

**COURSES OF STUDIES  
MASTER OF SOCIAL WORK (2023-2025)**

**Course Structure**

**1<sup>st</sup> 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: Management Process and Organizational Behaviour (4CH)
- MSW-415-a: Social Work Practicum-I (Structured Experience Laboratory and Research Methodology Practical) (2 CH)
- MSW-415-b: Social Work Practicum-II (Skill Development Assessment) (2 CH)
- NCC-CSSD-416: Communication & Soft Skill Development**
- EDPH-419: Entrepreneurship Development Programme (2CH)**

**2<sup>nd</sup> Semester**

- MSW-421: Social Exclusion and Inclusive Policy (4 CH)
- MSW-422: Human Growth and Development (4 CH)
- MSW-423: Social Work Methods (4 CH)
- MSW-424: Women & Development (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)
- MSW-426: MOOCs (Online)- (3CH)
- NCC-ITSS-427: IT in Social Sector
- IDCMSW-429: Fundamentals of Social Work (Inter-disciplinary Course)-(3CH)
- Non-credit Course-II: Summer Internship**

**3<sup>rd</sup> 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)
- MSWHR-514: Human Resource Development ((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)
- NCCFMSW-516: Fundamentals of Medical Social Work
- ESDMH-439: Environmental Studies & Disaster Management (2CH)

**4<sup>th</sup> Semester**

- MSW-521: Social Policy and Welfare Administration (4 CH)
- MSW-522: Corporate Social Responsibility and Professional Social Work (4 CH)
- MSW-523: Poverty Reduction & Livelihood Promotion (4 CH)
- MSWCD- 524: Community Development (4 CH)
- MSW-525- Dissertation Writing & Viva-Voce (4 CH)
- Non-credit Course-: Block Field Work Placement**

**Total = 90 CH**

**Detail Course**  
**1<sup>st</sup> 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.
- 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, Concepts related to Social Work - Social Service, Social Welfare, Social reform, Social policy, Social Security, Social Justice and Social Development.

**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, Prospects and problems of Social Work Profession in India, Professional Associations of Social Work

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

**Unit IV:** Social movement and Social change: Social movements - meaning, causes, types. Major Social movements in India - Peasant movement, Chipko Movement, *Dalit* movement, Women's movement Planned development and social change, 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-412 (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, Causes and problems of population explosion, illiteracy, Unemployment, Corruption, Agrarian Crisis, Farmer Suicide, Migration, Environmental degradation

**Unit IV:** Social Development: Concept and indicators of social development, Models of social development: Socialistic, capitalistic, mixed economy.

**Recommended Books:**

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

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

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*.

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*.

**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, Research Process, Problem Statement, Review of Literature, Hypothesis: Definition, types, sources, features
- Unit-II: Research design: Exploratory, Descriptive, Diagnostic and Experimental. Sample Designing: Population & Sample, Methods of Sampling (Purposive and Non-Purposive Sampling)
- Unit III: Data collection: Types of Data, Sources of data (Primary & Secondary), Methods of Data collection: Observation, Interview, Questionnaire, Case Study, Content Analysis, Focus group discussion, Participatory Rural/Rapid Appraisal (PRA and RRA), Measurement & Scaling Technique
- Unit IV: Analysis of Data: Validity and Reliability of Data, Qualitative & Quantitative analysis of Data, Statistics 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, ANOVA, Tabular, Diagrammatic and Graphic presentation of data. Use of various statistical software in Data Analysis, Report Writing: Structure, Guidelines, Scientific Misconduct (FFP)

#### 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*

Kothari, C.R, *Research Methodology Methods and Techniques*

#### MSW-414 (Management Process and Organizational Behaviour)

**Introduction:** The students of social work will understand the concept of Management. In this course students learn different functions of management such as planning, organizing, coordinating, staffing, leading, controlling processes. This course familiarises students with the theories related to organizational behaviour. The course also helps students to understand individual behaviour and group behaviour of the organization. This paper gives them the necessary background about motivation, theories, and leadership

