

Model Curriculum for Three/Four Year Degree Course

(With Multiple Entry /Exit Option)

Based on NEP-2020

VIDYANT COLLEGE
OF
MANAGEMENT AND SOCIAL SCIENCE
TUJUNG, M. Rampur



Social Work



Odisha State Higher Education Council, Bhubaneswar

Government of Odisha

Contents

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2. Core Courses (4 Credits each)

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**(3 courses to be chosen from baskets of Multidisciplinary for Semester-I/II/III
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with 4 Credits each)**

5. Skill Enhancement Courses (SEC).....

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with 3 credits each)**

6. Value Added Courses.....

**a. Environmental Studies and Disaster management compulsory under
Semester-I with 3 Credits**

**b. 3 courses to be chosen from baskets of VAC for Semester-III/V/VI with
3 credits each**

b. Summer Vocational Course

**(Students may opt for vocational courses after 2nd Semester and 4th Semester
for Certificate Course or Diploma Course respectively with 4 credit each)**

COURSE STRUCTURE

COURSE STRUCTURE						
SEMESTER DETAILS	PAPER CODE	PAPER NAME	CREDITS	Total	Year wise Credit	
Semester-I	Core-I	Introduction to Social Work	4	22	44 (1ST Year)	
	Core-II	Fieldwork-I (Practical)	4			
	Minor	Introduction to sociology-1	4			
	MDC-I	Population & Society	3			
	AEC-I	Odia	4			
	VAC-I	Environmental Studies	3			
Semester-II	Core-III	Areas& Field of social work practice	4	22		
	Core-IV	Fieldwork-2 (Practical)	4			
	Minor	Introduction to Socio-Cultural Anthropology	4			
	MDC-II	Media,Culture and Society	3			
	AEC-II	English	4			
	SEC-I	Working with Individual	3			
Semester-III	Core-V	Social justice Frame Work	4	22	38 (2nd Year)	
	Core-VI	Human Rights Frame Work	4			
	Core-VII	Field work-III (Practical)	4			
	Minor	Social Change and Development	4			
	MDC-III	Science, Technology and Society	3			
	VAC-II	Understanding Odisha	3			
Semester-IV	Core-VIII	Development Frame Work	4	16		
	Core-IX	Social Policy	4			
	Core-X	Fielwork -IV (practical)	4			
	Minor	Ecological Anthropology/Introduction to Archaeological Anthropology	4			
Semester -V	Core-XI	Eco-system Frame Work-(A) /Gender and Social Work-(B)/ Project Management -(c)	4	22	40 (3rd Year)	
	Core-XII	Introduction to Social Work Research -(A)/ Participatory Learning Action (B)	4			
	Core-XIII	Social Action and Social Advocacy-(A)/ Social Movement (B)	4			
	Minor	Globalisation and society	4			
	SEC-II	Working with Group	3			
	VAC-III	Understanding India	3			
Semester-VI	Core-XIV	Fieldwork-V (Practical)	4	18		
	Core-XV	Community Health for social work-(A)/Mental health for social work-(B)	4			
	Minor	Human Genetics	4			
	SEC-III	Working with Community	3			
	VAC-IV	Operation Research	3			
Semester-VII	Core-XVI	Social work with person with Disabilities-(A)/Counselling for social workers(B)/ Medical social work-(c)	4	20	40 (4 th Year)	
	Core-XVII	Fieldwork- VI (Practical)	4			
	Core-XVIII	Social welfare management	4			
	Core-XIX	Natural Resource Governance and Sustainability	4			
	Minor	Sociology of Tribes	4			
Semester-VIII	Core-XX	Agrarian Social work -(A) Microfinance and financial Inclusion -(B)	4	20		
	Core-XXI	Fieldwork-VII (Practical)	4			
	Copre-XXII	Social work with Unorganized Labour	4			
	Core-XXIII	Management of Community Based Organization	4			
	Minor	Museum and cultural Resource Management	4			
Total			162	162		

Core I

Semester I

Introduction to Social Work

Course Objectives

- To understand basic concepts and explore the philosophical underpinnings and basic assumptions guiding social work practice.
- To understand history and evolution of social work profession.
- To understand the values, principles, and ethical codes that govern social work practice.
- To understand how social work relates to human rights and social justice and the various approaches to social work

Learning Outcomes

- Able to understand social work as a discipline and profession
- Able to appreciate the historical bases of the evolution of Social Work.
- Able to understand basic concepts, approaches and theories of social work
- Able to learn the principles of Social Work and demonstrate awareness of values and ethics of social work profession

Unit I: Meaning, Philosophy and Scope

Social Work: Definition and meaning: nature, scope. Social Work generic principles, philosophy and basic assumptions. Social Work objectives and methods.

Unit II: Evolution of Social Work Practice

Social Work: Historical development of Social Work in U.S., U.K., Africa, Latin America, Asia, India and Odisha

Unit III: Social Work as a Profession

Social Work as a profession: characteristics of a profession; values, principles and code of ethics.

Unit IV: Approaches to Social Work Practice

Social work and its relationship to Human Rights and Social Justice. Social Work and its relationship to Social Reform, Social Services, Social Welfare and Social Development. Approaches to Social Work- Generalist, Ecosystems, Feminist, Anti-oppressive and Emancipatory.

Reading List

- ✓ Adams, R. (2002). *Social Work: Themes, Issues and Critical Debates*. London: Sage Publication.
- ✓ Choudhury, D. P. (1983). *An Introduction to Social Work*. New Delhi: Atma Ram and Sons.
- ✓ Dasgupta, S. (ed.), (1967). *Towards a Philosophy of Social Work in India*. New Delhi: Popular Book Service.
- ✓ Desai, M. (2005). *Ideologies and Social Work: Historical and Contemporary Analyses*. Jaipur: Rawat Publications.
- ✓ Flexner, A. (1915). *Is social work a profession?* Social Welfare History Project. Retrieved from <https://socialwelfare.library.vcu.edu/social-work/is-social-work-a-profession-1915/>
- ✓ Friedlander, W. W. & Robert Z. A., (1980). *Introduction to Social Welfare*. New Delhi: Prentice-Hall of India Ltd.
- ✓ Friedlander, W. W., (1977). *Concept and Methods of Social Work*. New Delhi: Prentice Hall.
- ✓ Ganguli, B. N. (1974). *Gandhi's Social Philosophy: Perspective and Relevance*. New Delhi: Vikas Publishing House.
- ✓ Gore, M.S. (1965). *Social Work and Social Work Education in India*. Mumbai: Asia Publishing House.
- ✓ Director, Publications Division, Govt. of India. (1987). *Encyclopedia of Social Work in India*, Delhi.
- ✓ Payne, M. (2021). *Modern Social Work Theory* Paperback. London: Oxford University Press.
- ✓ Piccard, J. B. (1995). *Introduction to Social Work: A Primer*. New York: The Dorsey Press.
- ✓ Reamer, F.G. (1995). *Social work Values and Ethics*. New York: Columbus
- ✓ Timms, N. & Timms, R. (1997). *Perspectives in Social Work*. London: Routledge and Kegan Paul.
- ✓ Wadia, A.R. (1981). *History and Philosophy of Social Work in India*. Delhi: Allied Publishers.
- ✓ Woodroffe, K. (1962). *From Charity to Social Work*. Boston: Routledge and Kegan Paul. Retrieved from <https://www.iassw-aiets.org/archive/ethics-in-social-work-statement-of-principles/>

Core II

Field Work-1

Course Objectives

- To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.
- To critically understand self and surroundings and the interrelationship and inter dependence of individual of institutions and ecosystem.
- To develop critical consciousness and reflexive analysis of self and experience of the environment

Learning Outcomes

- Be self-conscious, empathetic and understand the importance of the values of fraternity and solidarity and other social work values.
- Able to understand the social environment and the role of the social worker in different context and settings.

Field Work Contents (Tasks /Activities)

Field work practicum of First Semester comprises of the following components:

- Fieldwork Orientation Programme
- Orientation Visits.

Fieldwork Orientation Programme

- To prepare students with the basic concepts, definitions, and components of field work.
- To develop self-awareness, self-management, and ethical practice skills among students.

There shall be a 10-day orientation programme in the First semester. This will focus on preparing the students about the field work, concept, definitions, purpose and components, understanding self-awareness and self-management, time management, goal setting, field work practice and ethics, fieldwork record and writing skills and techniques like rapport building, observation and analysis, advocacy, and networking with individual, group and community.

Orientation Visits

- To provide exposure to services offered by governmental and non-governmental organizations.
- To enhance understanding of the social worker's role in diverse settings through practical engagement.

There shall be minimum 15 orientation visits in this semester to provide an exposure to and understanding of the services provided in response to people's needs by government and non- government organizations (i.e. agencies in health setting, education, community, institutional and non-institutional services, criminal justice system, civic administration, rehabilitation, Local bodies, etc.). Soon after the completion of a orientation visit the student shall be expected to submit in writing fieldwork report on a weekly basis. The orientation visit experiences and learning will be presented as a written paper and presented in the group conferences or seminar. The student's fieldwork file containing weekly reports and a Fieldwork Report of the entire semester, along with the Fortnightly Evaluation File and attendance records shall be submitted to the external examiner at the time of viva-voce examination at the end of the semester.

Reading List

- ✓ Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Himanshu Publications.
- ✓ Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: Allen and Unwin.
- ✓ Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- ✓ Singh, R. R. (1985). *Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- ✓ Singh. A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow: Rapid Book Service.
- ✓ Subhedar, I.S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.
- ✓ Tsui, M. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.
- ✓ Doel, M. & Shardlow, S.M. & Johnson, P.G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Oaks: Sage Publications.
- ✓ Doel, M. & Shardlow, S.M. (2005). *Modern Social Work Practice: Teaching and Learning in Practice Settings*. Burlington VT: Ashgate.
- ✓ Verma, R.B.S. & Singh, A.P. (2011). *Handbook of Field Work Practice Learning in Social Work*. Lucknow: New Royal Book Company.

Introduction to Sociology-1

The sociological concepts remain as gateways to the world of societies. Behind every discipline there are some conceptual building blocks with which the learners get conversant of particular framework of thinking and understanding about the world. In this context, this paper provides a rich background of sociological knowledge to the students.

Course Outcome

- After going through the paper, the students will have a wholesome idea about the emergence and growth of sociology as a subject, its scope, its relationship with other social sciences and other sociological concept and discourses such as social stratification, hierarchy, inequality and social mobility.

Unit-I Introducing the discipline

- Meaning, definition and subject matter. Sociology and common sense
- Modernity and emergence of sociology
- Nature and scope of sociology, sociology as a science.
- Changing contours of sociology

Learning Outcome

- Students can explain how sociology as a discipline emerged, and what were the historical and social contexts accountable for its growth.

Unit II Sociology and its relationship with other social sciences

- Sociology, Anthropology and History
- Sociology and Psychology
- Sociology and Political Science
- Sociology and Economics

Learning Outcome

- Students will be able to explain how other disciplines have contributed to the growth of sociology.

Unit-III Basic Concepts

- Society and Community, Associations, and Institutions
- Social Groups-Primary, Secondary, Reference Groups, In-Group and Out-Group
- Role, Status and identity.
- Folkways, Mores, Values and Norms

Learning Outcome

- Students will be able to demonstrate an understanding of basic concepts in sociology.

Unit-IV: Social Stratification & Mobility

- Meaning and Characteristics, social differences, Hierarchy, inequality & Marginalization.
- Forms of Stratification-Caste, Class, Gender and Race
- Theories of stratification: Functionalist- Parsons, Davis and Moore, Tumin, Marxian & Weberian
- Social Mobility- open and closed system, types of mobility and causes of mobility

Learning Outcome

- Students can explain the sociological significance of undoing hierarchy, stratification and mobility.

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Emergence and growth of Sociology as a subject of enquiry: Enlightenment, modernity and rise of capitalism. The subject matter of Sociology. Sociology and commonsense.	Theory and Tutorial Class	15	Text book reference: Inkeles, A. (2010). What is sociology?: An introduction to the discipline and profession. London: Prentice-Hall. Video Lectures: Emergence, Growth, Nature and Scope of Sociology by Prof. Maitrayee Chaudhuri. The Consortium for Educational Communication. Link: https://youtu.be/bSE-RcdDIio?si=-xxTjqRKVSvSGEiz
II.	Sociology and its relationship with other disciplines: The contributions of Anthropology, History, psychology, political science and economics for the growth of sociology and vice-versa.	Theory and Tutorial Class	15	Text book reference: Inkeles, A. (2010). What is sociology?: An introduction to the discipline and profession. London: Prentice-Hall.
III	Society and Community, Associations, and Institutions Social Groups- Primary, Secondary, Reference Groups,	Theory and Tutorial Class	15	Text book reference: 1. Michael Haralambos and Robin Heald (1980) <i>Sociology: Themes and Perspectives</i> . London: Oxford University Press.

	In-Group and Out-Group Role, Status and identity. Folkways, Mores, Values and Norms			2. MacIver, R. M., & Page, C. H. (1961). <i>Society: An introductory analysis</i>. New York: Rinehart & Winston.
IV	Meaning and Characteristics, social differences, Hierarchy, inequality & Marginalization. Forms of Stratification-Caste, Class, Gender and Race Theories of stratification: Functionalist-Parsons, Davis and Moore, Tumin, Marxian & Weberian Social Mobility-open and closed system, types of mobility and causes of mobility	Theory and Tutorial Class	15	Michael Haralambos and Robin Heald (1980) <i>Sociology: Themes and Perspectives</i>. London: Oxford University Press. Video Lectures: 1. Social stratification-I: Social inequality and stratification by Prof. A.K. Sharma. NPTEL Link: https://youtu.be/nStr - Unrhs?si=fqjnk8EhpQK FwERv 2. Social stratification-II: Explanations of social stratification by Prof. A.K. Sharma. NPTEL Link: https://youtu.be/0wAd WEOgHSQ?si=IHziqx NPUWv24jaV 3. Social stratification-III: Theories and facts by Prof. A.K. Sharma. NPTEL. Link: https://youtu.be/s-KacFTOQcc?si=YwKe

Lesson Plan

Text Books

- Michael Haralambos and Robin Heald (1980) *Sociology: Themes and Perspectives*. London: Oxford University Press.
- MacIver, R. M., & Page, C. H. (1961). *Society: An introductory analysis*. New York: Rinehart & Winston.
- Inkeles, Alex. 1987. *What is Sociology? An Introduction to the Discipline and Profession*. New Delhi: Prentice-Hall of India.

References:

- Bottomore, T.B. (1972) *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India).
- Fulcher, J., & Scott, J. (2011). *Sociology*. Oxford University Press, USA.
- Giddens, A. (1991) *Introduction to Sociology*, Polity Press.
- Goldthorpe, J. E. (1985). *An introduction to sociology*. Cambridge University Press.
- Haralambos, M. & Holborn, (2014) *Sociology: Themes and Perspectives*, Harper Collins; Eighth edition
- Horton, P. B., & Hunt, C. L. (1984). *Sociology*. Edisi keenam. International Student Edition.

E- resources:

- (1) Emergence, Growth, Nature and Scope of Sociology by Prof. Maitrayee Chaudhuri. The Consortium for Educational Communication.

Link: <https://youtu.be/bSE-RcdDlio?si=-xxTjqRKVSvSGEiz>

- (2) Social stratification-I: Social inequality and stratification by Prof. A.K. Sharma. NPTEL

Link: <https://youtu.be/nStr -Unrhs?si=fqjnk8EhpQKFwERv>

- (3) Social stratification-II: Explanations of social stratification by Prof. A.K. Sharma. NPTEL

Link: <https://youtu.be/0wAdWEogHSQ?si=IHziqxNPUWv24jaV>

- (4) Social stratification-III: Theories and facts by Prof. A.K. Sharma. NPTEL.

Link: <https://youtu.be/s-KacFTOQcc?si=YwKe2YsIxJOn3czJ>

MDC-I Population And Society

Demography shows the dynamics of advancement or backwardness of any nation-state worldwide.

The demographic composition and trends of any nation-state reflects upon as well as affect its own society.

In this context, India is going to be the most populous country of the world surpassing China's population.

Hence, it is highly necessary to engage the students to learn population dynamics and its impact on society.

Course Outcome:

By the time the students have completed this course, they will be able to understand the significance of sociology in studying population and society relationship and will have an idea on Indian population structure, population policies and population programmes. And the role of various agencies in population control.

Unit: I: Population Studies

1.1 Meaning of population, Genesis and Growth of Population Studies

1.2 Scope and Importance of Population Studies

1.3 Population & Society relationship

1.4. Population trends-World and India

Learning outcome: Students will be able to explain the significance of population studies and the sociological

significance of population and society relationship.

Unit: II: Population Theories

2.1 Malthusian Theory

2.2 Optimum Theory of Population

2.3 Theory of Demographic Transition

2.4 Applicability of Population Theories in Contemporary Scenario

Learning outcome: Students will be able to analyse the contributions of different school of thoughts for the growth of population studies and the application of these theories in contemporary demographic changes.

Unit: III: Determinants of Population Growth

3.1 Fertility

3.2 Migration

3.3 Mortality

3.4 Measures to control population growth

Learning outcome: Students will be able to demonstrate an understanding of the major determinants of population growth.

Unit: IV: Population Policies and Programmes

4.1 National Family Planning Programme 1952

4.2 National Population Policy 1976

4.3 National Population Policy 2000

4.4 National Population Policy 2011

Learning outcome: Students will be able to explain the impact of various policies in controlling population boom, balancing sex ratio, reducing mortality etc.

Lesson Plan:

Unit	Thrust Areas	Method	Total	No.
I	Population Studies Meaning of population, Genesis and Growth of Population Studies Scope and Importance of Population Studies Population & Society relationship Population trends- World and India	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House. Weeks, J. R. (2015). <i>Population: An introduction to concepts and issues</i> . Belmont, California: Wadsworth Publishing Company.
II	Population Theories Malthusian Theory Optimum Theory of Population Theory of Demographic Transition Applicability of Population Theories in Contemporary Scenario	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House. Weeks, J. R. (2015). <i>Population: An introduction to concepts and issues</i> . Belmont, California: Wadsworth Publishing Company.
III	Determinants of Population Growth Fertility Migration Mortality Measures to control population growth	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House. Weeks, J. R. (2015). <i>Population: An introduction to concepts and issues</i> . Belmont, California: Wadsworth Publishing Company.

IV	Population Policies and Programmes National Family Planning Programme-1952 National Population Policy- 1976 National Population Policy-2000 National Population Policy- 2011	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House.
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Text Books:

✓ Bhende, A. A., & Kanitkar, T. (2011). *Principles of population studies*. New Delhi: Himalaya Publishing House.

✓ Weeks, J. R. (2015). *Population: An introduction to concepts and issues*. Belmont, California: Wadsworth Publishing Company.

Reference Books:

✓ Agarwal, S.N. (1989). *Population studies with Special Reference to India*. New Delhi: Lok

✓ Bose, A. (1991). *Demographic Diversity in India*. Delhi: B. R. Publishing Corporation.

✓ Cassen, R. (2016). *India: population, economy, society*. Springer.

✓ Dubey, S.N. (2001). *Population of India*. Delhi: Authors Press.

✓ Jain, R.K. (2013). *A Textbook of Population Studies*. Neha Publishers & Distributors.

Sample Questions

Part-I

Fill in the Blanks (1x12)

(a) _____ is the main proponent of demographic transition theory.

Part-II

Answer any 8 questions within two or three sentences. (2x8)

(a) Define fertility.

Part -III

Answer any 8 questions within 75 words each. (3x8)

(a) Briefly discuss the causes of declining fertility rate of India.

Part-IV

Answer all the within 500 words each. (7x4)

(a) Critically analyse the population control measures taken by government of India.

AEC-1

Odia

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (SEMESTER-I)
ସାମର୍ଥ୍ୟବର୍ଦ୍ଧନ ପାଠ୍ୟକ୍ରମ
Ability Enhancement Course (AEC)
ପରିଶୁଦ୍ଧ ଭାଷା ଓ ଲିଖନ ଧାରା

Course Outcome (ପାଠ୍ୟପୁସ୍ତକ ଫଳଶ୍ରୁତି):

ସାହିତ୍ୟର ଲିଖନ ଓ ପ୍ରସାରଣ କ୍ଷେତ୍ରରେ ଭାଷାର ପରିଶୁଦ୍ଧତା ନିରୀକ୍ଷା ଆବଶ୍ୟକ । ସାହିତ୍ୟିକମାନଙ୍କ ଦୃଷ୍ଟିରେ ବିଭିନ୍ନ ଶେଷଦ୍ରବ୍ୟରେ ନିର୍ମୁଳଭାଷା ବ୍ୟବହାର ହେବା ବାଞ୍ଛନୀୟ । ଭାରତର ସମ୍ବିଧାନସ୍ୱୀକୃତ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ଓଡ଼ିଆଭାଷାର ସ୍ଥାନ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ । ଶିକ୍ଷାର୍ଥୀମାନେ ନିର୍ମୁଳ ଭାଷା ପ୍ରୟୋଗକ୍ଷେତ୍ରରେ ବିପର୍ଯ୍ୟୟ ସମର୍ଥ ହେବେ, ସେଥିନିମିତ୍ତ ଏହି ପାଠ୍ୟପୁସ୍ତକ ପରିଚାଳିତ । ବିଭିନ୍ନ ପ୍ରତିଯୋଗିତାମୂଳକ ତଥା ପ୍ରାକ୍ତାତ୍ତ୍ୱିକ ସେବାମୂଳକ ନିୟୁତ ହେବାପାଇଁ ସମ୍ମୁଖୀନ ହେଉଥିବା ପରୀକ୍ଷାନିମିତ୍ତ ମଧ୍ୟ ଏହା ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ସାହାଯ୍ୟ କରିବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

- ୧ମ ଏକକ:** କ) ଶବ୍ଦ ଗଠନରେ ଶୁଦ୍ଧତା
ଖ) ଚୂଡ଼ିର ଅର୍ଥ ଓ ପ୍ରୟୋଗ ବିଧି
ଗ) ଚୂଡ଼ିର ପ୍ରୟୋଗବିଧି ଶିକ୍ଷା
- ୨ୟ ଏକକ:** କ) ବାକ୍ୟର ଗଠନରୀତି ଶିକ୍ଷା
ଖ) ବିବିଧ ପ୍ରକାର ବାକ୍ୟ ସମ୍ପର୍କରେ ଧାରଣା
ଗ) ନିର୍ମୁଳ ବାକ୍ୟଲିଖନ ବିଦ୍ୟା
- ୩ୟ ଏକକ:** କ) ବୃହତ୍ ଅନୁଛେଦକୁ ସଂକ୍ଷିପ୍ତ କରିବାର କୌଶଳ
ଖ) ବିଷୟରତ ଶୀର୍ଷକ ନିର୍ଦ୍ଧାରଣ କଳା
ଗ) ଅନୁଛେଦରୁ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ପ୍ରଦାନ
- ୪ର୍ଥ ଏକକ:** କ) ସମଲିଖନ ସ୍ଥାନ
ଖ) ଫିଟର ପ୍ରସ୍ତୁତି
ଗ) ନିର୍ମୁଳ ପତ୍ରଲିଖନ ଓ ବିସ୍ତାପନ ପ୍ରସ୍ତୁତି କଳା

