

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



Courses of Studies for:

02 Years Master Degree Course in

MASTER OF SOCIAL WORK (MSW)

With Effect from the Session 2024-25 onwards

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REGULATIONS (2023-24 AB onwards)

1. Introduction:

1.1. The two year post graduate degree course leading to the **Master of Arts in Social Work** of Kalahandi University. The degree course shall be spread over a period of 2 academic years. Each Academic year comprises of two semesters namely the Odd and Even Semester.

1.2. A candidate for the Master of Social Work shall be required to pass the following

Examinations

- End Semester Examination – I
- End Semester Examination – II
- End Semester Examination – III
- End Semester Examination – IV
- Internal Assessment for Fieldwork in semesters I – IV
- External Examination for Fieldwork in semesters I – IV
- Internal Assessment for Dissertation in semester IV
- External Examination for Dissertation in semester IV

1.3. A candidate shall be eligible to appear for the oncoming semester courses subsequent to the first semester University examinations respectively irrespective of declaration of the results in the previous semester but.

1.4. Candidate who fails in the odd semester examinations shall be eligible to appear for the examination in which s/he has failed in the next odd semester and vice versa.

1.5. Students who have failed in a semester or are desirous to improve their performance will be as per University rules.

1.6. A candidate for the Master of Arts in Social Work Examination shall be required to enroll himself / herself under these conditions as a student in one of the colleges affiliated to this University.

2. Admission Criteria:

2.1. Any person who has passed the Under Graduate Degree in any subject with a minimum of 40% marks in aggregate or in Honors papers; from an examination conducted by a recognized University is eligible to be admitted to the 1st Semester of this course. Students from SC/ST have to apply with valid caste certificate.

3. Duration:

3.1 Odd semester shall be from July to December (I and III Semesters).

3.2 Even semester shall be from January to June (II and IV).

3.3 There shall be not less than 90 working days for each semester. This excludes the days for the conduct of University end semester examinations and other holidays.

3.4 A student would be required to complete the course within a maximum of five (Ref. 1.5 above) academic years from the date of admission or as per University rules.

4. Course:

Each course is well designed under lectures / tutorials / workshops/ fieldwork / seminar / assignments / report writing so that it achieves the goals of effective teaching and learning needs of the students.

5. Contents in the Courses of Study:

5.1 The MA in Social Work programme of study consists of a number of contents. The term 'course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a 'Paper' in the conventional sense. The following are the various categories of courses suggested for the Master of Social Work programme.

5.2 There are seven Foundation papers.

5.3 Core compulsory papers comprise of eighteen courses out of which four are Concurrent field work papers. These are compulsory for all students.

5.4 There are eight elective courses spread over two semesters. Out of the given electives student can choose any one of his/her interest for study in the respective semester.

6. Attendance:

Students must have 75% of attendance in each theory paper and 100% attendance in fieldwork, seminars, and workshops and in related assignments. This is mandatory for appearing in the examination.

7. Examinations:

7.1 There shall be university examinations (80 marks) at the end of each semester and internal mid-term examination (20 marks).

7.2 University Examination for odd semesters shall be conducted in the month of November – December. Examination for the even semesters shall be held in the month of May – June.

7.3 Mid-term examinations for odd semesters shall be conducted in the month of September/October and for even semesters in the month of February/March.

7.4 As in the general rule a candidate who does not pass the University examination in any of the papers shall be permitted to appear in such failed papers in the subsequent examination to be held either in November – December or May – June as the case may be.

7.5 General rule of P.G examination of Kalahandi University shall be applicable for all other purposes.

8. Pass Marks and Classification of Successful Candidates

8.1 Aggregate marks for passing the examination of the Degree of Master of Arts in Social Work shall be the sum total of the aggregate of all the four semester Examinations taken together.

8.2.1 Divisions will be awarded on the basis of Kalahandi University Regulations for the M.A. Examination.

8.2.2 A candidate to be considered as Pass has to secure a minimum of 50% marks in the Field Work. Each of the field-work components namely Observation Visits, Concurrent Field Work in Community and Agency settings, Rural Camp and Block Placement has to be compulsorily completed to be considered as Pass.

8.3.a. If a candidate is marked absent in a sitting(s) of an examination, such a candidate shall have to reappear in that paper (s) of the course in order to be considered as having completed the course.

8.3.b. If a candidate does not complete the requisite field-work days in a semester and does not appear for Field Work evaluation, Field Work Seminar and Viva Voce then he/she will be considered as not having completed the course and thereby ineligible to receive the M.A. degree.

8.3.c. A candidate failing to secure a minimum of 30% in any Compulsory and a minimum of 50% in the Practical (Field Work - Ist, IInd , IIIrd & IVth) either in the First, Second, Third or Final examination of this University may be allowed to appear in those papers in not more than one chance (examination) immediately following that examination for which he/she was registered, in order to clear the back paper(s) on the payment of prescribed fees.

9. Examination Question Paper Pattern (Mid-Term and End Term):

There shall be 3 types of questions – Long (500 – 700 words), Short (100-150 words) and MCQ (1 Word/option)

9.1 Distribution of Marks for Mid-Term carrying 20 Marks:

Two long questions of 5 mark each. (Out of choice of three)

Five MCQ questions carrying 1 marks each (Out of choice of eight)

9.2 Distribution of Marks for End-Term carrying 80 Marks:

Five long questions carrying 7 Marks each

(Out of a choice of eight) (Answer in 500-700 words)

5 x 7 Marks = 35

Marks

Four short type questions carrying 5 Marks each

(Out of a choice of eight) (Answer in 100-150 words)

4 x 5 Marks = 20

Marks

Five short type questions carrying 3 Marks each

(Out of a choice of eight) (Answer in 30-60 words)

5 x 3 Marks = 15

Marks

Ten MCQ type questions carrying 1 Mark each

(Out of a choice of eleven) (Answer in 1-2 words)

10 x 1 Mark = 10

Marks

10. Regulation for field-work

Introduction:

The student of the M.A in Social Work through field work practice is supposed to be committed to the people and social institutions in which they are placed. They are expected to serve individuals, families and communities through effective practice guided by qualified field-work supervisors (with MA Social Work degrees) and by the social-work faculty in each college affiliated to this university.

Goals of Field Work:

1. To critically assess their own roles in field-work by conducting themselves ethically and professionally and by utilizing supervision & self-reflection.
2. To develop knowledge, skills and values required to engage in quality practice with individuals, families, groups, organizations and communities.
3. To demonstrate their ability to engage practically in problem solving as change agents in a variety of settings.

4. To demonstrate knowledge and ability to apply social theories and theories of human behavior and conceptual frameworks to assess, intervene and evaluate social work practice in the individuals, families and groups.
5. To recognize and understand various forms of discrimination and oppression as they apply to members of diverse groups and communities and advocate for social and economic justice for individuals, families, groups and communities.

Semester – I:

Observation Visits: 3 social work / welfare agencies have to be compulsorily visited. In each observation visit to an agency of community organization the student must be exposed to different field Situations. This observation visit will provide an opportunity to have an exposure and orientation to the services being offered by various Organizations/ Social institutions/ Agencies and open communities such as slums / rural settings as a response to community member's needs.

Understanding the Community: To understand the dynamics of the communities specifically the slum and the rural setting. This would imply comprehending the Socio- Cultural dynamics, economic and health status, being familiar with the problems of the communities, their causes, and observing how the people respond to such situations.

Semester – II:

Work with Individuals: Students shall be placed in slums or villages. They need to identify any issue affecting an individual and apply the principles and process of social case work. Similarly two separate case works should be done. The report should reflect learning derived from these two case works.

Work with Groups: Students shall be placed in slums or villages. They need to identify groups, study them well and carefully identify dysfunction if any in them and apply the principles and process of social group work.

Students may also start new groups such as Self Help Groups, children groups, Youth Clubs, integrated groups for person with disabilities, widows groups, senior citizens, adolescent girls group, study groups and etc. The purpose of this group formation is to learn group interaction, goal setting and group dynamics. The students should demonstrate principles and processes of group work. The reports should reflect on the learning derived out of it.

Community Organization: Students shall be placed in a slum or village in teams. Students shall be trained to demonstrate the skills and process of community organization. Each team shall identify a community issue along with the participation of the people and organize a programme that aims at resolving the community issue. The purpose of this fieldwork is to ensure students learning on community organization through demonstration and also for the students to learn to work in a team.

Rural Camp: All students shall compulsorily participate in a rural camp. This camp provides ample opportunity to learn about the community through experiences of living with them. It is to

be a continuous 10 days camp and students and teachers are expected to stay in the rural area for all the 10 days continuously.

Semester – III:

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.

- To provide an opportunity to work with social welfare agencies.
- To understand the agency as an organization, its structure, functions, activities sources of funding and management.

Semester – IV:

Students shall be directed to learn about the formation, legal formalities, taxation related formalities, project formulation, resources mobilization techniques, project management,

Documentation, POSDCORB, Evaluation, Need Analysis, Problem Tree Analysis, Logical Frame analysis and so on.

- To develop an understanding of the problem and opportunities in an organizational setting.
- To develop an understanding of the problems and opportunities of the organization and the methods they adopt to respond to their environment.

Block Placement (On the Job Training): The students of Social Work will be assigned an agency. This agency setting should be located anywhere within or out of the State. Students will work in the agency and obtain on the job training experience. This training lasts for a continuous 25 days prior to the semester examination. It is compulsory for all.

11. Regulation for Fieldwork Practice

Fieldwork is an integral component of the course of Master of Social Work. A student shall have to undertake his/her fieldwork for 20 hours in every week in the semester. Students shall do the fieldwork under the guidance of a faculty supervisor. Fieldwork is mandatory for all students of social work.

