

1.2.1 New Courses Introduced

PALLI SAMGATHANA VIBHAGA (Institute of Rural Reconstruction)	
Programs	Department
Bachelor of Vocation in Pottery & Ceramic (BVOC)	Silpa-Sadana
Master of Design	Silpa-Sadana
PhD in Design	Silpa-Sadana
MA in Rural Management	Life-long Learning & Extension (REC)
Bachelor of Social Work	Social Work
Master of Social Work	Social Work
PhD in Social Work	Social Work
Bachelor of Rural Studies	Rural Studies (PCK)
Master of Rural Studies	Rural Studies (PCK)

Syllabus
Bachelor in Design (B.Des) (Foundation)
 Silpa-Sadana, Visva-Bharati, Sriniketan

Total Semester: 04

Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-01	F-I/01	Tagore Studies	Foundation	4	50	10	40
Sem-01	F-I/02	English Language	Theory	0			
Sem-01	F-I/03	Applied Science-I (Mathematics & Statistics)	Practical	5	100	50	50
Sem-01	F-I/04	Computer Basic	Practical	3	100	50	50
Sem-01	F-I/05	Exposure to Materials-I*	Practical	7	200	100	100
Sem-01	F-I/06	Freehand Drawing	Practical	4	100	50	50
Sem-01	F-I/07	Visual & Cultural Studies	Practical	5	100	50	50
					600		300
Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-02	F-II/01	Tagore Studies	Foundation	4	50	10	40
Sem-02	F-II/02	English Language (Communicative)	Theory	0			
Sem-02	F-II/03	Applied Science-II	Practical	4	100	50	50
Sem-02	F-II/04	Drawing & Rendering	Practical	4	100	50	50
Sem-02	F-II/05	Exposure to Materials-II	Practical	7	200	100	100
Sem-02	F-II/06	Material Science	Practical	4	100	50	50
Sem-02	F-II/07	Technical Drawing	Practical	5	100	50	50
					600		300
Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-03	F-III/01	Environmental Studies	Foundation	4	50	10	40
Sem-03	F-III/02	Aesthetic Skills	Practical	5	100	50	50
Sem-03	F-III/03	Design Process	Practical	6	150	75	75
Sem-03	F-III/04	Exposure to CAD	Practical	3	100	50	50
Sem-03	F-III/05	Exposure to Materials-III	Practical	7	200	100	100
Sem-03	F-III/06	Rural Studies	Practical	3	100	50	50
					700		365
Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-04	F-IV/01	Environmental Studies	Foundation	4	50	10	40
Sem-04	F-IV/02	Design & Environment	Practical	2	50	25	25
Sem-04	F-IV/03	Design Project (Mixed Materials)	Practical	8	200	100	100
Sem-04	F-IV/04	Exposure to Manufacturing Techniques & Processes	Practical	8	200	100	100
Sem-04	F-IV/05	Representation Techniques	Practical	6	150	75	75

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Semester- I

[F-I/01]- Tagore Study (as per University system.)

Credits: 4

[F-I/02] – English Language

Non-Credit

Relevance: This course would provide to develop effective communication skill to the students. This would be very relevant in their professional carrier.

Course objective: The course intends to enhance both written and spoken communication skill in English.

Course Contents:

Module-1 (To Focus on Written Communication)

- Grammar: Change of Voice, Changing the Tense, Direct and Indirect speech, Simple and Complex sentences.
- Formal Written Communication: Letter Writing (Official and Business correspondence), E-mailing, Drafting Applications and Resume.

Module-2 (To Focus on Basic Verbal Communication)

- Formal Greeting & Talking: How to greet people when meeting them, how to take leave, how to apologize, how to talk to a stranger, and the ways of responding to messages, telephone, responding in class.
- Self-introduction: Introducing oneself to somebody, to talk about one's own country, town/village, family, education, etc. This exercise intends to make oneself more familiar with the language and to facilitate his/ her comfort level with the language.

Methodology: Lectures, Demonstrations and creating different Mock Situations (like mock interviews, group discussions and others) and asking students to take part in these.

Materials, Tools and Facilities: Equipments concerned with Board Work; necessary arrangements to circulate to the student are relevant reading materials and handouts.

Evaluation Criteria: Internal Examinations (Written and Viva Voce)

[F-I/03] - Applied Science-I

Credit: 5

Relevance:

The course has been introduced to make the students equipped with mathematical understandings to develop design skill.

Should acquire mathematical knowledge in the area of procurement, production, costing, quality evaluation, process & product optimization etc. related to run an entrepreneur

Objectives:

To develop problem solving, reasoning, and analytical skills

Course Contents:

Practical problem-oriented inputs should mainly cover the following topics:

- Ratio & Proportion
- Profit, Loss & Interest
- Mensuration: Cylinder, Pyramid, spheroids cuboids, measurement of area and volume of two and three dimensional spaces, organic forms etc.

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- Trigonometry: Review of Pre-Matric knowledge on Trigonometry, Compound angle, Application of Trigonometry to solve practical problems.
- Co-ordinate Geometry: concept, Polar & Cartesian, Area of triangle, quadrant, equation of circle & Straight line.
- A.P & G.P.
- Statistics: Measurement of central tendency: Mean, Median, Mode, Variance, Standard deviation and Co-efficient of variation

Methodology:

Classroom lectures, Audio Visual Media, Practical Assignments, Books and Demonstration

Materials, Tools and Facilities:

In-house departmental infrastructure

Evaluation Criteria:

Internal Class Test and assignments

[F-I/04]- Computer Basics

Credit: 3

Relevance:

This course is important for students to gain elementary knowledge of application of computers. To familiarize the students with the basics of computer applications as a prerequisite to the course in Computer Aided Design

Objectives:

This course familiarizes the students with the basics of computer applications. Help them to use computer as a tool to develop their documentation presentation and make them informative. This will be a prerequisite to the course in Computer Aided Design

Course content:

- History and generation classification of computers, Theory of computers, about RAM ROM, Mother board etc.
- Binary and allied number system representation of sign & unsigned number. BCD, ASCH. Binary arithmetic.
- Software concepts and terminology, Operating Systems concept. File attribute
- Fundamentals of data communication, Computer network concepts and emerging trends, Management of computer security, Virus, Firewalls
- Introduction to GUI, Manage system in Windows XP, File & Folders, Program and accessories, Multimedia in Windows XP
- Application basics and various Office automation suites like MS Word, MS Excel, MS PowerPoint
- Internet overview: E-mail, DNS, FTP, Client/ Server, Browser, Search Engines, Visiting useful websites.
- Basic concept of manipulating graphics and of creating design /Drawing through Corel Draw, Photoshop or abatable appropriate software tools.

Methodology:

- Demonstrations
- Assignments

Evaluation criteria:

Internal Class Test and assignments

[F-I/05]- Exposure to Material-I**Credits: 7**

(Any two subjects to be allotted from i) Paper, ii) Clay, iii) Textile, iv) Leather, v) Wood and vi) Metal)

Relevance:

An overall understanding of this course would provide basic understanding of the concerned material and related processes; it will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Objectives:

To develop behavioral understanding of a few natural & manmade materials through

First-hand practical knowledge and explore their possibilities in making objects

The inputs will consist of direct exposure to inherent qualities of materials including its working properties.

Course Contents:

Introduction to the relevant materials viz. Paper, Clay, Textile, Leather, Wood and Metal

Develop basic understanding on:

- Behavioral understanding of materials & processes.
- Physical and chemical properties of materials through lectures and practice
- Structural formations & relevant characteristics.
- Various interfaces of materials with tool & equipments.
- Exploration through different conventional & unconventional techniques
- Understanding of its limitations through practical explorations
- Identification of the uniqueness of the material

Paper

- Basic information on Hand Made Paper industry and their importance.
- Different types of raw materials & techniques used in HMP industries.
- Specification of different type of Hand Made Paper.
- Different types of paper-pulp and their use.
- Digestion process and Preparation of Waste Paper-Pulp for making Paper-Pulp toys.
- Playing with Waste Paper-Pulp, exploration & making of Toys & utility articles.
- Colouring & finishing of the prepared articles

Clay

- Basic information on pottery & ceramic Formation and their importance.
- Different types of raw materials & techniques used in Pottery & Ceramic.
- Types & specifications of Ceramic.
- Digestion process and Preparation of toys and other small articles by hand builds technique.
- Playing with clay and their processes and exploration & making of Toys & utility articles.
- Decorating in plastic stage and colour slips & finishing and firing of the prepared articles

Wood

- Different Type of woods and their uses
- Behavioral understanding of different processes for use in woodwork
- Understand the different type of wood and their structure (Specification of wood)
- Exploration of physical and mechanical property of wood.
- Understanding of its limitation through exploration
- Finishing and different treatment of wood
- Playing with wood and their processes and exploration & Making of Toys & Utility Articles.

Metal

- Behavioral understanding of different metal and their process for use in woodwork
- Exploration of physical property of different metal through working process.
- Understanding of different types of metals and their characteristics.

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- Exploring the uniqueness and limitation of various metals.
- Exploring surface finishes and coloring techniques.
- Playing with the metals and processes and develop Toys and Utility Articles.

Textile

- Basic information on Textile Materials
- Different types of Raw materials and their characteristics
- Identification of different materials and their uses
- Exploring different material for making utility articles
- Exploring the material according to their esthetic sense and colour combination
- Preparation of different material before weaving.

Leather

- Understanding the behavioral quality of leather as a raw material
- Understanding the different processes of raw materials and tools, equipments and machineries
- Exploring the different techniques of surface treatment and decoration
- Exploring the different method of fabrication and their uniqueness
- Making small toys and utility articles

Methodology:

- Practical assignments of different process
- Exploring the physical & chemical properties in general
- Exploring finishing techniques to add more value to a product
- Finished products with indigenous inspiration
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities: According to available departmental workshop facilities.

Ceramic- Red Clay Prepare, Roller pin, Wooden Stripe, Cloths or canvas, coloring oxide, covering sheet, bending wheels, etc

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

[F-I/06]-Freehand Drawing

Credit : 4

Relevance:

The importance of Visual Learning has tremendous relevance for a product based professional course like B.Des. A designer usually is more dependent on visual mode of communication made through pencil sketches drawn in freehand for communicating his/her ideas. Developing freehand drawing skill through rigorous practice is a basic requirement to learn and practice design.

Course Objective:

To introduce Drawing as a visual language for effective design related communication.

Course Contents:

1. General instructions on freehand drawing & lettering
 - Introduction of “Drawing” as a visual language
 - Basic information on Drawing materials & tools: - Drawing board, Drawing paper, Pencils, Eraser, Cello tape, etc.
 - Different types of Drawing sheets, & their use.
 - Gradation of Pencil & their use; Tonal gradation of lines
 - Freehand Lettering: - Style in lettering- Vertical & Italics; Single stroke Architectural style; Upper case & Lower case
 - Study of Compositions of lettering; Borderlines & Nameplate.
2. Straight Lines, Angles and Curve Lines
3. Color theory
 - Basic information on, Colouring materials: - Colour mixing Pallet, Brushes and Colour (Water colour, colour pencil, crayon, poster, pastel etc).
 - Colour Science & Basic information on use of colour
4. Freehand Composition with set of lines & marks in pencil & color.
 - Aesthetic organization:

Methodology:

Lectures, Demonstration, Practical class assignments and continuous evaluation

Materials, Tools and Facilities:

Drawing board, drawing paper, Different types of soft Pencils (HB, B, 2B & 6B) Soft eraser, cello tape, Colour mixing Pallet, Seibel hair brushes, Colour (Water colour, colour pencil, crayon, poster, pastel etc).

Evaluation criterion:

1. Explorations, Neatness of work, Quality of skill & workmanship, Quantity of work done, Involvement & gradual improvement;
2. General attitude, Sincerity and timely submission of class assignments; and
3. Class attendance & Punctuality.

[F-I/07] -Visual & Cultural Studies**Credit: 5****Relevance:**

This will help develop taste and understanding of various art and cultural practices. This will help understanding the importance of craft & culture in context to the fabric and development of society and relationship the socio-economical environment which influences the design.

The course also acts as a preamble to design method and takes an overview of learning areas directly related to the design process typical for industrial design problems.

Objectives:

- Introduce students to various art forms and cultural practices.
- Study would include creative areas such as architecture, food, music, dance, art & craft forms from various part of the world.
- Help student understand how to take design ideas from different art forms.
- develop research skills
- Introduction to “Design is a team work”.

Course content:

To be able to contextualize the contents, historical facts, ideologies, beliefs this together comprises our culture

Methodology:

- Videos of different art forms are shown in the class.
- Students would select an art from every week and do the research in groups.

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- Submit a report while making presentation.

Evaluation criteria:

- Quality of work
- Quantity of work
- Consistency
- Time punctuality
- Neatness
- Presentation Skills

Semester - II

[F-II/01] - Tagore Study (as per university system.)

Credits: 4

[F-II/03] - Applied Science –II

Credits: 4

Relevance:

Knowledge on basic science should certainly help to develop product design to be viable and sustainable. Scientific understanding should lead to develop production process environmentally friendly and economically viable.

Objectives:

To develop basic scientific reasoning for product designing

Course Contents:

- Concept of particles, molecules, atoms and ions; their structures – idea of electron, proton and neutron; reason of radioactivity.
- Oxidation and Reduction phenomena with simple examples.
- Acid, alkali and their salts – concept of weak and strong acids and alkalis with practical examples.
- Brief ideas on valency, Different bonding systems and their common examples.
- Organic and Inorganic compounds with practical examples.
- Idea about pH, indicator and their applications.
- An introductory idea on periodic table along with relevant properties of different elements.
- Matter- its different state and transformation, element, metal, non-metal, compound, mixture, solution. Gravity, Mass, Volume, Density, Weight. Buoyancy, Surface tension and Viscosity. Stress, Strain, Modulus, Work of Rupture, Elasticity and Plasticity etc.
- Moments, Couples and Centre of Gravity
- Heat and temperature, Light, Colour: Contrast and Matching, Magnetism, Electricity: Static & Current, X-Ray and Sound.
- Gases & its behavior, toxic and non-toxic substances.
- Brief ideas on the common chemicals viz. spirit, wax, paraffin, resin etc. used.

Methodology:

Classroom lectures, Audio Visual Media, Practical Assignments, Books and Demonstration

Materials, Tools and Facilities

In-house departmental infrastructure

Evaluation Criteria:

Internal Class Test and assignments

[F-II/04] -Drawing and Rendering

Credits: 4

Relevance:

Scientific observation & studying visual elements of product (object) & interior space and ability to draw perspective view in still-life situation (in black & white and colour) is a very important skill to be acquired by any would be designer. In such profession one should be able to draw, represent and communicate one's creative ideas & concepts in visual form using various representation techniques. Learning such representation technique would help in visual communication of a design concept to a client. This would - i) help one to make 3- D sketches of any existing product & interior, ii) enhance one's visualizing and

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conceptualizing capacity in designing a product or an interior space, iii) Equip one with the requisite skill for preparing a realistic presentation drawing.

Course objective:

To equipped one with the 3-D language of visual communication. Drawing as a visual language for effective design related communication.

Course content:

1. Nature, Man-made object & Space:
 - Study of Natural & manmade Form & Environment.
 - Analytical Drawing of natural & manmade form: i) Simple object, ii) Complex object
2. Principles of perspective drawing:
3. Freehand perspective of natural & man-made environment:
 - Still-life Drawing
 - Drawing from memory.
 - Effect of Light & shade effect on manmade object:
 - Visual effects of perspective in black & white & in colour.

Methodology:

Lectures, Demonstration and Practical assignments

Materials, tools and facilities: Drawing board, paper, Different types of soft Pencils, eraser, cello-tape, Colour mixing Pallet, brushes, Colour (pencil, crayon, poster, pastel etc).

Evaluation criteria:

i) Learning ability, Neatness of work, Quality of skill, & workmanship, Quantity of work done, Involvement & gradual improvement; ii) General attitude, Sincerity and timely submission of class assignments & continuous evaluation; and iii) Class attendance & punctuality

[F-II/05] -Exposure to Material-II

Credits: 7

(Any two subjects to be allotted from i) Paper, ii) Clay, iii) Textile, iv) Leather, v) Wood and vi) Metal)

Relevance:

An overall understanding of this course would provide basic understanding of the concerned material and related processes; it will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Objectives:

To develop behavioral understanding of a few natural & manmade materials through

First-hand practical knowledge and explore their possibilities in making objects

The inputs will consist of direct exposure to inherent qualities of materials including its working properties.

Course Contents:

Introduction to the relevant materials Paper, Clay, Textile, Leather, Wood and Metal

Develop basic understanding on:

- Behavioral understanding of materials & processes.
- Physical and chemical properties of materials through lectures and practice
- Structural formations & relevant characteristics.
- Various interfaces of materials with tool & equipments.
- Exploration through different conventional & unconventional techniques
- Understanding of its limitations through practical explorations
- Identification of the uniqueness of the material

Paper

- Basic information on Hand Made Paper industry and their importance.
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- Specification of different type of Hand Made Paper.
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- Playing with Waste Paper-Pulp, exploration & making of Toys & utility articles.
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- Types & specifications of Ceramic.
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- Decorating in plastic stage and colour slips & finishing and firing of the prepared articles

Wood

- Different Type of woods and there uses
- Behavioral understanding of different processes for use in woodwork
- Understand the different type of wood and their structure (Specification of wood)
- Exploration of physical and mechanical property of wood.
- Understanding of its limitation through exploration
- Finishing and different treatment of wood
- Playing with wood and their processes and exploration & making of toys & utility articles.

Metal

- Behavioral understanding of different metal and their process for use in woodwork
- Exploration of physical property of different metal through working process.
- Understanding of different types of metals and their characteristics.
- Exploring the uniqueness and limitation of various metals.
- Exploring surface finishes and coloring techniques.
- Playing with the metals and processes and develop Toys and Utility Articles.

Textile

- Basic information on Textile Materials (Yarns only)
- Different types of Raw materials and their characteristics
- Identification of different materials and their uses
- Exploring different material for making utility articles
- Identification of yarn numbers and their uses
- Exploring the material according to their esthetic sense and colour combination
- Preparation of different material before weaving.

Leather

- Understanding the behavioral quality of leather as a raw material
- Understanding the different processes of raw materials and tools, equipment's and machineries
- Exploring the different techniques of surface treatment and decoration
- Exploring the different method of fabrication and their uniqueness
- Making small toys and utility articles

Methodology:

- Practical assignments of different process
- Exploring the physical & chemical properties in general
- Exploring finishing techniques to add more value to a product

- Finished products with indigenous inspiration
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities:

According to available departmental workshop facilities

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

[F-II/06] - Material Science

Credit: 4

Relevance:

A designer needs to have knowledge and information on different types of materials and their properties. This would help them in understand limitation of different materials.

Objectives:

To provide scientific & Technical information on different raw materials used in productive purpose.

Course contents:

- Versatility of wood as a material; Physical, chemical and structural properties, Wood constituents; Moisture content of wood; Wood drying; Wood anatomy; Wood mechanics.
- A brief introduction of ceramic materials & processes, Shrinkage, Hardness, Abrasion, Flexural strength, Diffusion, Solid-state reaction, Specific heat, Thermal expansion, Thermal conductivity, Thermal stress, Sintering and Melting phenomenon, Phase equilibria and phase diagrams; Concept of heat capacity, Gibb's phase rule and its interpretation, One component system, Binary phase diagrams.
- A brief introduction on textile materials - fibres, its classification and application. Different types of yarns and its use to create textile products, Different types of fabrics like woven, knitted, non-woven, etc. and its utilities for product designing; Structural property of Yarn and Fabrics.
- Definitions of common terms related to metal and alloys; General properties of commonly use metals and alloys; Extraction and melting of different metals and alloys.
- Basic information on Paper industry and their importance & use; Difference between Hand Made Paper and Mill Made Paper; Classification, characteristics, Physical & Chemical properties; Different types of raw materials used in HMP industries; Chemicals used in Hand Made Paper Making; Manufacturing process for high grade Hand Made Papers.
- Nature of Different types of Leather and their behavioral aspects & use; Processing of raw Leather; Technical properties & processes involved in making Leather product; Tools & equipments.

Methodology:

Classroom lectures, Audio Visual presentation, Practical assignment, Books.

Evaluation criteria:

Internal class test

Materials & Tools and facilities:

In-house departmental infrastructure

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Relevance:

This subject is introduced as the course being a productive based technical course. Technical drawing is a universal visual language used by any technical person for carrying out any productive work. Technical persons communicate amongst themselves through such drawing.

Objective:

To equipped the student with the knowledge & skill on how to make a technical drawing of an object for designing and making purpose. Technical Drawing creates a bridge between the designer & maker.

Course content:

1. General instructions on Technical drawing and basic information on drawing materials & drawing tools & their use
2. Useful information & exercises:
 - Units of measurement: - FPS and Metric systems.
 - Scale: - Different types of scale and their application
 - Different types of line
 - Descriptive geometry
 - Construction of 2-D geometrical shapes & figures
3. Representation of three-dimensional objects on pain surface
 - Orthographic Drawing: - Orthographic projection methods including first angle and third angle; Plan, Elevation, Side Elevation, Sectional drawing with methods of dimensioning.
 - Orthographic Drawing of 3-D geometrical forms and object.
 - Different types of 3-D Technical drawing: - Axonometric, Isometric etc.
 - Different types of Technical Drawing
4. Layout & Surface development

Methodology:

Lectures, Demonstration, Class assignments and sessional work

Materials, tools and facilities:

Drawing board, drawing paper T-square, set square, divider, Compass, Steel scale, measuring tape, Eraser, Erasing shield, Pencil (0.5 mm, HB, 2B etc), card board scale, cello tape etc.

Evaluation Criterion:

- Explorations, Neatness of work, Quality of skill & workmanship, Quantity of work done, Involvement & gradual improvement;
- General attitude, Sincerity and timely submission of class assignments & Sessionals; and
- Class attendance & Punctuality.

Semester - III

[F-III/02]- Aesthetic Skills

Credits: 5

Course objective:

This subject is introduced to develop & enhance aesthetics acumen and skill amongst the student that is fundamental to any creative man-made activity and product-oriented design course.

Course Contents:

A General information on appearance & aesthetics – Indian Design Principles in creative fields (Silpa-Sastra); Nava-Rasa. B. Sense, Sensibility, perception & Gestalt psychology – Geometrical organization: order, Graph, Grid Symmetry & Asymmetry; Reflection, Rotation & Translation with examples – Elements of Drawing: – Point, Line, Shape, Form, Colour, Texture and Pattern – Principles of Design – Balance, Proportion, Mass, Harmony & Diversity, Center of Interest, Repetition, Gradation – Expression of Form (Natural & Manmade) Optical illusion – C. Form & Space: Shape & Form (Geometrical & Organic), 3-D Form generation; Form transition; Radii manipulation (positive & negative), Form integration (2-D & 3-D) – D. Useful exercises on Aesthetics, Principles of design & Design fundamentals

Methodology:

Lectures, Demonstration, Class assignments and sessional work

Materials, tools and facilities:

- Lecture facilities for 30 to 36 students.
- Group discussion spaces for at least 6 groups
- Space (Hall) for group presentations and discussions
- Overhead projector, Slide projector for case studies, Computer based presentation materials on methodology, Video tape recorder/player.
- Students are required to get their own stationary and large sheets for group assignments.
- Paper size A3 (minimum)
- Use of ink or felt pen etc
- Use of color only when asked for

Evaluation criteria:

- Internal Class Test and assignments
- Observation & Perception: Attentive to subtle variations in the environment and ability to apprehend it.
- Curiosity: An ability to probe further into available clues & make relevant connections.
- Application: Ability to relate theoretical concepts to practice.
- Sensitivity: Response to distinctive and subtle features, details and variations of material, tools and medium.
- Group Skills: Ability to work in a group, share responsibilities
- Self-Management: Honesty to oneself & group, ability to organize & regulate one's own activities.

[F-III/03] - Design Process

Credits: 6

Relevance:

The course introduces the student to the various stages of problem solving in design from insight of the problem through broad-based investigation, analysis, synthesis and communication. Different methodologies in each stage of the process is introduced and applied. The course include introduction to the systematic approach of the problem-solving process, methodologies and strategies related to various stages of the design process,

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includes economic, environmental and political issues and their effect on design, case studies to illustrate the process and assignments to generate understanding of the methodologies

Course objective:

The course would synthesize students to the stages in problem solving from perception of the problem through broad based investigation, analysis, synthesis and communication. Different methodologies each stages of the process would be introduced and applied. This course acquaints students to inter-disciplinary and multidimensional nature of design. This will consist of several small tightly defined assignments to introduce students to various design and related technological concepts which they will be required to learn and use later in depth. These are not solution-oriented assignments but to understand the role of a particular subject area in further studies.

- Adequate with the morphology of the problem-solving process
- Ample to methodologies and strategies related to various stages of the design process
- Case studies to illustrate the process
- Assignments to generate understanding of methodologies
- Individual Crash Design Project

Course content:

This course consists of several small tightly defined assignments to introduce students to various design and related technological concepts which they will be required to learn later in depth. These are not only solution-oriented assignments but to understand the role of a particular subject area in design learning.

It also introduces them to the fact that a designer's work area is interdisciplinary and will be characterized with his constant pre-occupation of co-relating disciplines, some of which might not seem to be directly related and others even opposite in nature. These are the sources from which design constraints would eventually emerge.

The course also acts as a preface to design method and takes an overview of learning areas directly related to the design process typical for craft design problems.

Methodology:

- The course would be conducted at basically deferent levels. These would include lectures on the various aspects of the problem-solving process in design. These lectures would be interspaced with time bound assignments related to each topic. These lectures and assignments are the preparatory phase, while the individual design projects that follow this course should be used, to generate a deeper understanding of the application of the various methodologies and strategies introduced in the course. These would be group discussions at several stages clarifying ideas.
- Each subject area is introduced in form of a short, tightly defined assignment.
- Students are given minimum guidance because what is asked for is not a solution but the process of solving.
- The teacher will be specifically concerned about how the problem is perceived and attempted.
- The most important feature of the course is the requirement for the student to develop alternative concepts.
- It is set aside for critique-in-round. This method helps students to learn through critical discussions with teachers and peers.
- The student must make sure that each assignment is properly recorded in form preliminary sketches with details and explanation. The missing detail can be added even after the critique.

Materials, tools and facilities:

- Lecture facilities for 30 to 36 students.
- Group discussion spaces for at least 6 groups
- Space (Hall) for group presentations and discussions
- Overhead projector, Slide projector for case studies, Computer based presentation materials on methodology, Video tape recorder/player.
- Students are required to get their own stationary and large sheets for group assignments.
- Paper size A3 (minimum)
- Use of ink or felt pen
- Use of color only when asked for

Evaluation criterion:

- Observation, Knowledge & Comprehension, Communication, Analysis & Synthesis
- Sensitivity, Exploration,
- Originality/Innovation, Imagination, Form, Functionality, content/Meaning
- Motivation, Commitment, Punctuality, Attentiveness, Interaction

[F-III/04] - Exposure to CAD**Credits: 3****Relevance:**

Because of the growth of technology in this day and age, it is necessary to have the ability to work with digital media. In this class module we will introduction to the basics of 2D and introduction to 3D software. Digital media knowledge benefits such as lower product development costs and a greatly shortened design cycle. CAD enables designers to layout and develops work on screen, print it out, by this saving time on the drawings and visualization. The importance of 3D design software is to reduce costs and thus increase competitiveness - both for Designers as well as client.

2D Software is one of the important tools for graphics programs in the world. It has been used by many designers to carry out a variety of projects, from photo editing and retouching to web page design. Students should familiar to creating an ambiance or to present their work to client or to upload in web its need to know 2D software where they can give the actual picture of the product.

Objectives:

There are several different types of CAD. Each of these different types of CAD systems requires the operator to think differently about how students will use them and they must design their virtual components in a different manner for each.

3D is basically an extension of 2D drafting. The final product has no mass properties associated with it and cannot have features directly added to it, such as spheres, cubes, cuboids etc the software selection will be on the, presently availability and requirement according to type of product development.

Course Contents:

In this CAD module, is a short introduction into 2D construction techniques. Consequently, methodologically sound software should visualize points for example as prominent squares or circles, to facilitate input and identification of points. Moreover, a good beginner's software has to support snapping of elements in such a way, that the user can easily recognize that he does snap or not. Other important requirements of a beginner's software are

- ✓ 3D viewing techniques
- ✓ Working with simple and composite solids
- ✓ Creating complex solids and surfaces
- ✓ Creating 2D drawings from 3D models
- ✓ Working with the User Coordinate System.

Upon completion of this course students will be:

- Familiar with the software environment.
- Understand and use the software Toolbox tools.
- Use options with each tool with the Option Bar.
- Use the various work area Palettes.
- Create images using Layers.

Methodology:

- Demonstrations
- Assignments

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Evaluation criteria:

- Internal Class Test and assignments
- Observation & Perception: Attentive to subtle variations in the environment and ability to apprehend it.
- Curiosity: An ability to probe further into available clues & make relevant connections.
- Application: Ability to relate theoretical concepts to practice.
- Sensitivity: Response to distinctive and subtle features, details and variations of material, tools and medium.
- Group Skills: Ability to work in a group, share responsibilities
- Self-Management: Honesty to oneself & group, ability to organize & regulate one's own activities.

[F-III/05] - Exposure to Material-III**Credits: 7**

(Any two subjects to be allotted from i) Paper, ii) Clay, iii) Textile, iv) Leather, v) Wood and vi) Metal)

Relevance:

An overall understanding of this course would provide basic understanding of the concerned material and related processes; it will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Objectives:

To develop behavioral understanding of a few natural & manmade materials through

First-hand practical knowledge and explore their possibilities in making objects

The inputs will consist of direct exposure to inherent qualities of materials including its working properties.

Course Contents:

Introduction to the relevant materials Paper, Clay, Textile, Leather, Wood and Metal

Develop basic understanding on:

- Behavioral understanding of materials & processes.
- Physical and chemical properties of materials through lectures and practice
- Structural formations & relevant characteristics.
- Various interfaces of materials with tool & equipment's.
- Exploration through different conventional & unconventional techniques
- Understanding of its limitations through practical explorations
- Identification of the uniqueness of the material

Paper

- Basic information on Hand Made Paper industry and their importance.
- Different types of raw materials & techniques used in HMP industries.
- Specification of different type of Hand Made Paper.
- Different types of paper-pulp and their use.
- Digestion process and Preparation of Waste Paper-Pulp for making Paper-Pulp toys.
- Playing with Waste Paper-Pulp, exploration & making of Toys & utility articles.
- Colouring & finishing of the prepared articles

Clay

- Basic information on pottery & ceramic Formation and their importance.
- Different types of raw materials & techniques used in Pottery & Ceramic.
- Types & specifications of Ceramic.
- Digestion process and Preparation of toys and other small articles by hand builds technique.
- Playing with clay and there processes and exploration & making of Toys & utility articles.
- Decorating in plastic stage and colour slips & finishing and firing of the prepared articles

Wood

- Different Type of woods and their uses
- Behavioral understanding of different processes for use in woodwork
- Understand the different type of wood and their structure (Specification of wood)
- Exploration of physical and mechanical property of wood.
- Understanding of its limitation through exploration
- Finishing and different treatment of wood
- Playing with wood and their processes and exploration & Making of Toys & Utility Articles.

Metal

- Behavioral understanding of different metal and their process for use in woodwork
- Exploration of physical property of different metal through working process.
- Understanding of different types of metals and their characteristics.
- Exploring the uniqueness and limitation of various metals.
- Exploring surface finishes and coloring techniques.
- Playing with the metals and processes and develop Toys and Utility Articles.

Textile

- Basic information on Textile Materials
- Different types of Raw materials and their characteristics
- Identification of different materials and their uses
- Exploring different material for making utility articles
- Exploring the material according to their esthetic sense and colour combination
- Preparation of different material before weaving.

Leather

- Understanding the behavioral quality of leather as a raw material
- Understanding the different processes of raw materials and tools, equipments and machineries
- Exploring the different techniques of surface treatment and decoration
- Exploring the different method of fabrication and their uniqueness
- Making small toys and utility articles

Methodology:

- Practical assignments of different process
- Exploring the physical & chemical properties in general
- Exploring finishing techniques to add more value to a product
- Finished products with indigenous inspiration
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities: According to available departmental workshop facilities.

Ceramic- Red Clay Prepare, Roller pin, Wooden Stripe, Cloths or canvas, coloring oxide, covering sheet, bending wheels, etc

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

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Relevance:

It would help sensitizing the student to observe and understand the social, cultural, economic and physical environment where the indigenous designs are created and used. Students shall have a direct exposure on how society functions in grass root level and the environment in which his/her design has to operate, so that it will be meaningful or relevance to the people of the place.

Course objective:

- To widen one's perception about Indian village environment in terms of interrelationships and interdependence of its physical components.
- To develop ability to approach and mix with the people in the rural environment; interact and share their experience and learn directly from the situation.
- Learn to collect, analyze and represent macro to micro level information in the form of an illustrated document.

Course content:

- Introduction to fieldwork and methodology: socio-cultural structure of Indian society, preparatory work for the survey.
- Field studies of the chosen environment, interaction with and its inhabitant its understanding through maps, sketches and write-ups.
- Depict its main catachrestic with the help of sketches, writing, chart & maps.
- Observe and depict the changes that take place in the same subject and area at different times of the day.

Methodology:

- Lectures, field study, discussions and critiques.
- Mapping, sketching and illustrated journal.
- Interviews and interaction.
- Group activities.

Assignments:

1. Mapping and Articulation:
 - Village mapping and articulation in context to the particular village.
 - Their living area architectural structure along and its features & articulation
2. Socio Culture Religion:
 - Festival, Social, Religions and Communal harmony
 - Arts, Culture, Crafts and other livelihood activity and relevance
 - Other activities like Sports & games, Community Affairs.
3. Employment:
 - Business and Economic activities (Business of men/women)
 - Public administration and socio hierarchy
 - Agricultural and socio-economic condition and intra-family job distribution in families along with children.
4. Resources and Facilities:
 - The water resources and needs in different session.
 - Women's position in the society and responsibility

Materials, tools and facilities:

- Through Lectures
- Through discussions with the teacher and groups based on survey and Analysis of information
- Analyze the data of information in the required format.
- Presentations with sketches, drawing, computer etc
- Compilation of project in the form of documentation/report

Evaluation criterion:

- Observation & Perception: Attentive to subtle variations in the environment and ability to apprehend it.
- Critical Thinking: Understanding of issues, ability to think critically and reflect.
- Communication & Articulation: Fluency in verbal/ written/ visual presentation.
- Analysis & Synthesis: Analysis and synthesis of issues, observation & logical reasoning.
- Curiosity: An ability to probe further into available clues & make relevant connections.
- Group Skills: Ability to work in a group, share responsibilities.
- Initiative & Leadership: Self initiative and ability to take lead.
- Self-Management: Honesty to oneself & group, ability to organize & regulate one's own activities.

Semester - IV

[F-IV/02]- Design & Environment

Credits: 2

Relevance: Education would remain incomplete without proper knowledge and understanding of design and impact of the design on our environment. The course will help students also to know how and why the design profession came, and how design is related to our immediate & overall environment.

Objective: To develop a clear-cut understanding of design and impact of materials & processes on our environment.

Course Content:

A.

- Historical development of Design
- Various design related historical movements
- Visual pollution and appropriate environmental design
- To acquaint students with a broad framework of design history, which recognizes that design is the material embodiment of social, cultural and economic values.
- Environmental Design
- Contemporary Design profession and its present state of affairs.
- Understanding of design in context of our environment and design considerations for keeping a sustainable eco-friendly environment as well as enhancing quality of life for human beings.

B.

- Classification of environmental pollution;
- Major air and water pollutants related to different materials & processes;
- Effects of air and water pollution on human beings, animals and plants;
- Control of pollution, Green house effect, Ozone layer and its role, Acid rain, Waste water treatment, treatment and disposal of solid wastes;
- Carbon cycle, ISO Standard in relation to environment, Carbon credit, carbon footprint and Kyoto protocol.

Methodology: Classroom lectures, Audio Visual presentation, Field visit (if needed).

Evaluation criteria: Internal test, class attendance

Materials & Tools and facilities: In-house departmental infrastructure

[F-IV/03] - Design Project (Mixed Materials)

Credits: 8

Relevance:

Using all the inputs of semester 1st, 2nd, 3rd & 4th in making a product which can substantiate the basic property of material by means of local motifs and which can be made using uncomplicated production process. To relate the learning of design process, material science, production process, ergonomics inputs to solve design problem keeping in mind needs of user.

Students are encouraged to develop sensitivity to the material, in order to design functional product for everyday use in the contemporary context. Very simple scientific principle involved in its function. Minimum involvement of complexity of machines but can be produced in mass. This project lays emphasis on form, detailing and finishing

Course objective:

The objective of the course is to realize the of Design process. Also to reflect the understanding of Material science, Production process, ergonomic inputs to solve design problem, keeping in mind needs of the user.

- Understand the language of design in different material and according to the material property.

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- Use the appropriate material from giving more dimensions to the product.
- Incorporate the Elective input and combine the material.

Course content:

- To understand and analyze available information
- Define a problem statement.
- Develop concept keeping user's need in view
- Developing alternative solutions
- To make prototype with design drawing
- To realize products with market situation

Methodology:

- The designer would give a scenario like home furnishings for the students to work upon
- Each one will identify his/her scope of products within the scenario.
- The student will entail to think how he/she will use two or more diverse materials to build the range of products.
- They will carry out a market and user survey
- Students will then generate concepts according to the findings of their survey.
- Lectures in ergonomics will be imparted to the students according to their concepts for the product
- Refinement of the concept will follow the ergonomic modification
- Mock up model will have to be prepared
- Final product will be made for testing and final modification.
- Final refined product will then be made in multiple numbers using simple production method (wheel or hand tools)

Evaluation Criterion:

- Understanding of material behavior and processes
- Level of understanding of the problem solving process in design and its components
- Quality of concepts & alternatives
- Originality of approach and solutions
- Quality of skill for making model

[F-IV/04] - Exposure to Manufacturing Techniques & Processes

Credits - 8

Relevance:

Craft being a multidisciplinary activity, there needs expose the students to various Craft Techniques and Processes. This course would provide exposure to the versatile richness of Indian craft. Basic approach for this course is multi disciplinary in nature at multi-material level so that one would develop understanding about various crafts like Dogra, Filigari, Batik, Can & Bamboo, etc. This expose will help them in generating concepts while designing any product and for fusion of different crafts to cope with the contemporary trends. It will also provide insights into the various possibilities and limitations of different materials and their processes.

Objectives:

The inputs will comprise of exploring some classical craft making processes. This will give them a fairly high degree of understanding each material according to its individual characteristics. This will be helpful to analyze different raw materials and their appropriate use and proper utilization of available resources. This would also provide enhanced understanding towards the complexity of working with different materials and subsequently convert the leanings in making appropriate products. .

Course content and methodology:

This course will be conducted more like in workshop mode. Craft experts from different areas shall be invited to conduct these workshops. Student should participate in these workshops in groups and would get a

direct exposure to work with a master craftsman in exploring technical complexity of each material and its processes. Students would be asked to learn and apply these techniques in developing simple products.

The types of workshop will be decided well in advance as per available experts.

The details of the workshops will be intimated to the students after consulting the concerned expert.

Methodology:

- Practical assignments of different process
- Exploring finishing techniques to add more value to a product
- Finished products
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities:

According to the requirements

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality, involvement, sincerity and timely submission of class assignments and attentiveness)

[F-IV/05] – Representation Techniques

Credits: 6

Relevance:

The aim of this course is to develop the ability to express and enhance the representation of concepts of 3D in a 2D format using orthographic, isometric and perspective etc including competence in rendering in a variety of media. Through freehand object drawing, students also learn to visualize 3D forms.

Course objective:

Objective of this course is to learn the abilities to express and visualize the image of an object in three dimensional freehand drawings. The selected object should have size, perspective volume and combination of materials.

- To understand and analyze the proportion of Visualize object by orthographic view using free hand drawing.
- To learn the methods of free hand construction line drawing to understand the geometry and proportion of an object.
- To learn the abilities for free hand three dimensional drawing/sketching and rendering.
- To learn the use of drawing instruments for drawing.
- To learn the abilities to express the object's form, surface and details through free hand drawing.

Course content:

- Free hand orthographic drawing of an object.
- Free hand construction line drawing of an object.
- Free hand line drawing / sketch of an object.
- Free hand exploded view drawing of an object.
- Rendering of the objective in different materials
- Different light effects.
- Use different number pencils
- Creating effects by use different medium (like acrylic, pestle, pencil, water, charcoal colour etc.)

Methodology:

- ✓ Lectures
- ✓ Demonstration
- ✓ Practical Assignment

Evaluation Criterion:

- ✓ Observation, Communication, Synthesis
- ✓ Sensitivity, Exploration,
- ✓ Originality/Innovation, Imagination, Form,
- ✓ Motivation, Commitment, Punctuality, Attentiveness, Interaction

Specializations (Total Semester: 4)

Furniture & Interior (FI)

Ceramics & Glass (CG)

Textiles (TC)

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*Syllabus for Bachelor in Design Specialization in
Ceramic & Glass Silpa-Sadana, (PSV) Visva-
Bharati, Sriniketan*

"To nurture the potential using our enormous talent and resources and to make this potential a marketable invention which, can raise the standards of the entire Ceramic, Glass and Lifestyle product industry & Craft Sector for the Indian as well as international market. The primary focus is on understanding the needs of the people who are going to use the products"

Syllabus for Bachelor in Design Specialization in Ceramic & Glass

Silpa-Sadana, Visva-Bharati, Sriniketan

India has a huge potential in ceramic and glass ranging from craft sector to studio workshops, Micro and small to mass-produce large sector industry in the field of Ceramics and Glass. Every sector has its own distinctive issues to deal with in its own exceptional way and approach. The Ceramic & Glass designer must be able to work with materials and tools of each of these industries with equal effortlessness. The designer must also have the ability to design a diverse range of products and product systems for these sectors. In doing so the student should keep in mind mainly the needs of the people who are going to use the products and the industries producing them.

A graduate of Ceramic & Glass design is equipped to address to the design requirements of Ceramic and Glass related lifestyle product industries. There are also ample of opportunities to work in the craft and NGO sectors, as well as to become entrepreneurs with independent batch production studios. Graduates also tend to work as a bridge between industrial manufacturers, craft agencies, NGO, architects, design studios, life style stores and sometimes directly address to the consumer.

Ceramic

India has nearly one million potters, more than any other country on earth; clay techniques have been handed down for generations. Craft pottery has been a part of the fabric of India for thousands of years; even today it is used for domestic ware and votive pieces as well as architecture. Craft pottery continues to be an intrinsic part of everyday life even today. We cannot deny the importance of craft sector for the sustainability of our economy as we all know that in India the crafts sector is an important in employment generation. The commercial purpose of crafts in modern markets is showing immense potential as craft and craft based industries are turning out to be India's highest export earners.

At the same time studio pottery movement in India has given birth to a lot of potters working in various aspects of clay. A popular path to studio pottery is functional ceramics. Contemporary studio potters work in earthenware, stoneware, and porcelain, building by hand or working on the potter's wheel, firing in wood, gas, oil and electric kilns.

On the other hand with an abundance of natural raw materials, technical skills, and infrastructure facilities the industrial ceramics is also coming of age in India. With globalization in place and having a footing on technologies India has started its activity for global presence.

Glass

You can see through it, drink from it, make bottles from it or play marbles with it. Glass is a man-made substance, which has been employed for nearly 3,500 years to create a wide range of objects for both domestic and industrial purposes.

Indian glass industry caters to the daily needs of the consumer responsible for making of a vast range of articles such as beverage ware, dining table articles, bottles, stylish beads, bangles, paperweights, different glass decorative articles etc., thus the

present day glass making small-scale industry in India revolves around items like, bottles, bangles, beads etc. The material offers tremendous creative as well as functional possibilities in the domain of life style products and giftware articles; there is a visible dearth of indigenously designed and developed good quality glass products.

Course Structure

The student enters the Ceramic Design discipline after a 4 semester foundation program. The next 3 semesters are arranged to enable students to acquire the skills in ceramic & Glass design. They are introduced to Ceramic & Glass materials and processes through theory courses and workshop practice. These include Ceramic & Glass technology and knowledge of various types of raw materials, glazes, bodies, colors and production processes. They learn modeling and mould-making methods and finally prototype building and testing. Through various exercises they acquire a sensitive understanding of form and color.

Further they undertake design projects where they gain experience in the problem-solving process and apply their acquired skills and knowledge to various project-based situations. During this period the student is also exposed to professional situations through the design unit where the student would acquire professional attitudes and skills. In addition to this the student is required to work in the ceramic in the ceramic industry in order to understand the problem of the industrial situation and to learn to cope with them.

In 5th semester is expected to give students an overall understanding towards the ceramic as a material and its design aspects and constrain and the advantage area of specialization. Here the student would be provided with clarity towards design philosophy, ethics, process and skills. This semester helps in getting the students come in a common platform for further specialized inputs. Main focus of the 5th semester is to equipped students work mainly with low temperature ceramic ware which use by micro or cottage industry. Terracotta is amongst the oldest and most widespread form of handicrafts. Historical records of prehistoric era have been found in the remains of pottery. The raw material for this craft is ordinary clay, derived from the beds of water bodies like river, lakes and ponds. The terracotta products are graded according to their color, strength and water absorption capacity. Terracotta, a functional medium, is the first creative expression of civilization. From the common earthen pot that stores drinking water to Student can explore the possibility according to the modern lifestyle.

6th Semester is to demonstrate the understanding acquired towards design methodology through the project. Inputs relating to evolving different high temperature clay bodies vitreous or semi-vitreous ceramic ware made primarily from non-refractory fire clay and glazes, their chemistry and physical requirements are established. High temperature products are designed with considerable input from technology to customers about what they expectation in modern environment. High temperature ceramic ware solutions are open and flexible, supporting to all kind of uses. High temperature ceramic ware products are designed to benefit to modern lifestyle. Advantage of fired at a high temperature to form hard ceramic ware that can be used in cooking. The material is heavier and darker than terra-cotta cookware. The unique combination of a nonporous surface and the ability to withstand high

temperatures makes stoneware baking pans or other kitchen products ideal for cooking and serving or use as an architect or building material. In this semester and introduction processes in the kiln forming to glass would be covered. Some courses will develop the understanding about innovating complex functional ware and its form development.

In 7th Semester students would be develop the understanding towards complicity of design methodology through the project. Inputs relating to evolving industrial production process, their physical requirements and introduction towards costing managing the production line. In this semester and introduction processes in the kiln casting glass would be covered. Few more courses featuring, relationships of functional and esthetic aspects are also looked into to enhance design skills

8th semester is the last Semester of the B.Des course. During this Semester the student will focus or on self study and equipped them for forth coming real life challenges. In the last semester student is exposed to professional situations through the design unit/ industrial setup where the student would acquire professional attitudes and skills. In addition to this the student is required to work for the ceramic or ceramic craft in the ceramic industry/ or a craft sector it's like a real life situation in order to understand the design problem of the industries/craft sector and to learn to handle with them. This semester a student undertakes a major project based on the general guidelines set by the project faculty or guide. Which is prepares by student to become an emerging designers to choose their area of interest to fulfill their professional interest. This semester will give more emphasis towards to develop an individual as a designer and responsibility towards the society and analytical approach to solve the problem areas. In this semester one should give more emphasis to self-study and a self dissension maker about their own project this will help them to become an entrepreneur and self critical and develop analytical thoughts.

Semester V

Subject Code	Subject Name	Credit
CG-V/01	History of Design*	2
CG-V/02	Materials & Processes – I (Terracotta, Earthenware,Raku etc)	4
CG-V/03	Material & Product Technology-I	4
CG-V/04	Workshop Practice– I	6
CG-V/05	Product Design– I	6
CG-V/06	Ergonomics**	2
Total Credits		24

Semester VI

Subject Code	Subject Name	Credit
CG-VI/01	History of Pottery-Ceramics	2
CG-VI/02	Materials & Processes – II (Stoneware, Porcelain Bone China & Glass etc)	4
CG-VI/03	Material & Product Technology-II	4
CG-VI/04	Workshop Practice– II	6
CG-VI/05	Product Design– II	6
CG-VI/06	Computer aided Design & Drawing**	2
Total Credits		24

Semester VII

Subject Code	Subject Name	Credit
CG-VII/01	Quality Assurance, Accountancy & Costing*	2
CG-VII/02	Materials & Processes – III (Industrial production)	4
CG-VII/03	Material & Product Technology-III	4
CG-VII/04	Workshop Practice– III	6
CG-VII/05	Product Design– III	6
CG-VII/06	Finishing Materials & Techniques (Surface Decoration)	2
Total Credits		24

Semester VIII

Subject Code	Subject Name	Credit
CG-V/01	Entrepreneurship, Business Management & Marketing*	2
CG-V/02	Craft documentation*	4
CG-V/03	Professional Exposure*	2
CG-V/04	Elective Paper (any one): - (Inter-disciplinary product(s)	4
CG-V/05	Preparatory Project Work	2
CG-V/05	Major Project	10
Total Credits		24

*Courses are common for all discipline

**Courses are common with Furniture & Interior Design Discipline

Semester - V

[CG-V/01]-History of Design*

Credit: 2

Relevance:

History is the prerequisite of deeper understanding of a discipline and making opening up one's vision. It is also study of the past heritage for deciding and establishing future direction of the discipline. It also draws upon most elements of human past experience and synthesizes gainful knowledge.