ପାଠ୍ୟ ବିଷୟ

ପ୍ରଥମ ଏକକ: (କ) ଶବ୍ଦର ସଂଜ୍ଞା, ଶୁଦ୍ଧ ଶବ୍ଦ ଓ ବର୍ଣ୍ଣାଶ୍ରୁତି

(ଖ) ଚୂଡ଼ିର ଅର୍ଥ ଓ ପ୍ରୟୋଗ ବିଧି

ଦ୍ୱିତୀୟ ଏକକ: ବାକ୍ୟ ଗଠନରୀତି ଓ ପ୍ରକାର ଭେଦ

ତୃତୀୟ ଏକକ: ଅନୁଛେଦ ସଂକ୍ଷେପଣ, ଶୀର୍ଷକ ନିର୍ଦ୍ଧାରଣ ଓ ପ୍ରଶ୍ନୋତ୍ତର

ଚତୁର୍ଥ ଏକକ: ନିର୍ମୁଳ ଲିଖନ ପଦ୍ଧତି, ସମ ଲିଖନ, ଫିଟର, ପତ୍ର ଲିଖନ, ବିସ୍ତାପନ ପ୍ରସ୍ତୁତି

ସହାୟକ ପ୍ରାଚୀନ (Book of reference) :

୧. ସର୍ବସାର ବ୍ୟାକରଣ - ଶ୍ରୀଧର ଦାସ, ବ୍ରଜ ମନ୍ଦିର, କଟକ ।
୨. ସାରସ୍ୱତ ବ୍ୟାକରଣ ବ୍ୟାକରଣ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ଷୋର ।
୩. ବୃହତ୍ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ତ୍ରିଲୋଚନ ବେହେରା, ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଲେଙ୍କା, ପ୍ରେସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୪. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ଧନେଶ୍ୱର ମହାପାତ୍ର, କିରୀଟ ମହଲ, କଟକ ।
୫. ସାଧାରଣ ଓଡ଼ିଆ ବ୍ୟାକରଣ ଶୁଦ୍ଧି- ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର ।
୬. ଗଣମାଧ୍ୟମ ଓ ଉପଯୋଗୀଯୋଗ - ଶିଶିର ବେହେରା, ପ୍ରେସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୭. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା - ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ ।
୮. ଯୋଗାଯୋଗ ଭାଷା - ସୁଧାଂଶୁ ଚନ୍ଦ୍ର ମହାନ୍ତି, ପ୍ରାଚୀ ପ୍ରକାଶନ, କଟକ ।

୯. ନିର୍ମଳ ଲେଖାଏଳ ମୂଳସୂତ୍ର. ନୀଳାଦ୍ରି ହ୍ରଦତରଳ, କିତାବ ମହଲ, କଟକ ।
 ୧୦. ଓଡ଼ିଆ ଭାଷା ବ୍ୟାକରଣ ଯୌଗଳ, ଚନ୍ଦ୍ରଶେଖର ପତି, ଓଡ଼ିଆ ବୁକ୍ ଏମୋସିଭମ୍, କଟକ ।
 ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :
 ୧. ଶବ୍ଦ କାହାକୁ କୁହାଯାଏ ? (୧ ମାର୍କ)
 ୨. ପର୍ବତର ଦୁଇଟି ପ୍ରତିଶବ୍ଦ ଲେଖ । (୨ ମାର୍କ)
 ୩. ବାକ୍ୟର ପ୍ରକାରଭେଦ ଦର୍ଶାଅ । (୫ ମାର୍କ)
 ୪. ତୁମ ମହାବିଦ୍ୟାଳୟରେ ଏକ ଶିକ୍ଷକ ନିଯୁକ୍ତିପାଇଁ କୌଣସି ସମ୍ବାଦପତ୍ରରେ ଓଡ଼ିଆ ଭାଷାରେ କିପରି ବିଜ୍ଞାପନ ଦିଆଯିବ.
 ତାହାର ଏକ ନମୁନା ଲେଖ । (୮ ମାର୍କ)

VAC-I

ENVIRONMENTAL STUDIES

&

DISASTER MANAGEMENT

(AECC I)

SEMESTER-1

FOR UNDER GRADUATE COURSES ARTS, SCIENCE AND COMMERCE

FULL MARK-100 (Credit-4)

Unit 1: Multidisciplinary nature of environmental studies (12 Period)

Definition, scope and importance

Need for public awareness

Environmental Pollution

Definition

• Cause, effects and control measures of: -

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Radiation pollution

Unit 2: Natural Resources:

(12 Period)

Renewable and non-renewable resources:

Natural resources and associated problems.

- Forest resources: Use and over-exploitation, deforestation, case studies.
Timber extraction, mining, dams and their effects on forest and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- Food resources: World food problems, changes caused by agriculture and Overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.
- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

Biodiversity: -

Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

Unit-3: Disaster Management

(12 Period)

1. **Disaster Management:** Types of disasters (natural and Man-made) and their causes and effect)
2. **Vulnerability Assessment and Risk analysis:** Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lighting)
3. **Institutional Framework:** Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF)
4. **Preparedness measures:** Disaster Management cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stakeholders' participation, Corporate Social Responsibility (CSR)
5. **Survival Skills:** Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightening), Disaster Management Act-2005, Compensation and Insurance

Unit 4: Social Issues and the Environment

(9Period)

A.

- a) Environmental Ethics: Issues and possible solutions.
- b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies
- c) Environment Protection Act
- d) Air (Preservation Control of Pollution) Act
- e) Water (Preservation Control of Pollution) Act
- f) Wildlife Protection Act
- g) Forest Conservation Act
- h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste (Role of each individual in conservation of Natural resources and prevention of pollution)

B. Human Population and the Environment

Population Ecology: Individuals, species, population, community
Human population growth, population control method
Urbanisation and its effect on society

Unit 5: Field work

(15 Periods of 30 hrs)

- Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

Semester II

Areas and Fields of Social Work Practice

Course Objectives

- To identify and describe various areas and settings of social work practice.
- To understand the required competencies for effective practice in these settings.
- To examine social work roles and interventions in government and non-government sectors.
- To discuss advocacy and rights protection for vulnerable groups in the unorganized sector.

Learning Outcomes

- Able to understand the fields of social work
- Able to explore the competencies required to work in different fields of social work
- Have a clear understanding of the frameworks that influence social work practice.
- Able to develop a critical consciousness to identify situations of oppression and exploitation

Unit I: Areas and Fields of Social Work Practice- An Overview

Conceptualization of the problem and intervention strategies- Charity, Welfare, Clinical, Radical, Structural, Feminist, De-colonial, Anti-discriminatory and Anti-oppressive. Social Work as an academic discipline, professional service and social activism.

Unit II: Social Work practice in different sectors.

Social Work practice in the government sector: administrators, policy makers and executors in government departments and agencies. Social Work practice in the Non-Government and Corporate Sector: orientation, type of service, level of operation, relationship with government and community.

Social Work practice intervention in the unorganized sector: advocating for the rights of domestic workers, street vendors, sanitation workers, manual scavengers, rag pickers, migrant labour.

Unit III: Core Frameworks of Social Work Practice

Ecological Systems Perspective, Strengths Approach, Empowerment Framework, Social Justice Framework, Cultural Humility Framework and Evidence Informed Practice

Unit – IV: Intersectionality in Social Work

Understanding multiplicity of identities through the intersection of systemic power, privilege, oppression, and social location with personal, social, and political identities. Paradigm of dominance and subjugation. Developing critical consciousness.

Reading List

- ✓ Ministry of Welfare, *Encyclopedia of Social Work in India*, Government of India
- ✓ Singh, Surendra (ed). (2020) *Encyclopedia of Social Work in India*, Volumes 1-5, New Royal Book Company, Lucknow
- ✓ Sewpaul, V. (2014). *Social Work Education: current trends and future direction in C. Noble, H. Strauss & B. Littlechild(Eds), Global Social Work: Crossing Borders, Blurring Boundaries*, Pp 353-368.

Sydney University Press. <https://doi.org/10.2307/j.ctvlfxm2q.2>

- ✓ Nadkarni, V.V and Sinha Roopashri. (2016). Transforming Social Work Education in India: Integrating Human Rights, *Journal of Human Rights and Social Work*, Springer Link, Vol.1, pages 9-18.
- ✓ Singh and Azman (2022). "Systems Theory and Ecological Approach in Social Work Practice," *Asian Social Work Journal*. Retrieved from <https://doi.org/10.47405/aswj.v7i6.232>
- ✓ Calatrava et al. (2022). "Differentiation of Self: A Scoping Review of Bowen Family Systems Theory," *Clinical Psychology Review*. Retrieved from <https://doi.org/10.1016/j.cpr.2021.102101>
- ✓ Baines, D (2011). An overview of anti-oppressive practice. *Doing anti-oppressive practice: social justice social work* (2nd ed.). Black Point, Nova Scotia, Canada: Fernwood Publishing.
- ✓ Blundo, R. (2006). Shifting our habits of mind: Learning to practice from a strengths perspective. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (pp. 25–45). Boston, MA: Pearson Education.
- ✓ Guo, W., & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, 53(2), 233-245.
- ✓ Rapp, CA. Saleebey, D. & Sullivan WP (2006) [The future of strengths-based social work](#) in *Advances in Social Work*, Special Issue on the Futures of Social Work, Indiana University School of Social Work.
- ✓ Adams, Robert. (2017) *Empowerment, Participation and Social Work*, Bloomsbury Publishing.
- ✓ Staub-Bernasconi, S. (2012). Social action, empowerment and social work—An integrative theoretical framework for social work and social work with groups. In *Social Action in Group Work* (pp. 35-51). Routledge.
- ✓ Lundy, C. (2004). *Social work and social justice: A structural approach to practice*. University of Toronto Press.
- ✓ Gottlieb, M. (2021). The case for a cultural humility framework in social work practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 30(6), 463-481.
- ✓ Danso, R. (2018). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work*, 18(4), 410-430.
- ✓ Rosen, D., McCall, J., & Goodkind, S. (2017). Teaching critical self-reflection through the lens of cultural humility: An assignment in a social work diversity course. *Social Work Education*, 36(3), 289-298.
- ✓ Kelly, M. S. (2010). *School social work: An evidence-informed framework for practice*. Oxford University Press.
- ✓ Epstein, I. (2009). Promoting harmony where there is commonly conflict: Evidence-informed practice as an integrative strategy. *Social Work in Health Care*, 48(3), 216-231.
- ✓ Nishimoto, Pattie. & Philpott, Terri. How Social Identity Influences Our Experiences: Intersectionality <https://naswww.socialworkers.org/LinkClick.aspx?fileticket=vGZncpb8Yxs%3D&portalid=13#:~:text=Page%209-,Intersectionality,in%20multiple%20dimensions%20of%20disadvantaged.>
- ✓ [Nayak](#) Surya. & Robbins, Rachel. (2019), *Intersectionality in Social Work Activism and Practice in Context*. Routledge
- ✓ Rhea V. Almeida, Lisa Marie Werkmeister Rozas, Bronwyn CrossDenny, Karen Kyeunghae Lee & Ann-Marie Yamada (2019): Coloniality and Intersectionality in Social Work Education and Practice, *Journal of Progressive Human Services*, DOI: 10.1080/10428232.2019.1574195 To link to this article: <https://doi.org/10.1080/10428232.2019.1574195>

Core IV

Field Work-2

Course Objectives

- To engage in group work and apply social work theories and practices.
- To learn to work with groups in various settings such as SHG, youth group, AA groups, children groups elderly
- To develop skills in managing group dynamics and facilitating group processes.
- To use leadership roles to advance group objectives and support community initiatives.

Learning Outcomes

- Able to use group work as a method of social work practice
- Able to understand group process and dynamic
- Cultivated leadership skills through practical group work experiences

Field Work Contents (Tasks /Activities)

Field work practicum of Second Semester comprises Concurrent field work Concurrent Field Work: The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days (16 hours) in every week of the semester.

The student shall complete a minimum of 25 days of visits in a semester. The learners shall be placed in agencies/community to initiate and participate in direct service delivery. Submission of reports to their allotted respective faculty supervisors.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Workload: Ratio of Teachers and Students for Social Work practicum shall be 1:8

Note: * In concurrent Field Work Programme, every student has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). ($16/2 = 8$ Hrs. the work load for the Field work practicum shall be considered as 1: 8. The Ratio of one teacher shall have a batch of 8 students) (Each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours per week). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

Minor

Introduction to Socio-Cultural Anthropology

Course Outcomes:

This course aims to impart basic socio-cultural anthropological knowledge and its subject matter which includes meaning and scope of socio-cultural anthropology and culture and social institutions.

Learning Outcomes:

Unit-I: Student will learn about meaning, scope and different branches of socio-cultural anthropology and basics of culture.

Unit-II: They will be acquainted with different concepts related to marriage, family and kinship.

Unit-III: They will also learn about primitive religion, political organization and economic organization in simple societies.

Unit-IV: From the practical component they will learn about different qualitative methods and techniques of socio-cultural anthropology.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit-I:

Meaning, Definition and Scope of Socio-Cultural Anthropology. Sub-Branches of Socio-Cultural Anthropology; Relationship with other disciplines; Distinction and similarities of Social/Cultural Anthropology from Sociology. Relevance of Socio-Cultural Anthropology today.

Culture: Meaning, Definition and characteristics; material and non-material culture; culture trait and complexes; Enculturation and Socialization. Society and Culture: Comparison.

Unit-II:

Marriage: Concept, Meaning, definition and Function of marriage; Types of marriage: Monogamy, Polygamy (Polygyny and Polyandry), Levirate, Sororate, Cross-cousin and parallel cousin marriage; Ways of acquiring mates; Rules of marriage: Endogamy and Exogamy; Bride wealth/price, dowry and divorce.

Family: Meaning, Definition and Functions. Types of family: Joint family, Nuclear family/elementary/simple family, Extended family.

Kinship: Consanguineal and Affinal; Kin Term: Classificatory and Descriptive; Descent: Unilineal, Bilateral, Double Descent; Kinship Usages/Behaviour: Avoidance, Joking, Teknonymy, Amitate, Avunculate, Couvade.

Unit III:

Religion: Concept, Origin, Functions; Types: Animism, Animatism, Bongaism, Fetishism, Totemism, Manaism, Magic, Witchcraft, Sorcery; Shamanism, Taboo, Sacred and Profane.

Economic Organization: Principles of production, distribution, consumption in simple and complex societies; Various forms of Exchange: Barter, Trade and Market; Reciprocities: Generalized, Balanced and Negative; Redistribution.

Political Organization: Concept of Power and Authority; Types of Authority: State and Stateless Societies (Band, Tribe and Chiefdom); Law and Justice in simple and complex society; Oath and Ordeal; Customary Law; Modern law and justice vrs Primitive Law and Justice

Unit-IV: Practical

Methods and Techniques of Social and cultural Anthropology: The practical will include preparation of a report based on application of any two methods mentioned below on any events, rituals, festivals, fairs, indigenous practices, dance, environment etc in the locality.

1. Ethnography
2. Observation
3. Interview
4. Genealogy
5. Case Study
6. Life History

Text book recommended:

- ✓ Peter N. Peregrine Carol R. Ember, Melvin R. Ember (2020). *Anthropology*, 15th Edition, Pearson education, New Delhi
- ✓ Haviland W.A., Prins, H. E. L, Walrath D., McBride B (2009) *Introduction to Anthropology*. Cengage Learning India Private Limited, New Delhi.
- ✓ Scupin R., De Corse C. R. (2004) *Anthropology – A Global Perspectives*, Prentice-Hall of India Private Limited, New Delhi.
- ✓ Roy I. B. (2013). *Anthropology: The Study of Man*, S Chand and Company Limited, New Delhi.
- ✓ Banerjee, H. N. (1994). *Introducing Social and Cultural Anthropology*, K. K. Publication, Calcutta.
- ✓ Kottak, C. P. (2014) *Cultural Anthropology: appreciating cultural diversity*, McGraw-Hill.
- ✓ Beals, R.L and H. Hoijer. 1971. *An Introduction to Anthropology*. 4th Ed. New York: Macmillan

MDC-II
Media, Culture and Society

Media, Culture and Society

This paper attempts to establish the relationship between media, culture and society. Media in all ages has an enormous influence on society. With changing times, the forms, contents and representations of media process multiple impacts on the lives of individuals in a society. This paper intends to understand the different types of media, discovering its historicity in the Indian context, its influence in contemporary times and its approaches to understand media studies sociologically.

Course Outcome:

- Understanding the process of production and consumption of media texts not only help students to decipher the ideological standpoints but also create employment opportunities in media industry.

Unit I: Media: History and types

- Types of media: Print, Electronic, visual and social media,
- Historicity of Media Revolution in India: Print Media, Telegraph
- Radio, Television
- Internet: Email and social media

Learning Outcome:

- To understand the nature, the idea of production, consumption and issues on changing forms of media in changing times.

Unit II: Media and Culture

- Media a reflection of culture
- Cultural Contributions to Media
- Folk Culture, Popular Culture, Mass Culture, New Media
- Media and Modern Society

Learning Outcome:

- To understand the relation between media and culture.

Unit III: Approaches to Media Studies

- Marxism and Media
- Structuralism and Media
- Feminism and Media

Learning Outcome:

- To en-skill students to analyse media texts using different theoretical lens.

Unit IV: Globalization and Media

- Media Imperialism and Multinational Corporations
- Media and Democracy
- Rise of Information Society
- Media & Crime

Learning Outcome:

- To learn the basic concepts and emerging issues in media studies.

Lesson Plan

	Unit	Thrust Areas	Method	Total No. of Classes	References
I		Media: History and types: Types of media: Print, Electronic, visual and social media, Historicity of Media Revolution in India: Print Media, Telegraph Radio, Television Internet: Email and social media	Classroom Lectures and Tutorials	15	Bernard Bel et. al 2005. Media and Mediation Communication Processes Vol. 1 Sage Publication. Vidya Mitra. (2018, April 27). <i>Types of Media and Selection Criteria</i> (Video). You Tube. https://www.youtube.com/watch?v=1jYZ-61OIM Vidya Mitra. (2018, Feb 27). <i>Social Media</i> (Video). You Tube. https://www.youtube.com/watch?v=8idPOnHPuUU
II		Media and Culture Media a reflection of culture Cultural Contributions to Media Folk Culture, Popular Culture, Mass Culture, New Media Media and Modern Society	Classroom Lectures and Tutorials	15	Anderson, B. 1983. Imagined Communities. London: Verso. Storey, John. 1993. An Introductory Guide to Cultural Theory and Popular Culture. Athens: University of Georgia. Strinati, D. (1995). An Introduction to the Theories of Popular Culture. Vidya Mitra. (2015, Dec 29). <i>Folk Culture</i> (Video). You Tube. https://www.youtube.com/watch?v=8nvORiHUCvo Vidya Mitra. (2015, Dec 8). <i>Media and Popular Culture</i> (Video). You Tube. https://www.youtube.com/watch?v=ii7qKN1WUMQ Vidya Mitra. (2018, Feb 2). <i>Emergence of New Media</i> (Video). You Tube. https://www.youtube.com/watch?v=kleNQw2LPvY Vidya Mitra. (2017, Oct 25). <i>Mass culture</i> (Video). You Tube. https://www.youtube.com/watch?v=GUCDqqssW1Q
III		Approaches to Media Studies Marxism and Media Structuralism and Media Feminism and Media	Classroom Lectures , Practical Class and Tutorials	15	Storey, John. 1993. An Introductory Guide to Cultural Theory and Popular Culture. Athens: University of Georgia. Strinati, D. (1995). An Introduction to the Theories of Popular Culture. Chaudhuri, M. 2017. <u>Refashioning India: Gender, Media and a</u>

		Choose a media text in terms of a (eg. cinema, novel etc) and write its review using any of the three approaches.		<u>Transformed Public Discourse: Hyderabad: Orient Black Swan</u> Ch-05: PRABANDHAN [Social Science - III].(2018, Jun26). <i>Functionalism and Marxist media theory -Part-1 (CH-05) (Video). You Tube</i> https://www.youtube.com/watch?v=9wMmojLjHk Vidya Mitra. (2017, Sep 13). <i>Feminist Theory and Media (Video). You Tube.</i> https://www.youtube.com/watch?v=esQ9BYxignQ
I	Globalization and Media 4.1 Media Imperialism and Multinational Corporations 4.2 Media and Democracy 4.3 Rise of Information Society 4.4 Media & Crime	Classroom Lectures and Tutorials	15	Giddens, A. 2001. <i>Sociology</i> . Cambridge: Polity Press. Harvey, D. 1989. <i>The Condition of Postmodernity</i> . Oxford. Basil Blackwell.

Text Book:

- ✓ Storey, John. 1993. *An Introductory Guide to Cultural Theory and Popular Culture*. Athens: University of Georgia.
- ✓ Strinati, D. (1995). *An Introduction to the Theories of Popular Culture*.
- ✓ Reference Books
- ✓ Anderson, B. 1983. *Imagined Communities*. London: Verso.
- ✓ Bernard Bel et. al 2005. *Media and Mediation Communication Processes Vol. 1 Sage Publication*.
- ✓ Chaudhuri, M. 2017. *Refashioning India: Gender, Media and a Transformed Public Discourse: Hyderabad: Orient Black Swan*
- ✓ Giddens, A. 2001. *Sociology*. Cambridge: Polity Press.
- ✓ Harvey, D. 1989. *The Condition of Postmodernity*. Oxford. Basil Blackwell.

E-Resources

1. Vidya Mitra. (2018, April 27). *Types of Media and Selection Criteria (Video)*. You Tube.
<https://www.youtube.com/watch?v=1jYZ-61OIM>
2. Vidya Mitra. (2018, Feb 27). *Social Media (Video)*. You Tube.
<https://www.youtube.com/watch?v=8idP0nHPuUU>
3. Vidya Mitra. (2015, Dec 29). *Folk Culture (Video)*. You Tube.
<https://www.youtube.com/watch?v=8nv0RiHUCvo>
4. Vidya Mitra. (2015, Dec 8). *Media and Popular Culture (Video)*. You Tube.
<https://www.youtube.com/watch?v=ii7qKN1WUMQ>
5. Vidya Mitra. (2018, Feb 2). *Emergence of New Media (Video)*. You Tube.
<https://www.youtube.com/watch?v=kIeNQw2LPvY>
6. Vidya Mitra. (2017, Oct 25). *Mass culture (Video)*. You Tube.
<https://www.youtube.com/watch?v=GUCdQqssW1Q>
7. **Ch-05: PRABANDHAN [Social Science - III].(2018, Jun26). *Functionalism and Marxist media theory -Part-1 (CH-05) (Video). You Tube*** <https://www.youtube.com/watch?v=9wMmojLjHk>
8. Vidya Mitra. (2017, Sep 13). *Feminist Theory and Media (Video)*. You Tube.
<https://www.youtube.com/watch?v=esQ9BYxignQ>

English AEC-II

Introduction:

This Course aims at providing students familiarity with all components of language learning; listening, speaking, reading, writing, grammar and vocabulary which will eventually help in development of communication skills. This is an activity-based, goal-oriented, functional course, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a predefined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centred on sentence construction, paragraph development and précis writing. In this course there is ample scope to build the speaking and listening skills of students with an emphasis on interactive learning and articulation.