#### Course Objectives:

- To understand the nature and functions of management.
- To familiarise students with the genesis of OB.
- To understand the concept of motivation as delineated in various theories.
- To understand leadership as delineated in different theories.
- To Demonstrate the knowledge of human behavior in the workplace.
- To Apply interpretative and application skills related to of motivation, attitude & perception

- Unit I: Management: Introduction, nature, purpose, and evolution, functions: Planning, Organizing, Staffing, Leading, Coordinating, Controlling and Budgeting, Types of Organizations: Formal and Informal; Functional, Divisional, Geographical, Customer-based and Matrix organizations; virtual organizations.
- Unit-II: Planning: Nature of planning, planning process, objectives, strategies, level of strategies, policies, decision making, the process of decision making, Organizing: Organization structure. Chain of command, the span of control, delegation, decentralization, and empowerment.
- Unit III: Definition and scope-approaches to Organizational Behaviour- Elements of Organizational Behaviour- Hawthorne studies-classical and modern approaches to Management- Human Relations movement and Behavioural systems approach to OB.
- Unit IV: Perception: Process of perception, Personality, Attitude: Development of Attitude and Values, Stress Management, Motivation and Leadership: Theories of Motivation, Morale and Productivity, Leadership: Styles of Leader, Effective leadership. Group Dynamics: Groups in an organization, Influences, informal Leaders, Group Behaviour, Cohesiveness, Organizational Change

### Recommended Books:

- Bhattacharyya Dipik Kumar. (2014). *Organizational behaviour*. New Delhi; Oxford University Press.
- Gupta, Ananda Das. (2014). *Organizational behaviour design, structure and culture*. Delhi: Biztantra.
- King, D., & Lawley, S. (2012). *Organizational behaviour*. Oxford: Oxford University Press.
- Luthans, F. (2011). *Organizational behaviour (12<sup>th</sup> ed.)*. New York: McGraw-Hill International.
- Robbins, Judge and Vohra (2012). *Organizational behaviour*. New Delhi: Pearson.
- Robbins, S. P., Judge, T.A. & Vohra, N. (2012). *Organizational behaviour*, Pearson.
- Luthans (2011). *Organizational behaviour*. 12/e, McGraw Hill International
- Raisa Arvinen-Muondo. (2013). *Organizational behaviour: People, process, work and human resource management*. London: Kogan Page.
- Schermerhorn, J. R & Osborn, R. N. (2012). *Organizational behaviour (12<sup>th</sup> ed.)*. New Delhi Wiley.
- Seijts, Gerard H. (2006). *Cases in Organizational behaviour*. New Delhi: Sage.
- Singh, Kavita. (2010). *Organizational behaviour: Text and cases*. New Delhi: Perason Publication.
- Thomas Kalliath, Paula Brough, Michael O'Driscoll, Manimala & Oi-Ling Siu (2011). *Organizational behaviour: A psychological perspective*. Australia: McGraw-Hill.
- Weber, Emma, Phillips, Patricia Pulliam & Phillips, Jack J. (2016). *Making change work: How to create behavioural change in organizations to drive impact and ROI*. London: Kogan Page.

### 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

## 2<sup>nd</sup> 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, poverty and social exclusion, reducing poverty by tackling social exclusion.

Unit-II: Cases of Social Exclusion: Dalit, Tribal, 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, exploitation and social exclusion.

UNIT-IV: Inclusive Policy: Current policies of protective discrimination, Public policies to reduce social exclusion, Constitutional safeguards, *Panchayati Raj* and women empowerment, Sub-plan approach for tribal development, Role of State and NGOs to protect and promote the tribals.

#### 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 (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-III: 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*

Abraham Spiering & H.S. Gil, *Psychology Made Simple*.

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

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

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*.

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 versus Joint Debate*, Occasional Paper in Sociology, New Delhi: Institute of Economic Growth.

### 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, Group work Process, Group worker's role, Family service agency, Youth services.
- Unit-IV: Community organization and Social Action: Concept, principles and the process, Community organization with vulnerable communities - Migrants, Refugees, Slum dwellers and transgender Recording in community Organisation, Role of community worker, Social action: Meaning & Process, Approaches to social action - Paulo Friere, Mahatma Gandhi and Ambedkar

### 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 - Women and Development

### Introduction

This course aims at enriching the understanding of human behaviour and gender issues. The inter-cultural and intra-cultural variations in the way of gender related questions are handled.