Field Work Schedule:

SI No	Semester	Field Practicum Component	Duration	Credits
1	SWFC-06 M.A.(SW)(I)	1. Observation Visit	5 Organization	2
		2. Concurrent Field Work (Community Placement)	20 hrs./week (16 hrs. in the field + 4 hrs. report writing)	6

2	SWCP-06 M.A.(SW)(II)	1. Concurrent Field Work (Community Placement)	20 hrs./ week (16 hrs. in the field + 4hrs. report writing)	6
		2. Rural Camp	10 days	2
3	SWCP-12 M.A.(SW)(III)	1. Concurrent Field Work (Agency Placement)	20 hrs./week (16 hrs in the field + 4hrs report writing)	8
4	SWCP-18 M.A.(SW)(IV)	1. Concurrent Field work (Agency Placement)	20 hrs./ week (16 hrs. in the field + 4hrs. report writing)	2
		2. Block Placement	One Month before the end of the semester	2

Evaluation of Fieldwork:

At the end of each semester, the Field Work Director shall call for the submission of the Field Work Attendance Record of the students, Field Work Report files of the students, the Fortnightly Reports on the students and the Self Evaluation Report of the students. This is to facilitate the external examiners to mark the performance.

Fieldwork carries 100 marks in all Semesters. It is divided into internal and external.

The internal evaluation carries 50% marks and it shall be evaluated by the Faculty Supervisor on the basis of field-work records, practical fieldwork and reports.

The external carry 50% marks and it shall be evaluated by the external examiners on the basis of consolidated fieldwork report and practical knowledge gained by the student tested in the viva-voce. The external examiner shall be any person authorized by the Chairman of the Board of studies for Social Work of Kalahandi University.

The minimum pass mark in the fieldwork shall be 50% in both the internal and the external examinations taken together in each semester. Both these marks together will comprise the university mark for field-work.

Field Work Assessment: [SL. No. 1, 2 and 3 will be evaluated internally. Sl. No. 4 & 5 will be evaluated by an external examiner appointed by the Kalahandil University. Internal and external marks shall be submitted in two separate mark foils of 100 marks each to the University]

Sl No	Criteria for Assessment	Mark Distribution	Total Mark
1	Field Work Reports (Departmental/Internal)	15	Internal 50 Marks
2	Fortnightly Report by faculty (Departmental/ Internal)	20	
3	Self-Evaluation Report by student (Departmental/Internal)	15	
4	Field Work Consolidated Report (External or University appointed)	30	External 50 Marks
5	Viva Voice (External or University appointed)	20	
	Total	100	100

12. Evaluation of the Dissertation:

Students to practice Social Work Research Methodology shall submit a Dissertation in any area of their interest by working on a research project under the supervision of a faculty supervisor.

Total marks assigned for project work shall be 100. This total mark is distributed equally among internal and external evaluations. The internal marks of 50 and external marks of 50 shall be calculated in the basis of the Objective, Methodology, Analysis, Findings, Presentation and Viva-Voce. It is mandatory that it be the original work of the student.

HARD CASE RULE

The Hard Case Rule mentioned on the item No.5.2.4 (I, II, & III) in the correction ship No- 1222 of Kalahandi University as amendments to the Regulation governing 2 Years Degree Course (Master of Arts, Science, Commerce Examinations) effective for the students admitted to such courses during the Academic 2023-2024 onwards, shall be applicable to all the Compulsory and theory papers of Ist, IInd Year Examinations while computing the Final result of Master of Social Work Examinations. In case of any new regulation added to the Hard Case Rule by the University for 2 year Degree Course (Master of Arts, Science, Commerce Examinations) shall be applicable to the 2 years Degree Course of Master of Social Work.

COURSE STRUCTURE UNDER THE SEMESTER SYSTEM MA SOCIAL WORK**1ST SEMESTER**

PAPER	COURSE CODE	COURSE TITLE	CREDIT HRS	TOTAL INSTRUCTIONS	TOTAL MARKS DEPT+ UNIV.
101	SWFC-01	Foundation, History & Philosophy of Social Work	6	50	20+80=100
102	SWFC-02	Working with Individuals	6	50	20+80=100
103	SWFC-03	Working with Group	6	50	20+80=100
104	SWFC-04	Working with Communities	6	50	20+80=100
105	SWFC-05	Social Welfare Administration	6	50	20+80=100
106	SWFC-06	Social Work Research & Statistics	6	50	20+80=100
107	SWFC-07	Field Work-1(Urban or village setting)		100	50+50=100
		Total			700

2ND SEMESTER

PAPER	COURSE CODE	COURSE TITLE	CREDIT HRS	TOTAL INSTRUCTIONS	MARKS DEPT. + UNIV.
201	SWCP-08	Social Problem, Social Policy & Social Development	6	50	20+80=100
202	SWCP-09	Social Mobilization, Social Movements & Social Transformation	6	50	20+80=100

203	SWCP-10	Child Rights & Child Protection	6	50	20+80=100
204	SWCP-11	Legal System and Social Legislation In India	6	50	20+80=100
205	SWCP-12	Social Work for Rural Development & Management	6	50	20+80=100
206	SWCP-13	Social Work with Elderly	6	50	20+80=100
207	SWCP-14	Field Work – 2 (Rural Camp for Seven Day)		100	50+50=100
		Total			700

3rd SEMESTER

PAPER	COURSE CODE	COURSE TITLE	CREDIT HRS	TOTAL INSTRUCTIONS	MARKS DEPT. + UNIV.
301	SWCP-15	Social Work with Women & Gender	6	50	20+80=100
302	SWCP-16	Social Work with Urban Development and Management	6	50	20+80=100
303	SWCP-17	Human Rights approach to Social Work	6	50	20+80=100
304	SWCP-18	Organizational Behavior	6	50	20+80=100
305	SWCP-19	Labour Welfare	6	50	20+80=100
306	SWCP-20	A- Agrarian Social Work B- Disaster Management	6	50	20+80=100

307	SWCP-21	Project Work/ Dissertation		100	50+50=100
TOTAL					700

4th SEMESTER

PAPER	COURSE CODE	COURSE TITLE	CREDIT HRS	TOTAL INSTRUCTIONS	MARKS DEPT.+UNIV
401	SWCP-22	Industrial Relations	6	50	20+80=100
402	SWCP-23	Human Resource Management	6	50	20+80=100
403	SWCP-24	NGO Management & Administration	6	50	20+80=100
404	SWCP-25	Corporate Social Responsibility & Social Entrepreneurship	6	50	20+80=100
405	SWCP-26	Basics of Accounting & Management Theory and Practice	6	50	20+80=100
406	SWCP-27	A- Community Development Strategies and Tools Objectives B- People Centered Advocacy	6	50	20+80=100
407	SWCP-28	Block Placement		100	50+50=100
TOTAL					700

Course Title: Foundation, History & Philosophy of Social Work

Objectives:

- To get acquainted with the history of professional social work in USA, UK and in erstwhile colonial states with focus on India.
- To understand the development of Social Work Methods and Ideologies.
- To understand the historical development of the philosophy, values and ethics of Social Work

UNIT – I: History and Evolution of Social Work Practice & Methods

- History of Social Welfare in the West (UK and USA): The Elizabethan Poor Law (1601); The Poor Law Commission of (1905); Charity Organisation Society (1869) and Casework; Settlement House Movement and Group Work and Community Organization.
- Beveridge Report (1942) and its impact on Social Welfare Administration. Concepts of Social Welfare, Social Security, Social Services.
- Inequalities and development of Radical Social Work and Social Action in USA.
- The development of Professional Social Work (From Charity to Welfare to Human Rights and Social Justice); Definition of Social Work.

UNIT – II: History and Evolution of Social Work Practice in India

- Socio-religious practices of welfare and charity in Indian society (Dana, Zakat, Langar, etc); Post-independence Welfare State and Social Services. Growth of Social Welfare Institutions (Voluntary and Government) and Community Development Programmes. NGOs and the development sector. Social work and social movements. Social Work and Judicial Activism (Use of PIL and RTI).
- History of Social Work Education in India: YMCA School of Social Work Lucknow; TISS Mumbai; Delhi School of Social Work New Delhi; Social Work Professional Associations: ASSWI, NAPSWI
- Emergence of post-colonial critique of social work knowledge and practices borrowed from West; Recognition of indigenous practices of social work in different parts of the world. Culturally relevant and culturally specific Social Work practice.

UNIT – III: Philosophy of Social Work

- Social Work and its relation to Human Rights and Social Justice; Rawl's Theory of Justice comparison with Nozick's Theory of private property and entitlement;

Nancy Fraser's Redistribution or recognition; Theories of Empowerment (Julian Rappaport, 1981; Keiffer, 1984).

- Briefly introduce Generalist Perspective; Ecological Perspective; Feminist Perspectives of Social Work; Emancipatory Social Work and Anti-oppressive Social Work perspective.
- Philosophy of Social Work Practice in India: Gandhian, Nehruvian & Ambedkarite perspective in Social Work Practice in India. Comparison of their views in the context of India's development.

UNIT – IV: Social Work Ethics and Values

- Social Work Values: Assumptions and Values of Social Work towards self, client, community and profession (Friedlander, 1977; Morales & Seaford, 1989; Dubois & Miley, 2005)
- Principles of Social Work Principles of social work (Biestick) and their application in diverse socio-cultural settings
- Professional Code of Ethics: IFSW Code of Ethics; Ethical Dilemmas in social work practice.

- **Reading List**

1. Banerjee, Gauri Rani. (1971) Papers on Social Work: An Indian Perspective
2. Coates, J., Hetherington, T., Gray, M., Bird, M.Y. (2016) Decolonizing Social Work. London: Routledge
3. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India
4. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.
5. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
6. Pierson, John (2011). Understanding Social Work: History and Context. Berkshire: Open University Press
7. Skidmore, Rex A. (1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs

Course Title: WORKING WITH INDIVIDUALS

Objectives:

- To develop theoretical knowledge and understanding about working with individuals

- To critically examine the application of social case work method in human personality and development.

Unit - I: Basics of Case Work

- Social Case Work: nature, assumptions, values and principles.
- Components of social case work: person, place, problem & process.
- History of social case work.