Course Objectives:

- Develop in students the required knowledge, skills, and judgement around human communication that facilitates their ability to work collaboratively with others.
- Enable the students to understand and practise different techniques of communication. Through this course, they will familiarise themselves with different types of communication. Enhance the employability of students by developing in them the required skills of communication in English, so as to enable them to: 2 i. Speak correctly, intelligibly and fluently as well as to listen and comprehend accurately when spoken to, so as to be able to communicate effectively and with confidence in a variety of social, academic and work-related situations; ii. Read and comprehend accurately the various kinds of written texts which they may be expected to deal with; iii. Write effectively in a number of different genres (forms) of writing, relevant to social, academic and work-related needs;
- Develop interpersonal skills and the attitudes required for effective functioning in different social and work-related situations.
- Provide cognitive and cultural enrichment through exposure to a variety of humanistic learning experiences. General Pedagogical Principles 1. Instruction will essentially be activity-based. Each session will provide a variety and range of activities, pitched at different levels of linguistic competence. Group activities will be encouraged. The links between theory and practice will constantly be exemplified and highlighted. Theoretical inputs will be provided, as far as possible, in a non-technical manner. 2. Periodical tests may be conducted to assess skills and application of theoretical principles and not recalling information from memory. The skills of Listening and

Speaking may be tested through oral examinations in the classes, depending on time and scope. 3. An inventory of available software, including audio/ audio-visual materials should be made, and the use of such materials be standardised across all colleges. If necessary, software tailored to the requirements of the program should be produced in collaboration with appropriate agencies. 4. Although portions of selected texts will be used to develop the skills; a teacher is free to use material recommended by the experts. 5. The course cannot be effectively implemented unless all instructors are properly oriented. It should be ensured that orientation programs are organised before the curriculum is implemented. Handbooks must be produced and made available to all instructors. 3 6. Workshops for the development of instructional materials by members of college faculties should be organised periodically, as a part of on-going orientation.

Attention

The course drives away the myth that communicative competence in a language is honed, built and effectively practiced by learning and mastering the grammar, phonetics of a language or appropriating the accent and structures of the native tongue. Rather it is an adaptation with equal blend of the first language and the context in collaboration with the foreign tongue achieved by suitable use of texts from literature. So the teachers as well as students are advised to use as much literary texts as possible from the texts prescribed and other sources for providing an exposure to the students to be aware of the truth that literature enables skillful communication. The examination questions will be set according to the texts and topics prescribed.

Unit-I

English Language and Communication: Introduction (9 hours)

I. Communication, its importance and factors that determine communication (sender, receiver, channel, code, topic, message, context, feedback, barriers) models of communication, the information gap principle: given and new information; information overload, redundancy and cliches, the importance of audience and purpose ii. Types of communication: horizontal, vertical, interpersonal, lateral and grapevine iii. Verbal and nonverbal communication, body language and its manifestations in different cultures, written and oral communication, bias-free communication, political correctness. iv. Styles of Communication: formal, informal and semi formal Note: The topics listed above should be introduced briefly in the theory classes. The reflections of the students' understanding may be assessed by the facilitator through exercises. The teacher/facilitator can refer to the books recommended under 'prescribed readings' for teaching and exercise purposes. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Texts

- ✓ Communicative English OSHEC Publication. Chapters: Unit-I
- ✓ Literature and Art of Communication by Asima Ranjan Parhi, Madhusmita Pati, Subhra Prakash Das and Shakina Mohol, Cambridge University Press, 2019.
- ✓ The International Encyclopedia of Communication. Malden, MA: Blackwell Publishing. (eBook)

Suggested Readings

- ✓ A Cognitive Approach to Language Learning. Oxford University Press Donsbach, Wolfgang. (2008).
- ✓ 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', by Parhi and Dutta in I-Manager's Journal on English Language Teaching, 4(2)2014.
<https://files.eric.ed.gov/pdf>
- ✓ 21st Century Communication: A Reference Handbook. Thousand Oaks, Calif: SAGE Reference. (e-book)
- ✓ Written and Spoken Communication in English published by Orient Blackswan
- ✓ Indian English through Newspapers, A R Parhi, Concept, New Delhi, 2008.
- ✓ An Introduction to Professional English and Soft Skills by Das et al
- ✓ Communicative Competence. T T Panigrahi, Notion Press, India, Singapore and Malaysia
- ✓ Soft Skills for Your Career, by Kalyani Samantaray. OUP
- ✓ An Anthology of English Prose 1400–1900 Cambridge University Press 2015.

Unit-II

English Language and Communication: Listening and Speaking (9 hours)

- I. Types of listening (active and passive), listening to respond (how, when and why), empathic listening and interactive listening ii. Speaking to communicate effectively: fluency, accuracy, intelligibility and clarity iii. Style of speaking in various situations: formal, informal and semi-formal, tentative and cautionary, simple and plain English iv. English pronunciation: vowel and consonant sounds, diphthong, IPA, syllable division and primary stress in words, stress shift, sentence rhythm and weak forms, contrastive stress in sentences, intonation: falling and rising tones, varieties of spoken Englishes: Standard Indian, American and British (R.P.); 'Neutral English', newspapers, ad captions and their contribution to the shaping of Indian English as a standard language

Note: This unit does not go deep into phonetics. The objective is to train students to refer to a Learners' Dictionary to find out the correct pronunciation of words. Students will be introduced to phonemic transcription using IPA symbols in theory classes and further practice will be provided during exercises/practices.

The teacher/facilitator will include simple questions on phonemic transcription and the marking of stress in words and sentences. The teacher/facilitator can refer to the books recommended under both 'Texts' and 'Suggested Readings' for teaching and exercise purposes. He/she can refer to valid and recognized web resources and additional titles from renowned publishing houses for the same purpose.

Texts

- ✓ Communicative English OSHEC publication. Chapter-Unit I
- ✓ The Sound of English by www.pronunciationstudio.com
- ✓ 'Towards the Anti-Canon: A Brief Focus on Newspaper English in India', SHSS (Studies in Humanities and Social Sciences, UGC Care), Ed. T.R. Sharma, IAS (Indian Institute of Advanced Study), Shimla, Vol. XIII, No.1, Summer 2006, pp.143-155. <http://14.139.58.200>, ias.ac.in. journals Asima Ranjan Parhi.

Suggested Readings

- ✓ The Sounds of English Around the World: An Introduction to Phonetics and Phonology Cambridge University Press
- ✓ "Listening in the Language Classroom", pp. 58 - 76 DOI: <https://doi.org/10.1017/CBO9780511575945.006>, Cambridge University Press, Print publication year: 2009
- ✓ An Introduction to Professional English and Soft Skills by Das et al.
- ✓ Teaching the Spoken Language. Cambridge University Press Speaking. Oxford University Press
- ✓ Communicative Competence. Notion Press, India, Singapore and Malaysia
- ✓ Exploring Spoken English. Cambridge University Press English Conversation. Oxford University Press
- ✓ The English Language in India: From Racial-Colonial to Democratic", EJBS (The European Journal of Behavioural Sciences) 3 (1): page:8-16, Dec.

Unit-III

English Language and Communication: Reading and Writing (9 hours)

I. Reading methods and techniques: fluency, accessing meaning, levels of competence, skimming and scanning, global and local reading, silent reading and reading aloud ii. Reading texts to understand literal, metaphorical and suggested meanings (essays, poems and stories), identifying the tone (admiring, accusatory, ironical, sympathetic, ambiguous and neutral etc.) of the writer iii. Writing process: brainstorming, pre-writing, writing and post writing, coherence, cohesion, style, iv. Writing short texts: paragraph writing; writing longer texts: literary writing, academic writing and media writing

Note: This unit will focus on the basic principles of reading and writing as forms of communication. The teacher/facilitator may use reading material from literary texts, media writings, non-fiction prose and other written discourses. He/she needs to adopt caution in selecting the reading materials. Reading and writing are related activities. The insights gained through training in reading can be utilised for effective writing. The teacher/facilitator must refer to the chapters and topics from the books recommended under 'Prescribed Texts' for teaching and exercise purposes. From which questions will be set for the examination. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Prescribed Pieces/Texts

- ✓ Communicative English OSHEC Publication. Chapters: Unit-III
- ✓ From The Winged Word, David Greene, Macmillan.1974 and Melodious Songs and Memorable Tales, 2015:
- ✓ 'Daffodils' by William Wordsworth, 'When we two Parted' by Lord Byron, 'The Last Ride Together' by Robert Browning, "Self Portrait" by A K Ramanujan.
- ✓ From The Widening Arc. Kitab Bhavan, 2016, A R Parhi, S Deepika, P Jani:
- ✓ 'No Learning without Feeling' by Claire Needell Hollander and 'The Empty Page' by Steven Harvey, 'George V High School' by Dinanath Pathy

Suggested Readings

- ✓ The Oxford Essential Guide to Writing Oxford University Press 2000.
- ✓ An Introduction to Professional English and Soft Skills Das et al
- ✓ The Classic Guide to Better Writing: Step-by-Step Techniques and Exercises to Write Simply, Clearly and Correctly Oxford University Press, 1996
- ✓ Ways of Reading: Advanced Reading Skills for Students of Literature Routledge. 2007.
- ✓ 'Semantic Excess or New Canons? Exploring the Print Media', Journal of Media and Communication, 2010. Research Gate <https://www.researchgate.net.237>. A R Parhi
- ✓ An Anthology of English Prose 1400–1900Cambridge University Press 2015

Unit-IV

I. English Language and Communication: Grammar and Vocabulary (9hours) i. Grammar for meaning, multiplicity of meaning, grammar in communication ii. Stative and dynamic verbs, modals and auxiliaries, tense and time reference, aspect, voice, modality, negation, interrogation; reported questions and tag

questions, complex noun phrases, concord phrasal verbs. iii. Sentence structure: simple, compound and complex, clauses, types of sentences: statement, questions, exclamations, commands iv. Functions of language, usage-oriented vocabulary, neutral vocabulary Note: The teaching of grammar and vocabulary in this unit need to be connected to communication teaching. Teachers/Instructors may select other areas of grammar for review depending on the needs. They will identify the grammatical errors commonly made by their students in speech as well as writing.

The remediation of these errors may require some explanations of grammar. Instructors should use many grammar and vocabulary related exercises and through them will provide all the grammatical information needed to explain the errors that are identified. The teacher/facilitator can refer to the books recommended under 'suggested readings' for teaching and exercise purposes. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Texts

✓ Communicative English OSHEC publication. Chapters: Unit-III Communicative Grammar of English by Geoffrey Leech. Routledge publications, 2002

✓ Oxford Practical English Usage (International Edition 2016) by Michael Swan
Suggested Readings

- ✓ The Widening Arc, Kitab Bhavan, Asima R Parhi, S Deepika, P Jani, 2016.
- ✓ Writing Skills Remapping: An Anthology for Degree Classes Orient Black swan
- ✓ An Anthology of English Prose 1400–1900 Cambridge University Press 2015

Scheme of Evaluation

✓ Midterm test: 20 marks

5x1=5 (short answer, short notes, comprehension questions)

5x1=5 (Analytical, perspective-based and critical-analysis questions)

5x2=10 (activity/practice/reports/case studies/response papers/assignments etc.)

The teacher will have the flexibility of conducting internal examinations or assess the students' learning outcomes through activities, short projects, case studies etc. from all 20 marks/ in parts

Final Examination: 80 marks

Unit1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

SEC-I

Working with Individual

Objectives:

- ☐ To understand the basic concept in Social Case Work
- ☐ To acquaint the students with the process of Social case work
- ☐ To develop in students the necessary attitude and skills to practice Social case work

Unit--I:

Social Case Work- Meaning, Definition, Scope, Purpose. History and development of Case Work, Case work Relationship. Nature and importance, Principles of case work relationship.

Unit--II:

Importance of Case Work, Components of Social Case Work- Person, Problem, Place, Process. Case work process-study, Diagnosis, Treatment, Evaluation & Termination and Recording.

Unit– III:

Skills of caseworker, Techniques of Case Work- Treatment methods in case work, direct treatment, administration of practical services and environmental manipulation.

Unit – IV:

To practice specific principle, skills and techniques of social case work method.

To practice two cases with social case work process: study, Diagnosis, Goal formation, treatment plan, treatment, evaluation and termination.

Reference:

1. The Dynamics of Case work & Counseling: Aptekar H.H
2. The Case Work Relationship: Biestek PP
3. Social case work: R K Upadhyay
4. Theory & Practice of Counseling & Psychotherapy: Gerald Corey
5. Introduction to Social case work: Grace Mathew
6. Social Case Work: a Problem Solving Process: Helan Harris Perlman

Semester III

Social Justice Framework

Course Objectives

- To explore various theoretical frameworks of social justice
- To study the Constitutional provisions for social justice in India
- To critically assess the effectiveness of social policies aimed at empowering marginalized communities

To frame social work practices that achieve social justice objectives

Learning Outcomes

- Able to apply these theories to understand and address social inequalities
- Able to apply constitutional provisions that safeguard social justice
- Able to evaluate social policies using the social justice framework
- Able to adopt practices that liberate and empower oppressed people

Unit I: Perspectives and Theories of Social Justice

Meaning of Social Justice. Moral, Economic, Political and Social Work Perspective of Social Justice. John Rawls theory of Justice, Martha Nussbaum's outcome-oriented theory of Justice and Amartya Sen's capability approach to Justice. B.R. Ambedkar's conceptualization of Social Justice to overcome discrimination and oppression.

Unit II: Social Justice in the Constitution of India

Constitutional commitment to Social Justice. Social Justice and the Indian welfare state. Abolition of Untouchability. Policy of Reservation. Critical assessment of government policies for the empowerment of oppressed people (SC, ST, OBC and Minority).

Unit III: Social Work and the Practice of Social Justice

Framing Social Work practice to achieve social justice objectives: recognizing dignity, encouraging self-esteem, recognizing diversity, achieving equality of treatment and outcome, meeting basic needs, reducing inequality in income and life chances and encouraging participation of all.

Unit IV: Developing a Social Justice Lens

Group and table top exercises for students to develop a social justice Lens. Developing an awareness of multiple perspectives. Identifying strengths in diversity in individuals, communities and in society and. Working towards equitable distribution of resources. Analysing unjust policies and practices. Working in solidarity. Challenging negative discrimination

Reading List

- ✓ [Hölscher, D.](#) et.al (eds). (2022) *Social Work Theory and Ethics: Ideas in Practice*, Springer Nature
- ✓ *International Federation of Social Workers (IFSW) (2014) Definitions of social work.* Retrieved

- March 2021 from: <http://ifsw.org/policies/definition-of-social-work>
- ✓ Atteberry-Ash, Brittanie E. (2023). *Social Work and Social Justice: A Conceptual Review*. *Social Work*, Volume 68, Issue 1, January 2023, Pages 38-46, <https://doi.org/10.1093/sw/swac042>
 - ✓ Dorling, Danny. (2015) *Injustice: Why social inequality still persists*. Policy Press
 - ✓ Rawls, John (1999) *A Theory of Justice*. Revised Edition. Harvard University Press
 - ✓ Nussbaum, Martha. (2006) *Frontiers of Justice: Disability, Nationality and Species Membership*, Cambridge: Harvard University Press.
 - ✓ Sen, Amartya. (2009) *The Idea of Justice*, New York: Penguin Books
 - ✓ Rathore, Aakash Singh (2021). *B.R. Ambedkar: Social Justice*, Vol. 2, Oxford University Press
 - ✓ Begari, Jagannath. (2023) [*B.R. Ambedkar and Social Transformation: Revisiting the Philosophy and Reclaiming Social Justice*](#). Taylor & Francis Ltd
 - ✓ Raju, C.B. (2006) *Social Justice and the Constitution of India*. Serials Publication

Core VI

Human Rights Framework

Course Objectives

- To understand Human Rights and engage in critical self-reflection and correction for professional development
- To understand the Human Rights institutional framework in the country
- To recognize the extent to which a cultures, structures and values may oppress, marginalize, exclude and enhance power and privilege
- To critically analyze the intersection of Human Rights Values with Social Work influences practice

Learning Outcomes

- To understand the global Human Rights framework and to analyze the implications of universal human rights on national laws and practices
- Able to engage in processes that advance social and economic justice.
- Able to examine the role of various institutions in protecting human rights
- Able to explore methods for monitoring and reporting human rights violations

Unit I: Universal Human Rights

Historical evolution and normative framework of the Universal Human Rights System: The UN Charter, Universal Declaration of Human Rights, the ICCPR and ICESCR. The generations of Rights. UN vs. National perspectives-issues of cultural relativism. Rights vs. Duties. Rights of Indigenous Peoples. International Convention on the Elimination of All Forms of Racial Discrimination.

Unit II: Human Rights Institutions

Role of the Judiciary in responding to Human Rights issues in India: The case of Niyamgiri. Role of the National Human Rights Commission. Role of Human Rights NGOs.

UNIT – III: Monitoring Human Rights

Who monitors human Rights- Role of Social Work Professionals, Medical Professionals, the Police, Lawyers and Judges. How to monitor? - Prisons, trials, hospitals, vulnerable groups. How to investigate? - Practical steps on gathering evidence. How to report? - Collating evidence, recording statements, and writing a report. International and National Reporting and Complaints Procedure.

UNIT – IV: Rights based practice in Social Work

The elements of the Human Rights approach and its value to Social Work: Respecting principles of Equality and non-Discrimination; incorporating the Gender perspective. Applying Human Rights approach to Advocacy in the context of Social Work: public campaigns, networking and legislation

Reading List

- ✓ *Youth for Human Rights (2010). What are human rights? <http://www.youthforhumanrights.org/what-are-human-rights.html>*
- ✓ *Ife, J. (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. *European Journal of Social Work*, 4(1), 5-15.*
- ✓ *United Nations. (1948). The Universal Declaration of Human Rights. Retrieved from <http://www.un.org/en/documents/udhr/>*
- ✓ *United Nations. (1994). Human rights and social work: A manual for schools of social work and the social work profession. Geneva: United Nations Centre for Human Rights.*
- ✓ *Ife, J. (2012). Human Rights and Social Work: Towards Rights based Practice, CUP:London.*
- ✓ *Reichert, E. (2011). Social Work and human Rights: A Foundation for policy and practice, Columbia University Press.*
- ✓ *Lundy, Colleen (2011). Social Work, Social Justice and Human Rights: A Structural Approach to Practice. University of Toronto Press.*
- ✓ *Mullaly, Bob.(2017) Challenging Oppression and Confronting Privilege, OUP.*
- ✓ *Wronka, Joseph. M. (2017) Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions, Sage publications.*

Core VII

Field Work-3

Course Objectives

- To develop competencies for working within community-based settings
- To enable students to learn firsthand about vulnerabilities in community
- To engage in reflective practices that connect theory with field experiences

Learning Outcomes

- Able to utilize a theoretical framework to guide practice and evaluate outcomes
- Able to reflect on social realities and engage appropriately using social work approaches, skills, and models
- Able to implement social work interventions targeted at specific community issues

Field Work Contents (Tasks /Activities)

- Field work practicum of Third Semester comprises Concurrent Field Work:
- The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days (16 hours) in every week of the semester.
- The student shall complete a minimum of 20 days of visits in a semester. The learners shall be placed in agencies/community to initiate and participate in direct service delivery. Submission of reports to their allotted respective faculty supervisors.
- The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Workload: Ratio of Teachers and Students for Social Work practicum shall be 1:8

Note: * In concurrent Field Work Programme, every student has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). ($16/2 = 8$ Hrs. the work load for the Field work practicum shall be considered as 1: 8. The Ratio of one teacher shall have a batch of 8 students) (Each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours per week). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

MIC-3

Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Course Outcomes:

- This paper is expected to provide a wholesome idea to the students about the process of social change.
- They can relate their experience with the theoretical explanations.

Unit-I: Social Change:

- Meaning and Nature
- Social Evolution & Social Progress: Meaning and features
- Social Development: Meaning and features
- Factors of Change (Cultural, Technological, Demographic) and
- Source of Change (Endogenous & Exogeneous)

Learning Outcome:

- Students can derive knowledge about the meaning, nature, forms and patterns of change and they will get an impression about the factors that propel change in the society.

Unit-II: Theories of Social Change:

- Evolutionary theory
- Functionalist theory
- Conflict Theory
- Cyclical Theory

Learning Outcome:

- Will get an idea about the theories that explain change and their adequacy in explaining so.

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Social Change: Meaning and Nature Social Evolution & Social Progress: Meaning and features Social Development: Meaning and features Factors of Change (Cultural, Technological, Demographic) and Source of Change (Endogenous & Exogenous)	Classroom Lectures & Tutorials	18	Sztompka, P. (2023). <i>The Sociology of Social Change</i> . Rawat Publications. Singh. Y. (1997) <i>Social Stratification and Change in India</i> . Manohar. Singh. Y. (1986) <i>Modernization of Indian Tradition</i> . Penguin. CEC. (2018, Oct 18). <i>Social Change in Modern Society</i> (Video). YouTube https://www.youtube.com/watch?v=mdwKnQM6CDI Nptelhrd. (2013, Nov 21). <i>Social change-I: Definition of social change</i> (Video). You Tube https://www.youtube.com/watch?v=R4YTvfMbbzA Rath . Navaneeta. <i>Sociology of Development</i> (PDF). DDCE, Utkal University. https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_19.pdf
II.	Theories of Social Change: Evolutionary theory Functionalist theory Conflict Theory Cyclical Theory	Classroom Lectures & Tutorials	14	Sztompka, P. (2023). <i>The Sociology of Social Change</i> . Rawat Publications. CH 03: CEC-UGC 03: Social & Behavioral Sciences. (2017, Sep 13). <i>Theories of social change</i> (Video). You Tube https://www.youtube.com/watch?v=NmrAZV_kFaw
III	Models of development: Capitalist Socialist	Classroom Lectures & Tutorials	16	egyankosh. (2017). Social Development, Unit 13. Ignou.

	Gandhian Alternative (Microfinance and Ecological)			
IV	Processes of Social Change in Indian Context: Sanskritisation Westernisation Modernisation Secularisation	Classroom Lectures & Tutorials	12	Srinivas, M. N. (1995). Social change in modern India. Orient Blackswan. CEC. (2021, Jan 17). <i>M. N. Srinivas : Social Change in Modern India – 1</i> (Video). You Tube https://www.youtube.com/watch?v=xh7NCADg3t0 CEC. (2021, Sep 6) <i>Yogendra Singh (1932-2020) : Social Change in India</i> (Video). You Tube https://www.youtube.com/watch?v=GXcAc9cns9c

Unit-III: Models of development:

- Capitalist
- Socialist
- Gandhian
- Alternative (Microfinance and Ecological)

Learning Outcome:

- Students can derive knowledge about different models of development and how Indian experience of development has been shaped by these models.

Unit-IV: Processes of Social Change in Indian Context:

- Sanskritisation
- Westernisation
- Modernisation
- Secularisation

Learning Outcome:

- Students would learn about different processes of change that has shaped Indian society.

Lesson Plan

Text Book:

- ✓ Mohanty, R.N. (2002). *Understanding Social Change*. Cuttack: Kitab Mahal.
- ✓ Singh. Y. (1997) *Social Stratification and Change in India*. Manohar.
- ✓ Sztompka, P. (2023). *The Sociology of Social Change*. Rawat Publications.

