICT technology
- Application of the learned skills in the field of development in social sectors

Unit-I: Basic Computer Organization: Components, Memory, Operating system, Computer Languages, Assembly, High level, Software

Unit-II: Application of Software Packages: Word processing, Spreadsheet, Presentation

Unit-III: Basic of Internet and Application: LAN, WAN concept, WWW, Internet applications

Unit-IV: IT in Social Sector: IT in Municipality, IT in Villages, IT in GOVT offices, IT in Education, IT in Health care, IT in Social services, IT in Community development

Recommended Books:

Subhash Bhatnagar. 2004. *E-government From Vision to Implementation*. New Delhi: Sage

Sinha, P.K. and Priti Sinha. 2003. *Computer Fundamentals*. BPB.

V Gupta. 2006. *Comdex Computer Course Kit*. Dreamtech.

2nd SEMESTER
MSW-421 (Social Exclusion and Inclusive Policy in India)

Introduction

The paper shall provide an understanding of social exclusion and related concepts to the students.

Objectives

- Examine cases of social exclusion in the context of India
- Analyse different areas of social exclusion and its impact on community and people
- Critically examine various existing policies relating to marginalised communities and evolving strategies for making them more inclusive

Unit-I: Social Exclusion: Concept, Meaning and forms of social exclusion, Who is socially excluded and why this matter, Role of culture in social exclusion.

Unit-II: Cases of Social Exclusion: Dalit, ST, Religious minorities, Children, Women, Aged, Physically and mentally challenged people.

UNIT-III: Specific areas of Social Exclusion and marginalization: People affected by HIV/AIDS, Displaced people of mega development projects, Caste system, inequality and social exclusion, Social exclusion and exploitation, Reducing poverty by tackling social exclusion.

UNIT-IV: Inclusive Policy: Current policies of protective discrimination, Public policies to reduce social exclusion, Constitutional safeguards, *Panchayati Raj* and women empowerment, Convention on the Rights of the Child, Sub-plan approach to tribal development.

Recommended Books:

Thorat, S., *Social Exclusion in India*. Oxford
DFID Report. Tackling Poverty by Reducing Social Exclusion
Behera, D.K. and Pfeffer, G. Contemporary Society: Tribal Studies (Vol 1 to VIII). New Delhi: Concept Publishing Company.

MSW-422 (Rehabilitation and Resettlement)

Introduction

This paper aims at highlighting the displacement situation throughout the world, with special emphasis on the Indian situation. It also aims at making the learners aware of the strategies for the rehabilitation of the displaced people.

Objectives

- Understand the displacement situation and causes responsible for displacement.
- Understand the role of development projects in displacement with specific caste-studies.
- Critically examine the rehabilitation policies.
- Understand displacement from social perspective.

Unit-I: Basic Concepts of Rehabilitation and Resettlement: R & R – A Global Scenario, R & R – A National Scenario, Theory of R & R developed by Michael Cernea, Planning for Resettler's Recovery by using Risks and Reconstruction Model of Michael Cernea.

Unit-II: Types of displacements – A Case Analysis: Irrigation projects, Industrial projects, Hydro-electric project, Mining project, Impact of displacement on Indigenous people (Case of Upper Indravati Hydro-Electric Project).

Unit-III: Role of Professional in facilitating proper R&R: Identification of PAPs & baseline data collection, Process of Planning R & R, Minimization of displacement, Valuation of Assets, Resettlement Issues, Monitoring task & Institutional Arrangement, Application of R & R: Preparation of RAP with proper budget and action plan, Preparation of Community Development activities for displaced people.

Unit-IV: Institutional Arrangement and Legal Framework: Preparation of Community Development activities for displaced people, The Forest Policy, 1952 & 1988, Indian Forest Act 1878 & 1927, The Land Acquisition Act (LAA), 1894, Wildlife (Protection Act), 1972, National R & R Policies and Act.

Recommended Books:

Fernandes, Walter and Thakria, Enekshi G., Development, Displacement and Rehabilitation.

Gangopadhyay, T. and Mankodi, K.A., Rehabilitation: The Ecological and Economic Crisis.

Keiler, Stephen L., Uprooting and Social Change.

Schdder, T., The Human Ecology and Big Projects: River Basin Development and Resettlement.

Bose, B.P.C., Disaster Policies and Administration: A Study of Three Andhra Disasters.

Goldsmith and Hildyad, N., The Social and Environmental Effects of Large Dams.

MSW-423 (Social Work Methods)

Introduction

This course provides a conceptual framework to assist the learner in integrating various methods for practice. It helps the learner to view the situation holistically plan a process for change and carry out an intervention.

Objectives

• Develop a holistic understanding of social work practice as a unitary process.

• Develop a critical understanding and application of approaches suggesting holistic, conceptual framework for social work practice.

- Understand characteristics, systematic relationship and dynamics of units of work/individual/family/group, communities and organizations and to draw implications, social work intervention.

Unit-I: Case work: Concept, objectives and principles, Phases of case work process. Case work tools and techniques: Home visit, Resource mobilization, Referral Service, Case work relationship.

Unit-II: Social group work: Definition, Philosophy and objectives, Principles of Group work method, Group process, Leadership: Styles and Functions.

Unit-III: Social group work practice in various fields: Objectives, programme media, worker's role, Family service agency, Youth services.

Unit-IV: Community organization: Concept, principles and the process, Types of leaders and their role in community organization, Recording in community Organisation, Role of community worker.

Recommended Books:

Loyle, Grece L., *Group Experience and Democratic Values*. New York: the Women's Press.

Kunepka, Gisela, *Social Group Work*, *A Helping Process*. New Jersey: Prentice Hall.

Liften, Walter M., *Working with Groups*. New York: Willey & Sons.

Lindsey, Anne. W., *Group Work Recording*.

Louine, H. Bluementhol, *Administration of Social Group Work*.

Trecker, H.B., *Social Group Work Principles and Practices*. New York: Association Press.

Wilson, Gerdrule, *Social Group Work: Principles and Ryland Glaly and Practices*. New York: Association Press.

Aurthur, H., *Community Organization and Planning*.

Dunham, Arthur, *Community: Welfare Organization Principles and Practice*.

Friere Paulo, *Educational and Cultural Revolution*.