Unit – II: Client Worker Relationship

- **Need and importance of Relationship:** nature and ways to establish. Psychoanalytical theory. Ego - functions and defense mechanisms. Concept of Human needs, stress, social role and adaptation

Unit – III: Process of Case Work

- Process of social case work- study, assessment, goal formation, planning, treatment, evaluation, termination. Techniques of social case work: interviewing, support, encouragement, clarification, correcting perception, reality orientation; resource mobilization, home visit, interpretation, topical shift, logical reasoning, crisis intervention, burnout. Transference and Counter-Transference and its use in case work. Supportive techniques. Referral: its use in social case work. Recording: types and format.

Unit – IV: Models of Case Work

- Models of social case Work practice: Problem solving, Psycho- social, Task oriented. Rational Emotive Therapy in social case work. Discussion on role of case worker from the records in school, family and marriage settings. Presentations and discussions on cases and practical questions.

Readings List:

1. Banarjee, G.R. TISS Series 23. Papers on Social Work: An Indian Perspective; Tata Institute of Social Sciences, Mumbai. TISS (Series 23).
2. Batra, Sushma & Marlin Taber, 1996. Social strains of Globalization in India, Mittal Publication, New Delhi.
3. Biestek, F.P. 1970. The Case Work Relationship: London: Unwin University Books, Impression.
4. Bogo, Mario, 2006-07. Social Work Practice: Concepts, Processes and Interviewing.
5. Columbia University Press-2006. Indian Reprint by Rawat Publication: New Delhi, 2007.

6. Friedlander, W.A. 1964. Concepts and Methods of Social “Work, New Delhi: Prentice Hall of India Pvt. Ltd.
7. Fisher, J, 1978. Effective Case Work Practice: An Effective Approach, New York McGraw Hill Book Co.
8. Florence, H., 1964. Case Work: A Psycho social therapy, Random House, New York.
9. Farard, M.L. & N.K. Hunnybun, 1962 The Case Work’s use of relationship London, Tavistock. Pub.
10. Goldstein, H., 1970. Social Work Practice: A Unitary Approach, Carolina: Univ. of S. Carolina Press.
11. Grace, Methew, 1992. Introduction to School Case Work, Tata Institute of Social Sciences, Mumbai.

Course Title: WORKING WITH GROUPS

Course Code: SWCP – 03

Credit – 5

Marks -30+70=100

Objectives:

- To understand theoretical knowledge of social group work.
- To understand group work as an instrument of change/development in individual in groups.
- To understand the relevance of group works in different settings.

Unit – I: Social Group Work:

- Definition, objectives and scope - Models of Social Group Work- Historical Development of Group Work, Principles of Group Work, Values, Significance, Limitation of social group work practice in India.
- **Social Groups and Development:** Definition, Characteristics, Types of Groups and Functions of a Group - Basic Human Needs met by Groups at Different Stages of Group Development - Group Process : Bond, Acceptance, Isolation, Rejection, Sub- Group Formation, Withdrawal, Behaviour Contagion, Conflict and Control.

Unit – II: Approaches to the Practices of Group Work:

- Group Therapy, Group Psychotherapy, Use of Home Visits and Collateral Contacts. Leadership: Concepts, Definition, Characteristics, Functions, Qualities of Leader, Types and Theories of Leadership, Training for Leadership - Sociometry and Sociogram -

Group Work Supervision: Meaning, Purpose and Functions. Skills of social group worker.

Unit – III: Group Work Programme Planning:

- Meaning and Definition of Programme, Principles and Process of Programme Planning and the place of Agency in Programme Planning - Programme Laboratory: Values and Techniques (Games, Singing, Dancing, Dramatics, Street play, Puppetry, Group Discussions, Excursion, Psychodrama, Socio drama, Role play, and Brain Storming); Rural Camp: Planning, Organizing, Executing, Evaluating and Reporting.

Unit – IV: Group Work Recording:

- Meaning, Purpose, Principles, types of group work recording; Steps and Criteria for Good Group Work. Application of Group Work Methods in Different Settings: Community Settings, Medical and Psychiatric Settings, De-Addiction Centres, Correctional Institutions, Schools, Industries, Physically Handicapped and Aged Homes.

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.
6. Garland, J.A.(Ed) 1992. Group Work Reaching Out: People, Places and Power, New York, The Haworth Press.
7. Garwin, C 1987. Contemporary Group Work, New York Prentice- Hall Inc. Golpelwar, Banmala, 2007 social Group Work, Indian Institute of Youth welfare, Nagpur.
8. Kemp, C.G. 1970. Perspectives on the Group Process, Boston: Houghton Mifflin C. Klein, A.F.1970. Social Work Through Group Process,: School of Social Welfare- Albany: State University of New York.
9. Konopka, G 1963. Social Group Work: A Helping Process, Englewood Cliff, NJ Prentice Hall, Inc. Kurland, R & Salmon, R 1998. Teaching a Methods Course in Social Work with Groups Alexandria: Council on Social Work Education.

Course Title: WORKING WITH COMMUNITIES

Objectives:

- To provide theoretical and conceptual understanding of community organization as a method in social work.
- To practice and critically examine the steps and process of community organization in various community setting.

Unit – I: Community and Community Organisation

- Community: Concept, characteristics, types and functions. Understanding of community organisation practice: Definition, values, ethics and principles; Historical development of community organisation practice; Community organization as a method of social work intervention; Role and skills of Community Organizer

Unit – II: Models and Strategies of Community Organization

- Models and Strategies of Community Organization - Locality Development Model - Social Planning Model - Social Action Model - Select methods of public interest mobilization, litigation, protests and demonstrations, Dealing with authorities, Public Relations, Planning, Monitoring and Evaluation - Roles in different models attributes and attitude.

Unit – III: Community Organization Practice in the Context of Various Settings

- Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, Working with tribal and Dalit populations, in rural and urban communities, Displaced population and rehabilitation, Community organization in disaster preparedness and response, Peace building and national integration .

Unit – IV: Social Action

- Social work and social action, History of social action in India, Radical or emancipatory social work; Rights based approach, Different forms of protest, various contributions to the theory of social action (Lees, Saul Alinsky, Paulo Friere, Mahatma Gandhi's (Sarvodaya and Siddique) Strategies for social action from various social movements.

Reading List:

1. Gangrade, K. D. 1971. Community Organization in India, Mumbai; Parkashan, 1971.
2. Karamer, R.M. & Spech, H. Reading in Community Organization Practice-Hall Inc. Englewood Cliffs, 1983.

3. Murphy C. G.: Community Organization Practice, Boston; Houghton Mifflin Co. Ross, 1954
4. Patil, S.H. Community Dominance & Political Modernization; Mittal Publication; New Delhi; 2002.
5. Rashmi Dewas & R. Community Participation & Empowerment in Primary Education; Mittal Publication New Delhi; 2003.
6. Sengupta, P.K.; Community Organization Process in India, Kiran Publishers, 1976.
7. Selgen, S. Empowerment & Social Development Issues in Community Participation; Mittal Publication: New Delhi; 2005.
8. Speech, H & Karmer: R.M; 1969 Reading in Community; Englewood Cliffs: Prentice Hall.
9. Surya Rao: Under Development with community initiative retrospect & prospect: mittal Publication: New Delhi, 2000.

Course Title: SOCIAL WELFARE ADMINISTRATION

Objectives:

- To have conceptual clarity about social welfare Administration.
- To understand the principles, structure and functioning of the social welfare Administration system in India.
- To understand the role of voluntary agencies/NGOs in social welfare administration.

Unit – I: Concept: Administration

- Evolution, Meaning Nature, Bureaucratic Human Relations, Philosophy of Social Welfare Administration, Distinction between Welfare Administration and Public Administration.
- Structure of Social Welfare Administration in India: Departmental Administration in the Government of India; Ministry of Social Justice and Empowerment; Ministry of Women & child Development; Ministry of Rural Development; etc.

Unit – II: Principles and Techniques

- Planning: meaning and process.
- Organizing: Meaning, types of organizational structure, Delegation and Decentralization, Personnel Policy of the organization.
- Staffing: Recruitment and selection process, Terms and conditions of service Probation, confirmation, promotion, Human Relations in Social Welfare Agencies,

- Budgeting: Formulation, controlling mechanism, Problems of budgeting in welfare agencies.
- Commitment of Personnel.

Unit – III: Voluntary Agencies/NGOs

- Voluntary agencies/NGOs in Social Welfare: mandate, role and functioning.
- Administrative structure of voluntary Agencies/NGOs: General Body, Board of Management / Executive Committee, Directors, Secretary Policy formulation, Fund raising, public relations, challenges.
- Voluntary Organizations in the Welfare Section: Helpage India, Child Relief and you, Spastic Society of Northern India, etc.

Unit – IV: Institutions of Social Welfare

- Structure & functions of Central Social Welfare Board.
- State Social Welfare Advisory Board.
- Rehabilitation Council of India
- National Commission for Scheduled Tribes, National Commission for Scheduled Castes, National Commission for Ministries, etc.
- National Institute of Social Defense.
- National Institute of Public Cooperation & Child Development (NIPCCED) etc.
- Welfare Schemes of the various departments of the government of Odisha and the Department for SC,ST, OBC and Minorities Development.

Reading List:

1. Choudhry Paul, Social Welfare Administration
2. Sharma Urmila & Sharma S K: Public Administration, Atlantic Publishers and Distributors New Delhi.
3. Arora Ramesh K. and Goyal rajni, 1995, Indian Public Administration Institutions and Issues: Viswa Prakashan, New Delhi.
4. Ramachandran Padma, 1996, Public Administration in India: National Book Trust New Delhi.

Course Title: SOCIAL WORK RESEARCH AND STATISTICS

Objectives:

- To develop understanding about the components involved in the social work research methodology.
- To improve the ability to link between practice, research, theory and their role in enriching one another.

- To make students understand the importance of statistical tools and techniques and help them to arrive at better research conclusion.

Methods of Social Work Research

Unit-I

- Social Work Research: Meaning and Objective. Ethical, Political and cultural context of Social Work research. Social Work research fields: professional practices research, contextual research, system research, trend research, community based participatory research. Qualitative vs. Quantitative research. Research process: Feasibility issues influencing the research process. Research problems, questions, variables and hypotheses: Conceptualization and operationalization. Critiquing knowledge bases and reviewing the literature.