Reference Books

- ✓ Mishra, B. (1998) *Capitalism, Socialism and Planning*, South Asia Books.
- ✓ Sharma, K.L. (1986). *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.
- ✓ Singh. Y. (1986) *Modernization of Indian Tradition*. Penguin.
- ✓ Srinivas, M. N. (1995). *Social change in modern India*. Orient Blackswan.

E-Resources

1. CEC. (2018, Oct 18). *Social Change in Modern Society* (Video). YouTube
<https://www.youtube.com/watch?v=mdwKnQM6CDI>
2. Nptelhrd. (2013, Nov 21). *Social change-I: Definition of social change* (Video). You Tube
<https://www.youtube.com/watch?v=R4YTvfMbbzA>
3. Rath . Navaneeta. *Sociology of Development* (PDF). DDCE, Utkal University.
https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_19.pdf
4. CH 03: CEC-UGC 03: Social & Behavioral Sciences. (2017, Sep 13). *Theories of social change* (Video). You Tube
https://www.youtube.com/watch?v=NmrAZV_kFaw
5. egyankosh. (2017). *Social Development*, Unit 13. Ignou.
6. CEC. (2021, Jan 17). *M. N. Srinivas : Social Change in Modern India – 1* (Video). You Tube
<https://www.youtube.com/watch?v=xh7NCADg3t0>
7. CEC. (2021, Sep 6) *Yogendra Singh (1932-2020) : Social Change in India* (Video). You Tube
<https://www.youtube.com/watch?v=GXcAc9cns9c>

MDC-3

SCIENCE, TECHNOLOGY AND SOCIETY

Objective: The course aims to provide students with a comprehensive understanding of the complex interrelationships between media, culture, and society. The course will explore key concepts and debates in media studies, including media representation, media industries, media effects, globalization, media ethics, and the role of media in social change. This course also aims to empower students to become informed and engaged citizens who can navigate and contribute meaningfully to an increasingly mediated world.

Unit I

Culture: definition & process, Culture as a social institution value system, Eastern and western perspective, Intercultural communication: definition & process, Cultural symbols in verbal and non-verbal communication.

Unit II

Mass media as vehicles of intercultural communication, Barriers in inter-cultural communication, Religious, political and economies pressures, Intercultural conflicts and communication, impact of new technology on culture, globalization effects on culture and

communication.

Unit III

Culture, communication and folk media character, Popular culture and Mass media, UNESCO'S efforts in the promotion of intercultural communication and other organizations code of ethics.

Unit IV

Relationship between Media and Society, Role and importance of Media in Democracy, Diversity in media, Pressure group and Dynamic of Interest, Relationship between Media and Society, Media and Societal needs, Concept of Public Sphere, Public Sphere in different Media.

Suggested Readings:

- ✓ "Media and Society: A Critical Perspective" by Arthur Asa Berger
- ✓ "Media Studies: The Basics" by Angharad N. Valdivia and Radhika Gajjala
- ✓ "Media, Culture and Society in 21st Century India: Perspectives and Practices" edited by Biswajit Das and Anjali Gera Roy
- ✓ "Media, Culture and Society: An Introduction" by Paul Hodkinson
- ✓ "Understanding Media Cultures: Social Theory and Mass Communication" by Nick Stevenson
- ✓ "Media and Society: Critical Perspectives" by Graeme Burton and Nick Stevenson
- ✓ "Media, Society, World: Social Theory and Digital Media Practice" by Nick Couldry and Joseph Turow
- ✓ "Indian Media: Global Approaches" edited by Shakuntala Rao

Value Added Course -II

UNDERSTANDING ODISHA

Credit point: 3

Total Hours: 45

COURSE OUTCOME

- To familiarize the students with Odisha, its history, linguistic heritage, religion, culture, literature, geographic features, tribes and their culture, dance and music and contemporary features.
- To enable the students to develop an informed perspective about their land, people, their past and present and the challenge they face.
- To enable the students to face competitive examinations for jobs under Govt. of Odisha

COURSE CONTENTS

Unit- I ODISHA'S PHYSICAL AND HUMAN GEOGRAPHY

[9 hours]

✓ *Learning Outcome: Familiar with the physiography, drainage, climate and forests in Odisha*

- Physiography, Drainage systems, Climate, natural vegetation
- Major Industries and Minerals in Odisha : Iron Ore, Coal, Bauxite and Chromite
- Steel and Aluminum industries
- Growth and distribution of population

Unit- II AN OUTLINE OF POLITICAL HISTORY OF ODISHA

[9 hours]

✓ *Learning Outcome : To enable the students to familiarize themselves with the chronology of Political History , formation of Odisha in modern days and freedom movement*

- Ashoka and Kharavela
- An outline of Dynastic History of Odisha: Bhaumkaras, Somavamsies, Gangas and Gagapatis

- Odisha under Mughals and Marathas
- Movement for Separate Province of Odisha and freedom struggles Odisha

UNIT- III AN INTRODUCTION TO ODISHA'S CULTURE AND HERITAGE

[9 hours]

✓ **Learning Outcome :** *Understand Essence of Odisha's Culture, Art, Architecture, Dance , Music, Religion, and Literature*

- Temple Architecture in Odisha
- History of Odia Literature from ancient period to independence including Bhakti Literature, Development of Odia Script
- Dance and Music : Odissi, Gotipua, Chhau, and Folk
- Religion in Odisha: Shaivism, Vaishnavism and Neo-Vaishnavism(Chaitanya), Shakti cult, Jagannath Culture, Islam and Christianity in Odisha
- Odisha Cuisine
- Major Festival of Odisha

UNIT- IV TRIBES OF ODISHA

[9 hours]

✓ **Learning Outcome:** *Odisha has a large concentration of Tribal Population; students would develop an understanding of their culture, and develop an appreciation at their ways of life.*

- Essentials of 62 Tribes of Odisha : Major Tribes and PVTs, festivals, beliefs, art and craft

UNIT- V CONTEMPORARY ODISHA

[9 hours]

✓ **Learning Outcome:** *To be cognizant of contemporary Odisha*

- Districts of Odisha – An Outline
- Education – Primary, Secondary, Higher education including Technical.
- Tourism in Odisha including Eco-tourism
- Industry, Agriculture, Public Health, Service Sector (including IT)

Text Books

- Odisha Reference Year book (Latest Edition) by B.K. Publication Pvt. Ltd

Reference

- History of Odisha by Prof. Atul Chandra Pradhan
- History of Odia Literature by Mayadhar Mansingh
- Odisha Review and Utkal Prasanga (Current Issues)

Sample Question

1. Dhensa is the dance form _____Tribe.[1 mark]
2. Name the three types of temple architecture of Odisha.[2 marks]
3. Trace the growth of IT industry in Contemporary Odisha.[5 mark]
4. Write an essay on Jagannath Culture.[8 mark]

Development Framework

Course Objectives

- To dissect the meanings and theories of development, including sustainable and human development models.
- To develop capabilities on the critical understanding on the development theories, models and approaches to development.
- To develop a comprehensive knowledge and understanding on India's development experience
- To engage in a discourse on the contemporary development issues including SDGs

Learning Outcomes

- Able to showcase extensive knowledge and understanding of the social development policies and programs, social problems and social legislations
- Able to critique the role of international agencies in shaping development policies
- Able to review India's development policy
- Able to analyse India's progress in achieving the SDGs

Unit I: Understanding Development- An overview

Development Definitions. Underdevelopment: Meanings, Characteristics and Causes. Evolution of theoretical ideas and principles that have shaped the development process: Capitalist Model-Trickle-down Theory, Human Development, Social Development and Sustainable Development. Role of international agencies (UNDP, ILO, World Bank) in promoting state directed, planned social development.

Unit II: Critiques of Development

Dependency Theory (1960): an explanation of economic underdevelopment of countries. World System Theory (Immanuel Wallerstein, 1979), Post Development Theory (Arturo Escobar), Happiness Index: Correlation between Subjective Well Being (SWB) and Sustainable Development Goals (SDG)

Unit III: India's Planned Development Experience

Mixed economy and economic planning: Five Year Plans- achievements and failures, contradictions, critiques and major debates on Indian planning. India's development strategy: Area Development Approach, Target group approach, Basic Needs Approach, Integrated Development Approach, Community-driven development (CDD). Economic Reforms in India: Replacement of the welfare state with neo-liberal state. Introduction of Liberalization, Privatization and Globalization (LPG) and its consequences. Case studies- Nationalization of banks, Green Revolution, White Revolution, Make in India

Unit IV: Contemporary Issues and SDGs

Increasing Inequality and the introduction of Rights based welfare economics: MGNREGS, Right to Education, Right to Food, Subsidized food grains distribution, Direct and Indirect Benefit Transfers/Cash Transfers. The SDG framework and localising SDGs. Analysing India's progress in SDGs.

Reading List

- ✓ Midgley, James. (2014), *Social Development: Theory and Practice*, Sage: London
- ✓ Midgley, James and Michelle Livermore (1997) *The Developmental Perspective in Social Work: educational implications for a new century*, *Journal of Social Work Education*, Vol. 33, No. 3 (Fall

- 1997), pp. 573-585 (13 pages), Published by: Taylor & Francis, Ltd.
- ✓ Billups, J. O. (1990). *Toward social development as an organizing concept for Social Work and related social professions and movements*. *Social Development Issues*, 12(3),14-26.
 - ✓ Richard J. Estes (1998), *Developmental social work: A new paradigm for a new century*
 - ✓ https://www.researchgate.net/publication/229002360_Developmental_Social_Work_A_New_Paradigm_for_a_New_Century
 - ✓ Byres, T.J (1998) *The Indian Economy: Major Debates since Independence*, Oxford University Press: Delhi
 - ✓ Byres, T.J.:State (1999), *Development Planning and Liberalisation in India*, Oxford University Press: Delhi
 - ✓ Dreze, J. and Sen, A. (2002) *India: Development and Participation*, New Delhi: Oxford University Press.
 - ✓ Peet, Richard. 2003. *Globalism and Neo-liberalism*. Pp. 1-23 in *Unholy Trinity: The IMF, World Bank and WTO*. Zed Books: London and New York
 - ✓ Haq, Mahbubul. (1998). "The Human Development Paradigm"and *The Advent of the Human Development Report*. "Pp. 13-45 in *Reflections on Human Development*. Oxford University Press: Delhi
 - ✓ Sen, Amartya. (1999). *Development as Freedom*. Anchor Books: New York
 - ✓ Arora-Jonsson, S. (2023). *The sustainable development goals: A universalist promise for the future*. *Futures*, 146, 103087.
 - ✓ Singh, S. (2022). *Attainment of the sustainable development goal of poverty eradication: A review, critique, and research agenda*. *Journal of Public Affairs*, 22(1), e2294.

Core IX

Social Policy

Course Objectives

- To understand of the concept and values underlying social policy
- Develop an understanding of social policy in the perspective of national goals as stated in the Constitution
- To understand the processes involved in formulating and implementing social policies and critique the effectiveness of sectoral policies in achieving sustainable development goals
- To learn about the various methods employed to analyse social policy both qualitatively and quantitatively

Learning Outcomes

- Able to imbibe skills to critically assess concepts related to social policy
- Able to appreciate the role of planning in making social policies for achieving constitutional goals as well as SDGs
- Be aware of social policy governance structure and its strengths and drawbacks
- Able to appreciate participatory methods of social policy evaluations

Unit I: Understanding Social Policy

Concept of Social Policy, underlying values and constitutional principles. Social Policy in response to social

problems. Social Policy for Social Justice and safeguarding Human Rights.

Unit II: Social Policy Formulation

The process of social policy formulation. Approaches to social policy: Unified, integrated and sectoral. Planning as an instrument and source of policy. Concept of social planning and its distinctness from economic planning. Sectoral policies linked to achieving Sustainable Development Goals. Recent trends in social policy making-EWS reservation, New Education Policy.

Unit III: Social Policy Execution

Social policy governance and institutions- Coordination, monitoring and evaluation. The lack of convergence between implementing agencies.

Unit-IV: Social Policy Analysis

Analysing social policy quantitatively and qualitatively- short term output vs. long term outcomes. Participatory methods of social policy analysis-stakeholder analysis, participatory appraisal.

Reading List

- ✓ Alcock, P., Haux, T., May, M., & Wright, S. (eds.) (2016). *The student's companion to social policy*. Oxford: Blackwell
- ✓ Barusch, A. (2005). *Foundations of social policy: Social justice in human perspective* (2nd ed.). Belmont, CA: Wadsworth Press.
- ✓ Spicker, P. (2008). *Social policy: Themes and approaches* 2nd Edition. UK: The Policy Press
- ✓ Drake, R. F. (2001). *The principles of social policy*. New York: Palgrave
- ✓ Adams, Robert (2002). *Social Policy for Social Work*, Basingstock: Palgraved MacMillan.
- ✓ Denny, D. (1998). *Social policy and social work*. Oxford: Clarendon Press.
- ✓ Hudson, J., & Lowe, S. (2007). *Understand the policy process*. New Delhi: Rawat
- ✓ Livingstone, A. (2011). *Social policy in developing countries*. UK: Routledge
- ✓ Mathur, R. B. (2008). *Social Policy and Human Rights*, Jaipur: Book Enclave
- ✓ Segal, E.A. (2013). *Social welfare policy and social programs: A values perspective*, (3rd ed.). Belmont, CA: Thompson/Brooks Cole
- ✓ Lucas, Henry and Cornwall, Andrea. (2003) *Researching social policy*, IDS Working Paper 185, <https://www.ids.ac.uk/download.php?file=files/Wp185.pdf>

Core X

10 Field Work-4

Course Objectives

- To develop skill of working with individuals, groups and communities with human rights approach
- To develop skills in identifying and addressing human rights violations

Learning Outcome

- To have an in depth understanding of human rights issues and right based social analysis, assessment and intervention.
- To be able to design, plan and execute human rights campaign at the community level

Field Work Contents (Tasks /Activities)

- Field work practicum of Fourth Semester comprises Concurrent Field Work:
- The broad aim of concurrent field work practicum in this semester is to provide opportunities for applying the knowledge and the information gained in the classroom on a rights-based approach to finding solutions to problems that are both political as well as socio-economic in nature. This learning experience should provide an opportunity of working on human rights issues with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days (16 hours) in every week of the semester.
- The student shall complete a minimum of 25 days of visits in a semester. The learners shall be placed in agencies/community to initiate and participate in direct service delivery. Submission of reports to their allotted respective faculty supervisors.
- The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Workload: Ratio of Teachers and Students for Social Work practicum shall be 1:8

Note: * In concurrent Field Work Programme, every student has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). ($16/2 = 8$ Hrs. the work load for the Field work practicum shall be considered as 1: 8. The Ratio of one teacher shall have a batch of 8 students) (Each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours per week). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

Semester-IV

Core VIII

Ecological Anthropology

Course Outcomes:

To introduce students to the foundational principles and historical development of Ecological Anthropology, providing a comprehensive understanding of ecological perspectives and their relevance to human societies.

Learning Outcomes:

Unit I: Students will understand the foundational concepts and historical evolution of Ecological Anthropology and Understand Ecologically Sustainable Development, Environmentalism, and Conservation Strategies like JFM and MFP, recognizing the importance of indigenous knowledge for environmental conservation

Unit II: Learners will grasp the fundamentals of Ecology and Ecosystem.

Unit III: Students will explore the intersection of culture and environment through Ecological Ethnography, examining the cultural components of various societies and their relationship with ecological transitions and state formations.

Unit IV: Engage in hands-on research or project work to investigate on community based contemporary environmental issues, fostering critical thinking and practical application of ecological concepts.

UNIT-I:

Ecological Anthropology: Definition and Scope; History and Development of Ecological Anthropology; Concepts and Perspectives of Ecology: Cultural Ecology, Population Ecology, Systems Ecology, Ethno Ecology, Palaeo Ecology and Social Ecology; Evolutionary ecology and Deep ecology

UNIT: II:

Ecology and Ecosystem: Definition of Ecology; Ecosystem: Concept, meaning, types and components; Ecological Rules: Allens and Bregmans, Human Adaptability Programme; Adaptation and Evolution: Bio-Cultural Adaptation of Man to Heat, Cold and High Altitude; Eco-niche; Energetic and Human Society: Sources of Energy, Food Chain and Web, Flow of Energy, Ecological Equilibrium and Concept of Carrying Capacity

UNIT-III:

Ecological Transition, Concept of Culture Core and its relation with Environment and Other aspects of Culture; Ecological Ethnography: Study of features of Hunter-Gatherers, Nomads and Island Communities, Cultural Component of system: Culture as a Master Variable. Ecological themes of State formation: Neolithic revolution and Hydraulic civilization.

UNIT-IV:

Concept of Ecologically/Environmentally Sustainable Development; Environmentalism: Environmental Movements, Effects of Development Projects and Processes on Environment. Environmental Policy in India; Conservation Strategies: JFM and MFP. Indigenous knowledge for environment.

Practicals:

1. Conduct a comparative study of traditional ecological knowledge systems in different communities.
2. Study sacred grooves /Nature-Man-Sprit- Complex/ Traditional knowledge system locally available
3. Conduct field trip to study local ecosystems and their human impacts to assess environmental sustainability and propose management strategies.
4. Develop a community-based project to address environmental challenges identified through ethnographic research.
5. Design and implement an educational outreach program to raise awareness about the importance

of ecological conservation and indigenous knowledge

6. Conduct a research project on the socio-ecological impacts of a specific development project or policy.

Books Recommended:

- ✓ 1. O. Hardesty, D *Ecological Anthropology*
- ✓ 2. Bennet, J.W. *The Ecological Transition*
- ✓ Harris, M. 1971. *Culture, Man and Nature*, New York: Thomas Y Cormbell.
- ✓ Ramakrishnan, PS., 2001 (2015). *Ecology and Sustainable Development: Working with Knowledge systems*. New Delhi. National Book Trust, India

Suggested Readings:

- ✓ 1. , Odum E.P. *Fundamentals of Ecology*
- ✓ 2. Bresser *Human Ecology*
- ✓ Eckstein, P.R. & Ehrlick, Avne, Holdren, J.P. *Human Ecology*
- ✓ Orlove, B. 1980. *Ecological Anthropology. Annual Review of Anthropology. Vol.9.pp.235-73*
- ✓ Rappaport, Roy A. 1967. *Pigs for the Ancestors: Rituals in the Ecology of a New Guinea People*. New Haven: Yale University Press
- ✓ Cohen, Yehudi A. 1968. *Man in Adaptation: The cultural Present*. Chicago: Aldine

Core XI

Semester V

Eco-Systems Framework

(Students can choose any one course from this group)

(A)

Course Objectives

- To understand the origins and theoretical underpinnings of ecological systems theory
- To discuss social work values associated with ecological systems thinking.
- To apply human well-being assessments for sustainable development within social work
- To analyze case studies on the application of ecosystems framework in different social work settings

Learning Outcomes

- To be able to apply the ecosystems framework in social work practice with individuals, groups and communities
- Able to envision a better fit between clients and their environments by improving the quality of transactions across different ecological systems

- Able to assess individuals and communities using multi-tiered diagnostic approaches across various ecological systems

Unit I: Theoretical base of Ecosystems Framework

The origins of ecological systems theory: ecological theory, systems theory, Bronfenbrenner's bioecological systems theory and social-ecological systems framework (Ostrom 2007, 2009, Poteete et al. 2010)

Unit II: Social Work value base of the Ecosystems Framework

Social work values associated with Ecosystems Framework. The Social Justice implications of the Ecosystems framework.

Unit III: Ecosystems Framework Assessment Methods

Individual holistic assessment: micro, meso, exo, macro and chrono systems. Human well-being assessment for sustainable development. Multi-tiered diagnosis for social-ecological analysis.

Unit IV: Applications of the Ecosystems Framework

Case Studies: School Social Work, Health, culturally competent practice, managing agro-ecosystems.

Reading List:

- ✓ Mattaini, Mark A. 2008. *Ecosystems theory*. In *Comprehensive handbook of social work and social welfare*, Vol. 2, *Human behavior in the social environment*. Edited by Bruce A. Thyer, 355–377. Hoboken, NJ: Wiley.
- ✓ Teater, Barbra. (2021). "Ecological Systems Theory" in Bolton, Kristin W., Hall, J. Christopher, Lehmann, Peter, (Eds.) *Theoretical Perspectives for Direct Social Work Practice*, 4th Edition, Springer Publishing.
- ✓ Rothery, Michael. (2016) "Critical Ecological Systems Theory" in [Coady, Nick, and Lehmann, Peter](#) (Eds.) *Theoretical Perspectives for Direct Social Work Practice*, 3rd Edition. Springer Publishing.
- ✓ Siporin, M. (1980). Ecological systems theory in social work. *Journal of Sociology and Social Welfare*, 7, 507-532.
- ✓ Allen-Meares, P. and Lane, B. (1987). Grounding social work practice in theory: Ecosystems. *Social Casework*, 68, 515-521.
- ✓ Pardeck, John T. (1988). *An Ecological Approach for Social Work Practice*. *The Journal of Sociology and Social Welfare*. Volume 15, Issue-2, Article 11. Western Michigan University.
- ✓ Ostrom, Elinor. (2009). "A General Framework for Analyzing Sustainability of Social Ecological Systems." *Science* 325 (5939): 419-422.
- ✓ Partelow, Stefan (2018). A Review of the Social-Ecological Systems Framework: Applications, Methods, Modifications, and Challenges. *Ecology and Society* 23(4). <https://www.ecologyandsociety.org/vol23/iss4/art36/>
- ✓ Darling, N. (2007). Ecological systems theory: The person in the center of the circles. *Research in Human Development*, 4(3), 203-217.
- ✓ Wakefield, J. C. (1996). Does social work need the eco-systems perspective? *Social Service Review*, 70(1), 1-32.
- ✓ Wakefield, J. C. (1996). Does social work need the eco-systems perspective? part 2. does the perspective save social work from incoherence? *Social Service Review*, 70(2), 183-213.
- ✓ Gitterman, Alex. 2008. Ecological framework. In *Encyclopedia of social work*, 20th ed. Edited by Terry Mizrahi and Larry E. Davis, 97–102. New York: National Association of Social Workers and Oxford Univ. Press.
- ✓ Maund, Phoebe. R., Irvine, Katherine. N. and Dallimer, M. (2020) Do ecosystem service frameworks represent people's values? *Ecosystem Services* 46(1). https://www.researchgate.net/publication/346541287_Do_ecosystem_service_frameworks_represent_people's_values

- ✓ *Millennium Ecosystem Assessment (2003). Ecosystems and Human Well-being: A framework for Assessment, Island Press: Washington.* http://pdf.wri.org/ecosystems_human_wellbeing.pdf
- ✓ *Ecosystems and Human Well-being: A framework for Assessment* <https://millenniumassessment.org/documents/document.48.aspx.pdf>
- ✓ *Eamon, M. (2001). The Effects of Poverty on Children's Socioemotional Development: An Ecological Systems Analysis. Social Work, 46(3), 256-266. Retrieved November 24, 2020, from* <http://www.jstor.org/stable/23718650>
- ✓ *Ostrom, E., and M. Cox. 2010. Moving beyond panaceas: a multi-tiered diagnostic approach for social-ecological analysis. Environmental Conservation 37(4):451–463.*
- ✓ <http://dx.doi.org/10.1017/S0376892910000834>

Reading for Unit-IV: Case Studies

- ✓ *Clancy, J. (1995). Ecological school social work: The reality and the vision. Children & Schools, 17(1), 40-47.*
- ✓ *Lebel, J. (2003). Health: an ecosystem approach; the issue, case studies, lessons and recommendations. IDRC, Ottawa, ON, CA.*
- ✓ *Ahmed, S. R., Amer, M. M., & Killawi, A. (2017). The ecosystems perspective in social work: Implications for culturally competent practice with American Muslims. Journal of Religion & Spirituality in Social Work: Social Thought, 36(1-2), 48-72.*
- ✓ *Lescourret, F., Magda, D., Richard, G., Adam-Blondon, A. F., Bardy, M., Baudry, J., ... & Soussana, J. F. (2015). A social–ecological approach to managing multiple agro-ecosystem services. Current Opinion in Environmental Sustainability, 14, 68-75.*

(B)

Gender and Social Work

Course Objectives

- To explore gender roles and the impact of patriarchy on societal structures and relationships
- To conceptualize and use “gender” within social work theory, research, and practice
- To promote participation in local governance and decision-making through community organizing
- To integrate gender mainstreaming in planning, budgeting, and policy-making

Learning Outcomes

- Able to understand gender in social work perspective
- Able to apply intersectionality to understand and address issues affecting women and the LGBTIQ community
- Able to advocate for changing gender relationships to impact social, economic, and political rights
- Able to discuss gender-specific policies aimed at addressing issues like the feminization of poverty

Unit I: Feminist Social Work Theory

Distinguishing between Sex and Gender. Patriarchy in family, society and state. Femininity, masculinity and the gender spectrum. Gender roles and gendered division of labour, education and work opportunities. Concept of Glass-ceiling. Intersectionality to understand issues of women and persons of the LGBTIQ community from SC, ST and minority communities.