With the help of this study we learn about our historical past, share history the transitional ideas and events that have created the present societies and cultures. It's also helps to widen our conceptual understanding within historical framework amongst which one can develop an understanding of issues.

Course objective: On satisfactory completion of the course, the students will have a comprehensive understanding on the world history of design on different Design related fields since classical period. They shall also go through different school of thought in contemporary design since Industrial Revolution till the beginning of 21st century including design in India.

Course content:

- **Design & Environment:**
- **Classical Style of the West:**
 - i. Egyptian Style – Belief in life after death – Abundant labour leading to monumental scale – Design Study.
 - ii. Classical European Style – Greek – Abundance of high quality limestone & marble – Scarcity of hardwood – Human scale – Extrovert space – Orders: Doric, Ionic, Corinthian – Study.
 - iii. Roman – Introduction of different quality of stone, Fired bricks, improved mortar, stucco & marble veneering; Knowledge of arch, barrel vaults etc leading to arcaded architecture, Grandeur & monumental scale – Introvert space – Orders added: Tuscan and Composite or Roman – Study.
 - iv. Gothic – Mystic interior – Pointed Arches & Vaults – Flying buttress etc.
 - v. Renaissance Style: Reformation movement – Revival of classical learning resulting in symbolism, plain forms with uncluttered interiors – Increasing refinement – Baroque movement – Freedom of detail.
- **Classical Style of the East & Far East:** i) Buddhist Style ii) Japanese Style, iii) Chinese Style, iv) Hindu Style, v) Islamic Style – Indo-sarasanic style.
- **Industrial revolution era;**
 - i. Industrial revolution: Impact; New social outlook; Victorian attitude; New need, new material and new methods of production.
 - ii. Art & Craft movement that took place in England in late 19th century for reviving handicrafts and reforming architecture by using traditional building crafts & local materials.

- iii. Art Nouveau: Decorative movement that took place in Europe - Flowing & sinuous naturalistic ornaments – Avoidance of historical traits - Study of the style.
- **Modern Movement:**
 - i. Chicago School - Form follows function.
 - ii. Prairie School: Organic Style – Frank Lloyd Wright - Local material & local characteristics – Technology in the service of humanity - Modern style with a human face – Study.
 - iii. Bauhaus School: Functionalist in approach leading to rational simplicity – Anti-ornament ethics: absolute plainness of blocks – Study.
 - iv. International Style: Coined by Philip Johnson in 1932; Global uniformity – Standardization of elements and components – Asymmetrical compositions - Study.
- **Counter Movements to Modernism:**
 - i. Expressionism – Tired of plain surfaces – Closure to sculpture.
 - ii. ii) Art Deco: Decorative and Industrial Art in 1925 – Use of motifs from the past – Study.
 - iii. Local heritage - Santiniketan Style (Art Deco)
 - iv. Ulm
 - Brutalism: Exposed concrete – Roughness – Over emphasis of chunky members.
 - v. Tensile structure, Shell, Domes, Space frame etc.
- **Post Modernism:** Robert Venturi, Memphis – Ettore Sottsass – Less is Bore – Attacks modernist orthodoxy to come in terms with popular culture – Study.

Methodology:

- Class room lecture
- Audio-Visual presentation
- Library studies
- Interactive sessions

Evaluation Criterion:

- Interest & understanding ability,
- Punctuality, attendance & Attentiveness,
- Continuous Internal assessment.

[CG-V/02]-Materials & Processes – I (Terracotta, Earthenware, Raku etc) Credit: 4

Relevance:

Being a material specific discipline this course module would provide basic understanding of the concerned material and related processes. Strengthen understanding about Material, understanding which helpful to analyze raw materials and its use in appropriate way, better use of available resources, and

detail study of how to make better quality material. Develop understanding coloring elements (basic understanding of coloring oxides) Introducing different terracotta firing and basic glazing (Glass & Borax) techniques, their effects and possibility of firing.

Course objective:

Objective of this course is to develop First-hand practical knowledge and explore their possibilities in making objects by low temperature Clay bodies. The inputs will consist of direct exposure to inherent qualities of materials including its working properties. Students should be acquainted with skills by using of different hand-builds forming techniques of. Students learn throwing, finishing and hand forming alteration techniques in Low temperature clay.

Course content:

- To learn how to prepare Low temperature clay bodies by available materials
- To learn the methods of throwing on potter's wheel
- To learn the various methods of forming such as coiling, slab & slab casting, throwing and other hand build technique etc.
- To learn how to prepare clay & plaster for different prepuces
- Acquire skills in plaster to build up 3-dimensional forms (at least a cube, cylinder, sphere and cone.).
- To learn casting slab casting in plaster mold
- To explore various treatment on clay
- Different low temperature firing techniques.

Methodology:

Lectures and practical demonstrations visit to appropriate industry Film/Video A team of faculty will take lectures on various topics self study and presentation of notes.

Note: *Input will not involve any workshop practice exercise by the students.*

Materials, tools and facilities:

Conmen and other Clay according to the requirements of low temperature bodies , Throwing wheels, Roller pin, Wooden Stripe, Cloths or canvas, coloring oxide, covering sheet, bending wheels, etc

Evaluation Criterion:

- Learning Ability (observation and application of material in appropriate manner)
- Material exploration (Analyses the process and explore. Logical thinking and adaption, knowledge acquired & implementation)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

Relevance:

The aim of the course is to learn the basic principles and functions of ceramic machinery, materials and firing techniques. To develop the understanding of various types of ceramic bodies & different type of ceramic products and there production processes.

Course objective:

The course is introduces students to the fundamentals of most commonly used ceramic materials, and ceramic chemistry and material behavior under different thermal conditions. This course also sensitizes towards basic chemistry of raw materials and processes, Basic understanding of coloring oxides, which are use in terracotta or low temperature making and decoration, it will offer more dimensions to their work. They will be introducing to the basic glazing (Glass & borax base). They are familiarized with the batch and mass production processes used in manufacturing of different kind of terracotta products. Students should experimentation for different type of terracotta bodies for different function. Experimentation for porosity, shrinkage and other properties of clay bodies

Course content:

- Prepare and testing Low temperature clay bodies by available materials.
- To explore various treatment on clay by different firing technique
- To learn about principle Ceramic Raw materials
- To understand Heat effect on raw materials
- To learn about loss of ignition, porosity and shrinkage of ceramic materials and mixtures.
- To understand & experiment with raw material to be used for clay body preparation.

Methodology:

Lectures, assignments supported by practical work and continuous evaluation.

Materials, tools and facilities:

Clay, Raw materials such as Quartz, Silica, Oxides, Talc etc. which constitute clay bodies, Weighing machine, heater, container to heat water, Kilns etc

Evaluation Criterion:

- Cognitive Skills: Knowledge & Comprehension, Analysis & Synthesis, Perception, Application
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-V/04]-Workshop Practice-I (Terracotta, Earthenware, Raku etc) Credit:6

Relevance:

As a continuation to the previous module this semester course Ceramic Technology – I and Materials & Processes – I gives an insight towards important. Form manipulation and refinement 2D and 3D. This is an advanced sensitization to form integration and manipulation. Develop competence in evaluating form, developing and manipulation of concepts and realizing these in aesthetically superior forms. Delta issues related to product form through their meaning, expression and relation. The evolution of a physical form may be seen in terms of visual perception, the overall character, and the surfaces to highlights through colors and textures. This course introduces students to complex forming techniques of clay. After finishing their fundamentals in workshop Practice– I, they are expected to exploit their skills to much more complexity, in terms of form, technique and also skills.

Course objective:

This course introduces to fundamentals of design in second and third dimension while working with material, understanding the principles of composition, form generation using visual elements and to refine perceptual and aesthetic sensibility. Inputs include the laws of form perception and organization. This will enable to understand and apply some basic principles of form generation and to verbally articulate form ideas. This involves working with planes and solids, exploring the third dimension of space through geometric relations, form and radii manipulation, integration, textures and the notion of positive and negative forms. Skill of throwing to be developed for terracotta bodies as well. Products complex in form & function, should be attempted. To understand how to evolve of different form from 2D to 3D and form emerges one face to other. This course will develop understanding towards the aesthetic of form and their uses. This course will develop understand and uses different types of Glazes, Engobe & colored slips in appropriate scheme. Workshop skills will develop their understanding towards fundamentals of form as well as their skill development.

Course content:

The assignments in form manipulation and analysis would sensitive towards perception, appreciation and articulation of form ideas. This would provide some fundamental tools to creatively influence and generate a form to a desirable expression. In the main assignment the students will be trying to study the effect of saturation and how product forms adapt themselves to let various forms of medium to penetrate through them. The expression will work as the guiding factors to evolve the nature of the flow of the medium; the forms could be either enclosed positive or both.

Methodology:

Different kinds of assignment will give to develop understanding towards form and functionality.

Materials, tools and facilities:

Clay, Plaster, Wooden tools to work on clay, Plaster working tools, Potter's Wheel, Workshop tables for clay work, Kilns for firing etc.

Evaluation Criterion:

- Cognitive Skills: Communication through material, Perception, Application
- Studio Skills: Sensitivity, Dexterity, Proficiency, Precision, handling Tools/Material/Medium
- Design & Creativity: Imagination, Form innovation
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-V/05]- Product Design– I (Terracotta Product)**Credit: 6****Relevance:**

Terracotta products are part of Indian culture & craft tradition technique. Students are encouraged to develop sensitivity towards material & technique, in order to design functional products for everyday use in the contemporary context. The project aims to create an understanding of relationship of a product with user at elementary level. Minimum involvement operation and production technique is the key requirement of this project. The functional aspects of the inherent characteristics of the material are to be looked into. Inputs in Design process, Material Science, Production processes and technical skill etc. is nurture appropriately .

Course objective:

This project lays emphasis on form, detailing and finishing. The objective of the course is to realize the learning of Design process. Also to reflect the understanding of Material science, Production process, ergonomic inputs to solve design problem, keeping in mind needs of the user. This project provides a platform to understand the relationship of a product with potters and users at various level of complexity. Student would also get acquainted to work under constraints where minimum involvement of complexity of machines is required, to develop product for better functioning and achieve over all form with aesthetic appeal. Student is expected to understand principles of machines, kilns and property of material and also to relate the product to the user by way of achieving better function of the product through detailing and refinement through finishes.

Course content:

1. Define a problem statement.
2. To understand and analyze available information
3. To study the material characteristic and processes at a particular form of the detailing
4. To study the study the principles to achieve better function
5. Study existing product and analyze the function of the product/component in relation with either whole product or component functions
6. Develop concept keeping user's need in view
7. Developing alternative solutions
8. Develop appropriate technique to reproduction a number of identical produce.
9. Presentation through sketches, illustrations, drawing
10. To make prototype with design drawing
11. To realize products with market situation

Methodology:

- Through Lectures, interactive discussions, group discussions, user study, market research, presentation in different forms(sketch, drawing, illustrations PPT etc)
- Compilation of project in the form of documentation/report

Evaluation Criterion:

- Analysis & Synthesis,
- Studio Skills:
- Creativity: Imagination, Form. Innovative & Articulation capability
- General Attitudes:
- visualization capability

[CG-V/06]-Ergonomics**Credit: 2****Relevance:**

Ergonomics is the scientific discipline concerned with the interactions between the different components of man-machine-environment system. Derived from the Greek ergon (work) and nomos (laws) to denote the science of work, ergonomics is a systems-oriented discipline, which now applies to all aspects of human activity. Ergonomics use information about people – their height, weight, ability to handle information and make decisions, ability to see and hear and also their ability to work in extremes of temperatures, to make the work as well as the workplace safer, more comfortable, and more productive.

Course objective:

It is a multidisciplinary subject and the different disciplines which form the basic frame work of ergonomics include - work physiology, work psychology, some aspects of anatomy and physical anthropology, engineering sciences, biotechnology, biomechanics and biostatistics.

An understanding of human factors is fundamental to the design of user-sensitive products and systems. Pragmatic skills of application of ergonomics in the design process to be developed through class room assignments based on real-life situations.

Ergonomics has the great potentialities in the utilisation of valuable human resources and in designing better tools, machines, equipment, workspace, work methods, working conditions, etc to improve efficiency, productivity, safety and occupational health of the users.

The course aims at familiarizing the students with the basic concepts in ergonomics and its application in design processes.

Course content:

Introduction to Ergonomics: definition, aims, application, etc

- Anthropometry: static and dynamic, percentile value and its application
- Physiology and Work Physiology
- Posture
- Effect of Environment on Work Performance
- Psychological Issues
- Occupational Health and Safety
- Accident analysis, Prevention and Injury Control
- Information Processing
- Application in Design Process
- Methodology in Ergonomics

Methodology:

The course content mention above will be dealt with by way of giving theoretical as well as practical inputs to the students. This will comprise lectures, discussions on case studies, distribution of handouts in required areas, etc.

The course will be imparted through some crash assignments on small projects. The students will have to evaluate the given problem area from the viewpoints of ergonomics, assess it and give ergonomic recommendations.

They will have to follow the ergonomic research methodology and presentation procedure in their project documents.

Assignment

Students have to select one daily-use object or any hand held product, evaluate it from viewpoint of ergonomics highlighting problem areas and recommend to solve those problems.

- First Presentation on 'Identification of Ergonomic Issues' by using charts, drawings, photographs, write up, etc.
- Second Presentation on "Recommendations to solve the identified problems" by using charts, drawings, write up and model (if possible).
- Modify charts, drawings, write up, etc., according to the feedback received from the teacher(s) and submit final document.

Semester - VI

[CG-VI/01]-History of Pottery-Ceramics

Credit: 2

Relevance:

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesizing to the discipline students and draws upon most elements of knowledge and human experience. Students learn about their historical past, their collective history and the people, ideas and events that have created present societies and cultures.

Course objective:

This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

Course content:

The study is made up of six units. Each unit deals with specific content (Prehistoric, Early Civilizations, Middle East, European, Chinese and Far Eastern & Indian Ceramic & Glass) and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and knowhow of different skills. This study is designed to enable students to:

- Develop an understanding of changes, continuity, causation and evidence;
- Acquire a knowledge of how people in different times and cultures have interacted and organised
- Their past societies and evolve the art, design and since of ceramic and given meaning to their worlds;
- Develop the knowledge, concepts and skills to analyse the ways in which the ceramic, pottery & glass past has been
- Represented visually, orally and in written form;
- Develop ability in responding to historical evidence creatively and critically to make meaning of the past;
- Acquire a broad historical knowledge, including an historical map within which different stage and type of ceramic & glass to locate their detailed studies.

Methodology:

Lectures, Audio Video presentation, assignments for data collection, and self study

Materials, tools and facilities:

Class room with white board & Audio Video presentation facilities

[CG-VI/02]-Materials & Processes-II (Stoneware, Porcelain, Bone China & Glass etc) Credit: 4**Relevance:**

It will provide insights into the various possibilities and limitations of the high temperature ceramic like Stoneware, Porcelain, Bone China and an introduction of Glass as a material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

There has been a remarkable resurgence of interest in Glass internationally and much of the development is largely due to the educational institutions developing skills, material knowledge and design studies in Glass.

Course objective:

The course deals with understanding of characteristics of the material and also how the material forms in a particular design construction. The objective of this course is to introduce advance levels of skills and technology related to the Stoneware, Porcelain, Bone China and Glass as materials. Along with the advance throwing skills students are also introduce various possibilities of decoration techniques in this material.

Plaster is one of the most important materials other than clay in ceramic industry. It is primarily used for production purpose. To understand its character, skills and its position in the production processes for ceramic material.

Introduce Glass as material and its potential use in the artistic and Functional contexts. Student is expected to learn and develop skills and techniques to accomplish the basic of Kiln Form Glass.

Course content:

In this course students will introduce various possibilities of shape making and uses of high temperature bodies different and decoration techniques.

This course introduces plaster as a material for production processes, using hand tools and turning wheels. It introduces plaster modeling and mould making to them. They get into the processes of mould making and it being used for casting and jollying methods, reproduction of moulds and profiles for jollying. In the process they are expected to make a prototype of a complex object such as kettle.

- To learn about characteristic of Ceramic Raw materials
- To understand Heat effect on raw materials
- To learn and understand of production processes for tableware, sanitary ware and pressed ware.

- To understand & experiment with raw material to be used for clay body preparation.
- Mainly Students will work on the area of Kiln Formed Glass (Fusing, Slumping, Casting, and Pat de Verre) and uses Glass in Architectural Structure.

Methodology:

Lectures and practical demonstrations visit to appropriate industry Film/Video
A team of faculty will take lectures on various topics self study and presentation of notes.

Materials, tools and facilities:

Clay, Raw materials such as Quartz, Silica, Oxides, Talc etc. which constitute clay bodies as well as Glaze bodies, Wooden tools to work on clay, Potter's Wheel, Glaze grinding machine, Weighing machine, Workshop tables for clay work, Kilns etc. Glass, Tools used for glass cutting and other purposes, coloring oxides, Plaster moulds, clay moulds, Kiln etc

Evaluation Criterion:

- Learning Ability (observation and application of material in appropriate manner)
- Material exploration (Analyses the process and explore. Logical thinking and adaption, knowledge acquired & implementation)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

[CG-VI/03]- Material & Product Technology-II

Credit: 4

Relevance:

Being material specific discipline this course would provide basic understanding of the concerned material Stoneware, Porcelain Bone China etc and related processes. It will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products. This course introduces the chemistry and behavior and heat effect of basic ceramic materials such as Ball clay, China clay, quart, Feldspar etc. It is also study and behavior of different types of ceramic bodies such as stoneware, porcelain and bone china etc.

Course objective:

The aim of the course is to learn the basic principles and functions of ceramic machinery and firing technique. To develop various types of High Temperature Ceramic bodies for different type of ceramic products

Course content:

Ceramic Part –A)

- To learn about fundamentals to develop various type of high temperature ceramic bodies
- To understand and develop porcelain bodies.

- To learn and develop Bone China bodies
- To understand production process for Bone Chinaware
- To learn about firing technique for porcelain and Bone Chinaware
- To know about various types of furnaces used in ceramic industries
- To understand about various types of fuels
- To understand and develop stoneware Porcelain Bone China bodies for different products
- To learn about loss of ignition, porosity and shrinkage of ceramic materials and mixtures.
- To know about basic principles of high temperature firing for different type of kilns
- Experimentation for stoneware Porcelain Bone China bodies
- Experimentation for porosity, shrinkage and other properties of stoneware Porcelain Bone China bodies
- They get into the processes of mould making and it being used for casting and jollying methods.

Glass (Part –B)

- Know the basic understanding of glass and glass raw materials
- Different firing temperature of kiln form glass
- Introduction to Glass
- Composition of some important Glass
- Raw materials used in Glass making

Methodology:

Lectures, Demonstration, Slide shows, Practical Assignment, Books, Field visit

Materials, tools and facilities:

Different type of glass Clay, Raw materials such as Quartz, Silica, Oxides, Talc etc. which constitute clay bodies, Weighing machine, heater, container to heat water, Kilns etc

Evaluation Criterion:

- Cognitive Skills: Knowledge & Comprehension, Analysis & Synthesis, Perception, Application
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VI/04]- Workshop Practice– II (Stoneware, Porcelain Bone China, Glass etc) **Credit: 6**

Relevance:

Being material specific discipline this course would provide basic understanding of the concerned material and related skills. It will also provide insights into the various possibilities and limitations of the material at forming aspect. This

understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Course objective:

As a continuation to the previous module this course gives an insight towards important issues related to product form through their meaning, expression and relation. The evolution of a physical form may be seen in terms of visual perception, the overall character, and the surfaces to edges to highlights through light, colors and textures. To acquire skill on clay, plaster and glass to realize basic concept in clay plaster and Glass to build up 3-dimensional products.

Course content:

The form transition exercises in the first module will be taken forward to the third dimension. The course begins with simple linear form transition between two basic shapes applying geometric relationship, form manipulation, radii manipulation further by integrating two or three shapes in the three dimensions within the constraints of one volume. The objectives of the exercises deal with understanding and applying attributes and character to a given form. All the exercises employ drawing and model making and are also meant to enhance the visualization and representation skills.

The assignments in form manipulation and analysis would sensitive towards perception, appreciation and articulation of form ideas. This would provide some fundamental tools to creatively influence and generate a form to a desirable expression. In the main assignment the students will be trying to study the effect of penetration and how product forms adapt themselves to let various forms of medium to penetrate through them. The expression will work as the guiding factors to evolve the nature of the flow of the medium; the forms could be either enclosed positive or both. This course introduces students to complex forming techniques of wheel plaster and other shape making processes. After finishing their fundamentals in workshop , they are expected to exploit their skills to much more complexity, in terms of form, technique and also skills.

- Form exploration in the context of products. Expressions in form like soft, hard, warm, cold, precise, gross, delicate, strong, fragile, rugged etc.
- Study of product expressions by analyzing in terms of Elements like form, proportion, colour, texture etc.
- Introduction to abstraction in form. Study of 3D Abstraction in art and sculpture. Exploration of industrial Material and processes as elements of design through 3D Abstraction of entities in Nature.
- Students will explore the range (Family) of forms and their relations and interaction.

Methodology:

Different kinds of assignment will give to develop understanding towards more complex form & form transaction, functionality and their relation with form.

Materials, tools and facilities:

Clay, Plaster, Wooden tools to work on clay, Plaster working tools, Potter's Wheel, Workshop tables for clay work, Kilns for firing etc.

Evaluation Criterion:

- Cognitive Skills: Communication through material, Perception, Application
- Studio Skills: Sensitivity, Dexterity, Proficiency, Precision, handling Tools/Material/Medium
- Design & Creativity: Imagination, Form innovation
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VI/05]-Product Design-II (Technique and Aesthetically Complex Project) Credit: 6**Relevance:**

Complexity level of the project will be at all the levels i.e. material, processes, users need, functional and operational aspects, marketing. Interaction of overall form, Structure, junction and ergonomically relationship with the user are main considerations. This project demonstrates problem solving using specific design process and its application.

Students should use inputs of design process, Input in Material & Possess, Ceramic Technology, Workshop Practice Technical specific of materials and inputs from ergonomics etc. The level of inputs should match with the nature of complexity of the project.

Course objective:

Through this project, the student will experience a typical problem solving process by selecting an individual object in hollow and/or flatware. Here the emphasis will be on industrial mass production. This will provide the student an opportunity in practicing skills and knowledge already acquired. Presentation will be in the form of hollow models in plaster and prototypes in actual materials using production processes supported by production drawings renderings and documentation.

Application of learning skills and application of science to the project work are considerations. Work on specific areas of specialization with the application of basic, design skills, and methodology are main concern. To know more about specialization by proper selection of project for repetitive production processes. Also student needs to demonstrate performance on a problem solving process through providing creative alternatives

This project demonstrates problem solving using specific design process and its application. It also provides a platform to the students to understand and to deal with complexity at all the levels i.e. material, process, users need, functional and operational aspects and marketing. Interaction of overall form, Structure, junction and ergonomic relationship with the user is predominant considerations

Course content:

Defining the specific area and selection of a product or products in the same area
Collect the relevant information on product/area i.e. functional aspect, structure, material form and ergonomic relationship. Collect information on similar projects, which exist and historical information on similar products those designed in the past. Analyze the information to arrive at a synthesis and redefine the problem areas and develop a problem statement laying down constraints.

Evolve alternative concepts and derive solutions. Visualize the concept through sketches, illustrations, drawings and prototype. Test the solution in real material and get user's/ market feedback. Compile the project work in the form of Prototype/Mockup model and proper document of each phase with all process and metaphors.

Methodology:

- Through lectures
- Through group discussion along with the class and faculties
- Discussion with users and manufactures
- Analyze the data and discuss the analysis with teacher, incorporate feedback.
- Develop the concept and derive solutions.
- Visualize concept through Sketches, Illustration, Drawings and Mockup Model/Prototype.
- Presentation of project work on each Phase according to design process to teacher and group
- Compilation of project in the form of documentation/report (Minimum 50-75 Pages)

Evaluation Criterion:

- Cognitive Skills: Comprehension, Communication, Conceptual Exploration, Problem-solving
- Studio Skills: Sensitivity, Internalization of skills, Skills Exploration, Dexterity
- Design & Creativity: Originality & Innovation, Imagination, Visualization, Form
- General Attitudes: Teamwork, Punctuality, Motivation, Cleanliness

[CG-VI/06]- Computer aided Design & Drawing****Credit: 2****Relevance:**

New technology has had a profound effect on the three-dimensional design professions. Processes, such as rendering, prototyping, or basic stress analysis, can now be completed by an individual designer without the support of a variety of specialists. An experienced designer can now be informed on the implications of any design decision with greater speed. The optimization of the design process has clear advantages in an industrial and commercial context. Development time and costs can be reduced while retaining quality and reliability. Finite element analysis enables an accurate prediction of performance

prior to production. Prototypes can then be constructed by rapid prototyping or CNC machining in appropriate materials to allow performance testing.

Course objective:

To provide students with a practical experience and a theoretical understanding of a variety of three dimensional computers aided industrial design and digital media. Through this Course module students will know to appreciation of the ways in which these different media can assist effective, dynamic for design representation. To enable students to plan appropriate strategies to build effective digital models to represent design contexts. The 3D Design course is intended to offer students an introduction to the world of computer generated 3-D modeling. As an introductory course, it provides a basic understanding of the skills and techniques employed by 3-D designers in a wide range of applications. Project based learning will enable you to gain an understanding of approaches to sustainable and eco-oriented design. Learn modelling skills evolve, this will learn about textures, rendering, lighting and settings, camera views, camera shots, optics and different media formats. You will gain a sound understanding of the various 3D object formats and output options necessary for different industry purposes.

Course content:

The module is designed to introduce students to three dimensional computer aided design and digital image manipulation. The intention is to provide students with knowledge, insight and skills in the use of digital tools and produce a creative and strategic approach to the effective application of this media within the design process.

It is intended to consolidate skills in design visualization and solid modelling. The course encourages a critical and evaluative approach to 3D modelling to be developed to allow students to select the most appropriate for the task at hand. Through set task(s) the students engage in a focused 3D CAD modelling exercise(s) that sees surface and solid modelling critically evaluated in terms of overall appropriateness in the replication of a given artefact. In this course students will explore basic mesh modeling, applying textures and materials to 3-D objects, lighting, and rendering. This course introduces you to 3D-modelling. It focuses on the basic elements of the 3D-modeling process and how to model complex 3D objects using industry standard software. At all times, students work in the context of the design and development of 3D products and such, in which both external form and internal components are designed and developed. In addition students will have developed enhanced presentation skills.

The module is a Computer lab based practical exercise using IT and multimedia resources for teaching, learning and assessment. The module consists of:

- Introduction to CAD principles.
- Introduction to and experience of appropriate three-dimensional software.
- Build complex 3D solid models any object.
- Understand top-down modular assembly design and large assembly management
- Utilize freeform surfacing to produce complex geometry parts

- Development of two-dimensional CAD software experience for presentation.
- Introduction to and experimentation of three-dimensional surface modelling software.
- Create sequences to fit in any format of computer modeling.
- Post Process 3D-CAD data and transfer it to 3D modeling format.
- Obtaining traditional orthographic projection drawings from 3D assembly and piece-part models.
- Organization of 3D methods. Model names, model splitting, layers and issue levels.
- Concentrating on the visually spectacular such as meshes and photo-realistic renderings.

Methodology:

An explanatory introduction to techniques with demonstrations in the computer lab is followed by 'hands-on' experience through supervised assignments. The intention is that students begin to plan and apply techniques as a fully integrated working practice within the design process.

Materials, tools and facilities:

- Handouts of course abstract and reading list.
- Classroom for 20 to 25 students with computer projection facilities, Overhead projector and White board.
- Set of selected software.
- Computer lab facilities –appropriate computer version
- 250 A4 size paper for laser prints of final student work.
- Laser writer cartridge from computer studio.

Evaluation Criterion:

- Cognitive Skills:
- Studio Skills:
- Design & Creativity:
- General Attitudes:

Semester- VII

[CG-VII/01]-Quality Assurance & Costing

Credit: 2

Relevance:

Suitable Quality is determined by product users, clients or customers, not by society in general. It is not related to cost and adjectives or descriptors such "High" and "Poor" are not applicable. Quality, a source of competitive advantage, should remain a hallmark of Company products and services. High quality is not an added value; it is an essential basic requirement. Quality does not only relate solely to the end products and services

The terms 'costing' is many times used interchangeably. However, the scope of cost accounting is broader than that of costing. Following functional activities are included in the scope of cost accounting

Course objective:

Quality assurance is the process of using systems and methodologies that ensure that the manufactured products meet the required quality standards consistently. The aim of QA is to produce goods right at the first time, without any rework.

Product costing is the process of assigning costs to inventory and production based on the expenses that go into producing or buying inventory. It is an especially important process for manufacturers, and there are several potential costing methods that businesses choose for their simplicity, accuracy or other factors. If a business contracts out accounting services, the accounting firm may offer in-depth product costing analysis as part of its service. There are several benefits to such customized costing.

Course content:

- Definition of quality, Quality control, Quality assurance, TQM, Quality circle; Importance of quality control activities in an organization, Quality loop in an organization, Stages of quality control activities in an organization, Type of quality characteristics, Advantages & disadvantages of different quality characteristics. Statistical Process Control: Definition, Chance causes, Assignable causes, Difference between two causes.
- ISO - 9000 / Quality System » Introduction, Definition of ISO, Its development, Series of ISO - 9000 standards, Selection of standards, Classes of ISO - 9000 quality system, Benefits of ISO - 9000 quality system
- Chemical testing of ceramic raw materials; Testing of physical properties; Plasticity index, Atterberg number, water of plasticity; Dry behavior, dry shrinkage and Dry strength; Firing behavior and firing shrinkage; Testing of fired properties and fired wares; Mechanical strength; Abrasion resistance (hardness); Thermal shock resistance; Tests based on Indian Standard specifications; Working conditions simulating tests; Testing of clays; Raw China clay testing; Clay washing test.
- Estimation and costing; Costing principle, costing patterns for different process flows, worked out examples, Rudimentary knowledge about different tax systems, VAT, MODVAT, and basic concepts on trade licence, company laws, etc.

Methodology:

Lectures, Demonstration, Slide shows, Practical Assignment, Books, Field visit

[CG-VII/02]- Materials & Processes – III (Industrial production) Credit: 4**Relevance:**

Properties and usage of different ceramic material in large scale production processes there has been a remarkable resurgence of interest in Glass internationally and much of the development is largely due to the educational institutions developing skills, material knowledge and design studies in Glass.

- Process of selection and appropriate applications for consumer products, design limitations and specific advantages of mass production processes.
- Assembly and Decorative techniques for ceramic product, manufacturing processes and assembly techniques.
- Concepts of structure and costing. Significance of form in structural strength of products, Influence of materials and processes on product aesthetics.
- Industrial finishes for ceramic & Glass.
- Properties and use of ceramics and glass, and their use at craft and industrial levels

Course objective:

This course introduces and develops skills in plaster workshop for prototype making. Thus it includes developing skills in plasterwork to make models and moulds for batch and mass production. Introduction to Porcelain and Bone China bodies & Ceramic Colors and Stains along with different firing techniques and kilns is imparted to the students. Students are also expected to explore complex throwing and building techniques.

The course expects the students to explore their skills further in clay and develop more understanding into applying Glazes and Colors. Exploring the possibility of throwing a set of ceramic ware, such as tea set or fruit bowl set etc.

Through this module students will develop understanding concept of reproduction and production process. To learn to make simple plaster model, moulds and case moulds for casting, jollying-jiggering & press moulds. They learn how to make use of these moulds in making final ceramic products. Once the final ceramic ware or a drawing of a product is selected for the production purpose, the student would require(keeping volume as reference) to get all its technical details ready, height, width etc. in orthography drawing format for reference.

Having the technical drawing ready, student should make the model and the mould of the product, in reference to the shrinkage values of the clay available. Thus the student would need to indulge in, to understand and develop mould for casting process, to understand and develop mould for jollying method, to understand the technique of mother mould for reproduction of moulds, to learn hollow modeling technique, to learn about profile making

Course content:

- To understand various types of glazes and their materials
- To learn and develop low temperature glazes
- To learn about metallic oxides and their mixtures for developing stains
- To understand production method for ceramic stains
- To develop ceramic stains for low temperature glazes
- To understand and learn about application of glazes.
- Students would also be imparted with skills related to Glass casting (Kiln) process.
- They are required to concentrate on Kiln casting process- along with a simple and complex mould product.
- They should also be introduced to various techniques of adding color to the glass while Kiln castings process the form.

Methodology:

Lectures and practical demonstrations visit to appropriate industry Film/Video
A team of faculty will take lectures on various topics self study and presentation of notes.

[CG-VII/03]- Material & Product Technology-III**Credit: 4****Relevance:**

Being material specific discipline this course would provide in-depth understanding of the concerned material and related mass production processes of Ceramic & Kiln form Glass Casting. It will also provide insights into the various possibilities and limitations of the material and there effects. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products

Course objective:

The aim of the course is to learn the basic principles and functions of ceramic machinery and firing technique. Develop understanding towards various types of ceramic bodies for different type of ceramic products. This advance course will introduce Ceramic stains to the students along with porcelain and bone china bodies and their mass production process techniques. Exploration of ceramic stains and colouring oxide along with their application into body and different glazes like transparent, opaque and matt glaze. To explore the material to realize coherent nature(of plaster of paris) and how this material behavior is utilized in various ways and very aptly in ceramic field, making models and moulds for production purpose.

Explore possibilities in developing porcelain as well as bone china bodies. Know how about prepare raw and fritted glaze. Know how about glaze defects and their remedies.

Knowhow to the principles of kiln construction, Kiln construction and its principles would also be worked upon.

Course content:**Group A**

- To know and learn about functions of various types of machines used in production processes.
- To know about basic principles of firing for different type of kilns
- To learn about Glaze Calculations
- To understand and develop high temperature glazes
- To understand about fritted glazes
- To learn about special glazes
- To develop ceramic stains by using metallic oxides
- To know about glaze and stain defects and their remedies

Group B

- To understand and develop different temperature and their effect on Glass Casting
- To develop Glass colouring by using glass stains and metallic oxides
- Process of Pat de Vera and Solid casting
- Mould preparation for glass casting

Methodology:

Lectures, Demonstration, Practical Assignment, Experimentation, Books, Field visit.

Evaluation Criterion:

- Cognitive Skills: Knowledge & Comprehension, Analysis & Synthesis, Perception, Application
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VII/04]- Workshop Practice– III**Credit: 6****Relevance:**

The Product Designer's approach to design is one of holistic nature in designing her/his considers all the various aspects influencing design criteria. The being user's view point, and from manufacturing, ergonomics. production process Etc. one could get assistance in gathering this information through specialists in their respective area. But there is one area where he/she needs to contribute individually that is in form giving through which he would need to communicate. It is therefore necessary to study various aspects influencing form in respective material. These being from transition, differentiation and interaction between two forms are important.

Course objective:

The study of natural forms inculcates an understanding of form and function as integral phenomena. Students analyses a selected natural form in order to understand the interrelationships between structures, form and function in the

context of its specific natural environment. This understanding is further enhanced through the creation of a three-dimensional abstract form.

This course introduces and develops skills in plaster workshop for prototype making. Thus it includes developing skills in plasterwork to make models and moulds for batch production.

Glass

This course would introduce an intense skill development inputs in Glass Blowing and Cutting along with inputs in studio technology, Glass furnace Design etc. Decorating glass surface through the processes of Etching, Painting, Polishing, and Sandblasting is also explored in this course.

Course content:

- To analyze and understand factors controlling our perception of forms
- To understand the attributes of form
- To understand the relationships of form
- To understand the relationships between the elements which go into the making of a form.

Different kinds of assignment will give to develop understanding towards more complex form & form transaction, functionality and their relation with form.

Materials, tools and facilities:

Clay, Plaster, Wooden tools to work on clay, Plaster working tools, Potter's Wheel, Workshop tables for clay work, Kilns for firing etc.

Evaluation Criterion:

- Cognitive Skills: Communication through material, Perception, Application
- Studio Skills: Sensitivity, Dexterity, Proficiency, Precision, handling Tools/Material/Medium
- Design & Creativity: Imagination, Form innovation
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VII/05]-Product Design– III

Credit: 6

Relevance:

This project involves the application of the disciplined approach towards a design problem. Theme-based projects are undertaken, relating to either form-based system such as furniture and consumer products; function – based systems such as lighting or sanitation systems; public utility systems which can cover a wide range of problem areas. The emphasis is on the understanding of interrelating elements that make a coherent whole

This course is a design project in which emphasis is on 'arrangement approach'. This means that while designing, the inter-relationships are matter of consideration. The concept of modularity, part-interchangeability, family hood, replace ability etc would be part of this course.

The system project could be as direct as designing a set of table-ware or a group of inter-related furniture. While on the other hand there could be a project where the inter relationship are between product to environment and to the socio-cultural background.

Course objective:

This Project will help students to achieving either a single function or multiple functions which relates to form of a system. The project selection depends on chosen area of specialization. This may be consumer products from any sector form Industrial base to craft base. The complexity is more in the functional alternatives and inter-Relationship of product elements.

To understand behavior of a system as a whole

This help to develop understand the relationship criteria for a group of products and product elements in a system. This will develop understanding of modularity in elements and enable one to other form of product system.

Course content:

This project involves the application of the systems approach towards a design problem. Theme-based projects are undertaken, relating to either form-based system such as furniture and consumer products; function – based systems such as lighting or sanitation systems; public utility systems which can cover a wide range of problem areas. The emphasis is on the understanding of interrelating elements that make a coherent whole. This project is also an extension of the learning in the Decoration techniques. The relationship between surface decoration and needs of the market is explored in the design project

- To understand systems and the group synergy of a range of product and its criteria and its application
- To work out basic elements of products to form a system in the exacting ambiance
- To detail inter-relationship between product and its group details of form, elements and linkages of materials and processes.
- To prepare models prototype for better understanding of inter- relationship and its validity.
- To prepare supporting documents for better communication of a product system.

Methodology:

- A theoretical input on what constitutes a system and what are different types of 'Product System' and how system approach is practiced by designer.
- Through group discussion and feedback Discussion with user's and products
- Analyze the data, incorporate feedback and evolve concept.
- Evolve alternative solutions.
- Visualize concept through sketches, illustration drawing, and models
- Presentation through documentation

[CG-VII/06]-Finishing Materials & Techniques (Surface Decoration) Credit: 2

Relevance:

The aim of the course is to learn and apply various decoration techniques used for decoration of ceramic products both by industry and craft sector. Decorations on ceramic products during wet, leather hard, dry, under and over glaze stages are also introduced. The quality of decoration and visual satisfaction relate the simplicity and decoration details. Surface decoration on products has a direct relationship for marketing. Relationship of decorated product with user at all levels. Very simple scientific principle involved in processes. Relate to the learning of Design process, color and composition, material science and processes etc. Input to solve design problem. To relate users need with product decoration. To relate product for marketing and achieve over all form with aesthetic appeal.

Course objective:

This course encourages students to explore various decoration techniques for ceramic ware, applicable for both craft and large-scale industry. Relate to the learning of color and composition, material science and workshop practice etc. Input to create new surface development and decoration for different piece. To relate users need with product decoration. To relate product for marketing and achieve over all form with aesthetic appeal.

Course content:

- To understand and analyses product for decoration
- To understand materials and production processes
- Develop design concept keeping user/s need and relationship with marketing.
- Test designs on various products.
- To learn about type of decoration relevant to ceramic industry and craft sector
- To learn and understand industrial process of Decoration
- To experiment with ceramic stains and medium used for decoration
- To understand decoration by the use of under glaze and over glaze colors
- To explore various possibilities of decoration on ceramic ware such as Banding, hand painting, weaving, stenciling, tailing, spraying etc.
- To learn about ceramic transfer making and its applications

Assignments:

- Develop understanding to implement the different elements and create different motifs and parents
- Take the inspiration or understand the attributes and develop decoration accordingly
- Experimentations for on-glaze, over-glaze and underglaze decoration
- Experiments of colour bodies
- Experiments on tiles, flat and cylindrical surfaces

Evaluation criterion:

- Regularity of attendance and punctuality
- Depth and range of exploration
- Originality – courageous to think without predetermination
- Understanding and clarity about the concepts
- Active participations in group discussions and Interaction
- Quality of sketches, artwork, models, presentation and exploration
- Ability to work in a team
- Finishing in time!

Semester - VIII

[CG-VIII/01]- Entrepreneurship, Business Management & Marketing* Credit: 2

Relevance:

Students receive guidance in forming comprehensive, professional representation of their work. The class is conducted on informal basis, allowing individual presentations to vary according to the particular design product. Presentation techniques such as illustration, photography and typography and layout are considered within the constraints of portfolio intent, syntax and problem definition. The work portfolio should be presented to the pre-diploma jury, representative of the work done during his career at the institute

Course objective:

Exposure is provided through 3 stages, the first stage is an introduction about how to value a product, costing the products and the marketing, with emphasis on marketing management and the demonstration of design as a marketing function.

The second stage informs the student about basic professional procedures in the practice of design. The course contents give an insight into the professional aspects which are common to all fields of Design.

The final stage concentrates entrepreneurial skills essential to professionals who choose to establish their own enterprise. The management concerns covered here are particularly crucial to the independent practitioner. These skills and aptitudes are also part of the reality of everyday decision-making within corporate structures and in all enterprises, large or small.

Course content:

- Designer attributes. Setting up a design office. Finding clients.
- Business correspondence. Brief and briefing. Letter of contract.
- Professionalism and ethics. Costing design and fee estimation.
- Management of design Process, Human factor in managing design / team work.
- Design as a Management tool, Design evaluation. Patent and design registration laws / procedure.

[CG-VIII/02]- Craft documentation* Credit: 4

Relevance:

Handicrafts are products or services provided by artisans, working primarily with their hands. The artisan very often uses traditional knowledge and her/his direct manual contribution forms a substantial or distinctive part of the end product or service. Usually there are minimal or limited inputs from machines.

The distinctive nature of handicraft comes from the fact that these goods or services can be identified with certain traditions or geographies. An artisan is a

person with special hand skills, often handed down traditionally across generations, and often linked to a complex traditional knowledge system encompassing the material, technology and / or design aspects. We cannot deny the importance of craft sector for the sustainability of our economy as we all know that in India the crafts sector comes second in employment generation. The commercial purpose of crafts in modern markets is showing immense potential as craft and craft based industries are turning out to be India's highest export earners.

Course objective:

The course is to provide an overview of the various aspects such as the local technology, the traditional methods of designing and production, the product-craftsmen-community relationship and the socio-economical environment which influences the design and production.

The course provides students a first-hand exposure to craft industry with an idea to create an urge for deeper understanding of the craft sector and the possibilities it may offer for future design inputs. This will explore how to create a template for your process documentation guide. A template makes the process of documentation processes.

The purpose of this course is to expose students to craft design activity and whereby help them acquire a definite understanding of this area of design activity. The exposure is provided in the field through the documentation methodologies and processes related to the particular product development. Inputs in research methods and documentation techniques are given prior to fieldwork. Diagnostic Study: Gathering dispersed knowledge through a participatory study is essential to learn not only about the potentials and constraints faced by a particular craft but also about the strength of linkages and support mechanisms. The participatory process helps build trust with the local craftsman and secure their positive involvement in the cluster or design development program.

Course content:

Documentation methods did not focus on conveying skills as living heritage. This paper sets out from the idea that safeguarding of traditional crafts must involve the transmitting of craft skills through learning in action. Market demands and educational system used to assure this communication but today, maintenance and development of traditional crafts need involvement from heritage establishment.

In order to support employment to a sector incorporation of traditional knowledge, heritages are in need. This is a methodology that corresponding upcoming designers to the inheriting of intangible cultural heritage of the country. This paper deals with the documentation of traditional crafts concerning built environment toward own identity and Geographical-Indication. More specifically, it discusses the problem of exploitation of unspoken craft knowledge for the sake of educating experts, developing research and market. The goal is to find ways to minimize the loss of meaning and content in the process of externalization and re-practicing from cultural knowledge and demonstration. It

should presents and reflects upon how heritage association can set up and perform of identification in globalization era. The results involve interpretations of aesthetical and indigenous concepts of crafting knowledge, setting out from a craftsperson's methodological perception.

This course will sensitize students towards:

- Understanding of crafts as an activity
- Evolution of traditions
- Craft products, environment and material resources
- The variety of crafts, materials, techniques and skills
- Problems and potentials in design and marketing of crafts

Thus, during the field work, the following Performa may be taken as the guideline;

PART I-Social Involvement

- Introduction of craft
- Diagnostic Survey and formulation of Project Plan
- Geographical location of craft activities in detail
- The study of climate condition
- History and Origin
- Distribution According to Caste or Community
- Socio-Economical aspects

PART II-Process & Technological Involvement

- To study work environment and their living space
- Technique of Production
- Tools and Implement
- Products and Process of Manufacture
- Development and supply of improved modern tools
- Design and Technical Development Workshops
- Training of artisans
- Technological status and need based study and research provision.

PART III-Marketing Intervention

- Product survey-weight, volume, shape, size and finish, cost price
- Organizing Exhibitions
- Package and transportation
- Marketing and supply network
- Publicity through printing and electronic mode and brand building campaign
- Setting up of Handicrafts cooperative
- Market assessment, product assessment
- Establishment Common work shed
- Entrepreneurship Development Programme
- Design and development
- Changes taking place

PART IV-Financial & other Government Intervention

- Fulltime/Margin Money support
- Wage compensation to craftsman
- Engagement of expert/ consultants/ institutions etc., for providing need based assistance including guiding and monitoring.
- Material procurement & monitory transaction

PART V-Craft Specific Observation and Conclusion

- General observation
- Case Study
- Future of craft
- Role of the Designer in respective craft

The documentation should have a focus on a technical and design aspects. It should have adequate information on the background and the socio-economical environment. Sketches and prototypes should be extensively used

Methodology:

The study documentation is mainly field work based. Student would select a specific craft and study it in as much detail as possible in the given time period and record their information, observation and findings. Student should be able to discuss their information collected with teacher and other fellow students. After the field work is done a preliminary presentation is to be made to the faculty. After this the final document is to be prepared and submitted to the teacher.

Materials, tools and facilities:

Material, tools and equipments & Computer Lab required for documentation purpose.

Evaluation Criterion:

- Cognitive Skills: Communication, Perception
- Documentation Skills: Research Methodology & Data Collection
- Design & Creativity: Originality/Innovation, Content/Mapping
- General Attitudes: Motivation, Commitment, Interaction, Attentiveness

[CG-VIII/03]- Professional Exposure*

Credit: 2

Relevance:

It would give the student an exposure to the industrial situation. It gives him/her a chance to work in industry. Making him aware of what the industrial scene is helping him to evolve as a professional capable of handling the industrial or market conditions.

Course objective:

The student should understand the design application in the particular industry or sector. She/he could undertake a short project evolving a design solution and

seeing it undergo production. This process would make him/her aware of the process required for product undergoing production. Interaction with the production line, study of material and production process costing and floor management. Study of product, evolution of new concepts developing selected one to enable production.

[CG-VIII/04]- Elective Paper (Inter-disciplinary product(s))

Credit: 4

Relevance:

Electives are interdepartmental/ multi disciplinary inputs, preferably with little to none prerequisites. These are aimed to allow students to work in areas outside their chosen/ majority fields. The course offered under this category complement the overall individual growth of the student. The electives are a dynamic one being updated every starting of the semester to bring in the emerging and relevant areas of knowledge constantly.

[CG-VIII/05]- Preparatory Project Work

Credit: 2

Relevance:

However, designers solve problems by utilizing overly narrow, comfortable, and quick reductionist approaches that inadequately deal with today's complex, dynamic and diverse problems. Reductionist problem solving methods focus on collecting data to improve system components and assume the overall system will improve as a result. However, that strategy often misses important interactions between system components and emergent, "big picture" system-level effects. As a result, reductionist approaches often perform inadequately when applied to problems of high complexity.

This will introduce students to fundamental concepts of learning, problem solving, decision-making and thinking patterns, with a focus on systems thinking. Students will learn to approach problems holistically, look for patterns and balance interrelationships between system components to achieve creative and effective solutions. Emphasis is placed on systems thinking fundamentals: defining problem situations from a systems perspective, describing and modeling problem situations, and designing and improving upon system solutions. Upon completion of the course, students will have a framework of concepts, methods, and tools that have been successfully applied to develop complex systems across a variety of industries including aerospace, energy, transportation, health care, and security.

Course objective:

The System approach describes the system requirements, operating environment, system and subsystem is very important for the designing, files and database design, input formats, output layouts, human-machine interfaces, detailed design, processing logic, and external interfaces. This course describes

the constraints in the designing (reference any transaction analyses conducted such, as resource use against productivity, or conflicts with other systems) and includes any statement made by the designer in developing the new innovation of design. On completion of all the mandatory courses-including minor projects, field experience and self study-students are required to make a formal presentation of the entire body of their work for a comprehensive review. A Jury evaluates the student's overall development, her/his approach to design as problem solving process and innovating new option without unsettling the system. Most importantly to develop ability to independently undertake a complex design project for his/her final/major in the chosen area of specialization.