Unit-II

- Research Design: Matching design to purpose. Designs for evaluating policies, programs & practices: Single Subject Design, Case studies, Survey design, Experimental and Quasi experimental design. Finding research subjects: Sampling: Probability and non-probability sampling. Sources of data and data collection techniques: Observation, Interview, Questionnaire, Focus Group Discussion, Brain storming, Delphi method and Projective techniques. Writing research abstract and research report: components of research report.

Methods of Data Analysis

Unit-III

- Qualitative Analysis: Thematic analysis, Content analysis, Triangulation, *Phenomenology*, **and** *Hermeneutical Analysis*. Quantitative Analysis: Choosing and Understanding Statistical Tests: Levels of Measurement, Descriptive Statistics- Measures of Central Tendency: Mean Median and Mode, Measures of Dispersion: Standard deviation and variances.

Unit-IV

- Inferential Statistics and Hypothesis Testing: Correlation and regression analysis, hypothesis testing and test of significance. Bi-variety Statistics: t-tests, ANOVA and Chi Square. Introduction to SPSS for analyzing quantified data. Critical Reflections in
- Data Analysis: looking for anomalies, discussing findings, analyzing limitations and biases of the study and considering future directions for research.

Reading List:

1. Anderson, J. Durston H. S & Pooram (1992) Thesis and Assignment Writing; Wiley Eastern Ltd, New Delhi.
2. Baper, L.T. (1998) Doing Social Research, McGraw Hill, Singapore.
3. Gupta, S. P (1992) Elementary Statistical methods sultan chand & sons, New Delhi.
4. Goode & Hatt (1981) Methods in Social Research, McGraw Hill, New Delhi.
5. Laldas, D.K (2000) Practice of Social Research, Rawat, Jaipur.
6. Nachmias & Nachmias (1981) Research methods in the Social Sciences; St. Martin's press, New York.
7. Fundamentals of Research Methodology and Statistics by Y. K Singh , New Age
8. International
9. C.R.Kothari, Research Methodology.
10. Mukarji Nath Ravindra, Social Research and Statistics, Vivek Prakashan, Delhi.
11. Kapoor B.K. & Gupta, S.C., Fundamental of Statistics, S. Chand Publication, New
12. Delhi.
13. Ramchandran, P. Social Work Research And Statistics, Bombay : Allied Publishers
14. Gupta, S.P, Statistical Methods, Sultan Chand & Sons
15. Swain A.K.P.C, A First Course in Statistics With Applications, Kalyani Publishers
16. Patri, D., Statistical Methods, Kalyani Publishers
17. Bhatnagar, O.P. Reserach Methods And Measurements In Behavioral And Social
18. Sciences, New Delhi, Agri Cole Publishing Academy

2nd SEMESTER

Course Title: Social Problem, Social Policy & Social Development

Course Objectives:

- Develop an understanding of the nature of social policy in the cultural, social, political and economic context
- Gain overview of planning process in India
- Develop an understanding of the major policies of the country

Unit-I

Social Problem: Concept and meaning, problem of population, factors causing population explosion, problem of illiteracy, Unemployment, Poverty, Untouchability.

Unit-II

Social Legislation: Legislation regarding children, the Juvenile Justice (Care and protection) Act, 2000, the Amendment of Juvenile Justice (Care and protection) Act, 2006, Right to information Act, 2005, the Dowry Prohibition Act, 1961,

Unit-III

Legislation for STs: The protection of Civil Rights Act, 1995, the Prevention of Atrocities (Sc and ST) act, 1989, National Rural Employment Guarantee Act, 2006, Public Interest Litigation, Lok Adalats, Indian Penal Code

Unit-IV

The Special Marriage Act 1955, Dowry Prohibition Act 1961, The Maternity Benefit Act, 1961, Adoption and Maintenance Act 1956, Factories Act, 1948, Payment of Wages Act, 1936, Child Labour abolition and Regulation Act, 1986. Bonded Labour Abolition Act 1976.

Course Outcome: -

To understand the concept Social issues of the community –

To understand the term social legislation in need –

To gain knowledge on various Acts –

To develop the skills of application of laws Prescribed Text

Books: 1. Alcock, P. May, M. & Wright, S. (2012).

The Student's Companion to Social Policy. UK: John Wiley & Sons Ltd. 2. Black, J.K. (1991). Development in Theory and Practice: Bridging the Gap. Boulder: Westview Press. 3. Harrison, D. (1988). The Sociology of Modernization and Development. London: Routledge. 4. Todero, M.P. & Smith, S.C. (2015).

Economic Development. Delhi: Pearson. 5. Midgley, J. (1999). Social Development. New Delhi: Sage.

Course Title: Social Mobilization, Social Movements and Social Transformation

Objectives:

- Learn to conceptualize and analyze social movements and understand their transformational potential
- Learn about 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, disarmament environmentalism, ethnicity, displacement, etc. Swadeshi movement, Bhodan-Gramdan movement, Dalit Movement, Narmada Bachao Andolan.

Reading List:

1. Blumer, H. (1969). Collective behavior. In A. M. Lee (Ed.), Principles of sociology (pp. 165–221). New York, NY: Barnes and Noble.
2. Buechler Steven M. (1995) New Social Movement Theories, The Sociological Quarterly, Vol. 36, No. 3 (Summer, 1995), pp. 441-464 (24 pages), Published by: Taylor & Francis, Ltd. https://www.jstor.org/stable/4120774?seq=1#metadata_info_tab_contents
3. Jeff Goodwin, James M. Jasper, The Social Movements Reader: Cases and Concepts, Blackwell Publishing, 2003, ISBN 0-631-22196-4
4. Jo Freeman, A Model for Analyzing the Strategic Options of Social Movement Organizations, in The Dynamics of Social Movements ed. by Mayer N. Zald and John D. McCarthy, Cambridge, Mass.: Winthrop Publishers, 1979, pp. 167–189. Revised edition online
5. Mayer N. Zald and Roberta Ash, Social Movement Organizations: Growth, Decay and Change, Social Forces, Vol. 44, No. 3 (Mar., 1996), pp. 327–341, JSTOR
6. McCarthy, J. D., & Zald, M. N. (1977). Resource mobilization and social movements: A partial theory. American Journal of Sociology, 82, 1212–1241. Murch, Donna.

7. Piven, Frances Fox and Richard A. Cloward. Poor People’s Movements: Why They Succeed, How They Fail. New York: Vintage Books, 1978.
 8. Singh, Rajendra (2001) Social Movements, Old and New: A post-modernist Critique, Sage New Delhi.
 10. Taylor, Keeanga-Yamahtta. From #BlackLivesMatter to Black Liberation. Chicago: Haymarket Books, 2016. Ch.6 (Pp.153-190)
 11. Raka Ray, Mary Fainsod Katzenstein (ed) 2005. Social Movements in India: Poverty, Power, and Politics, Rowman and Littlefield Publishers Inc.
 12. Shah, Ghanshyam (2004) Social Movements in India; A review of literature, Sage, India.
- Srivastava, S.K. (1988) Social Movements for Development, South Asia Books

Course Title: Child Right & Child Protection

Objectives:

- To understand the situation of children in India
- To understand the national & international efforts for child welfare
- To know the child related laws.
- To know the programmes & services for child welfare
- To understand & acquire the skills for working with children

Unit – I: Child Rights

- Concept of Child Welfare and Child Rights; Demographic profile of the child in India, UN convention on the Rights of the Child, National Policy for Children(1974), National Policy on Education(1986), National Nutrition Policy (1993), National Charter for Children (2004), National Plan of Action for Children (2005) Changing trends in child welfare and protection services.

Unit - II: Problems of the Child and the response of Social Work

- Social Work with: Street children, destitute, delinquent, abandoned, orphaned, child with disabilities, sexually abused child, child labour, child trafficking, children affected by natural calamity, HIV/AIDS affected and infected children, child prostitute, children in poverty, the girl child, truant children, runaway children.

- Health Problems: Causes of infant mortality and morbidity; Common childhood diseases; Development delay; Child Nutrition; Nutritional problems: PEM, Micronutrient deficiencies disorders, Mineral and vitamin deficiencies, Nutritional guidelines on infant and young child feeding.

Unit – III: Legal Provisions for child protection

- The Constitution of India: Articles 14,15,15 (3),19 910 9a0, 21,21 (a),23,24,39(e),39(f); The Indian Penal Code, 1860: Feticide (Section 315 and 316), Infanticide (section 315), Abatement of Suicide (section 305), Exposure and Abandonment (section 317), kidnapping and Abduction (section 360 to 369),Procurement of Minor Girls (section 366-A), Selling of girls for Prostitution (section 372,373), Rape (Section 376), Unnatural sex(section 377); The Pre-natal diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994; The Juvenile Justice (Care and Protection of Children) Act, 2000; The Immoral Traffic (Prevention) Act, 1956; Child Labour (Prohibition and Regulation) Act, 1986; The Prohibition of child Marriage Act, 2006; The Commission for the Protection of child Rights Act, 2005; Protection of Children Against Sexual Offences Act,2012.

Unit - IV: Social work practice with children

- Child guidance clinics; School social work; Child counselling; Life skills training; Child help lines; Adoption services; International and national NGOs working with children: UNICEF, CARE, CRY, SOS-Children's Villages.

Reading List:

1. Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi : Deep & Deep Publication
2. Baroocha, Pramila Pandit (1999) Hand book on Child, New Delhi : Concept Publishing Com.
3. Bhalla, M. M. (1985) Studies in Child Care, Delhi : Published by NIPCCD
4. Bhangana. Vinita (2005) Adoption in India.
5. Chaturvedi, T. N. (1979) Administration for Child Welfare, Admin, New Delhi :Indian Institute of Pub.
6. Choudhari, D. Paul (1980) Child Welfare / Development, Delhi : Atma Ram & Sons.
7. Deshpabhu, Rashmi (2001) Child Development & Nutrition Management, Jaipur : Book Enclave
8. Ghathia, Joseph (1999) Child Prostitution in India, New Delhi : Concept Publishing Company

9. Hugh, Jolly (1981) Diseases of Children, Oxford, London, Edinburgh : The English Language book society and Blackwell Scientific Publications
10. Hurlock, Elizabeth B. (1968) Child Development, New Delhi : Tata McGraw Hill Pub; Com; Ltd.
11. Rani, Asha (1986) Children in Different situations in India- A Review, TISSS.
12. UNICEF, State of Worlds Children Annual Report
13. Venkatesan S.(2004) Children with Developmental Disabilities.