### Objectives

- To draw attention to the consequences of “gender-differentiation” on women's lives.
- To highlight the contribution of women in family, economy and society.
- To understand and analyse women's perceptions of their own lives.
- To sensitize society about gender inequalities and the need to remove these and build an egalitarian society.

- Unit I: Social construction of gender and emergence of women's studies, Patriarchy as ideology and practice, Theories on feminism.
- Unit-II: Women in family, Role and status of women, Changing forms of gender discrimination and oppression, Marginalisation of women and sexual division of labour, Role of women in tribal economy
- Unit III: Politics of maternity and fertility control, Knowledge, attitudes and practice of family planning, early marriage and reproductive health status of women, Problems of dowry and property rights, empowering women through *Panchayati Raj*.
- Unit IV: Education of the Girl-child, Vocational education for women as a source of empowerment, Constitutional provisions, national and international policies on women empowerment, Impact of liberalisation and globalisation on women

#### Recommended Books:

- Indira, R. and D.K Behera, *Gender and Society in India (Vol. I & II)* New Delhi: Manak.
- Altekar, A.S. 1983, *The Position of Women in Hindu Civilization*. New Delhi
- Desai, N and M. Krisnaraj. 1987, *Women and Society in India*. New Delhi: Ajanta
- Dube, L. et al. 1986, *Visibility and Power, Essay on Women in Society and Development*. ND, Oxford
- Banerjee, N, *Women Workers in the Unorganised Sector*. Sangam Book Pvt. Ltd.
- Kumar, R., *Women's Health Development and Administration Principles and Practices*. New Delhi: Deep and Deep Publishers.
- Caplan, P. and J.M Bujra, *Women United and Women Divided*. London: Travistock.
- Mc Comark, C and M. Strathern. 1980, *Nature, Culture and Gender*. London: Cambridge University Press.
- UNICEF, *Children and Women in India: A Situational Analysis*. New Delhi: UNICEF.
- Nigam, N., *Women in Household Industry: Emerging Trends and Issues*.
- Rege, S. 2003, *Sociology of Gender*. New Delhi: Sage.
- Singh, A and A.K. Vitaanen, *Invisible Hands: Women in Home Based Production*. New Delhi: Sage Publication.
- Goldstein, R., *Indian Women in Transition*. Metuchen, New Jersey: Scarecrow Press

#### 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.

### **MSW-426:MOOCs (Online- SWAYAM PLATFORM)**

#### **NCC-ITSS-427 (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, e-learning.

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.

### **IDCMSW-429: Fundamentals of Social Work (Inter-disciplinary Course)**

##### **Objectives**

- Analyse the basic concepts relevant to Social Work practice.
- Explore the basic values and principles of Social Work profession
- Critically analyse the current trends in Fields of social work practice in India
- To provide insight about present social problems and their magnitude
- Develop an understanding of the Social Worker's role in the team of disaster managements.

##### **Course Outcome**

- Students will develop an insight to analyze relationships and interactions within and between social and cultural groups
- Student will gain an understand on various concept regarding social work values and ethics
- Students will be aware about the various approaches and ideologies that is practiced in social work
- Students will acquire knowledge on various social problems seen in our society and develop ideas to address them

**Unit- I: Introduction to Social Work: Principles, Values and Ethics**

Social Work: Concept, Meaning, Definitions, Objectives, Goals and Functions Emergence of Social Work Education in India, Guiding Principles of Social Work and their applications in diverse socio-cultural settings

**Unit-II: Approaches, Ideologies and Fields of Social Work**

Social Work and it's Relation to Human Rights and Social Justice, Ideology of Action Groups and Social Movements, Fields of Social Work - Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child centered Social Work. CSR: Scope of CSR, Need and Significance of CSR, Drivers of CSR, Tools of CSR, and Benefits of CSR

**Unit- III Contemporary Social Problems and Social Work**

Social problems: Concept, Meaning and Definitions, Causes and consequences of social problems. Poverty and unemployment: Meaning, Types and Causes. Substance Abuse: Causes, Types, preventive measures.