The systems approach distinguishes itself from the more traditional analytic approach by emphasizing the interactions and connectedness of the different components of a system. Although the systems approach in principle considers all types of systems, it in practices focuses on the more

This is an introductory course in research methods. The contents of this module include design research methods- study in detail, ways of understanding the society's and environment system working and around , gathering data and information, research for design, research preparation and planning- piloting, mockups, data logging sheets, justifying research approaches, time management, research writing skills and idea generation techniques, design theory, current research interests, contemporary practices- design methods, tools and techniques, concurrent engineering etc. This also covers researching craft- validity, reliability, ethics and role of researcher.

Course content:

The course involves student researching in an area related to design and is expected to produce an insightful report or a paper on the topic. Students need to choose a topic suggested by a faculty member and work under faculty guidance. The work may involve primary and secondary research, creative exploration out alternatives, experimental set-ups and methodical documentation. Students are encouraged to explore new fields, materials and media, with a focus on analysis. The student is required to present a seminar on the topic at the end of the semester.

This will in a written statement by each student, defining the student's individual concept of design, which may be related to her/ his specialization in design or another design related subject such as, design education, design philosophy.

On completion of all the requisite courses-including projects, field experience and self study-students are required to make a formal presentation of the entire body of their work for a comprehensive review. A pre-project evaluates the student's overall development, her/his approach to design as a problem solving process and most importantly the ability to independently undertake a complex design project- the final Major Project- in the chosen area of specialization.

The System Design Document describes the system requirements, operating environment, system and subsystem architecture, files and database design, input formats, output layouts, human-machine interfaces, detailed design,

processing logic, and external interfaces. What is Systems Thinking and How Does It Relate to Sustainability?

- Introduction to Systems Thinking
- Static/Structural Complexity
 - a) Static complexity. associated with problems of complex structure
 - b) Dynamic complexity. associated with problems of complex behavior
 - c) Analytical complexity. associated with problems that are difficult to evaluate
- Dynamic/Behavioral Complexity
- Analytical/Evaluation Complexity
- System Dynamics Modeling
- This course is to expose the students to different thoughts and perspectives on design.
- The course will present different concerns and issues in the context of design.
- The course will also expose the students to emerging areas of design.
- Relevance of design in the context of India.
- Importance of sustainable design practices.
- Preserving traditional practices.
- Designing for the underserved communities.
- Provide an overview on cognitive psychology aspects of learning and thinking (concept formation problem solving, and decision making)
- Understand the history and evolution of systems thinking
- Get a perspective on complexity and chaos and on reflecting on those type of problems
- Establish a basic understanding of various systems thinking methodologies (hard, soft, meta) and processes.
- Examine systems on designing methods
- Identify various tools to facilitate forming concepts, solving problems and making decisions
- Evaluate when it is appropriate to apply analysis thinking methods, i.e. reductionist methods (ex. data collection, scientific method, etc.) as opposed to applying systems thinking methods (ex. Systems, Breakthrough Thinking/Smart Questions, etc.)
- Describe and model solutions that will allow system thinking (ex. mind maps, feedback & causal loops, behavior over time diagrams, etc.)
- Study the different phases to various problems. (Socio - technical, supply chain, value chain / incline, etc.)

Translate system thinking objectives into a problem statement that can be solved by any design disciplines At least there should be three proposals for the Major Project should be presented for the pre-project evaluation. Based on the recommendation of the jury the Major Project area is decided in consultation with the Faculty and the coordinator of the particular discipline.

Methodology:

Inputs will be given through lectures Audio Video presentation and case studies. Students will ask for real-life assignments to collect data and be given for developing skills in Systems frame-work and modeling.

Sl. No	Topic	Assignment
1	Thinking Concepts and Systems Thinking Terminology	Class
2	What and Why Systems Thinking: A View from the Past to Present	Class & Exercise 1
3	Dealing with Complexity and Chaos	Class & Exercise 2
4	Processes & Methods I: Types of Systems Thinking	Class & Exercise 3
5	Processes & Methods II: Systems Design & problem solving	Exercise 4
6	Processes & Methods III: System Dynamics	Exercise 5
7	Smart Questions Case Study I: Describing and Understanding the Problem	Project Part I: Problem Statement
8	Smart Questions Case Study III: Living Solution for Today and Tomorrow	Project Part III: Living Solution
9	Systems Implementation	Project Part IV: Implementation
10	Class Project: Presentations	

[CG-VIII/05]- Major Project**Credit: 10****Relevance:**

The main objective of this project is to understand the behavior of a system as a whole. It also helps to understand the inter-relationship between a group of products and its elements, develop modularity if needed, to form a product system. The students are required to prepare design drawings, models and prototypes for better understanding of inter-relationships and validate design. The two & half month Major Project is the final design project a student undertakes in order to graduate as a professional. It is a demonstration of a student's competence to render independent client-service within the constraints of the design brief, time, finance and resources.

Detail Syllabus for B. Des. Specialization in Furniture & Interior (FI)
Silpa-Sadana, Visva-Bharati; Sriniketan

Semester – V

Subject Code	Subject Name	Nature of course	Marks			Credit	Outcome of the Course
			internal	external	full		
FI-V/01	History of Design*	practical	25	25	50	2	To improve the students idea about world design to develop a better product
FI-V/02	Ergonomics	practical	25	25	50	2	The course imparts the knowledge of anthropometry which supports students in designing product
FI-V/03	Material and processes- I	theory	10	40	50	4	To improve the students knowledge about the material as a whole so that a student can put the material into use more judiciously
FI-V/04	Materials and Product technology-I	theory	10	40	50	4	To improve the students knowledge about the material and its production (industrial or indigenous). It helps students to work in industries in better way.
FI-V/05	Workshop Practice– I	practical	75	75	150	6	To improve the practical skill related to the material by following certain steps
FI-V/06	Product Design-I	practical	45	75	150	6	It enables student to improve their creativity in designing small products
Total					500	24	

Subject name: History of design

Course objective & content: On satisfactory completion of the course, the students will have a comprehensive understanding on the world history of design on different Design related fields since classical period. They shall also go through different school of thought in contemporary design since Industrial Revolution till the beginning of 21st century including design in India.

Classical Style of the West: i) Egyptian Style – Belief in life after death – Abundant labour leading to monumental scale – Design Study. ii) Classical European Style – Greek – Abundance of high quality limestone & marble – Scarcity of hardwood – Human scale – Extrovert space – Orders: Doric, Ionic, Corinthian – Study.

iii) Roman – Introduction of different quality of stone, Fired bricks, improved mortar, stucco & marble veneering; Knowledge of arch, barrel vaults etc leading to arcaded architecture, Grandeur & monumental scale – Introvert space – Orders added: Tuscan and Composite or Roman – Study. iv) Gothic – Mystic interior – Pointed Arches & Vaults – Flying buttress etc.

v) Renaissance Style: Reformation movement – Revival of classical learning resulting in symbolism, plain forms with uncluttered interiors – Increasing refinement – Baroque movement – Freedom of detail.

Classical Style of the East & Far-east: i) Buddhist Style ii) Japanese Style, iii) Chinese Style, iv) Hindu Style, v) Islamic Style – Indo-sarasanic style.

Industrial revolution era; i) Industrial revolution: Impact; New social outlook; Victorian attitude; New need, new material and new methods of production.

ii) Art & Craft movement that took place in England in late 19th century for reviving handicrafts and reforming architecture by using traditional building crafts & local materials.

iii) Art Nouveau: Decorative movement that took place in Europe - Flowing & sinuous naturalistic ornaments – Avoidance of historical traits - Study of the style.

Modern Movement: i) Chicago School - Form follows function.

ii) Prairie School: Organic Style – Frank Lloyd Right - Local material & local characteristics – Technology in the service of humanity - Modern style with a human face – Study.

iii) Bauhaus School: Functionalist in approach leading to rational simplicity – Anti-ornament ethics: absolute plainness of blocks – Study.

iv) International Style: Coined by Philip Johnson in 1932; Global uniformity – Standardization of elements and components – Asymmetrical compositions - Study.

Counter Movements to Modernism: i) Expressionism – Tired of plain surfaces – Closure to sculpture.

ii) Art Deco: Decorative and Industrial Art in 1925 – Use of motifs from the past – Study.

iii) Local heritage - Santiniketan Style (Art Deco)

iv) Ulm

v) Brutalism: Exposed concrete – Roughness – Over emphasis of chunky members.

vi) Tensile structure, Shell, Domes, Space frame etc.

- **Post Modernism:** Robert Venturi, Memphis – Ettore Sotsus – Less is Bore – Attacks modernist orthodoxy to come in terms with popular culture – Study.

Subject name: Ergonomics

Course objective & content:

Effective and optimum utilization of human energy and resources while designing & using manmade product and systems is of utmost importance to a designer. Knowledge on

Ergonomics would provide us scientific information on how to device “better and user friendly design for the people”. It is an important area of studies in a design discipline.

To develop awareness on incorporating Anthropometric data’s while designing and introduce the principles of Ergonomics with reference to Human interface with products, & systems, capabilities and Limitations.

- Principles of Ergonomics; Elementary Anatomy and Physiology of Human Body and its Structure:- The Skeletal system, Distribution of bone in a skeleton and vertebral column.
- Classification of Human body: and their characteristics.
- Anthropometry:- its importance; Anthropometric dimensions; Static & Dynamic Anthropometry. Applied Anthropometry; Application of anthropometric data in design.
- Product design guidelines and related social behavior:- User-Product interface and work relations;
- Posture and its importance – Science of sitting, Principle of seat, back & hand rest design with respect to spinal column and vertebra, weight distribution.
- Varied work surface, preferred height for seated and standing postures, Functional arm reach, and horizontal work Zones.
- Ergonomic factors to be considered while planning & designing interior / work stations.

Subject name: Materials & Processes-I

Course objective & content:

In modern era, human taste and demands are changing faster. Along with technological advancement, the uses of solid wood have become confined, so we need to have knowledge on wood as well as substitutes of wood & other natural materials that are in high demand and used as principle material in furniture & Interior work. After learning this course student would learn to use the material judiciously.

To impart necessary technical knowledge, information & understanding on Wood, its growth, structure, function, different species, availability, their properties, limitation and use. Due to the scarcity of solid wood, which we are facing and likely to face in near future, the student would also learn about wood by-products like plywood along with MDF, particle board and other factory made industrial board, their manufacturing process, properties, limitations and application. Student would also learn about some indigenous traditional materials like cane, bamboo and grass their properties and limitations.

- Introduction of Wood, Its importance as renewal natural resource- Source, Procurement.
- Anatomy of wood (Cell structure, annual rings, heart and sap wood, cambium, medullar rays etc.)
- Properties of wood: Grain, Texture, rate of growth, specific gravity, moisture contains, shrinkage, special Characteristics, fire resistance, electrical, thermal & acoustical properties; Defect of timber- knots, checks, shakes, destructive agencies & decay preservation, Seasoning of timber;
- Wood By-Product & composite- Ply Wood, Block Board, Hard Board, Chip Board, Massonite Board, MDF, Laminates & Laminated board etc.
- Adhesive (Chemical adhesive, Animal glue, Epoxy resin etc.)
- Indigenous Natural Material- i). Cane & Bamboo and human relation.
- Bamboo- Cell formation, anatomy, Types and properties.

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- Different types of grass fiber
- Finishing materials such as sand paper, water paper, emery paper, etc.
- Polishing, Lacquering & Varnishing materials

Subject name: Material and Product Technology-I

Course objective & content:

A student of Furniture & Interior Design must develop an understanding of Hand tools, Power Tools & Equipments along with different types of fixtures, hardware and fittings and other tools used in the trade.

An introduction to the operation and technique of different hand tools and power tools, fittings and fixtures associated with wood product. Student would learn to use these tools in a systematic way and precaution measures to be followed using these tools and would develop overall understanding of different types of production techniques used in furniture making.

- Terminology used in furniture constructions.
- Different types of Joints, its importance and application in Furniture Technology; Methods of employing in furniture construction - their merits & demerits.
- Strength of furniture / materials in various similar and combination of joints.
- Structural sections, proportion, size and structural composition of frame, partitions, and in furniture construction.
- Wood working hand and machine tools, tools for allied materials - their applications in different production techniques.
- Power operated portable tools and their operation-Classification, system, use
- Hardware, Fixture & Fittings and accessories including Nail, screw, Hinges, Lock, knob, Nut & bolts, fastener, hinge, locks, latch, ball-catch, bracket, caster wheel, sliding channel etc.
- Workshop technology of furniture & cabinet making & methods of full size layout by showing all constructional details of the products to be executed in workshop practice.
- Doors – terminology, types of doors – timber paneled, ply / block boards flush doors, timber battened door; Constructional details.
- Window – Glazed, paneled timber windows.

Subject name: Workshop Practice -I

Course objective content:

Behavioral understanding of wood, wood by- product and other natural materials could only be obtained through workshop practice by application of tools & equipments on them and executing related functional products.

To develop hands on skill with wood, wood-byproduct and other natural materials and to gain practical knowledge of executing and finishing of various furniture and artifacts made of (Wood & Natural materials).

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- Basic exercises: Marking, Planning, Sawing, Chiseling, Filing etc.; Applications of different types of joints through execution of simple furniture like- rack, bookstand, shelf, stool etc.
- Use of different types of hand tools & machine tools, portable power tools
- Scope and limitation of a machine process as well as hand process in relation with the material and article to be executed.
- Practice in wood turning & Patternmaking
- Exploration of existing Cane & Bamboo joineries & their application in furniture making.
- Execution of different types of Products & Artifacts as per given sample (s) including turning, inlay, mosaic, curving etc.
- Application of French polish, Wax polishes, Varnishing and Lacquer coating.

Subject name: Product Design-I

Course objective & content:

This course would provide opportunity for students to develop understanding of the relationship between different courses learnt in the previous semesters and apply the same in designing and making useful furniture and artifacts. Student will expand their understanding of applied and theoretical inputs, principles and processes involved in creating design solutions.

The basic objective would be to ignite the potential of student's creative ability by enabling them to design / redesign / improve and develop furniture and artifacts made of (Wood & Natural materials) that has a social relevance. It also should provide a test of real life problem that a student may encounter in the near future. This would also provide professional experience on designing & making products & artifacts.

- Furniture Design process & Methods
- Designing of Furniture & Artifacts with the help of basic material wood and wooden by-product and other natural material / indigenous material following design process with the help of study of existing product(s), market survey, information collection, user survey & feedback on existing products, related field work after due consideration of form, function & utility, ergonomics, aesthetics, economy & availability of raw material and preparation of presentation materials like i) Final design brief, ii) Concept drawing, iii) Final design drawing / Perspective / Model / Prototype / Working model, Report etc as per given assignments.

Semester – VI

Subject Code	Subject Name	Nature of course	Marks			Credit	Outcome of the Course
			internal	external	full		
FI-VI/01	History of Furniture-Interior & Artifacts	theory	5	20	25	2	To improve the students knowledge in history of furniture along with interior so that they can put this knowledge into-understanding an existing product and subsequently transfer its essence in creating a new product
FI-VI/02	Computer Aided Design & Drawing	practical	25	25	50	2	The course imparts the knowledge of Auto CAD to students to develop their skill in computer aided 3D drawings and layouts
FI-VI/03	Materials & Processes – II	theory	10	40	50	4	To improve the students knowledge about the material as a whole so that a student can put the material into use more judiciously
FI-VI/04	Material and product Technology-II	theory	10	40	50	4	To improve the students knowledge about the material and its production (industrial or indigenous). It helps students to work in industries in better way.
FI-VI/05	Workshop Practice– II	practical	75	75	150	6	To improve the practical skill related to the material by following certain steps
FI-VI/06	Product Design – II	practical	75	75	150	6	It enables student to improve their creativity in designing small products or range of products
Total					475	24	

Subject name: History of Furniture-Interior & artifact

Course objective & content:

With the change of time, space and culture, new design evolve in the society, which is a spontaneous process interlinked with human behavior, availability of material, techniques, skill and capability with passage of time. It is needless to mention that history plays a significant role in developing and formulating future direction of a creative endeavor like designing Furniture-Interior & artifact.

On satisfactory completion of the course, the students will have a comprehensive understanding on historical development of furniture-interior and other related fields from early Egyptian to contemporary European, American, Indian & Far eastern countries and about different period style, their specialty and work of eminent designer. They shall also study different school of thought in design since Industrial Revolution up to the beginning of 21st century including design in India.

1. Europe (Till 1800 AD)
 - Gothic
 - Italian Renaissance & Baroque
 - French Renaissance – Baroque – Regency and Rococo
 - English Renaissance – Restoration - William Mary and Queen Anne
 - Colonial Period - England—Jacobean – Georgian and Victorian; France—Louis XIV (Rococo) & XV; Early American.
 - Federal Period - American— Hitchcock & Empire, Louis XVI (Neoclassical), Chippendale, Adam Brothers, Tudor, Jacobean, Regency, Sheraton
2. Indian—Buddhist Furniture—(Vaharut, Sanchi and Golden age of Furniture & Interior),
 - Far East--China, Japan-
 - Islamic style.
3. 19th century: French Empire, English Regency, Revivalism & Biedermeier; Windsor Chair.
4. Modern Period -(20th century):
 - Art Nouveau and Arts & Crafts Movements (New Constructions & Material), Industrial Revolution, Mass-produced domestic furniture (Modern society & culture; Social & psychological context; General changes in the structure of the industry, technology & culture), Deutscher Werkbund (Start of Industrial Design). Shaker Furniture & Thonet's Bentwood Furniture.
 - The Bauhaus, Craft revival etc. Study of Mies Vander Rohe, Le Corbusier, Frank Lloyd Wright,
 - Scandinavian movement: Alver Alto, Arne Jacobsen, Kjaerholm Poul, Klint Karre
 - Minimalism & High-tech (Eero Saarinen, Charles Eames)
 - Post-modern Style - Ettore Sottsass
 - Rathindranath Tagore & Santiniketan style (Art Deco) of Furniture, interior and Artifacts.

Subject name: Computer Aided Drawing and Design

Course objective & content:

New technology has had a profound effect on the three-dimensional design professions. Processes, such as rendering, prototyping, or basic stress analysis, can now be completed by an individual designer without the support of a variety of specialists. An experienced designer can now be informed on the implications of any design decision with greater speed. The optimization of the design process has clear advantages in an industrial and commercial context. Development time and costs can be reduced while retaining quality and reliability. Finite element analysis enables an accurate prediction of performance prior to production. Prototypes can then be constructed by rapid prototyping or CNC machining in appropriate materials to allow performance testing.

To provide students with a practical experience and a theoretical understanding of a variety of three dimensional computers aided industrial design and digital media. Through this Course module students will know to appreciation of the ways in which these different media can assist effective, dynamic for design representation. To enable students to plan appropriate strategies to build effective digital models to represent design contexts. The 3D Design course is intended to offer students an introduction to the world of computer generated 3-D modeling. As an introductory course, it provides a basic understanding of the skills and techniques employed by 3-D designers in a wide range of applications.

Project based learning will enable you to gain an understanding of approaches to sustainable and eco-oriented design. Learn modeling skills evolve, this will learn about textures, rendering, lighting and settings, camera views, camera shots, optics and different media formats. You will gain a sound understanding of the various 3D object formats and output options necessary for different industry purposes.

The module is designed to introduce students to three dimensional computer aided design and digital image manipulation. The intention is to provide students with knowledge, insight and skills in the use of digital tools and produce a creative and strategic approach to the effective application of this media within the design process.

It is intended to consolidate skills in design visualization and solid modeling. The course encourages a critical and evaluative approach to 3D modeling to be developed to allow students to select the most appropriate for the task at hand. Through set task(s) the students engage in a focused 3D CAD modeling exercise(s) that sees surface and solid modeling critically evaluated in terms of overall appropriateness in the replication of a given artifact. In this course students will explore basic mesh modeling, applying textures and materials to 3-D objects, lighting, and rendering. This course introduces you to 3D-modelling. It focuses on the basic elements of the 3D-modeling process and how to model complex 3D objects using industry standard software. At all times, students work in the context of the design and development of 3D products and such, in which both external form and internal components are designed and developed. In addition students will have developed enhanced presentation skills.

The module is a Computer lab based practical exercise using IT and multimedia resources for teaching, learning and assessment. The module consists of:

- Introduction to CAD principles.
- Introduction to and experience of appropriate three-dimensional software.
- Build complex 3D solid models any object.
- Understand top-down modular assembly design and large assembly management
- Utilize freeform surfacing to produce complex geometry parts
- Development of two-dimensional CAD software experience for presentation.

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- Introduction to and experimentation of three-dimensional surface modelling software.
- Create sequences to fit in any format of computer modeling.
- Post Process 3D-CAD data and transfer it to 3D modeling format.
- Obtaining traditional orthographic projection drawings from 3D assembly and piece-part models.
- Organization of 3D methods. Model names, model splitting, layers and issue levels.
- Concentrating on the visually spectacular such as meshes and photo-realistic renderings.

Subject name: Materials & Processes-II

Course objective & content:

Our taste and demands are changing faster. Metals & Alloys have been playing a significant role in furniture making industry since Industrial revolution. Various innovative maintenance-proof finishing techniques have also been evolved and used on such furniture & system. Along with technological advancement, the uses of metal and its alloy, glass, acrylic and glass fiber is spreading and has become a way of our life. After learning this course student would learn to use the material judiciously

To know the metal and its alloy, glass, acrylic and glass fiber, its occurrence in detail their properties and limitation.

Metal is most contemporary material in economic, availability

- Different types of Metal-Steel and alloy and their availability. Aluminium, Copper, Brass-Casting, Bending, Welding, Soldering etc.
- Glass, Acrylic & Glass fiber:
- Finishing of Furniture: Different types of and other finishing techniques for Wood & Metals (Putty, primer, Fillers, base, Paints & pigments, lacquering, enameling, Electroplating) etc.

Subject name: Material and Product Technology-II

Course objective & content:

An introduction to the operation and technique of machines associated with manufacture of wood product. Student would learn to use these machines in a systematic way and precaution measures to be followed using these machines. Further they would learn about bonding agent both synthetic and natural.

After learning this course student would develop an understanding of different machines and adhesives and so that they can apply them in their product manufacture judiciously.

- Machine tools-Turning, Band Saw, Drill, planner, Zig saw, Sander, Angle Grinder etc-Operation System.
- Different types of adhesive-Natural, Synthetic adhesive.
- Advance hardware for Modular, Portable, Knock-down, folding and Multi-use/purpose,

Subject name: Workshop Practice-II

Course objective & content:

To develop manufacturing skill of student with available contemporary material and technical know-how.

Course relevance: developing the self confidence among students to carry out individual and team performance.

- Execution of product- Related to material &Product technology.
- Furniture designing on plank, cabinet work, frame structure in beveled angle product.
- Turning, Inlay, Carving work etc.

Subject name: Product Design –II

Course objective & content:

Student will investigate; analyze historical, contemporary and future design issues, ideologies and approach. Student will explore and connect ideological concept with their own design application.

Course relevance:

To develop creativity among students. This course will also teach leadership quality by which students can assimilate material, technology and manpower for betterment of design.

- Designing of product basic material wood, wooden by product, Metal &Glass-Full size/ Model.
- Technique: Inlaying, Carving, Eachaing, Casting and different types of surface development, pipe bending, welding, bar, channel

Semester – VII

Subject Code	Subject Name	Nature of course	Marks			Credit	Outcome of the Course
			internal	external	full		
FI-VII/01	Quality Assurance & Costing	theory	10	40	50	4	It enables students with the knowledge of costing of a product that helps them in pricing their own designed product and valuation of existing product in market
FI-VII/02	Finishing Materials & Techniques	theory	5	20	25	2	It imparts the knowledge of surface decoration or surface finishing in terms of traditional and industrial process. It will help them while working in market.
FI-VII/03	Materials & Processes – III	theory	10	40	50	4	To improve the students knowledge about the material as a whole so that a student can put the material into use more judiciously
FI-VII/04	Materials and Product Technology-III	theory	10	40	50	4	To improve the students knowledge about the material and its production (industrial or indigenous). It helps students to work in industries in better way.
FI-VII/05	Studio Practice-III	Practical	50	50	100	4	To improve the practical skill related to the material by following certain steps
FI-VII/06	Product Design-III	practical	75	75	150	6	It enables student to improve their creativity in designing small products OR range of products OR theme based products
Total Credits					425	24	

Subject name: Quality Assurance and Costing

Course objective & content:

A definition of quality- ISO- quality assurance, quality control; standardization- levels and advantages; quality specification- specification limits, specification quality loop- ISO standards- ISO 9000 family; market research; marketing; manufacturing engineering- product development. Estimation process and costing in interior design, how to quantify various items of work- different types of estimation we need to prepare – the factors in deciding rate of particular item of work; abstract of estimate- types of costing- various components of product manufacturing cost.

Costing pattern followed in Silpa-Sadana in deciding selling price; job cost summary card- the different way of working out pricing of a product.

Professional practice and scope of work in interior design- role of an interior designer- designers responsibilities to a client- clients responsibilities- terms and conditions with guidelines on accepting a professional design project- methods of charging design fees.

Subject name: Finishing Materials & Techniques

Course objective & content:

Paints and varnishes- introduction to interior and exterior paints, primer for wood and metal surfaces and their application (oil, enamel, acrylic washable distemper, plastic emulsion, cement, aluminium and Bituminous)- putty, fillers and its preparation- types of stain- varnishing- lacquering- laminating etc.

Walls and ceiling- white wash, color wash, surface preparation, priming, wall putty, plaster of paris, distempering, painting- façade; stone finish, pebbled etc – application of wall paper, natural and indigenous material.

Flooring- selection of flooring, natural stone, granolithic flooring, parquet flooring, rubber flooring, timber flooring

Textile materials and accessories- furnishing fabrics, upholstery, drapery/ curtain and their fixing- types of venetian blinds- floor covering materials, carpets, durries- cotton/ jute based carpet, coir mat, chatai etc

Finishing work on metal surface- metal plating- enameling, brushed and buff polish- powder coating, hot blackening, galvanizing, sand blasting, anodizing.

Aesthetical aspects- visual effects, psychological aspects- color scheme planning- pattern and texture planning- market survey- decorative work; mural, wall hangings, partition screen, moldings, stained glass- methods.

Subject name: Material and Processes-III

Course objective & content:

Natural stones- source- geological and chemical classification- use of stone as construction materials- characteristics- granite, ballast, limestone- kota, cuddappa, marble, slate, selection of stones for interior and architectural work.

Artificial stone- cast stone, mosaic tiles, terrazzo work- advantages

Building materials- cement- different types and uses- mortar- cement, concrete, aggregate, classification and grading- standard mix of concrete- lime classification of lime- uses of lime-surki, fly ash brick and comparative analysis with clay brick.

Stone masonry- selection of stone for stone masonry, tools used in stone masonry- general principles in the stone masonry construction- types of stone masonry- rubble and ashlar

masonry.

Bricks- classification and grade of bricks, first class, second class and third class bricks and their properties- guidelines for checking the quality of bricks, different form of bricks- special types of bricks.

Brick masonry- general principles- classification of bond- stretcher bond- English bond- header bond and Flemish bond.

Plastics- characteristics and uses of plastics- types, thermoplastics and thermosetting plastics, various plastic products, pipes, tapes, tubes and basins, door and windows, water tank, partitions- specification and their uses- advantages of plastics

Glass- constituents, classification, plain and frosted glass, textured and patterned, toughened and bullet proof tinted, smoke and decorative glass- use and specification and optical properties of glass (insulated glazing, anti reflective coating, mirror).

Ceramic materials and products- earthenware, stoneware, porcelain, terracotta, glazing tiles, types of tiles, thermal care of tiles, glazed tiles, fully vitrified tiles, roof tiles, special requirements for floor, wall and roof tiles, sanitary application.

Metals- types of metals used in construction- cast iron, steel, aluminium, G I stainless steel, market forms of steel, steel for reinforced concrete.

Composite materials- reinforced cement concrete, acoustic materials, FRP

Subject name: Materials and Product Technology-III

Course objective & content:

Concept of structure used for construction of building/ furniture- different types of construction work- various form of services rendered by an interior designer- types of building structure- load bearing and framed structure

Civil and Architecture- terminology used in building construction

Building construction work and methods- foundation work for load bearing wall, strip footing, simple footing, stepped footing, plinth beam and plinth protection- combined footing, raft or mat foundation, mud mat, PCC/RCC flooring in ground floor, floor finish, skirting- dado, external wall, internal wall- door and window opening window sill- corbels- formwork, shuttering and reinforcement cover for RCC work, plastering and pointing

Stair and staircase- arches and lintels, different types of arches, vault and dome- construction details and terminology, curtain wall, false ceiling, railings, gates and grill- interior services- water supply sanitation and plumbing system- house, plumbing materials. Thermal insulation- electrical survives and lighting- electrical layout plan, graphic representation of various electrical points.

Subject name: Studio Practice-III

Course objective & content:

Studio practice: building drawing and basic knowledge of architecture including staircase, toilet and kitchen, plans and elevations and sections of different types of door, windows and ventilators; framed and paneled (single leaf and double leaf), ledged shutter, ledged and braced shutter- glazed flush louvered, collapsible, rolling shutter and sliding doors- windows- types casement, glazed, corner- pivoted, mosquito proof, ventilator combined with windows/ doors- metal door and windows- rolling shutter.

Furniture layout drawing- construction detail of partition, false ceiling- 2D and 3d drawing.

Making of scale down models and ply board plastic etc, finishing of model, execution of chair, sofa, table, cabinets with board plank and framed structure

Subject name: Product Design-III

Course objective & content:

Principles used for designing contemporary interior; flexibility, minimalistic, simplicity, subdued look- planning, designing/ selection furniture and accessories- layout design (formal and informal)- hanging of paintings- use of natural, eco friendly indigenous material, built in storage facility

Research based interior design process: introduction, preliminary investigation, site analysis and identification of problem- interactive sessions, information collection, planning designing, layout- lighting design; natural light sources- day, north and light reflector, artificial lighting device- incandescent, fluorescent, high intensity discharge (mercury vapour), gas discharge (sodium vapor light), combustion type, other CFL,LED, solid state, plasma, light fixtures- glare

Semester – VIII

Subject Code	Subject Name	Nature of course	marks			Credit	Outcome of the Course
			internal	external	full		
FI-VIII/01	Entrepreneurship, Business management and marketing	practical	5	20	25	2	It imparts guidelines for start ups.
FI-VIII/02	Craft documentation	practical	50	50	100	4	Students are guided to document certain crafts through their eyes. It improves their ability to visualize a whole process through interviewing, photography, videography, literature review and research etc. which students finds suitable at their end to document a process.
FI-VIII/03	Professional Exposure	practical	0	50	50	2	It exposes a student to a industry or an organization that grooms them professionally; imparts other pros and cons in industries and helps in securing a job.
FI-VIII/04	Elective Paper (inter disciplinary products)	practical	50	50	100	4	It exposes a student to other subsidiary discipline in Silpa Sadana itself through learning and practicing a particular process floated by that discipline in the said academic session. It helps students to transfer this technologies and skills in their mother discipline which dispenses the skill of developing an innovative product.

FI-VIII/05	Preparatory Project work	practical	50	0	50	2	It enables the students to undergo many small researches, about various topics they are interested to take for final project. It helps them in discovering their own field of interest and skill. It also helps them in writing a short report about their research and establishes its importance.
FI-VIII/06	Major Project	practical	125	125	250	10	It is the final performance of student. It displays their skill in developing his final project stepwise. A final project is the reflection of her/his understanding about designing.
Total Credits					575	24	

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Syllabus

Bachelor in Design (Specialization in Textiles) Department of Silpa-Sadana, PSV

Semester V

Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks	Course Objective/ Outcome
TC-V/01	History of Design	Common for all three specialization	2	Practical	50 (25+25)	Ability enhancement
TC-V/02	Quality Assurance, Accountancy and Costing	Quality control, accountancy, knowledge about different tax systems, costing etc.	2	Theory	25 (5+20)	Employability and entrepreneurship
TC-V/03	Materials & Processes - I	Natural fibres, yarn and preparatory to weaving	4	Theory	50 (10+40)	Enrichment of domain knowledge and employability & entrepreneurship
TC-V/04	Textile Technology - I	Weaving mechanism, Fabric Structure and Calculation – I (Group A)	2	Theory	25 (5+20)	Enrichment of domain knowledge and employability & entrepreneurship
		Preparatory and allied chemical processing (Group B)	2		25 (5+20)	
			4		50 (10+40)	
TC-V/05	Workshop Practice - I	Weaving Practice -I	4	Practical	100 (50+50)	Skill development
		Workshop practice on preparatory and allied chemical processing	2		50 (25+25)	
			6		150 (75+75)	
TC-V/06	Product Design - I	Weaving	6	Practical	150 (75+75)	Employability and entrepreneurship
Total Credit			24			

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/02	Quality Assurance, Accountancy and Costing	Quality control, accountancy, knowledge about different tax systems, costing etc	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Concept of quality, need for quality assurance. Prevention, appraisal and failure aspects of quality. • Quality control: Statistical quality control. Management of quality: data collection, analysis and reporting. • National and International Standardization. • Introduction to accountancy, its need in industry. Maintenance of accountancy in an organisation, Worked out examples. Acquaintance with commonly used accountancy software. • Estimation and costing. Costing principles, costing patterns for different process flows, worked out examples. Rudimentary knowledge about different tax systems, VAT, MODVAT, and basic concepts on trade licence, company laws etc. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/03	Materials & Processes - I	Natural fibres, yarn and preparatory to weaving	4	Theory	50 (10+40)
<ul style="list-style-type: none"> • Introduction to Textile fibres • Classification of fibres • Physical and chemical properties of Natural fibres (Cotton, Jute, Silk, Wool, Linen etc.) • Types of yarns • yarn properties • Introduction to spinning • Basic principle of opening, cleaning, blow-room, carding, combing, drawing, roving and ring spinning <i>Introduction to preparatory to weaving</i> • Weaving preparatory processes ——— their utility. • Different preparatory processes like Winding, Warping, Sizing ——— their objectives, basic principle of operation. • Different types of devices or machines employed for preparatory processes. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/04	Textile Technology - I	Weaving mechanism, Fabric Structure and Calculation – I (Group A)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Evolution of handloom. • Descriptive study of different handlooms. • Study of different parts and accessories of handloom ——— their functions. • Motions of loom ——— their functions. • Fabric structure ——— Concept of weave, repeat, weaving plan. Methods of weave representation, different types of drafts. • Fundamental weaves namely plain, twill, satin/sateen and their derivatives. • Numbering systems of yarn. • Conversion of yarn count. • Calculation of resultant count and average count. • Reed count and calculations. • Heald count and calculations. • Warp, weft and cloth calculations. 					
TC-V/04	Textile Technology - I	Preparatory and allied chemical Processing (Group B)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> ➤ Water hardness: Nature of hardness and their reasons, effect of hardness in textile processing, different methods of hardness removal in brief. ➤ Dry preparatory processes: Mending, Stamping, Shearing and Cropping, Singeing etc. ➤ Chemistry and technology of removing natural and added impurities from natural fibres, viz. Cotton, Jute, Silk, Wool and others. ➤ Chemistry and Technology of bleaching cotton, silk, wool, jute and others employing different bleaching agents like hydrogen peroxide, hypochlorite etc. ➤ Stabilized bleaching, Woolenisation and chemical dehairing of jute. ➤ Preparatory process sequence of common blends like Polyester/cotton, Polyester/Viscose etc. ➤ Optical brightening agent and bluing agents for textiles: principles and their application process. ➤ Environment friendly preparatory process and recent developments. ➤ Mercerization of cotton substrates: principles and process parameters ➤ Different machineries used for batch, continuous and semi-continuous preparatory processing of textiles. ➤ Evaluation of desizing, scouring, bleaching and mercerization efficiencies. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/05	Workshop Practice - I	Weaving practice - I	4	Practical	100 (50+50)
<ul style="list-style-type: none"> • Preparatory processes before weaving ——— bobbin and pirn winding by Charkha and other imported appliances. • Preparation of warp, ball warp, drawing-in, denting, gaiting up of warp. • Weaving practice on frame loom/hobby loom. • Weaving cloth samples using fundamental weaves and their derivatives. 					
TC-V/05	Workshop Practice - I	Preparatory and allied chemical Processing workshop	2	Practical	50 (25+25)
<ul style="list-style-type: none"> ➤ Estimation of water hardness ➤ Desizing of cotton fabric ➤ Scouring of cotton yarn/fabric ➤ Bleaching of cotton yarn/fabric with a) hydrogen peroxide and b) Hypochlorite ➤ Degumming and bleaching of silk ➤ Scouring and bleaching of wool fibre ➤ Scouring and bleaching of jute ➤ Stabilized bleaching of jute ➤ Application of optical brightening agent on cotton, silk etc. ➤ Evaluation of desized, scoured and bleached textiles ➤ Eco-friendly scouring and bleaching and as well as enzymatic degumming of silk ➤ Determination of dimensional stability of textile fabric 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/06	Product Design - I	Weaving	6	Practical	150 (75+75)

Introduction

This course is an extension of earlier inputs given to the students in area of woven textiles. The student will continue to explore basic woven structures through product design. There is greater emphasis on the development on concepts, visual problem solving from paper to finished woven pieces and personal statement for the end user. Students will develop skills with colour and weave effects to control colour and patterns. There is an emphasis on application of design process with selection of appropriate materials for sampling as a reference for finished work.

Aim

To produce a collection of a product for home furnishings/apparel using basic weaves and their derivatives.

Objectives

- To understand colour and weave effect
- Selection of material and woven structure with product development as per design brief
- Make illustrations of design ideas
- Learn to make specification sheet of samples for production process
- To make a collection of a product in different colour ways

Semester VI

Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)	Course Objective/ Outcome
TC-VI/01	History of Indian Textiles & Accessories	History of Indian textile and clothing	2	Theory	25 (5+20)	Ability enhancement
TC-VI/02	Textile Testing Methodology	Identification of textile fibres and dyes, Mechanical Testing, Colourfastness to different agencies, etc	2	Practical	50 (25+25)	Skill development and employability
TC-VI/03	Materials & Processes - II	Manmade fibres and yarns including decorative/fancy yarns	4	Theory	50 (10+40)	Domain knowledge enrichment and employability & entrepreneurship
TC-VI/04	Textile Technology - II	Weaving Mechanism, Fabric Structure and Calculation – II Dyeing of textile substrates	2	Theory	25 (5+20)	Domain knowledge enrichment and employability & entrepreneurship
			2		25 (5+20)	
			4		50 (10+40)	
TC-VI/05	Workshop Practice - II	Weaving Practice – II	4	Practical	100 (50+50)	Skill development
		Textile Dyeing workshop	2		50 (25+25)	
			6		150 (75 +75)	
TC-VI/06	Product Design - II	Creative and unconventional Surface ornamentation techniques	6	Practical	150 (75+75)	Employability and entrepreneurship
Total Credit 24						

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/01	History of Indian Textiles & Accessories	Brief history of Indian textile and clothing	2	Theory	25 (5+20)
<p>Section-A</p> <ul style="list-style-type: none"> • Indian heritage: brief study of Indian textiles. Different varieties of manufactured handloom textiles from north-eastern, eastern, western and southern region in India. • Study of Traditional textiles of different states of India with reference to its historical significance, technique, color & motifs, construction of the famous woven crafts like; Jamdani, Benarasi, Brocade, Paithani, Chanderii, Himru, Masru, Maheshwari , Baluchari saree etc. • Study of dyed & printed textiles with reference to historical significances, dyeing technique, color & motif of Patola, Ikat, Telia Rumal, Batik, Bandhani, Sanganeri, block printing, kalamkari, mud printing (Bagru), etc <p>Section-B</p> <ul style="list-style-type: none"> ➤ Study of embroideries with reference to color, motif, stitches & fabric of the crafts like Kantha, Phulkari, Chickankari, Chamba rumal, Sujani bihari, Kasuti, etc. ➤ Study of traditional clothing of different states of India 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/02	Textile Testing Methodology	Identification of textile fibres and dyes, Mechanical Testing, Colourfastness to different agencies, etc	2	Practical	50 (25+25)
<p>❖ Introduction to textile testing</p> <p>Physical testing</p> <ul style="list-style-type: none"> ❖ Identification of fibres (Physical & Chemical method) ❖ Fibre testing: length, fineness, maturity of cotton, moisture in fibres, foreign matter content, tensile testing. ❖ Yarn testing: Yarn numbering, Twist, Tensile properties, uniformity etc. ❖ Fabric testing: Thread density, cover factor, crimp, strength (tensile, tear, bursting), Comfort properties (handle, drape, thermal, air permeability etc.), Durability (Abrasion, pilling resistance, etc) <p>Chemical testing</p> <ul style="list-style-type: none"> ❖ Assessment of colour fastness to different agencies viz. light, washing, rubbing etc. ❖ Identification of commonly used dyestuffs on textile substrates <p>Computerized colour measurements i.e. K/S, Whiteness and yellowness index, Brightness index, Colour value, Hue, Chroma etc.</p>					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/03	Materials & Processes - II	Manmade fibres and yarns including decorative/fancy yarns	4	Theory	50 (10+40)
<ul style="list-style-type: none"> • Introduction to Man-made Textile fibers • Classification of Man-made textile fibers • Requirements of man-made fibres • Introduction to synthetic fibers manufacturing (Viscose, Nylon, Polyester, Acrylic, Polypropylene etc.) • Physical and chemical properties of man-made fibres. • Types of decorative yarns and principles of formation • Texturised yarn • Introduction to Doubling. • Different Yarn packages used in textiles 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/04	Textile Technology - II	Weaving Mechanism, Fabric Structure and Calculation – II (Group – A)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Different types of heald Tie-ups and Heald Reversing Motions used for handloom. • Types of shedding and devices used for shedding ——— their merits and demerits. • Classification of looms according to shedding devices used. • Dobby shedding devices ——— Classification; Principle of operation of single and double lift doobby; their merits and demerits. • Concept of combined weaves. • Weaving plan and features of Honeycomb, Brighton honeycomb, Huck-a-back, Mockleno, Corck screw, Crepe, Sponge, Diamond, Diaper/Dice, and other fancy weaves. • Warp, weft and cloth calculations. ▪ Crimp, take-up, fractional cover and cover factor. 					
TC-VI/04	Textile Technology - II	Dyeing of textile substrates (Group B)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> ➤ Colour chemistry, classification and brief introduction on dyes, pigments. Different dye-fibre interactions ➤ Theory and technology of application of different classes of dyes (Direct, Reactive, Vat, Sulphur, Acid & Metal-Complex, Basic etc. on different natural fibres such as cotton, silk, wool, jute etc. ➤ Theory and technology of application of different classes of dyes (Disperse, Basic, Acid etc) on different synthetic fibres such as polyester, nylon, acrylic etc. ➤ Dyeing of common blended fabrics. ➤ Natural Dyes: Source, extraction and its application technology on textile substrates. ➤ Dyeing machineries: Batch, continuous and semi-continuous machineries involved in dyeing. ➤ Colour Science: Fundamentals of instrumental measurement of colour parameters, whiteness, yellowness, metamerism index etc. ➤ Manual and computerized colour matching systems: advantages and drawback ➤ Recent developments in dyestuffs and dyeing 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/05	Workshop Practice - II	Weaving Practice – II	4	Practical	100 (50+50)
<ul style="list-style-type: none"> • Preparatory processes before weaving such as bobbin and pirn winding by Charkha and other improved appliances. • Preparation of warp, ball warp, drawing-in, denting, gaiting-up of warp. • Weaving samples using twill weaves and their derivatives, honeycomb, huck-a-back, mockleno, diamond and other fancy weaves and their combinations. • Extra weft figuring. 					
TC-VI/05	Workshop Practice - II	Textile Dyeing Workshop	2	Practical	50 (25+25)
<ul style="list-style-type: none"> ➤ Dyeing of cotton yarn/fabric with Direct Dyes, Different classes of Reactive dyes, Sulphur Dyes, Vat Dyes, Solubilised Vat Dyes, Azoic Colour ➤ Dyeing of wool and silk with: Acid & Metal Complex Dyes, ii) Basic Dyes ➤ Dyeing of Acrylic with Basic Dyes ➤ Dyeing of Polyester with Disperse Dyes ➤ Dyeing of cotton and Silk with Natural Dyes ➤ Instrumental measurement of colour parameters, metamerism index etc of the dyed textile substrates. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/06	Product Design - II	Creative and unconventional Surface ornamentation techniques	6	Practical	150 (75+75)

Introduction:

Weaving, printing and dyeing are conventional methods of surface ornamentation. However, there are number of unconventional techniques by which surface ornamentation can be done. This course is designed to encourage students to explore various unconventional creative techniques and to apply these techniques to produce a product i.e. clothing/furnishing. Students will learn to design folios where they will record their research, problem solving and manufacturing process and evaluate their work through presentation.

Aim:

To produce collection of a product for home furnishings/apparel using unconventional surface ornamentation technique.