Course Title: LEGAL SYSTEM AND SOCIAL LEGISLATION IN INDIA

Unit-1 Introduction to Constitution of India: Introduction to Constitution of India; Role of legislature; Judiciary and Executive; Forms of legal instruments: Articles, Legislation, Statute, Bye law, Order; Introduction about Indian Penal Code 1860; and Criminal Procedure code.

Unit- 2 Social Justice, Social legislation and Rights: Social Justice: Meaning and Concept; Social legislation: Meaning, Definition and concept; Social justice as an essential basis of social legislations; Social legislations in a Welfare State with special reference to India; Rights: Concept and Definition; Types of Rights: Rights of Women and Children; Rights of Scheduled Castes and Scheduled Tribes; Rights of accused and offender under Constitution of India.

Unit-3 Divisions of Law and Legislation:

Division of Law: Substantive Law and Procedural Law; Legislations pertaining to Social Institutions: Hindu Marriage Act 1955, Special Marriage Act 1954, Dowry Prohibition Act 1961, pre conception, Prenatal Diagnostic Techniques (Prohibition of sex selection) 2002, Domestic Violence Act 2005; Legislations for prevention Crime and Deviance: SITA – Suppression of Immoral Traffic Act, Indian Penal Code (Relevant chapters like Offences against Public Tranquility, Offences affecting Public Health, Safety, Convenience, Decency and Morals, Offences relating to Religion, Offences affecting the Human Body, Offences relating to Marriage, Cruelty by Husband or Relatives of Husband); Legislations pertaining to women; Right of Children To Free and Compulsory Education Act 2009. Maintenance and Welfare of Parents and Senior Citizens Act,2007.

Unit- 4 Criminal Justice System and Courts:

Criminal Justice System in India: Police: Structure, Power, Functions and their role in maintaining peace and order in the Society. Prosecution: Meaning, Structure, its role in criminal justices, Trial participation; Judiciary: Supreme Court, High Court; Constitution of Supreme

Court and High Court: Powers and functions. Sub-ordinate Courts – District Sessions Court, Magistrate Courts and other subordinate courts; Lokpal, Lokayukta and LokAdalat. Helpline: Women Helpline (1091), Child line number (1098), Women Helpline Domestic Abuse (181), Disaster Helpline (1077), and Depression and Suicide Prevention (104).

Course Title: Social Work for Rural Development & Management

Objectives

- To understand the issues faced by social workers in rural areas.
- To understand the skills necessary to practice in rural settings.
- To be acquainted with government plans and programmes for rural development in Odisha.

Unit – I: Rural Community Characteristics

- Resources: natural resource, human resource, economic resources; Demography; Social structure; power structure; Political structure; Structure of rural economy; Governance structure; Presence of industries and external agencies; Indigenous knowledge systems; Needs of Rural communities: poverty landlessness, indebtedness, unemployment, migration, ill health, illiteracy, social exclusion, discrimination, agriculture, forests.
- Challenges to Rural Communities: Urbanization; deteriorating agriculture; changing land use SEZ; corporatization of agriculture and marginalization of small land holders; issues arising out of globalization.

Unit - II: Rural Development

- Concept: nature, scope and significance; Approaches to Rural Development: Rural reconstruction approach, community development approach, sectoral development approach, area-specific and target group-oriented approach, economic development with social justice approach: Integrated rural development approach.
- Rural local self-government: Origin and development of the Panchayati Raj system in India; Salient features of 73rd Constitutional Amendment; Issues of Panchayati Raj: reservation, financial management, participation of political parties; Panchayati Raj institutions in Odisha- structure and functions. Five Year Plans and Rural Development Programmes. Poverty alleviation programmes in rural areas- MGNREGA, NRLM etc. Role of NABARD in Rural Development.

Unit - III: The Tribal Development Issue

- Concept of Tribes, Indigenous peoples and Aborigines; Situational Analysis of Scheduled Tribes in Odisha: land, food security, employment/livelihood, displacement, migration, human development indices.
- Scheduled Areas: Issues and Governance; Overview from Panchsheel, Tribal Sub-Plan and Special Component Plan; Other Significant Acts regarding Forest Rights, Resettlement and Rehabilitation.

Unit - IV: Response of Social Work

- Building sustainable communities: identifying strengths, weaknesses and threats: Generalist Model of Social Work Practice: work with individuals, families, systems, clusters at the communities level; Cultural Competency: understanding the value system, diversity, cultivating sensitivity, gaining trust and building relationships;
- Advocating Social Justice: working with the oppressed and marginalized, reducing stereotypes/discrimination based on gender, caste, ethnic background; Political advocacy: analysing policies and programmes, working for reform of policies, increasing access and better service delivery of public services.

Reading List:

1. Dubey, S.C. 1995. India's Changing Villages;
2. Ganguli, B.N. 1973. Gandhi's Social Philosophy. Delhi: Vikas Publishing House;
3. Gore, M.S. 1993. The Social Context of Ideology: Ambedkar's Social & Political thought. New Delhi: Sage
4. Kumar, Girish 2006, Local Democracy in India: Interpreting Decentralization, Sage Publications;
5. Prasad, B. 2003. Rural Development: Concept, Approach and Strategy
6. Sainath, P. One Hundred years of Drought
7. Pandey, A.K. 1997. Tribal Society in India, New Delhi. Manak Publishing Ltd
8. Agrawal, A.N. 2001. Indian Economy; Nature, Problems and Progress, Vikas, New Delhi
9. Prakash, New Delhi
10. Chamber. Robert, 1983, Rural Development: Putting the last First, Harlow, Longman.
11. Datt and Sundaram, 2002, Indian Economy, S.Chand and Co, New Delhi.
12. Desai, A.R., 1995 Rural Sociology in India, ISAE, Bombay
13. Dube, S.C., 1965 India's changing Villages, RKP, London
14. Dubashi, P.R., 2000 Rural development Administration in India, Mumbai.
15. Riley John. M, 1995. Stakeholders in Rural Development, Sage: New Delhi

Course Title: SOCIAL WORK WITH THE ELDERLY

Objectives:

- To study the basic characteristics about the elderly population
- To understand the development tasks associated with the elderly population.
- To know the various services provided at institution dealing with the elderly.
- To link social work methods in promoting welfare among the elderly.

UNIT – I: Basics about elderly

- Gerontology – Definition and scope. Status of Elders in India & Odisha:- Demographic, social, cultural and economic aspects. Needs and problems of elders. Role of elders in family. Issues of Elderly in health, occupation, income retirement planning, property rights, gender issues and family supports. Constitutional guaranteed rights and policy on older persons.

UNIT – II: Developmental tasks

- Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, challenges due to changing physiological, economic, safety, status in the family and other issues, Healthy aging, quality of life, coping with demise of the life partner, bereavement, resolving one's death, and any other.

UNIT – III: Developmental services for the elderly

- Institutional care settings for elderly: General hospitals, geriatric wards, home based care, homes for the ages, nursing homes, Day care centres, hobby centres, elder helpline, and facilities for homeless elderly. Constitutional guaranteed rights and National policies on older persons. Role of National and International agencies providing developmental services to elders.

UNIT – IV: Social Work Interventions for the elderly

- Role of Social Worker in providing the legal and governmental welfare services to elders. Social Work intervention through Social Case Work, Social Group Work, Community Organisation and Social Welfare administration.

Reading List:

1. Bali . P. Arun, 2001 Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.

2. Chatterjee, S.C., Patna, Discourses on aging and Dying. New Delhi, and K.P., Charian, V. 2008., Sage Publications
3. Dandekar, Kumudini. 1996 The Elderly In India, New Delhi, Sage Publications.
4. Desai, Murli and Raju, Gerontological Social Work in India – Some Siva (Ed.) 2000. Issues and Perspectives. Delhi, BR Publishing House,
5. Dey, A. B (Ed.) 2003 Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
6. Emmatty, Leena. M. 2008 an insight into Dementia Care in India. New Delhi, Sage Publications.
7. Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
8. Khan M.Z. 1989 Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
9. Rajan, Irudaya.S., India's Elderly, New Delhi, Sage Publications. 1999.

JOURNALS

- Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur.
- R & D Journal of Help age India . C-14, Qutab Institutional Area, New Delhi.

3rd SEMESTER

Course TITLE: Social Work with Women & Gender

Objectives

- Develop an ability among students to analyze the position of women in rural and tribal society and the role of the social worker thereof.
- To develop an understanding of problems specific to women.
- To be introduced to legislative protection of women.
- To understand the concept of gender in various areas of social work practice.

UNIT-I: Construction of Gender

- Socio-Cultural Concepts: Gender, Sex, Patriarchy, Masculinity and Feminism.
- Women and Society: Status of Women in Indian society (Urban, Rural, Tribal and Dalits):

- Role of Women in Socio- Economic life: Family, Marriage, Religion, Caste, Tribe, Economy, Health and Education, Environment, Women and Media

UNIT-II: Issues and Challenges of Women in India and Odisha

- Problems of Women: Dowry, Domestic Violence, Crime against Women, Immoral Trafficking, Prostitution etc.
- Maternal Health Issues: Maternal Morbidity, Maternal Mortality, Infant Mortality, Female feticide, Women's reproductive health and rights; and Changing concepts of Motherhood: Surrogate motherhood; Family Planning: Objectives and methods.
- Community based mental health programs with a focus on mental health needs of women.