Unit II: Gender Sensitive Social Work Practice

Working with Girls, Women, LGBTIQ communities: Issues of violence and discrimination. Consciousness raising, sensitization, empowerment and praxis. Changing gender relationships and its impact on social, economic and political rights.

Unit III: Gender Sensitive Community Organizing

Ways of working with families and communities: Advocacy against violence and discrimination, participation in decision making, community based women's organization- Mahila Mandals, Women's Self-Help Groups, Micro-credit institutions, participation in Local-self government.

Unit IV: Gender and Macro-Practice in Social Work

Gender Mainstreaming in planning, budgeting and policy making. Discussion of gender specific policies to counter feminization of poverty, improve education and health.

Reading List:

- ✓ Dominelli, L. (2002) *Feminist Social Work Theory and Practice*, Palgrave: UK
- ✓ Aggarwal, Bina.(Ed) (1988) *Structure of Patriarchy*, Kali for Women: New Delhi.
- ✓ Nayar, S. (2010) *Violence against Women in South Asian Communities: Issues for Policy and Practice*. Navyug Books International: Delhi
- ✓ Talwar, R. (1999). *The third sex and Human Rights*. Gyan Publishing: New Delhi
- ✓ Moser, Caroline O. N., (1993), *Gender Planning and Development: Theory, Practice and Training*, Routledge
- ✓ Samanta, R.K., (2005) *Empowering Rural Women and Issues, Opportunities and Approaches*, B.R world of books
- ✓ Saxena,S., (2005) *Crimes against Women and Protective laws*, Deep and Deep Publications, Pvt.Ltd. New-Delhi
- ✓ Bodra Gomati, *Empowerment of Tribal Women*
- ✓ Durvar,Bhargars V.(2001) *Mental Health from a Gender Perspective*, Sage Publication.
- ✓ Adhikari, A.K and Pramanik., (2006), *Gender Inequality and Women's empowerment*, Abhijeet Publications
- ✓ Sikligar, P.C., (2006) *Empowerment of Tribal Women*, Mangal Deep Publications, Jaipur
- ✓ Human Rights Watch. *Attacks On Dalit Women: A Pattern of Impunity*.
- ✓ <https://www.hrw.org/reports/1999/india/India994-11.htm>

(C)

Project Management

Course Objectives

- To define project management and understand its scope and significance in social work
- To develop a project proposal that is aligned with results-based frameworks
- To create detailed project plans using techniques like Work Breakdown Schedule and risk management strategies
- To engage and manage stakeholders through participatory methods ensuring diverse group

inclusion and decision-making

Learning Outcomes

- Able to explore the roles and phases of project management including planning and stakeholder involvement
- Able to develop a project proposal
- Able to prepare cost estimates and communication plans that facilitate project execution
- Able to successfully close projects including conducting evaluations and stakeholder acceptance

Unit I: Introduction to Project Management

What is a Project? - Definition, meaning, principles and types. What is project management? - Meaning, coverage and scope. Who is the project manager? Project phases and knowledge areas. Planning and its importance. Who should be involved in planning?- people-centred, participation, partnership, convergence.

Unit II: Project Identification

Needs assessment: listening, interviewing, focus group discussions, community mapping.

Capacity assessment: human, social, natural, physical, economic, cultural.

Results based framework, Log Frame Approach (LFA), Problem Tree and Objective Tree, Matrices, Indicators. Project proposal development.

Unit III: Project Planning

Work Breakdown Schedule (WBS), Project estimating and scheduling techniques- sequencing tasks, identifying the path of the project, considering resources. Risk planning methods. Cost planning. Communications plan. Final project plan.

Unit IV: Team Management

Identifying and involving all stakeholders, user groups, interest groups, beneficiaries, decision makers. Primary and Secondary stakeholders. Levels of participation. Closing of a successful project. stakeholder acceptance. Writing a final report.

Reading List:

- ✓ [Spolander](#), Gary. (2012) *Successful Project Management in Social Work and Social Care: Managing Resources, Assessing Risks and Measuring Outcomes*. UK: Jessica Kingsley Publishers
- ✓ [Hafford-Letchfield](#), Trish and [Gallop](#), Les (2012) *How to Become a Better Manager in Social Work and Social Care: Essential Skills for Managing Care*. UK: Jessica Kingsley Publishers
- ✓ [Blackman](#), Rachel. (2003) *Project Cycle Management*, UK: Tearfund.
- ✓ [Preskill](#), Hallie and [Russ-Eft](#), Darlene. 2005. *Building Evaluation Capacity*. London: SagePublications.
- ✓ [Dale](#), Reidar. 2001. *Evaluation Frameworks for Development Programmes and Projects*. NewDelhi: Sage Publications.
- ✓ [Hoefer](#), Richard and [Watson](#), Larry D. (2020). *Essentials of Social Work Management and Leadership*. US:Cognella Academic Publishing

Core XII

Introduction to Social Work Research (Students can choose any one course from this group) (A)

Course Objectives

- To understand the meaning, purpose, and scope of social work research
- To differentiate between various forms of social work research including professional practices and community-based participatory research
- To outline the steps involved in the social work research process
- To promote ethical standards in the formulation and execution of research projects

Learning Outcomes

- Able to examine the ethical, political, and cultural contexts influencing social work research
- Able to differentiate between qualitative and quantitative research methodologies
- Able to develop skills in data interpretation and application of findings to social issues
- Able to identify ethical concerns related to the researcher, subjects, and sponsors of research

UNIT I: Social Work Research- a method of Social Work

Social Work Research: Need, Meaning, Definition, Purpose, Time and Scope. The scientific method of Social Work Research. Ethical, political and cultural context of Social Work research.

Unit II: Types of Social Work Research

Professional practices research, contextual research, system research, trend research, community based participatory research. Qualitative vs. Quantitative research.

Unit-III: Research process

Steps of the Research Process. Reviewing the literature to find the rationale for research. Data collection techniques. Data Interpreting skills.

Unit-IV: Ethical Issues in Social Work Research

Ethics of the Researcher. Ethics involving Research Subjects. Ethics and sponsors of Research.

Reading List

- ✓ *Rubbin, A & Babbie, E. (1993). Research Methods for Social Work, Brooks Publishing Company: California*
- ✓ *Guthrie, G. (2010) Basic Research Methods, Sage Publications: Los Angeles*
- ✓ *Laldas, D.K. (2000) Practice of Social Research, Rawat: Jaipur*

(B) **Participatory Learning and Action**

Course Objectives

- To understand the philosophical basis and principles of PLA
- To employ mapping techniques and ranking exercises for community analysis

- To conduct data analysis using participatory tools to identify community needs and preferences
- To critically evaluate the impact of PLA on addressing inequality and empowering non-literates

Learning Outcomes

- Able to utilize PLA techniques for community engagement and data collection
- Able to apply PLA techniques to understand temporal changes and community dynamics
- Able to assess the limitations and potential conflicts arising from PLA implementation

Unit I: Participatory Learning and Action (PLA)

Philosophical basis of PLA. Principles of PLA. Introduction to participatory methods. Concepts in PLA-optimal ignorance and appropriate imprecision.

Unit II: PLA Tools and Approaches

Mapping Techniques: Transect diagrams, Social Maps, Mobility Maps, Census Maps, Daily routine diagrams, Livelihood analysis diagrams, Flow diagrams.

Unit –III: PLA Data Analysis

Ranking Exercises: Problem and Preference Ranking, Ranking and Scoring, Matrix ranking and Scoring, Pair-wise Ranking, Wealth Ranking, Well-being Ranking Activity. Trend Analysis: Seasonal Calendars, Seasonality Analysis, Daily Schedules, Timelines and Time trends.

Chapter- IV: PLA Strengths and weaknesses

Critical reflection on- Does PLA address inequality? How empowering it is for non-literates? Does PLA generate conflict within communities? Limitations of scale.

Reading List:

- ✓ Chambers, R (1983) *Rural Development: Putting the last first*. Longman inc., USA, 1983.
- ✓ Chambers, R (2008). *Revolutions in Development Inquiry*. Institute of Development Studies, 2008, Earthscan, London.
- ✓ Gosling, L and Edwards, M (2003). *Toolkits: A practical guide to assessment, monitoring, review and evaluation*. Second edition. Save the Children, UK.
- ✓ Mikkelsen, B (1995). *Methods for Development Work and Research: A guide for practitioners*. London, Sage.
- ✓ Slocum, R; Wichhart, D; Rocheleau, D and Thomas-Slayter, B (eds.) (1995). *Power, Process and Participation – Tools for change*. London, IT Publications.
- ✓ Pretty, J; Guijt, I; Scoones, I; and Thompson, J (1995); *A Trainer's Guide for Participatory Learning and Action*, IIED Participatory Methodology Series, International Institute for Environment and Development, London, IIED. This can be downloaded at <http://www.iied.org/participatory-learning-action>
- ✓ Mukherjee, N. (2002). *Participatory learning and action: With 100 field methods* (No. 4). Concept Publishing Company.
- ✓ Wood, L. (2019). *Participatory action learning and action research: Theory, practice and process*. Routledge.
- ✓ IIED online archive on Participatory Learning and Action (PLA). <http://www.iied.org/participatory-learning-action>
- ✓ IDS online archive on Participatory Learning and Action (PLA). <http://www.participatorymethods.org>

Core XIII

Social Action and Social Advocacy (Students can choose any one course from this group) (A)

Course Objectives

- To understand the concepts, scope, and methodologies of social action and explore the history and models of community empowerment and social change through social action in India
- To examine different strategies for community change
- To learn about the principles, tools, and skills necessary for effective social advocacy
- To explore the strategies for engaging with legislative, executive, and judicial branches to promote transparency and accountability

Learning Outcomes

- Able to understand the basic concepts related to social action and learn to apply them
- Able to understand the process and effectiveness of social audits
- Able to discuss the political aspects of social advocacy and its role in democratic decision-making
- Able to evaluate the role of media and alternate media in building public opinion and advocating for pro-people policies

Unit I: Social Action

Social Action: Concept, Scope, Principle, and Methodology. Theories of Social Action: Saul Alinsky, Paulo Friere. Hanna & Robinson (1994) Three models of Community Empowerment: Traditional Social Change; Direct Action Social Change; Transformative Social Change. History of Social Action in India: Mahatma Gandhi, and B. R. Ambedkar

Unit II: Social Action for Community Change

Checkoway's (1995) six distinct strategies of community change: Mass Mobilization; Social Action; Citizen Participation; Public Advocacy; Popular Education; Local Service Development. Indian examples of community organization for social change: the case of MYRADA. Social Audit through Gramsabha

Unit III: Understanding People Centred Advocacy

Principle of Social Advocacy, Process, Tools, and Skills of Social Advocacy. Politics in Social Advocacy, and its role in democratic decision making — Role of public arguments. Advocacy vis-à-vis Social Revolution and Social Action

Unit IV: Advocacy in Institutions

Role of Media— Building public opinion, Politics of media, Alternate media for pro-people Advocacy. Role of Advocacy with Legislature, Executive, and Judiciary. **Transparency and** Accountability of elected representative and bureaucracy.

Reading list:

- ✓ Alinsky, Saul D. (1971) *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*, Random House: US.
- ✓ heckoway, B. (1995). *Six strategies of community change*. *Community Development Journal*, 30 (1), 2-20.
- ✓ Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.
- ✓ Hanna, M. & Robinson, B. (1994). *Strategies for community empowerment*. Lewiston, NY: Edwin Mellen Press.
- ✓ Ferguson, I.G and Woodward, R (2009). *Radical Social Work in practice: Making a difference (eds)*, Bristol University Press.
- ✓ Pulla, Venkat and Mamidi B. B.(Eds.) (2015) *Some aspects of Community Empowerment and Resilience*, Allied Publishers Pvt. Ltd.: India
- ✓ Fernandes, Denzil (Ed.) *The Relevance of Mahatma Gandhi, Social Action: A Quarterly Review of Social Trends*, October - December 2019 Volume 69 No. 04
<http://isidelhi.org.in/ckfinder/userfiles/files/Files%202/Content%26Editorial%20SA%20Oct-Dec%202019.pdf>
- ✓ Ambedkar, B.R. (2014) *Revolution and Counter Revolution in Dr. Babasaheb Ambedkar: Writings and Speeches, Vol.3.*, Dr. Ambedkar Foundation: New Delhi
- ✓ Necel, R. (2019). *Advocacy in Action: Theory and Practice*. *Polish Sociological Review* 2019;208(4):511-525
- ✓ Wallack, L. (1994). *Media advocacy: A strategy for empowering people and communities*. *Journal of Public Health Policy*, 15, 420-436.
- ✓ Jernigan, D. H., & Wright, P. A. (1996). *Media advocacy: lessons from community experiences*. *Journal of public health policy*, 17, 306-330.
- ✓ Dorfman, Lori. "Using media advocacy to influence policy." *Prevention is primary: Strategies for community well-being* (2007): 181-203.

(B)**Social Movements****Course Objectives**

- To analyze the theoretical frameworks explaining social movements
- Learn to conceptualize and analyze social movements and understand their transformational potential
- To discuss the characteristics and objectives of classical and neo-classical movements
- To identify the features of new social movements that focus on civil rights, anti-racism, and environmentalism

Learning Outcomes

- Have the ability to explain social movements and their evolution over time
- To assess the structural and societal impacts of social movements on Indian democracy and social policies
- Able to examine the historical and ongoing peasant and agrarian movements in India
- Able to identify the motivations, approaches to organizing, protests and other activities

Unit I: Understanding the nature and dynamics of movements

Relative Deprivation Approach (RK Merton), Resource Mobilization Approach (McCarthy and Zald, 1977), Identity-oriented Theory (Alain Touraine, 1981), Life Cycle of Social Movements (Blumer 1969).

Unit II: Conceptualizing and Defining Movements in India

Functionalist Framework (M.S. Gore), Dialectical-Marxist Framework (A.R. Desai), Social movements as evolution of society. (Yogendra Singh); Social movement as a quest for freedom, equality and social justice. (M.S. Gore); Structural connotation in the conceptualization of movements (T.K. Oomen)

Unit III: Old Social Movements

Classical and neo-classical movements. Class based, anti-capitalist movements. Issues of economic injustice and class exploitation. Peasant and agrarian movements.

Unit IV: New Social Movements

Plural and transnational based. Issues of civil rights, anti-racism, environmentalism, ethnicity, displacement, etc. Case study of Narmada Bachao Andolan. Analysis of methods used in the Black Lives Matter Movement in the USA (2020) and Farmer Protest Movements in India (2020-21).

Reading List:

- ✓ Blumer, H. (1969). *Collective Behavior*. In A. M. Lee (Ed.), *Principles of Sociology* (pp.165–22), Barnes and Noble: New York
- ✓ Buechler, S. M. (1995). *New Social Movement Theories*, *The Sociological Quarterly*. Vol. 36, No. 3 (Summer, 1995), pp. 441-464 (24 pages), Published by: Taylor & Francis. Retrieved from Ltd. https://www.jstor.org/stable/4120774?seq=1#metadata_info_tab_contents
- ✓ Freeman, J. (1983) *A Model for Analyzing the Strategic Options of Social Movement Organizations*. *The Dynamics of Social Movements* (ed.). Longman: New York
- ✓ Jeff, G. & Jasper, J. M. (2003). *The Social Movements Reader: Cases and Concepts*. Blackwell Publishing: Oxford UK
- ✓ Mayer, N. Z. & Roberta A. (1969). *Social Movement Organizations: Growth, Decay and Change*, *Social Forces*. Vol. 44, No. 3. pp. 327–341. Ithaka: JSTOR.
- ✓ McCarthy, J. D., & Zald, M. N. (1977). *Resource mobilization and social movements: A Partial Theory*. *American Journal of Sociology*. 82, 1212–1241.
- ✓ Murch, D. (2015). *Ferguson's Inheritance*. New York: Jacobin. Retrieved from <https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/>
- ✓ Piven, F. & Richard A. C. (1978). *Poor People's Movements: Why They Succeed, How They Fail*. Vintage Books: New York
- ✓ Ray, R. M. (2005). *Social Movements in India: Poverty, Power, and Politics*. (ed). Rowman and Littlefield Publishers Inc: Washington
- ✓ Shah, G. (2004). *Social Movements in India; A review of literature*. Sage Publication: New Delhi
- ✓ Singh, R. (2001). *Social Movements, Old and New: A post-modernist critique*. Sage Publication: New Delhi
- ✓ Srivastava, S.K. (1988). *Social Movements for Development*. South Asia Books: Delhi
- ✓ Taylor, K.-Y. (2016). *From Black Lives Matter to Black Liberation*. Haymarket Books: Chicago. Ch.6 pp.153-190

MIC-5

Globalisation and Society

Globalization is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and social distancing in the world. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Course Outcome:

- By the time the students have completed this course, they will be able to understand the meaning and nature of globalization process, its historical mooring, its dimensions and impacts, the agencies that control the globalization process and critical understanding about the varying impact of globalization.

Unit-I: Globalisation

- Meaning, characteristics of Globalisation
- Emergence of Globalisation
- Liberalisation- Meaning and characteristics
- Privatisation- Meaning and characteristics

Learning Outcome:

Students will be able to explain the emergence and growth of globalization, contributions of different disciplines (i.e. economics, political science and history) to study globalization, liberalization and privatization.

Unit-II: Dimensions of Globalisation

- Economic
- Technological
- Political
- Cultural

Learning Outcome: Students will be able to analyse different dimensions of globalization using specific case studies.

Unit-III: Consequences of Globalisation

- Rising Inequality
- Environmental Degradation
- Consumerism
- Health and Security

Learning Outcome:

Students will be able to demonstrate an understanding of the consequences of globalization on different spheres of society.

Unit-IV: Impact of Globalisation in Indian Context

- Impact on Culture
- Impact on Education
- Impact on Religion
- Impact on Women

Learning Outcome:

Students can explain the impact of globalization on India's culture, education, religion and women.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
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I	Globalisation Meaning, characteristics of Globalisation Emergence of Globalisation: The historical account of globalisation Liberalisation- Meaning and characteristics Privatisation- Meaning and characteristics	Classroom Lectures	10	Ritzer, G., & Dean, P. (2011). Globalization: the essentials. NY: <i>John Wiley & Sons</i>. Video Lecture: (1) Globalization : Concept, Causes and Consequences. CEC, Govt of India https://youtu.be/dr3tbpLLRcw?si=48kqhj3mY2SqXRXf
II.	Dimensions of Globalisation Economic Technological Political Cultural Specific case studies can be used to explain different dimensions of Globalisation (for example Arjun Appadurai's Cultural Disjuncture, Joseph Stiglitz's Globalisation and its discontents and George Ritzer's globalization of Nothing).			Ritzer, G., & Dean, P. (2011). Globalization: the essentials. NY: <i>John Wiley & Sons</i>. Video Lecture: (1) Globalization: Dimensions, CEC, Govt of India. https://youtu.be/D3dISBxcfXU?si=sY0gKdAJgD3NHMwh (2) Cultural Globalisation, CEC, Govt. of India. https://youtu.be/uSSoFWmV3T0?si=DUMg-Oa5-XMyJ4g5
III	Consequences of Globalisation Rising Inequality Environmental Degradation Consumerism Health and Security			Ritzer, G., & Dean, P. (2011). Globalization: the essentials. NY: <i>John Wiley & Sons</i>.

IV	Impact of Globalisation in Indian Context Impact on Culture Impact on Education Impact on Religion Impact on Women			Globalization and Development in India, IGNOU. Link to access: https://egyankosh.ac.in/bitstream/123456789/10113/1/Unit%204.pdf
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Text Books:

- ✓ Rath, Navaneeta. (2022). *Globalization and Society*. New Delhi: Kalyani Publishers.
- ✓ Ritzer, G., & Dean, P. (2011). *Globalization: the essentials*. NY: John Wiley & Sons.

References:

- ✓ Appadurai, A. (1997). *Modernity at large: Cultural Dimensions of Globalization*. Delhi, OUP.
- ✓ Bauman, Z. (1998). *Globalization. The Human Consequences*. Polity Press: UK.
- ✓ Bhagawati, J. (2004). *In Defense of Globalization*. Oxford University Press, Delhi.
- ✓ Panikkar, K. N., & Nair, M. B. (Eds.). (2012). *Globalization and higher education in India*. Pearson Education India.
- ✓ Singh, Y. (2006). *Culture Change in India: Identity and Globalization*. Jaipur: Rawat.
- ✓ Stiglitz, J. E. (2002). *Globalization & its Discontents*. W.W. Norton & Company.

E-resources:

- (1) Globalization : Concept, Causes and Consequences. CEC, Govt of India
Link: <https://youtu.be/dr3tbpLLRcw?si=48kqhj3mY2SqXRXf>
- (2) Globalization: Dimensions, CEC, Govt of India.
Link: <https://youtu.be/D3dISBxcfXU?si=sY0gKdAJgD3NHMwh>
- (3) Cultural Globalisation, CEC, Govt. of India.
Link: <https://youtu.be/uSSoFWmV3T0?si=DUMg-Oa5-XMyJ4g5>
- (4) Globalization and Development in India, IGNOU.
Link: <https://egyankosh.ac.in/bitstream/123456789/10113/1/Unit%204.pdf>

SEC-II

Working with Group

Objectives:

- ☐ To understand the group and its significance in human development
- ☐ To understand the history and philosophy of social group work practice
- ☐ To know the concept of program in group development
- ☐ To know and acquire the skills and techniques of group work practice

Unit I:

Social Group: Concept, Definition, Characteristics and purpose, importance of group in human life:
Types of group, group process: Bond, Acceptance, isolation, rejection, sub-group, conflict and clique

Unit-II:

Social Group Work: Meaning, Definition, nature, philosophy, objectives and significance: Social Group
Work as method of Social Work: Historical development of Social Group Work as method of Social Work.