Gangrade, K.D, *Community Organization in India*.

Himan, *Community Organization and Planning*.

Moorthy, M.V, *Social Action*.

Murphy, *Community Organization Practice*.

Ross G. Murray *et.al.*, *Cases in Community Organization*.

Weyne McMillan., *Community Welfare Organization*.

MSW-424 (Visual Culture)

Introduction

This course introduces about visual culture and provides the learner with opportunity to develop understanding of various photographic and digital media and its implication in social science.

Objectives

- Develop a holistic understanding of visual culture

- Understand about ethnographic photography
- Exposure on ethnographic films and indigenous use of photography

Unit I: Introducing Visual Culture: What is Visual Culture? Photographic and Digital Media: Still, Interactive and Moving

Unit-II: Ethnographic Photography: Early Ethnographic Photography - Contexts and Trends, Ethnographic Photography: Conventions and Methodologies, Photography in Ethnographic Research

Unit-III: Indigenous Uses of Photography: Different kinds of photography work- individually and collaboratively in different contexts, Documentation of personal experiences through photographic and digital work.

Unit-IV: Ethnographic Films: Theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, Interdependency of technology and cultur

Recommended Books:

Adam, H.C. Zwischen Geschäft und Abenteuer. Der Photograph im 19.Jh, In: Dewitz, B.v./ Scotti, R. (eds.) Alles Wahrheit! Alles Lüge! Photographie & Wirklichkeit im 19.Jh., Köln: Verlag der Kunst,

Alloula, M. Harems Phantasien – Aus dem Postkartenalbum der Kolonialzeit, Freiburg: Beck & Glückler.

Athique, Adrian / Douglas Hill The Multiplex in India.A cultural economy of urban leisure. London and New York: Routledge (Chapter 1: Situating the multiplex as a research object).

Athique, Adrian *The multiplex in India : a cultural economy of urban leisure,* London: Routledge.

Baatz, W. 1997. Geschichte der Fotografie, Köln: Dumont.

Babb, L.A. Glancing – Visual Interaction in Hinduism, In: Journal of Anthropological Research

Cohn, B. The Past in the Present: India as Museum of Mankind, In: History and Anthropology

Davis, R. (ed.) Picturing the Nation. Iconographies of Modern India, Hyderabad: Orient Longman.

MSW-425-a- Social Work Practicum-III (Concurrent fieldwork – Community Placement) (2 CH)

Introduction

Learning is aided through community placement, analysis of community realities and experience of participation designing and providing social work intervention. The concurrent fieldwork provides the opportunity of learning by doing in the community setting.

Objectives

- Understanding of community situations using skills of observation, interaction and situation analysis
- Practical implication of the methods of social work.
- Development of social work intervention skills

The student shall put at least 12 hours per week (two full working days) for fieldwork training. The Department will give the detailed guidelines for methodology of fieldwork. The students will be asked to conduct case work and group work intervention in the community. The students will be placed in the communities through social welfare organisations for their second semester fieldwork.

Every student is required to make minimum of 20 concurrent fieldwork visits. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the training.

The assessment will be carried out on the basis of weekly fieldwork reports and on the basis of individual and group conferences. The assessment of the student also includes
1. Attendance, regularity and punctuality.
2. Integration of theory into practice.
3. Participation during individual and group conference.
4. Submission of fieldwork reports, clarity and expression.
5. Professional growth and commitment.

MSW-425-b- Social Work Practicum-IV (Learning Social Work through Participatory Approach) (2 CH)

Introduction

Through this Social Work Practice the students are provided with an exposure to the field and given understanding as to how to deal with people and handle a situation.

Objectives

- Acquire skills of systematic observation and develop a spirit of enquiry
- Personality build-up for volunteerism
- Understand society's response to social problems through various services
- Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes
- Develop an appreciation of social work intervention in these programmes by recording:

  Relevant factual information about the client system and the problem concern

  The selection of programme/strategies for solving the problems and their relevance to the client system and the problem concern or the issue

The role of social worker and its relevance to the client's needs and the problem

The relationship between micro problems observed and the macro situation. The appropriation of the organisation's resources and nature of intervention.

Health Setting: Blood donation/Blood groupings, Eye care and Eye donation, Health Camp/Health Check-up, First-aid training, Awareness/preventive measures – HIV/AIDS, Sickle Cell and Thalasamia, Community Health Extension Project, Primary Health Centres, Clinics, Blood Donation Camp, Activities of the Local Red Cross Society, Voluntary services to leprosy, Exposure to the functioning of the Aganwadi Centres

Environment Improvement Centres (e.g. Family Service Centre, Community Projects in Urban or Rural Settings),

Services for Special Groups by GOs/NGOs: Destitute women/Physically challenged persons, Orphans, Slum children.

For effective learning, the faculty-in-charge should create an atmosphere whereby the learners develop a spirit of enquiry, appreciation for the service, understand the policy, its relevance and gaps in the programme delivery process. The faculty-in-charge should involve in selecting the agencies for the visits. He should provide a letter of introduction to each student moving out for the visits.

Students should be given orientation regarding the position of the agencies in the overall service system. Guidelines for the observation and reporting of the visit need to be provided.

Visit should be followed up with sharing of the group reports. Use of varieties of methods of presentation is to be encouraged.

Students shall be assessed on the basis of fieldwork performance, attendance, personal interview and a consolidated term-paper on different field visits as per the suggestions of the course teacher.

Non-credit Optional Course-I: (Community Intervention and Entrepreneurship Development)

Introduction

This course aims to expose the learners to view entrepreneurship as a desirable and feasible career option; in particular the paper seeks to build the necessary competencies and motivation for a career in entrepreneurship in developing countries with special reference to India.

Objectives

- Expose the students to the managerial aspect of new enterprise
- Motivating learners to become entrepreneurship
- create sustainable livelihood options and contribute to social development
- Involving them in the process of innovation, adaptation and learning to give a new dimension to livelihood conditions of people.

Unit-I: Entrepreneurship: General introduction to entrepreneurship, theories & concepts, Entrepreneurship and entrepreneurs: early thought and recent concerns the innovative activity Entrepreneurs and managers.

Unit-II: Entrepreneurship in India: Opportunities and challenges Entrepreneurship: Indian Experience, Micro Enterprises, policy and programmes Managerial Process and Issues in Enterprise Development.