Objectives:

- To understand and explore verity of surface ornamentation techniques including one used in hand-made paper making, patchwork, quilting, pleating, marbling, stitching, felting, burning, washing etc.
- Selection of a suitable technique for a given material and product development as per design brief.
- Make illustrations of design ideas
- To make collection of a product in different colour ways

Semester VII

Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)	Course Objective/ Outcome
TC-VII/01	Computer Aided Design	Textile CAD etc.	2	Practical	50 (25+25)	Skill development and employability
TC-VII/02	Finishing of Textile Materials	Mechanical and Chemical finishing, Packaging etc	2	Practical	50 (25+25)	Skill development
TC-VII/03	Materials & Processes - III	Introduction to Clothing	4	Practical	100 (50+50)	Skill Development
TC-VII/04	Textile Technology - IIII	Weaving Mechanism, Fabric Structure and Calculation - III	2	Theory	25 (5+20)	Domain knowledge enrichment and employability & entrepreneurship
		Printing of Textile Substrates	2		25 (5+20)	
			4		50 (10+40)	
TC-VII/05	Workshop Practice - III	Weaving Practice - III	3	Practical	75 (37.5+37.5)	Skill development
		Workshop on textile printing	3		75 (37.5+37.5)	
			6		150 (75+75)	
TC-VII/06	Product Design - III	Print Design	6	Practical	150 (75+75)	Employability and entrepreneurship
Total Credit						24

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/01	Computer Aided Design	Textile CAD etc.	2	Practical	50 (25+25)
<ul style="list-style-type: none"> • Classification of textile designs • Various software for creation of textile designs • Design creation and editing using Photo Shop (both raster and vector based images) • Design creation and editing using Corel Draw • Advantages of using Textile CAD/CAM systems • Some common commercially available Textile CAD/CAM software systems • Designing using Dobby Module of textile software <ul style="list-style-type: none"> • Creation of fundamental and combined weaves and their derivatives along with weaving plan (drafting, lifting, denting etc.) • Stripe and check designing • Extra weft and extra weft figuring • Elements and principle of operation of Jacquard shedding device • Various steps of manual figuring for Jacquard • Tracing and developing Jacquard designing • Fabric simulation and simulation colour ways • Designing for screen printing using Textile Software <ul style="list-style-type: none"> • Artwork development and colour reduction • Repeat creation • Colour separation • Application of 3D Texture Mapping 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/02	Finishing of Textile Materials	Mechanical and Chemical finishing, Packaging etc	2	Practical	50 (25+25)
<ul style="list-style-type: none"> ➤ Introduction to general textile finishing and packaging, Classification of textile finishing ➤ Different softening and stiffening agents and other temporary finishes. ➤ Mercerization of cotton yarn and fabric ➤ Woolenisation of jute ➤ Scroop finish on silk fabric ➤ Common chemical finishes for cellulosic textiles such as anti-crease, water proof and Water repellent, Flame retardant etc. ➤ Some specialty finishes and recent developments in textile finishing. ➤ Folding and packaging of textile/garments etc. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/03	Materials & Processes - III	Introduction to Clothing	4	Practical	100 (50+50)
<ul style="list-style-type: none"> ❖ Need and selection of clothing, Origin of clothing. ❖ Brief ideas on Clothing comfort & objective assessment of fabric handle characteristics ❖ Pattern making <ul style="list-style-type: none"> ● Important terminologies ● Types: <ul style="list-style-type: none"> ○ Baby frock, Kameez, Salwar, Punjabi, Pajama, Sleeve, Skirt, Basic block (female), Shirt etc. ○ Different kinds of Pockets, Collar, Neckline, etc. ● Techniques ● Variations, Drafting & Draping, Contouring ❖ Spreading, Marker planning, Marker efficiency, Lay planning ❖ Dart and Dart manipulation ❖ Cutting, Cutting machines, Different types of cutting ❖ Lining and interlining and other support materials ❖ Various types of dummies and mannequins ❖ Types of sewing machine and its important parts; sewing faults etc. ❖ Organizational structure of an apparel industry. ❖ Raw materials used in readymade garment (RMG) industry, Types of samples & samples approval, Quality management Systems: ISO, TQM, 6-Sigma, kaizen etc., Grading systems (4-point and 10 point) ❖ Fabric and Accessories inspection in RMG industry. ❖ Restricted substances in apparel & global regulatory requirements, ❖ Care labeling, productivity and work study and assessment of SAM value ❖ Different types of clothing ❖ Different styles of garment construction and machineries used ❖ Basic Garments Analysis ❖ Different types of Seam & Stitches ❖ Brief ideas on: Gather, Frill, Smocking, Pleat, Dart, Tucks, etc. ❖ Introduction to Merchandising: Merchandiser & Merchandising, Difference between marketing and merchandising, Fashion Cycle ❖ Quality Checking and packaging. Home textiles – Fibres and Fabrics used; eco-friendly aspects, labeling issues. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/04	Textile Technology - III	Weaving Mechanism, Fabric Structure and Calculation - III (Group – A)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Jacquard shedding devices ———— classification. • Construction and principle of operation of single lift and double lift jacquards. • Study of different parts of jacquard and accessories. • Power looms ———— overview, basic concept, detailed classifications. • Basic operating principles of different power looms. • Fabric defects and their remedies. • Concept of extra weft figuring, double cloth, Bedford cord, pique. • Concept of Jacquard figuring. • Warp, weft and cloth calculations. 					
TC-VII/04	Textile Technology - III	Printing of Textile Substrates (Group B)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> ➤ Styles and methods of printing, Ingredients used in printing paste and their function ➤ Thickener: Classification, source, properties and selection of thickener ➤ Printing of cotton and other cellulosic fabrics/blends with important dyestuffs and pigment colour. ➤ Printing of silk fabric with different classes of dyes such as acid, solubilised vat etc. ➤ Printing of silk and cotton fabric with natural colour ➤ Discharge and resist style of printing ➤ Printing of polyester fabric ➤ Printing machineries and faults in printing and their remedies. ➤ Hand screen development by photochemical methods ➤ Recent developments in printing of different textile fabrics containing natural fibres 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/05	Workshop Practice - III	Weaving Practice – III	3	Practical	75 (37.5+37.5)
<ul style="list-style-type: none"> • Weaving samples using twills, their derivatives, and other fancy weaves. • Textile designing for jacquard figuring. • Preparation of harness building and tie-up for jacquards. • Weaving cloth samples by jacquard/dobby. 					
TC-VII/05	Workshop Practice - III	Textile Printing Workshop	3	Practical	75 (37.5+37.5)
<ul style="list-style-type: none"> ➤ Printing of cotton fabrics with important dyestuffs and pigment colour. ➤ Printing of silk fabric with different classes of dyes such as acid, solubilised vat etc. ➤ Printing of silk and cotton fabric with natural colour ➤ Discharge and resist style of printing ➤ Printing of jute fabric with pigment colour ➤ Preparation of hand screen by photochemical methods 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/06	Product Design - III	Print Design	6	Practical	150 (75+75)
<p>Course objective: To innovate a product design collection through various theme or concept and by applying different printing and painting techniques along with a proper documentation and costing.</p> <ul style="list-style-type: none"> ➤ To identify the product according to the client requirement ➤ To prepare a theme and mood board ➤ To prepare different concept from the mood board ➤ Selection of final concept and design layout ➤ Identification of product development ideology and methodologies ➤ Sample and final product development layout along with photography ➤ Cost analysis and final documentation 					

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Semester VIII

Subject Code	Subject	Credit	Mode of teaching	Marks (Internal + External)	Course Objective/ Outcome
TC-VIII/01	Entrepreneurship, Business Management & Marketing	2	Practical	50 (25+25)	Entrepreneurship
TC-VIII/02	Craft Documentation	4	Practical	100 (50 +50)	Enrichment of domain knowledge and skill development
TC-VIII/03	Professional Exposure	2	Practical	50 (0+50)	Employability and entrepreneurship
TC-VIII/04	Elective Paper: Inter-disciplinary area(s)	4	Practical	100 (50+50)	Skill Development
TC-VIII/05	Preparatory Project Work	2	Practical	50 (50+0)	Employability and entrepreneurship
TC-VIII/06	Major Project	10	Practical	250 (125+125)	Employability and entrepreneurship
Total Credit = 24					

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Master of Design

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Syllabus

Master of Design - Ceramic & Glass

Semester - I

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-I/01	Aesthetic – I	<p>Aesthetical aspects of India</p> <ul style="list-style-type: none"> • What is Aesthetic? Why do we mean or say something is beautiful? Express how aesthetics were understood by different theory. • History of Indian Aesthetics: Bharata's Natya Shastra, in terms of Music & dance, Painting, Sculpture and folk art. • Eight primary Rasas, Bhava & Rasas, Riti and Guna, Guna and Dosha, Laksanas etc. • Shadanga or Six Limbs of Indian Art (Rupabheda. Pramanam, Bhava, Lavanya, Yojanam, Sadrisyam, Varnikabhanga) • Vernacular Indian Art † (Mouryan, Sunga, Kushana, Gupta Period Arts, Miniature Paintings, Bengal Painting, etc) • Different Iconographies in Indian Art (Buddhist Iconography, Jain Iconography, Saiva Iconography, Vaisnava Iconography, Sakti Iconography, Other Iconography) • Gestures And Postures in Sculptures • Concept of Bengal Painting in context of Santiniketan Schooling 	Develop the aesthetical skill, as well as enhance intellectual ability	Theory	100	20	80	4

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MCG-I/02	Ergonomics	<p>Gross human anatomy, Anthropometry, static and dynamic, and work physiology, Static and dynamic work including maximum capacity Bio-mechanics. Environmental condition Biological transducers and nervous system including their limitation. Controls and display Psycho physiological aspects of design. Research techniques in Ergonomic and General data generation, interpretation and application of statistical methods. Case analysis. Project work involving Ergonomic design research for product system.</p>	Skill development	Theory	100	20	80	4
MCG-I/03	Method & Material – I	<p>Theoretical Knowledge of Specialize Subject.</p> <ul style="list-style-type: none"> ◆ Bauxite, Diaspore, Pyrophilite, Olivine, Chromite, Talc, Wollastonite, Zircon, Rutile, Fluospar, Graphite, Mica, Baryte, Gypsum and Plaster of Paris. ◆ Effect of heat on clay and other ceramic materials. ◆ Introduction to glaze Definitions, composition of glaze, classification of different types of glazes, engobe, frit preparation, fritting rules, compounding of lead and leadless glazes, alkaline glazes, calcarius glazes and feldspatic glazes. ◆ Raw materials and Processing Glaze raw materials, effect of individual materials, opacifiers, colouring agents, stains, mixed colours, metallic lustures, unit operations and processes, glaze 	Develop the aesthetical skill, as well as intellectual ability	Theory	100	20	80	4

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properties, grain size, specific gravity, viscosity glaze control, additives, glaze suitability, fired properties of glazes.

- ◆ Properties and defects
Glaze body reactions, interface layers, thermal characteristics, mechanical, optical and chemical properties of glazes, glaze defects and remedies, crazing, peeling, crawling, rolling, blisters, pinholes, dunting.
- ◆ Colours
Definition of ceramic colours, Various type of ceramic colours — Under glaze colour, In glaze colour, Over glaze colour, Enamel colour; Preparation of stain — body stain, glaze stain; Cobalt colours, Copper colours, Iron colours, Preparation of red oxide, Manganese colours, Uranium colours, Chromium colours, Coral reds, Chrome pinks, Influence of raw materials on the pink colour, Antimony colour, Cadmium colour, Gold colour, Ruby red, Platinum colour, Mixed colours, Metallic lusture, Mixed lustures, Liquid Gold, Preparation of gold glance, Preparation of stain fluxes and use, Defects.
- ◆ Decoration
Classification of decoration methods, advantages, different decorating techniques, painting, spraying, stenciling, stamping, printing, lithographic transferring, silk screen printing, dusting, engobing, liquid gold decoration and decoration techniques.

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MCG-I/04	Studio Practice- I	Designing, Concept, Exploration, Prototyping, Visualization (Properties and usage of Specialize Materials Selection and use for consumer products. Design limitations and specific advantages of a particular processes and materials. Properties of ceramics and glass, various processes and assembling techniques. Concepts of structure and costing. Significance of form in structural strength of products. Influence of materials and processes on product aesthetics.)	Skill Development	Practical	150	75	75	6
MCG-I/05	Design Research and Synthesis	Course is focused on design research as it applies in a human-cantered design context for user. Through readings, presentations, and discussions students learn to distinguish and articulate different research strategies, review methods and ways of making sense of data collected. Making sense of complexity by doing and devising actions based on adductive thinking produce meaningful argument that support decision making and iterative design development. Special emphasis is placed on ethnography, communication theory, and interventions in organizational systems and cultures.	Skill Development and enhance entrepreneurship skill	Practical	150	75	75	6
					600	210	390	24

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Semester - II

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-II/01	Aesthetic - II	Aesthetical aspects of Asian and Islamic <ul style="list-style-type: none"> • The Six principles of Chinese painting (Xie He's) (Spirit Resonance, Bone Method, Correspondence to the Object, Suitability to Type, Division and Planning, Transmission by Copying,) • China's major philosophies, significantly including Confucianism, Buddhism, and Daoism. • Brief Definition and Meaning, Main Elements of Islamic Art. Influence of the Religion of Islam on Islamic Art. The Infinite Pattern in Islamic Art • The major Islamic philosophers produced on works dedicated to aesthetics, (Beauty, Rhetoric and poetics, Imitation and imagination) • Aspects of Divine and Human Creation. The Treatment of Language Arts in Islamic Philosophy. A "Pragmatic" Aesthetic Critical Theory • Islamic Decorative Arts, Geometric Design, Islamic Calligraphy, Architecture and It's affect/ influence on other Arts rest of the world 	Develop the aesthetical skill, as well as enhance intellectual ability	Theory	100	20	80	4

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MCG-II/02	Product Design - I	<p>Understanding of the factors that directly or indirectly influence the context and the products.</p> <p>Understanding of problem areas and the limitations. Familiarisation studies and synthesis for detailed investigation of context. Developing questionnaires, interviewing users and selecting suitable techniques to study use behaviour and reactions, interviewing and observing user and photographic studies of products in use.</p> <p>Understanding market demands and manufacturing constraints. Documenting and interpreting data and formulating conclusions. Role of creativity in understanding of latent needs.</p> <p>Comparative analytical studies in other creative fields. Product in product design.</p>	Enhance entrepreneurship skill	Practical	200	100	100	8
MCG-II/03	Method & Material-II	<p>Theoretical Knowledge of Specialize Subject.</p> <p>Glass: Glass: knowledge about utilise a range of glass for kiln casting processes and cold working techniques in response to set tasks.</p> <p>The Glass Transition</p> <p>Thermal properties of glass, Kiln formed glass is controlling the temperature of the glass.</p> <p>Annealing thickness and calculation.</p> <p>Kiln formation and specification for the Kiln form Glass.</p> <p>Capably utilise a range of specialised glass blowing and finishing technique,.</p> <p>Different tools processes and equipment for the manual and Automatic glass blowing.</p>	Develop the aesthetical skill, as well as intellectual ability	Theory	100	20	80	4

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		Different Glasses their detail property and utilization Detail Furnace structural and their specification. Fuel utilisation and necessary equipment.						
MCG-II/04	Studio Practice-II	Designing, Concept, Exploration, Prototyping, Visualization (Detailing in products, while using processes like throwing, moulding, casting etc. Detailing for fabricated products with other materials like metal, plastic, wood, bamboo etc, detailing while using fabric materials, form and other cushions, leather and cloth in combination with ceramic or glass materials like.)	Develop the aesthetical skill, as well as Enhance entrepreneurship skill	Practical	100	50	50	4
MCG-II/05	Colloquium -I (Art, Design & Society)	Lectures from faculty about their research and paper presentation (The concept of Ceramic & Glass Design starting from the time of the early civilisation Great Exhibition leading to the Bauhaus and after, work of Bauhaus, history of design profession in Europe and America. A survey of major developments of 20th Century painting, sculpture and architecture. Changing cultural pattern and its influence on the above mention medium. Influence of television on films. Urbanization and understanding contemporary urban forms.)	Develop the writing skill, as well as Enhance intellectual ability	Practical	100	50	50	4
					600	240	360	24

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Semester - III

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-III/01	Aesthetic - III	<p>Aesthetical aspects of western Aesthetics and the philosophy of Western Art. Art in terms of an aesthetic spectrum in different periods.</p> <p>The elements of a classical composition. The Greeks, especially in the context of Sixth Century Athens (Socrates, Plato and Aristotle etc on Aesthetics & Beauty)</p> <p>What is the role of "imitation" in the arts, what exactly does art "imitate"</p> <p>Conceptions of beauty in the European Renaissance: The rise of Humanism and its implications for aesthetic theory by philosophers.</p> <p>The European "Enlightenment" origin of a "Science" of Aesthetics.</p> <p>European Romanticism and the definition of the artist</p> <p>Iconography and Colour in western art history, for religious painting in Eastern Christianity.</p> <p>African Art: General characteristics of African Art, Artistic creativity or Expressive individualism, Visual abstraction, Style, tribe, and ethnic identity</p>	Develop the aesthetical skill, as well as enhance intellectual ability	Theory	100	20	80	4

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MCG-III/02	Industrial Exposure	This advanced seminar explores contemporary topics in Integrative Design with an emphasis on how integrative designers define their practice in relation to traditional design fields. It also considers future design scenarios. [(8 weeks)+ 2 week Document)]	Develop the job opportunity	Practical	250	125	125	10
MCG-III/03	Project Abstract / Synopsis	A lecture providing the opportunity for individual candidates to develop and present their thesis in a manner that directly reflects their product as well as career objectives. The thesis project and document must exhibit an in-depth exploration of an approved topic, which addresses an area of importance to the Ceramic & Glass Design field and contributes to the body of knowledge pertaining to that area and detail study about the product sustainability. It may be carried out under industry sponsorship, as a part of a research project, or be independently based.	Develop the proposal writing skill, as well as Enhance entrepreneurship skill	Practical	100	50	50	4
MCG-III/04	Colloquium - II (Historical aspects of product)	Lectures from faculty about their research and paper presentation (Chronological Evolution of Design in particular product)	Develop the writing skill, as well as Enhance intellectual ability	Practical	150	75	75	6
					600	270	330	24

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Semester - IV

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-IV/01	Major Project	Major Project is the academic frame guiding the student towards excellence. In the framework of the project, the students will be required to incorporate the knowledge and creative processes acquired in the program while making a personal statement and taking a personal stand. The project will deal with a topic that the student chooses in the III rd Semester Project Abstract / Synopsis to develop and will be accompanied by individual instructional meetings with a personal advisor instructional and enrichment meetings with the project coordinators and sponsored agency or organisation . In the structure of the enrichment meetings the topics of research, criticism, design and management are discussed. There are also Instructional and critical convention with the project guide and sponsor agency. In the course of his/ her studies, every student must submit one final project report in a prescribe format.	Develop the job opportunity	Practical	450	225	225	18
MCG-IV/02	Dissertation	To develop complete ceramic product	Develop the writing skill, as well as Enhance intellectual ability	Theory Presentation	150	75	75	6
					600	300	300	24

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Syllabus

Master of Design - Textiles
Department of Silpa-Sadana, PSV

Semester - I

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-I/01	Aesthetic Skill	4	Practical	100	50	50	Skill development
MTD-I/02	Design Overview	4	Practical	100	50	50	Skill development
MTD-I/03	Textile Technology	4	Theory	100	20	80	Domain knowledge enrichment and employability
MTD-I/04	Design Project – I (Surface Ornamentation)	12	Practical	300	150	150	Employability and entrepreneurship
Total Credits		24		600	270	330	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/01	Aesthetic Skill	4	Practical	100	50	50
<ul style="list-style-type: none"> • History of Design and Art • The theory of aesthetic activities • Morphology of aesthetic and artistic communication • The essence and diversity of aesthetics • The psychology of aesthetic creation • The impact of aesthetics on the artist, designer and end user. 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/02	Design Overview	4	Practical	100	50	50
<p>Contemporary design is grounded in a history of art and design. This course demonstrates the ways in which design has travelled and draws on, and breaks with, visual and cultural traditions of the past and their classification. The course investigates how contemporary design is situated within a broader history by examining various significant creative art forms, art and design movements, concepts and themes which have shaped the way that we use and interpreted images and other creative forms. The course also considers differing approaches to visual representation in the context of wider social, political and historical environments.</p>						

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/03	Textile Technology	4	Theory	100	20	80
<p>Group – A (Marks: 10+40)</p> <ul style="list-style-type: none"> • Brief introduction on textile fibres • Classification of fibres • Physical and chemical properties of textile fibres • Types of yarns • Principles of yarn formation • Properties of yarns and their specifications • Types of decorative yarns and principles of formation • Yarn numbering systems, • Evaluation of yarn quality parameters <p>Group – B (Marks: 10+40)</p> <ul style="list-style-type: none"> • Principles of fabric structures • Concept of fundamental & combined weaves and their derivatives • Simple & compound fabric structures • Principles of weaving mechanism (including overview of power looms) • Weaving calculations • Evaluation of fabric properties • Cloth analysis 						

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/04	Design Project – I (Surface Ornamentation)	12	Practical	300	150	150
<ul style="list-style-type: none"> To develop a collection on the given textile surface through various surface ornamentation techniques such as embellishment, different stitches, pleating, smocking, folding etc. 						

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Semester - II

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-II/01	Design Project – II (Woven)	12	Practical	300	150	150	Employability and entrepreneurship
MTD-II/02	Design Project – III (Dyed and Printed)	10	Practical	250	125	125	Employability and entrepreneurship
MTD-II/03	Technology of Dyeing and Printing	2	Theory	50	10	40	Enrichment of domain knowledge and employability
Total Credit		24		600	285	315	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-II/01	Design Project – II (Woven)	12	Practical	300	150	150
<p>Advanced woven textiles (Dobby / Jacquard)</p> <ul style="list-style-type: none"> To develop a collection of woven products (using Dobby/Jacquard) 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-II/02	Design Project – III (Dyed and Printed)	10	Practical	250	125	125
<p>Advanced Dyed and Printed Textiles</p> <ul style="list-style-type: none"> To develop a collection of dyed and printed textiles 						

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-II/03	Technology of Dyeing and Printing	2	Theory	50	10	40
<p>Dyeing</p> <ul style="list-style-type: none"> • Theory of Dyeing and Colour Science • Fundamentals of measuring colour parameters, Viz. Hue, Chroma, Total Colour Difference, whiteness, yellowness, metamerism index etc. • Manual and computerized colour matching systems: merits and demerits • Recent developments in dyestuffs and dyeing • Brief introduction on dyes & pigments. Different dye-fibre interactions • Theory and technology of application of different classes of dyes • Dyeing of common blended fabrics. • Natural Dyes and its application. <p>Printing</p> <ul style="list-style-type: none"> • Introduction on textile Printing • Styles and methods of printing. Ingredients used in printing paste and their functions • Recent developments in printing of different textile fabrics containing natural fibres • Hand screen development by photochemical methods • Printing of textiles with pigment and other classes of dyestuffs. 						

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Semester - III

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-III/01	Design Project – IV (Choice Based)	20	Practical	500	250	250	Employability and entrepreneurship
MTD-III/02	CAD for Textiles	4	Practical	100	50	50	Skill development and employability
Total Credit		24		600	300	300	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-III/01	Design Project – IV (Choice based)	20	Practical	500	250	250
<p>Student has to select any one Module from the following:</p> <ul style="list-style-type: none"> • Module 1 - Woven textiles • Module 2 - Dyed and Printed textiles • Module 3 - Surface ornamentation 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-III/02	CAD for Textiles	4	Practical	100	50	50
<ul style="list-style-type: none"> • Use of Textile CAD software and other CAD tools for developing motifs and designs suitable for <ul style="list-style-type: none"> i) Weaving, and ii) Printing 						

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Semester - IV

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-IV/01	Internship	4	Practical	100	-----	100	Skill development and employability
MTD-IV/02	Major Project (Choice Based)	16	Practical	400	200	200	Employability and entrepreneurship
MTD-IV/03	Dissertation (Choice Based)	4	Practical	100	50	50	Enrichment of presentation and project proposal writing skill
Total Credit		24		600	250	350	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-IV/01	Internship	4	Practical	100	-----	100

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-IV/02	Major Project (Choice Based)	16	Practical	400	200	200
<ul style="list-style-type: none"> To develop a collection on apparel or home furnishing textiles 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-IV/03	Dissertation (Choice Based)	4	Practical	100	50	50

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Syllabus
Master of Design- Furniture and Interior

Semester I								Outcome of the Course
CODE	SUBJECT NAME	SYLLABUS	NATURE OF SUBJECT	CREDIT	MARKS ALLOCATED			
					internal	external	full	
MFI-I/01	Aesthetics	<ul style="list-style-type: none"> • History of international design movement. Historical development of artifacts. • Various school of thought (Indian, China etc) being traditional to contemporary • Art and craft (folk and tribal) Design and Interior	theory	4	20	80	100	It enhances the sense of aesthetic and beauty with utility into a student before designing.
MFI-I/02	Design Fundamental	<ul style="list-style-type: none"> • Design orientation • Environment of interior • Thermal comfort of user in relation to interior (natural and artificial) • Lighting arrangement (natural and artificial) • Acoustics 	practical	4	50	50	100	It imparts the knowledge of various factors associated with design and interior; like environment, lighting etc. It is aimed to improve the “add on” of interiors.
MFI-I/03	Material & Process	<ul style="list-style-type: none"> • Analysis, properties and use of natural and artificial hygroscopic and isotropic materials. • Application of veneers, lamination, surface treatment. • Introduction to WPC 	theory	4	20	80	100	To improve the student’s knowledge about the material as a whole so that a student can put the material into use more judiciously

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MFI-I/04	Furniture Technology and Interior-I	<ul style="list-style-type: none"> Physical, behavioral and visual properties of furniture and interior Construction and specification- furniture and interior related space, detailed joineries, surface finishing Study of material application. Their form and properties 	theory	4	20	80	100	To improve the student's knowledge about the Furniture and its production (industrial or indigenous). It also imparts knowledge about basics of interior. It helps students to work in industries in better way.
MFI-I/05	Studio and Workshop-I	<ul style="list-style-type: none"> Preparation of technical drawing of proposed furniture Full size layout including the process of the construction Construction and fabrication work of a model or prototype 	Practical	4	50	50	100	To improve the practical skill related to the material by following certain steps.
MFI-I/06	: Design Project	<ul style="list-style-type: none"> Identification of thrust area and making of an abstract of project Project description Challenge of design involved Project duration, location, uniqueness Specification 	practical	4	50	50	100	It enables student to improve their creativity in designing products OR range of products along with interior of the provided space. It helps students to understand the necessities of a mock client.
total				24			600	

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Semester II								
MFI-II/01	Design Methods	<ul style="list-style-type: none"> • Design principle • Design consideration • Study & observation • Site configuration • Topographic consideration • Documentation and innovative details. 	practical	4	50	50	100	It improves the skill of analyzing a situation and a space in respect to site or theme-based work. It allows the detailed study of the space about form, color, texture and material.
MFI-II/02	Advance Materials and Manufacturing	<ul style="list-style-type: none"> • Physical, behavioral and visual properties of contemporary materials and their applications in related field • Materials used in structures/ornamentation/finishing <p>Techniques involved in manufacturing of the product</p>	theory	2	10	40	50	To improve the student's knowledge about the advanced and diversified material so that they can use the material more judiciously in their range of products OR interior.
MFI-II/03	Applied Ergonomics	<ul style="list-style-type: none"> • Somatometric, Osteometric and Craniometric Measurement • Elemental activities • Furniture size • Room dimension and circulation • Functional relationship 	practical	2	25	25	50	The course imparts the advanced knowledge of anthropometry in relation to the dimension of the work space or work site. The imparted knowledge would support a student in designing a range of products installed in a given space.
MFI-II/04	: Furniture Technology and Interior-II	<ul style="list-style-type: none"> • Survey, analysis, estimating office proposal • Selection, structural and furnishing consideration of furniture and interior 	practical	4	50	50	100	To improve the student's knowledge about the Furniture and its production (industrial or indigenous). It also imparts knowledge about basics of interior. It helps

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		<ul style="list-style-type: none"> • Arrangement of furniture that expresses the character of that particular interior • Engineering drawing 						students to work in industries in better way.
MFI-II/05	Computer Aided Design & Drawing-I	<ul style="list-style-type: none"> • 3D modeling computer program • Wide range drawing application • Color, rendering, light effect 	practical	2	25	25	50	The course imparts the knowledge of Auto CAD and other software to students to develop their skill in computer aided 3D drawings and layouts
MFI-II/06	Studio & Workshop-II	<ul style="list-style-type: none"> • Restoration work (furniture & Interior) • Elements of restoration • Furniture restoration (periodic & modern) <ul style="list-style-type: none"> i) Cabinet making ii) wood turning iii) upholstery iv) finishing work v) veneering vi) inlaying 	practical	4	50	50	100	To improve the practical skill related to the material by following certain steps. This course also develops the skill of a student in viewing the design elements of a vintage furniture and restore them, keeping the original as much as possible.
MFI-II/07	Design Project-II	<ul style="list-style-type: none"> • Land planning and building arrangement • Community facilities • Section of building and interior space • Furnishing with detailing and circulation 	practical	6	75	75	150	It enables student to improve their creativity in designing products OR range of products along with interior of the provided space. It helps students to understand the necessities of a mock client.
total				24			600	
Summer internship to be continued into III rd Sem (field study)								

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Semester- III								
MFI-III/01	Research Methodology	<p>: Introduction to the nature and purpose of research</p> <ul style="list-style-type: none"> • Its role in problem solving • Theory in the process of design • Discussion of various principle and approaches to research. 	practical	4	50	50	100	It imparts the knowledge of reasoning, problem solving, analyzing the data obtained from different sources or research.
MFI-III/02	Computer Aided Design & Drawing-II	<ul style="list-style-type: none"> • Computer application for animation & imagery in 3D • Graphic design • Documentation and presentation 	practical	2	25	25	50	The course imparts the knowledge of Auto CAD and other software to students to develop their skill in computer aided 3D drawings and layouts. It imparts the knowledge of engineered drawing that would be beneficial in industry and related organizations.
MFI-III/03	Colloquium	<p>Presentation of existing and proposed project</p> <ul style="list-style-type: none"> • Historical • Art • Design • Material 	practical	6	75	75	150	It helps students to prepare their presentation on various academic research and projects. It enables them to discuss their topic in forum with teachers that develops their ability of reasoning and presentation.
MFI-III/04	Design Project-III	<ul style="list-style-type: none"> • Designing for special cases like natural calamities • Customized furniture design • Furniture and interior for differently abled community • Fire safety and security considerations 	practical	6	75	75	150	It enables student to improve their creativity in designing products OR range of products along with interior of the provided space. It helps students to understand the necessities of a mock client.

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MFI-III/05	Internship (Sem II and Sem III)	Field study	practical	6	75	75	150	It exposes a student to an industry or an organization that grooms them professionally; imparts other pros and cons in industries and helps in securing a job.
total				24			600	
Semester- IV								
MFI-IV/01	Final Project (Dissertation)	<ul style="list-style-type: none"> According to UGC guideline 	practical	24	300	300	600	It is the final performance of student. It displays their skill in developing his final project stepwise. A final project is the reflection of her/ his understanding about designing.
GRAND TOTAL				96			2400	

Evaluation Process

- *All the theory papers will be conducted as per University rules*
- *All the practical papers/ modules will be assessed through a "Jury System"*

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Bachelor of Vocation Pottery & Ceramics

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Bachelor of Vocation in Pottery & Ceramic
Course Curriculum based on employability/ entrepreneurship/ skill development

Semester-I

Paper No.	Subject	Credit	Contact Hrs/ Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-I/01	Communication skill in English	2	32	10	40	-	-	50	Theory	On completion of this course students verbal communication skill in English will be enhanced
BVoc-I/02	History of ceramics	2	32	10	40	-	-	50	Theory	This course will enhance the ability of a students to know about the historical development of ceramics
BVoc-I/03	Ceramic raw materials	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different types of materials used in ceramic manufacturing and their behavior.
BVoc-I/04	Applied science-I	4	64	20	80	-	-	100	Theory	This course will enhance the ability of a students to know about the basic science of ceramic materials
BVoc-I/05	Workshop Practice-I	10	160	-	-	150	150	300	Practical	On completion of this course students skill to develop table ware ceramic bodies will be enhance
BVoc-I/06	Surface Decoration	8	128	-	-	100	100	200	Practical	This course will help students to enhance their skill to decorate tableware bodies
Total		30	480	60	240	250	250	800		

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Semester-II

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-II/01	Communication skill in Hindi	2	32	10	40	-	-	50	Theory	On completion of this course students verbal communication skill in Hindi will be enhanced
BVoc-II/02	Ceramic technology-I	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-II/03	Applied Science-II	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about the basic applied mathematics
BVoc-II/04	Computer Basic	4	64	-	-	20	80	100	Practical	This course familiarizes the students with the basics of computer applications. Help them to use computer as a tool to develop their documentation presentation and make them informative.
BVoc-II/05	Screen printing technique	6	96	-	-	75	75	150	Practical	This course will enhance skill of students to decorate ceramic bodies by Screen printing and helps in entrepreneurship

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BVoc-II/06	Industrial Exposure-I	10	Two months	-	-	150	150	300	Practical	This course will create job opportunity and helps in entrepreneurship
Total		30	320	50	200	245	305	800		

Semester-III

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-III/01	Environmental studies	2	32	10	40	-	-	50	Theory	Ability Enhancement
BVoc-III/02	Ceramic machineries	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different machineries used in ceramic manufacturing and their operating system and also creates job opportunity
BVoc-III/03	Ceramic technology-II	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-III/04	Technical drawing	4	64	-	-	20	80	100	Practical	Develops technical drawing skills
BVoc-III/05	Workshop Practice-II	10	160	-	-	150	150	300	Practical	On completion of this course students skill to develop ceramic tiles will be enhance
BVoc-III/06	Ceramic testing-I	6	96	-	-	75	75	150	Practical	This course will enhance the ability of students understanding about

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										different ceramic testing methods followed by Indian industries
Total		30	480	50	200	245	305	800		

Semester-IV

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-IV/01	Industrial Economics	2	32	10	40	-	-	50	Theory	This course will enhance the ability of students understanding about industrials economics followed by Indian industries and also helps in entrepreneurship
BVoc-IV/02	Computer Aided Design (CAD)	4	64	-	-	20	80	100	Practical	This course will enhance the skill of students to design different ceramic forms
BVoc-IV/03	Ceramic technology-III	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-IV/04	Ceramic Testing-II	4	64	-	-	20	80	100	Practical	This course will enhance the ability of students understanding about different ceramic testing methods followed by Indian industries
BVoc-IV/05	Workshop Practice-III	6	96	-	-	75	75	150	Practical	On completion of this course students skill

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										to develop ceramic tiles will be enhance
BVoc-IV/06	Industrial Exposure-II	10	Two months	-	-	150	150	300	Practical	This course will create job opportunity and helps in entrepreneurship
Total		30	320	30	120	265	385	800		

Semester-V

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-V/01	Industrial Management and Entrepreneurship	2	32	10	40	-	-	50	Theory	This course will help in entrepreneurship
BVoc-V/02	Quality Management	4	64	20	80	-	-	100	Theory	This course will help in entrepreneurship
BVoc-V/03	Fuel & Furnace	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different type of fuel and furnaces used in ceramic manufacturing and also creates job opportunity
BVoc-V/04	Ceramic technology-IV	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-V/05	Ceramic Design	6	96	-	-	75	75	150	Practical	This course will help in entrepreneurship
BVoc-V/06	Workshop Practice-IV	10	160	-	-	150	150	300	Practical	On completion of this course students skill to develop sanitary

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										ware and ceramic insulator will be enhance
Total		30	480	70	280	225	225	800		

Semester-VI

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-VI/01	Project Work	16	320	-	-	200	200	400	Practical	This course will create job opportunity and helps in entrepreneurship
BVoc-VI/02	Comprehensive Viva-Voce	4	-	-	-	-	100	100	Practical	This course will enhance the ability of students understanding about different white ware bodies, their manufacturing characteristics etc.
BVoc-VI/03	Industrial Exposure-III	10	Two months	-	-	150	150	300	Practical	This course will create job opportunity and helps in entrepreneurship
Total		30	320	-	-	350	450	800		

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Syllabus

Bachelor of Vocation in Pottery & Ceramic

Semester-I

[BVoc-I/01]- Communication skill in English

- ◆ Listening Comprehension
- ◆ Reading Comprehension
- ◆ Spoken English
- ◆ Communication
- ◆ Vocabulary
- ◆ Grammar; etc.

[BVoc-I/02]- History of ceramics

- ◆ Introduction to the historical development and practice of pottery ceramic wares in various civilization leading to studio pottery and industrial pottery ceramic products.
- ◆ Study of pottery from various places, their style specialty and critical awareness (Indian, Asian, European, etc.).
- ◆ Emphasis on relationship between cultural, Traditional and industrial products.

[BVoc-I/03]- Ceramic raw materials

□ **Plastic Raw materials:**

- ◆ *Clay type:* Primary, Secondary, Group kaolin, Montmorillonite, Illite, Vermiculite.
- ◆ *Classification:* China clay, Ball clay, Fire clay, Building clay, Bentonite, Impurity in clay and role thereof.
- ◆ Structural features of clay minerals
- ◆ Occurrence, Availability, Physical and Chemical properties.
- ◆ Beneficiation.

□ **Non-plastic Raw materials:**

- ◆ *Silica:* Source – Quartz, Sand, Sandstone, Quartzite, Flint and polymorphic transformation of quartz.
- ◆ *Sillimanite Group:* Sillimanite, Kyanite, Andalusite, and Conversion to Mullite.
- ◆ *Carbonates:* Limestone, Calcite, Magnesite, and Dolomite.
- ◆ *Fluxes:* Feldspar – Orthoclase – Plagioclase series, Felspathoids – Nepheline, Sodalite, Leucite.
- ◆ *Miscellaneous:* Bauxite, Diaspore, Pyrophyllite, Olivine, Chromite, Talc, Wollastonite, Zircon, Rutile, Fluospar, Graphite, Mica, Baryte, Gypsum and Plaster of Paris.
- ◆ Effect of heat on clay and other ceramic materials.

[BVoc-I/04]- Applied Science-I

- Physics
 - ◆ Units and dimensions
 - ◆ Newtons laws of motion and friction
 - ◆ Kinematics
 - ◆ Heat
 - ◆ Optics, etc.
- Chemistry
 - ◆ Periodic table
 - ◆ Chemical Bonding
 - ◆ Structure and properties of solid materials
 - ◆ Corrosion and Phase diagram of basic ceramic materials
 - ◆ Air & water pollution
 - ◆ Disposal of industrial waste

[BVoc-I/05]- Workshop Practice-I

- ◆ Simple exercise in surface texture, Pattern and design: Exercises in various 2-D & 3-D Visualization techniques, Concept drawing, Designing of concept and colour rendering of pottery ceramic products.
- ◆ Making of Plaster of Paris Mould
- ◆ Preparation of simple pottery by Throwing & Turning, Slip casting, etc.

[BVoc-I/06]- Surface Decoration

- ◆ Freehand drawing – nature & object.
- ◆ Analytical drawing of manmade and natural objects, Depicting concepts through conscious analysis using strip form, Plain form and 3-D form.
- ◆ Concept formation.
- ◆ Decoration treatment on raw clay, Beating, Identity, Embossing, Modelling, etc.

Semester-II

[BVoc-II/01]- Communication skill in Hindi

- ◆ Hindi as link language, national language, official language, Hindi in administration law and business, Hindi and mass communication.
- ◆ Correspondence in, Technical terminology.
- ◆ Communicative skills in different spheres of life, interviews
- ◆ Conversation as a communication technique.

[BVoc-II/02] - Ceramic Technology-I

- Introduction
- ◆ History, definition, whiteware, heavy clayware, classification, rawmaterials, batch calculation, mixing, forming, drying, firing, glazing, decoration.
- Body formulations
- ◆ Body composition – earthenware, Stoneware, bone china, hotel china, terracotta, majolica, etc.
- Whiteware products
- ◆ Manufacturing process & properties, whitewares at home – tableware, kitchenware, flame resistant ware, art ware, containers.
- Properties & testing
- ◆ Strength – tensile, flexural, Impact – absorption & porosity – moisture expansion – thermal expansion – thermal shock resistance – chemical durability

[BVoc-II/03]- Applied Science-II

- Algebra
 - ◆ Determinants
 - ◆ Matrices
- Trigonometry
 - ◆ Properties of trigonometric functions
 - ◆ Trigonometric equations
 - ◆ Properties and solutions of triangle
 - ◆ Inverse trigonometric functions
- Analytical geometry
 - ◆ Elements of conics
- Calculus
 - ◆ Functions and limits
 - ◆ Methods of differentiation-I
 - ◆ Methods of differentiations-II
 - ◆ Application of differentiation
 - ◆ Integration
 - ◆ Definite integrals and applications
 - ◆ Differential equations

[BVoc-II/04] - Computer Basic

- ◆ History and generation classification of computers, Theory of computers, about RAM ROM, Mother board etc.
- ◆ Binary and allied number system representation of sign & unsigned number. BCD, ASCH. Binary arithmetic.
- ◆ Software concepts and terminology, Operating Systems concept. File attribute Fundamentals of data communication, Computer network concepts and emerging trends, Management of computer security, Virus, Firewalls
- ◆ Introduction to GUI, Manage system in Windows XP, File & Folders, Program and accessories, Multimedia in Windows XP
- ◆ Application basics and various Office automation suites like MS Word, MS Excel, MS Power Point
- ◆ Internet overview: Email, DNS, FTP, Client/ Server, Browser, Search Engines, Visiting useful websites.

[BVoc-II/05]- Screen printing technique

- ◆ Screen preparation techniques
- ◆ Preparation of colour paste
- ◆ Printing on flat and round surface

[BVoc-II/06] - Industrial Exposure-I

- ◆ All the students have to undergo practical industrial training of eight week duration in recognized establishments. At the end of which they have to submit a report. The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

Semester-III

[BVoc-III/01]- Environmental studies

- ◆ Classification of environmental pollution
- ◆ Composition and structure of atmosphere
- ◆ Major air and water pollutants, Effects of air and water pollution on human beings, animals and plants
- ◆ Control of pollution
- ◆ Green house effect, Ozone layer and its role, Acid rain
- ◆ Waste water treatment, treatment and disposal of solid wastes and their effective utilization, Carbon cycle
- ◆ ISO Standard in relation to environment
- ◆ Visual pollution and appropriate environmental design
- ◆ Carbon credit, carbon footprint and Keyota protocol
- ◆ Energy management.

[BVoc-III/02]- Ceramic Machineries

- ◆ Power driven potter's wheel and its constructional details, Jaw crusher, Roller mill, Edge runner, Pot mill, Ball mill, Blunger, Filter press, De-airing pug mill, Diaphragm pump, Agitator, Jigger Jolly, Slip house equipments, etc.
- ◆ Different types of dryers: Chamber dryer, Vertical dryer, Spray dryer, etc.

[BVoc-III/03]-Ceramic Technology-II

- ◆ Ceramic raw materials for tiles: China clay, Ball clay, Red clay, Quartz, Flint, Silica Sand, Feldspar, Nephline syanite, Talc, Wollastonite, allied materials and their functions. etc.
- ◆ Manufacturing processes of tiles: Slip house, Powder preparation and shaping, Drying, Glazing and decoration, Firing, Sorting norms, Quality control in various stages of operation, Visual inspection and identification defects, etc.
- ◆ Unit operation related to ceramic practice: Mass transfer, Heat transfer, etc.

[BVoc-III/04] - Technical drawing

- ◆ Importance of technical drawing
- ◆ Technical drawing instruments
- ◆ Free hand lettering & numbering
- ◆ Dimensioning practice
- ◆ Geometrical Construction
- ◆ Orthographic projection
- ◆ Sectional view
- ◆ Auxiliary view
- ◆ Pictorial drawing
- ◆ Development of surfaces
- ◆ Equipment design, Plant design and calculations.

[BVoc-III/05] - Workshop Practice-III

- ◆ Fabrication of different tile body: Raw material collection, Milling, Powder preparation, Pressing, Glazing, Decoration, Firing, Polishing, sorting, packaging, Testing of tiles, etc.

[BVoc-III/06]- Ceramic testing-I

- ◆ Chemical Analysis of Important Raw Materials: Different compositional oxides present in the following raw materials – Different type of clays, Quartz, Feldspar, Talc, Pyrophyllite, Wollastonite, Dolomite, Calcite, etc. by gravimetric, volumetric and complexometric methods.

Semester-IV

[BVoc-IV/01]- Industrial Economics

- Principles of production management and organization
- ◆ Planning, organization, staffing, coordination, directing, controlling, communicating, organization as a process and a structure, types of organizations, Method study, work measurement techniques, basic procedure, motion study, motion economy, principles of time study, elements of production control, forecasting, planning, routing, scheduling, dispatching, costs and costs control, inventory and inventory control.
- Engineering economics for process engineers – Interest, Investment cost and Cost estimation
- ◆ Time Value of money, capital costs and depreciation, estimation of capital cost, manufacturing costs and working capital, invested capital and profitability.
- Profit ability, Investment alternative and replacement
- ◆ Estimation of project profitability, sensitivity analysis; investment alternatives; replacement policy forecasting sales; inflation and its impact.
- Annual reports and analysis of performance
- ◆ Principles of accounting; balance sheet; income statement; financial ratios; analysis of performance and growth.
- Economic balance and quality and quality control
- ◆ Essentials of economic balance – Economic balance approach, economic balance for insulation, evaporation, heat transfer.
- ◆ Elements of quality control, role of control charts in production and quality control.

[BVoc-IV/02] - Computer Aided Design (CAD)

- Introduction to CAD, Benefits of CAD, Stages of CAD, CAD input output devices, CAD display devices, Types of CAD systems, Types of CAD soft ware, Features of different CAD software, Computer communications, Types of computer communications networks

[BVoc-IV/03]- Ceramic Technology-III

- Introduction to glaze
Definitions, composition of glaze, classification of different types of glazes, engobe, frit preparation, fritting rules, compounding of lead and leadless glazes, alkaline glazes, calcarious glazes and feldspatic glazes.
- Raw materials and Processing
Glaze raw materials, effect of individual materials, opacifiers, colouring agents, stains, mixed colours, metallic lustures, unit operations and processes, glaze properties, grain size, specific gravity, viscosity glaze control, additives, glaze suitability, fired properties of glazes.
- Glazing techniques and special glazes
Glazing techniques, dipping, pouring, spraying, brushing, dusting and other techniques
Special glazes: matt glazes, snake skin glazes, crackled glazes, salt glazes and other glazes.
- Properties and defects
Glaze body reactions, interface layers, thermal characteristics, mechanical, optical and chemical properties of glazes, glaze defects and remedies, crazing, peeling, crawling, rolling, blisters, pin holes, dunting.
- Colours

Definition of ceramic colours, Various type of ceramic colours – Under glaze colour, In glaze colour, Over glaze colour, Enamel colour; Preparation of stain – body stain, glaze stain; Cobalt colours, Copper colours, Iron colours, Preparation of red oxide, Manganese colours, Uranium colours, Chromium colours, Coral reds, Chrome pinks, Influence of raw materials on the pink colour, Antimony colour, Cadmium colour, Gold colour, Ruby red, Platinum colour, Mixed colours, Metallic lusture, Mixed lustures, Liquid Gold, Preparation of gold glance, Preparation of stain fluxes and use, Defects.

□ Decoration

Classification of decoration methods, advantages, different decorating techniques, painting, spraying, stenciling, stamping, printing, lithographic transferring, silk screen printing, dusting, engobing, liquid gold decoration and decoration techniques.

[BVoc-IV/04] - Ceramic Testing-II

□ Testing for raw materials

- ◆ Sampling methods – coning and quatering
- ◆ Measurement of moisture content by IR moisture balance, speedy moisture test
- ◆ Particle size analysis – sieve test, sedimentation method
- ◆ Determination of surface area by permeametry, adsorption.
- ◆ Determination of Specific gravity, Viscosity

□ Testing of physical properties

- ◆ Plasticity – Pfefferkorn test, Atterberg test, Casting
- ◆ Control of casting slips- fluidity, thixotropy, specific gravity,
- ◆ Shrinkage – wet to dry, dry to fired, wet to fired,
- ◆ Modulus of rupture, vitrification, density, porosity, water absorption.

□ Testing for glaze

- ◆ Measuring coherence parameter – pick up
- ◆ Testing of viscosity of glazes at low temperatures and high temperatures
- ◆ Test for the solubility of lead frits
- ◆ Glaze fit, hardness testing, glaze thickness, autoclave and crazing, thermal shock measurement.

[BVoc-IV/05] - Workshop Practice-IV

- ◆ Preparation of Glaze Slip, Fusion Studies, Particle Size and Particle Size Distribution of Glaze, Determination of Viscosity of Glaze Slip, Determination of Flow Properties of Glaze Slip, Preparation of Coloured Glazes, Application of Glazes, Glost Firing, Decoration, Measurement of Thickness of Glaze, Determination of Scratch Resistance, Crazing Analysis, Determination of Acid Resistance by boiling acid, Determination of Alkali Resistance by boiling alkali, Determination of Thermal Expansion of Glaze using Dilatometer. Skid resistance

[BVoc-IV/06] - Industrial Exposure-II

- ◆ All the students have to undergo practical industrial training of eight week duration in recognized establishments. At the end of which they have to submit a report. The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

Semester-V

[BVoc-V/01]- Industrial Management and Entrepreneurship

- ❑ Principles and functions of management
- ◆ Role of Industry, types of ownership – sole proprietorship, partnership, private limited, public limited company, industrial co-operatives, functions of management.
- ❑ Role of entrepreneur
- ◆ Role of small industry – self employment schemes, characteristics of entrepreneur.
- ❑ Entrepreneurial Development
- ◆ Product selection, site selection, plant layout, profile and requirement, need for a planned and coordinator effort, follow up, industrial support needed, financial assistance programmes, premarket survey.
- ❑ Organisation behavior
- ◆ Job analysis, selection, achievement motivation, satisfaction, performance, reward system, quality of work life, leadership in organization, decision making, communication, group management.
- ❑ Production management
- ◆ Production planning and control, relation with other departments, need for planning and advantages, routing, scheduling dispatching.
- ❑ Materials management
- ◆ Materials in industry, inventory control model, ABC analysis, safety stocks, reorder level, economic ordering quantity, stores layout, stores equipment, stores record, purchasing procedures, purchase records, Bin Card, Cardex, materials handling, manual lifting, hoist, cranes, conveyors, trucks, fork tucks.
- ❑ Financial management
- ◆ Importance, ledger, journal, profit and loss accounts, balance sheet, interpretation of statements, project appraisal, product costing.
- ❑ Marketing and sales
- ◆ Marketing, sales, market conditions, monopoly, oligarchy, perfect competition, cost, elements of cost, contribution, Break even analysis, budgets, pricing policies.
- ◆ Various licenses required for selling up an industry and the licensing authority.
- ◆ Shop floor - handling & practices, shop floor management (personnel management) understanding appraisal norms & practices.
- ◆ Facing the interviews.
- ❑ Feasibility study
- ◆ Market survey, product and production analysis, materials input, manpower, location economic and technical evaluation of feasibility study reports – different products.
- ❑ Industrial safety
- ◆ Importance of safety in work places, factories and provisions, safety education, hazards, causes, accidents, electrical hazards, fire extinguishers, Indian electricity rules.
- ❑ Industrial legislation
- ◆ Trade union, collective bargaining, welfare activities, rights and responsibilities of employers and employees. Salient features of (i) Indian Factories Act, (ii) Minimum wages Act, (iii) Industrial Disputes Act, (iv) Workmen’s Compensation Act, (v) ESI Act

[BVoc-V/02]- Quality Management

- ◆ Concepts of standardization:
Historical development of standards, aims, techniques, management, formulation, implementation of company standards, economic benefits of standardization.
- ◆ Indian standards for ceramic materials:
IS Specification, Specification for different raw materials, test procedures, products-tiles, sanitary ware, insulators, chemical resistant wares, structural ceramic materials, refractories.

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- ◆ Concepts of quality:
Quality engineering, planning for quality and reliability, quality standards, specification of inspection methods, setting of standard quality levels, introduction to ISO 9000, design of quality experiments using statistics, analysis of variance.
- ◆ Statistical quality control:
Introduction to taguchi methods and 6 sigma concepts, objectives of statistical quality control, inspection and its importance, difference between inspection and quality control, basic statistical methods- techniques of quality control, control charts for attributed, control charts for variables.
- ◆ Decoration:
Definition of reliability, factors affecting reliability, MTTF, MTBF, evaluation of reliability, quality management, organizing for quality, economy of quality, techniques of ABC analysis, quality management education, zero defects concept.