Unit– III :

Principles of Social Group Work: Skills and techniques of Social Group Work, Role of Social Group worker
Use of programme in social group work: Concept of Programme, principles of programme planning,
significance of programme, in group work practice, programme planning and implementation.

Unit IV :

To practice the specific principles, skills, and techniques of social group work method. To practice social
group work process: Study, group formation, assessment, goal formation, programme planning,
programme implementation, evaluation and termination.

Reading List:

1. Alissi, A.S.1990 Perspectives on Social Group Work Practice: A Book of Readings, New York, the Free Press.
2. Balgopal, P.R. and Vassil. Groups in social Work- An Ecological Perspective, New York, Macmillan Publishing Co. Inc.
3. Bhatt, P.M.1970 Records of Group Work Practice in India, faculty of Social Work, M.S. University, Baroda.
4. Brandler S & Roman CP 1999 Group work, Skills and Strategies for Effective Interventions, New York.

The Haworth Press.

5. Brandler S & Roman CP 1991. Group work, Skills and Strategies for Effective Interventions, New York. The Haworth Press.

Value Added Course

UNDERSTANDING INDIA

Credit point: 3

Total Hours: 45

COURSE OUTCOME

- To familiarize the students with the history, culture, geography, polity and economy of India
- To enable them to gain basic understanding of India to prepare for various competitive examinations both at national and state level.

UGC under NEP 2020 has suggested a course on understanding India under Value Added Course

COURSE CONTENTS

UNIT-I GEOGRAPHY OF INDIA

[11 hours]

- ✓ ***Learning Outcome :** To familiarize the learner with geographic features of India.*
- Physiographic divisions of India, Drainage , Climate of India
- Characteristics of Indian Agriculture,
- Major Crops: production and distribution of rice and wheat, cotton, sugarcane
- Major Industries and minerals: iron ore, coal, petroleum, natural gas
- Demographic structure: Distribution and growth, census in India

UNIT- II UNITY IN DIVERSITY

[12 hours]

- ✓ ***Learning Outcome:** To enable the students to understand how India is plural and multidiversified society. To make the students aware how diversity has been a source of strength for nationalism in India both Pre and Post-Independence period.*
- Ethnic, linguistic, geographic, religious and cultural diversity and unity of India.
- The Idea of India: Jambudipa Bharat Varsha, Uttar Patha, Dakhina Patha, Hindustan and India and 'Bharat'
- Evolution of Syncretic Indian culture during 1000 CE to 1800 CE : Religion (Suffi/Bhakti) Art and Architecture, Music and literature
- Socio- economic, Political and Cultural impact of British Rule: An outline of India's freedom struggle(1857-1947)

UNIT- III INDIAN POLITY AND ITS POLITICAL IDENTITY

[11 hours]

- ✓ ***Learning Outcome -** To know about the Indian polity and its distinctive features*

- Salient features of Indian constitution (Republic, Federal, Parliamentary, Democracy, Secular, Separation of power, Centre-State Relationship, Panchayat- Raj)
- Fundamentals Rights and duties, Directive Principles of State Policy and Affirmative Action
- India's Foreign Policy, International Trade Policy and Global Standing

UNIT- IV INDIAN ECONOMY

[11 hours]

Learning Outcome:

- ✓ *To familiarize students of hurdles to development*
- ✓ *To analyze the mechanism of economic transformation in India*

- Concept of development :Core Values of development, Sustainable development and

Social development

- Poverty: Poverty line, concepts of absolute and relative poverty, MDPI and Poverty alleviation-measures
- Social Sector Initiatives: Quality education, human capital development, health care, rural development
- Economic growth since independence in Agricultural, Industrial and Service Sectors and Sectorial contribution to GDP in India
- Regional Imbalance: An analytical approach(Convergence/Divergence approach)
- Fiscal Federalism: System of Devolution of Funds
- Economic challenges of 21st century

Text Books

1. Unity in Diversity, R.K. Mookorjee
2. Freedom struggle of India, Barun De, Bipan Chandra and Amle Tripathy, NBT, Govt. of India
3. An Advanced History of India, Roychoudhury Dutt and Majumdar
4. Indian Economy , Mishra and Puri, Himalaya Publication
5. India Year Book, Govt. of India, Publication Division
6. Indian Economy- *Dutta and Sundaam*
7. An Introduction to Constitution of India- *D.D. Basu*
8. Indian Economy by Uma Kapila
9. Indian Polity, M. Laxmikanth, Tata Mc graw Hill

Sample Question

1. Who used the term “Bharat Varsha” in an inscription for the first time in India's history? [1 mark]
2. State the course of R. Ganga by identifying at least 4 states of India through which it passes. [2 marks]

3. Enumerate explain the major challenges faced in the 21st century by India [5 marks]
4. Write a critical essay on Center State Relationship in India.[8 marks]

N: B

- ✓ *A single text book covering all aspects is not readily available. It shall be developed by OSHEC/DDCE Utkal University/OSOU/ OTBP & P and similar other organization.*
- ✓ *VTP lectures shall be prepared.*

Core XIV

Semester VI

Field Work – 5

Course Objectives

- To provide an opportunity to work with social welfare agencies.
- To develop an understanding of social problems and the methods organizations adopt to respond to their environment.
- To understand the agency as an organization, its structure, functions, activities sources of funding and management.

Learning Outcomes

- Will have an in-depth understanding of working in social work institutions and be acquainted with processes followed to deliver services.

Field Work Contents (Tasks /Activities)

Understanding Formation and Management of Social Welfare Agencies: Each student shall be linked with an agency promoting social welfare. These agencies may be either Governmental or Non-Governmental or Privately managed corporate houses. Reports of students should reflect on their learning related to the above mentioned areas. Daily Report, Consolidated fieldwork report should be submitted by every student individually. Students will work under a Faculty Supervisor and Agency Supervisor.

The student shall complete a minimum of 25 days of visits in a semester. The learners shall be placed in agencies to initiate and participate in direct service delivery. Submission of reports to their allotted respective faculty supervisors.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Workload: Ratio of Teachers and Students for Social Work practicum shall be 1:8

Note: * In concurrent Field Work Programme, every student has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum carried out by the **students** is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). ($16/2 = 8$ Hrs. the work load for the Field work practicum shall be considered as 1: 8. The Ratio of one teacher shall have a batch of 8 students) (Each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours per week). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

Core XV

Community Health for Social Work (Students can choose any one course from this group) (A)

Course Objectives

- To explore different definitions and concepts of health and the classifications and characteristics of diseases and illnesses within various health models
- To discuss the role of social work in health promotion and disease prevention across diverse medical practices
- To understand the uses of epidemiology in social work, including analyzing disease distribution and determinants
- To assess the structure of India's primary healthcare system and its challenges, including issues related to access and affordability.

Learning Outcomes

- Able to identify and understand the changing health needs and relevant effective interventions for amelioration of health problems

- To evaluate the effectiveness of family and community medicine practices in addressing community health needs
- Able to use epidemiological measures
- To understand the basic health care system in India

Unit I: Concepts of Health, Disease and Illness

Changing concept of Health- Physical, Mental and Social. Definitions of Health- Medical model, WHO, Wellness model and Environmental model. Concepts and definitions of Disease and Illness- Characteristics, categories and causes. Understanding Health indicators in Sustainable Development Goals: SDG-02: Zero Hunger, SDG-03: Good Health and Well-being, SDG-06: Clean Water and Sanitation

Unit II: Concepts of Community Health and Preventive Medicine

Health promotion and Disease prevention. Family Medicine, Community Medicine, Occupational Medicine and Alternate Medicine Systems. Social Work intervention in the health sector.

Unit III: Epidemiology

Meaning, Aims, Uses, and relationship with social work. Measurements- mortality and morbidity, Epidemiology of Infectious diseases. Epidemiological terms, their definition and meaning.

Unit IV: Health Care Services and System in India

Primary Health Care in India: Rural and Urban. Health Insurance: Public and Private. Concerns of Access, Affordability with privatization of health Care services.

Reading List

- ✓ *Amzat, Jimoh and Razum, Oliver (2014). Health, Disease, and Illness as Conceptual Tools. [Medical Sociology in Africa](#). Springer Nature, Feb 28 : 21–37.*
- ✓ *Park J. E. and Park K.: Textbook of Preventive and social Medicine, Banarasi DasBharatPublishers, Jabalpur.*
- ✓ *United Nations (Sustainable Development Goals): <https://sdgs.un.org/goals>*
- ✓ *Sheeb, A. (2020). Health Care System in India : An Overview in International issues on Health Economics and Management (pp.215-218), TISSL International Publications: New Delhi https://www.researchgate.net/publication/340085233_Health_Care_System_in_India_An_Overview*
- ✓ *Ghuman, B.S. and Mehta, Akshat. (2009) Health Care Services in India: Problems and Prospects, https://cipe.umd.edu/conferences/policy_exchanges/conf_papers/Papers/1551.pdf*

(B)

Mental Health for Social Work

Course Objectives

- To define mental health and distinguish between major and minor mental disorders as classified by the ICD-10
- To examine various causes of mental illnesses, including organic, hereditary, and socio-pathological

factors

- To review the Mental Health Care Act 2017 and its provisions for prevention and treatment of mental disorders
- To discuss the psychosocial assessment, intervention, and rehabilitation techniques used by social workers

Learning Outcomes

- To identify the characteristics of a mentally healthy individual and understand the spectrum of mental disorders
- To understand the impact of social issues on mental health.
- To explore the services available for mental health care including early diagnosis, psychotherapy, and modern pharmacological treatments
- Able to intervene and rehabilitate persons with mental health issues

Unit I: Understanding Mental Health and Mental disorder

Definition of Mental Health and Mental Disorder. Characteristics of a mentally healthy person. Mental Disorder as classified in International Classification of Disease (ICD-10). Major and Minor mental illness.

Unit II: Causes of Mental Illness

Organic Condition, Heredity, Social-Pathological causes, Substances. Social Problems leading to mental health problems

Unit III: Mental Health Services

Early diagnosis and treatment, Rehabilitation, Group and Individual Psychotherapy, Mental Health Education, Modern psycho-active drugs and after care service. Detection and prevention of Mental Disorder: primary, secondary, and tertiary prevention. The Mental Health Care Act 2017.

Unit IV: Role of Social Workers in Mental Health

Psychosocial assessment, intervention and rehabilitation. Promoting well-being and building resilience. Ethical responsibility of social workers towards persons with mental health issues.

Reading list

✓

Ministry of Health and Family Welfare, Government of India (2016). *Manual of Mental Health for Social*

Workers. <https://dghs.gov.in/WriteReadData/userfiles/file/Training%20Manual%20SW%20.pdf>

- ✓ Ministry of Health and Family Welfare, Government of India (2016). *A Guide to Mental Health for Social*

Workers. http://nhm.gov.in/images/pdf/programmes/NMHP/Training_Manuals/Hand_BookGuide_to_Mental_Health_for_Social_Worker.pdf

- ✓ Colin Pritchard (2006), *Mental Health Social Work*, USA: Routledge.

- ✓ Sheppard, M. (2004). *Mental health work in the community: theory and practice in social work and community psychiatric nursing*. Routledge.

- ✓ Park J. E. and Park K.: *Textbook of Preventive and social Medicine*, Banarasi DasBharatPublishers : Jabalpur.

Kuper. J(1987) *Social Problems and Mental Health*, Routledge: India

Human Genetics (Minor)

Course Outcomes:

The paper aims to provide an in-depth understanding of Human Genetics starting from classical genetics, Human Cytogenetics, Molecular genetics and Population Genetics, enabling students to comprehend the genetic methods and their application in disease association studies and evolutionary research.

Learning Outcomes

1. The student will learn about the Mendel's Laws, inheritance modes, and epigenetics and basics of Human cytogenetics.
2. The student will understand DNA structure, gene function, and gene expression and methods in human genetics
3. The students will understand basics of population genetics and evolutionary process producing genetic variation. They will also learn about common genetic variation existing in human species.
4. The students will learn to utilize genetic databases and conduct practical genetic tests.

Teaching Learning Process:

Lectures and Discussions, Seminars, Assignments and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Human Genetics: Meaning and Scope, Mendel's Lawsof inheritance, Mendelian and Non Mendelian modes of Inheritance; epigenetic inheritance, penetrance and expressivity. Human Cytogenetics: Structure and function of an animal cell, cell theory and cell division (Mitosis and Meiosis), Chromosomal structural and numerical chromosomal aberrations in man Lyon's hypothesis, Eeuchromatin and hetero chromatin.

Unit II:

Structure and Function of DNA, concept of gene, DNA replication. Repair and recombination, gene expression, coding and non-coding regions. Expression of genetic information: from Transcription to Translation - the relationship between genes and protein. Human genome project.

Unit III:

Pedigree analysis, methods of assessing chromosomal abnormalities (Banding techniques;

Karyotyping; FISH); Sib-pair and Twin studies Heritability estimate; Genotyping and Sequencing methods.

Unit IV:

Processes for genetic variation; Mutation: Gene mutation-Spontaneous, Induced, causes of mutations, Genetic drift, Inbreeding and Natural selection. Genetic Polymorphism: Balanced and Transient; Genetic Markers: Human blood group systems, Secretor factor, Red Cell Enzymes; G6PD, hemoglobinopathies, DNA markers. (Autosomal, mt DNA and Y chromosome)

Practical:

1. Exposure to the OMIM and NCBI database and websites Scitable
2. Analyze Genetic traits for Hardy-weinberg equilibrium
3. Color Blindness Test Using Ishihara card
4. Blood grouping-A1,A2,B,O, MN and Rh(D) blood groups
5. Preparation of Karyotyping and identification of disorders based on karyotype pictures
6. Construction of Pedigree for a genetic disease
7. Project report based on data collection related to one mendelian disorder on the basis of brief field visits, in nearby areas.

Books recommended:

- ✓ Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. PlakaPrakashan. Delhi.
- ✓ Klug WS (2012). *Concepts of Genetics*. Pearson.
- ✓ Lewis R. (2009). *Human Genetics: Concepts and Application*. The McGraw–Hill Companies, Inc.

Suggested reading:

- ✓ Vogel F. and Motulsky A.G. (1996). *Human Genetics: Problems and Approaches*.
 - Springer, 3rd revised edition.
- ✓ Brown TA. (2007). *Genomes*. Garland Science.
- ✓ Cummings MR (2011). *Human Heredity: Principles and Issues*. Brooks/Cole,
 - Cengage Learning
- ✓ Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi
 - Giblett, ER. (1969). *Genetic Markers in Human Blood*. Blackwell Scientific, Oxford.
- ✓ Jobling M, Hurler M and Tyler-Smith C. (2004). *Human Evolutionary Genetics: Origins, Peoples & Disease*. New York: Garland Science
- ✓ Verma, P.S. and V.K. Aggarwal (1974). *Cell Biology, Genetic, Molecular Biology, Evolution and Ecology*.

SEC-III

Working with Community

Objectives

- Development understanding regarding community organization as the method of social work
- Understand the critical elements of community organization practice
- Announce the understanding of the rules of the agencies and community organizer
- Understand urban rural and thrived social system and their problems

Course contents

Module- I:

Community concept characteristic types and functions distinct characteristic of urban and Rural tribal communities concept definition of community organization principle and skill for community organization step and process of community organization.

Module –II:

Approach and Models, community mobilization, community participation, welfare community, Role of community organization practitioner.

Module-III:

Social Action and Social Movement:. Concept development, principle and difference of process. Types and method of Social Action. Inter-relationship and Social Movements.

Module-IV:

Practice the specific principal skill and techniques community organization. Practice the various process of community organisation through community work and community members' participation.

References:

1. Alinsky Saul (1971) Rules for Radicals: A Practice Primer for Realistic Radicals, Vintage Books
2. A.R. Desai and S. Devidas Pillai (Editors) (Second edition) (1990) Slums and Urbanisation, Bombay: Popular Prakashan
3. Beher A and Samuel J (2006) Social Watch in India: Citizen report on Governance and Development, Pune: NCAS
4. Boon Andrew and Book Andy (1999) Advocacy, USA: Cavendish Publication Chambers Reboot (2005) Ideas for Development, Earth Scan, London
5. Cox Fred (1987), Community organization, Michigan: F.E. Peacock Publishers
6. Dhama, O.P & Bhatnager, O.P. (1994) Education and Communication for Development New Delhi: Oxford & IBG Pub. Co. Pvt; Ltd.
7. Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York: Thomas Crowell
8. Friedlander, W.A. (1978) Concept and Method in Social Work, Eaglewood Cliffs, New Delhi: Bence Hall International Inc.
9. Gangrade, K.D (1971) Community Organization in India, Mumbai: Popular Prakashan
10. Goel, S L & Kumar, Ram (2001) Disaster Management, New Delhi : Deep and Deep Publications.

VAC-IV
Operation Research

Value Added Course

OPERATIONS RESEARCH

Credit point: 3

Total Hours: 45

COURSE OUTCOME

After completion of this course, students will be able to

- Understand the concept and scope of Operation Research
- Apply Big M method for solving Linear Programming Problems(LLP)
- Identify various phases of Operations Research
- Solve Transportation problems by using NWC and LCM methods
- Appreciate the necessities to know constraints and objectives of a project

COURSE CONTENTS

UNIT 1 INTRODUCTION TO OPERATIONS RESEARCH

[10 Hours]

☐ Learning Outcome

Understanding the importance and characteristics of operation research.

- Definition and Scope of Operations Research, Historical Development and Characteristics, Phases of Operations Research.
- Historical development and importance of OR in decision making

UNIT 2 LINEAR PROGRAMMING AND TRANSPORTATION PROBLEM

[15 Hours]

☐ Learning Outcome : Formulating Linear Programming to solve Operation Research Problems

- Formulation of Linear Programming Problems.
- Linear inequalities in two variables. Their graphs as half planes

UNIT 3 ASSIGNMENT PROBLEM AND QUEUING THEORY

[8 Hours]

☐ Learning Outcome: Using graphs to solve LPP

- Graphical Solution of Linear Programming Problems, Simplex Method including two phase methods
- Big M Method as a method of solution of LPP

UNIT 4 NETWORK ANALYSIS AND DECISION THEORY

[6 Hours]

☐ Learning Outcome: Applying NWC and LCM methods to solve Transportation problems

- Transportation Problem: Structure, Basic Feasible Solution
- Solution Methods (NWC Method, LCM,)

UNIT 5 INVENTORY CONTROL

[6 Hours]

☐ Learning Outcome : Designing decision flow in an organizations for optimizing individual efficiencies

- Network Analysis: PERT and CPM, Construction
- Critical Path, Time Analysis, Decision Theory: Bayes' Theorem, Probability, Decision Trees

Text Books

1. Introduction to Operational Research by V.K. Kapoor (Sultan Chand & Sons)
2. Operations Research by P.K. Gupta & Man Mohan (Sultan Chand & Sons)

Suggested Reading

1. Operations Research by P.R. Vittal & V. Malini (Margham Publications)

2. Operations Research Theory and Applications by Sharma J. K (Laxmi Publications)
3. Operations Research by Sridhar Bhat K (Himalaya Publishing House)
4. Operations Research by Hiller F.S. and Lieberman G.J. (McGraw Hill)
5. Operations Research: An Introduction by Hamdy A.T (Pearson)
6. Operations Research by Sharma S. D (Kedar Nath Ram Nath).

Sample Questions

1. What do you mean by Operations Research? [1mark]
2. Briefly explain any two characteristics of Operation Research? [2 marks] [50 word]
3. Discuss the variables of linear inequalities with suitable examples.[5 marks] [300 words]
4. Compare and contrast between PERT and CPM. [8 marks] [Within 800 words]

Core XVI

Semester VII

Social Work with Persons with Disabilities (Students can choose any one course from this group) (A)

Course Objectives

- To examine the concepts of impairment, handicap, and disability from historical and contemporary perspectives
- To explore the life experiences of persons with disabilities at different life stages, focusing on issues of normality, abnormality, and associated inequalities
- To analyze the impact and effectiveness of schemes and programs under the Rehabilitation Council of India Act 1992 and Rights of Persons with Disabilities Act 2016
- To discuss the concept of rehabilitation and its dimensions within social and economic contexts

Learning Outcomes

- Be acquainted with the diverse types of disabilities recognized under the Rights of Persons with Disability Act 2016 and their societal causes.
- Able to address problems of access in environments and services such as education and employment, and to counteract issues of discrimination and stigma
- Be informed about the services and supports available for early detection, prevention, education, and rehabilitation of disabilities offered by both governmental and voluntary organizations
- Adopt a rights-based approach to disability

Unit I: Disability Studies- An introduction

Concepts of impairment, handicap and disability - a historical perspective. Types of disability based on Rights of Persons with Disability Act, 2016. Causes of Disability- individual and societal. Diversity within disability- demographic profile of persons with disabilities in India and regional analysis. Disability and Poverty. Models

of Disability- Medical and Social. Capability Approach and Human Development Model.

Unit II: Functional difficulties of persons with disabilities

The life of a person with disability at different stages. Concepts of Normality and Abnormality. Inequalities associated with Disability. Problems of access and its amelioration- barrier free environment, special education and inclusive education, vocational education and employment. Issues of discrimination and stigma.

Unit III: Services for persons with disabilities

Services for early detection, prevention, education and rehabilitation provided by voluntary and Governmental organizations. Schemes and programmes of the government based on the Rehabilitation Council of India Act, 1992 and Rights of Persons with Disabilities Act, 2016.

Unit IV: Social work with persons with disabilities

Disability and Social Justice. Concept of 'rehabilitation' and its social and economic dimensions. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the rights based approach to working with persons with disabilities.

Reading List:

- ✓ World Health Organization. (1980). *International classification of impairments, disabilities and handicaps*. Geneva: WHO.
- ✓ WHO. (2001). *The international classification of functioning, disability and health*. Geneva: World Health Organization.
- ✓ WHO. (2011). *ICD-11 alpha: Content Model Reference Guide*. Geneva: WHO
- ✓ WHO-World Bank. (2020). *World report on disability*. Geneva: World Health Organization.
- ✓ Wolff, J. (2009). *Disability among equals*. In K. Brownlee & A. Cureton (Eds.), *Disability and disadvantage*. Oxford: Oxford University Press.
- ✓ Terzi, L. (2009). *Vagaries of natural lottery? human diversity, disability, and justice: A capability perspective*. In K. Brownlee & A. Cureton (Eds.), *Disability and disadvantage*. Oxford: Oxford University Press.
- ✓ Linton, Simi. (1998). *Claiming Disability: Knowledge and Identity*. New York University Press: New York
- ✓ Shakespeare, Tom. (2010) "The Social Model of Disability," in Davis, L.J. (Ed). *The Disability Studies Reader*, Routledge: New York. http://thedigitalcommons.org/docs/shakespeare_social-model-of-disability.pdf
- ✓ [Mehrotra](#), Nilika. (2020). *Disability Studies in India: Interdisciplinary Perspectives*, Springer Link.
- ✓ [Dawn](#), Ranjita. (2021). *The Social Model of Disability in India: Politics of Identity and Power*, Routledge: India
- ✓ Government of India. (2016) *Rights of Persons with Disabilities Act 2016*. https://www.indiacode.nic.in/bitstream/123456789/15939/1/the_rights_of_persons_with_disabilities_act%2C_2016.pdf
- ✓ Government of India. (1992). *Rehabilitation Council of India Act 1992*. https://www.indiacode.nic.in/handle/123456789/1977?view_type=browse&sam_handle=123456789/1362#:~:text=An%20Act%20to%20provide%20for,for%20matters%20connected%20the%20rewith%20or
- ✓ Manjumohan, Mukherjee. (2006). *Problems Of Disabled People*, Associated Publishers: India.
- ✓ Mitra, Sophie. (2018) *Disability, Health and Human Development*, Palgrave Macmillan: New York.