Unit-III: Entrepreneurship: Innovation and development: Business opportunity

Unit-IV: Project Formulation: Development and presentation.
            Panel Discussion: Challenges of Entrepreneurship

Recommended Books:

Barringer, Bruce R. & R. Duane Ireland. 2006. *Entrepreneurship*. New Jersey: Pearson/Prentice Hall. Chapter-9 Writing a business Plan, pp.202-27.

Drucker, Peter F. 1991. *Innovation and Entrepreneurship: Practice and Principles*. New Delhi: Affiliated East-West Press Pvt. Ltd. Chapters 1, 2, 10, 11, 16-19: pp.21-29, 30-36, 130-40, 209-252.

Dollinger, Marc J. 1999. *Entrepreneurship*. New Jersey: Prentice Hall, Chapter 2, Resources and Capabilities, pp.24-51.

Kao, Raymond W. Y. 1995. *Entrepreneurship*. New York: Prentice Hall, Chapter 5, Entrepreneur, Entrepreneurship and Entrepreneurship, pp. 66-84.

Nanjundan, S. 1994. "Changing Role of Small Scale Industry," *Economic and Political Weekly*, 29 (22): 46-63.

Planning Commission. 2002-2007. Chapter 7.1: Industry (excerpt), 10th Five Year Plan, Vol-II, Government of India, New Delhi.

Sandesara, J.C. 1991. "New Small Enterprise Policy. Implications and Prospects," *Economic and Political Weekly*, 26 (42): 2423-2426.

Non-credit Optional Course-II: (Summer Internship)
Introduction
It is increasingly recognized that a part of the summer vacation after completion of the first year (first two semesters) of the post graduate programme could be used fruitfully to integrate practice skills and techniques learnt. This course is offered on a compulsory basis.

Objectives
 • Experience direct practice and management operations
 • Exposure to welfare organisation and their strategies of work
 • Enhance the practice of social work strategies
 • Experience self in the role of a change agent

A time frame recommended for the summer placement is minimum of three weeks soon after the 2nd semester examination or during summer vacation which may be earlier. The student is to work directly with client systems and management

operations of day to day work of the setting. Selection of organization will be made on the basis of the students' willingness and initiation. All expenses during the placement including travelling have to be borne by the student. The objective of summer internship is to expose students to the new learning situations and enable them to develop professional outlook and gain experience, which contribute for their professional development. Summer internship gives an opportunity to develop linkage with reputed organizations.

The student should maintain day-to-day records and a consolidated report should be submitted to the department, on the reopening day of the 3rd semester. The report should be counter-signed by the respective agency supervisors. A detailed guideline regarding summer internship will be given to the students before they leave for the same. The satisfactory completion of the summer internship and the submission of the consolidated report is a requirement for course completion.

3rd SEMESTER

MSW-511 (Ideology and Ethics of Social Work)

Introduction

> This course aims at helping the learners to understand fundamental objectives of social work profession, its values and ethics as linked to contemporary ideology for social changes.

Objectives

- Gain information about contemporary ideologies of social work and social change.
- Develop skills in ethical decision-making at macro and micro levels.
- Understand the values of social work and consciously apply those in practice.
- Explore own assumptions, ideas, values and experiences about people and their problems in order to develop sensitivity to the marginalization of vulnerable groups.

Unit I: Contemporary ideologies for social change: Introduction, Neo-liberalism and Globalization, Post-modernism, Feminism, Multiculturalism.

Unit-II: Contemporary ideologies of social work profession: Marginalization of vulnerable groups and limitations of professional social work, Social work values, Personal attributes of a social worker.

Unit III: Social work ethics: Concept and philosophy ethics, Ethical responsibilities in social work, Ethical decision-making and dilemmas in micro and macro social work practice.

Unit IV: Concept of Social Justice- Its relationship with Social legislation. Social Work Profession and Human Rights, Role of social worker in promoting social legislation and social justice.

Recommended Books:

Banks, S. 1995. *Ethics and Values in Social Work: Practical Social Work Series*. London: Macmillan Press. Ltd.

Brandon, D. 1976. *Zen in the Art of Helping*. London: Rutledge and Kegan Paul.

Congress, E.P. 1998. *Social Work Values and Ethics*. Chicago: Nelson-Hall Publishers.

Desai, M. 2000. *Curriculum Development in History of Ideologies for Social Change and Social Work*. Mumbai: Social Education and Practice Cell.

Kothari, S. and H. Sethi. 1991. *Rethinking Human Rights*. New Delhi: Lokayan.

Pereira, W. 1997. *Inhuman Rights: The Western System and Global Human Rights Abuse. Mapusa*. Goa: The Other India Press

Reamer, F.G. 1995. *Social Work Values and Ethics*. New York: Columbia University Press.

Borgatta, E.F. 1992. *Encyclopaedia of Sociology*. New York: Macmillan.

MSW-512 (Social Legislation and Labour Welfare)

Introduction

This course is to help learners understand the legal systems and procedures of labour welfare in India. It supposes understanding processes in public interest litigation and develop skills for the same.

Objectives

- Acquire information on the existing family laws of various sections of Indian population
- Gain insight into the problems faced by women and children belonging to different strata of society
- Gain insight to the working conditions of children, SC, ST and other weaker sections of the society with reference to the constitutional rights
- Understand democracy, social welfare and the system of governance prevailing in India
- Examine some existing provision on labour laws

Unit-I: Social Legislations: Legislation regarding children, The Juvenile Justice (Care and Protection) Act, 2000, The Amendment of Juvenile Justice (Care and Protection) Act, 2006, The Protection of Human Rights Act, 1993, The Dowry Prohibition Act, 1961, The Immoral Traffic (Prevention) Act, 1956.

Unit-II: Legislations for STs: The Protection of Civil Rights Act, 1955, The Prevention of Atrocities (SC and ST) Act, 1989, The ST and Other Forest

Dwellers (Regulation of Forest Rights) Act, 2006, National Rural Employment Guarantee Act, 2006, Right to Information Act, 2005

Unit-III: Role of NGOs in Social Reformation: Formation of NGO under the Societies Registration Act, 1860, Administration of NGO, Fund Raising with special reference to Foreign Funding Regulation Act, NGO and Governments.