[BVoc-V/03] - Fuels & Furnaces

- Fuels
 - ◆ Definition.
 - ◆ Solid fuels – wood, coal, agro based fuels and its qualities.
 - ◆ Liquid fuels – liquid petroleum products, synthetic liquid fuels, bio fuels.
 - ◆ Gaseous fuels – LPG, producer gas, water gas, other gaseous fuels
 - ◆ Characterization of coal, coal washing, blending, carbonization of coal, manufacture of coke and recovery by products, pulverized coal.
- Burners and combustion
 - ◆ Burner - classification, atomization, low pressure burner for gaseous fuel, high pressure burner for liquid fuels, advantage & disadvantage of different burners.
 - ◆ Combustion - Air requirement, combustion processes of solid, liquid, gaseous fuels, control of combustion process, combustion stoichiometry.
 - ◆ Flames - nature of flames, laminar & turbulent, premixed & diffusion, burning velocity.
- Furnaces

Introduction, definition, various parts of furnaces, Basic knowledge of refractories generally used for ceramic kilns and furnaces, classification and description of different types of furnaces, metal heating furnaces, reheating furnace, continuous furnace, sintering furnace, crucible furnaces, electric furnace, unit melters and smelters, muffle furnace, glass tank furnace, chamber furnace, blast furnace, coke oven batteries. Renewable energy, prevention of energy losses in furnace, waste heat recovery and various areas of uses, Co-gen system.
- Kilns

Introduction, definition, classification – draught kiln, chamber kiln, tunnel kiln, roller kiln, rotary kiln, continuous kiln, shuttle kiln, top hat kiln, muffle kiln, Hoffman’s kiln – principle, materials used in foundation and construction, working.
- Pyrometry

Introduction and thermometry, thermocouples, optical & radiation pyrometers, low temperature measurement, temperature control, heat work recorders – Segar cone, Holdcroft’s bar, Bullerrings, Watkin recorders

[BVoc-V/04]- Ceramic technology-V

- ◆ Scope of sanitarywares and porcelains in India & their classification and uses.□□
- ◆ Details of various types of raw materials including synthetic materials.□□
- ◆ Body preparation including all the unit operations and fabrication processes - Transport, Storage, Batching, Body compositions, Crushing, Grinding, Screening, Magnetic separation, Agitators, Aging, Slip treatment, Filter pressing, De-airing pug milling, Slip casting, Throwing & turning. □□
- ◆ Drying - Types of water present, Factors affecting drying (internal & external factors), Convection, Radiation, High frequency heating, Type of dryers.
- ◆ Glazing - Purpose & advantages of glazing, Raw glazes, Fritted glazes, Special glazes, Fusibility of glazes, Opacity & opacifiers, Stains, Colloidal colours, Different colouring oxides, Empirical formula of glazes, Glaze defects, Glazing techniques, Testing of glazes.□ □
- ◆ Firing - Factors determining firing schedule, Effect of heat on whiteware bodies, Formation of different phases at different temperatures, Final phases of porcelain bodies, Analysis of microstructure. Brief description about various types of kiln, Kiln furniture & Loading.
- ◆ Properties & testing
Strength - tensile, flexural, Impact - absorption & porosity - moisture expansion - thermal expansion - thermal shock resistance - heat conductivity - abrasion resistance - chipping resistance - chemical durability - electrical properties - dielectric strength, dielectric constant, power & loss factor, volume resistivity

[BVoc-V/05] - Ceramic Design

- ◆ Design for manufacturing and product development-Design definition and design spectrum , Estimation of Manufacturing cost, Reducing the component costs and assembly costs, Minimize system complexity, Prototype basics, Principles of prototyping, Planning for prototypes, Economic Analysis, Understanding and representing tasks, Baseline project planning, Accelerating the project, Project execution, Aesthetic values and user's comfort side

[BVoc-V/06]- Workshop Practice-V

- ◆ Fabrication of sanitaryware body: Mould making, Raw material collection, Milling, Slip characterization, Slip casting, Glazing, Drying, Firing, Testing of sanitaryware, etc.
- ◆ Fabrication of different types of porcelain body: Mould making, Raw material collection, Milling, Filter pressing, De-airing pug milling, Throwing & turning, Glazing, Drying, Firing, Testing of properties, etc.

Semester - VI

[BVoc-VI/01] - Project Work

- ◆ The objective of the project is to make use of the knowledge gained by the student at various stages of the degree course. Each student will choose problem related to research or industrial problem that has been difficult for them to “solve”.
- ◆ Each student is required to submit a report on the project assigned to him/her by the department for evaluation. The report should be based on the literature collected from the many sources and the actual analysis done by the student on the given project.
- ◆ The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

[BVoc-VI/02] - Comprehensive Viva-Voce

- This course will enhance the ability of students understanding about different white ware bodies, their manufacturing characteristics etc.

[BVoc-VI/03] - Industrial Exposure-III

- ◆ All the students have to undergo practical industrial training of eight week duration in recognized establishments. At the end of which they have to submit a report. The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

Syllabus

Two Year Certificate Course

All the certificate courses are professional in nature and mainly focused on entrepreneurship and skill development through training and production activity. The course is also meant for the rural artisans.

Handloom Weaving (CRT-Handloom Weaving)

Visva-Bharati, Department of Silpa Sadana, Sriniketan

1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

- Evolution of handloom.
- Descriptive study of different handlooms.
- Study of different parts and accessories of handloom ——— their functions
- Fundamental weaves namely plain, twill, satin/sateen and their derivatives.
- Numbering systems of yarn.
- Conversion of yarn count.
- Preparatory processes before weaving ——— bobbin and pirn winding by Charkha and other imported appliances
- Weaving practice on frame loom/hobby loom.
- Weaving cloth samples using fundamental weaves and their derivatives.
- Weaving samples using twill weaves and their derivatives, honeycomb, huck-a-back, mockleno, diamond and other fancy weaves and their combinations.
- Extra weft figuring.
- Basic operation of Jacquard loom

2nd Year

Marks: 100

Production activities

12 Months

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1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

Tooling Work, Batik Work on Leather, Impression through Block, Appliqué and Stencil Work, Spray technique,

Identification of different types of Leather and its use

Various types of tools, equipments and machineries used in artistic leather work i.e. Revolving punch, scissor, button setter, hammer, eyelet setter, *Khurpi*, steel scale, leather sewing machine, divider.

Brief ideas on different types of adhesives used in leather

Exploration of design idea and colour

Brief introduction of vegetable tanned leather

Different types of raw materials used in leather work

Identification and remedies of common defects in leather

2nd Year

Marks: 100

Production activities

12 Months

Batik Work (CRT-Batik Work)

Visva-Bharati, Department of Silpa Sadana, Sriniketan

Batik has now become an established and popular art. Creating coloured patterns on the cloth by wax resist technique is popularly known as 'Batik'. It is an exciting craft and can be performed by the artisans very easily without involving any costly infrastructural facilities.

1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

Components	Descriptions	Duration (Months)
Design Development	To develop the design/ornamentals/study/sketch/ proper art work for appropriate product along with design as per the market study.	4
Dyeing Technique (Colour & Chemistry)	Basic idea on dyes and dyeing Suitability of dyes for Batik Dyeing process on the textile fabrics according to design	2
Design Development/ Product design development	As per the design development prototype sampling of the final product with a proper costing and packaging (as per market demand)	6

2nd Year

Marks: 100

Production activities

12 Months

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1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

Practical Paper including theoretical input of i) tree and timbers, ii) free hand and technical drawing, iii) hand and power operated tools, iv) estimation and costing, v) basics of computer application.

Workshop Practice

i) Cabinet making, ii) Furniture making, iii) Inlay work, carving, engraving, ornamental wood work, iv) Toy and jewellery making, v) Model making etc, vi) Partition, Wall panelling, shelving, false ceiling, flooring, etc.

2nd Year

Marks: 100

Production activities

12 Months

Pottery (CRT – Pottery)

Visva-Bharati, Department of Silpa Sadana, Sriniketan

For students wishing to pursue a career in Pottery, Silpa-Sadana offer the two years (one year training one year practice in production) Professional Certificate Course in Pottery. This intense one-year programme provides an end-to end understanding and practical knowledge of pottery, beginning right at the basic level, and one year hand to hand production practice. By the end of the course, students will be equipped with the knowledge to set up their own studio or production unit to take up pottery as a career.

1st Year

Training Activities

12 Months

Practical: (Marks: Internal – 200, Practical & Viva- 100)

This class is not just for beginners; it will also help those who have experience with clay. It's like doing improve skill so that one can be confident with clay building. First six months they learn pinch, coil and slab construction and introduce to wheel work. The course is to give students an overview to the medium while picking up the basics of Pottery & ceramics:

First Six Months

- Hand building techniques of working with clay
- Introduction to the potter's wheel (known as Throwing like Paperweight, Bowls, cups, mugs)
- Surface decoration techniques with geometrical pattern with the help of different engobes
- Techniques of glaze application
- Basic level of theoretical lectures so that one can understand the materials that they are using

Next Six Months

- Advance Hand building techniques (Lamp shade, Planters and hand build tiles etc.)
- Practice on the potter's wheel (known as Throwing Tea Set, Lemon Set, and Diner Set etc.)
- Surface decoration techniques with natural pattern and application of different engobes.
- Techniques of glaze application and glaze firing
- Basic level of theoretical lectures on firing and glazing so that one can understand the processes of ceramic firing

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2nd Year

Practice in Production: (Marks: 100)

12 Months

This is the year where the students are engage with the production processes to produce the different kinds of pottery products like tea set, lemon set, dinner set, and different life style accessories.

Note:


Apart from the day to day academic affair students should take part of different co-curricular activities of Department as well as University's annual programs. Evaluation done as per performance and it is reflects on their final result.

PhD in Design (Course Work)

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PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
1	Research Methodology and Techniques	4	Theory + Practical	100 (70:30)	Theory: 20	80 Theory: 50 Practical: 30
2	Elective Course * (Choice Based) Candidate has to select one course among the followings: a) Mechanical Processing of Textiles b) Chemical Processing of Textiles c) Textile Design and Craft d) Ceramic Design e) Elements of Ceramics f) Furniture Design g) Furniture – Materials and Manufacturing Techniques	4	Theory	100	20	80
3	Reviewing of published research work in the relevant field of research	4	Practical	100	20	80
		12		300	60	240


 19/12/2016
 Head
 Silpa-Sadana
 Visva-Bharati

Course No.	Subject	Credit	Mode of Teaching	Marks	Internal	External
01	Research Methodology and Techniques	4	Theory + Practical	70 + 30	20	50 + 30

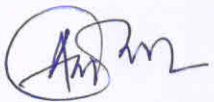
- Type of research methods
- Tools of Research
- Mechanics of Proposal Writing, Writing Scientific Articles
- Research Ethics
- Protection of Intellectual Property Rights
- Data Collection, Organization & Representation of numerical data.
- Frequency Distribution
- Measures of Central Tendency
- Measures of Dispersion
- Normal Distribution
- Correlation & Regression
- Significance Testing
- ANOVA
- Design of Experiment: Orthogonal design, Box & Behnken Model
- Multi-Criteria Decision Making (MCDM)
- Soft Computing tools and their applications
- Use of appropriate software for statistical analysis/decision making/DOE/soft computing.
- Design Fundamentals — theories, studies, advancements.

Am

*Ashis Mitra
(Dr. ASHIS MITRA)*

Pankaj Kumar Choudhary

Course No.	Subject	Credit	Mode of Teaching	Marks	Internal	External
02 [Elective Course (Choice based)]	Mechanical Processing of Textiles	4	Theory	100	20	80
<ul style="list-style-type: none"> • Different Fibres— Characteristics, their role in Textiles • Conventional & advanced yarn manufacturing techniques • Yarns in designing fabrics • Characterisation of fibres & yarns through testing • Different fabric making technologies/processes • Fundamentals of Fabric Structure — Weave, repeat, weave representation, weaving plan. • Common weaves — Features, end-uses, manufacturing techniques. • Simple numerical calculations for yarn & fabric manufacturing • Concept of yarn count, crimp, fabric cover, GSM, Counting systems of Heald & Reed. • Different functional characteristics of fabrics • Fabric comfort — Various factors at play • Objective evaluation of Fabric Handle. 						



 Ashis Mitra
 (DR. ASHIS MITRA)

Pankaj Kumar Choudhary

PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
2 Elective Course (Choice Based)	Elective Course Chemical Processing of Textiles	4	Theory	100	20	80
<p>➤ Chemistry and technology of removing natural and added impurities from natural and synthetic fibres</p> <p>➤ Eco-friendly processing of textiles.</p> <p>Dyeing</p> <ul style="list-style-type: none"> • Theory of dyeing and different types of dye-fibre interaction • Application of different classes of dyestuffs on natural and synthetic fibres. • Natural Dyes: Source, extraction and its application technology on textile substrates. • Colour science and fundamentals of measuring colour parameters, viz. Hue, Chroma, Total Colour Difference, whiteness, yellowness, metamerism index etc. • Concept of Computer Colour Matching (CCM), working principle of CCM, advantages and limitations of CCM, applications of CCM. <p>Printing</p> <ul style="list-style-type: none"> • Styles and methods of printing • Ingredients used in printing paste and their functions • Printing of cotton and other cellulosic fabrics/blends with important dyestuffs and pigment colour. • Printing of silk fabric with different classes of dyes such as acid, solubilised vat etc. • Printing of silk and cotton fabric with natural colour <p>Finishing</p> <ul style="list-style-type: none"> • Introduction to general textile finishing, Classification of textile finishing • Different softening and stiffening agents and other temporary finishes. • Common chemical finishes for cellulosic and synthetic textiles such as anti-crease, water proof, Soil release, Water repellent, Flame retardant etc. • Some specialty finishes and recent developments in textile finishing. • Applications of enzymes in textile processing and finishing <p>Testing and Characterisation</p> <ul style="list-style-type: none"> ➤ Methods of assessing different colour fastness properties. ➤ Characterizations of different properties of fibrous materials through instrumental evaluation 						

S.R. Maulik
(Dr. Sankar Roy Maulik)

ASM

PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
2 Elective Course (Choice Based)	Elective Course Textile Design and Craft	4	Theory	100	20	80

- Introduction to the Textile Crafts of India
- Major Categories of Textile Crafts in India
- Geographical Locations of Important Indian Textile Crafts
- Relation between Textile Design and Textile Craft
- Selection of a Textile Craft for Study
- Ethnographical Study of the Crafts Community
- Conducting a field study of the chosen Textile Craft of India

Padmini Balaram

Dr. Padmini Balaram
Professor of Design, Silpa-Sadana, Visva-Bharati

Am

PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
2 Elective Course (Choice Based)	Elective Course Furniture – Materials and Manufacturing Techniques	4	Theory	100	20	80

- Requirement of properties of raw materials used in Furniture
- Different raw materials used in Furniture manufacturing with limitations
 - Quality characteristics
 - Quality evaluation
- Timber (natural)
 - Macro structure & Micro structure
 - Converted, Rough and Standing timber
 - Processing of timber
 - Conversion, Preservation, Abrasion, and Mechanical Properties, Working ability, Upgradation of timber
- Industrial Timber
 - Veneer, Ply wood, Fibre Board, Block Board, Lamin Board, Hard Board, Particle Board, Manufacturing techniques, Processing
 - Advantages & Exploration
 - Usage in discipline
 - Working condition, weathering effect, weight, treatment, finishing
- Contemporary material
 - Ferrous
 - Non-ferrous
 - Polymer
- Role of different materials in interior designing
 - Requirements
 - Exploration
- Anthropometric considerations
 - Important parameters under consideration
 - Application in Furniture design
 - Application in Interior design



MA in Rural Management

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M.A. IN RURAL MANAGEMENT COURSE



Department of Lifelong Learning and Extension

Rural Extension Centre

Visva-Bharati, Sriniketan

1. Objective of the Course

Rural Development and Management has emerged as a distinct profession now a day. In the beginning of new millennium both the Governments, Civil Societies and Corporate houses are taking rural development as one of their prime organizational goal. With the changing scenario of world economy the idea of rural development has also being changed. It is no more an isolated philanthropic activity carried on by some charismatic individuals. It became more scientific and integrated as practice. The rural development is now become a multidisciplinary and multidimensional concept. As a separate discipline it encompasses all the knowledge of human activity related to social sciences, economics and natural science. The present course is aiming at the following objectives:

- Develop highly skilled and knowledgeable management professional who can deal with various areas and aspects of rural development.
- Develop analytical and research ability of management professional to be more efficient and innovative in practice.
- Develop rural management professionals with sincere and deep commitment towards the cause of the rural community, free from duplicity, superiority, racialism, with a strong determination to be always and consistently on the side of the rural community and their development.

2. General

- 2.1 The course of study leading to the M.A. Degree in Rural Management of Visva-Bharati shall be conducted by the Department of Lifelong Learning and Extension (Rural Extension Centre), Visva-Bharati, Sriniketan.
- 2.2 Visva-Bharati shall lay down from time to time such rules of admission, courses of study and the methods of examination etc. as may be deemed necessary for the maintenance of adequate standards of University education.

3. Duration of the Course

- 3.1. Two academic years including field work, project work, dissertation, industrial placement/internship.
- 3.2 The classes may be held both in Morning and day session depending on the availability of infrastructure and other resources of the institution.

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4. Student Intake

Total student intake is 30 (Reservation is as per Government rules).

5. Admission

- 5.1 The minimum qualification for admission to the course is any Honours Graduate from any University recognized by the Association of Indian Universities.
- 5.2 The applicants for the admission to the M.A. in Rural Management course shall be required to undergo a Written Test, Group Discussion and Personal Interview.
- 4.3 Students who will appear their final examinations (Graduation) by June may also apply. On selection, they are to submit their qualifying mark-sheets by 30th of September or any other date prescribed by the University.
- 4.4 Selection process can be divided into three parts [A] VBMAT (Visva-Bharati Management Admission Test) [B] Group Discussion & [C] Personal Interview. Minimum requirement of 50% aggregate marks in Bachelor's Degree.

6. Academic Calendar

6.1 Academic session will start from July.

6.2 First and Third Semester

- Class Begins : July
- Semester Examination (Internal Assessment) : December

Second and Fourth Semester

- Class Begins : January
- Semester Examination (Internal Assessment) : June
- Placement/Internship : June - July

7. Examination

7.1 Attendance

75% attendance is compulsory for appearing in the examination of each semester.

7.2 Evaluation

- Student evaluation system comprises of both continuous and semester assessments. The components of evaluation of each course should include the following:

a)	(i) Class Test/ Assignments (Except	:	Weightage 10 Marks for
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	Field Study, Dissertation Work and Placement/Internship)		Each Group (Internal Assessment)
b)	Semester Exam (Except Field Study, Dissertation Work and Placement/Internship)	:	40 Marks Each Group (Internal Assessment)
b)	Field Study, Dissertation Work and Placement/Internship and Viva-Voce in 2 nd , 3 rd and 4 th Semester respectively	:	50 Marks Each (Internal Evaluation) (Board to be duly approved by the University)

7.3 Grading System

- (i) A Seven Point grading system on a base of 10 shall be followed in the University Categorization of these grads and their correlation shall be as under:

Qualification	Grade	Score on 100 Percentage points	Points
Outstanding	‘O’	100 to 90	10
Excellent	‘E’	89 to 80	9
Very Good	‘A’	79 to 70	8
Good	‘B’	69 to 60	7
Fair	‘C’	59 to 50	6
Below Average	‘D’	49 to 40	5
Failed	‘F’	Below 40	2

- (ii) A transitory letter grade I (carrying points 2) shall be introduced for cases where the candidate fails to appear in End Semester Examination(s) and where the results are incomplete. This grade shall automatically be converted into appropriate Grade(s) as and when the results are complete.
- (iii) No student shall be allowed to receive/complete the final degree with any I or F grade.
- (iv) There shall be no class/division awarded to a student either at semester or degree level.
- (v) A students’ level of competence shall be categorized by a GRADE POINT AVERAGE to be specified as :

SGPA - Semester Grade Point Average
YGPA - Yearly Grade Point Average

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DGPA - Degree Grade Point Average

- (vi) The overall performance of a successful candidate for the award of M.A. in Rural Management degree shall be based on the combined results of all the examinations of all the four semesters.
- (vii) Definition of Terms :
- (a) POINT – Integer(s) qualifying each letter grade(s) in the seven point system earned in each item in a Semester by a candidate – viz A is 8, D is 5 etc.
 - (b) CREDIT – Integer signifying the relative emphasis of individual course item(s) in a semester as indicated by the Course structure and syllabus – viz., Semester I, Paper I, Group A is 3.
 - (c) CREDIT POINT – (b) × (a) for each course item.
 - (d) CREDIT INDEX – Σ CREDIT POINT of course items in a Semester.
 - (e) GRADE POINT AVERAGE, in general terms, is defined as

CREDIT INDEX

$\frac{\text{CREDIT INDEX}}{\Sigma \text{ CREDITS}}$

But it is always qualified by the specified period reference, as detailed below.

SEMESTER GRADE POINT AVERAGE (SGPA)

$$= \frac{\text{CREDIT INDEX}}{\Sigma \text{ CREDITS}} \text{ for a semester}$$

YEARLY GRADE POINT AVERAGE (YGPA)

$$= \frac{\text{CREDIT INDEX of First Sem.} + \text{CREDIT INDEX of Second Sem.}}{\Sigma \text{ CREDITS of First Sem.} + \Sigma \text{ CREDITS of Second Sem.}}$$

for an academic year.

(f) DEGREE GRADE POINT AVERAGE (DGPA)

$$\text{DGPA} = \frac{\Sigma \text{ YGPA}}{2}$$

8. Conduct of Examination

8.1 (a) Board of Studies will finalise the dates of examinations (as per academic calendar), paper setters, moderators and examiners for each semester examination. The same will be duly approved by the Vice-Chancellor for appointments.

(b) The Examination Section of Visva-Bharati will publish the dates of semester examination after the meeting of the Board of Studies and appoint the paper setters, moderators, examiners and conduct the examinations.

8.2 Supplementary Examination

(a) Supplementary Examination may be conducted for the students of M.A. Rural Management course, who have failed in not more than 2 courses in the semester, with 12 weeks of the publication of the result.

(b) A candidate who has failed in more than 2 courses may be called as a Repeat candidate, who will be allowed to clear his/her, backlog courses in the appropriate semester examination/s.

(c) A candidate without passing the previous semester examination(s) in full may be allowed to attend the next semester classes. But such a candidate will not be allowed to appear in any semester examination if he/she has backlogs in more than four courses in each preceding semester examination/s.

A candidate will not be given more than three chances to appear in any paper (including the Supplementary Examination). The registration of such candidate will be cancelled automatically.

8.3 Internship: Each student will undergo four weeks Internship Training in any government/ non-government/ industrial/ rural organization. After the training the students will have to submit their Project Reports.

8.4 Publication of Result

(a) The University shall publish a list of all successful candidates of each of the semester examination within a reasonable time from the date of the last examination.

(b) Each successful candidate shall receive his/her M.A. in Rural Management Degree certificate and mark sheets from the University.

9. M.A. in RM CURRICULUM

9.1 NORM:

- Total credits in Master's Programme = 130
- Courses: 4 Papers with two groups in each Semester. Total 24 Paper and 48 Groups Carrying 50 Marks each.
- 1 credit = 10 contact hours.

9.2 Course Content of Two Years (Four Semesters) M.A. in Rural Management

First Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Development Concepts and Theories	3	50
	Group B: Rural Development in India and Rural Development Approaches in other selected Counties	3	50
Paper II	Group A: Rural Society in India	3	50
	Group B: Demographic Dynamics and Population Science	3	50
Paper III	Group A: Basic Managerial Micro Economics	3	50
	Group B: Quantitative Technique for Rural Management - I (Basic Statistics)	3	50
Paper IV	Group A: Financial Accounting	3	50
	Group B: Principles of Management	3	50
Total Credits		24	400

Second Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Macro Economics for rural management	4	50
	Group B: Quantitative Technique for Rural Management - II	3	50
Paper II	Group A: Rural Administration, PRIs and Decentralization	4	50
	Group B: Environment, Climate Change and Disaster management	4	50
Paper III	Group A: Agriculture and Farm Management and Agri-business Management	4	50
	Group B: Rural Livelihood, Rural Non-farm sector and Entrepreneurship development and Management	4	50
Paper IV	Group A: Research Methodology	4	50
	Group B: Field Exposure, Survey, Report Writing, Presentation and Viva-Voce	6	50
Total Credits		33	400

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Third Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Public Health and Education Management	6	50
	Group B: Rural Women & Child Development and management	3	50
Paper II	Group A: Production and Operation Management	3	50
	Group B: Forestry, Natural Resource and Watershed Management	5	50
Paper III	Group A: Computer Application, Management Information System (MIS) and Knowledge management (Theory and Practical)	4	50
	Group B: Human Resource Management	4	50
Paper IV	Group A: Project Management (Planning and Operation)	5	50
	Group B: Dissertation Work and Project Proposal Submission, Presentation and Viva-Voce	10	50
Total Credits		40	400

Forth Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Financial Service	3	50
	Group B: Rural Marketing Management	4	50
Paper II	Group A: NGO Management and Corporate Social Responsibility	4	50
	Group B: Social Justice, Human Rights and Marginalized community	3	50
Paper III	Group A: Forest and Tribal Livelihood Management	4	50
	Group B: Micro Insurance and Risk Management	3	50
Paper IV	Group A: Business Ethics, Organizational Development and Management	4	50
	Group B: Placement/Internship, Institutional Visit (Practical and Presentation) and Viva-Voce	8	50
Total Credits		33	400

Semester Wise Course Design

Semester	No. of Group	Credits	Hours	Marks
1	8	24	240	400
2	8	33	330	400
3	8	40	400	400
4	8	33	330	400
Total	32	130	1300	1600

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**Proposed Syllabus for Two Years (Four Semesters)
M.A. in Rural Management Course
Visva Bharati, Sriniketan**

**Course Content of Two Years (Four Semesters) M.A. in Rural Management Course
First Semester**

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Development Concepts and Theories	3	50
	Group B: Rural Development in India and Rural Development Approaches in other selected Counties	3	50
Paper II	Group A: Rural Society in India	3	50
	Group B: Demographic Dynamics and Population Science	3	50
Paper III	Group A: Basic Managerial Micro Economics	3	50
	Group B: Quantitative Technique for Rural Management - I (Basic Statistics)	3	50
Paper IV	Group A: Financial Accounting	3	50
	Group B: Principles of Management	3	50
Total Credits		24	400

Second Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Macro Economics for rural management	4	50
	Group B: Quantitative Technique for Rural Management – II	3	50
Paper II	Group A: Rural Administration, PRIs and Decentralization	4	50
	Group B: Environment, Climate Change and Disaster management	4	50
Paper III	Group A: Agriculture and Farm Management and Agri-business Management	4	50
	Group B: Rural Livelihood, Rural Non-farm sector and Entrepreneurship development and Management	4	50
Paper IV	Group A: Research Methodology	4	50
	Group B: Field Exposure, Survey, Report Writing, Presentation and Viva-Voce	6	50
Total Credits		33	400

Third Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Public Health and Education Management	6	50
	Group B: Rural Women & Child Development and	3	50

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	management		
Paper II	Group A: Production and Operation Management	3	50
	Group B: Forestry, Natural Resource and Watershed Management	5	50
Paper III	Group A: Computer Application, Management Information System (MIS) and Knowledge management (Theory and Practical)	4	50
	Group B: Human Resource Management	4	50
Paper IV	Group A: Project Management (Planning and Operation)	5	50
	Group B: Dissertation Work and Project Proposal Submission, Presentation and Viva-Voce	10	50
Total Credits		40	400

Forth Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Financial Service	3	50
	Group B: Rural Marketing Management	4	50
Paper II	Group A: NGO Management and Corporate Social Responsibility	4	50
	Group B: Social Justice, Human Rights and Marginalized Community	3	50
Paper III	Group A: Forest and Tribal Livelihood Management	4	50
	Group B: Micro Insurance and Risk Management	3	50
Paper IV	Group A: Business Ethics, Organizational Development and Management	4	50
	Group B: Placement/Internship, Institutional Visit (Practical and Presentation) and Viva-Voce	8	50
Total Credits		33	400

Semester Wise Course Design

Semester	No. of Group	Credits	Hours	Marks
1	8	24	240	400
2	8	33	330	400
3	8	40	400	400
4	8	33	330	400
Total	32	130	1300	1600

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Semester I

Paper I

Group A: Rural Development Concepts and Development Theories (3 Credits)

Course Content

1. Concept of Development
2. Rural Development: Conceptual framework, Nature, Scope, Objectives and Determinant, Approaches and Strategies
3. Indicators of Development and their Measurements.
4. Integrated Rural Development and Management
5. Modernization Theory of Development
6. Dependency Theory of Development
7. Marxian Theory of Development
8. Neo Marxian Theory of Development
9. Development Ideology of India: Mixed Economy, Liberalization, Privatization, Globalization, Economic Recession
10. Concept of Sustainable Development and Alternative Development

Class Allotment

Course Content	No. of Classes	Hours
1. Concept of Development	4	4
2. Rural Development: Conceptual framework, Nature, Scope, Objectives and Determinant, Approaches and Strategies	6	6
3. Indicators of Development and their Measurements.	4	4
4. Integrated Rural Development and Management	2	2
5. Modernization Theory of Development	1	1
6. Dependency Theory of Development	1	1
7. Marxian Theory of Development	1	1
8. Neo Marxian Theory of Development	1	1
9. Development Ideology of India: Mixed Economy, Liberalization, Privatization, Globalization, Economic Recession	6	6
10. Concept of Sustainable Development and Alternative Development	4	4
Total Classes/Hours	30	30

Group B: Rural Development in India and Rural Development Approaches in other selected Counties (3 Credits)

Course Content

1. Rural Development Approaches in Pre-Independence Phase: Martandam Experiment, Sriniketan Experiment, Gurgaon experiment, Gandhian Experiment,
2. R. N. Tagore Philosophy of Rural Reconstruction
3. Gandhian Philosophy of Gram Swaraj
4. Post Independent Approaches for Rural Development in India
5. Rural Development and Five Year Plan
6. Rural Development Policies, Programmes and Schemes in India and Their critical evaluation
7. Present Day Rural Development Programmes and Schemes in India
8. Millennium Development Goal and India
9. International Experiences from Developing Countries like Asian Countries (China/Japan/Sri Lanka); Latin American Countries (Brazil/Mexico); African Countries (Ethiopia); East European Countries (Poland/Russia)
10. Status of Rural Development in SAARC Countries

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Development Approaches in Pre-Independence Phase: Martandam Experiment, Sriniketan Experiment, Gurgaon experiment, Gandhian Experiment, Etawa Project, Firka Experiment, Nilokhari Experiment	5	5
2. R. N. Tagore Philosophy of Rural Reconstruction	2	2
3. Gandhian Philosophy of Gram Swaraj	1	1
4. Post Independent Approaches for Rural Development in India	3	3
5. Rural Development and Five Year Plan	2	2
6. Rural Development Policies, Programmes and Schemes in India and Their critical evaluation	5	5
7. Present Day Rural Development Programmes and Schemes in India	2	2
8. Millennium Development Goal and India	2	2
9. International Experiences from Developing Countries like Asian Countries (China/Japan/Sri Lanka); Latin American Countries (Brazil/Mexico); African Countries (Ethiopia); East European Countries (Poland/Russia)	5	5
10. Status of Rural Development in SAARC Countries	3	3
Total Classes/Hours	30	30

Paper II:**Group A: Rural Society in India (Theory and Practical) – 3 Credits****Course Content**

1. Rural Society: Concept, Difference between Rural and Urban Societies
2. Rural Social Structure
3. Social Institutions: Family, Marriage, Religion,
4. Social Stratification: Class and Caste, Minority Group, Scheduled Caste, Scheduled Tribe, Other Backward Communities, Weaker Sections.
5. Concept of Rural Leadership: Changing Power Structure, Types and Characteristics of Leadership, Role of rural Leaders in social change
6. Rural Economic Problems: Population, Poverty, Illiteracy, Unemployment, Intoxicant Consumption
7. Rural Social Problem: Gender Disparity, Child Labour, Child Marriage, Juvenile Delinquency, Unsociability, Violence
8. Field Visit in a local village and Students in groups will prepare a summary of the field visit and give a presentation

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Society: Concept, Difference between Rural and Urban Societies	2	2
2. Rural Social Structure	2	2
3. Social Institutions: Family, Marriage, Religion,	3	3
4. Social Stratification: Class and Caste, Minority Group, Scheduled Caste, Scheduled Tribe, Other Backward Communities, Weaker Sections.	4	4
5. Concept of Rural Leadership: Changing Power Structure, Types and Characteristics of Leadership, Role of rural Leaders in social change	3	3
6. Rural Economic Problems: Population, Poverty, Illiteracy, Unemployment, Intoxicant Consumption	3	3
7. Rural Social Problem: Gender Disparity, Child Labour, Child Marriage, Juvenile Delinquency, Unsociability, Violence	3	3
8. Field Visit in a local village and Students in groups will prepare a summary of the field visit and give a presentation	10	10
Total Classes/Hours	30	30

Group B: Demographic Dynamics and Population Science – 3 Credits**Course Content**

1. Rural Demography and Its characteristics
2. Concept of Demographic Dynamics
3. Vital Statistics, Rates and Ratios in Demographic Analysis
4. Population Statistics: Sources, Defects, Data Availability

5. Pre-Census Population Data, Sample Survey Data, Civil Registration, Sample Registration, Indian Census
6. Population Comparison in India, NSSO
7. Population Theory of Malthus and Marx,
8. Theory of Optimal Population
9. Theory of Demographic Transition – Indian Case Study
10. Population Policies in India

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Demography and Its characteristics	4	4
2. Concept of Demographic Dynamics	4	4
3. Vital Statistics, Rates and Ratios in Demographic Analysis	5	5
4. Population Statistics: Sources, Defects, Data Availability	3	3
5. Pre-Census Population Data, Sample Survey Data, Civil Registration, Sample Registration, Indian Census	3	3
6. Population Comparison in India, NSSO	2	2
7. Population Theory of Malthus and Marx,	2	2
8. Theory of Optimal Population	2	2
9. Theory of Demographic Transition – Indian Case Study	2	2
10. Population Policies in India	3	3
Total Classes/Hours	30	30

Paper III:

Group A: Basic Managerial Micro Economics – 3 Credits

Course Content

1. Supply and Demand Analysis: Demand Curve, Demand Shifts, Elasticity of Demand, Supply Curve, Shifts in Supply, Equilibrium of Supply and Demand
2. Consumer Analysis: Utility, Law of diminishing marginal utility, Indifference curve analysis, Indifference curve, budget line, equilibrium condition
3. Production Analysis: Production function, Total product, average product, marginal product, Law of diminishing returns, Return to scale, Least cost factor combination for a given output
4. Cost Analysis: Cost Concept, Link between production and cost, Total cost, average cost, marginal cost
5. Market Structure: Types of market, Perfect competition, Monopoly
6. Measuring National Income: Different concepts, Problems, Price indices
7. Determination of National Income: Aggregate demand, aggregate supply curve, Concept of multiplier
8. Introduction to Government Budget Revenues, Expenditures, Deficits
9. Inflation Meaning: Causes, Effects, Remedial measures
10. Economic Planning and Rural Development

Class Allotment

Course Content	No. of Classes	Hours
1. Supply and Demand Analysis: Demand Curve, Demand Shifts, Elasticity of Demand, Supply Curve, Shifts in Supply, Equilibrium of Supply and Demand	4	4
2. Consumer Analysis: Utility, Law of diminishing marginal utility, Indifference curve analysis, Indifference curve, budget line, equilibrium condition	4	4
3. Production Analysis: Production function, Total product, average product, marginal product, Law of diminishing returns, Return to scale, Least cost factor combination for a given output	4	4
4. Cost Analysis: Cost Concept, Link between production and cost, Total cost, average cost, marginal cost	4	4
5. Market Structure: Types of market, Perfect competition, Monopoly	3	3
6. Measuring National Income: Different concepts, Problems, Price indices	3	3
7. Determination of National Income: Aggregate demand, aggregate supply curve, Concept of multiplier	2	2
8. Introduction to Government Budget Revenues, Expenditures, Deficits	2	2
9. Inflation Meaning: Causes, Effects, Remedial measures	2	2
10. Economic Planning and Rural Development	2	2
Total Classes/Hours	30	30

Group B: Quantitative Technique for Rural Management - I (Basic Statistics) – 3 Credits

Course Content

1. Basic Concept of Statistics: Concept, Historical Note, Limitation, Statistics and Research
2. Summarization of Statistical data: Types of Data, Collection of Data, Tabulation of data
3. Frequency Distribution, Diagrammatic Representation of data – Tabular, Graphical, Pictorial
4. Measurement of Central Tendency: Mathematical Average (Mean) and Positional Average (Median, Mode and Quartile).
5. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Quartile Deviation,
6. Gini's Mean Difference, Gini's Coefficient, Coefficient of Variance
7. Correlation
8. Regression (Bivariate Data)

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9. Index Number: Laspyers, Paasche's and Fisher's ideal Index Number
10. Cost of Living Index Number, Price Index Number

Class Allotment

Course Content	No. of Classes	Hours
1. Basic Concept of Statistics: Concept, Historical Note, Limitation, Statistics and Research	2	2
2. Summarization of Statistical data: Types of Data, Collection of Data, Tabulation of data	3	3
3. Frequency Distribution, Diagrammatic Representation of data – Tabular, Graphical, Pictorial	3	3
4. Measurement of Central Tendency: Mathematical Average (Mean) and Positional Average (Median, Mode and Quartile).	3	3
5. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Quartile Deviation,	5	5
6. Gini's Mean Difference, Gini's Coefficient, Coefficient of Variance	3	3
7. Correlation	3	3
8. Regression (Bivariate Data)	3	3
9. Index Number: Laspyers, Paasche's and Fisher's ideal Index Number	3	3
10. Cost of Living Index Number, Price Index Number	2	2
Total Classes/Hours	30	30

Paper IV:

Group A: Financial Accounting – 3 Credits

Course Content

1. Concept of Accounting: Meaning of Book Keeping and Accounting,
2. Accounting and Accountancy, Branches and Objective of Book Keeping
3. Accounting Equations, Procedures and Principles of Accounting, Double Entry System of Book Keeping
4. The Accounting Cycle: Journal, Cash Book, General Ledger, Trial Balance
5. Recognition and Measurement of Assets and Liabilities
6. Financial Statement: Meaning, Objective and Preparation of Trading,
7. Profit, Loss Account, Balance Sheet, Final Account with Adjustment, Financial Statement Analysis
8. Fund Flow and Cash Flow Statement
9. Accounting Policy
10. Accounting System of Non-Governmental Organization: Receipt and Payment Accounts, Income and Expenditure Account and Balance Sheet

Class Allotment

Course Content	No. of Classes	Hours
1. Concept of Accounting: Meaning of Book Keeping and Accounting	4	4

2. Accounting and Accountancy, Branches and Objective of Book Keeping	2	2
3. Accounting Equations, Procedures and Principles of Accounting, Double Entry System of Book Keeping	4	4
4. The Accounting Cycle: Journal, Cash Book, General Ledger, Trial Balance	4	4
5. Recognition and Measurement of Assets and Liabilities	2	2
6. Financial Statement: Meaning, Objective and Preparation of Trading	2	2
7. Profit, Loss Account, Balance Sheet, Final Account with Adjustment, Financial Statement Analysis	2	2
8. Fund Flow and Cash Flow Statement	2	2
9. Accounting Policy	2	2
10. Accounting System of Non-Governmental Organization: Receipt and Payment Accounts, Income and Expenditure Account and Balance Sheet	6	6
Total Classes/Hours	30	30

Group B: Principles of Management – 3 Credits

Course Content

1. Management: Concept, relevance in development work and organizations, Management as a process and Challenges of Management
2. Managerial roles , functions and Skills
3. Historical Background of Management, Principles of Management
4. Organization: Mission, Goal, Types, Features and Structure, Importance of sound organization, Organization Theories
5. Organizational Structure: Mechanistic vs Organic System, Functional Design, Place Design, Product Design, Matrix Design
6. Organizational Culture: Concept and Characteristics, Types of Corporate Culture, Western and Oriental Culture, Indian Organizational Culture, Cultural Change
7. Leadership Style: Leadership Theories, Direction and Supervision, Skill of a Supervisor, Leadership, Motivation and Communication, Authority, Power and Delegation
8. Controlling: Concept and Importance of control, types of Control methods, Effective Control system, Sources and Types of Conflict, Conflict Resolution
9. Participative Management: Concept, Role of Manager in Participative Management, Traditional vs Participative Management
10. Organizational Change and Development: Organizational Change Process, OD Models, OD Interventions, Resistance to Change

Class Allotment

Course Content	No. of Classes	Hours
1. Management: Concept, relevance in development work and organizations, Management as a process and	4	4

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Challenges of Management		
2. Managerial roles , functions and Skills	3	3
3. Historical Background of Management, Principles of Management	3	3
4. Organization: Mission, Goal, Types, Features and Structure, Importance of sound organization, Organization Theories	3	3
5. Organizational Structure: Mechanistic vs Organic System, Functional Design, Place Deign, Product Design, Matrix Design	3	3
6. Organizational Culture: Concept and Characteristics, Types of Corporate Culture, Western and Oriental Culture, Indian Organizational Culture, Cultural Change	3	3
7. Leadership Style: Leadership Theories, Direction and Supervision, Skill of a Supervisor, Leadership, Motivation and Communication, Authority, Power and Delegation	3	3
8. Controlling: Concept and Importance of control, types of Control methods, Effective Control system, Sources and Types of Conflict, Conflict Resolution	2	2
9. Participative Management: Concept, Role of Manager in Participative Management, Traditional vs Participative Management	3	3
10. Organizational Change and Development: Organizational Change Process, OD Models, OD Interventions, Resistance to Change	3	3
Total Classes/Hours	30	30

Second Semester

Paper I

Course Content

Group A: Macro Economics for rural management – 4 Credits

1. Underdevelopment: Meaning, Characteristics, Major Issues of Economic Development, Determinants of Economic Development
2. Obstacles of Economic Growth: Economic, Social and Political Factors
3. Economic Transition in India: Indian Economy in Pre-Independent and Post-Independent Periods
4. Occupational Structure and Economic Development: Occupational Distribution, Workforce Participation, Occupational Pattern in India
5. Poverty, Inequity and Unemployment: Poverty Concept, Vicious Cycle of Poverty, Poverty Measurement and Eradication Programmes, Inequity – Concept and Measurement, Unemployment – Nature, Trends and Structure
6. Rural Finance Structure and Condition: Need, Sources and Features; Cooperative Credit Societies, Land Development Banks, Regional Rural Banks, Commercial

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- Banks, NABARD, Agriculture Review Committee, Microfinance, Self Help Groups (SHGs)
7. Money: Definition, Function, Demand for Money and Supply of Money
 8. Trade Cycle: Types and Phase with special reference of Rural Products
 9. Inflation and Deflation
 10. Regulatory Economic Policies: Fiscal Policy – Public Expenditure and Public Revenue, Monetary Policy

Class Allotment

Course Content	No. of Classes	Hours
1. Underdevelopment: Meaning, Characteristics, Major Issues of Economic Development, Determinants of Economic Development	4	4
2. Obstacles of Economic Growth: Economic, Social and Political Factors	4	4
3. Economic Transition in India: Indian Economy in Pre-Independent and Post-Independent Periods	4	4
4. Occupational Structure and Economic Development: Occupational Distribution, Workforce Participation, Occupational Pattern in India	4	4
5. Poverty, Inequity and Unemployment: Poverty Concept, Vicious Cycle of Poverty, Poverty Measurement and Eradication Programmes, Inequity – Concept and Measurement, Unemployment – Nature, Trends and Structure	4	4
6. Rural Finance Structure and Condition: Need, Sources and Features; Cooperative Credit Societies, Land Development Banks, Regional Rural Banks, Commercial Banks, NABARD, Agriculture Review Committee, Microfinance, Self Help Groups (SHGs)	6	6
7. Money: Definition, Function, Demand for Money and Supply of Money	4	4
8. Trade Cycle: Types and Phase with special reference of Rural Products	4	4
9. Inflation and Deflation	2	2
10. Regulatory Economic Policies: Fiscal Policy – Public Expenditure and Public Revenue, Monetary Policy	4	4
Total Classes/Hours	40	40

Group B: Quantitative Technique for Rural Management – 3 Credits

Course Content

1. Probability Theory: Classical Definition of Probability (Priori and empirical), Properties of Probability, Theorems of Total Probabilities and its Generalization, Theorem of Compound Probability, Bayes Theorem, Random Variables, Probability distribution and Mathematical Expectation,
2. Skewed and Symmetric distribution

3. Normal Distribution
4. Sampling Method: Theory of Sampling, Sample Survey and Complete Enumeration, Biases and Errors in Sample Survey,
5. Random Sampling Method, Subjective and Objective Sampling, Probabilistic, Non-probabilistic and Mixed Sampling, Simple Random Sampling with and without replacement, Stratified Random Sampling, Systematic Sampling, Quota Sampling, Multistage Sampling, Purposive Sampling
6. Test of Hypothesis: Concept, Simple and Composite Hypothesis, Null and Alternative Hypothesis, Test Statistics, Critical Region, Level of Significance, Type I and Type II Error
7. Small and Large Sample Test: Z Test, Chi Square Test, t Test, F Test, Frequency Chi Square Test
8. Multiple Correlation
9. Multiple Regression
10. Association Test: Logit and Odd Ratio

Class Allotment

Course Content	No. of Classes	Hours
1. Probability Theory: Classical Definition of Probability (Priori and empirical), Properties of Probability, Theorems of Total Probabilities and its Generalization, Theorem of Compound Probability, Bayes Theorem, Random Variables, Probability distribution and Mathematical Expectation,	5	5
2. Skewed and Symmetric distribution	1	1
3. Normal Distribution	1	1
4. Sampling Method: Theory of Sampling, Sample Survey and Complete Enumeration, Biases and Errors in Sample Survey,	2	2
5. Random Sampling Method, Subjective and Objective Sampling, Probabilistic, Non-probabilistic and Mixed Sampling, Simple Random Sampling with and without replacement, Stratified Random Sampling, Systematic Sampling, Quota Sampling, Multistage Sampling, Purposive Sampling	3	3
6. Test of Hypothesis: Concept, Simple and Composite Hypothesis, Null and Alternative Hypothesis, Test Statistics, Critical Region, Level of Significance, Type I and Type II Error	3	3
7. Small and Large Sample Test: Z Test, Chi Square Test, t Test, F Test, Frequency Chi Square Test	6	6
8. Multiple Correlation	3	3
9. Multiple Regression	3	3
10. Association Test: Logit and Odd Ratio	3	3
Total Classes/Hours	30	30

Paper II:**Group A: Development Administration, Rural Planning, PRIs and Decentralization – 4 Credits****Course Content**

1. Basic of Public Administration and Development Administration, Evolution, Principle, Characteristics and Inter-relationship
2. The Constitution of India: Preambles, Fundamental Rights, Directive Principles, Fundamental Duties, Governance Structure, The Union and State Level
3. Rural Planning: Concept, Role, Importance and Scope for Rural Development,
4. Centralized and Decentralized Planning, Top-Down and Bottom-Up Planning
5. Multi-level Planning: Different levels of Planning, Situation Analysis at different levels, data requirement and Sources, data interpretation, Problem Identification, Setting up goals and objectives, priority, strategy, mobilization, Capacity Building, Integration, implementation and Evaluation
6. Decentralization: Concept, Theory, Evolution of Decentralized planning in India, 73rd and 74th Constitutional Amendment Acts,
7. Panchayati Raj Institution: Evolution, Concept, Structure of PRI,
8. Role and Responsibility of PRI, Funding Pattern
9. Participatory Decentralized Planning: Concept, role and importance, Method of Participatory Planning
10. Development Programmes: Economic and Social Sector

Class Allotment

Course Content	No. of Classes	Hours
1. Basic of Public Administration and Development Administration, Evolution, Principle, Characteristics and Inter-relationship	5	5
2. The Constitution of India: Preambles, Fundamental Rights, Directive Principles, Fundamental Duties, Governance Structure, The Union and State Level	5	5
3. Rural Planning: Concept, Role, Importance and Scope for Rural Development	2	2
4. Centralized and Decentralized Planning, Top-Down and Bottom-Up Planning		
5. Multi-level Planning: Different levels of Planning, Situation Analysis at different levels, data requirement and Sources, data interpretation, Problem Identification, Setting up goals and objectives, priority, strategy, mobilization, Capacity Building, Integration, implementation and Evaluation	4	4
6. Decentralization: Concept, Theory, Types of Decentralization, Evolution of Decentralized planning in India, 73 rd and 74 th Constitutional Amendment Acts,	6	6
7. Panchayati Raj Institution: Evolution, Concept, Structure of PRI	4	4
8. Role and Responsibility of PRI, Funding Pattern	2	2

9. Participatory Decentralized Planning: Concept, role and importance, Method of Participatory Planning	4	4
10. Development Programmes: Economic and Social Sector	6	6
Total Classes/Hours	40	40