UNIT-III: State and Women

- Social Legislation for Women: Property Rights Act under the Hindu Succession Act,1956(Sect 6,14,15,16), Property Rights of Muslim Law, Dowry Prohibition Act,1961, Family Courts 1984, The Pre-conception and Pre-natal Diagnostic Techniques(Prohibition of Sex Selection) Act 1994, The Protection of Women from Domestic Violence Act,2005, The Indecent Representation of Women(Prohibition)Act, 1986
- Social Policies regarding Women: National Health Policy, National Education Policies,
- Provisions, Schemes and Programmes for women empowerment.

UNIT-IV: Women's Development and Social Work

- Concept of engendering Social Work and the role of the Social Worker.
- Applications of Social Work methods for Women empowerment and Development.
- Political Empowerment of Women: Participation of Women in National Movements; Women in National and Regional politics, Panchayati Raj Institutions and Urban Local bodies.

Reading List:

1. Brook E and Davis, Ann (1985) Women, The family and Social Work, London.
2. Samanta, R.K (2005) Empowering Rural Women and Issues, Opportunities and Approaches, B.R world of books
3. Saxena,S(2005) Crimes against Women and Protective laws, Deep and Deep Publications, Pvt.Ltd. New-Delhi
4. Paul chowdhry, D Women welfare and Development (A Source Book) Inter- India Publication, New-Delhi 1991
5. Agarwal Sushila, Status of Women, Print well Publisher, New-delhi.

6. Bodra Gomati, Empowerment of Tribal Women
7. Baig, Tara Ali Women in India, Ministry of information and Broadcasting, Govt. Of India Publication Division, New Delhi
8. Agrawal Bina, Gender and Legal Rights in Landed Property in India, Kali for Women.
9. Bhargava V. Durvar, Mental Health from a Gender Perspective, Sage publication.
10. Gore, M.S: Urbanisation & family Change, popular Prakashan, Bombay, 1986.
11. Agarwal, R.K. Hindu Law-central Law Agency, Allahabad.
12. Adhikari, A.K and Pramanik: Gender inequality and Women's empowerment, Abhijeet Publication, 2006
13. Sikligar, P.C: Empowerment of Tribal Women, Jaipur Mangal Deep Publications, 2006.

Course Title: Social Work with Urban Development & Management

Objectives:

- Sensitize the students to the need and problems of urban communities;
- Develop a critical understanding among the students about the programmes of urban development

Unit - I:

- Urban Communities - Features and characterization; Concept of Urban, Urbanism
- Urbanization – concept, causes and factors responsible for Urbanization;
- Urbanization in India – Historical development, Characteristics of clusters town, city, metropolis, suburbs, Satellite town, etc., Classification of cities. Growth of Urban settlement.
- Urbanization and its impact on socio – economic development. Urbanization and structure of Caste. Concept of Slums Dwellers, Pavement Dwellers and Refugees, their characteristics and Problems. Changing Face of Urban communities: Infrastructural development, Growing heterogeneity, merging of fringe villages, the “global city” and socio-cultural and economic implications. Issues, Implications and Challenges

Unit - II:

- Urban Problems – Congestion and overcrowding, Housing and slums, Environment pollution, lack of inadequate civic amenities, etc. - causes, magnitude, impact, etc., Measures for alleviating these problems.

- Urban Development – Meaning, need, scope and Historical evolution; planning policy and programmes viz; slum clearance and slum improvement, Housing and Urban development corporation; Major urban development authorities in Odisha.
- Urban Community Development Programmes.

Unit – III:

- Urban Informal sector Organised and Unorganised labour: Unorganised labour issues: Migrant workers, Debt Bondage and child labour, Wage Structure and Components of Wages of the unorganised labour, International and national labour scenario - ILO, WTO, Privatization and role of the State: Social Security Programmes for the unorganised labour. Concept of Migration and characteristic of Migrants, Impact of Migration, Pattern of
- Migration to cities in India.

Unit - IV:

- Concept and scope of livelihood, caste and traditional livelihoods; natural resource crisis and its impact on the livelihood of people: ecological, socio-cultural and economic dimensions; Gender, caste and age implications on livelihood. Urban poverty and livelihood issues; Social Work with urban communities – recent developments and future perspectives.

Reading List:

1. Aziz Abdual: Urban Poor and Urban Informal Sector, Ashish Publishing House, New Delhi, 1984.
2. Bharadwai, R.K: Urban Development in India, National Book Trust, New Delhi, 1962.
3. Bose Ashish: Studies in India's Urbanization (1901 to 1971), Tata McGraw Hill, New Delhi, 1973.
4. Cullingworth, J.B: Problems of Urban Society, Vol 1 The Social Framework of Planning, London – George Allen and Unwin Ltd, 1973.
5. Desai A.R and Pillai, S.D.(Eds): Slums and Urbanization, Popular Prakashan, Bombay.
6. Diddee, Jaymala and Rangaswamy, Vimla (Eds): Urbanization – Trends Perspectives and Challenges, Rawat Publications, Jaipur 1993.
7. Gangrade, K.D.: Community Organization in India, Popular Prakashan, Bombay, 1971.

Course Title: HUMAN RIGHTS APPROACH TO SOCIAL WORK

- **Objectives:**

- To understand Human Rights and engage in critical self-reflection and correction for professional development.
- To recognize the extent to which a culture's structures and values may oppress, marginalize, exclude and enhance power and privilege.
- To engage in processes that advance social and economic justice.
- To critically analyze how the intersection of Human Rights Values with Social Work influences practice

UNIT I: Introduction to 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 and. Duties, Rights of Indigenous Peoples and Rights of the Scheduled Tribes, Racial discrimination and Caste based discrimination, Right to Self-determination.

UNIT II: Human Rights in the Indian Constitution: Interpretation and

Application

- The Preamble, the Fundamental Rights and the Directive Principles of State Policy;
- Special provisions for vulnerable groups: Scheduled Castes, Scheduled Tribes, Women, Religious, cultural and linguistic minorities.
- Role of the Judiciary in responding to Human Rights issues in India: The case of Niyamgiri, Reservations to OBCs, Women's issues, etc
- Role of the National Commissions on: Human Rights, Women, Scheduled Castes, Scheduled Tribes, Minorities, Backward Classes.
- Role of Human Rights NGOs.

UNIT III: Monitoring Human Rights

- Who monitors human Rights?: Social Work Professionals, Medical Professionals, the Police, Lawyers and Judges;
- How to monitor? : prisons, trials, hospitals, cemeteries, vulnerable groups;
- How to investigate? : practical steps on gathering evidence;

- How to report? : How to write a report, How to take a statement, How to collate evidence;
- Commissions of Enquiry; the NHRC
- International and National Reporting and Complaints Procedure.

UNIT IV: Human Rights in Social Work Practice

- The elements of the Human Rights approach and its value to Social Work: Respecting principles of Equality and non-Discrimination; incorporating the Gender perspective.
- The Right to Development: Application to International Agencies and NGOs; ensuring participation of service users; accountability of service providers and empowerment of all stakeholders.
- Applying Human Rights approach to Advocacy in the context of Social Work: Legislation; funds to respond to identified social needs; follow-up; public campaigns; networking.

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. () *Challenging Oppression and Confronting Privilege*, OUP.
- Wronka, Joseph. M. () *Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions*, Sage publications.
- Hokenstad, Healy, M. and Segal, Uma A (2013).

Course Title: ORGANISATIONAL BEHAVIOUR

OBJECTIVES

- To gain knowledge about organizational behavior
- To understand the functions and activities of organizational behavior
- To acquire skills of working with organized sectors

UNIT 1:

Organizational Behaviour – Meaning, importance, challenges, opportunities, models and contributory behavioural science disciplines. Contributions of Hawthorne studies-Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

UNIT 2:

Foundations of Individual behaviour – Physical and intellectual ability, Emotional Intelligence – Attitudes – Job Satisfaction, Job Involvement and Organizational Commitment – Personality, Perception and decision making. Motivation – Definition and theories-Transactional analysis – Johari window

UNIT 3:

Foundation of group behaviour – Group structure, group decision making, teamwork – Communication - Concept, process, types and effectiveness. Leadership Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory])-concept, styles, finding and creating effective leaders – Power & Politics in organizations - Conflict in organizations-nature, level, sources, effects and resolution strategies

UNIT 4:

Functions of organization structure – Organization structure- concept, work specialization, departmentalization, Span of control, Centralization and decentralization. Organizational culture- Definition, types, creating an ethical Organizational culture – Organizational values, Organizational Climate Organizational Citizenship Behaviour

REFERENCES

1. Aswathappa K. 2012. Organizational behaviour. Himalaya Publication house. Mumbai.
2. Bhonsle, Y.B. 1999. Personnel management: Indian scene. Deborah Prayer House. Mumbai.
3. Frence, Wendell and Cecil. 1995. Organisation development. Prentice-Hall of India Ltd. New Delhi.
4. Luthans Fred. 2000. Organisational behaviour. McGraw Hill Ltd. Singapore.
5. Pareek, Udai. 1999. Organizational behaviour process. Rawat Publications. Jaipur.
6. Pippa riley. 2011. Organizational behavior. Viva books publications. New Delhi.
7. Robbins Stephen. P. et al. 2012. Organizational behaviour. Pearson publications. Delhi.
8. Szilagyi, Andrew and Marc Wallace. 1997. Organisational behaviour and performance. Scott Foresman and Company. London.
9. Tupper. F. Cawsay, Gene Deszca, Cynthia Ingols. 2012. Organizational change. Sage Publications: New Delhi.
10. Prasad L M, Organisational behaviour (Sultan Chand & Sons, New Delhi)
11. Uma Sekaran. Organisational behaviour: Text and Cases. (Tata McGraw Hill, New Delhi)
12. Stephen P. Robbins. Organisational behaviour(Prentice- Hall of India, New Delhi)

Course Title: LABOUR WELFARE

UNIT I- Concept and Philosophy:

Concept of labour: characteristics of Indian labour- labour in unorganized sector – recommendations of national commission on labour on various issues, absenteeism and labour turnover – factors Influencing productivity. Development of labour welfare in India. Modern approach to labour welfare social work methodology application to labour.

UNIT II -Labour welfare-I:

Welfare work within the factory and community housekeeping in industry, Organisation and administration of crèches, canteens, credit and consumer cooperatives, industries housing, educational, recreational and transport services.