Unit-IV: Labour Welfare and Constitutional Provisions: Payment of Wages Act, 1936 Workmen's Compensation Act, 1923, The Maternity Benefit Act, 1961, Factories Act, 1948.

Recommended Books:

Fluernce P, Sargent.1958. *Labour*. New York: Hutchinson University.

Hunter Donald.1955. *The Disease of Occupation*. Boston: Little Brown & company.

Giri, V.V. *Labour Problem in Indian Industry*.

Kothari, G.L. *Labour Law and Practice in India*. Bombay: N.M., Tripathy, Private Ltd.

Mathur, J.S.1984. *Indian Working Class Movement*. Allahabad,

J.S. Mathur, *The History of Trade Unionism*. London: Longman Green & Co.

Moorthy, M.V.1968. *Principles of Labour Welfare*. Viskhapatnam: Gupta Brothers.

Punekar, S.D.1950. *Social Insurance of Industrial Worker in India*. Oxford University Press.

Sarkar, P.C. *Labour Laws in India*. Calcutta S.C. Sarkar & Sons Private Ltd.

Goswami,V.G. Labour and Industrial Law, Central Law Agency Allahabad.

Puri, S.K. Labour and Industial Law, Allahabad Law Agency, Allahabad.

Saxena, R.C. 1956. *Labour Problems and Social Welfare*. Meerut: Jai Prakash Nath & Co.

Srinivasan, R.1958. *Labour Law Journal*. Modern Law Journal Office.

Agrawal, R.K. *Hindu Law: Central Law Agency*, Allahabad.

Asswl, P. *Social Development Aspects of Social Work Education*.

Chatterjee, B.R. *Impact of Social Legislation on Social Change*, The Minerva Association.

Kuppuswamy, B,. *Social Change in India*, New Delhi: Vikas Publication.

Titmus, R.M. *Social Policy Resolution*.

Vreakar, H.S. *Law and Social Welfare*.

MSW-513 (Vulnerable Children and their Development)

Introduction

This course is introduces the learners to understand children and childhood across diverse societies and culture. What it tries to highlight is the reconstruction of childhood specifically through children's notion of self-identity. It counters the "invisibility" of children and childhood in the epistemic space of our contemporary societies.

Objectives

- Discusses the connection between the violence inflicted on children and the issues concerning the foundations and representation of children's rights within the framework of a fundamental conceptualisation of childhood politics.
- Understand how the school-going children are pressed between the sky-high expectations of both the parents as well as the teachers.
- It shows hoe the new social communication environment and the global informational network Internet put new challenges to free speech and problematize it.

Unit-I: Situation of children in India, Child labour in India, Female working children, Street children, Impact of poverty and drought on children, Child domestic workers, Children in cyber environment.

Unit-II: Overburdened school-going children, Growing up in slums, Plight of the girl-child in India, HIV/AIDS affected children

Unit-III: UN Convention on the Rights of the Child, What is children's participation? Why should children participate?

Unit-IV: Physical punishment and emotional abuse of children, Strategy to address corporal punishment, National Policy for Children, Integrated Child Development Scheme, Integrated Child Protection Scheme.

Recommended Books:

Matthew Cotton et al. 2001. *An Introduction to Working with Children*. New York: Palgrave

Verhellen, E. *Understanding Children's Rights*.

Verhellen, E. *Monitoring Children's Rights*.

Pfeffer, G and D.K. Behera. 1996. *Contemporary Society: Childhood and Complex Order*. New Delhi: Manak.

James, A. and Allan Prout. 1997. *Constructing and Reconstructing of   Childhood*. London: Flamer Press.

Prout, Allan. 1998. *Theorizing Childhood*. Cambridge: Polity Press

Behera, D.K. 1998. *Children and Childhood in our Contemporary Societies*. New Delhi: Kamla-Raj Enterprises

Behera, D.K. 2007. *Childhoods in South Asia*. New Delhi: Longman and Pearson

Behera, D.K and Margaret Trawick. *Children and Youth in Global Metropolis*. New Delhi: Manak

Qvortrup, J. *et. al* (eds.). *Childhood Matters, Social Theory, Practice   and Politics*.

Pramanik, Rashmi. 2007. *Overburdened School -Going Children*. New Delhi: Concept

MSW-514 (Elective, A student has to select any one of the two **elective** courses)

Elective-1: (Human Resource Development-I)

Introduction

The course introduces the concepts of HRD. It intends to orient the candidates to understand the HR dimensions in organizational set up.

Objectives

- Help the practitioners to understand the organization structure and system and adopt strategies for effective management
- Acquire human skills to excel the performance at the individual and organizational level
- Orient trainees to become high achievers through HRD and OB practices

Unit I: Concept and Meaning: Fundamentals of HRM and Human Resource Development, Difference between HRM and Personnel Management, Globalization and Challenges of HR

Unit II: Human Resource Policies, Human Resource Planning, Career and Succession Planning.

Unit III: Human Resource Planning and Recruitment: Manpower Planning, Job Analysis, Job Description, Job evaluation, Recruitment and Selection.

Unit IV: Psychological Testing, Interview, Placements, Induction, Promotion, Demotion, Transfers, Separation, Absenteeism and Turnover.

Recommended Books:

Chhabra, T. N., (2002), *Human Resource Management*, Dhanpat Rai and Co, Delhi, III Revised Edition.

Dessler, (1996), *Human Resource Management*, Prentice Hall of India, New Delhi.

Flippo, Edwin B., (2001), *Personnel Management*, McGraw Hill, New Delhi.

Ashwatthapa, K., (2002), *Human Resource Management and Personnel Management*, Tata McGraw Hill.

Mamaoria, C. B., and Gankar S.V., (2005), *Human Resource Management*, Himalayan Publishing House, IV Edition.

Chaterjee, B.1996. : *Human Resource Management A Contemporary Text*. New Delhi: Sterling Publishers Pvt. Ltd.

Sinha, J.B.1990. *Work Culture in the Indian Context*. New Delhi: Sage Publications.

Hofstede, G.1984. *Culture's Consequences International differences in Work-related Values*.

New Delhi: Sage Publications.

Bramham, J. 1995. *Human Resources Planning*. New Delhi: Jaico Publishing House.