Group B: Environment, Climate Change and Disaster management – 4 Credits

Course Content

1. Environment & Ecology: Concept of environment and ecology, Resources vis-a-vis environment, Continuum, depletion, destruction, scarcity and abundance, Nature and Scope of Resource study, Man, Nature, and Cultural interaction in Resource Development, Environment and Resource utilization
2. Bio-diversity and its Management: Biodiversity and its Values, World zones, Richness in India's biodiversity, Hotspots of Bio-diversity National Biodiversity Act, Threats in biodiversity, IPR, Role of Bio-diversity management in sustainable development
3. Environment-Conservation Awareness & Education Need, Role of Government, role of NGOs; Environmental audit and accounting, Environmental Impact Analysis, Environmental Ethics, Need to develop a shared vision of a sustainable earth, Environmental and Regional Conflicts (Political, Technical and Economic), Different movements on environmental issues in India
4. Natural Disaster Management: Definition of Vulnerability, Hazards and Disaster and their inter relationships, vulnerable groups; Types of Disaster, Global Disaster Scenario, Indian Disaster scenario, West Bengal Overview; Risk & vulnerability assessment
5. Understanding Scientific Issues: Atmospheric Gas Composition, Natural Hazards, GHG/Trace Gases, Global Warming, Deforestation, Climate Change and its Impact
6. Case Studies on various recent disasters in India: Land Slides, Cyclone, Tsunami, Snow Avalanche, Flood, Fire, Drought, Industrial Accident, Chemical Emergency, Avian Influenza
7. Response System, Continuum of Disaster management, SAR, VCA matrix, Disaster Preparedness, Mitigation
8. Disaster Preparedness (DP): Definition, Role of different stake holders including community, Various modules of DP and present laws, policy code, Act, Early warning system & its utilization
9. Community Based Disaster Preparedness (CBDP): Steps - Awareness generation, PLA, Taskforce formation, TF activation, Mock drill, Disaster Mitigation - role of different stakeholders
10. Energy Resource Management: Energy and Environment, Energy as Resource, different Sources, Conventional and Non conventional Energy, Energy and Fuel, Future of use of energy, Brief about Technologies of Non-conventional energy use

Class Allotment

Course Content	No. of Classes	Hours
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1. Environment & Ecology: Concept of environment and ecology, Resources vis-a-vis environment, Continuum, depletion, destruction, scarcity and abundance, Nature and Scope of Resource study, Man, Nature, and Cultural interaction in Resource Development, Environment and Resource utilization	4	4
2. Bio-diversity and its Management: Biodiversity and its Values, World zones, Richness in India's biodiversity, Hotspots of Bio-diversity National Biodiversity Act, Threats in biodiversity, IPR, Role of Bio-diversity management in sustainable development	4	4
3. Environment-Conservation Awareness & Education Need, Role of Government, role of NGOs; Environmental audit and accounting, Environmental Impact Analysis, Environmental Ethics, Need to develop a shared vision of a sustainable earth, Environmental and Regional Conflicts (Political, Technical and Economic), Different movements on environmental issues in India	5	5
4. Natural Disaster Management: Definition of Vulnerability, Hazards and Disaster and their inter relationships, vulnerable groups; Types of Disaster, Global Disaster Scenario, Indian Disaster scenario, West Bengal Overview; Risk & vulnerability assessment	5	5
5. Understanding Scientific Issues: Atmospheric Gas Composition, Natural Hazards, GHG/Trace Gases, Global Warming, Deforestation, Climate Change and its Impact	3	3
6. Case Studies on various recent disasters in India: Land Slides, Cyclone, Tsunami, Snow Avalanche, Flood, Fire, Drought, Industrial Accident, Chemical Emergency, Avian Influenza	3	3
7. Response System, Continuum of Disaster management, SAR, VCA matrix, Disaster Preparedness, Mitigation	4	4
8. Disaster Preparedness (DP): Definition, Role of different stake holders including community, Various modules of DP and present laws, policy code, Act, Early warning system & its utilization	4	4
9. Community Based Disaster Preparedness (CBDP): Steps - Awareness generation, PLA, Taskforce formation, TF activation, Mock drill, Disaster Mitigation - role of different stakeholders	4	4
10. Energy Resource Management: Energy and Environment, Energy as Resource, different Sources,	4	4

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Conventional and Non conventional Energy, Energy and Fuel, Future of use of energy, Brief about Technologies of Non-conventional energy use		
Total Classes/Hours	40	40

Paper III:

Group A: Agriculture and Farm Management and Agri-business Management – 4 Credits

Course Content

1. Understanding Agriculture Markets, Components and Dimensions of Agriculture Market and Marketing
2. Farm Management: Concept, Scope and relation with other sciences, Farm Management Decisions (strategic, operational and administrative), Organization of resources, Farm Labour Management, Machinery Management
3. Agri-Business Plan: Concept of Business plan, types of business firms, types of plan, writing the agri-business plan
4. Cash Management: Introduction, problems of cash management; cash planning; cash budget
5. Marketing Management for Agri - Business: Concept, agricultural marketing, need to study marketing, marketing criteria, Marketing concept vs. selling concept, Marketing environment, Market segmentation, target markets, Marketing mix (The 6 P's of marketing)
6. Rural Markets: concept, types, channels and distribution, agents, price spread - marketing margins and efficiency, Traditional Marketing system in Rural Areas, Modern marketing systems in rural areas – its characteristics, agencies involved including corporate sector, problems of rural marketing; Producer' surplus - meaning, types of producer's surplus, marketed and marketable surplus. Factors affecting marketable surplus
7. Procurement: Importance, Procurement and marketing, Difference between industrial raw materials and agricultural raw materials, Scope of agriculture, Procurement management environment, Procurement function, Types of purchasing, Procurement objective, right quality/ right source of supply/ right price/ right time/ right quantity, Transportation, Receiving and storage, Planning technique for procurement, General procedure for a typical purchase, Ethics in purchasing
8. Supply Chain Management (SCM): Introduction, Key issues, evolution, importance, logistics, Difference Between Supply Chain and Value Chain
9. Futures Exchange and Risk Management: Price risk, Causes of price risk, Methods of tackling price risks, Evaluation of methods for their efficiency and limitation, Hedging- advantages, principles, types, hedge ratio
10. Warehouse Receipts and Collateral Management: Introduction, function, classification; warehouse receipt, Collateral management and its functions, Issues related to warehouse receipts- negotiability; warehousing (Development and Regulation) Bill, 2005

Class Allotment

Course Content	No. of Classes	Hours
1. Understanding Agriculture Markets, Components and Dimensions of Agriculture Market and Marketing	3	3
2. Farm Management: Concept, Scope and relation with other sciences, Farm Management Decisions (strategic, operational and administrative), Organization of resources, Farm Labour Management, Machinery Management	4	4
3. Agri-Business Plan: Concept of Business plan, types of business firms, types of plan, writing the agri-business plan	4	4
4. Cash Management: Introduction, problems of cash management; cash planning; cash budget	3	3
5. Marketing Management for Agri – Business: Concept, agricultural marketing, need to study marketing, marketing criteria; Marketing concept vs. selling concept, Marketing environment, Market segmentation, target markets, Marketing mix (The 6 P's of marketing)	4	4
6. Rural Markets: concept, types, channels and distribution, agents, price spread - marketing margins and efficiency, Traditional Marketing system in Rural Areas, Modern marketing systems in rural areas – its characteristics, agencies involved including corporate sector, problems of rural marketing; Producer' surplus - meaning, types of producer's surplus, marketed and marketable surplus. Factors affecting marketable surplus	5	5
7. Procurement: Importance, Procurement and marketing, Difference between industrial raw materials and agricultural raw materials, Scope of agriculture, Procurement management environment, Procurement function, Types of purchasing, Procurement objective, right quality/ right source of supply/ right price/ right time/ right quantity, Transportation, Receiving and storage, Planning technique for procurement, General procedure for a typical purchase, Ethics in purchasing	5	5
8. Supply Chain Management (SCM): Introduction, Key issues, evolution, importance, logistics, Difference Between Supply Chain and Value Chain	4	4
9. Futures Exchange and Risk Management: Price risk, Causes of price risk, Methods of tackling price risks, Evaluation of methods for their efficiency and limitation, Hedging- advantages, principles, types, hedge ratio	4	4

10. Warehouse Receipts and Collateral Management: Introduction, function, classification; warehouse receipt, Collateral management and its functions, Issues related to warehouse receipts- negotiability; warehousing (Development and Regulation) Bill, 2005	4	4
Total Classes/Hours	40	40

Group B: Rural Livelihood, Rural Non-farm sector and Entrepreneurship Development and Management – 4 Credits

Course Content

1. Rural Livelihood: Concept, Indicators of Rural Livelihood, Levels of Living
2. Framework for Rural Livelihood Analysis (Sustainable Livelihood Framework), Livelihood Strategies
3. Non-farm Sector: Concept, Importance and Difference between Non-farm and farm sector, Non-farm Employment Scenario in India, Programmes and Policies for Non-Farm Sector, Cottage and Small Scale Industries, Agro-Industries
4. Value Chain Analysis: Concept, Types of Value Chain, Importance, Method of Value Chain Analysis, Gender Sensitive Value Chain Analysis, Stakeholder Analysis, Identification of livelihood Intervention opportunities and case study
5. Concept of SHGs and Their Formulation, Gradation, Inter-loaning System, and Role in Livelihood Generation, SGSY and NRLM
6. Entrepreneurship: Concept, Entrepreneurial traits, Capabilities of Entrepreneurs, Development of Women Entrepreneurs, Role and Importance of Entrepreneur in economic growth. Factors affecting Entrepreneurial Growth and Management
7. Social Entrepreneurship: Concept, Genesis and Importance, Case Studies
8. Establishing Entrepreneurial system: Business Idea Generation, processing, Idea selection, Input Requirement, Feasibility Analysis
9. Financial Institutions for Rural Enterprise Development: Scope, Objective and Functions
10. Licensing and Registration of SSIs: Need and Procedures, Factory Act 1948, Sale of Goods Act, Indian Partnership Act

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Livelihood: Concept, Indicators of Rural Livelihood, Levels of Living,	3	3
2. Framework for Rural Livelihood Analysis (Sustainable Livelihood Framework), Livelihood Strategies	2	2
3. Non-farm Sector: Concept, Importance and Difference between Non-farm and farm sector, Non-farm Employment Scenario in India, Programmes and Policies for Non-Farm Sector, Cottage and Small Scale Industries, Agro-Industries	5	5
4. Value Chain Analysis: Concept, Types of Value Chain, Importance, Method of Value Chain Analysis,	6	6

Gender Sensitive Value Chain Analysis, Stakeholder		
5. Analysis, Identification of livelihood Intervention opportunities and case study		
6. Concept of SHGs and Their Formulation, Gradation, Inter-loaning System, and Role in Livelihood Generation, SGSY and NRLM	4	4
7. Entrepreneurship: Concept, Entrepreneurial traits, Capabilities of Entrepreneurs, Development of Women Entrepreneurs, Role and Importance of Entrepreneur in economic growth. Factors affecting Entrepreneurial Growth and Management	4	4
8. Social Entrepreneurship: Concept, Genesis and Importance, Case Studies	4	4
9. Establishing Entrepreneurial system: Business Idea Generation, processing, Idea selection, Input Requirement, Feasibility Analysis	4	4
10. Financial Institutions for Rural Enterprise Development: Scope, Objective and Functions	4	4
11. Licensing and Registration of SSIs: Need and Procedures, Factory Act 1948, Sale of Goods Act, Indian Partnership Act	4	4
Total Classes/Hours	40	40

Paper IV:

Group A: Research Methodology – 4 Credits

Course Content

1. Research Methodology: An Introduction, Origin of Social Research, Purpose, Types, Scientific Research Vs Social Research
2. Research Methodologies in Rural Development (Concept & Applicability): Social Survey, Community Survey, Diagnostic Study, Prognostic Research, Evaluative Research, Case Study, Comparative Studies - Synchronic and Diachronic, Participatory Research, Action Research, Field Research, Lay-out of experiments
3. Research Design: Definition, Nature, Scope and Classification, Objectives, General Rule and Functions, Research Process - Major Steps of Research - Selection of Research Problem, Formulation of Research Problem
4. Hypothesis-Definitions, Types, Sources, Utility, and Characteristics of good hypothesis
5. Tools of Data Collection: Skills and techniques; Participant and Non- participant, Observation, Interview, Questionnaire Administration
6. Interview: Group interview, Panel interview, Focused interview, Repetitive interview, Focus Group Discussion, Questionnaire – Open ended and Close ended questions - Mailed Questionnaire
7. Participatory methods of data collection: RRA, PRA, PLA etc, Different tools of PRA

8. Measurements: Types and problems of measurement, Scaling techniques - Thurstone's Equal Appearing Interval Scale, Likert's Summated rating Scale
9. Analysis and interpretation of data: Data - Definition, types (Qualitative vs. Quantitative), Coding vs. Scoring
10. Literature Review: Purpose, Procedure, Citation, Method of Preparing Bibliography, Research Report Writing - Purpose, Formats, Techniques, Language

Class Allotment

Course Content	No. of Classes	Hours
1. Research Methodology: An Introduction, Origin of Social Research, Purpose, Types, Scientific Research Vs Social Research	3	3
2. Research Methodologies in Rural Development (Concept & Applicability): Social Survey, Community Survey, Diagnostic Study, Prognostic Research, Evaluative Research, Case Study, Comparative Studies - Synchronic and Diachronic, Participatory Research, Action Research, Field Research, Lay-out of experiments	5	5
3. Research Design: Definition, Nature, Scope and Classification, Objectives, General Rule and Functions, Research Process - Major Steps of Research - Selection of Research Problem, Formulation of Research Problem	4	4
4. Hypothesis-Definitions, Types, Sources, Utility, and Characteristics of good hypothesis	2	2
5. Tools of Data Collection: Skills and techniques; Participant and Non- participant, Observation, Interview, Questionnaire Administration	4	4
6. Interview: Group interview, Panel interview, Focused interview, Repetitive interview, Focus Group Discussion, Questionnaire – Open ended and Close ended questions - Mailed Questionnaire	6	6
7. Participatory methods of data collection: RRA, PRA, PLA etc, Different tools of PRA	6	6
8. Measurements: Types and problems of measurement, Scaling techniques - Thurstone's Equal Appearing Interval Scale, Likert's Summated rating Scale	4	4
9. Analysis and interpretation of data: Data - Definition, types (Qualitative vs. Quantitative), Coding vs. Scoring	2	2
10. Literature Review: Purpose, Procedure, Citation, Method of Preparing Bibliography, Research Report Writing: Purpose, Formats, Techniques, Language	4	4
Total Classes/Hours	40	40

Group B: Field Exposure, Survey, Report Writing, Presentation and Viva-Voce – 6 Credits

1. Field Visit: Introduction, Rapport Building, Observation, Field Note
2. Participatory Research, Action Research, Sampling of a village population for a specific study
3. Collection of data through - Personal Interview, Group interview, Schedule, Attitude measurement and Scales, Practice of different tools of PRA- Resource Mapping, Transect Diagram, Seasonality Diagram, Time line, Livelihood Analysis, Matrix Ranking, Venn Diagram etc
4. Data entry; Data Presentation and Analysis using descriptive statistics, graphs & charts
5. Report Writing
6. Presentation

Class Allotment

Course Content	No. of Classes	Hours
1. Field Visit: Introduction, Rapport Building, Observation, Field Note	5	5
2. Participatory Research, Action Research, Sampling of a village population for a specific study	5	5
3. Collection of data through - Personal Interview, Group interview, Schedule, Attitude measurement and Scales, Practice of different tools of PRA- Resource Mapping, Transect Diagram, Seasonality Diagram, Time line, Livelihood Analysis, Matrix Ranking, Venn Diagram etc	20	20
4. Data entry; Data Presentation and Analysis using descriptive statistics, graphs & charts	10	10
5. Report Writing	10	10
6. Presentation	10	10
Total Classes/Hours	60	60

Third Semester

Paper I

Group A: Rural Public Health and Education Management – 6 Credits

Course Content

1. Public Health: Concept of Health and Disease, Health Situation in India, Health Care Delivery System, Challenges and Opportunities in Public Health
2. Determinants of Health: Factor associated with health and Diseases – Communicable and Non-communicable diseases, Social Determinants of Health
3. Reproduction and child health (RCH), Health Policy - Health Policy Process, National health Policy, Population Policy and other Policies
4. Management of National Public Health Programmes: National Health Programmes of India, National Health Mission (NHM), Health Care Service - Health services organizations at the central and state levels, delivery of Healthcare

- Services in the rural areas vis-à-vis urban areas, concept of Health Centre, PPP Models, Health Information System - Health Statistics and Health Indicators, Data Sources, Collection, Analysis
5. Health and Nutrition: Functions, Availability, Deficiency syndrome, recommended Daily Allowance, Food Security, Public Distribution System
 6. Safe Drinking Water: Concept, quality aspects, source, Drinking Water policy of Government, Concept of water - borne diseases and preventive measures
 7. Sanitation: concept, need, approach, Eco-sanitation – Concept, methods, drainage system, Sewerage system, Rural sanitation Programmes - Sanitary Mart Concept and Government Policy, Case Study – Sulabh International
 8. Concept, Objective and need of Education for rural community, Tagore’s Thought on education and Development, Forms of Education
 9. Concept, objectives and Needs of Non-formal and Continuing Education, Emerging trends of Continuing Education and Alternative Education, Open System of Learning, Adult Learning Theory and Approaches
 10. Educational Programmes in India: National Education Policy, Universal Elementary Education, Serva Siksha Abhiyan, NLM, Total Literacy Campaign, Right to Education Act

Class Allotment

Course Content	No. of Classes	Hours
1. Public Health: Concept of Health and Disease, Health Situation in India, Health Care Delivery System, Challenges and Opportunities in Public Health	4	4
2. Determinants of Health: Factor associated with health and Diseases – Communicable and Non-communicable diseases, Social Determinants of Health	4	4
3. Reproduction and child health (RCH), Health Policy - Health Policy Process, National health Policy, Population Policy and other Policies	5	5
4. Management of National Public Health Programmes: National Health Programmes of India, National Health Mission (NHM), Health Care Service - Health services organizations at the central and state levels, delivery of Healthcare Services in the rural areas vis-à-vis urban areas, concept of Health Centre, PPP Models, Health Information System - Health Statistics and Health Indicators, Data Sources, Collection, Analysis	8	8
5. Health and Nutrition: Functions, Availability, Deficiency syndrome, recommended Daily Allowance, Food Security, Public Distribution System	4	4
6. Safe Drinking Water: Concept, quality aspects, source, Drinking Water policy of Government, Concept of water - borne diseases and preventive measures	4	4
7. Sanitation: concept, need, approach, Eco-sanitation – Concept, methods, drainage system, Sewerage system,	6	6

Rural sanitation Programmes - Sanitary Mart Concept and Government Policy, Case Study – Sulabh International		
8. Concept, Objective and need of Education for rural community, Tagore’s Thought on education and Development, Forms of Education	4	4
9. Concept, objectives and Needs of Non-formal and Continuing Education, Emerging trends of Continuing Education and Alternative Education, Open System of Learning, Adult Learning Theory and Approaches	5	5
10. Educational Programmes in India: National Education Policy, Universal Elementary Education, Serva Siksha Abhiyan, NLM, Total Literacy Campaign, Right to Education Act	6	6
Total Classes/Hours	50	50

Group B: Rural Women Child Development and Management– 3 Credits

Course Content

1. Child Development: Concept and aspects especially Emotional and Social Development
2. Status of Children in India in term of Demography and Literacy
3. Social Issues like Child Labour, Child Abuse, Child Trafficking, Child Marriage, Gender Discrimination, Female Infanticide and other case
4. Child Protection and Child Rights: National Approaches (Acts, Policies, Programmes), Sarba Siksha Avijan, Right To Education (RTE) Act, Child Labour Act , Juvenile Justice Care & Protection Act etc
5. Juvenile Delinquency: Concept and Causes; Pre-delinquency stages - Truancy and Vagrancy, U.N. Standard Minimum Rules for Juvenile Justice (Beijing Rules), Main Features of Juvenile Justice Act, Institutional Services, Observation Homes, Juvenile Homes, Special Homes, and ‘fit’ Institutions, Juvenile Aftercare Services
6. Women and Women Development in India: A Historical Background
7. Status of Women with reference to Demography, Education, Health, Position in Society, Economic, Politics and Religion
8. Violence Against Women: Dowry, Honour Killing, Witchcraft, Prostitution, Acid Attack, Trafficking, Sexual Harassment, Harassment at Work Place and other Cases,
9. National Approaches for Protection of women (Acts, Policies and Programmes)
10. International and National Organizations working specifically for Women and Child

Class Allotment

Course Content	No. of Classes	Hours
1. Child Development: Concept and aspects especially Emotional and Social Development	2	2
2. Status of Children in India in term of Demography and	2	2

Literacy		
3. Social Issues like Child Labour, Child Abuse, Child Trafficking, Child Marriage, Gender Discrimination, Female Infanticide and other case	6	6
4. Child Protection and Child Rights: National Approaches (Acts, Policies, Programmes), Sarba Siksha Avijan, Right To Education (RTE) Act, Child Labour Act , Juvenile Justice Care & Protection Act etc	3	3
5. Juvenile Delinquency: Concept and Causes; Pre-delinquency stages - Truancy and Vagrancy, U.N. Standard Minimum Rules for Juvenile Justice (Beijing Rules), Main Features of Juvenile Justice Act, Institutional Services, Observation Homes, Juvenile Homes, Special Homes, and 'fit' Institutions, Juvenile Aftercare Services	4	4
6. Women and Women Development in India: A Historical Background	2	2
7. Status of Women with reference to Demography, Education, Health, Position in Society, Economic, Politics and Religion	4	4
8. Violence Against Women: Dowry, Honour Killing, Witchcraft, Prostitution, Acid Attack, Trafficking, Sexual Harassment, Harassment at Work Place and other Cases	3	3
9. National Approaches for Protection of Women (Acts, Policies and Programmes)	2	2
10. International and National Organizations working specifically for Women and Child	2	2
Total Classes/Hours	30	30

Paper II:

Group A: Production and Operation Management – 3 Credits

Course Content

1. Nature and Scope of Production and Operations management
2. Types of Manufacturing System,
3. Operation Decisions, Mass Production, Batch/ Job Order Manufacturing, Facility Location Problem, Layout Planning Analysis
4. Capacity Planning: Models, Process Planning, Aggregate Planning, Scheduling
5. Work Study, Method Study,
6. Work Management, Work Sampling, Work Environment
7. Material Management: An overview of Material Management, Material Planning and Inventory Control, JIT,
8. Materials Planning Budgeting, Material Requirement Planning
9. Quality Assurance: Acceptance Sampling, Statistical Process Control, Total Quality Management,

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10. Maintenance Management

Class Allotment

Course Content	No. of Classes	Hours
1. Nature and Scope of Production and Operations management	3	3
2. Types of Manufacturing System	2	2
3. Operation Decisions, Mass Production, Batch/ Job Order Manufacturing, Facility Location Problem, Layout Planning Analysis	3	3
4. Capacity Planning: Models, Process Planning, Aggregate Planning, Scheduling	3	3
5. Work Study, Method Study,	2	2
6. Work Management, Work Sampling, Work Environment	3	3
7. Material Management: An overview of Material Management, Material Planning and Inventory Control, JIT,	4	4
8. Materials Planning Budgeting, Material Requirement Planning	3	3
9. Quality Assurance: Acceptance Sampling, Statistical Process Control, Total Quality Management,	5	5
10. Maintenance Management	2	2
Total Classes/Hours	30	30

Group B: Natural Resource and Watershed Management – 5 Credits

Course Content

1. Resource: Definition, Meaning, Nature and Scope of Resource Study, Man, Nature and Cultural Interaction in Resource Development
2. Land Resource: Type of Land and Use, Land Use Dynamics and Decision, Land Degradation Problem and Strategies of Development
3. Soil Resource: Soil Forming Process and Characteristics, Soil Erosion and Impoverishment, Soil Conservation, Sound Method of Farming and Management
4. Water Resource: Water Use – Surface, Ground and Sharing, Water Resources in India, Water Pollution, Conservation and Management
5. Forest Resource: Factors of Forest Growth, Indian Forest Type, Social Forestry, Forest Conservation, Management and Practices, Wildlife Resource - Conservation and Use of Wildlife Resources with special reference to India
6. Energy Resource: Conventional and Non-conventional Sources Energy, Energy and Environment
7. Philosophy and concept of watershed, Land capability, classification and topography survey, PRA in watershed programme and community mobilization and participatory institution building, Erosion control measures on Agricultural

- land and mechanical erosion control measures for non agricultural land, Greenland (Grassland) Management, Horticulture and Agro-forestry system
8. Ground water Management in Watershed-4, Common property Resource Management in Watershed areas, Social aspects, Community organization, SHGs, Equity issues, empowerment of women in watershed
 9. Financial Management and Accounting Procedures, Monitoring and evaluation in watershed Development
 10. Environmental Management and Environmental Management System: Environmental Management - Definition, scope, characteristics and goals, Environmental Management System (EMS) - Definition, need, core elements and benefits, different environmental management systems, concepts of adaptive management and participatory environmental management

Class Allotment

Course Content	No. of Classes	Hours
1. Resource: Definition, Meaning, Nature and Scope of Resource Study, Man, Nature and Cultural Interaction in Resource Development	4	4
2. Land Resource: Type of Land and Use, Land Use Dynamics and Decision, Land Degradation Problem and Strategies of Development	3	3
3. Soil Resource: Soil Forming Process and Characteristics, Soil Erosion and Impoverishment, Soil Conservation, Sound Method of Farming and Management	4	4
4. Water Resource: Water Use – Surface, Ground and Sharing, Water Resources in India, Water Pollution, Conservation and Management	4	4
5. Forest Resource: Factors of Forest Growth, Indian Forest Type, Social Forestry, Forest Conservation, Management and Practices, Wildlife Resource - Conservation and Use of Wildlife Resources with special reference to India	6	6
6. Energy Resource: Conventional and Non-conventional Sources Energy, Energy and Environment	3	3
7. Philosophy and concept of watershed, Land capability, classification and topography survey, PRA in watershed programme and community mobilization and participatory institution building, Erosion control measures on Agricultural land and mechanical erosion control measures for non agricultural land, Greenland (Grassland) Management, Horticulture and Agro-forestry system	6	6
8. Ground water Management in Watershed-4, Common property Resource Management in Watershed areas, Social aspects, Community organization, SHGs,	8	8

Equity issues, empowerment of women in watershed		
9. Financial Management and Accounting Procedures, Monitoring and evaluation in watershed Development	4	4
10. Environmental Management and Environmental Management System: Environmental Management - Definition, scope, characteristics and goals, Environmental Management System (EMS) - Definition, need, core elements and benefits, different environmental management systems, concepts of adaptive management and participatory environmental management	8	8
Total Classes/Hours	50	50

Paper III:

Group A: Computer Application, Management Information System (MIS) and Knowledge management – 4 Credits

Course Content

1. Word Processing Using MS-WORD, Spreadsheet using MS-EXCEL, Presentation Using MS-POWERPOINT, Data Base Management System (ACCESS) – Practical
2. Internet Fundamentals – Practical
3. Management Information System: Concept of Data, Information, System, Information System, MIS, RDIS, System Analysis and Design
4. Information and Information System: Characteristics, Components – Functional components, Hardware, Software, Netware
5. Organizational Information System: TPS, MIS, DSS, GDSS
6. Decision Making: Process, Simon’s Model, Decision Making Method – PERT-CPM, Decision Theory
7. IS Planning: Planning Process, Factors influencing
8. Monitoring, Evaluation and Learning System: Concept of Impact, Outcome, Output, Activity, Target, Achievement,
9. Result Chain, Indicators and Logical Framework Analysis (LFA)
10. Major RDIS initiatives in India

Class Allotment

Course Content	No. of Classes	Hours
1. Word Processing Using MS-WORD, Spreadsheet using MS-EXCEL, Presentation Using MS-POWERPOINT, Data Base Management System (ACCESS) – Practical	6	6
2. Internet Fundamentals – Practical	2	2
3. Management Information System: Concept of Data, Information, System, Information System, MIS, RDIS, System Analysis and Design	5	5
4. Information and Information System: Characteristics, Components – Functional components, Hardware,	4	4

Software, Netware		
5. Organizational Information System: TPS, MIS, DSS, GDSS	5	5
6. Decision Making: Process, Simon's Model, Decision Making Method – PERT- CPM, Decision Theory	6	6
7. IS Planning: Planning Process, Factors influencing	4	4
8. Monitoring, Evaluation and Learning System: Concept of Impact, Outcome, Output, Activity, Target, Achievement,	3	3
9. Result Chain, Indicators and Logical Framework Analysis (LFA)	3	3
10. Major RDIS initiatives in India	2	2
Total Classes/Hours	40	40

Group B: Human Resource Management – 4 Credits

Course Content

1. Human Resource management: Scope and Coverage, Principles of Human Resource Management and its Importance, Structure and Functions of HR Department, Role of HR Manager
2. Human Resource Planning: Supply and Demand forecasting methods, Manpower Inventory, Career Planning, Succession Planning, Personnel Policy
3. Recruitment and Selection: Process, Sources, Method of Selection, Interviewing Method, Skills and Errors
4. Human Resource Development: Policy and Programme, Assessment of HRD needs, HRD methods – Training and Non-Training
5. Performance Appraisal System: Purpose, Method, Appraisal Instruments, Appraisal Interview
6. Compensation Management: Concept of Wages, Component of Wage, System of Wage Payment, Fixation of Wage, Regulation of Wage, Fringe benefits, Retirement Benefits
7. Worker's Participation in Management: Concept, Practices and Prospects in India
8. Discipline Management: Misconduct, Disciplinary Action, Domestic Equity, Grievance Handling
9. Organizational development: Meaning and assumption of organizational development, Value system concept, structure and design, value-based organizational development, Management of extension Organizations – concept, Decision-making in organization, Organizational effectiveness, organizational climate, organizational behaviour, organizational development, Management by Objective (MBO)
10. Human Resource Management and Corporate Social Responsibility: Role of Human Resource in CSR, Integrating HR in CSR

Class Allotment

Course Content	No. of Classes	Hours
1. Human Resource management: Scope and Coverage, Principles of Human Resource Management and its Importance, Structure and Functions of HR	4	4

Department, Role of HR Manager		
2. Human Resource Planning: Supply and Demand forecasting methods, Manpower Inventory, Career Planning, Succession Planning, Personnel Policy	4	4
3. Recruitment and Selection: Process, Sources, Method of Selection, Interviewing Method, Skills and Errors	4	4
4. Human Resource Development: Policy and Programme, Assessment of HRD needs, HRD methods – Training and Non-Training	5	5
5. Performance Appraisal System: Purpose, Method, Appraisal Instruments, Appraisal Interview	4	4
6. Compensation Management: Concept of Wages, Component of Wage, System of Wage Payment, Fixation of Wage, Regulation of Wage, Fringe benefits, Retirement Benefits	4	4
7. Worker's Participation in Management: Concept, Practices and Prospects in India	3	3
8. Discipline Management: Misconduct, Disciplinary Action, Domestic Equity, Grievance Handling	3	3
9. Organizational development: Meaning and assumption of organizational development, Value system concept, structure and design, value-based organizational development, Management of extension Organizations – concept, Decision-making in organization, Organizational effectiveness, organizational climate, organizational behaviour, organizational development, Management by Objective (MBO)	5	5
10. Human Resource Management and Corporate Social Responsibility: Role of Human Resource in CSR, Integrating HR in CSR	3	3
Total Classes/Hours	40	40

Paper IV:

Group A: Project Management (Planning and Operation) – 5 Credits

1. Project Management: Concept, History of Project Management, Project Environment, Project Management in Development Sector
2. System Model of Project Management and Project Management Cycle, Project Life Cycle, Concept of Present Value and Future Value, Sustainable Livelihood Framework and Sectoral Project
3. Project Formulation and Design, Project/Need Identification, Problem Analysis, Objective and Goal Setting, Implementation Plan, Budget Estimation
4. Decision Criteria: Pay Back Period, Net Present Value (NPV), Internal Rate of Return (IRR), Cost Benefit Ratio, Return on Investment, Annual Cost Method
5. Feasibility and Pre-feasibility Study, Sensitivity Analysis - Private and Social Costs and Benefits of A Project, Externalities of Project, Social Discount Rate
6. Project Planning: Concept, Micro Planning, Participatory Planning

7. Management Tools: Network Analysis, Scheduling, Controlling, PERT and CPM Methods, SWOT Analysis
8. Project Contract Management: Development of Contract Document, Procurement Management (goods and Services), Conflicts and Negotiations
9. Project Risk Management: Methods, Principles, Process, Risk Analysis, Risk Options, Mitigation Plan
10. Monitoring and Evaluation: Concept, Design and Practice Models, Difference Between Monitoring and Evaluation, Project Evaluation considering before and after situations, Participatory Evaluation, Performance Indicators, Operational Efficiency Measures, Evaluation for Project Replication

Class Allotment

Course Content	No. of Classes	Hours
1. Project Management: Concept, History of Project Management, Project Environment, Project Management in Development Sector	4	4
2. System Model of Project Management and Project Management Cycle, Project Life Cycle, Concept of Present Value and Future Value, Sustainable Livelihood Framework and Sectorial Project	7	7
3. Project Formulation and Design, Project/Need Identification, Problem Analysis, Objective and Goal Setting, Implementation Plan, Budget Estimation	5	5
4. Decision Criteria: Pay Back Period, Net Present Value (NPV), Internal Rate of Return (IRR), Cost Benefit Ratio, Return on Investment, Annual Cost Method	6	6
5. Feasibility and Pre-feasibility Study, Sensitivity Analysis - Private and Social Costs and Benefits of A Project, Externalities of Project, Social Discount Rate	7	7
6. Project Planning: Concept, Micro Planning, Participatory Planning	4	4
7. Management Tools: Network Analysis, Scheduling, Controlling, PERT and CPM Methods, SWOT Analysis	5	5
8. Project Contract Management: Development of Contract Document, Procurement Management (goods and Services), Conflicts and Negotiations	3	3
9. Project Risk Management: Methods, Principles, Process, Risk Analysis, Risk Options, Mitigation Plan	3	3
10. Monitoring and Evaluation: Concept, Design and Practice Models, Difference Between Monitoring and Evaluation, Project Evaluation considering before and after situations, Participatory Evaluation, Performance Indicators, Operational Efficiency Measures,	6	6

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Evaluation for Project Replication		
Total Classes/Hours	50	50

Group B: Dissertation Work and Project Proposal Submission, Presentation and Viva-Voce – 10 Credits

Course Content

Forth Semester

Paper I

Group A: Rural Financial Service – 3 Credits

Course Content

1. Rural Credit System, Role of Rural Credit in Rural Development
2. Evolution and Growth of Rural Credit System in India
3. Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects
4. Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs
5. Present trend of Rural Financing towards Small scale and Cottage Industries
6. Concept of Micro Finance/ Micro-Credit, Evolution and Growth
7. Micro- Finance and Social Security, Micro-Finance and Livelihood approach
8. Different models of Micro-Finance (NABARD, Grameen Bank, BRAC, BASIX, and BANDHAN etc.),
9. Success Stories, Problems and Prospects of Micro- Financing in Rural India
10. Risk Diffusion in Micro Finance

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Credit System, Role of Rural Credit in Rural Development	2	2
2. Evolution and Growth of Rural Credit System in India	2	2
3. Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects	4	4
4. Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs	3	3
5. Present trend of Rural Financing towards Small scale and Cottage Industries	3	3
6. Concept of Micro Finance/ Micro-Credit, Evolution and Growth	4	4
7. Micro- Finance and Social Security, Micro-Finance and Livelihood approach	4	4
8. Different models of Micro-Finance (NABARD, Grameen Bank, BRAC, BASIX, and BANDHAN etc.),	4	4
9. Success Stories, Problems and Prospects of Micro-Financing in Rural India	2	2
10. Risk Diffusion in Micro Finance	2	2

Total Classes/Hours	30	30
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Group B: Rural Marketing Management – 4 Credits

Course Content

1. Market: Definition and Scope, Market Concept, Types of Market, Kinds of Goods, Services and ideas
2. Conceptual framework of Rural Marketing – development and diversifications
3. Rural consumers: Pattern, behavior, decision making and entrepreneurial abilities
4. Marketing Management: Concept, Evolution of Marketing, Modern Definition, The System Approach, Marketing Management Process, Marketing Organizations
5. Marketing Strategy and Planning,
6. Market Mix, Marketing Environment, Steps in Marketing Planning,
7. Segmentation Process, Product Planning, Product Life Cycle, Product Related Strategies – Budget, Quality, Performance, Credit, Brand Building, Packaging, Labeling, Service Facility
8. Price Variable: Concept and Importance of Pricing, Price Determination Process and Policies
9. Advertisement: Concept and Importance, Features, Goal, Media Types and features, Advertisement Management
10. Physical Distribution: Distribution Function, Activity Components, Cost of Distribution, Elements of Physical Distribution, Transportation, Warehouse System

Class Allotment

Course Content	No. of Classes	Hours
1. Market: Definition and Scope, Market Concept, Types of Market, Kinds of Goods, Services and ideas	6	6
2. Conceptual framework of Rural Marketing – development and diversifications	4	4
3. Rural consumers: Pattern, behaviour, decision making and entrepreneurial abilities	4	4
4. Marketing Management: Concept, Evolution of Marketing, Modern Definition, The System Approach, Marketing Management Process, Marketing Organizations	4	4
5. Marketing Strategy and Planning	2	2
6. Market Mix, Marketing Environment, Steps in Marketing Planning,	4	4
7. Segmentation Process, Product Planning, Product Life Cycle, Product Related Strategies – Budget, Quality, Performance, Credit, Brand Building, Packaging, Labeling, Service Facility	4	4
8. Price Variable: Concept and Importance of Pricing, Price Determination Process and Policies	4	4
9. Advertisement: Concept and Importance, Features, Goal, Media Types and features, Advertisement	4	4

Management		
10. Physical Distribution: Distribution Function, Activity Components, Cost of Distribution, Elements of Physical Distribution, Transportation, Warehouse System	4	4
Total Classes/Hours	40	40

Paper II:

Course Content

Group A: NGO Management and Corporate Social Responsibility – 4 Credits

1. Understanding Civil Societies, Role of Civil Societies, classification of Civil Societies
2. NGOs: Concept, Features, Classification, Strength and Weakness, Role of NGO in Rural Development
3. Legal Framework: Societies Registration Act 1860 (XXIV), Cooperative Societies Act 1904 (CCS Act), Indian Trust Act 1882, Indian Company Act U/S 25, 1956, Foreign Contribution Regulation Act 1992 (FCRA), Income Tax Act 1976
4. Human Resource Planning for Development Organization, HR Management and HR Development
5. Recruitment: Job Position description, Source for recruitment, Selection Process, Assessment, Performance Appraisal, Informal and Formal Promotion and Demotion
6. Fund Mobilization and Management: Resource Pooling Technique, Funding Agencies, Financial Management, Auditing
7. CSR: Concept, Definition and Genesis, Relevance in the Global and Indian Context, Corporate Investment Fund (CIF)
8. CSR: Models – Davis Model, Pyramid Model, Committee for Economic Development Model, CSR Guidelines, CSR and MDG and SDG
9. Business Ethics and CSR, Environmental Accounting in CSR, Corporate Obligations to Civil Societies
10. Policy and CSR Governance: The National Policy on CSR, New Dimensions in Business Ethics, Social Audit of CSR, ILO Tripartite Declarations, OECD Guideline for Multinational Enterprises, UN Global Compact etc., Practicing CSR in India: Case Studies

Class Allotment

Course Content	No. of Classes	Hours
1. Understanding Civil Societies, Role of Civil Societies, classification of Civil Societies	2	2
2. NGOs: Concept, Features, Classification, Strength and Weakness, Role of NGO in Rural Development	4	4
3. Legal Framework: Societies Registration Act 1860 (XXIV), Cooperative Societies Act 1904 (CCS Act), Indian Trust Act 1882, Indian Company Act U/S 25, 1956, Foreign Contribution Regulation Act 1992	4	4

(FCRA), Income Tax Act 1976		
4. Human Resource Planning for Development Organization, HR Management and HR Development	3	3
5. Recruitment: Job Position description, Source for recruitment, Selection Process, Assessment, Performance Appraisal, Informal and Formal Promotion and Demotion	3	3
6. Fund Mobilization and Management: Resource Pooling Technique, Funding Agencies, Financial Management, Auditing	4	4
7. CSR: Concept, Definition and Genesis, Relevance in the Global and Indian Context, Corporate Investment Fund (CIF)	4	4
8. CSR: Models – Davis Model, Pyramid Model, Committee for Economic Development Model, CSR Guidelines, CSR and MDG and SDG	4	4
9. Business Ethics and CSR, Environmental Accounting in CSR, Corporate Obligations to Civil Societies	4	4
10. Policy and CSR Governance: The National Policy on CSR, New Dimensions in Business Ethics, Social Audit of CSR, ILO Tripartite Declarations, OECD Guideline for Multinational Enterprises, UN Global Compact etc., Practicing CSR in India: Case Studies	8	8
Total Classes/Hours	40	40

Group B: Social Justice, Human Rights and Marginalized Community – 3 Credits
Course Content

1. Concept of Justice
2. Social Justice: Liberal and Radical Views
3. Rights: Meaning, Components of Rights, Types of Rights, Evolution of Present System of Rights
4. Universal Declaration of Human Rights (UDHR): Article in Brief, Nature of UDHR and Its Effectiveness
5. Human Rights in India
6. National Human Rights Commission
7. UN Global Compact: Principles, Objectives, Mechanism, UNGC Governance Structure
8. Labour Laws in India
9. Consumer Protection Act in India
10. Some organization working for Social Justice and Human Rights in India

Class Allotment

Course Content	No. of Classes	Hours
1. Concept of Justice	2	2
2. Social Justice: Liberal and Radical Views	2	2
3. Rights: Meaning, Components of Rights, Types of	6	6

Rights, Evolution of Present System of Rights, Constitutions of India		
4. Universal Declaration of Human Rights (UDHR): Article in Brief, Nature of UDHR and Its Effectiveness	4	4
5. Human Rights in India	2	2
6. National Human Rights Commission	2	2
7. UN Global Compact: Principles, Objectives, Mechanism, UNGC Governance Structure	4	4
8. Labour Laws in India	2	2
9. Consumer Protection Act in India	2	2
10. Some organization working for Social Justice and Human Rights in India	4	4
Total Classes/Hours	30	30

Paper III:

Group A: Forest and Tribal Livelihood Management – 4 Credits

Course Content

1. Forestry: Definition and Classification, Definition of Forest – General, Ecological and Legal Classification, Indian Forest Types, Importance of Forest in Ecology and Rural Livelihood Development
2. Forest Nursery: Important, Type, Selection of Site, Layout, Seed beds, Soil Preparation, Sowing Seeds in Beds, weeding, planting, transplantation, Maintenance
3. Tribe: Constitutional definition, Concept, Characteristic features of tribe and tribal society, Tribal distribution in India with special reference to West Bengal,
4. Comparison of tribal society with Contemporary society, Social organization and material culture of Toda, Khasi, Santal, Andamanese, etc
5. Forest and Tribes: Interrelations between Forests and Forest fringe dwellers, Forest resources and Forest based Tribal Livelihood Opportunities, Lac Cultivation, Tasar Cultivation, NTFP Collection etc., Jhum Cultivation, Slash and Burn Cultivation, Animal Husbandry, Forest based cottage industries –Sal Leaf Plate making, bamboo works, cane works, Rope making, Bidi making, Oil making etc
6. Problems of tribal society: social, cultural, economical etc., Impact of Industrialization and Modernization on Tribal Society, problems of tribal women, Ethnicity and Tribalism: Tribal Elites
7. Tribal Movements
8. Deforestation: Its extent, causes, Impact on livelihood and Environment, Necessity and procedure of Forest Protection and Afforestation
9. Forest Policy, Forest and Tribal Policy, Forestry and Biodiversity, Constitutional safe guards for the forests and tribal livelihood
10. Joint Forest Management (JFM): Concept, History, Forest Protection Committee, Methodology of JFM, Impact of JFM on livelihood and ecology, Present status and trend of JFM, Factors in relation to JFM affecting the Livelihood systems of the Forest Fringe Dwellers –Social, Cultural, Political and other Changes

Class Allotment

Course Content	No. of Classes	Hours
1. Forestry: Definition and Classification, Definition of Forest – General, Ecological and Legal Classification, Indian Forest Types, Importance of Forest in Ecology and Rural Livelihood Development	5	5
2. Forest Nursery: Important, Type, Selection of Site, Layout, Seed beds, Soil Preparation, Sowing Seeds in Beds, weeding, planting, transplantation, Maintenance	4	4
3. Tribe: Constitutional definition, Concept, Characteristic features of tribe and tribal society, Tribal distribution in India with special reference to West Bengal	3	3
4. Comparison of tribal society with Contemporary society, Social organization and material culture of Toda, Khasi, Santal, Andamanese, etc	2	2
5. Forest and Tribes: Interrelations between Forests and Forest fringe dwellers, Forest resources and Forest based Tribal Livelihood Opportunities, Lac Cultivation, Tasar Cultivation, NTFP Collection etc., Jhum Cultivation, Slash and Burn Cultivation, Animal Husbandry, Forest based cottage industries –Sal Leaf Plate making, bamboo works, cane works, Rope making, Bidi making, Oil making etc	6	6
6. Problems of tribal society: social, cultural, economical etc., Impact of Industrialization and Modernization on Tribal Society, problems of tribal women, Ethnicity and Tribalism: Tribal Elites	4	4
7. Tribal Movements	2	2
8. Deforestation: Its extent, causes, Impact on livelihood and Environment, Necessity and procedure of Forest Protection and Afforestation	4	4
9. Forest Policy, Forest and Tribal Policy, Forestry and Biodiversity, Constitutional safeguards for the forests and tribal livelihood	4	4
10. Joint Forest Management (JFM): Concept, History, Forest Protection Committee, Methodology of JFM, Impact of JFM on livelihood and ecology, Present status and trend of JFM, Factors in relation to JFM affecting the Livelihood systems of the Forest Fringe Dwellers –Social, Cultural, Political and other Changes	6	6
Total Classes/Hours	40	40

Group B: Micro Insurance and Risk Management – 3 Credits[BACK TO MAIN PAGE](#)

Course Content

1. Risk: Definition, Types of Risk associated with Rural poor
2. Risk Management Process and Strategy
3. Micro-Insurance: Concept, Principles and Practices,
4. Demands and prospects for Micro-insurance, Micro insurance as social and economic protection
5. Micro-insurance Products and Services: Agricultural, Health, Life Insurance, Livestock, Assets
6. Micro-insurance Operations: Terms and Payment, Premium collection, Claim processing and Settlements
7. Micro-insurance product delivery models
8. Micro-insurance Institutes in India
9. Micro-insurance Marketing
10. Risk in Micro-insurance operation

Class Allotment

Course Content	No. of Classes	Hours
1. Risk: Definition, Types of Risk associated with Rural poor	4	4
2. Risk Management Process and Strategy	4	4
3. Micro-Insurance: Concept, Principles and Practices	2	2
4. Demands and prospects for Micro-insurance, Micro insurance as social and economic protection	2	2
5. Micro-insurance Products and Services: Agricultural, Health, Life Insurance, Livestock, Assets	5	5
6. Micro-insurance Operations: Terms and Payment, Premium collection, Claim processing and Settlements	5	5
7. Micro-insurance product delivery models	2	2
8. Micro-insurance Institutes in India	2	2
9. Micro-insurance Marketing	2	2
10. Risk in Micro-insurance operation	2	2
Total Classes/Hours	30	30

Paper IV:**Group A: Business Ethics, Organizational Development and Management – 4 Credits****Course Content**

1. Business/Corporate Ethics: Meaning, Nature, Features and Need, Ethical Practice in Management, Approaches to Ethical Decision Making: Teleology, Deontology, Justice, Relativism, Individual Ethical Decision Making
2. Social Responsibilities of Ethics: Environmental Protection, Fair Trade Practice, Fulfilling all National Obligation under various Law, Safeguarding Health and Well Beings of the Customer
3. Ethics and Corporate Excellence: Why Corporate Ethics Matter, Code of Ethics in Business Houses, Strategies of Organizational Culture Building, Total Quality,

- Customer Care, Care of Employee as per statutes, Objective and Optimistic Approaches
4. Organization: Mission, Vision, Goal, Types and Characteristics
 5. Organization Theory: Classical Theory,(Scientific Management, Administrative Principles, Theory of Bureaucracy), Human Relation Approach, Modern Theories (System Approach, Behavioural approach, Contingency Approach)
 6. Organization Structure: Concept, Functional Design, Place Design, Product Design, Matrix Design
 7. Organizational Culture: Culture and its Characteristics, Types of Corporate Culture, Indian Organizational Culture, Cultural Change
 8. Organizational Behaviour: Theory of Motivation, Need Hierarchy theory, Two Factor Theory, Group Dynamic, Theory of Group Formation, Group Decision Making, Transactional Analysis, Emotional Intelligence
 9. Leadership: Concept of Leadership Style, Leadership Theory, Skills and Influence, Leadership and Power
 10. Conflict: Sources of Conflict, Types of Conflict, Conflict Process, Conflict Resolution

Class Allotment

Course Content	No. of Classes	Hours
1. Business/Corporate Ethics: Meaning, Nature, Features and Need, Ethical Practice in Management, Approaches to Ethical Decision Making: Teleology, Deontology, Justice, Relativism, Individual Ethical Decision Making	4	4
2. Social Responsibilities of Ethics: Environmental Protection, Fair Trade Practice, Fulfilling all National Obligation under various Law, Safeguarding Health and Well Beings of the Customer	4	4
3. Ethics and Corporate Excellence: Why Corporate Ethics Matter, Code of Ethics in Business Houses, Strategies of Organizational Culture Building, Total Quality, Customer Care, Care of Employee as per statutes, Objective and Optimistic Approaches	4	4
4. Organization: Mission, Vision, Goal, Types and Characteristics	4	4
5. Organization Theory: Classical Theory,(Scientific Management, Administrative Principles, Theory of Bureaucracy), Human Relation Approach, Modern Theories (System Approach, Behavioural approach, Contingency Approach)	5	5
6. Organization Structure: Concept, Functional Design, Place Design, Product Design, Matrix Design	4	4
7. Organizational Culture: Culture and its Characteristics, Types of Corporate Culture, Indian Organizational Culture, Cultural Change	4	4

8. Organizational Behaviour: Theory of Motivation, Need Hierarchy theory, Two Factor Theory, Group Dynamic, Theory of Group Formation, Group Decision Making, Transactional Analysis, Emotional Intelligence	4	4
9. Leadership: Concept of Leadership Style, Leadership Theory, Skills and Influence, Leadership and Power	4	4
10. Conflict: Sources of Conflict, Types of Conflict, Conflict Process, Conflict Resolution	3	3
Total Classes/Hours	40	40

Group B: Placement/Internship, Institutional Visit (Practical and Presentation) and Viva-Voce – 10 Credits

One month Institutional Placement: Total 8 Credits

Bachelor of Social Work

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**B.S.W (HONS.) : SEMESTER I
PAPER - LC 1**

ENGLISH –I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES :

- Helping the students to gain a working knowledge of the English Language to help in their professional field.
- Drafting of reports, field work reports, applications
- Developing analytical skills to understand long reports perceptively.