UNIT III - Labour welfare-II:

Health in Industry, Industrial hygiene, occupational diseases, their treatment and prevention, safety administration. Industrial accidents, cause and prevention, Agencies of labour welfare management, union and state labour welfare officer status and functions, social security definition and scope need importance of social security measures in India.

UNIT IV- Labour Legislation-I:

Introduction to labour legislation, history and evolution of labour welfare legislation in India. Labour Welfare Legislation(i) Factory Act, 1948 (ii) Workmen's Compensation Act, 1923 (iii) The Maternity Benefit Act., 1930.

Course Title: Agrarian Social Work

Objectives:

- To Understand the Indian Agricultural Policy and the Crisis in Agriculture.
- To be acquainted with concepts of food sovereignty and sustainable agricultural practices.
- To effectively respond to the problem of food and nutritional security at the level of the farmer/community.

UNIT – I: Principles & Policy for Sustainable Agriculture

- History & Evolution of Agricultural Policies and Practices; Issues in agriculture and Social Work in Rural-Agro ecological Communities; Principles of Sustainable Agriculture; Policy & Practice of Sustainable Agriculture; Principles of Industrial Agriculture; Policy & Practice of Industrial Agriculture. Concept of food sovereignty and food security.

UNIT – II: Water Management:

- In-situ water conservation; Methods to reduce flow of rain water; Mulching; Moisture Management.

Unit – III: Soil Health Management:

On Farm Biomass; Cattle Dung; Earth Worm; Soil Health Enhancement Techniques; Organic Carbon Measurement.

Unit – IV: Seeds:

- Seed in the context of a micro-ecosystem; Significance of Diversity in Seed; Types of Seeds; Politics of Seed Control; Techniques of preserving seeds with Farming Communities.

Reading List:

Randhawa M.S, A History of Agriculture in India, Vol. I, II, III & IV, ICAR. Asian Agri-History Foundation (1999), Krishi Parashara, ISRISAT.

Subramaniam. C (1995) Hand of Destiny: The Green Revolution (Vol.2) Bharatiya Vidya Bhavan.

Shina Vandana, The Violence of the Green Revolution.

Roy. B. C, Chattopadhyay, G.N, And Tirado.R; Subsidising Food Crisis.

www.greenpeaceindia.org.

Howard. Albert, An Agricultural Testament, Other India Press.

Howard. Albert & Wad. Yeshwant D, The Waste Products of Agriculture- Their utilization as humus.

Howard. Albert and Berry. Wendell (1945), Soil and Health, <http://www.journeytoforever.org/>

Fukuoka. M. (2009) The One Straw Revolution, OIB

Fukuoka. M. (1996). The Road Back to Nature: Regaining the Paradise Lost, OIB.

Dabholkar. S. A. (2001) Plenty for All, OIB.

Save. Bhasker, The Great Agricultural Challenge, OIB.

Green Foundation, Janadharya Seed Savers.

Green Foundation, Seed to Food.

Alvares. Claude (2009), The Organic Farming Sourcebook, Other India Pres

Course Title: Disaster Management

Objectives:

- To understand the challenges of Climate change
- To gain a comprehensive understanding of the Disaster Management Cycle.
- To get acquainted with Disaster Management Policies and Laws in India.

Unit I:

- **Climate Change:** Concept, nature and severity of climate change. Causes of Climate change. Impact of climate change: globally in general and Odisha in Particular. Greenhouse effect, climate change and disaster.
- **Disaster Management:** Definition, Types of disaster (natural and manmade disaster) mining disaster, tropical cyclone, storms, floods, lightning, forest fire, tsunami and earthquakes.

Unit II:

- **Concepts associated with Climate Change and Disasters:** air pollution and acid rain, ozone depletion, bio-diversity extinction, de-forestation and loss of biological diversity,

land degradation, deserts and desertification, groundwater over exploitation, dryness and wildfires, population growth and explosion, habitat related problems.

- **Social Systems, Ecological Networks and Disasters:** a socio-political ecology of disasters, nature of human communities, community as an ecological network.

Unit III:

- **Disaster Management Cycle:** Disaster phase, Response phase, Recovery phase, Risk reduction phase, Preparedness phase.
- **The Process of Disaster Management:** mitigation, preparedness, response and recovery.
- **Majors Disasters in Odisha:** Flood, cyclone, drought, tsunami, etc.
- **Disaster Management Programs and System in India:** Nation Disaster Management Act (2005), National Policy on Disaster Management (2009), Disaster Management in the Xth Five Year Plan onwards, different bodies National Disaster Management Agency (NDMA), State Disaster management Agency (SDMA), National Disaster Response Force (NDRF), National Institute of Disaster Management (NIDM), India Disaster Resource Network (IDRN). Community based disaster management and community based disaster management practices (case studies), the role of INGOs and NGOs.
- **Disaster Warning and Evacuation:** Factors influencing evacuation and some policy considerations, media and other sources of information, Phases of evacuation: Preparation, Decision

Unit IV:

- **Environmental Legislation and Regulations associated with Disaster Management:** Environment Policy of the Government of India: Five Year Plans, Environment Protection Act (1986), The Environment (Sitting for Industrial Projects) Rules (1999), The Indian Forest Act (1927 and Amendment 1984), The Indian Forest (Conservation) Act (1981), Coastal Regulation Zone Notification (1991).
- **Rehabilitation:** Need for rehabilitation, Government and Non-government programs for rehabilitation, role of NGOs for rehabilitation programmes, Critical review of programmes, Role of Social Work in minimizing the effects of disaster.

Reading List:

1. Anandha Kumar K.J and Ajinder Walia (2013) India Disaster Report, NIDM: New Delhi.
2. Gupta. Anil K et, al (Ed) (2014). Training Module Mainstreaming Climate Change Adaptation and Disaster Risk Reduction into District Level Development Plans, NIDM : New Delhi.
3. Satendra and Kaushik. D (2013) Forest Fire Disaster Management NIDM: New Delhi.

4. Vogelbacher (2013) Flood Disaster Risk Management NIDM: New Delhi. Kaushik. A.D. (2012) Flood Risk Mitigation and Management: A Training of Trainers Module, NIDM: New Delhi.

Course Title: PROJECT WORK / DISSERTATION

The student has to prepare and submit a dissertation under the guidance of a faculty. The student should exhibit ability to review relevant literature formulate a research question, choose appropriate methodology, develop data collection tools, analyze and interpret data and prepare the research report. The length of the dissertation excluding contents and Bibliography should not exceed ten thousand words.

Evaluation Criteria

Sl.NO	Item		Weightage
1	Choice of Topic Review of relevant literature	Scope, Research Potential Comprehension, quality, quantity	10
2	Objective and Hypothesis/Question	Relevance, clarity, relation to topic Research Design/ Methodology Appropriateness, selection of variables sample and description	20
3	Tools Used	Appropriateness, use	10
4	Data analysis and interpretation	Scheme, Application of Statistical techniques, use of tables and figures relating findings to objectives and literatures, discussion on findings	20
	Summery	Synthesis of findings Implications	10
6	Report Presentation	Cauterization, Chapter size, structuring of	10

		paragraphs vocabulary, clarity, coherence, Bibliography	
7	Viva-voce	Ability to explain the research process & defend research work	20
Total			100

4TH SEMESTER

Course Title: INDUSTRIAL RELATIONS

Learning Objectives:

- The course helps the student understand and apply the concept of industrial relations and the system in which it operates.

UNIT-I: Introduction to Industrialization:

Industrial Relations–Basic Concept and Philosophy of Industrial Relations– Evolution and Growth of Industrial Relation in India–Factor Influencing Industrial Relation

UNIT II: Industrial Conflicts:

Nature of Industrial Conflicts: Types and Causes of Industrial Disputes– Impact of Industrial Disputes- Machinery for the Prevention and Settlement of Industrial Disputes.

UNIT-III: Trade Unions:

Definitions, Characteristics of Trade Unions. Types of Trade Unions, Reason for Employees Joining Trade Unions, Trade Union Movement in India Problems of Indian Trade Unions. Trade Union Federations in India:

UNIT-IV: Collective Bargaining:

Concept: Essential Pre requisites for Collective Bargaining. Levels of Collective Bargaining Plant Level, Industry Level and National Level. The Collective Bargaining Process Advantages and Disadvantages of Collective Bargaining.

REFERENCE BOOKS:

1. T. N. Chabra, R.K. Suri, “Industrial Relations- Concepts and Issues”, 2000, Dhanpat Rai & Co. Private Ltd.,
2. CB Mamoria, Satish Mamoria and S V Gankar, “Dynamics of Industrial Relations”,Himalaya Publishing House, 2008.

3. S C Srivatsava, “Industrial Relations and Labour Laws”, 2008, Vikas Publishing House.
4. C S Venkatratnam, “Industrial Relations”, 2009, OUP.

Learning Outcomes

- Upon completion of the course, the student would:
- Be aware of the present state of Industrial relations in India.
- Be acquainted with the concepts, principles and issues connected with trade unions, collective bargaining, workers participation, grievance, redressal, and employee discipline and dispute resolution.
- Understand the various processes and procedures of handling Employee Relations

Course Title: Human Resource Management

Objectives:

- To understand the concept, processes and outcomes of human resource development
- To acquire skills in human resource development
- To develop the knowledge and acquire skills in organisational development interventions.

Unit- I

HRM: Concept, scope and objective. HRM- the challenges - environmental, organizational and individual. Human Resource Planning - Supply and demand. Recruitment and Selection - sources of recruitment, Tests & Interviews, Induction/orientation and Socialization

.Unit- II

Promotion: Bases and types, promotion policy and procedure. Transfer - types and purpose. Employees' separation - its costs and benefits. Voluntary and involuntary separations. Lay off and retrenchment, outplacement and outsourcing.

Unit- III

Performance Appraisal: Objectives, uses and methods of appraisal, MBO, Assessment and development centres, 360 degrees Feedback, the strength and limitations of each method, Identifying performance dimensions - measuring performance, measurement of tools, challenges to effective performance measurement, the appraisal errors.