Rohmetra , N. 2005. *Human Resources Development Challenges and Opportunities*. New Delhi: Anmol Publications Pvt. Ltd.

Robbins, S.P.1995. *Organisatioanl Behaviour Concepts, Controversies and Applications.* New Delhi: Prentice-Hall of India Pvt. Ltd.

Rao, V.S.P. 2006. *Human Resource Management, Text and Cases*. New Delhi: Excel books.

Gare, Dessler .2005. *Human Resource Management*. New Delhi: Pearson Education.

Chhabra, T. N. 2002. *Human Resource Management*, Dhanpat Rai and Co, Delhi, III Revised Edition.

Dessler. 1996. *Human Resource Management*, Prentice Hall of India, New Delhi.

Flippo, Edwin B. 2001. *Personnel Management*. McGraw Hill. New Delhi.

Ashwatthapa, K. 2002. *Human Resource Management and Personnel Management*, Tata McGraw Hill.

Mamaoria, C. B., and Gankar S.V. 2005. *Human Resource Management*, Himalayan Publishing House, IV Edition.

Elective-2: (Community Development-I)

Introduction

Seventy five percent of India's population lives in India's villages. It is imperative that people living in rural areas are given opportunities to participate in the developmental process and contribute to the Nation's progress. This paper will give necessary knowledge to work for the development of rural communities.

Objectives

- Identify the relationship between population and development and the consequent need for family welfare services.
- Discuss the communication skills and appreciate the role of different media in communicating with people.
- Trace the development of educational services for women and identify some of the areas in which rural women may be trained.

Unit I: Rural socio-economic structure: Rural Demography, Rural Poverty, Changing Rural Communities: Change in Knowledge, Attitude and Practice, Communicating with people, Community Development- Need and Process.

Unit II: Rural Community development – Definition, Concept, philosophy, objectives and Scope. Approaches to Rural Community Development, Principles of Rural Community Development, Latest Models of Community development.

Unit III: Rural Development Management: Process of Management, Project Dimension, Identification and Formulation. Rural Social Services: Health Care, Education, Family Welfare Services. Rural Social Development: Education and Training of Rural Women, Health and Nutrition of Rural Women, Development of Rural Children.

Unit IV: Rural Development Programmes; Minimum Needs Programmes, Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Swarnajayanti Gram Swarozgar Yojana (SGSY), Integrated Child Protection

Scheme (ICPS), National Rural Health Mission (NRHM), Prime Minister's Rozgar Yojana (PMRY) – Objectives, strategies, organization and Administration.

Recommended Books:

United Nations Children's Fund. 1990. *Children and Women in India Situational Analysis*. New Delhi: UNICEF.

Siddiqui, H.Y. (ed.). 1984. *Social Work and Social Action*. New Delhi: Harman Publications

Awasthy, Indira.1982. *Rural Women of India*. New Delhi: B.R. Publishing Corporation.

Brahamanda et al (1987), Dimensions of Rural Development in India, Himalaya Publishing Work, Bombay.

Brager and Specht G (1969), Community Organizing, Columbia University School of Social work, New York.

Chowdhry Paul D. (1978), New Partnership in Rural Development, M. N. Publishers, New Delhi.

Chaturvedi H R Mitra S K (1982), Citizen Participation in Rural Development, Oxford and lBH Publishing House, New Delhi.

Dak J. M. (1982), Social Inequalities and Rural Development, National Publishing House, New Delhi.

Mehta S. R. (1984), Rural Development Policies and Programmes, Sage Publications Pvt Ltd., New Delhi.

MSW-515-a- Social Work Practicum-V (Concurrent fieldwork – Agency Placement) (2 CH)

Introduction

Through agency placement the students will learn about agency setting and the various kinds of welfare programmes. Students will get exposure to organisational behaviour and the developmental projects.

Objectives

- Understanding of social welfare agency setting
- Observing and learning practical implication of the methods of social work.
- Development of organisational knowledge and practice skills

The student shall put at least 12 hours per week (two full working days) for fieldwork training or consecutively for 20 days depending upon the situation. The Department will give the detailed guidelines for methodology of fieldwork. The students will be placed in the agency preferably relating to their specialization course for their third semester fieldwork.

Every student is required to make minimum of 20 concurrent fieldwork visits. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the programme.

The assessment will be carried out on the basis of weekly fieldwork reports and on the basis of individual and group conferences. The assessment will also include the following aspects of the student;
1. Attendance, regularity and punctuality.
2. Integration of theory into practice.
3. Participation during individual and group conference.
4. Submission of fieldwork reports, clarity and expression.
5. Professional growth and commitment.

MSW-515-b -Social Work Practicum-VI (Micro Level Study on Social Exclusion) (2CH)

Introduction

> Through this Social Work Practice the students shall be given a fortnight field-based exposure to study different types of social exclusions' experienced by people in the field of health, education, economy, community participation in rural/urban areas. The basic idea is to help students understanding different issues relating to social exclusion and examining various related existing polices.

Objectives

- Acquire skills of systematic observation and develop a spirit of enquiry
- Personality build-up for volunteerism
- Capture the complex issues of social exclusion at the grassroots
- Understand, appreciate and develop ability to critically evaluate various policies relating to social exclusion.
- Develop some strategies for social work interventions in this area by recording:
- Relevant factual information about the problem concern by speaking to socially excluded people
- Suggestions for evolving strategies for solving the problem
- The role of social worker and its relevance to address the specific problem of social exclusion
- Recording people's voices on their experiences of social exclusion

> For effective learning, the faculty-in-charge of the field study should create an atmosphere whereby the students develop a spirit of enquiry, critically examine the situation of social exclusion, understand various related policies, its relevance and gaps in the programme delivery process. He should provide a letter of introduction to each student moving out for the visits. This field exposure may be done either on camp-mode basis or on a daily-trip basis depending on the situation.

> Students should be given orientation on the issue and field situation before leaving for the field. Guidelines for the data collection, photography,

documentation and reporting writing shall be provided to the students in orientation classes.

Students shall conduct the fortnight-long fieldwork among socially excluded communities either in urban or remote areas.

Fieldwork shall be followed up with sharing of the field experiences. Use of varieties of methods of presentation is to be encouraged. Students shall be assessed both by an external and an internal examiner on the basis of fieldwork performance/attendance, group discussion, personal interview and a consolidated filed report.