<https://library.oapen.org/bitstream/id/01f44d4c-cf6a-4b27-b610-ab1dd87553b5/1002087.pdf>

- ✓ [Kumar, S. Ganesh, Roy, Gautam and Kar, Sitanshu Sekhar](#) . (2012). Disability and Rehabilitation Services in India: Issues and Challenges, *J Family Med Prim Care*. 2012 Jan-Jun; 1(1): 69–73. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3893941/>
- ✓ Pandey, Neerja. (2021). *The Handbook of Developmental Disabilities and Rehabilitation*, Partridge Publishing India.

(B) Counseling for Social Workers

Course Objectives

- To define counseling and understand its foundational principles
- To evaluate the effectiveness of eclectic approaches in counseling that integrate multiple theoretical frameworks
- To understand the stages of counseling from initiation to termination and the roles of counselors in different contexts
- To establish guidelines for ethical practice in counseling, ensuring adherence to professional standards and values

Learning Outcomes

- Be governed by basic principles governing the counseling relationship including communication, acceptance, self-confidence, and self-awareness
- To develop essential counseling skills and qualities that enhance the effectiveness of counseling in various social work settings
- To develop ability to recognize and synthesize attitudes and values suitable for the counselor's role

Unit I: Introduction to Counseling

Meaning, Definition, need of counseling. Basic principles of Counseling: Participation, Individualization, Confidentiality, communication, acceptance, self-confidence, self-awareness, and other principles governing the counseling relationship.

Unit II: Theories and the approaches to counseling

Psychoanalytic, Adlerian, Client centered, Existentialism, Behavioral, Rational emotive, Reality, Gestalt, Transactional analysis, and Eclectic Theories.

Unit III: Practice of Counseling

Stages of counseling- Beginning, Process of Change, and Ending. Skills and Qualities of the counselor. Role and functions of the counselors in different settings- Counseling the sick and bereaved , trauma counseling, mental disorder and counseling, marital counseling, family counseling and student counseling.

Unit IV: Morals, Values, Ethics in Counselling

General Moral Theories. Values in counseling. Ethical guidelines in counseling.

Reading List:

- ✓ McLeod, J. (2013) *An Introduction to Counselling*, Open University Press
- ✓ Reeves, Andrew. (2023) *An Introduction to Counselling and Psychotherapy*, SAGE Publications India Pvt Ltd.
- ✓ Corey, G. (2004) *Theory and Practice of Counseling and Psychotherapy*, Cengage Learning: India.
- ✓ Fullmer, D.W. & Bernard H.W: *Counseling content and process*
- ✓ McLeod, J. (2011) *Counselling Skills: A Practical Guide for Counsellors and Helping Professionals*, McGraw-Hill Education.
- ✓ Kennedy. E and Charles, Sara. C. (1980) *On becoming a counselor – A basic Guides for non-professional counselors*, Macmillan, Crossroad Publishing Co ,U.S.
- ✓ Shostrom, Everlett. L. and Brammer Lawrence M. (2012) *The dynamics of the counseling process*, Literary Licensing: LLC
- ✓ Geldard, David. (2013) *Counseling Children: A practical Introduction*, Sage publications Ltd.: New Delhi
- ✓ Canfield, Brian. (2020) *Intercultural Perspectives on Family Counseling (Family Systems Counseling: Innovations Then and Now)*, Routledge:US
- ✓ Hokoda, Audrey and Ritblatt, [Shulamit Natan.](#) (eds.) (2022) *From Trauma to Resiliency: Trauma-Informed Practices for Working with Children, Families, Schools, and Communities*, Routledge: US

(C)

Medical Social Work

Course Objectives

- To define and contextualize the role of medical social workers within healthcare settings, emphasizing their role in interdisciplinary teams
- To describe the functions of healthcare social workers in bridging patient and community needs with institutional resources
- To examine the structural and functional aspects of hospitals and the administrative processes involved
- To coordinate medical camps and organize community-based health programs targeting major health concerns of disadvantaged groups

Learning Outcomes

- Be aware of the emerging trends in medical social work and the evolving roles and responsibilities in hospital and public health contexts
- Able to adopt a holistic approach to patient care that considers patients as whole persons within their social contexts
- Able to mitigate the impact of hospitalization on patients and their families
- Able to train health volunteers and engage in community awareness programs to enhance public health initiatives

Unit I: Medical Social Work

Definition, concept, objectives, its nature, need, emerging trends, and scope. The roles and responsibilities of a Healthcare Social Worker as a member of a multi-disciplinary team in hospital setting and in public-health organizations.

Unit II Practice of Medical Social Work

Healthcare social worker as a link between patient/community and institution/hospitals. Concepts of patient as a person, patient as a whole. Securing resources for treatment and rehabilitation.

Unit III Hospital Social Work

Goal, structure, and functions of hospital. Administrative procedures in a hospital. Implications of hospitalization for the patient and his family. Role of Medical Social Work Department, Functions and Extension services.

Unit IV Medical social work practice in community setting

Medical camps: meaning, objectives and role of social workers. Major health concerns of disadvantaged groups. Training of health volunteers as community-based support system for chronically ill and PwD. Organizing awareness programmes on health issues affecting the rural and urban tribal people.

Reading List

- ✓ Steven P. Segal & Alun C. Jackson. (eds. 1) (2013), *Social Work Health and Mental Health - Practice, Research and Programs*, Taylor & Francis Group, London. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=1588563>
- ✓ Lois A. Cowles & Dirk Glaesser. (eds.2) (2003) *Social Work in the Health Field-A Care Perspective*, Taylor & Francis Group, London. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=1046850>
- ✓ Anna M, Teppo K., Anneli., & Pirkko-Liisa. (eds. 1) (2005), *Social Work Approaches in Health and Mental Health from Around the Globe*. Taylor & Francis Group, London. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=1122925>
- ✓ Judith L.M., Toba S. K., Judith L.M. Toba S. K. (eds. 3) (2010), *Social Work in Health Settings*, London. <https://www.taylorfrancis.com/books/edit/10.4324/9780203859735/social-work-health-settings-toba-schwaber-kerson-judith-mccoyd-judith-mccoyd-toba-schwaber-kerson>
- ✓ Sharon D. P., (eds.1) (2011), *Social Work in Public Health and Hospitals*, Apple Academic Press, Incorporated. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=1576506>
- ✓ Francis K. O. Y., Gregory J. S., & Francis K. O. Y., (eds. 1) (2002), *Family Health Social Work Practice*, Taylor & Francis Group. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=981710>
- ✓ Daniel K. & Barbara B. (eds. 2) (2015), *The Oxford Handbook of Social Work in Health and Aging*, Oxford University Press, Incorporated. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=4083476>
- ✓ Sophia F. Dziegielewski. (eds. 3) (2013), *The Changing Face of Health Care Social Work*, Springer Publishing Company, Incorporated. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=1188978>
- ✓ Marcia E. (eds. 1) (2009), *Evidence-based Interventions for Social Work in Health Care*, RoutledgeNew York
- ✓ <https://www.taylorfrancis.com/books/mono/10.4324/9780203865057/evidence-based-interventions-social-work-health-care-marcia-egan>
- ✓ Carol L. & Cynthia L. (2014), *Applying Theory to Generalist Social Work Practice* John Wiley & Sons, Incorporated. <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=1874136>

Core XVII

Field Work – 6

Course Objectives

- To develop an in-depth understanding of community health and mental health issues and challenges face by PWD

- To understand various processes adopted by agencies in addressing issues related to health in both the community and agency setting.

Learning Outcomes

- To imbibe skills of counseling, community awareness generation, resource raising and working as team member
- Will be able to work in a team with doctors, health workers, etc. in both the agency, hospital and community settings

Field Work Contents (Tasks /Activities)

Students shall be directed to learn about the health challenges faced by disadvantaged people. To work with PwD and understand and ameliorate their challenges. To work with government agencies towards their social and economic rehabilitation. To work in the hospital setting and other medical settings as team members. Keeping the focus of the papers in Semester -6, student placed in their respective settings will be expected to organize awareness programmes on the health issues affecting the rural urban and tribal people.

Reports of students should reflect on their learning related to the above mentioned areas. Daily Report, Consolidated fieldwork report should be submitted by every student individually. Students will work under a Faculty Supervisor and Agency Supervisor.

The student shall complete a minimum of 25 days of visits in a semester. The learners shall be placed in agencies to initiate and participate in direct service delivery. Submission of reports to their allotted respective faculty supervisors.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Workload: Ratio of Teachers and Students for Social Work practicum shall be 1:8

Note: * In concurrent Field Work Programme, every student has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). ($16/2 = 8$ Hrs. the work load for the Field work practicum shall be considered as 1: 8. The Ratio of one teacher shall have a batch of 8 students) (Each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours per week). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

Core XVIII

Social Welfare Management

Course Objectives

- To study the evolution, meaning, and nature of social welfare and its management
- To explore the transition from social welfare administration to management
- To manage service effectiveness and design social programs that effectively address people, information, and environmental relations
- To critically evaluate the challenges in managing social welfare programs within ethical and practical frameworks

Learning Outcomes

- Able to assess the relationship between social work and social welfare management practices
- To map the field of social welfare management practice and distinguish the roles of state and non-state actors
- To have developed competencies in managing diverse aspects of social welfare organizations
- Able to address ethical issues and dilemmas in social welfare management

Unit I: Understanding Social Welfare Management

Evolution, meaning and nature of Social Welfare and Social Welfare Management. Philosophy of Social Welfare- distributive and re-distributive justice. Social Work and Social Welfare Management.

Unit II: Understanding Administration and Management

Evolution from Social Welfare Administration to Social Welfare Management- distinctive elements. Structure of Social Welfare Administration in India-State and non-state actors. Mapping the Social Welfare Management field of Practice

Unit III: Dimensions of Social Welfare Management

Managing service effectiveness, Social Program Design, People, Information and Environmental Relations

Unit – IV: Issues and challenges of Social Welfare Management

Ethics in Social Welfare Management. Constraints and ethical dilemmas in social welfare management for social workers.

Reading List:

- ✓ Patti, Rini J. (2000) *The Handbook of Social Welfare Management*. SAGE Publications: India.
- ✓ Reamer, Frederic G. (2008) *Administrative Challenges*, *Social Work Today* Vol. 8 No. 4.
- ✓ Fleischacker, S. (2004). *A Short History of Distributive Justice*. (n.p.): Harvard University Press.
- ✓ *The Oxford Handbook of Distributive Justice*. (2018). United Kingdom: Oxford University Press.
- ✓ Blau, J., Abramovitz, M. (2004). *The Dynamics of Social Welfare Policy*. United Kingdom: Oxford University Press.
- ✓ Patti, R. J., Rapp, C. A., Poertner, J. (2014). *Managing for Service Effectiveness in Social Welfare Organizations*. United Kingdom: Taylor & Francis.
- ✓ Jones, T. M., Donaldson, T., Freeman, R. E., Harrison, J. S., Leana, C. R., Mahoney, J. T., & Pearce, J. L. (2016). Introduction to Special Topic Forum: Management Theory And Social Welfare: Contributions And Challenges. *The Academy of Management Review*, 41(2), 216–228. <http://www.jstor.org/stable/24906229>
- ✓ Goel, S. L. (2010). *Social Welfare Administration: Organisational infrastructure*. India: Deep & Deep Publications.

Core XIX

Natural Resource Governance and Sustainability

Course Objectives

- To discuss the classification and interrelationships among different types of natural resources and their management across ecological, social, and economic dimensions
- To explore different types of property rights and their role in managing common property resources
- To discuss the state's role in securing basic and economic security for marginalized communities through natural resource governance
- To study case examples of community-driven natural resource management programs that emphasize sustainable development and livelihood creation

Learning Outcomes

- To review historical and contemporary approaches to natural resource management
- Able to understand the dynamics of social power and gender relations in natural resource management and integrate these with development paradigms
- Able to examine the impact of decentralized governance and legal frameworks on natural resource management
- Able to identify the roles and impacts of civil society organizations and environmental NGOs in natural resource governance

Unit I: Introduction to Natural Resource Management and Sustainability

Concept of resource, classification of natural resources. Inter-relationships among different types of natural resources. Ecological, social and economic dimension of resource management.

Origins of the rational systematic management of natural resources in the 19th century. Internationalization of natural resource management in the 20th century. The global energy crisis and sustainable development.

Conceptual approaches to Natural Resource Management- Maximum Sustainable Yield and optimum utilization; Consumptive and non-consumptive utilization; managing collective resources.

Unit II: The Property Rights Regimes and Natural Resource Management

Types of property rights and emergence of the concept of common property resources, institutional arrangements for managing Common Property Resources. Issues in collective management of natural resources. Understanding communities and social, power and gender relationships in Natural Resource Management. Consolidation of Common Property Resource Management with Development Paradigms.

Unit III: Role of the state

Decentralization and the changing role of the state in natural resource management- the 73rd and 74th amendments to the Constitution of India; Panchayats (Extension to Schedule Area) Act, 1996; The Forest Rights Act, 2006; and the Mines and Minerals (Development and Regulations) Act, 1957 and Amended Act, 2023 - and its implication for management and governance of natural resources.

Unit IV: Role of Civil Society Organizations in Natural Resource Management and Governance

Emergence of civil society organizations and environmental NGOs. Emphasis on partnerships for sustainable development- issues and challenges. Case studies of community development programmes and emerging livelihood options through Natural Resource Governance.

Reading List

- ✓ *Klaus Bosselmann, Ron Engel and Prue Taylor, Governance for Sustainability-Issues, Challenges, Successes, IUCN Environmental Policy and Law Paper No.70, IUCN Publication in collaboration*

- with the IUCN Environmental Law Centre, Bonn, Germany,
- ✓ Rosenau, J.N.(2003) *Globalization and Governance: Bleak Prospects for Sustainability*, International Politics and Society, No. 3, pp. 430-443;
 - ✓ Sanders, R, A (2003), *Systems Approach to Governance for Sustainability*, Queensland Department of Natural Resources and Mines: Brisbane,
 - ✓ OECD, *Final Report of the Ad Hoc Working Group on Participatory Development and Good Governance*, Part 1, 2, (1997) available at www.oecd.org;
 - ✓ Kanie, N. and Haas, P.M. (eds.), (2004), *Emerging Forces in Environmental Governance*(United Nations University Press: Tokyo, p.269;
 - ✓ *Social Ecology*, Ed. By Ramachandra Guha, Oxford University Press, 2001;
 - ✓ *The Contested Commons- Conversations between Economists and Anthropologists*, Pranab Bardhan and Isha Ray, Oxford University Press Publishing, 2011;
 - ✓ *Life on the Edge: Sustaining Agriculture and Community Resources in Fragile Environments*, N.S.Jodha, Oxford University Press, 2001;
 - ✓ *This Fissured Land: An Ecological History of India*, Oxford India Paperbacks;
 - ✓ *The Use and Abuse of Nature: Madhav Gadgil and Ramachandra Guha*, Oxford India, Paperbacks, 2005;
 - ✓ *Ecology and Equity*, 2001, (same as above);
 - ✓ *Ecological Journeys*, Madhav Gadgil, Permanent Black Publication, 2001;
 - ✓ *The Unquiet Woods-Ecological Change and Peasant Resistance in the Himalay*, Ramachandra Guha, Oxford University Press, 2001;
 - ✓ *Where Communities Care: Community-Based Wild Life and Ecosystem Management in Asia*, Ashish Kothari, Neema Pathak and Farhad Vania, *Evaluating Eden Series No. 3*, Kalpavriksh and International Institute of Environment and Development, 2000;
 - ✓ UNDP. 2006. *Human Development Report 2006. Beyond Scarcity: Power, poverty and the global water crisis*, United Nations Development Programme. <http://hdr.undp.org/hdr2006/report.cfm>
 - ✓ Wade R. (1988) *Village Republics*, Cambridge: Cambridge University Press.
 - ✓ Agrawal A. (2001) *Common Property Institutions and Sustainable Governance of Resources*, *World Development*, 29(10), 1649-1672.
 - ✓ Agrawal A and Gibson C.C. (1999) *Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation*, *World Development*, 27(4), 629-649.
 - ✓ Schlager E. and Ostrom E. (1992) *Property Rights Regimes and Natural Resources: A Conceptual Analysis*, *Land Economics*, 68(3), pp-249-262.
 - ✓ Hardin G. (1968) *Tragedy of Commons*, *Science*, 162, pp-1243-1248.
 - ✓ Ostrom E (1999) *Coping with Tragedies of the Commons*, *Workshop in Political Theory and Policy Analysis*, Bloomington, Indiana.
 - ✓ Ostrom E. (1990) *Governing the Commons: The Evolution of Institutions for Collective Action*, New York, Cambridge University Press.
 - ✓ Agarwal B. (2001) *Participatory Exclusions, Community Forestry and Gender: An Analysis for South Asia and a Conceptual Framework*, *World Development*, 29(10), pp1623-1648.
 - ✓ Somanathan E. et al (2002) *Collective Action for Forest Conservation: Does Heterogeneity Matter?*
 - ✓ Ballabh V., Balooni K. and Dave S. (2002) *Why Local Resource Management Resources Decline: A Comparative Analysis of Van (Forest) Panchayats and Forest Protection Committees in India*, *World Development*, 30(12), pp-2153-2167.
 - ✓ Shashidharan E.M. (2000) *Civil Society Organizations and Irrigation Management in Gujarat, India*, In *Water for Food and Rural Development, Approaches and Initiatives in South Asia*, ed. P.P. Mollinga, pp. 247-265, New Delhi, Sage Publications.
 - ✓ Blair H. (2000) *Participation and Accountability at the Periphery: Democracy and Local Governance in Six Countries*, *World Development*, 28(1), 21-39.
 - ✓ Korten D. (1987) *Third Generation NGO Strategies: A Key to People-Centered Development*, *World Development*, 15(1), pp-145-159.
 - ✓ Marcussen H.S. (1996) *NGOs, the State and Civil Society*, *Review of African Political Economy*, 23(69), pp-405-423.
 - ✓ Veron R. (2001) *The "New" Kerala Model: Lessons for Sustainable Development*, *World Development*, 29(4), pp-601-617.

Minor
Sociology of Tribes

MIC-7

Sociology of Tribes

Tribe has been the crucial subject matter for sociologists and anthropologists. A comprehensive history of tribal society is crucial in the contemporary society. The cultural pattern of tribal community, their social structure and demographic features give a unique orientation in the subject of sociology.

Course Outcome:

After completing this course, the students will be able to comprehend a wholesome conceptual understanding of tribal society and culture in terms of their distribution and concentration, demographic features, social structure and economic institutions.

Unit I: Conceptualizing Tribe

- Meaning and features of Tribe
- Categorization of Tribes in India: Primitive Tribe, Adivasi, Vanavasi, Girijan, Adimjati,
- Scheduled Tribe, De-notified Tribe, PVTGs, Indigenous People
- Classification of Scheduled Tribes: Racial, linguistic and geographical
Tribal Population and sex ratio

Learning Outcome:

This unit examines the different terminologies with the category of tribes and provides comprehensive profile of tribal people in terms of their demography and geographical distribution.

Unit II: Tribal Economy

- Tribal Economy: Meaning and features
- Patterns of Subsistence of Food gatherers and hunters
- Subsistence economy of Shifting Cultivators and Nomads
- Tribal Peasants, settled agriculturists and artisans

Learning Outcome:

The objective of this unit is to provide a comprehensive profile of tribal people in terms of their economic institutions.

Unit III: Social Institutions

- Tribal Marriage: Nature and Characteristics
- Tribal Family: Features and Changes
- Kinship patterns in Tribal society
- Tribal Religion and Magic

Learning Outcome:

This unit is to provide a comprehensive profile of tribal people in terms of their basic social institutions like family, kinship and marriage.

Unit IV: Tribal Development-Approaches and Policies

- Tribal Problems: Land alienation, indebtedness, forest regulation policy, mines and tribal displacement, Tribal health and sanitation
- Approaches to tribal development: Isolationist, Assimilationist and Integrationist
- Tribal Policy: Tribal Welfare Policies, Constitutional safeguards, PESA,
- National Policy for Scheduled Tribes 2006, Flagship programmes for the tribal development.