COURSE CONTENT :

<u>Unit No</u>	<u>Title</u>	<u>Content</u>
I	Composition	2-3 short paragraphs on a given topic generally related to subject
II	Letter writing	Both official and personal letters
III	Field report	Related to subject
IV	Comprehension	Passage generally related to social issues or psychology- Questions from passage
V	Précis	From the comprehension passage
VI	Grammar	Make sentences- Synonyms- Antonyms- Fill in the blanks (From comprehension)

SUGGESTED READINGS :

1. *Leaves from English Prose, Orient Longman, Mumbai, 1954*
2. *Modern Essays, Studying Language through Literature, Orient Longman, Calcutta, 1987*
3. *Ian Gordon: Practical Letter Writing, Kalyan Publishers, New Delhi*
4. *Rao Shante Rameswar (ed): Perceptions, Orient Longman, New Delhi, 1988.*

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**B.S.W (HONS.) : SEMESTER II
PAPER - LC 2**

ENGLISH - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVE

- Equip the student to write correct and analytical passages in English.
- Introduce concepts of poetry, prose, Indian writing in English.
- Introduce basic concepts of genre.
- Enabling the student to draft independently essays and reports.

COURSE CONTENT

Unit No	Unit Title	Content
I	Poetry	W.Wardsworth- Upon West Minister Bridge. T.Hardy- In Time of Breaking Nations Nissim Ezikiel- Night of the Scorpion R. Broshe- The Soldier R. Tagore- Gitanjali (poem)
II	Poetry Prose	Oscar Wilde- The Happy Prince J. Nehru- Selections from Letters from a Father to his Daughter
III	Précis	Passage related to social issues
IV	Composition	Passage related to social issues

SUGGESTED READINGS

1. *Gupta, Nilanjana (ed), 1999 : English for All, Macmillan, New Delhi*
2. *Salumke, Vilas et.al, 1999 : The Mystic Drum, Orient Longman, New Delhi*
3. *Rao, Shante Rameswar (ed), 1988 : Perceptions, Orient Longman, New Delhi, 1988*

**B.S.W (HONS.) : SEMESTER I
PAPER - SWC 1**

HUMAN GROWTH AND SOCIAL ENVIRONMENT – I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

This paper focuses on theoretical perceptions in psychology, social psychology and particular concepts in sociology to understand individuals' behaviour in a social setting. Important concepts relating to personality, socialization and social motivation are studied in details to enable their application to field situations.

Objectives :

- To develop interest, awareness and understanding of persons in relation to oneself and each other.
- To perceive human beings as individuals possessing characteristics, potential, inclination that function largely within a social setting.
- To develop a theoretical orientation in Psychology and its various branches so that the knowledge could be applied in field and situations of employment.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Introduction to Psychology and Social Psychology	A brief introduction to what is Psychology. Social Psychology as a branch of Psychology; nature, definition, methods and scope of Social Psychology. Relation with other social sciences and social work.
II	Foundation of Human Behaviour	Foundations of human behaviour – biological, psychological and social
III	Personality	Definition, nature, shaping, pattern of personality. Types of personality disorders; their relation with behaviour problems.
IV	Socialization	Content and process of socialization with emphasis on process in social work; role of culture, society and family in reciprocal interaction with personality from the point of view of culture personality studies.
V	Motivation	Concept of motivation; social motives; the transformation of primary motives into complex secondary motives. Frustration and its effect on behaviour.
VI	Life skills for adjustment in different settings	Training and intervention in life skills for enhanced adjustment, socializations in various settings – orphanages, foster homes, adoption, SOS villages.

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SUGGESTED READINGS

1. Baran, Robert A and Byrne, Donna, 1991 : *Social Psychology, Understanding Human Interaction*
2. Bcoket Chris, 2002 : *Human Growth and Development : A Psycho-social Introduction*, Saga, London.
3. Blum, L 1965, *Harper International Edition*, Harper and Row, London
4. Dowling, Marion, 2005 : *Young Children's personal, Social and Emotional Development*, 2nd Edition, Saga, London.
5. Hestherington, E. Mavis and Park, Ross D., 1986 : *Child Psychology : A Contemporary Viewpoint*, Mcgraw Hill.
6. Isacron, Robert L., Hutt, Mase L., Bhem, Milton L., 1965 : *Psychology, the Science of Behaviour*, Harper International Edition, London
7. Mavis Hestherington. E and Park, Ross. D, 1986 : *Child Psychology : A contemporary viewpoint*, McGraw Hill International.
8. Merrill Roff, S. Sells. B. and Golden. Mary N. 1972 : *Social Adjustment and Personality Development in Children*, The University of Minnesota Press, USA
9. Morgan and King, 1965 : *Introduction to Psychology*, McGraw Hill
10. Porter, Luise, 2003 : *Young Children's Behaviour : Practical, Approaches for Caregivers and Teachers* Saga, London
11. Robert Baran A. and Byrn Donna, 1991 : *Social Psychology : Understanding Human Interaction*

**B.S.W (HONS.) : SEMESTER I
PAPER - SWC 2**

SOCIOLOGY FOR SOCIAL WORKERS-I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- To know the scope and nature of sociology and its use in social work
- To understand the basic elements of human societies.
- To understand and analyze the nature of rural and urban life of Indian society.
- To know about the major institutions in India and their role in Indian Society.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Sociology and its relationship with other disciplines	Sociology, meaning, scope and significance. - relationship with other social science disciplines, including social work
II	Society	Nature of human social life, Functional requirements of society, Types of societies, Nature and characteristics of different types of societies, e.g., hunting and gathering, pastoral, agricultural, and industrial
III	Culture	Culture: definition and meaning, components of culture, culture and human behaviour
IV	Elements of Society	Community and Groups, Social Institutions and association .Definition, meaning and types.
V	Institutions and association	Basic social institutions and their characteristics: family, marriage, economic, political and religious institutions
VI	Indian Society	India and its diversities. Urban and rural life, Hierarchy and Discrimination in Indian society.

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SUGGESTED READINGS

1. *Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*
2. *Beals, R. H. Hoijer: Introduction to Anthropology, Macmillan, New York, 1971*
3. *Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*
4. *Cohn, A. K.: Deviance and Social Control, Prentice Hall, New Delhi. 1991*
5. *Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968*
6. *Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977*
7. *Giddens, Anthony: Sociology, Polity Press, London. 1993*
8. *Leonard,P.: Sociology and Social Work, London, 1971*
9. *Marriot, M (ed.): Village India, University of Chicago Press, Chicago, 1955*
10. *Mills, Theodor: Sociology of Groups, Prentice Hall, New Delhi, 1991*
11. *Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995*

**B.S.W (HONS.) : SEMESTER I
PAPER - SWC 3**

HISTORY AND PHILOSOPHY OF SOCIAL WORK –I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper introduces the meaning, concept and principles of scientific social work. It also gives an idea about the social work tradition in India, including the British period, highlighting important social reform movements. The paper also includes a historical perspective of social work in Great Britain and United States of America.

OBJECTIVES:

- Help students develop the concept of social work as a profession.
- Develop an understanding of the emergence and the historical perspectives of the social work profession.
- Develop a critical understanding of the role played by various social institutions in Indian tradition with respect to social welfare.

COURSE CONTENT :

UNIT No	UNIT TITLE	CONTENTS
I	Social Work Profession	Meaning and concept of scientific social work- Principles of social work- Need for education in social work.
II	Social work tradition in India	Organization of services for the needy in ancient and medieval India- Role of joint family, caste and panchayat in providing services for the needy in Indian society in the past- Inter-relationships of state, individual and society in making provision for services for the needy
III	Social reform movements and social work philosophy	Role of social reform movements of the nineteenth century and early twentieth century in India: Brahmo Samaj, Arya Samaj, Theosophical Society.
IV	Social work in India during the British Period and early Twentieth Century	Role of Christian Missions in the development of social services in India. Indian philanthropic Institutions: Ramkrishna Mission, Social services by religious groups – Christian, Muslims, Parsees and Sikhs.

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UNIT NO	UNIT TITLE	CONTENTS
V	Development of Social Work in Great Britain and USA	History of development of social work in Great Britain and USA - Elizabethan Poor Law-Charity Organization Society, UK and Charity Organization Society, USA. Evolution of Social Work Practice in different settings, beginning of scientific social work and social work education.
VI	Social welfare in the post-Independence period	Social welfare programmes of the State during post-Independence period – Programmes under Five Year Plans and role of voluntary organizations in the development of social services and development programmes.

SUGGESTED READINGS :

1. *Banerjee G.R, 1967.: Social Work in Ancient India, Indian Journal of Social Work, Vol.28, No. 2*
2. *Desai, M, 2002: Ideologies and Social Work : Historical and contemporary Analysis, Jaipur, Rawat Publications.*
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7. *Sen, Sudhir, 1991 : Rabindranath Tagore on Rural Reconstruction, Visva-Bharati.*
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B.S.W (HONS.) : SEMESTER - II
PAPER - SWC 5

WORKING WITH INDIVIDUALS AND FAMILIES

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

COURSE CONTENT :

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to social case work.	Concept, definition, objectives, historical ambience, principles and techniques of social case work. Interviewing as an important tool for case work practice.
II	Nature of professional relationship and its importance in social work.	The nature and formation of professional relationship in social work practice. Client case worker relationship.
III	Rudimentary knowledge about human behaviour theory.	System and Role theory, Psychoanalytic theory, Person-centered approach, Cognitive and Rational Emotive therapy.
IV	Integrated approach to social work practice.	Needs and significance of integrated approach. Contexts for use of integrated approach-planning and process of work.
V	Records.	Process of recording; types and use of records as a tool of learning.
VI	Problem solving process.	Phases of intervention. Approaches to problem solving process. Assessment, contracts, termination and evaluation.

[**BACK TO MAIN PAGE**](#)

SUGGESTED READINGS :

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2. *Carel, B. Germain, 1989 : Social Work Practice – People and Environment : Columbia University Press, New York.*
3. *Allan, June; Pease, Bob and Briskhan, Linda, 2003 : Critical Social Work – An Introduction to Theory and Practice, Rawat Publications, Jaipur and New Delhi.*
4. *Perlman, Helen, Harris, 1970 : Social Case Work – A Problem Solving Process; University of Chicago Press.*
5. *Greene, R. Robert and Ephross, H. Pau, 2005l : Human Behaviour Theory and Social Work Practice, Aldine De Gruyter, New York.*
6. *Cheetham, Juliet and Kazi. A. F., 1998 : The Working of Social Work, Jessica Kingsley Publishers, London*
7. *Mathew Grace, 1992 : An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay*
8. *Bailey, Royand Lee, 1982 : Theory and Practice in Social Work, Oxford Press, London*
9. *Jehu, Dereu, 2004 : Learning Theory and Social Work, 2004, Routledge and Kegan Paul, London*
10. *Timms, N., 1964 : Social Case Work : Principles and Practices : Routledge and Kegan Paul, London*

B.S.W (HONS.) : SEMESTER II
PAPER - SWC 6

WORKING WITH GROUPS

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- To develop an understanding of group work as a method of social work
- To develop an understanding of the reciprocal influence of groups on individuals
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

COURSE CONTENT

Unit No	Unit Title	Content
I	Types and Role of Groups	Definition and types of groups-role of groups in society, neighbourhood, family and community. Group as an agent of social change, caste and class factors
II	Values and Principles of Group work	Definition of group work, objectives, values and principles of group work. Significance of group work in meeting the needs of individual, family and community
III	Intervention through Group Work and Role of Worker	Educational, preventive, promotive and therapeutic aspects of social group work. Different roles of the group worker.
IV	Group Process and Group dynamics	Group process, Elements of group dynamics, Promotion of healthy interaction in achieving the group, problem solving skills
V	Skills and Techniques	Programme and programme planning in social group work, and the principles. Leadership-Leadership development and Recording, uses, types and its importance
VI	Group Work Practice settings	Social group work and integrated social work practice, Social group work in different settings

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SUGGESTED READINGS

- Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,*
Douglas, Tom: Group Work Practice, Tavistok, London, 1976
Godwin, Charles D.: Contemporary Group Work, Prentice Hall, New Jersey, 1981
Konopka, Gisella: Social Group Work: A Helping Process, Englewood Cliff, Prentice Hall, New York, 1963.
Nicoloson, Paula and Rowan Bayne: "Social Group Work Skills", in Applied Psychology for Social Workers, MacMillan, New York, 1993,
Trecker, Harbigh B.: Social Group Work Principles and Practice, Associated Press, New York 1970.

**B.S.W (HONS.) : SEMESTER - II
PAPER - SWC 7**

CITIZENSHIP AND GOVERNANCE

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper develops an understanding of the composition, structure and functioning of governance of Panchayati Raj institutions along with the evolution and development of the Panchayati Raj system in India. The Election and Reservation policies and the question of accountability, power and authority are also focused at. The paper aims to develop macro-intervention strategies involving the Panchayats highlighting the role of social workers. The paper also includes constitutional provisions of the urban local self-government, composition and functioning of the corporation and the power, authority and role of the Municipality.

OBJECTIVE

- To understand the concept of citizenship and governance at the local, national and international level
- Develop an understanding of the structure, composition and functions of democratic institutions at the grass-root level of rural and urban society of India.
- Acquaint learners with the process of planning and execution of programmes through participatory democracy of local Self-Government.
- Develop an ability to identify areas of work, service delivery system and bureaucracy in the institutions of grass-root democracy.
- Develop insight into social-work perspective in the functioning of the democratic institutions at the grass-root level.

COURSE CONTENT

Unit No	Unit Title	Content
I	Concept of citizenship and participation	Definition of citizenship, origin of citizenship, duties and obligations, relevance to Indian Society
II	Governance in India	Institutions of governance at different levels, center, state and local levels, Importance of people's participation in governance. Democratic decentralization Civil society.
III	Composition and function of PRIs	Composition, structure and function of Panchayati Raj institution: The constitution (73rd) Amendment Act, 1992. Gram Panchayat, Panchayat Samiti, Zila Parishad. Importance of Gram Sansad and Gram Sabha. Statutory and institutional powers and authority of Panchayati Raj Institution

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Unit No	Unit Title	Content
IV	Constitutional provisions of urban local self-government	The concept for urban local Self- Government. The constitution (74) Amendment Act, 1992. Concept of statutory urban development board: its importance and functions. Importance of urban development authority and its function. Classification, composition of Nagar Panchayat and Municipality. Duties and responsibilities of municipal authorities and its functions- Administrative linkage and its relationship with state and Union Government.
V	Power, and authority of Local self governments	Administrative and judicial power and authority of rural and urban local self-government. Audit and accounts in LSGs The State Finance Commission and accountability. Power and authority to impose tax, rates, fees, cess, tolls, and acquisition of land or property- Power of judiciary and social justice.
VI	Role of Local self governments	Role of local self-government for poverty alleviation, women's development and social welfare. Problems and future prospects.

SUGGESTED READINGS

1. Bandyopadhyay D and Mukherjee A, 2004 : *Task Force on Panchayati Raj, New Issues in Panchayati Raj., Rajib Gandhi Foundation Concept Publishing Company, New Delhi.*
2. Bandyopadhyay. D and Mukherjee N, 1993 : *New Horizons for West-Bengal Panchayat-A Report for the Government of West Bengal, Ministry of R.D. (W.B).*
3. Datta L. N., 2006 : *The West Bengal Municipal Act (Amended upto date), Tax's Law, Kolkata*
4. Datta L. N., 2006 : *The West Bengal Panchayat Act (Amended upto date), Tax's Law, Kolkata*
5. Datta, Nikeenjalata, 1989 : *Village Panchayat in India, Mittal Publication, New Delhi*
6. Gangrade K.D, 1992 : 'Power to Powerless-A Silent Revolution through Panchayati Raj System', *Journal of Rural Development, Vol-16 (4)*
7. Ghosh R and Pramanik A, 2002: *Panchayat System in India – Historical Constitution and Financial Analysis, Konishka Publicaters, Distributors, New Delhi*
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9. Malashwari K and Malashwari I (ed), 1998 : *The Calcutta Municipal Corporation Act, 1980; Intellectual Law Publishers, Calcutta*

10. Mathew, George, 1995 : 'Will Reservation Ensure Participation', *Social Welfare*, Vol.42, No.5-6
11. Misra S.N, 1981 : *Rural Development and Panchayati Raj*, Concept Publishing Co., New Delhi
12. Mukeshwari K & Mukeshwari I, 1998 : *The Calcutta Municipal Corporation Act (Amended 1998)*, Intellectual Law Publishers, Kolkata
13. Mukherjee N, 1996 : 'Decentralization Below State Level- Need for a New System of Government', in Mathur Kuldeep (ed): *Development Policy and Administration*, Sage, New Delhi
14. Paul Chowdhury D, 1994: 'Panchayat and NGO', *Social Welfare*, Vol.41, No.-2, May
15. Saha A. N., 1999 : *Handbook of the West Bengal Municipal Act (Amended 1999)*, Distributors, Kolkata
16. Saha A.N, 1999 : *The West Bengal Municipal (Amendment) Act, 1997*, Venus Book Distributors, Calcutta
17. *Social Action, A Quarterly Review of Social Trends*, Vol – 47, No. I A Social Action Trust publication. (Jan. – March 1997)
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19. *Development Planning in West-Bengal*, Calcutta, 1992.

**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 9**

HUMAN GROWTH AND SOCIAL ENVIRONMENT- II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

This paper focuses on theoretical perceptions in psychology, social psychology and particular concepts in sociology to understand individuals' behaviour in a social setting. Important concepts relating to personality, socialization and social motivation are studied in details to enable their application to field situations.

Objectives :

- To develop interest, awareness and understanding of persons in relation to oneself and each other.
- To perceive human beings as individuals possessing characteristics, potential, inclination that function largely within a social setting.
- To develop a theoretical orientation in Psychology and its various branches so that the knowledge could be applied in field and situations of employment.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Group and Group Dynamics	Group nature, definition, properties of small groups. Types of groups (primary-secondary, formal-informal, in group-out group, membership-reference, exclusive-inclusive); group cohesiveness – determinants and consequences.
II	Leadership	Nature, definition, characteristics of leadership, role differentiation into democratic and authoritarian leadership styles.
III	Stages of Development	A brief introduction to child growth and development. The importance of understanding child growth and development in Social Work.
IV	Infancy and Childhood	Physical, emotional, intellectual and social development during these stages.
V	Adolescence	Physical, emotional, cognitive, social development during this life stage with focus on identity formation, change, crisis. Introduction to Erikson's Life Cycle Stages.
VI	Ecological factors and human behaviour	Race, gender, religion, community and sexual orientation; social distance and causes for social tension.

SUGGESTED READINGS

[BACK TO MAIN PAGE](#)

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2. *Bcoket Chris, 2002 : Human Growth and Development : A Psycho-social Introduction, Saga, London.*
3. *Blum, L 1965, Harper International Edition, Harper and Row, London*
4. *Dowling, Marion, 2005 : Young Children's personal, Social and Emotional Development, 2nd Edition, Saga, London.*
5. *Hestherington, E. Mavis and Park, Ross D., 1986 : Child Psychology : A Contemporary Viewpoint, Mcgraw Hill.*
6. *Isacron, Robert L., Hutt, Mase L., Bhem, Milton L., 1965 : Psychology, the Science of Behaviour, Harper International Edition, London*
7. *Mavis Hestherington. E and Park, Ross. D, 1986 : Child Psychology : A contemporary viewpoint, McGraw Hill International.*
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9. *Morgan and King, 1965 : Introduction to Psychology, McGraw Hill*
10. *Porter, Luise, 2003 : Young Children's Behaviour : Practical, Approaches for Caregivers and Teachers Saga, London*
11. *Robert Baran A. and Byrn Donna, 1991 : Social Psychology : Understanding Human Interaction*

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**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 10**

SOCIOLOGY FOR SOCIAL WORKERS-II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- To know the basic theoretical foundation in sociology and their use in social work practice
- To understand the role of caste and class in Indian society.
- To understand and analyze the major issues of education and religion in Indian Society
- To understand the role modern organizations in India society

COURSE CONTENT

Unit No	Unit Title	Content
I	Sociological theory-I	Significance of theoretical understanding of society, Nature and types of sociological theories
II	Sociological theory-II	Introduction to Marxism, Structural functional and Symbolic interaction theory. Its use in Social work practice
III	Social stratification in India	Class and caste in India. The role of caste in Indian society and politics, Caste as positive and negative feature of Indian society
IV	Education in India	Educational situation in India. Illiteracy And school dropouts, Compulsory Primary education.
V	Religions in India	Major religions in India- Hinduism, Islam, Sikhism, Christianity, Buddhism and Jainism, Inter-religion relations Secularism and communalism
VI	Organizations in India	Governmental and Non Governmental organization, Characteristics of bureaucracy, Disorganization and Corruption.

SUGGESTED READINGS

[**BACK TO MAIN PAGE**](#)

1. *Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*
2. *Beals, R. H. Hoijer: Introduction to Anthropology, Macmillan, New York, 1971*
3. *Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*
4. *Cohn, A. K.: Deviance and Social Control, Prentice Hall, New Delhi. 1991*
5. *Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968*
6. *Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977*
7. *Giddens, Anthony: Sociology, Polity Press, London. 1993*
8. *Leonard, P.: Sociology and Social Work, London, 1971*
9. *Marriot, M (ed.): Village India, University of Chicago Press, Chicago, 1955*
10. *Mills, Theodor: Sociology of Groups, Prentice Hall, New Delhi, 1991*
11. *Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995*
12. *Ahuja, Ram, Social Problems in India, Rawat Publications, New Delhi. 1996*
13. *Madan, G.R., Indian Social Problems, Rawat Publications, New Delhi, 1992*
14. *PROBE report*

**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 11**

HISTORY AND PHILOSOPHY OF SOCIAL WORK - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- Sensitize the students about the social philosophy of eminent thinkers and philosophers, which have important bearing on the social work profession.
- Enable the students develop the capacity to understand the change in perception of different social phenomenon and their implications for social work profession.
- Sensitize the students about the ethics and values of the profession and the need for code of ethics for social workers.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Sources of Social Work Philosophy	Social work philosophy within a religiously pluralistic society. Ideology of spiritualism, humanism, liberalism, socialism and democracy.
II	Goals of Social Work	Goals of social work in a changing society; state and social service – changing pattern from charity to welfare to development.
III	Social Philosophers and Social Work Philosophy	Social philosophy of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, B R Ambedkar and their contribution to social work.
IV	Welfare state	Concepts, ideal, welfare state within a market economy
V	Social Movements	Social movements: concept, dalit movements, environmental movements, women's movements & human rights movements.
VI	Professional ethics	Code of ethics for social workers

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SUGGESTED READINGS

1. *Chatterjee, Pranab: Approaches to the Welfare State, National Association of Social Workers (NASW), Washington D.C., 1996*
2. *George, Vic and Wilding, Paul: Ideology and Social Welfare, Routledge and Kegan Paul, London, 1976*
3. *Ganguly, B.N.: Gandhi's Social Philosophy, Perspectives and Relevance, Vikas Publishing House, Delhi, 1973*
4. *Jatav, D.R.: Social Philosophy of B.R. Ambedkar, Rawat Publications, Jaipur, 1997.*
5. *Machenrie, Norman: Socialism, A short History, Hutchinson University Press, London, 1967*
6. *Sinha, Sasadhar: Social Thinking of Rabindranath Tagore, Asia Publishing House, Calcutta, 1962*
7. *Gadgil, Madhav and Guha, Ramchandra: Ecology and Equity : The Use and Abuse of Nature in Contemporary India, Penguin, Delhi, 1995*
8. *Centre for Science and Environment: The State of India's Environment. The Citizens Reports, Vol. I-IV, New Delhi.*
9. *Omdvet, Gail: Violence against Women: New Movements and New Theories in India, Kali for Women, New Delhi, 1990*
10. *Tata Institute of social Sciences: Declaration of Code of Ethics for Professional Social Workers, Bombay, 1997*

**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 12**

COMMUNITY ORGANIZATION

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper contains an in-depth study of community organization practice. Analyzing communities, conceptualizing communities historically and spatially are issues within the scope of this paper. The paper also provides an insight into the role and skills of an efficient community organizer and an understanding of voluntary organizations and non-governmental organizations.

OBJECTIVES:

- To develop the understanding of community organization as a method of social work.
- To develop ability to analyze the community, its problems and issues with special emphasis on rural communities.
- To provide insight into the various dimensions of organizing a community.
- To enhance the attitudes and skills as a community organizer and for participatory process.

COURSE CONTENT:

Unit No	Unit title	Content
I	Contextualizing community organization practice	Location of community work within social work. Historical development of community organization practice.
II	Analyzing Community	Concept of community, sociological and practitioner's perspectives. Structure and functions. Analyzing communities.
III	Understanding community organization practice.	Concept of community organization. Values and principles. Community organisation and Community development
IV	People's participation	Meaning of people's participation. Importance of people's participation in community organization.
V	Programme planning	Programme planning in community organization- objectives, principles and process.

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Unit No	Unit title	Content
VI	Role of community organiser	Role of organizer-skills of community organization practitioner: problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking and training.

SUGGESTED READINGS

1. Arthur Dunham and Harper E. B, 1959: *Community Organization in Action*, Association Press, New York.
2. Das, Samantak, 2001: *NGO-Story*, in Joseph Sherry (ed): *Social Work in the Third Millennium*, Department of Social Work, Visva Bharati.
3. Eade D (Ed.), 2005 : *Development, NGO's and Civil Society*.
4. Gangrade K. D, 1971: *Community Organization in India*, Popular Prakashan, Bombay
5. Jones, D. and Mayo, M, 1974 : *Community Work*, Routledge and Kegan Paul, London.
6. Kranner, R.M. and Specht, 1983 : *Readings in Community Organization Practice*, 3rd edition, Prentice Hall, Englewood Cliffs.
7. Kothari, Milon : *Development and Social Action*, Rawat Publications.
8. Parrott, 2006 : *Values and Ethics in Social Work*.
9. Rajasekhar D, 2000 : *Non-Governmental Organisations (NGOs) in India- Opportunities and Challenges*, *Journal of Rural Development*, Vol. 19 (2).
10. Ross, Murray G., 1958 : *Case Histories in Community Organization*, Harber and Brothers, New York.
11. Ross, Murray G. 1955 : *Community Organization- Theory and Principles*, Harper and Brothers New York.
12. Rowlands Jo. 2006 : *Development Methods and Approaches Critical Reflection*, Rawat Publications, New Delhi.
13. Siddique, H. Y, 1997 : *Working with Communities- An Introduction to Community Work*, Hira Publication, New Delhi.
14. Siddiqui, H.Y., 2004 : *Social Development in Indian Sub-continent*, New Delhi.
15. Siddiqui, H.Y. (ed), 1984 : *Social Work and Social Action*, Harnam Publisher, New Delhi.

B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 14

ECONOMIC POLICES AND SOCIAL DEVELOPMENT - I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on development concepts and perspectives. This paper also critically analyses the various economic policies in different sectors of the Indian economy. The impact of these policies on the social aspects will be an effective knowledge base for the learners of social work

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTECTS

Unit No.	Unit Title	Content
I	Characteristics of a developing economy	Concept of economic growth and development, GDP & GNP, Income Inequality, Occupational pattern.
II	Human Development in India	Concept of Human Development Index, Gender Development Index and Human Poverty Index. National Human Development Report.
III	Small Scale Industries in India	Definition, Significance in a developing economy, Problems and need for policy intervention
IV	Agriculture in India	Role of Agriculture in a developing economy, Problems in agriculture
V	Food Security in India	Problems of Food Security in India, PDS
VI	Poverty in India	Definition, Measurement, Causes for persistence of poverty, Rural Poverty

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SUGGESTED READING :

1. *Ray, D 2003. Development Economics, OUP, New Delhi.*
2. *Meier, G and Rauch, J 2006. Leading issues in Economic Development, OUP (Indian Edition)*
3. *Hayami, Y and Godo, Y 2006. Development Economics (Third edition), OUP (Indian Edition)*
4. *Thirlwall, A.P. 2005. Growth and Development. ELBS*
5. *Todaro, M. 2005. Economic Development in the Third World. Orient Longman, New Delhi.*
6. *Kolstad, C. 2000. Environmental Economics. OUP.*
7. *Peet, R. 2005. Theories of Development. Rawat Publications. New Delhi.*
8. *Singha Roy, D.K.(ed) 2003. Social Development and the Empowerment of the Marginalized Groups-Perspectives and Strategies. Sage. New Delhi.*
9. *Carley, M.1981. Social Measurement and Social Indicators. George Allen and Unwin. London.*
10. *Bulmer, M.1986. Social Science and Social Policy. George Allen and Unwin. London.*

**B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 15**

AGRICULTURE AND ANIMAL HUSBANDRY

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

Agriculture: 50 [IA- 10, Exam- 40] Animal Husbandry : 50 [IA- 10, Exam- 40]

This course deals with the scientific approaches and contemporary technologies used in agriculture and animal husbandry. Information content of the course emphasizes on social worker's knowledge base in the area for working with farm community.

OBJECTIVES :

- To acquaint students with the technical aspects of occupation of farm community in villages
- To enable students develop an understanding of the economic aspects of the farmer's occupation.
- To help students develop an understanding of how occupation shapes the life style of farm community

COURSE CONTENT

SECTION – A

AGRICULTURE FARM TRAINING

Classification of crops, weeds and their identification. Soil types, fertility and productivity. Use of manures and fertilizers. Methods of irrigation. Different agricultural farm operation of major crops: seed bed preparation, sowing, manuring, weeding, hoeing, use of pesticides and herbicides. Use of tillage implements. Calculation of fertilizer dose, seed rate and pesticides. Demonstration of different methods of cultivation of field crops. Practical records and herbarium

SECTION – B

ANIMAL HUSBANDRY AND ALLIED MATTER

Role of livestock in Indian Economy and human health. Mixed farming, important breeds of domestic animals and birds, artificial insemination. Classification of feeds, feeding standards, cultivation of fodder, preservation of fodder. Nutrition deficiencies and their management. System of housing and management of livestock and poultry. Farm records. Methods of slaughter of meat animals, meat products and byproducts. Major contagious diseases of animals and birds: etiology, symptoms, treatment and control of major diseases. Principle of immunization and vaccination. Zoo-noses, physico-chemical and nutritional properties of milk. Role of microorganisms in quality of milk and milk products, physiology of milk secretion.

External body parts of cattle and fowl. Methods of identifying animal- dentition and aging of animals: Judging of cattle and poultry. Familiarity with A.I. system- identification of feeds and fodder. Cleaning of cattle-sheds, test for fat in milk

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**B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 16**

COMMUNITY DEVELOPMENT

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper introduces an analysis of the village structure, amenities and the layout of the Indian villages. The different community development programmes implemented in India are analysed. The aspects of health, sanitation, food, nutrition, education including adult and extension education are studied in details in separate sections.

OBJECTIVE :

- Gain knowledge of basic concept of community development and village community.
- Get acquainted with the various community development programmes implemented in India.
- Gain an understanding of the role of social worker in different community development programmes

COURSE CONTENT

Section – A		
VILLAGE STRUCTURE, PHYSICAL AMENITIES AND DEVELOPMENT PROGRAMMES		
Unit No	Unit Title	Content
I	Village structure and Physical Amenities	Characteristics, appearance and layout of Indian villages with regard to housing, roads, water supply, irrigation, electric supply. Programmes for improvement of housing, roads, water supply, irrigation, electric supply in rural areas.
II	Infrastructure Development in Villages	Different programmes of infrastructure development implemented through the Development Block
III	Economic Development	Current Indian Climate for Development Work

Section – B		
VILLAGE HEALTH, SANITATION AND COMMUNITY DEVELOPMENT		
Unit No	Unit Title	Content
VI	Village Health and Sanitation	General characteristics of Indian villages with regard to health and sanitation problems. Common ailments and epidemics-Cholera, filaria, malaria, tuberculosis, leprosy and hepatitis- their prevention and early treatment
V	Food and Nutrition	Meaning of Nutrition, status of nutrition among different age-groups in villages, deficiency in nutrition and its consequences. Various programmes of health under Community Development.

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Section – C		
EDUCATION AND COMMUNITY DEVELOPMENT		
Unit No	Unit Title	Content
VI	Community and Community Development	Definition of community, Characteristics of different types of community: sectarian, territorial and functional- Concept of community development. History of community development. Administration of community development set-up in India
VII	Village Education and Community Development	Basic Education- Adult education – Non-formal education - Extension Education - Continuing education – Role of School and Panchayet in Community Development.
VIII	Development of village economy and current development endeavour	Foundation of village economy in India; issues related to rural economic development, rural development work and its critique.

SUGGESTED READINGS :

1. *Clinard, Marshal B., 1976 : Slums and Community Development, Free Press, New York.*
2. *Dhama, O.P., 1962 : Extension and Rural Welfare, Ramprasad and Sons, Agra.*
3. *Gangrade, K.D., 1971 : Community Organization in India, Popular Prakashani, Bombay.*
4. *Jain, S.C., 1967: Community Development and Panchayati Raj in India, Allied Publishers, New Delhi.*
5. *Mathur, Brijudra M., 2007 : Adult Education and Social Change, The Associated Publishers, Ambala Cantt. 133001*
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9. *Reddy, A.Adis., 1971 : Extension Education, Sree Lakshimi Press Bapatla (A.P.).*
10. *Shukla, Sweshchandra and Kaul, Rekha, 1998, Education, Development and Underdevelopment, Sage Publications, New Delhi*
11. *Vaidyanathan, A and Nair, P. R. Gopinathan, 2000, Elementary Education in Rural India, Sage New Delhi*

B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 17

ADMINISTRATION OF SOCIAL WELFARE ORGANIZATION

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper deals with the concept, principles, methods and techniques of administration of social welfare organisations. The types and characteristics of social welfare organisations are also studied. An idea about the Indian Constitution, the Welfare State, the Five Year Plans, the Central Social Welfare Board and the Societies Registration Act is within the purview of this paper.

OBJECTIVES

- To understand the framework of the Indian Constitution within which social welfare system operates.
- To gain an understanding of the characteristics of the social welfare organizations in different sectors and different levels.
- To develop knowledge of fundamental elements of administration of welfare organization.

COURSE CONTENT

Unit No	Unit Title	Content
I	Social Welfare Administration	Concept of social welfare, social welfare administration. Principles of social welfare administration— methods and techniques
II	Concept of Welfare State	Responsibilities of State for social welfare services-changing role of administration in a Welfare State.
III	Constitution of India	The Preamble, Fundamental Rights and the Directive Principles of State Policy as related to the concept of Welfare State.
IV	Types of Organizations	Types of organizations and their characteristics. Administration of institutional and non-institutional programmes.
V	Administration of Social Welfare Organizations	Introduction to various aspects of administration, organization and structure, policy making, planning programmes. Functions of the executives- supervision and evaluation. Budget, fiscal control and accountability, maintenance of records.

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Unit No	Unit Title	Content
VI	Central Social Welfare Board	Administrative set up – objectives and programmes.

SUGGESTED READINGS

1. Dale, Reidar: 2000 : *Organisation and Development Strategies and Process*, Sage, New Delhi.
2. Dantwala, M. L, Sethi, Harshard , Visaria, Pravin, 1998 : *Social Change through Voluntary Action*, Sage, New Delhi.
3. Donnison, D.V. and Chapman Valerie, 1970 : *Social Policy and Administration*, George Allen and Unwin, London.
4. Harper, Malcolm, 2000 : *Public Service through Private Enterprise – Micro privatization for Improved Delivery*
5. Kabra, Kamal Narayan, 1997 : *Development Planning in India : Exploring an Alternative Approach*, Sage New Delhi
6. Lauffer. A., 1977 : *Understanding Your Social Agency*, Sage Publications, London.
7. Maheswari, Sriram, 1995 : *Rural Development in India – A People Policy Approach*, Sage, New Delhi
8. Mathew, P.D, 1994 : *Law on the Registration of Societies*, ISI, New Delhi
9. Patti R., 1983 : *Social Welfare Administration*, Prentice Hall, Englewood Cliff.
10. PRIA, 1989 : *Management of Voluntary Organization*, New Delhi
11. PRIA, 1991 : *Voluntary Development Organizations in India : A Study of History, Roles and Future Challenge and NGO's in India – A Critical Study*, New Delhi
12. Rao, C. H. Hanumantha (ed.) and Linneman, Hans, 1996 : *Economics Reforms and Poverty Alleviation in India*, Sage, New Delhi
13. Sankaran and Rodrigues, 1983 : *Handbook for the Management of Voluntary Organizations*, Alpha Publications, Madras.
14. Siddiqui H. Y., 1983 : *Social Work Administration- Dynamic Management and Human Relationships*, Prentice Hall, New Jersey.
15. Skidamore, 1983 : *Social Work Administration*, Prentice Hall, New Jersey
16. Steiner, R., 1977 : *Managing Human Service Organization- From Survival to Achievement*, Sage Publications, Beverly Hills.
17. Tandon, Rajesh and Mohanty, Ranjita, 2000 : *Civil Society and Governance*.

**B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 19**

ECONOMIC POLICIES AND SOCIAL DEVELOPMENT - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on development concepts and perspectives. This paper also critically analyses the various economic policies in different sectors of the Indian economy. The impact of these policies on the social aspects will be an effective knowledge base for the learners of social work

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTENTS

Unit No	Unit Title	Content
I	Unemployment in India	Definition, Measurement, Analysis of the employment generation programs in India.
II	Rural Credit	Sources of Rural Credit in India, Problems of Rural Credit in India.
III	Trade	GATT and WTO, Implications for the agricultural and pharmaceutical sector.
IV	Statistics of India	Brief Analysis of the Social Sectors in Economic Survey of India
V	Education	Role of Education in development, Problems in Literacy, Elementary education and Higher education
VI	Health	Health and Globalisation, National Health Policy

[BACK TO MAIN PAGE](#)

SUGGESTED READINGS :

1. *Datt, R. and Sundharam, K. 2009. Indian Economy. S.Chand and Company Limited. New Delhi.*
2. *Mishra, S.K. and Puri, V.K. 2009. Indian Economy. Himalaya Publishing House. New Delhi.*
3. *Bardhan, P. and Krishnan, T.N. (eds.) 1993. Essays in honour of K.N.Raj. OUP, New Delhi.*
4. *Dantwala, M.L. 1996. Dilemmas of Growth: The Indian Experience. Sage Publications. New Delhi.*
5. *Lucas, R.E.B. and Papanek, G.F. 1998. The Indian Economy – Recent Developments and Future Prospects. OUP.*
6. *Government of India. (Recent years) Economic Survey, Five-Year Plans, Annual Budgets. New Delhi.*
7. *Journals and Magazines to be regularly read- Economic and Political Weekly, Yojana, Frontline.*

B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 20

SOCIAL ISSUES AND PROBLEM - I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on the development of different groups with special needs for example children, youth, elderly and the physically and mentally challenged people. The needs of these special groups the existing welfare services for them and the scope of social work intervention fall within the scope of this paper.

OBJECTIVES :

- To provide knowledge about development services for different groups of people for example children, youth, disabled in diverse spheres of their life.
- To provide awareness about the changing ideological perspectives of the different welfare and development services in health care and promotion of mental health.
- To identify scope of social work intervention in these diverse fields of welfare services and to development appropriate skills of working with people, groups and community.

COURSE CONTENT :

Unit No.	Unit Title	Content
I	Contextualizing Needs	Meaning and feature of Social Problem spatial circumstantial and life stage contents of human need and human vulnerability. Its implications for social work practice.
II	Child Welfare	Concept, philosophy and evolution of child welfare Demographic characteristics and issues related to children's development. Girl child and their specific problems Programmes and services for children under government and non government sector.
III	Youth Welfare	Demographic profile of youth in India. Needs of youth organization for welfare of youth and national service scheme.
IV	Health Care	III health as a social problem. Health care services .Social worker's role in dealing with social, economic and emotional problems related to illness. Rural and urban health mission.
V	Mental Health and Care	Meaning and concept of mental illness and mental health care. Mental illness and its impact on family and society. Mental health care and services, social worker's role in prevention of mental illness and promotion of mental health.

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Unit No.	Unit Title	Content
VI	Welfare of the Disabled	Concept and meaning of disability Types of disability . Needs and problems of persons with disability. Services for the disabled children and adult, role of social workers in working with disabled.

SUGGESTED READINGS :

1. *Bhangawa Pramila, 2003 : The Elimination of Child Labour, Whose Responsibility, Sage Publication, New Delhi Thus and Oaks, London*
2. *GOI, 1992 : National Plan of Action, A Commitment on the Child, Department of Women and Child Development, Government of India, New Delhi*
3. *Hazarika Prafulla, 2004 : Child Labour in India , Akansha Publishing House, New Delhi*
4. *Rane Asha, 1986 : Children in Difficult Situations in India : A Review, Tata Institute of Social Science, Bombay*
5. *GOI, : Indian Constitution – Constitutional Provisions for the Scheduled Castes and Scheduled Tribe.*
6. *GOI, 1974 : Report of the Committee on the Status of Women in India – towards Equality.*
7. *GOI, 1988 : National Perspective Plan for Women 1988-2000 AD*
8. *GOI, 1992 : The National Commission for Women*
9. *Doyle, Celia : 2006 : Working with Abused Children (3rd Ed.) Palgrave Macmillan, Basingstik*
10. *Michael, S. N, 1999 : Dalits in Modern India : Vision and Values, Vistar Publication, New Delhi*
11. *Part, S.C, 1986 : Indian Labour Problems, Allahabad Law Agency, Allahabad*
12. *Saxena, R. C, 1986 : Labour Problem and Social Welfare, L. K. Nato and Company, Meerat*
13. *National Institute of Public Cooperation and Child Development, 1994 : Child in India: A Statistical profile, New Delhi*

B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 21

DEVELOPMENT OF WEAKER AND VULNERABLE SECTIONS

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper acquaints the students about social work intervention in the welfare of different disadvantaged groups like women and children under difficult situations; SCs, STs and minorities; and organized and unorganized sector workers. The paper focuses on the contextual and conceptual issues, the constitutional provisions and the areas of intervention for the social workers to facilitate the development of these oppressed groups.

OBJECTIVES

- To acquaint students with the nature of disadvantages suffered by various socially oppressed groups in the society.
- To gain knowledge about the national Endeavour for bringing the socially oppressed groups in the mainstream facilitate their participation in the development Endeavour.
- To sensitize students to the specific needs of these groups and develop skills to work with them.

COURSE CONTENT

Unit No	Unit Title	Content
I	Social Work and Disadvantaged Groups	Social Work's ethical responsibility towards marginalized and Disadvantaged Groups broad policy perspective guiding the welfare programmes and services
II	Women's welfare and development	Changing concept of women's welfare- Gender equality - special needs of women- Programmes and services for women's empowerment and development- Social work intervention in the field of women's welfare.
III	Welfare of the Scheduled Castes (SCs)	Constitutional provision to ensure justice to SCs Progr-ammes and services for SCs Social worker's role in organization and development of SC community
IV	Welfare of the Scheduled Tribes (STs)	Constitutional provision for the welfare and development of STs – ensuring social justice, equity and participation- Programme and services for the STs- Role of social workers in organizing STs and facilitating development work of the group.

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Unit No	Unit Title	Content
V	Children under difficult situations	Child abuse- Different types of abuse: physical, sexual - neglected and oppressed children; child labour: nature; programmes and services for these group of children.
VI	Welfare of the Minorities	Definition of minorities- Concept of national integration vis-à-vis minorities- Role and functions of the National Commission for Minorities and the Commission for Linguistic Minorities- Fifteen Point (15 point) programme for the welfare of minorities

SUGGESTED READINGS

1. *Bhangawa Pramilan, 2003 : The Elimination of Child Labour, Whose Responsibility, Sage Publication, New Delhi Thus and Oaks, London*
2. *GOI, 1992 : National Plan of Action, A Commitment on the Child, Department of Women and Child Development, Government of India, New Delhi*
3. *Hazarika Prafulla, 2004 : Child Labour in India , Akansha Publishing House, New Delhi*
4. *Rane Asha, 1986 : Children in Difficult Situations in India : A Review, Tata Institute of Social Science, Bombay*
5. *GOI, : Indian Constitution – Constitutional Provisions for the Scheduled Castes and Scheduled Tribe.*
6. *GOI, 1974 : Report of the Committee on the Status of Women in India – towards Equality.*
7. *GOI, 1988 : National Perspective Plan for Women 1988-2000 AD*
8. *GOI, 1992 : The National Commission for Women*
9. *Doyle, Celia : 2006 : Working with Abused Children (3rd Ed.) Palgrave Macmillan, Basingstik*
10. *Michael, S. N, 1999 : Dalits in Modern India : Vision and Values, Vistar Publication, New Delhi*
11. *Part, S.C, 1986 : Indian Labour Problems, Allahabad Law Agency, Allahabad*
12. *Saxena, R. C, 1986 : Labour Problem and Social Welfare, L. K. Nato and Company, Meerat*
13. *National Institute of Public Cooperation and Child Development, 1994 : Child in India: A Statistical profile, New Delhi*

**B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 22**

SOCIAL WORK RESEARCH & STATISTICS

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This subjects introduces learners to the fundamentals of social work and social science research methods. The subject deals with both theoretical and practical aspects of research methodology and basic statistical techniques used in these research.

OBJECTIVES

- To orient about the need for scientific approach to human inquiry and promote an understanding of the meaning, nature, scope and importance of social work research;
- To conceptualise social work research projects and introduce the concepts of sample and sampling methods
- To develop an understanding of simple statistical tools and learn to use them.

COURSE CONTENT

Unit No	Unit Title	Content
I	Scientific Enquiry	Scientific approach to human enquiry. Meaning and purpose of research, Social work research: meaning, scope and importance. An overview of the research process: Problem formulation, data collection, data processing, analysis and interpretation, Qualitative and quantitative methods.
II	Universe and sample	Universe and Census- Elements of sampling: meaning, rationale, probability and non-probability sampling techniques, advantages and disadvantages of each type of sampling
III	Data collection and processing	Sources of data- Types of data: primary and secondary. Tools of data collection: interview schedule and questionnaire. Methods of data collection: interviewing and observation. Data processing: coding, editing, classification, tabulation, analysis and interpretation
IV	Use of Statistics-I	Statistics: uses and limitation- Measures of central tendency: Mean, Median and Mode: Computation, use and relative strength and limitations

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Unit No	Unit Title	Content
V	Use of Statistics-II	Measures of Dispersion: Concept of Range, Inter-quartile Range, Quartile Deviation, and Standard Deviation Simple Graphical and tabular presentation of data:
VI	Writing Skills	Research report writing

SUGGESTED READINGS

1. *Alston, M and Bowles, W: Research for Social Workers, An Introduction to Methods, Rawat Publications, 2nd edition, 2003.*
2. *Goode W. J. and Hatt P. K: Methods in Social Research, McGraw Hill, Tokyo, 1952.*
3. *May, T: Social Research-Issues, Methods and Process, 3rd edition, Open University Press, Buckingham.*
4. *Mukherjee, Partha N. (eds): Methodology in Social Research- Dilemma and Perspectives, Sage, New Delhi, 2000.*
5. *Mikkelsen, B: Methods for Development and Research, 2nd ed, Sage Publication, 2005.*
6. *Polansky, A. Norman: Social Work Research, University of Chicago Press, Chichago, 1967.*
7. *PRIA: Participatory Research- An Introduction, Participatory Research Network Series, No. 3, Society for Participatory Research in Asia, New Delhi, 1995.*
8. *Ramachandran, P. and Naik R. D.: 'Research in Social Work', in Encyclopedia of Social Work in India, Vol.2, New Delhi, 1988.*
9. *Ramachandran P: Issues in Social Work Research in India, Institute of Community Organisation Research, Bombay, 1990.*
10. *Thyer A. B. and Wodarshi J. S: Handbook of Empirical Social Work Practice, Vol. 1, John Wiley and Sons Inc., New York 1998.*
11. *Wilkinson and Bandarkar: Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay, 1988*

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 24

SOCIAL ISSUES AND PROBLEM - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on the concept and implication of disaster management, population problem, human right and legal aid, corruption, national integration and peace initiative. The needs of these special groups the existing welfare services for them and the scope of social work intervention fall within the scope of this paper.