Non-credit Optional Course (Disaster Preparedness and Management)

Introduction

This course provides the learner an understanding of the process of disaster-management.

Objectives

- Develop skills to analyse factors contributing to disaster.
- Develop an understanding of the process of disaster-management.
- Develop skills to participate in disaster management.
- Develop an understanding of the social worker's role in the team for disaster-management.

Unit I: Disaster: Meaning, Definition ,Global trends of disaster, Disaster and development. Hazard and disaster, Vulnerability and Risk.

Unit-II: Types of disaster: Natural- famine, drought, floods, cyclones and earthquakes, tsunami and land slide. Man made disaster- riots, biological warfare, militancy.

Unit-III: Indian rural society and its vulnerability to disaster, Disaster preparedness, Preparedness plan. Disaster Management: Proactive strategies, Response to Disaster and Post-disaster rehabilitation, mitigation of negative effects.

Unit IV: Intervening parties: International agencies, Government organisation, voluntary organisation, local groups, community participation, Disaster management planning at village level. Role of social workers in disaster management.

Recommended Books:

Birnabaum, F et al.1973, *Crisis Intervention after Natural Disaster,* Social Case Work, 54 (9): 545-551.

Blaufard, H. and J. Levine.1972, *"Crisis Intervention in Earthquake,"* Social Work, 17 (4)16-19

Chen, L. 1973, *Disaster in Bangladesh: Health Crisis in a Developing Nation*. New York: Oxford University Press.

Grossman, L. 1973, *"Train Crash: Social Work and Disaster Services,"* *Social Work,* 18 (5)38-44

Gangrade, K.D and S. Dhadde.1973, *Challenge and Response*. Delhi: Rachna Publication.

Wolfenstien, M. 1977, *Disaster: A Psychological Essay*. New York: Aron Press.

Hoff, A. 1978, *People in Crisis: Understanding and Helping*. California: Addison Wesley Publishing Company.

Lindomann, E. 1944, *"Symptomology and Management of Acute Grief,"* American Journal of Psychiatry, 101: 141-148

Shader, I. and Schwartz, A. 1966, *Management of Reaction to Disaster*.

4th SEMESTER

MSW-521 (Social Work Administration)

Introduction

This course is to support the learners on the concept of social work administration and management. It brings to light the different principles and techniques of social work administration.

Objectives

- Understand the structure of social work administration
- Know about Government agency as a wing of social welfare
- Develop an understanding about the functioning of NGOs.

Unit-I: Concept of administration, Social work administration and management, Basic meaning and distinction between concepts of Welfare administration, Public administration and Business administration.

Unit-II: Principles and techniques: Planning, organizing, staffing, directing, budgeting and controlling.

Unit-III: Government agency as a wing of government department of social welfare, Social Welfare administration at Central and State level (Odisha).

Unit-IV: Voluntary agencies, Fund raising, Public relations, Problems of voluntary agencies, Administrative structure; General body, Executive committee/Board of management /Directors, Secretary.

Recommended Books:

Atwater, P., *Problems of Administration in Social Work*.

Elwood Street, *Social Work Administration*.

Kulkarni, P.D., *Central Social Welfare Board*.

Paul Chowdhury, D. *Social Welfare Administration*.

Rath, S.N. *Development of Welfare State in Orissa*.

Reed Ella, W. *Social Welfare Administration*.

Goel, S.L. *Social Welfare Administration* Vol.-I & Vol.-II

Trecker, H.P. *Group Process in Administration.*

V. Jagannathan. *Social Administration.*

MSW-522 (Corporate Social Responsibility)

Introduction

This course shall provide exposure to the students on an emerging area of social work in India. It will help the students to learn more about scope, need and significance of corporate social responsibility.

Objectives

- Develop a holistic understanding of the concept CSR
- Gain adequate knowledge on CSR policy
- Understand global perspective on CSR and CSR practices in India
- Know various CSR practices in Orissa through case study

Unit-I: Social Responsibility, Corporate Social Responsibility, Scope of CSR, Need and Significance of CSR, Carroll's Model of CSR (Pyramid of CSR).

Unit-II: Interest Groups Related to CSR, Why Social Responsibilities of Corporate Sectors (arguments for and against it), Drivers of CSR, Tools of CSR, and Benefits of CSR.

Unit-III: Designing a CSR policy, Factors influencing CSR policy, Managing CSR in an organization, Social auditing, Global Recognitions of CSR- ISO 14000, SA 8000, AA 1000, Codes formulated by UN Global Compact, UNDP, Global Reporting Initiative.

Unit-IV: Global Perspective of CSR, CSR in India, CSR Activities in Orissa carried out by different corporate giants and their outcomes, Case studies (Vedenta/Sterlite Foundation, MCL, HINDALCO) for better understanding of each aspect and practicalities of CSR

Recommended Books

Bradshaw, T. and D. Vogel. 1981. *Corporations and their Critics: Issues and Answers to the Problems of Corporate Social Responsibility.* New York: McGraw Hill Book Company.

Brummer, J.J. 1991. *Corporate Responsibility and Legitimacy – An Interdisciplinary Analysis,* Westport, CT: Greenwood Press.

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

Grace, D. and S. Cohen 2005. *Business Ethics: Australian Problems and Cases.* Oxford: Oxford University Press.

Reddy, Sumati and Stefan Seuring. 2004. *Corporate Social Responsibility: Sustainable Supply Chains.* Hyderabad: ICFAI University Press.

MSW-523 (Tribal Anthropology and Social Work)

Introduction

This course aims at helping students to develop skills of analysis for tribal societies and understand their socio-economic status and programmes available.

Objectives

- Be equipped with a theoretical framework to analyse tribal societies.
- Gain information on overall understanding about the socio-economic situation of tribal groups in various regions of the country.
- Review briefly the development programmes and their impact on the life of the tribal population.

Unit I: The concept of tribal society: Anthropology as a field in understanding, Tribal situation in India, Tribal situation in Odisha, Caste and Tribe interactions.

Unit-II: Tribal policy in India, Forest-tribe interaction, Deforestation and its impact on tribal population, Tribal rights on forest and land, Problems of indebtedness &land alienation among tribals, Role of State and NGOs to protect and promote the tribals.