Learning Outcome:

This unit also explores how development policies and programmes affect tribal community and what are the issues that shape their lives in contemporary times.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Conceptualizing Tribe Meaning and features of Tribe 1.2 Categorization of Tribes in India: Primitive Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, Denotified Tribe, PVTGs, Indigenous People Classification of Scheduled Tribes: Racial, linguistic and geographical Tribal Population and sex ratio	Lecture	18	Nadeem, H. (2005). Tribal India. Delhi: Palka Prakashan. Virginius Xaxa. (1999). Tribes as Indigenous People of India. <i>Economic and Political Weekly</i> , 34(51), 3589–3595. http://www.jstor.org/stable/4408738 IGNOU. (2017). ‘Unit 25. Tribal Social Structure-I’ in <i>Tribes of India</i> . http://egyankosh.ac.in/handle/123456789/18892
II.	Tribal Economy: Meaning and features Patterns of Subsistence of Food gatherers and hunters Subsistence economy of Shifting Cultivators and Nomads Tribal Peasants, settled agriculturists and artisans	Lecture	14	IGNOU. (2017). ‘Unit 26. Tribal Social Structure-II’ in <i>Tribes of India</i> . http://egyankosh.ac.in/handle/123456789/18892 Ch-02: Cec-UGC history , culture and philosophy. Changing economy and society of the tribal world.(Video). You Tube. https://youtu.be/2uVH7jBtu0Y?si=cDXspOuyAtcZ4eOn

III	Tribal Marriage: Nature and Characteristics Tribal Family: Features and Changes Kinship patterns in Tribal society Tribal Religion and Magic	Lecture	16	IGNOU. (2017). 'Unit 26. Tribal Social Structure-II' in <i>Tribes of India</i> . http://egyankosh.ac.in/handle/123456789/18892 DTBS-01: Tribes and Tribal Studies in India, BLOCK-04: Tribal Society and their Institution(PDF) https://egyanagar.osou.ac.in/sub-slm-tbs.html
IV	Tribal Problems: Land alienation, indebtedness, forest regulation policy, mines and tribal displacement, Tribal health and sanitation Approaches to tribal development: Isolationist, Assimilationist and Integrationist Tribal Policy: Tribal Welfare Policies, Constitutional safeguards, PESA, National Policy for Scheduled Tribes 2006, Flagship programmes for the tribal development.	Lecture	12	Pati, B. (2011). <i>Adivasis in Colonial India: Survival, Resistance and Negotiation</i> . New Delhi: Orient Blackswan. Singh, K. S. (1986). <i>Tribal Situation in India</i> . Shimla: Indian Institute of Advanced Studies. Sundar, N. (2016). <i>The scheduled tribes and their India: Politics, identities, policies, and work</i> . Oxford University Press. DTBS-02: Tribal Issues in India, BLOCK-03: Tribal Policies and Legislation(PDF) https://egyanagar.osou.ac.in/sub-slm-tbs.html -

Text Book:

- ✓ Channa, S.M. (2020). *Anthropological Perspectives on Indian Tribes*. Hyderabad: Orient BlackSwan.
- ✓ Nadeem, H. (2005). *Tribal India*. Delhi: Palka Prakashan.
- ✓ Vidyarthi, L.P. & Rai, B.K. (1977). *The tribal Culture of India*. New Delhi: Concept Publishing Company

Reference Books

- ✓ Chaudhury, S.K. & Patnaik, S.M. (2008). *Indian tribes and the mainstream*. New Delhi: Rawat Publications.
- ✓ Xaxa, V. (1999). *Tribes as Indigenous People of India*. *Economic and Political Weekly*, 34(51), 3589–3595. <http://www.jstor.org/stable/4408738>
- ✓ Pati, B. (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.
- ✓ Singh, K. S. (1986). *Tribal Situation in India*. Shimla: Indian Institute of Advanced Studies.
- ✓ Sundar, N. (2016). *The scheduled tribes and their India: Politics, identities, policies, and work*. Oxford University Press

E-Resources

1. IGNOU. (2017). 'Unit 25. Tribal Social Structure-I' in *Tribes of India*. <http://egyankosh.ac.in/handle/123456789/18892>
2. IGNOU. (2017). 'Unit 26. Tribal Social Structure-II' in *Tribes of India*. <http://egyankosh.ac.in/handle/123456789/18892>
3. Ch-02: Cec-UGC history , culture and philosophy. Changing economy and society of the tribal world.(Video). You Tube. <https://youtu.be/2uVH7jBtu0Y?si=cDXspOuyAtcZ4eOn>
4. IGNOU. (2017). 'Unit 26. Tribal Social Structure-II' in *Tribes of India*. <http://egyankosh.ac.in/handle/123456789/18892>
5. DTBS-01: Tribes and Tribal Studies in India, BLOCK-04: Tribal Society and their Institution(PDF) <https://egyanagar.osou.ac.in/sub-slm-tbs.html>
6. DTBS-02: Tribal Issues in India, BLOCK-03: Tribal Policies and Legislation(PDF) <https://egyanagar.osou.ac.in/sub-slm-tbs.html>

Core XX

Semester VIII

Agrarian Social Work

(Students can choose any one course from this group)

(A)

Course Objectives

- To explore the history and current policies impacting agricultural practices and laws in India, emphasizing their social and economic consequences
- To classify and understand different agricultural systems in India, ranging from subsistence farming to industrial food production
- To link agricultural practices with sustainable development goals to enhance food and nutritional security
- To promote sustainable agricultural practices including in-situ water harvesting, soil health management, and seed sovereignty.

Learning Outcomes

- Able to assess the contradictions within the Indian agricultural system, including issues related to production, farm size, and technological adoption
- Able to discuss agro-ecology in terms of its structure, function, and the pathways for ecological transitions in agriculture
- Able to promote agriculture for local rural communities, particularly in terms of food supply, employment, and economic impact
- Able to address the social distress within the farm sector, such as farmer suicides and migration, through social work interventions

Unit I: Social issues in Indian agriculture

History and evolution of agricultural practices and policies in India. Social and economic consequences of agricultural laws and policies in India focusing on the topics: production, farm size, farm labour, ownership, scientization and technification of agriculture. Major contradictions that exist within the Indian agricultural system. Deteriorating social structure and decreasing economic viability.

Unit II: Understanding Agricultural Systems

A systems approach to Agriculture. Classification of Agricultural systems. Agricultural systems in India- subsistence farming and shifting cultivation, pastoral nomadism, mixed farming systems, crop production systems, animal production systems, industrial food production systems. Understanding agro-ecology- structure, functions and diversity. Pathways for agro-ecological transition.

Unit III: Understanding Agriculture and the Community

Importance of agriculture to local rural communities- food supply, employment, small business and local economy. Centering development around agriculture- preserving farmland, nutrition security, solidarity economy, benefits to the natural environment. UN Sustainable Development Goals 1, 2, 6 & 15.

Unit IV: Social Work in Agro-ecological Communities

Social Work response to distress in the farm sector- farmer suicides, migration and reducing number of farmers. Promoting agro-ecology- in-situ water harvesting, soil health management, seed sovereignty, multiple cropping patterns, inter-related agricultural activities. Challenges faced by farmers' cooperatives and producer companies. Government programmes for integrated and agro-ecological agriculture.

Reading List

- ✓ Randhawa, MS (1980) A history of agriculture in India. Volume 1, to 4. ICAR: New Delhi.
- ✓ Shiva, Vandana.(1991) The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics. Zed Books Ltd: London.
- ✓ Shiva, Vandana. (2016) Who Really Feeds the World? The Failures of Agribusiness and the Promise of Agroecology. North Atlantic Books: California

- ✓ Fukuoka. M. (1996). The Road Back to Nature: Regaining the Paradise Lost, OIB.
- ✓ Mubashir, Mohammad and Bhat, Arshad. (2021). Agriculture and Farming Community in India: Challenges, Problems and Possible Solutions, Bharti Publications: New Delhi.
- ✓ Spedding, C.R.W. (1988). A Systems Approach to Agriculture. In: An Introduction to Agricultural Systems. Springer, Dordrecht. https://doi.org/10.1007/978-94-011-6408-5_2
- ✓ Titttonell, Pablo.(2023) A Systems Approach to Agro-ecology, Springer Cham
- ✓ <https://doi.org/10.1007/978-3-031-42939-2>
- ✓ Barrios, E., Gemmill-Herren, B., Bicksler, A., Siliprandi, E., Brathwaite, R., Moller, S. & Titttonell, P. (2020). The 10 Elements of Agroecology: enabling transitions towards sustainable agriculture and food systems through visual narratives. Ecosystems and People, 16(1), 230-247.
- ✓ Anderson, C. R., Bruil, J., Chappell, M. J., Kiss, C., & Pimbert, M. P. (2019). From transition to domains of transformation: Getting to sustainable and just food systems through agroecology. Sustainability, 11(19), 5272.
- ✓ Erica E. Nason, Abby S. Blankenship, Elizabeth Benevides & Katherine Stump (2023) The Role of Social Work in Confronting the Farmer Suicide Crisis: Best Practice Recommendations and a Call to Action, Social Work in Public Health, 38:1, 21-32, DOI: [10.1080/19371918.2022.2093305](https://doi.org/10.1080/19371918.2022.2093305)
- ✓ United States Department of Agriculture (2009). Access to affordable and nutritious food: Measuring and understanding food deserts and their consequences. (Economic Research Service.) Washington, DC: Government Printing Office.
- ✓ Kobayashi, M., Tyson, L., & Abi-Nader, J. (2010). The activities and impacts of community food projects 2005–2009, 1–28. USDA/NIFA.
- ✓ De Schutter, O. (2013). Gender Equality and Food Security, FAO and the Asian Development Bank.

(B)

Microfinance and Financial Inclusion

Course Objectives

- To understand the roles of various financial services (savings, credit, insurance) in development, and discuss the challenges and issues in rural finance
- To review the institutional arrangements for rural finance in India
- To discuss the financial needs of the poor and the challenges in meeting these needs through innovative financial products and services
- To analyze various models of microfinance

Learning Outcomes

- Able to examine the causes of financial exclusion and its relationship with rural poverty
- Able to evaluate rural financial policies and banking reforms and their impact on the rural poor
- Will be acquainted with experiences and innovations in financial inclusion
- Able to assess the impact of microfinance on poverty reduction, women's development, and rural indebtedness

Unit I: Concept and Components of Financial Inclusion

Savings, credit, insurance and related products – Role of finance in development. Introduction to rural finance – issues and challenges in rural finance; the poor and their financial needs. Theories in financial exclusion – information asymmetry, adverse selection, moral hazard etc. Causes and forces that perpetuate exclusion. Financial exclusion and rural poverty.

Unit II: Indian rural financial system

Institutional arrangements for rural finance in India: Reserve Bank of India, NABARD, Commercial Banks, Regional Rural Banks and Cooperatives. Organization and types of Cooperatives in India – PACS, DCCBS, SCBs, marketing societies, Cooperative Federations etc. Rural financial policies in India (institutional, services and product) and the rural poor. Banking reforms in India.

Unit III: Approaches and Strategies for Financial Inclusion

Financial needs of poor: rural credit demand and supply. Challenges and issues in meeting the financial needs of the poor. Innovations in financial outreach and inclusion. Experiences from Latin America and Bangladesh. History of Microfinance in India

Unit IV: Mainstreaming Microfinance in rural banking

Models and Approaches - SHG Bank, Linkage Model, Grameen Model, Partnership Models, Islamic banking models, MFIs and Non-banking Financial Companies.

Challenges of Microfinance. Microfinance and poverty reduction. Microfinance and **women** development. Microfinance and rural indebtedness.

Reading List:

- ✓ Adams, D.W., Douglas H. . Graham, and. Boulder, J. D. von Pischke, Eds. (1984).
- ✓ *Undermining Rural Development with Cheap Credit*. CO, USA: Westview Press.
- ✓ Armendariz de Aghion, Beatriz and Jonathan Morduch (2005). *The Economics of Microfinance*. Cambridge: MIT Press.
- ✓ Brigit, H. (2006). *Access for All: Building Inclusive Financial Systems*. Consultative Group to Assist the Poorest (CGAP).
- ✓ Coleman, J. (1989). *Social Capital and Poverty*. Social Capital Initiative, Working Paper No.4, Washington, DC: World Bank.
- ✓ Dasgupta, P and Serageldin, I. (2000). *Social Capital : A Multifaceted Perspective*. Washington D.C : The World Bank.
- ✓ Drake, D. and Elisabeth, R., (Eds) (2002). *The Commercialization of Microfinance: Balancing Business and Development*. Bloomfield, CT: Kumarian Press.
- ✓ Joanna L. (1999). *Microfinance Handbook: An Institutional and Financial Perspective*. World Bank.
- ✓ Ghate, P. (2007). *Microfinance in India – A State of the Report*. Microfinance India, New Delhi: Sage Publications.
- ✓ Ghate, P. (2007). *Indian Microfinance: The Challenges of Rapid Growth*. New Delhi: Sage.
- ✓ Prahalad, C. K. (2005). *The fortune at the bottom of the pyramid –Eradicating poverty through profits*. New Jersey: Wharton School Publishing.
- ✓ Rutherford, S. (2000). *The Poor and Their Money*. New Delhi: Oxford University Press.
- ✓ Srinivasan, N.(2009). *Microfinance India – State of the Sector Report 2008*. New Delhi: Sage Publications.
- ✓ Dev, M.S. (2006). *Financial Inclusion: Issues and Challenges*. *Economic and Political Weekly*, 41(41):4310-3413.

Core XXI

Field Work-7

Course Objectives

- To develop an understanding of management of social welfare agencies, programmes and projects.
- To understand the working and management of community-based organizations.
- To understand the nature and scope of social work practice in the rural agrarian context

Learning Outcomes

- Will have an in-depth understanding of managerial skills required in social work agencies, community-based organizations.
- Will be able to work in the agrarian sector towards promoting sustainable livelihoods

Field Work Contents (Tasks /Activities)

Students shall be directed to learn about management of social welfare programmes, initiate and manage projects, manage community-based organizations and create opportunities for sustainable rural livelihoods in the agrarian sector.

Keeping the focus of the papers in Semester-7, student placed in their respective settings will be expected to initiate and manage projects in their respective agencies, community-based organizations such as FPOs and SHGs.

Reports of students should reflect on their learning related to the above-mentioned areas. Daily Report, Consolidated fieldwork report should be submitted by every student individually. Students will work under a Faculty Supervisor and Agency Supervisor.

The student shall complete a minimum of 25 days of visits in a semester. The learners shall be placed in agencies to initiate and participate in direct service delivery. Submission of reports to their allotted respective faculty supervisors.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Workload: Ratio of Teachers and Students for Social Work practicum shall be 1:8

Note: * In concurrent Field Work Programme, every student has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the Field work practicum shall be considered as 1: 8. The Ratio of one teacher shall have a batch of 8 students) (Each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours per week). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

Core XXII

Social Work with Unorganized Labour

Course Objectives

- To define and understand the scope of the unorganized sector, including the social and economic challenges faced by unorganized labor
- To discuss the concepts of promotional and protective social security and the role of the state in ensuring basic and economic security
- To review key legislations and policies affecting the unorganized sector
- To apply human rights, social justice, and gender justice approaches to social work practices with unorganized labor

Learning Outcomes

- Able to explore the predominant issues faced by unorganized labour such as poor working conditions and health risks
- Able to evaluate the effectiveness of state policies and programs in providing social protection to casual and self-employed workers
- Able to assess the schemes and legal provisions aimed at improving the living and working conditions of unorganized workers

Unit I: Overview of the Unorganized Sector

Concept and characteristics of the Unorganized Sector. Size of the informal economy and unorganized sector. Definition and classification of unorganized worker. Problems face by unorganized labour: low and volatile income, lack of social security, poor working conditions, health issues, harassment and abuse. Social background of unorganized labour.

Unit II: Concept of Social Protection and Role of the State

Dreze and Sen (1991), the notion of “promotional” and “protective” social security. Definition of Social Protection. Role of the State in ensuring Basic Security- Food security, Shelter Security, Education Security and Health Security. Role of the State in ensuring Economic Security to Casual Workers and Self Employed Workers.

UNIT – III: The Law and Policies for the Unorganized Sector

Acts: Unorganized Sectors’ Social Security Act (2008) and Unorganized Sectors’ Social Security Rules (2009), Mahatma Gandhi National Rural Employment Guarantee Act -2005, The Bonded Labour System (Abolition) Act (1976), The Employment of Manual Scavengers and Construction of Dry latrines Prohibition Act (1993), The Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act

(1979)

Schemes: [Pradhan Mantri Shram Yogi Maan-dhan](#) (PM-SYM) and [Aam Admi Bima Yojna](#). eShram-National Database of Unorganized Workers (NDUW)

Unit IV: Social Work with Unorganized Labour

Human Rights Approach - case study of Safai Karmachari Andolan.

Social Justice Approach- the ILO Child Labour Conventions No. 138 and 182 and Convention No. 189 for domestic workers.

Gender Justice Approach- case study of Self-Employed Women's Association.

Reading List:

- ✓ Report of The National Commission on Labour, Chapter – VII: Unorganised Sector https://prsindia.org/files/bills_acts/bills_parliament/2007/bill150_20071205150_National_Commission_on_Labour_2_Chapter_7_unorganised_sector_Part_A_1.pdf
- ✓ Sarma, A.M. (2015) Welfare Of Unorganised Labour, Himalaya Publishing House: New Delhi.
- ✓ Unni, Jeemol and Rani, Uma. (2002) Social Protection for Informal Workers: Insecurities, Instruments and Institutional Mechanisms, ILO: Geneva https://ilo.org/public/english/protection/ses/download/docs/informal_workers.pdf
- ✓ Khanna, Shomona, 'Invisible Inequalities: An Analysis of the Safai Karmachari Andolan Case', in Philippe Cullet, Sujith Koonan, and Lovleen Bhullar (eds), *The Right to Sanitation in India: Critical Perspectives* (Delhi, 2019; online edn, Oxford Academic, 17 Apr. 2019), <https://doi.org/10.1093/oso/9780199489855.003.0012>,
- ✓ Jani, Tejal and Shah, Shreedha. (2023), SEWA: A Case Study of Women Empowerment through Financial Inclusion, ICSSR Conference Paper, Vol.2., Pollachi. https://www.researchgate.net/publication/369023291_SEWA_A_Case_Study_of_Women_Empowerment_through_Financial_Inclusion

Core XXIII

Management of Community Based Organizations

Course Objectives

- Learn how communities can play an important role in achieving their development goals through CBOs
- Learn participatory approaches to identifying, involving, and engaging stakeholders in community development
- Learn about the importance of transparency and accountability of CBOs
- Learn basic tenets of financial management

Learning Outcomes

- Able to give importance to community involvement in management and implement participatory approaches
- Able to give importance to interactions between government bodies, local self-governing entities, and traditional leadership

- Able to give emphasis to transparency and accountability in the management of CBOs
- Able to adopt basic financial management principles, including bookkeeping, record-keeping, and managing the expenditure cycle

Unit 1: The role of communities in management

Defining Community as a geographical entity and as a functional entity. Three Management Approaches: Top- Down Approach, Bottom-Up Approach and Combination/Collaborative Approach. Community Involvement- Defining Participation, levels of participation and Participatory Approach.

Unit-2: About Community Based Organizations

Definition, basic features, strengths and limitations of CBOs. Stakeholders and relationship analysis. Role of CBOs in development. Addressing issues through government, local self-governing body, elected representatives and traditional leadership.

Unit-3: Governance of Community Based Organizations

Institutional and Administrative arrangements- Registration as a SHG, Co-operative, Producer Company. Decision making- General Body Meetings and Board Meetings. Documentation and Statutory requirements. Staffing in a CBO. Importance of transparency and accountability.

Unit-4: Financial Management of Community Based Organizations

Rules of Financial Management, Key Books of Accounts, Book keeping and Record keeping, Expenditure Cycle and Reporting.

Reading List

- ✓ Chambers, Roberts, *Whose Reality Counts? Putting The First Last*, London: Intermediate Technology Publications, 1997.
- ✓ Dasgupta, Monica, Grandvoinnet, Helene and Romani, Mattia, *Fostering Community Driven Development: What Role for the State?* World Bank Policy Research Working Paper No. 2969, 2003.
- ✓ Mansuri, Ghazala and Rao, Vijayendra, *Community-Based and-Driven Development: A Critical Review* World Bank Policy Research Working Paper 3209, Feb. 2004.
- ✓ EGyanKosh. Community Based Organizations and Rural Development. <https://www.egyankosh.ac.in/bitstream/123456789/32543/1/Unit-2.pdf>
- ✓ Kudumbashree National Resource Organization. CBO Governance Manual. <https://www.kudumbashreenro.org>
- ✓ Cammack, John. (2006) *Building Capacity thorough Financial Management: A Practical Guide*. Oxfam Skills and Practice: GB
- ✓ North East Livelihood Promotion Society. (2011) *Financial Management Manual*, Ministry of DoNER, Government of India.
- ✓ Mohammed, Aziz. (2019) *Financial Management for CBOs and Small NGOs* International Journal of Innovative Research and Development, Vol.8 Issue 11, ISSN 2278 – 0211 (Online)

Museum and Cultural Resource Management

Course Outcomes:

This course seeks to impart basic knowledge on Museum and its importance in the society. It also emphasises on the history & development of the Museum and teaches about the administration and collection management of the Museum.

Learning Outcomes

1. The students will learn about the basic concept of museum and museum movements.
2. The students will learn about the history and development of museums in India and museum administration.
3. They will learn about acquisition, documentation and display of museum specimens.
4. They will also learn about storage and conservation.
5. They will also learn about tourism and education in museum.

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit-I: Introduction to Museum Profession and Cultural Resource

Definitions, origin, Nomenclature, History and Development, types, Concept and Definition, History, Spiritual places, Cultural landscapes, Archaeological sites and artifacts, Historical documents, Religious sites and practices, Cultural use of natural resources, Folklore, tradition, and other social institutions; Role of museum in tourism and cultural conservation, importance of heritage sites; Ethnographic museum and its Importance in education, culture conservation, ethnographic museums in India, Elwin and concept of Tribal Museum,

Unit-II: Tangible and Intangible Cultural Heritage

Meaning, Types and Functions (hunting-gathering, fishing, agricultural and other subsistence related artifacts, archaeological heritage, material related to settlement, subsistence, art and craft, household activities, kitchen, life cycle rituals, religion, aesthetics, transportation, storage system, water management system, musical instruments etc), significance

Meaning, definition, the practices, representations, expressions, knowledge, skills, Oral traditions and expressions, including language as a vehicle of the intangible cultural heritage, performing arts, local and traditional knowledge, social practices, rituals and festive events and traditional skills, Knowledge and practices concerning nature and the universe, Traditional craftsmanship methods of Inheritance.

Unit-III: Management of Cultural Resources

Preservation of cultural resources-archeological sites, historic buildings, museum objects, paintings, any other items of cultural value, nonphysical cultural resources (folklore, language, oral histories, other intangible but culturally important items).; Conservation, Management Versus Academic Research, Research Design, Safeguarding and Public Participation, Public Archaeology, The Role of Museums in Cultural Resource Management; Professional organizations relating to museology and Heritage management-

ICOM, UNESCO, ICCROM, Commonwealth Association of Museums; Museums Association of India, Museums Association Types of Museums in India, and their roles in Heritage Management

Unit- IV: Practical

The students are required to learn the principles of museum, documentation, labelling and display of the museum specimens of material cultures of tribal and rural people. Each student has to apply the above methods, whichever is applicable, on specimens of following materials.

- a. Plant remains: Wood, Bamboo
- b. Fiber remains: Cloth/ Linen
- c. Metal remains: iron, brass, copper, silvers.
- d. Animal remains: Bone, antler, horn, leather/hide

A report will be prepared by visiting an Anthropological Museum and doing empirical study on ethnographic specimens of material cultures of tribal, rural communities of Odisha. The museum visit is to be conducted for a minimum period of two week under the guidance of a teacher or teachers. Two copies of report are to be submitted for examination on the basis of museum visit. The Examination of Report shall be conducted by an internal and an external examiner.

Suggested Readings:

- ✓ *Behera, B.K. and S.K. Mohanty, 2007, Museology and Museum Management in India, Mayur Publications, Bhubaneswar, Orissa.*
- ✓ *Bhatnagar, A.1999, Museum, Museology and New Museology, Sandeep Prakashan, New Delhi.*
- ✓ *Diwvedi, V. P. and G.N. Pant(Ed) 1980, Museum and Museology: New Horizon, Agam Kala Prakashan, New Delhi.*
- ✓ *Ghoshmaulik, S.K. and K. K. Basa (Ed) 2001, Understanding Heritage: Role of Museum, Academic staff Collage, Utkal University, Bhubaneswar, India.*

Books Recommended:

- ✓ *Basa, Kishor K. (ed). 2010. Multiple Heritage: Role of Specialized Museums in India.*
- ✓ *Chakrabarti, Mahua. 2016. Museums of India. New Delhi: National Book Trust.*
- ✓ *Ghosh, D. P 1968. Studies in Museum and Museology in India. Calcutta: Indian Publications.*
- ✓ *Mohanta, Basanta Kumar and Vipin Kumar Singh. (eds). 2012. Traditional Knowledge System and Technology in India. Delhi: PratibhaPrakashan*
- ✓ *Mohanta, Basanta Kumar and Byomakesh Tripathy. 2015. Ethnographic Museum (A Pictographic Catalogue of the Ethnographic Museum of the Indira Gandhi National Tribal University, Amarkantak, M.P.). New Delhi: Aayu Publications.*