Unit- IV

Training: Concept and benefits, training versus development, key training issues. Training Need Assessment (TNA). Types of Training - on-the-job and off-the-job methods. Managing the training process - the assessment phase, training and conduct phase, the evaluation phase.

References :

1. Gomez, Mejia, et.al - Managing Human Resources, Pearson Education.
2. Gary Dessler - HRM, PHI.
3. C.S.Venkat Ratnam & B.K.Srivastav - Personnel Management and Human Resources, TMH.
4. Rao Subba P. - HRM, Himalaya Publishing House.

Course Title: NGO MANAGEMENT & ADMINISTRATION

Objectives:

- To understand the role of NGOs in society
- To gain clarity about the operating environment of NGOs
- To understand the issues involved in the internal management of NGOs

Unit I: Introduction to NGOs

Definitions, History, Roles in Society; Description of the NGO sector; Theoretical Perspectives on Organization and Management of NGOs.

Unit II: The legality of NGOs in India

Societies Registration Act, 1860, Indian Trust Act, 1882, Cooperative Societies Act, 1912, Company Act, 1956 (Some Relevant Part), FCRA: Foreign Contribution Regulatory Act, Income tax Act 1961, Income Tax Exemption: Under Sections 11 and 12, Rebate under Sections 80G and 35AC of Income Tax Act.

Unit – III: The operating environment of NGOs

Understanding the environment in which NGOs function: Economic, Political, Socio-Cultural and Ideological macro level forces that influence NGOs, Globalization and Foreign aid system. Principal Players and their Relationships: Governments, Markets, NGOs, Donors; Importance of partnerships.

Unit – IV: Internal Management of NGOs

Governance structure, Vision and Mission; Internal management needs of a NGO; strategies/plans for action; Managing Resources: Human and Financial; Measuring performance, participation, evaluation; Accountability to multiple stakeholders; Ethical issues faced by NGO managers; Scaling up and sustainability of NGOs; creating a learning environment

Reading List:

1. Lewis, David. 2007. The Management of Non-Governmental Development Organizations, second edition. New York: Routledge.
2. Edwards, M. and Fowler, A. (2003) The Earthscan Reader on NGO Management. London: Earthscan Publications, Ltd.
3. Salamon, L.M. 1994. The Rise of the Nonprofit Sector. Foreign Affairs 74 (3): pp. 109–122
4. Lewis, D. 2007. Advocacy and Service Delivery: Managing the Main NGO Activities in The Management of Non-governmental Development Organizations, Second Edition
5. Fowler, A. 1997. Understanding International Development in Striking a Balance: A Guide to Enhancing the Effectiveness of Non-governmental Organizations in International Development London: Earthscan Publications, Ltd.

Course Title: Corporate Social Responsibility& Social

Entrepreneurship

Objective:

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

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

Unit-I:

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

Unit-II:

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

Unit-III:

CSR Legislation in India: Section 135 of Companies Act 2013, Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India; IICA format for Annual report on CSR activities CSR Audit & Reporting Guidelines by Companies Act 2013 - Understanding roles and responsibilities of corporate foundations; Review of successful corporate initiatives; challenges of CSR

UNIT IV:

Sustainability Concept and seven key factors of Sustainability – UN Sustainable Development Goals and Sustainability – Global Initiatives on Environmental Sustainability, Role of Civil Society – Social Entrepreneurs and supply Chain

Reference:

1. Bradshaw, T. and D. Vogel. 1981. Corporations and their Critics: Issues and Answers to the Problems of Corporate Social Responsibility.
2. New York: McGraw Hill Book Company. Brummer, J.J. 1991. Corporate Responsibility and Legitimacy – An Interdisciplinary Analysis, Westport, CT: Greenwood Press.
3. Cannon, T. 1992. Corporate Responsibility (1st ed.) London: Pitman Publishing.
4. Grace, D. and S. Cohen 2005. Business Ethics: Australian Problems and Cases. Oxford: Oxford University Press.
5. Reddy, Sumati and Stefan Seuring. 2004. Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
6. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
7. Ellington, J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
8. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
9. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
10. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage

Course Title: Basic of Accounting & Management Theory and Practice

Unit - I

Financial Accounting: An Introduction: The need Accounting ,Objects and functions of Accounting External and Internal users of Accounting Information, branches of Accounting, Concepts and Conventions, Limitations of Financial Accounting.

Unit - II

Classification of Accounts, Analysis and Recording of Business Transactions, Journal, Rules of Journalizing, Ledger posting, Completion of the Accounting Process. The preparation of Trial balance, Errors and their rectifications, Preparation of art Book and bank reconciliation Statement.

Unit - III

Understanding and preparation of Income statement and Balance sheet without adjustments and with adjustments.

Unit-IV

Introduction: Concept, process and significance of management; Managerial roles; An overview of functional areas of management; Development of management; Classical and neo-classical systems; Contingency approaches.

References:

1. Robbins, SP- Management, Prentice Hall.
2. Stoner, Freeman, Gilbert - Management, PHI.
3. Terry, Franklin - Principles of Management, AITBS.
4. L.M.Prasad - Principles and Practice of Management, Sultan Chand.
5. 1. S.P. Jain, K.L. Narang - Financial Accounting, Kalyani Publishers, New Delhi.
6. 2. T.S. Grewal - Introduction to Accountancy, S.Chand &Company, New Delhi.
7. 3. Juneja & Saxena, Introduction to Accounting.

Course Title: COMMUNITY DEVELOPMENT STRATEGIES AND TOOLS **OBJECTIVES**

Objective

- To explore the various strategies in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.
- To understand the overview of approaches, methods and techniques in PRA in rural urban and tribal areas.
- .

UNIT 1:

- Introduction to Participatory Approaches: Concept, Meaning and Definition, Principles, Methods & Tools; Participatory Rural Appraisal (PRA), Participatory Learning and Action (PLA), Participatory Action Research (PAR), SARAR, and Appreciative Inquiry.

UNIT 2:

- Participatory Poverty Assessment: Poverty and Gender Analysis: Moser Framework Participatory Project Planning: Proposal and Project Planning Matrix, Project cycle and Project Management. Logical Framework Analysis Participatory Monitoring and Evaluation: Social Impact Assessment, Environmental Impact Assessment, Management Information System.

UNIT 3:

- Development Strategies: Stake-holder Analysis, SWOC Analysis, Strategic Analysis, Force Field Analysis, Policy Analysis, Budget Analysis, Advocacy, Building Coalitions, Networking and Fact Finding Missions.

UNIT 4:

- Development Tools: Social Audit: Benefits and Challenges of Social Audit; Social Audit vs. Financial Audit – Community Audit: Role of Gram Panchayat and Gram Sabha in Social Audit, Public Hearing and Application of Geographical Information Systems (GIS).

References

1. Altarelli, V., & Ashford, G. (2001). Enhancing ownership and sustainability: a resource book on participation: International Institute of Rural Reconstruction.

2. B. Broughton and J. Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
3. Burkey, S.(1993), People First : A Guide to Self-Reliant, Participatory Rural Development, New York: Zid Books.
4. Chambers, R. (1992). Rural Appraisal: Rapid, Relaxed and Participation. Sussex: Institute of Development Studies. J. Pretty, I. Gujit, J. Thompson and I. Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
5. DANIDA, (1990), Handbook on Logical Framework Approach, LFA for Project Preparation Vol 1 & 2, Hand Book on Logical Frame Work Approach, LFA, for Project Preparation Vol and 2, Copenhagen.
6. H. Goyder, R. Davies and W. Williamson 1998. Participatory Impact Assessment. London, Action Aid.
7. L. Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
8. March, C., Smyth, I. A., & Mukhopadhyaya, M. (1999). A Guide to Gender analysis Frameworks: Oxfam.
9. Mikkelsen Britha, (1995), Methods for Development Work and Research – A Guide for Practiceners, Sage Publications, New Delhi.
10. Mukherjee, N. (1993). Participatory Rural Appraisal: Methodology and Applications: Concept Publishing Company.

Course Title: People-Centered Advocacy

- To acquire conceptual clarity and theoretical knowledge about linkages between state, civil society and market, governance and social policy processes
- To acquire conceptual clarity about Social Advocacy as a method for bringing about social change to achieve equality and social justice goals enshrined in the Constitution using non-violent methods
- To become aware of the democratic institutions, actors and the processes of democratic decision making
- To acquire necessary skills for strategy planning to engage in Social Advocacy
- To internalize values and attitudes necessary for working at micro, meso and macro levels and with diverse individuals and groups by following the Constitutional and democratic processes

Unit 1: Understanding People Centred Advocacy

- Politics in Social Advocacy and its role in democratic decision making
- Advocacy vis-à-vis Social Revolution and Social Action
- Relevance and importance of people centered advocacy and rights based approaches in India
- Power, politics and public arguments
- Personal and institutional benefits of Social Advocacy

Unit 2: Role of Information, Networking and the Media in Advocacy

- Power of Information in People Centered Advocacy
- Identifying incidents, collecting information and framing issues
- Mobilizing support and importance of coalitions
- Role of organization and campaign strategies
- Building favorable public opinion and putting pressure on decision makers
- Understanding the politics of media and its role in consensus and conflict creation
- Developing material for the media and its diverse audience
- Exploring alternate media for pro-people advocacy

Unit 3: Advocacy with the Legislature and Executive

- Understanding channels between legislators and advocacy groups
- Knowing the actors within and outside legislative bodies
- Role of bureaucracy in policy making, operationalization and implementation.
- Finding policy hooks and political angles. Understanding phases of policy making
- Implications of transparency and accountability vis-à-vis elected representatives and the bureaucracy
- Practical tips and strategies for advocating with legislatures and the bureaucracy

Unit 4: Advocating with the Judiciary and with the reference to the International framework.

- Understanding central and state laws and function of various courts in India
- Role of Information and PILs in Judicial Advocacy
- Post 2015 agenda, post MDG frameworks
- Making post 2015 matter for socially excluded groups in India

Reading List

NCAS. Resource material and documented case stories on People centered advocacy