Unit III: The so-called mega development and their impact on tribal communities, Sustainable tribal development, Structural constraints to tribal education (Case of Ashram schools)

Unit-IV: Sustainable Tribal development, Neheru's perspectives on tribal development, Sub-plan approach for tribal development, Constitutional safeguards for the Scheduled Tribes.

Recommended Books:

Behera, D.K and George Pfeffer. *Contemporary Society: Tribal Studies*. Volume-1 to VIII. New Delhi: Concept Publishing Company.

Ghurye, G.S, *Caste and Race in India*. Mumbai: Popular Prakashan.

Furer-Maimendrof, C.V. 1982. *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press

Keesing, R.M, *Cultural Anthropology: A Contemporary Perspective*. New York: Holt, Rinehart and Winston.

Sharma, K.L, *Caste, Class and Social Movements*.

Singh, Ajit, *Tribal Development in India*. Delhi: Amar Prakashan.

Srinivas, M.M, *Caste in Modern India and other Essays*. Bombay: Asia Publishing House.

Hutton, J.H., *Caste in India: Its Nature Functions and Origin*. Cambridge: University Press.

Channa,V.C, *Caste, Identity and Continuity*.

Chaudhuri, B.*Tribal Development in India*. Delhi: B.R. Publishing.

MSW-524 (Elective, A student has to continue the **elective** course)

Elective-1: (Human Resource Development-II)

Introduction

> The course introduces the concepts of HRD and appraisal. It intends to orient the candidates to understand the HR dimensions in organizational set up.

Objectives

- Help the practitioners to understand the organization structure and system and adopt strategies for effective management
- Acquire human skills to excel the performance at the individual and organizational level
- Orient trainees to become high achievers through HRD and OB practices

Unit I: Human Resource Development and Appraisal: Organisational Culture, organisational change, Features of Organisational Development, Management Development Programme, Training Programme.

Unit II: Employees Training and Development, Performance Appraisal, 360 Degree Performance, Potential Appraisals

Unit III: Strengthening the Human Resource: Collective Bargaining, Labour Welfare, Wage and Salary Administration, Incentives, Wage and Non Wage Incentives.

Unit IV: Retirement, Separation, Termination, Golden Handshake, Industrial Discipline and Disciplinary Action, Grievances Handling, Conflict Management, Time Management, Social Security, Workers Participation in Management

Recommended Books:

Chhabra, T. N., (2002), *Human Resource Management*, Dhanpat Rai and Co, Delhi, III Revised Edition.

Dessler, (1996), *Human Resource Management*, Prentice Hall of India, New Delhi.

Flippo, Edwin B., (2001), *Personnel Management*, McGraw Hill, New Delhi.

Ashwatthapa, K., (2002), *Human Resource Management and Personnel Management,* Tata McGraw Hill.

Mamaoria, C. B., and Gankar S.V., (2005), *Human Resource Management,* Himalayan Publishing House, IV Edition.

Chaterjee, B.1996. : *Human Resource Management A Contemporary Text*. New Delhi: Sterling Publishers Pvt. Ltd.

Sinha, J.B.1990. *Work Culture in the Indian Context*. New Delhi: Sage Publications.

Hofstede, G.1984. *Culture's Consequences International differences in Work-related Values.* New Delhi: Sage Publications.

Bramham, J. 1995. *Human Resources Planning.* New Delhi: Jaico Publishing House.

Rohmetra , N. 2005. *Human Resources Development Challenges and Opportunities.* New Delhi: Anmol Publications Pvt. Ltd.

Robbins, S.P.1995. *Organisatioanl Behaviour Concepts, Controversies and Applications.* New Delhi: Prentice-Hall of India Pvt. Ltd.

Dessler. 1996. *Human Resource Management*, Prentice Hall of India, New Delhi.

Flippo, Edwin B. 2001. *Personnel Management.* McGraw Hill. New Delhi.

Ashwatthapa, K. 2002. *Human Resource Management and Personnel Management,* Tata McGraw Hill.

Mamaoria, C. B., and Gankar S.V. 2005. *Human Resource Management,* Himalayan Publishing House, IV Edition.

Elective-2 (Community Development-II)

Introduction

Urban communities are the centres for economic growth and commercial activities. Yet major problems have emerged due to overcrowding, migration, large volumes of waste and crime. This paper explains the problems faced by the urban community in India and other countries. The student is familiarized with programmes and projects for the development of urban dwellers.

Objectives

- To know about urban community and proliferation of cities and towns.
- To familiarize the students with problems of urban families and individuals settling in these areas.
- To analyze the policy projects and organization's contribution for urban development.
- To give an opportunity to learners to evaluate the urban development projects.

Unit I: Concept of urban community, urban community development- approach and trends, Theories of Urbanization, Urban Social Problems: Urban poverty, Beggary, problem population control, Drug addiction and Gambling, Prostitution

Unit II: Planned Development in urban areas: Five-year plans and urban development, Urban Basic Services (UBS) programmes in India, CBO- Its classification and role in sustainable development.

Unit III: Local Authorities and Urban Development; 74th Constitutional Amendment Act, Statutory provisions, Slum Improvement and Clearance Board – their functions, financial aspect of development work.

Unit IV: Models Of Urban Development in India; Urban Development innovative models - Delhi Development Authority and its contribution for urban poor, Chennai Metropolitan Development Authority, Ahmedabad Private- Public partnership

Recommended Books

Ansari, A.S. (2000), Urban Renewal and Development, Rawat Publications, Jaipur.
Gupta, K.R., (2004, 2005) Urban Development Debates in the New Millennium.
Goel, S.L. and Dhaliwal, S.S. (2004), Slum improvement through participatory urban - based community structures, deep and deep publications, New Delhi.
Jose, M and others (2003), Development Induced displacement, Rawat Publications, Jaipur.
Mittal, A.C. (2001), Planning for Urban and Economic Development, Vol-I and II, Mittal Publication.
Sharma, R.K. (2004), Urban Sociology, Atlantic Publishers.
Sharma, R.N. and Sita, K. (2001), Issues in Urban Development, Rawat Publications.
Thudipara, Jacob Z. (2008), Urban Community Development, Rawat Publications
Nagpaul, Hans (2005), Social work in Urban India, Rawat Publications
Indian Journal Social Work Tata Institute of Social Sciences, Deonar Bombay
Yojna, Planning Commission, New Delhi
Social Welfare, Central Social Welfare Board, New Delhi

MSW-525-(Poverty Reduction, Micro Finance and Micro Enterprises)

Introduction

This paper aims at helping learners to understand poverty from social perspective. It highlights the role of the government and NGOs in poverty eradication and the relevance of microfinance for rural entrepreneurs.