**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.

**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 2<sup>nd</sup> 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 3<sup>rd</sup> 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.

**3<sup>rd</sup> 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: The Amendment of Juvenile Justice (Care and Protection) Act, 2006, The Protection of Human Rights Act, 1993, The Immoral Traffic (Prevention) Act, 1956, National Rural Employment Guarantee Act, 2006.
- 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.
- 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, Right to Information Act, 2005.
- 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:

- Fluence 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.
- Goswami, V.G. *Labour and Industrial Law*, Central Law Agency Allahabad.
- Puri, S.K. *Labour and Industrial 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.
- 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 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 how 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 - Human Resource Development

#### 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: Human Resources Management: Context and Concept of People Management in a Systems Perspective, Organisation and Functions of the HR Department, HR Structure and Strategy; Role of Government and Personnel Environment including MNCs. Human Resource Planning Process.

Unit III: Job Evaluation: Job Analysis & Job description, Recruitment and Selection, Manpower Planning, Selection, Induction & Orientation, Performance and Potential Appraisal, Coaching and Mentoring.

Unit III: Human Resources Development - Training and Development Methods - Design & Evaluation of T&D Programmes - Career Development - Promotions and Transfers



- Personnel Empowerment including Delegation - Retirement and Other Separation Processes.

Unit IV: Building Relationships - Facilitating Legislative Framework - Trade Unions - Managing Conflicts - Disciplinary Process - Collective Bargaining - Workers Participation in Management - Concept, Mechanisms and Experiences, Human Resource Information System [HRIS], Recent trends and issues of HR in the Indian context.

#### 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.
- Chatterjee, 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.
- 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

#### 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 policies.

#### **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 by the internal examiners on the basis of fieldwork performance/attendance, ppt. presentation and a consolidated summary report.

## NCCFMSW: 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 21<sup>st</sup> 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.

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* (18<sup>th</sup> ed.) Jabalpur: Banarasidas Bhanot Publishers.

Rothman, J. & J.S. Sager 1998. *Case Management: Integrating Individual and Community Practice* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon

## **ESDMH-439: Environmental Studies & Disaster Management**

### **4<sup>th</sup> SEMESTER**

#### **MSW-521 (Social Policy and Welfare 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, Welfare State - Indian Constitution: Fundamental rights and Directive Principles of State Policy, Social Policy and Social Work Practice

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

Unit-III: Development Administration-Concept and Evolution of Development Administration in India. Local Self Government - Urban (Municipal Council/ Corporation) Rural - Panchayati Raj Institutions; Main features of the 73rd & 74th Constitutional Amendments; 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.

#### **MSW-522 (Corporate Social Responsibility and Professional Social Work)**

##### Introduction

This course is designed to familiarize the students with the concepts, definitions, theories and the historical growth and development of Corporate Social Responsibility in the context and scope for social work profession. This course strives to enable the students to understand the interlink between corporate social responsibility and professional social work. This course emerges as a foundation for acquiring knowledge sustainable development and CSR, project management and global reporting initiatives.

## Objectives

- To provide the knowledge of Corporate Social Responsibility in the professional social work context
- To enable the students to understand the business ethics and Corporate Social Responsibility in global scenario
- To enable an understanding of sustainable development, SDGs and development in the context of corporate citizenship
- To impart to the students project management skills crucial for CSR
- To introduce to the students concepts of social audit, social accounting, social entrepreneurship and social marketing
- To understand global reporting initiatives and standards essential for CSR

Unit-I: Social Responsibility, Corporate Social Responsibility, Scope of CSR, Need and Significance of CSR, Carroll's Model of CSR (Pyramid of CSR). 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-II: 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-III: Global Perspective of CSR, CSR in India, CSR Activities in Orissa carried out by different corporate giants and their outcomes, Case studies (Vedanta/Sterlite Foundation, MCL and HINDALCO) for better understanding of each aspect and practicalities of CSR

Unit-IV: Project Management - Basic Concepts of Project Management, Project identification, project design, appraisal, Project life cycles and success factors - implementation, monitoring, review, evaluation

## Recommended Books

Andres R (2005) *The Sustainability Revolution: Portrait of a Paradigm Shift*. New Society Publishers: New Delhi

Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.

Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw HillBook 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.

Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.

Ellington. J. (1998). *Cannibals with forks: The triple bottom line of 21<sup>st</sup> century business*. New Society Publishers

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.

Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks, CA: Sage

[http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK\\_contentByKey%29/ENTR-7BMDUB/\\$FILE/Studies%2026.pdf](http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/$FILE/Studies%2026.pdf)

Sustainable development in India: Stocktaking in the run up to Rio+20: Report prepared by TERI for MoEF, 2011.

Report of the Department for Policy Coordination and Sustainable Development (DPCSD), United Nations Division for Sustainable Development.

### **MSW 523 - (Poverty Reduction and Livelihood Promotion)**

#### Introduction

The course will introduce the concept livelihood and analyze the various policies of livelihood in rural context. It will critically examine the impact of macro-economy and current political trends on rural livelihood.

#### Objectives

- Overview of concept of livelihood/rural livelihood, Policy
- Neo classical model and principal -agency paradigm.
- Understand Macro-economic/political trends and implication for/impact on rural livelihood, people wise, sector wise

Unit-I: Concept of Poverty and Poverty line, Causes and Implications of poverty, Programmes and policies for poverty alleviation: Targeted poverty alleviation programmes, Institutional interventions, Social mobilization, empowerment and poverty alleviation.

Unit-II: Livelihood analysis: portfolio, magnitude and sustainability, Sub-sector analysis and Livelihood promotion - a strategic exercise at micro level, Formulating livelihood intervention measures: On-farm, Off-farm and Non-farm sectors, Delineating micro credit and micro enterprise as promotional tools for livelihood

Unit-III: Micro-credit: Definition, objectives and social implication. Self-Help groups (SHG), The Grameen Bank in Bangladesh, Case studies of Co - operative and producer companies

Unit-IV: Institutional credit and NABARD, Micro-finance for rural entrepreneurs: issues and strategies, Narasimham Committee, 1991 and Gupta Committee, 1998, Livelihood displacement and effective rehabilitation strategy,

#### Recommended Books

- Chambers, Robert. *Beyond Farmers First*  
*DFID Manual on Livelihood*  
 Mahajan, Vijaya and Asok Sing. *Forgotten Sector*.  
 Sen, Amartya. *Inequity Examined*  
 Sing, Kartar. *Rural Livelihood*.  
 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*

### **MSW-524- Community Development**

#### 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. It will also explain the problems faced by the urban community in India and other countries. The student will be familiarized with programmes and projects for the development of urban dwellers.

### 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.
- 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.

Unit I: Rural Community: Rural socio-economic structure, Rural Demography, Changing Rural Communities: Change in Knowledge, Attitude and Practice, Communicating rural people. Concept of urban community, urban community development-approach and trends, Theories of Urbanization, Urban Social Problems: Urban poverty, Beggary, problem of population control, Prostitution

Unit II: Community Development: Philosophy, Objectives, Need and Process. Approaches to Rural Community Development, Principles of Rural Community Development, Models of Rural Community development.

Unit III: Rural Development Programmes: Minimum Needs Programmes, Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), National Rural Livelihood Mission (NRLM) - Objectives, strategies, organization and Administration.

Unit IV: 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. Local Authorities and Urban Development; 74<sup>th</sup> Constitutional Amendment Act, Statutory provisions, Slum Improvement and Clearance Board - their functions, financial aspect of development work.

### Recommended Books:

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 IBH 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.

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

### **MSW-525- (Dissertation Writing & Viva-Voce)**

Dissertation is to be prepared by the students under the supervision of the concerned teacher. The students are required to submit the dissertation through the supervising teacher to the Coordinator of the MSW (SF) Course for its evaluation at least one week in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade/marks on the basis of his/her dissertation and performances in the viva-voce.

### **Non-credit Optional Course- (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.