Objectives

- Understand poverty and its implications form social science perspective.
- Gain information on formation of self help groups.
- Analyse the role of micro-finance in alleviating poverty.
- Identify the various institutions involved in micro-finance and their role in empowerment of the disadvantaged groups.

Unit I: Concept of Poverty and Poverty line. National approaches to Poverty measurement, Determinants and trends of poverty in India, Causes and Implications of poverty, Gender and Poverty, Rural and Urban Poverty.

Unit-II: Programmes and policies for poverty alleviation: Targeted poverty alleviation programmes, Institutional interventions, Social mobilization, empowerment and poverty alleviation.

Unit III: Micro-credit: Definition, objectives and social implication. Self-Help groups (SHG) and micro-credit. Inter regional development of SHG in India. Basic policy issues on SHG, The Grameen Bank in Bangladesh.

Unit IV: Micro-finance for rural entrepreneurs: issues and strategies. Micro-credit and poverty alleviation, Institutional credit and NABARD. Relevance of micro-credit. The role of credit in rural development. Narasimham Committee, 1991 and Gupta Committee, 1998. Credit recycling and the problems of over dues.

Recommended Books:

Kapila, Uma., *Indian Economy*. New Delhi: Academic Foundation.

Dutta and Sunderram, *Indian Economy*. New Delhi: S. Chand Publication.

Mishra and Puri, *Indian Economy*.

Annual Report, Ministry of Rural Development. New Delhi.

R.Radhakrishna and S. Ray, *Handbook of Poverty- Perspectives, Policies and Programmes,* Oxford University Press.

Aurora, *Poverty & Economic reforms: Social concerns.*

Rural Poverty Report, 2001

Non-credit Optional Course-I (Fundamentals of Medical Social Work)

Introduction

This course extends and elaborates the generalist Social Work approach to a special field practice. The purpose of this course is to introduce the students to the social worker's role in a variety of health care settings. Students will gain knowledge about health and disease, policies, programs and service delivery systems relevant to the health practice field and their roles and responsibilities.

Objectives

- Introduce and understand the various roles and functions of the social worker in health care settings.
- Begin to understand and use basic medical terminology and hospital sociology.
- Understand the theoretical perspectives and knowledge base of social work practice in health care settings as they apply to generalist problem solving skills.
- Gain knowledge of resources and services particularly in the rural area, to be utilized by consumers and medical social workers
- Understand the historical and current policy context as it shapes health care and the role of the social worker
- Integrate knowledge of the meaning of illness, disability and loss for patients and families with general clinical understanding of human

behaviour and the life cycle to form a base of social work practice in health care settings.

- Understand ethical dilemmas related to health care.
- Understand holistic health care needs as it relates to diverse cultures and at risk populations.

Unit-I: Concept of Health and Disease: Dimensions, Determinants and Indicators of Health, Natural History of Disease, Concept of Control and Prevention, Dynamics of Disease transmission, common Communicable diseases and Non Communicable diseases.

Unit-II: Hospital Sociology: Social structure and functions of Hospital, Functions of Physician, Staffs in the Hospital, Doctor-patient relationship, Patient's rights and duties, Common problems in hospital and possible solutions, Community participation in hospital management.

Unit-III: Health Care Delivery System in India: Levels of Health Care, Health Care Delivery System in India, Voluntary Health Agencies, National Health programs and policies, Public –Private Partnership,

Unit-IV: Social Work Practice in Health Care Setting: The Changing Face of Health Care Social Work, Functions of medical social worker, Standards, Values, and Ethics in Clinical Health. Considerations & Methods for Health Care Social Workers, Documentation & Record-Keeping in the Health Care Setting.

Recommended Books

Dhooper, S.S. 1997. Social *Work in Health Care in the 21ˢᵗ Century*. Thousand Oaks, CA: Sage

Dziegielewski, S. F. 2004. *The Changing Face of Health Care Social Work: Professional Practice in Managed Behavioral Health Care*. New York: Springer.

Hasan, K.A. 1967. *The Cultural Frontiers of Health in Village India*. Bombay: Manaktalas.

Kishore, J. 2007. *National Health Program: National Policies and Legislations Related to Health* (revised edition). New Delhi: Century Publications.

____. 2005. *A Text Book of Health for Health Workers* (revised edition). New Delhi: Century Publications.

Lynch, V. (ed.) 2000. *HIV/AIDS at Year 2000: A Sourcebook for Social Workers*. Boston: Allyn & Bacon

Park, K. 2006. *Park's Text Book of Preventive and Social Medicine* (18ᵗʰ ed.) Jabalpur: Banarasidas Bhanot Publishers.

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Non-credit Optional Course-II - Block Field Work Placement

Introduction

Through this full-term internship programme, the students are enabled to understand the various welfare and developmental projects, intervening agencies and to have pre-employment work experience as to assume professional roles and responsibilities.
Objectives

- To broaden the students' perspectives on welfare and developmental projects.

- To provide an exposure in understanding the agency as an organization, its structure, functions and sources of funding.

- To develop practice skills appropriate to problem- solving process and apply them in direct service

- Understand the overall service delivery system and its administration in the greater society

Students will be placed in an agency setting: FNGOs, MNGOs, NNGOs, INGOs for the prescribed field work purpose.

Students will be asked to study and understand the organizational structure, service delivery system and administration of the agency.

Students will be made to learn fund raising, establishing rapport and public relation, making project proposals, project implementation and project cycle.

Students will be made to learn appropriate record maintenance and reporting.

Students will be placed in approved agencies or project in or outside the State for a period of one month. Selection of agencies will be made on the basis of the students' willingness and initiation. All expenses during the placement including travelling have to be borne by the student. At the end of the block placement the students are required to submit a consolidated and analytical report of the placement to the department.