OBJECTIVES:

- To enable students develop an understanding of the problems elderly and their care, disaster management, problem of population human rights corruption and issues related to national integration and peace.
- To provide awareness about the changing ideological perspectives of the different welfare and development services
- To identify scope of social work intervention in these diverse fields of welfare services and to develop appropriate skills of working with people groups and community.

COURSE CONTENT

Unit No	Unit Title	Content
I	Elderly and their Care	Demographic profile of elderly in India. Needs and problems of elderly. Role of social worker in dealing with social, economic physical and emotional problems of elderly.
II	Disaster Management	Meaning and concept of disaster, type of disaster natural and man-made-implications of disaster for rescue, relief and rehabilitation-Role of social workers.
III	Population Problem	Concept, meaning trends of population growth, birth & death rate Programme and policy. Role of social worker dealing with population problem
IV	Human Rights and Legal Aid	Concept, meaning of universal declaration of human rights, legal aid services. Role of social worker dealing with issues related to human right and social justice.
V	Corruption	Concept and meaning of corruption. Causes of corruption. Its effects in socio-political sphere in India. Role of social worker dealing with corrupt practices.
VI	National Integration and Peace Initiative	Meaning and concept of national integration Causes of disintegration. Peace movement and communal

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Unit No	Unit Title	Content
		harmony. Role of social worker dealing with issues related to national integration and peace.

Suggested Readings :

1. A.S. Kohli, 2004, *Human Rights and Social Work*, Kanishka Publishers, Distributor, New Delhi
2. Arvindrai N Desai.1995, *Helping the Handicapped problems and perspects*. Ashish Publications House, New Delhi.
3. B.R. Nanda, 1989, *Gandhi Pan-Islamism, Imperialism and Nationalism in India*. Bombay Oxford University Press, Delhi Oxford, New York.
4. C. Naseema, 2002, *Human Right Education comcptual and pedagogical aspects*, Kanishka Publishers, Distributors, New Delhi.
5. Dandekar Kumudini, 1996. *The Elderly in India*, Sage, New Delhi
6. Dhillon P.K. 1992 *Psycho-socio Aspects of Aging in India*, Concept Publishing Company, New Delhi.
7. GOI, 1992 : *National Plan of Action, A Commitment to the Child Department of Women and Child Development*, Government of India, New Delhi.
8. Gopal Bhargava (ed.) 2001, *Human Rights Concern of the future*, Kalpaz Publications, Delhi
9. Gore M.S. 1977 : *Indian Youth Process of Socilization*, Vishawa Yuva Kendra, New Delhi
10. Harshenson David B and Power Paul W, 1987 : *Mental Health Counselling – Theory and Practice*, Perganmon Press, New York.
11. Hegarty, Seamus and Alur, Mithu : 2002 *Education and Children with Special Needs*, Sage, New Delhi
12. J.P. Yadav (ed.) 2004 *Human Rights and Social Security*, Anmol Publications Pvt.Ltd.New Delhi
13. Janardan Prasad, 1996, *education of Handicapped Children Problems and solutions*, Kanishka Publishers, Distributors, New Delhi
14. Janusz Symonides (ed.) 2003, *New Dimensions and challenges for Human Rights*, Rawat Publications, Jaipur and New Delhi.
15. John V.V., 1974. *Youth and National Goals*, Vishawa Yuva Kendra, new Delhi
16. Justice V.R. Krishna Iyer, 1990, *Human Rights and Inhuman Wrongs*, B.R. Publishing Corporation, Delhi
17. K.C. Panda, 1999, *Disadvantaged Children*, Mittal Publications, New Delhi
18. K.P. Saksena (ed.) 2003, *Human Rights and the Constitutions Vision and the reality*, Gyan Publishing House, New Delhi
19. Kamal Taori, IAS (Vidyarthi), 2005 *Disaster Management. Through Panchayati Raj*.Concept Publication Company, New Delhi-110059.
20. Kanth A and Verma R.M. 1993 *Neglected Child-Changing Perspective*, Prayas Juvenile Aid Centre, New Delhi
21. M.G.Chitkara, 1996 , *Human Rights : Commitment and Betrayal*, Aph. Publishing Corporation, Delhi
22. M.R. Biju, 2005 *Human Rights in a Developing Society* , Mittal Publications, New Delhi

23. Mamta Swain, Mritunjay Swain, Ranju Hasini Sahoo. 2006, *Disaster and Gender*, Serials Publications, New Delhi.
24. Mane P and gandevia K.Y. (ed.) 1993, *Mental Health in India, Issues and Concern*, Tata institute of Social Sciences, Bombay.
25. Manjumohan Mukherjee, 2006, *Problems of Disabled People* the Associate Publishers, B-43, Vita Colony, Post Dhulkot, Ambala City, Haryana.
26. Mary Lou Bertucci, (ed.) 2005, *Eneghopredia of Human Rights*, Taglor and Francis Publishers, USA
27. Metha P (ed.) 1971, *Indian Youth* Somaiya Publication, Bombay
28. Mukhopadhyay A (ed.) 1992, *State of Indian Health*, VHAI, Excellent Printing House, New Delhi.
29. Prachi Kanbai (ed.) 2001. *Child Development and Disability*, Commonwenth. New Delhi
30. Prakash Rai, 1995, *Helping the Disabled Indian Perspective*, Ashish Publishing House, Nnew Delhi
31. Pramod Mishra (ed.) 2000, *Human Rights Global Issues*, Kalpaz Publications.
32. R.K. Sinha, 1998, *Human Rights of the would vol.2*, Indian Publishers Distributors
33. Rane Asha, 1986, *Children in Difficultsituation in India : A Review*, Tata Institute of Social Sciences, Bombay
34. S. Subramanian, 2000, *Human Rights training, Vol.2*. Manas Publications, New Delhi
35. S.L. Goel and Ram Kumar (ed.) 2001, *Disaster Management*, Deep and deep Publications Pvt.Ltd. F – 159, Rapuri Garden, New Delhi-11027
36. S.M. Channa, 2006, *Women and Human rights* Cosmo Publications, New Delhi
37. Shailandra K. Singh, Subhash C. Kundu, Shoba Singh, 1998. *Disaster Management*, Mittal Publications, New Delhi-11059.
38. Subramanian, *Human Rights Training Vol.1*, Manas Publications , New Delhi, 2000
39. Suresh Dutt, 1997, *Eneychopadea of Child Psychology and Development*, Anmol Publication Pvt. Ltd., New Delhi
40. V.V. Devasia, 1999, *Human Rights and Victimology*, Dattsons, Nagpur.
41. Venkatesan, S.2004 *Children with Development Disabilities*, Sage, New Delhi.

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 25

SOCIAL JUSTICE AND SOCIAL LEGISLATION

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This Paper will acquaint the students about the legislative of framework related to Weaker section of the society so as to enable them to get knowledge and to render services to these sections of the society.

Objectives:

- To help them to gain knowledge about legal frame work related to various weaker and vulnerable section of the society.
- To acquaint them with the various legislative measures so as to help them to cope up with different socio-economic problems and changes in the society.
- To make them aware about the concept of social injustice and social justice.

Course Content:

Unit No	Unit Title	Content
I	Concept of social legislation And social justice	Concept and objective of social legislation, social legislation in a Welfare state, social justice and Its relationship with social legislation
II	Salient features of laws, which Have brought change and doing Women's welfare	Hindu and Muslim Marriage Dowry Prohibition, Right of inheritance of succession Adoption and Maintenance, Immoral Traffic
III	Child Welfare and Juvenile Justice	The JJ act(CP)-2000, The Child Labour(PP)-1976The Pro Bation of Offenders Act-1958
IV	Social Justice with regard to Untouchables and marginalized section of the society.	The PCR Act-1958,Provision of Legal Aid.

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Unit No	Unit Title	Content
V	Backward classes and Minorities	National Policies related to backward classes and minorities, National Commission For Minorities Act-1992, 15 Point prog. for Minorities.
VI	Welfare of unorganized and Organized workers	Meaning of the concept, salient of Factories Act-1948, Mines Act-1951, The Plantation labour Act-1953, The Minimum Wages Act-1948, Role of Labour Welfare officer.

Suggested Readings:

1. *KD Gangrade – 1986, Social Legislation in India, Geetanjali Pub, House, N. Delhi.*
2. *GOI-Constitution of India.*
3. *D. Paul Choudhury-Child Welfare in India-NIPCCD, New Delhi.*
4. *Commentary on Hindu Laws-Allahabad Law Agency, Allahabad.*
5. *Iyer, VRK, 1980 Some Half Hidden aspects of Indian Social Justice, Lucknow: Eastern Book Company.*
6. *Do, 1984-Justice in Words and Justice in Deed for Depressed classes, N Delhi, Indian Social Institute,*
7. *Do, 1981-Law Versus justice: Problems and Solutions, N Delhi: Deep and Deep.*
8. *Khanna, HR 1980 The Judicial System, N Delhi: IIPA.*
9. *Mathew, PD Legal Aid Series, Delhi: Indian Social Institute.*
10. *GR Madan- Social Problems In India, 1980, Manu Pub House, N Delhi,*
11. *Bare acts with commentary*
12. *A M Sarma-1990-Some aspects of Labour welfare and Social Security, TISS, Bombay..*

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 26

SOCIAL WORK PERSONNEL: TRAINING & DEVELOPMENT

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVE

To introduce the student to the importance of training and development.

To introduce the student to the process of training and development.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to training	Concept, definition, objectives and importance of training.
II	Training needs	Organizational level, Occupational level, Individual level- Gaps in knowledge, skills and attitude.
III	Methods of training	On the job training, Rank and File job training, Supervisory and Executive training, different types of training methods.
IV	Training and learning	General education and training-types of learning- training design and evaluation.
V	Introduction to development	Concept, definition, objectives and importance of development- conceptual differences between training and development.
VI	Development needs	Elements of development. Relation between knowledge and development. Roles and skills required for development. Limitations of training and development.

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SUGGESTED READINGS

McFarland, D.E.: *Personnel Management-Theory and Practice*; 1968: Macmillan Company, New York.

Robert. Mathis; *Human Resource Management*, 2000: West Publishing Company, New York.

Yoder, D; *Personnel Management and Industrial Relations*; 1975: Prentice-Hall, New Delhi.

Cascio, W.F.; *Applied Psychology in Personnel Management*, 1999; Reston Publishing Company; Virginia.

Armstrong, Micheal. *Human Resource management Practice*, 1999, Koganpage, London.

Peter, F. Drucker.; *The Practice of Management*; 1967: Harper and Row; New York;

McGregor.; *The Human Side of Enterprise*; 1960; McGraw-Hill, New York.

Reddin, W.J.; *Management Effectiveness*, 1988; McGraw-Hill, New York.

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 27

COMMUNICATION: AN INTRODUCTION TO AUDIO-VISUAL MEDIA

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVE

To introduce the basics of audio-visual media used in the social work profession

To know about the communication process, problems and ways to improve the process

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to communication	Concept, meaning and definition of communication. Types of communication. Process and principles. Signs and symbols.
II	Communication barrier	Noise and barriers. Overcoming barriers. Listening skills and importance of communication in social work.
III	Media	Types of media and their tools- Folk, classical, print, photo, film, radio, audio, video. New media, outdoor, presentation media and non-conventional. Traits of different types of media. Multiple media communication strategy.
IV	IEC	Speech Act Theory. Theory of Sadharanikaran- Information, Education and Communication strategy analysis.
V	Audience	Understanding Audience: Socio-economic condition, group behavior, indigenous knowledge, communication practices, people's perception, media availability, convenience of time-leisure-occasion-event-situation,
VI	Communication strategy	Participatory communication for development. NGOs in social marketing- Social marketing communication

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SUGGESTED READINGS

Subir Ghosh, Indian Perspective in Mass Communication, Sahitya Samsad, Kolkata, 2009

Asha Kaul, Business Communication, Prentice-Hall India, 2001

I.P. Tewari, Communication Technology and Development, Publications Division, Delhi, 2001

Biplab Loha Choudhury, Media organization Management, UBI, 2009

D. Dasgupta et al. (ed) Development Communication in Rural Sector, Avijit, Delhi, 2007

Kiran Prasad, Development Communication, BR, Delhi, 2008

Uma Narula, Development Communication Concepts

FIELD WORK MANUAL



DEPARTMENT OF SOCIAL WORK
VISVA-BHARATI
SRINIKETAN
2014

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FIELD WORK PROGRAMME:

The Department of Social Work conducts courses in social work at Bachelors and Masters level. Field work forms an integral part of the curriculum of professional social work education. The goal of field work is to help the students acquire skills of working with people at various levels besides enabling them to integrate theoretical learning in the class room with practical work in the field. In this process, the students are helped in developing a holistic understanding of the issues, the problems, the situations, the causative factors and possible strategies of interventions towards improvement in the state of well being of people. The framework of such learning and practice is based on the ecological perspective. The setting is an open field system in the first two years of the undergraduate course (BSW Sem-I to IV) and one year in the postgraduate course (MSW Sem-I and II). This approach will expose the students in self-discovery of ground situations and to see them in the background of the field situation. It is not so much of problem-solving but understanding of the forces that influence human behaviours and their response repertoire. This perspective is in keeping with the ideals and ideas of rural reconstruction on which Sriniketan was founded by Rabindranath Tagore. His primary approach to rural uplift was to first comprehend the ground realities, reveal the strengths of the people and then train and empower them so that they were able to utilize their strengths and overcome their weaknesses. Change, he believed occurred in an atmosphere of exchange between the giver and the recipient. The two have to come on a platform where there is both mutuality in trust and belief in each other. It has special significance in the work of social workers as majority of their clientele are from disadvantaged sections of the society. The fieldwork curriculum is geared towards the mission of rural reconstruction.

Plan of fieldwork:

Students of the Bsw (Hons.) Semesters I, II, III, & IV and MSW Semesters I & II are placed in villages under the open fieldwork programme. The students of Semesters V & VI of BSW (Hons.) and students of Semesters III & IV of MSW are placed in agencies. At the undergraduate level the agency placement follows concurrent pattern while for the postgraduate level the placement is done in two blocks of four weeks each. At the end of the final examination of MSW Semester IV the students are placed in agencies for a period of 8 weeks and only after successful

completion of the same their results are declared. Attendance at all levels of fieldwork is 80%. (Please see the ordinance for more details).

OBJECTIVES OF OPEN FIELD WORK AT BOTH UNDERGRADUATE AND POSTGRADUATE LEVELS:

The field work programme is designed to achieve the following objectives:

1. To comprehend the ground situation and to develop skills needed for meaningful interaction between people in the villages and the student worker.
2. To recognize the strengths of communities and make the villagers aware of their strengths and help them to use their benefit.
3. To provide training for developing leadership skills of the villagers so that they are able to negotiate with the contemporary arms of the governance –
4. To provide purposeful learning experiences to the students to work in real life situations in which social work interventions/ assistance may be required by individuals, groups and communities;
- 5.
6. To develop attitudes and values in students commensurate with the requirements of the profession.;
7. To develop necessary skills in social work methods to help people in need;
8. To enable students to develop and enhance capacity to relate theory into practice and vice-versa.
9. To develop the professional self of the students for providing leadership in developmental pursuits.

OBJECTIVES OF AGENCY PLACEMENT FOR BOTH UNDERGRADUATE AND POSTGRADUATE COURSES:

1. To understand thoroughly the organizational structure of the agency along with its aims and objectives.
2. To understand the domain of work of the agencies and to learn the relevant policies and plans of the government impacting work.
3. To participate in the activities of the agency.

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4. To learn report writing and presentation skills
5. To learn skills for strengthening the domain of the agency and to suggest means of augmenting the working of the agency.
6. To be able to work on advocacy for availing government interventions and measures.
7. To learn integrative skills so that the student becomes an integral part of the agency with well-defined roles and expectations of work.

FIELD WORK CURRICULUM

The content of field work curriculum is sequentially and progressively placed for each semester of study keeping in mind the learning requirements of students at different levels of education. The field work curriculum of the Department has thus been designed to progress in a phased manner over the three years (six semesters) of Bachelors Degree(BSW) course and the two years (four semesters) of Masters Degree course (MSW).

BACHELOR OF SOCIAL WORK (BSW)

The field work programme of six semesters Bachelor of Social Work [BSW (Hons)] course consists of orientation programmes, concurrent field work in villages, placement in Development Blocks, Placement in youth organizations, placement in hospitals, placement in NGOs, Rural camp, Study Tour, attending different seminars and workshops and seminar presentations.

The sequential and progressive development in the areas of knowledge, skills and attitudes in the three years of BSW programme are placed in a tabular format in annexure-1 .

BSW Semester I & Semester II:

In the BSW course (Sem-I and Sem-II) , the students are placed for field work in villages around the University. Apart from this, the students also undergo practical training in agriculture and animal husbandry, placement in Development Block in the puja vacation in Sem I and participate in Rural,camp(self-financed) in Sem-II. The goal of the first year field work is to acquaint the

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students to the realities of the village life- its economy, institutions, customs, practices, festivals and the livelihood and lifestyle of the people. **Programmes and tasks**

1. Visits to various social development organizations.
2. Home visits and survey of families in the village to study the socio-economic and cultural aspects of their life.
3. Study of different institutions and its influence/impact on the lives of the villagers.
4. Organise children's groups through recreational and socio-cultural activities.
5. Development of Information Education and Communication (IEC) materials like wall-magazines, posters etc to increase the awareness of the people.
6. Organise community cleaning, sports and cultural events, sahitya sabha, exhibitions etc. in the village.
7. Any other programme as per the needs in the field.

BSW Semesters III & IV:

Field work in the second year (Sem-III and Sem IV) of the BSW course consists of concurrent field work in the villages and a placement in the Youth organizations in Sem III for 10 days in the Puja Vacation and participation in study tour or /exposure programme in Sem IV. In addition to the concurrent field work, students are placed in Development Block for ten days during the autumn recess of the University.

Programmes and tasks

1. Visits to various social development organizations.
2. Carry out specific assignments using methods of social work- social case work, social group work and community organization.
3. Organise group discussion sessions on relevant topics like health, economic upliftment, environment, self-help and other issues concerning the community.
4. Organise programmes like health education, environmental sanitation, poultry and cattle vaccination, blood donation, health check-up camps, kitchen garden and folk drama etc.
5. To identify and analyze the various socio-economic and cultural factors having significant bearing on individuals, groups and community.

BSW Semesters V and VI:

Field work in the third year (Sem V and VI) of study includes concurrent field work in an agency set-up, a medical placement of 10 days in puja vacation and a seminar presentation. The students are placed in different social welfare/developmental agencies in the nearby area as well as in the schools. They are also sent to different NGOs for exposure in Sem VI in January. The objective of the programme is to learn about the administrative and executive procedures of the agencies, the service delivery system, the issues concerning needs and services and experiment with alternatives. The students will also learn to mobilise the beneficiaries to utilise the services provided by the agency and also coordinate the work done by the government and NGOs in meeting the needs of the people. Towards the end of the field work session, the students will present their learning through a seminar. This will help in developing the skills of the students and enhance the learning about other agencies through sharing of knowledge.

Programmes and tasks

1. visits to various social development organizations.
2. Critical analysis of the organisational structure, resource utilisation, programmes and activities of the agency.
3. Study the service delivery system of the agency, learn the problems and issues in execution and experimenting with alternatives.
4. Deal with individual cases and/or groups of beneficiaries of the agency.
5. Participate in the Planning, organising and implementation of activities within the agency framework.
6. Network with other agencies in the interest of the beneficiaries.
7. Presentation of the learning experiences in a seminar.

FIELD WORK SCHEDULE

Concurrent field work days for BSW Sem I, to VI are scheduled for Mondays and Fridays. However, the department can declare any other day(s) as field work day(s), if the need arises. The timings of field work for BSW course is as follows*:

Course	Summer (March to Sept)	Winter (November to Feb)
BSW Sem-I and Sem-II	1.00 - 5.00 p.m.	12.30 - 4.30 p.m.
BSW Sem-III and IV	1.00 - 5.00 p.m.	12.30 - 4.30 p.m.
BSW Sem V and VI	10.00 - 5.00 p.m.	9.30 - 4.30 p.m.

(*Or in accordance to the agency timings or assignments)

The BSW (Hons) Sem I to Sem IV students are required to spend 4 hours per day in the field and Sem V and VI students 7 hours per day. In calculating the hours of work, the time taken for travel from place of residence to back is not be included.

MASTER OF SOCIAL WORK (MSW) PROGRAMME

The field work programme of the two years Master of Social Work (MSW) course consists of an orientation programme, concurrent field work, seminar presentations, NGO placements, Study Tour and a Block Placement.

The sequential and progressive development in the areas of knowledge, skills and attitudes in the two years of MSW programme are placed in a tabular format in annexure- II.

MSW Semester I and II:

MSW Sem I students are placed in different villages surrounding the University. They work with people in the rural community and network with agencies within and outside the village to meet the needs of the people and their assignments. The goal of the field work programme in Sem I is to expose the students to the rural life situations and their problems so that they develop sensitivity to human needs and understand the implications of the various phenomena as prevalent in the rural areas.

MSW Sem II: Concurrent field work, study Tour and exposure programme (self finance for 8 days)

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Programmes and Tasks:-

1. Orientation talks and/or visits to various social development organizations.
2. Analysis of the village system - social, political, economic, cultural and environment, that affect the client.
3. Deal with problem situations affecting individuals through case work method.
4. Organise groups of children and women/youth/elderly etc., and conduct group work activities based on their needs and problems.
5. Organise the community for dealing with issues and problems affecting the poor and deprived people and facilitate the visibility and representation of the weaker sections in the society.
6. Initiate social action wherever needed.
7. Undertake capacity building exercises to develop responsible citizenship, democratic leadership and participatory forums for decision making.
8. Participate in NGO placement and Study Tour
9. Attend National and International Seminars

MSW Sem II: Concurrent field work, study Tour and exposure programme (self finance for 8 days)

MSW Semester III and IV:

Field work in the second year of MSW course consists of concurrent field work in an agency for one month in each semester followed by seminar presentations and a block placement. Concurrent field work of Sem-III and IV will be held in two terms of one month duration each. The students will be placed either in a development agency or in industrial/corporate organization. The students will learn about the administrative and executive functions of the agency, propose strategies to further the effectiveness of management, service delivery and experiment with alternatives. After each term of the concurrent field work the students will have to present their experiences in a seminar. The seminar presentation will help in developing the presentation skills of the students and enhance learning about other agencies through sharing of knowledge.

After the final university examination, students will undergo a block placement for one month duration in an agency. The block placement is a pre-employment programme with the aim of sharpening the knowledge and skills of the students regarding the field situation and agency functioning and enabling students work independently taking full responsibility for their own action. It is advisable to do block placement in organisations that work in the areas related to the subjects opted by the students in the Sem-II of the theory course

Programmes and tasks in agencies:

1. Critically reviewing the mission, vision, programmes, activities and strategies of the agency.
2. Understanding Socio-economic status of the beneficiaries catered by the agency.
3. Critical analysis of the policies related to the service of the agency and the service delivery system and suggesting/experimenting with measures/strategies to improve their effectiveness.
4. Participating in the planning, organising and evaluating programs of the agency.
5. Undertaking any specific project in consultation with and in accordance with the needs of the agency.
6. Presentation of the learning experiences in a seminar.

Programmes and tasks in industrial/ corporate organizations:

1. Participate in the Orientation programme to field work at the beginning of the session.
2. Review the mission, vision, programs, activities and strategies of the organisation
3. Study and analyse the policies related to wages, welfare and industrial relations.
4. Analyze the policies and programmes related to personnel and human resource development and suggest/experiment with measures/ strategies to improve the effectiveness.
5. Undertake any specific project (action, research or action-research) in consultation with the organisation.
6. Presentation of the learning experiences in a seminar

FIELD WORK SCHEDULE:

Concurrent field work days for MSW sem-I and II are scheduled for Mondays and Fridays. However, the department can declare any other day(s) as field work day(s), if need arises.

The field work timings of MSW sem-I and II is as follows*:

Course	Summer (March to Sept)	Winter (November to Feb)
MSW	10.00 - 5.00 p.m.	9.30 - 4.30 p.m.

(*Or in accordance to the agency timings or assignments)

The MSW Semester I and II students are required to spend at least 7 hours per day in the field. In calculating the hours of work, the time taken for travel from place of residence to the field and back is not included.

RULES AND REGULATIONS:**ATTENDANCE:**

Attendance for field work is compulsory and students are required to attend all scheduled field work days. The scheduled number of field work is calculated from the date of admission. The minimum attendance required by a student to qualify for evaluation in field work paper is 80 percent of the scheduled field work days. Any student who falls short of the required attendance will not be promoted to the next higher class. They will have to repeat the entire field work programme in the next academic session.

If need be, a student can avail leave for not more than 20 percent of the total scheduled field work days. In such cases, one mark per day of absence will be deducted.

Student who wish to take leave from the field should submit a written leave application to the respective supervisor/Field Work Unit prior to the day of absence from the field as far as possible or later and also inform the agency, if applicable. If situation demands a student may continue his/her field work during vacations or holidays with the knowledge of the supervisor. This attendance will not be taken into account for calculating the actual field work days. However, this work will be credited as additional work done by the student.

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FIELD DIARY:

Every student should maintain a small diary during field work, Individual Conferences (ICs) and Group Conferences (GCs) and note down the significant aspects of work done including supervisory inputs. It is crucial for evaluation of their performance. The diary should clearly indicate the date, the hours devoted and activities of the field work. The student should get the diary checked periodically by the respective supervisor and make it available to other supervisors during field visit supervisions for making their comments/remarks.

WORK SHEET:

The attendance of each day of field work should be submitted in the form of a work sheet to the Field Work Unit on the next day of the field work after getting it signed by the supervisor or by any member of the Field Work Committee. In case of BSW sem V and VI and MSW sem-III and IV students, the agency supervisor should sign the work sheets before getting them counter signed by the supervisor. The format of worksheet is given in Appendix-3.

REPORTS:

Recording provides an opportunity to the student to organise and present information, observations, reflections and actions in a systematic manner. It is useful for reflecting on one's own role and reactions in an interaction, in administration and research.

Students should write a daily process record of the activities performed in the field. Students of BSW semester I and II should write one comprehensive record and students of sem-III and IV should write separate records of case work, group work and community organization activities. BSW Sem V and VI students and MSW Sem III and IV students should write separate or comprehensive daily records depending on the assignments undertaken in the agency.

The professional requirement is to submit the record/s to the respective supervisor the day before the next field work. The supervisor should go through the records, give comments and discuss with the student in the ICs. The students then file the records.

For BSW and MSW students, the records along with worksheets and report should be submitted to the supervisor concerned before the next field work day. Students of MSW (Sem III and IV) and BSW (Sem V and VI) should produce a completion certificate from the agency where they undertook the concurrent field work. It is mandatory for the students to produce a certificate of

successful completion of placement in the organization without which the final results will be withheld.

All the supervisors will submit the records of all students to the Field Work Unit after the final sharing.

All Students must seek prior written approval from concerned supervisor and coordinator before attending conference/seminar onfield work days.

LATE SUBMISSION:

Late submission is a reflection on the learning patterns and work habits of the student. Work sheets submitted later than the next working day and reports submitted on or after the next field work day will be considered as late submission. If there are consecutive holidays in between two concurrent field work days, then work sheet and reports submitted on the next field work day shall not be considered as late submission. Marks will be reduced at the rate of one mark for each late submission of work sheets and reports respectively. For calculating the number of work sheets or reports that have been submitted late, the date on which the supervisor/field work committee member signed the worksheet, is taken into account.

FIELD WORK SUPERVISION:

Field Work supervision is an educational process which involves a learner interaction and relationship, and in which the supervisor judiciously and creatively assumes teaching, helping and administrative responsibilities to provide direction for the learner to promote professional growth and assume responsibilities. Supervision aims at developing core skills in students such as observation, listening and communication, interviewing, building relationship, skills in fact finding, recording, analysis, administrative procedures, planning, organization and implementation. Field work supervisory inputs will be given at different levels; through the remarks made on the daily reports, through Individual and Group Conferences, in the field during supervisory visits and in mid-term sharing.

INDIVIDUAL CONFERENCE:

Aim of an Individual Conference (IC) is to guide and help the student to integrate theory and practice, to express the experiences in theoretical terms, to review the work in accordance with the plan and to monitor our performance. The supervisor focuses on the learning needs of the individual student and directs the course of supervision accordingly. The student should make

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note of the instructions, observations and comments given by the supervisor and should clarify their doubts related to the work with the supervisor. ICs will be held in the Department once in a week for all BSW and MSW sem-I and II students. Attendance in ICs is compulsory and marks will be reduced at the rate of one mark per absence. The Format of IC is given in Annexure-III.

GROUP CONFERENCE:

Group Conferences (GCs) are intended to increase the horizon of knowledge of the student by learning from the experiences of other students..

GCs will be generally held once in a fortnight. Attendance in GCs is compulsory and marks for absence will be reduced at the rate of one mark per absence. The format of GC is given in Annexure-III.

EVALUATION:

As per the Ordinance, at the end of the field work term a final evaluation of field work will be done both internally and externally. The student should submit all reports, filed in the ascending order and the field diary to the respective supervisor after the termination of field work.

Students have to prepare a final self-assessment report as per the guidelines (Appendix-1) and submit it to the respective supervisor. The supervisor also prepares an assessment report on the performance of the student using the same guidelines. In addition, the supervisor will submit Progress Report of students in their fieldwork to fieldwork unit once in 2 months so as to identify the defaulters/students who have been irregular and not responding to supervisor. This progress report format is in Appendix-4. These reports will be shared between the supervisor and the student. In case, the student does not submit all respective reports with files at the time of internal sharing/evaluation with respective supervisor, he/she will be barred from appearing at viva-voce. Even irregular students will be warned by their supervisors concerned in an appropriate time (in advance).

An external examiner will also examine all the above mentioned documents, conduct viva-voce and evaluate the students.

EVALUATION CRITERIA:

The criteria for evaluating the performance of a student in field work are as follows. It is given in Appendix-2.

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BSW SEMESTER I TO IV:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, submitting work sheets and records.

Field Performance: Ability to relate and interact with people- Capacity to mobilise people and organise children's group- Perception, comprehension and conception of the situations

Ethics and Values: Attitudes like cooperation, positive and constructive outlook, sense of responsibility and professional commitment- Motivation and initiative- Respect for social work values.

Quality of records: Presentation of facts - interpretation of facts and drawing of inferences, language and style of recording-

Performance in ICs and GCs: Participation through self preparation, raising pertinent questions and issues and deliberate meaningfully with the supervisor take initiative in making proposals for work and the ability to accept the authority of the supervisor

BSW SEMESTER V AND VI:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, seminar, submission of work sheets and records.

Field Performance: Ability to adjust to the agency set up- Ability to establish professional relationship with the agency personnel and the beneficiaries- Knowledge about the objectives, programmes, activities and resources of the agency- Performance in planning, organising and evaluating specific activities assigned/undertaken in the agency- Perception, comprehension and conception developed

Ethics and Values: Sense of responsibility and professional commitment- Motivation and initiative- Respect for social work values- Team spirit and teamwork

Quality of records: Presentation of facts- Interpretation of facts and drawing of inferences- Language and style of recording

Performance in ICs and GCs: Participation through self preparation, raising pertinent questions, issues and deliberate meaningfully with the supervisor- take initiative in making proposals for work- Ability to accept the authority of the supervisor.

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Seminar: Content, presentation, language, clarity, defense and participation

Report from Agency Supervisor: At the end of each semester, a comprehensive report focusing on few indicators like performance, punctuality, etc. would be sought and this would play an important role in the overall regarding of the student.

MSW SEMESTER I TO II:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, submitting work sheets and records

Field Performance: Establishment of rapport with individuals, groups and community- Skill in assessing situations- ability in treatment/programme planning- carrying out treatment/therapy- dealing with groups and community- networking and resource mobilization and evaluation.

Ethics and Values: - Sense of responsibility and professional commitment- Motivation and initiative-Respect for social work values- Team spirit and team work

Quality of records: Presentation of facts- Interpretation of facts and drawing of inferences- Language and style of recording

Performance in ICs and GCs: Participation through self preparation, raising pertinent questions and issues and deliberate meaningfully with the supervisor- take initiative in making proposals for work- Ability to accept the authority of the supervisor

MSW III AND IV:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, seminar, submitting work sheets and records

Field Performance: Ability to adjust to the agency- Knowledge about the programs, activities and service delivery system of the agency- Perception, comprehension and conception developed- Professional approach to work assigned and assessment of the functioning of the organization- Ability to assess and undertake supervisory roles and responsibilities.

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Ethics and Values: - Sense of responsibility and professional commitment- Initiative and professional commitment- Respect for social work values- Team spirit and team work

Quality of records: Project work report- Presentation of data- Mode of presentation of data, analysis and interpretation of data- Suggestions drawn and its rationale- Language and style of recording

Seminar: Content, presentation, language, clarity, defense and participation

A student is assessed on the performance in the field work and in viva-voce. The maximum marks allotted for field work for each course is as given below:

Courses	Field work	Viva-Voce	Total
BSW Sem I, II, III, IV, V, VI	80	20	100
MSW Sem I, II, III and IV	100	50	150

The weightage that is awarded for the above-mentioned criteria is as follows.

Criteria	BSW I	BSW II	BSW III	BSW IV	BSW V	BSW VI
Attendance	10	10	10	10	10	10
Field Performance	20	20	20	20	20	20
Ethics and Values	10	10	10	10	10	10
Quality of Recording	10	10	10	10	10	10
ICs and GCs	10	10	10	10	10	10
Seminar/Rural Camp/NGO/Youth/Study Tour/Medical placement/Exposure visit (Attendance 5+ performance + file 15)	20	20	20	20	20	20
Field Work Viva	20	20	20	20	20	20
Total	100	100	100	100	100	100

Criteria	MSW I	MSW II	MSW III	MSW IV
Attendance	10	10	10	10
Field Performance	25	25	25	25
Ethics and Values	15	15	15	15
Quality of Recording	10	10	10	10
ICs and GCs	20	20	-	-
Seminar/Study Tour/NGO Placement (Attendance 5+ performance + file 15)	20	20	40	40
Field Work Viva	50	50	50	50
Total	150	150	150	150

DISCIPLINE:

The department expects students to be regular and punctual in all matters related to field work. In case of indiscipline or unprofessional practices, the supervisor may notify in writing to the student concerned. The department will take note of UNAUTHORIZED LEAVE, IRREGULAR ATTENDANCE, MAL-PRACTICES AND ALL OTHER MATTERS RELATED TO DISCIPLINE which will adversely affect the field work evaluation. What disciplinary steps can be taken in such cases need to be spelt out and the university informed through academic council if ordinance change is to be brought in for disciplining the student. The Supervisor concerned should look into the regularity of the students. In case, there is an irregularity or the student is not submitting report on time/not attending IC/GC/absent in field work for some period s/hebe issued warning letter with an intimation to the field coordinator and head of the department.

Students found absent in field, IC/GC for consecutive two weeks or not found submitting reports, will be issued written memo by the supervisor concerned in consonance with prior approval of the field work coordinator.

GRIEVANCE REDRESSAL:

The Field Work Unit takes enough care for creating a good academic environment for the learning of the students. However, the possibilities of dissatisfaction on the part of the students cannot be completely ruled out. Redressal of all grievances related to field work will be done by the concerned supervisor. In case the grievance is not sorted out at this level, the matter should be brought to the notice of the Field Work Coordinator in writing. In case the student concerned

does not feel satisfied with the action taken by the Field Work Coordinator, a representation can be made to the Head of the Department.

COMPOSITION OF FIELD WORK UNIT:

The field work programme of the Department is organised through the Field Work Committee with the help of the field work coordinator, field work organiser, field work supervisor and agency supervisors.

FIELD WORK COMMITTEE:

The Field Work Committee constituted by the Department Committee will look into all matters related to the field work programme. The Field Work Committee will comprise of faculty members and field support staff which includes the Field Work Organiser, Social Worker and the Research Assistant.

FIELD WORK COORDINATOR:

The Field Work Coordinator is nominated by the Head of the Department from the faculty members for a term of three years. The post of Field Work Coordinator will be Rotational.

The responsibilities of the Field Work Coordinator will be:

1. Function as the chairperson of the Field Work Committee.
2. Overall responsibility for planning and monitoring the field work programmes.
3. Dealing with issues/problems in field work related to students, supervisors, and agency.
4. Evaluating and developing new field placements
5. Update field work curriculum, evaluation mechanisms and resources for fieldwork programmes.
6. Scheduling field work days
7. Developing and organizing any other programmes necessary for the students, field work supervisors and agency supervisors.

SEMESTER COORDINATOR: APPOINTED FOR TWO ACADEMIC YEARS

1. Overall responsibility for planning and monitoring the field work programmes.
2. Purposeful distribution of students/ Rural camp/NGO placement of the concerned semester in consultation with Field Work Unit to supervisors.

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3. Dealing with issues/problems in field work related to students, supervisors, and agencies of the concerned semester..
4. Any other important need of the semester concern.
- 5.

FIELD WORK ORGANIZER:

The Field Work Organiser is a full time staff of the Field Work Unit, appointed by the Registrar, Visva Bharati University. The Field Work Organiser will be responsible for all functional aspects of the field work programme

The major responsibilities includes:

1. Identification of communities/agencies for the placement of students.
2. Facilitating the preparation of placement charts of students in different fields by way of matching student-field-supervisor and confirming the final list in consultation with the Field Work Coordinator.
3. Liaison with the Field Work Coordinator in matters related to field work.
4. Liaison with the resource agencies and help the students in organizing programmes in the field.
5. Planning and organizing the orientation programme for the students.
6. Maintenance of all official documents related to field work. Recording of all the minutes of departmental workshops, seminars related to field work and preparing an exhaustive report on them.

FIELD WORK (SCHOOL) SUPERVISOR:

All members of the field work committee will function as field work supervisors. The field work supervisor is the student's primary teacher related to field practicum and bears responsibility for the field based education of the students.

The major responsibilities of a field work supervisor includes:

1. Planning a schedule for receiving field reports, signing work sheets, arranging ICs and GCs with the students. Reading the field reports, correcting them and giving suggestions/ comments/ observations on the reports which may be supportive, appreciative, questioning, interpretive, analytical, critical, reflective and integrative.
2. Function as a catalyst to the education of the student by listening attentively to them, offering reassurance, encouragement and recognition of achievement.

AGENCY SUPERVISOR:

Agency supervisors are field practitioners working in the agencies where the students are placed.

The responsibilities of the agency supervisor include:

1. Communication and interpretation of the structure functioning of the agency to the student.
2. Allocation of sufficient tasks for the student to undertake in consultation with field supervisors;
3. Facilitation of the communication of the student with other agency personnel;
4. Allocation of necessary resources and providing learning opportunities to the student;
5. Monitoring the progress of the student and reporting the same to the school supervisor; and
6. Signing the work sheets of the student.

7. Annexure I:

Levels of learning and development required in three different years of BSW (Hons):

DEVELOPMENT IN AREA OF KNOWLEDGE:

BSW I and II	BSW III and IV	BSW V and VI
Learners gain knowledge about:	Learners gain knowledge about:	Learners gain knowledge and develop an understanding of:
i) The nature of habitation in the village where placed for field work and develop an understanding of the rationale of such type of habitation (according to the people of the area)	(i) Needs and problems of the village, as related to individuals/groups/communities they serve	(i) The agency (where placed for field work) goals to be achieved
ii) The different cultures prevalent in the village. Reference points may be, e.g., caste, religion, ethnicity, class etc.	(ii) Impact of socio-economic factors, such as poverty, unemployment, illiteracy etc. on the need/problem	(ii) Agency's structure and functions
(iii) The class and caste structure in the village	(iii) Opportunities as well as lack of opportunities in the village, neighbouring community and society—how human and material resources relate to the problem(s)/need (s)	(iii) Services and policies, rules and regulations
(iv) Different types of groups in the village—e.g., age wise, culture wise, political affiliation wise, religion wise etc. and the nature of interaction among them	(iv) Family(ies) (undertaken to work with whether in relation to an individual client or the family as such) structure and its impact on the functioning of the members	(iv) Agency's role and its various programmes in relation to the wider system
(v) Population composition of the village	(v) Role performance of different members of the family or person(s) concerned who impinges on the need or the problem;	(v) Organization and coordination of the functions of different units and individuals of the organization
(vi) Nature of geography of the village (physical) including mode of internal communication and with the outside world	(vi) Motivation of the client system, individual client's feelings and attitudes towards the needs/problem	(vi) System of intra-departmental and inter-departmental communication in the agency
(vii) Economic conditions of the people (occupation,	(vii) Psycho-social factors operating in situations in family while dealing	(vii) Agency's networking with other organizations

vocation, levels of income etc). of the village	with individual/or family as a whole ;	
(viii) Types of leaders in the village and the extent of their influence on their constituents	(viii) Various principles of working with individuals, groups and communities	(viii) Agency's clientele—their socio-cultural background; nature of problems/difficulties of the clients agency deals with
(ix) Various formal and informal institutions in the village, their significance to the people of the village and nature of peoples' participation in these institutions.	(ix) Theories of learning, motivation, frustration and understanding their relevance while working with individuals/groups	(ix) Inter-relationship between different socio-economic factors which affect the clients/clientele
	(x) Person-environment---knowledge about their interface and interaction	(x) Various governmental and non-governmental organization and their functions in relation to the needs/problems of people
	(xi) Existing legislations and types of services---impacting an individuals /communities and their implications in practice	(xi) Areas where application of social work methods are made/useful/relevant.
	(xii) Various techniques of working with individuals/groups/communities---their meaning, context of use and assessment of their impact	
	(xiii) Various types of groups---objectives of the groups and group process	
	(xiv) Differential response of group members –how these affect/influence the group process.	

DEVELOPMENT IN THE AREA OF SKILLS:

BSW I and II	BSW III and IV	BSW V and VI
Develop:	Develop the following abilities	Develop the following skills and abilities:
(i) The ability of minute and systematic observation	(i) Identification and assessment of the need/problem with reference to: (a) Individuals and family –impact of socio-economic factors on the need/problem; opportunities	a) Identification and assessment of the need/problem with reference to client/clientele as well as with reference to the

	available/ lack of opportunities; norms and values, beliefs, tradition prevalent and operating at different levels and spheres; structure of the family and its impact on the functioning of members; role performance of the members in the context of the need/problem; observe the impact of individual's feelings and attitudes on the need/problem; understanding the motivation of the individual/individuals in the family.	agency's functioning, e.g. resource constraints and its implications for services provided by the agency etc. (b) Work out tasks around problems of client system, utilize different modes of intervention and assess the impact of such intervention (c) Connect their own tasks to the overall goals and tasks of the organization/agency where placed for field work;
(ii) The art of talking (communication) with the people	(b) Small groups :objectives of the groups (short-term and long term group, open and closed groups), its rationale; observe the group powers and assess the role performance of individual members; needs/problems of the group, members' role with reference to the group goals/needs/problems;	(d) Analyze the functioning of different governmental agencies and non-governmental development agencies in relation to their dealing with clients' needs and problems so that the perspectives of work become clear to the learners;
(iii) The skill of establishing relationship with the people;	(c) Community: understand the dynamics of the community in relation to the need/problem—community's perception and understanding of the need/problem; role of individual members/sub-groups with reference to the need/problem;	(e) Establishment and sustenance of relationship during the process of work with both the client/clientele and agency personnel as well as other persons concern;
(iv) The skill of eliciting information and identifying resources;	(d) To relate to individual/clientele/community; perceive the individual/clientele/community without being biased, prejudice or preconceived ideas;	(f) Confidently makes differential use of various methods and techniques of problem solving;
(v) He skill of interpreting situations/phenomena observed.	(2) Mobilize the environment and its resources to help individual(s) cope with their difficulties.	(g) Identify the appropriate roles to be played according to situations e.g., that of leader, enable, advocate, guide, etc.
(vi) The skill of	(3) Planning treatment;	(h) Planning programmes,

understanding the significance of phenomena (observed) to the person(s) concern.		planning tasks whether dealing with individual clients groups or communities;
	(4) Use of various techniques of working with people;	(i) Ability to carry out planning and implementation of tasks independently and with confidence;
	(5) Assessment of the outcome of social worker's intervention	(j) Grasp of the administration of the agency ---its structure, rules and regulations, policies and services; greater capacity and independence to carry out correspondence, referral notes, maintaining ledgers, registers and various other records by the agency;
	(6) Shows independence in the use of techniques in working with individuals/groups/communities such as: Fact finding; Advice, guidance; Creating awareness so as to provide simple workable solutions such as referral to the hospital for treatment, change in work place etc.; Providing knowledge and information; Environmental modification techniques- e.g., changing teachers towards drop-out child(ren), attitudes of community leaders towards the difficulties poorer sections suffer etc.	(k) Grasp of the service delivery systems of the agency –as a whole as well as under different projects and programmes; (l) Recording and report writing (m) Develop sensitivity about how systems work and what are their implications for average citizens.
	(7) Shows beginning ability to use reflective discussion.	

DEVELOPMENT IN THE AREA OF ATTITUDE:

BSW I and II	BSW III and IV	BSW V and VI
Willingness to:	While the attitudes already specified for B.S.W. (Hons.) need nurturing and reinforcements continuously in the subsequent period of professional education.	Attitudes required of learners during in the field need further reinforcements during the third/final year of study. As the learner is

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	In addition to the above the students need to develop themselves in the following aspects: Develop:	expected to assume greater responsibility and develop the ability to work independently and with confidence, it becomes imperative that the learners develop the following attitudes:
i) Change the attitudes which are not conducive to working with people;	(i) Sensitivity to the situations and feelings of other;	(a) Openness to learn, freedom from bias and preconception about people, institutions and organizations with which interact;
ii) See for herself/himself qualities that are required in working with people— identify those and develop those abilities e.g., tolerance, patience, readiness to face challenges etc.	(ii) Self-confidence ;	(b) Willingness to reach out to people;
(iii) Free oneself of pre-conceived ideas while dealing with people/ (clientele)	(iii) Understanding of the phenomena of authority and use of authority in a proper manner, e.g., with group members, with clients, with communities;	(c) Objectivity in assessment of personality and situation;
(iv) Free oneself of biases of various types like, caste, class, religion, ethnicity etc.	(iv) Self-control e.g., control of temper, greed, undue provocation, frustration etc. that come in the way of functioning;	(d) To gain broader perspectives of tasks undertaken while keeping the focus clear;
(v) Develop positive outlook	(v) Consistency in dealing and work;	(e) Develop positive outlook and constructive endeavor;
	(vi) The willingness to imbibe professional values and ethics;	(f) Adherence to professional ethics.
	(vii) Understanding the reality and accept reality;	
	(viii) Develop positive outlook;	

Annexure II:**Levels of learning and development required in MSW:****DEVELOPMENT IN THE AREA OF KNOWLEDGE:**

MSW Sem I and II	MSW Sem III and IV
i) Gain knowledge about the different societies learners work with—societies' culture, dynamics and functioning as a system.	i) Gain m\knowledge about the organization as a system and its dynamics, its evolution, philosophy of work and goals.
ii) Learn about the different social and other institutions in the society to which the client/clientele belong.	ii) Study the structure and organization of the agency where placed for field work.
iii) Develop an understanding of the patterns of behaviour, strength and weaknesses in behaviour and pathological behaviour among persons dealt with by the learner.	iii) Gain an understanding of the different personality types in the organization, their pattern of interaction and inter-personal relationship.
iv) Gain knowledge about resources available—monetary, material and manpower.	iv) Gain an understanding of the sub-systems operating within the organization and their dynamics—status, role, relationship pattern, leadership, power and authority, control, conflict and cooperation, decision making process.
v) Gain knowledge about different practice theories of intervention, their contexts and processes.	v) Gain knowledge about the service delivery system of the organization.
	vi) Gain knowledge about the policy and programmes of the organization, the relationship of the agency with other agencies and the kind of networking

	<p>done by the agency.</p> <p>vii) Gain an understanding of the role of social workers in the agency.</p>
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DEVELOPMENT IN THE AREA OF SKILLS:

MSW Sem I and II	MSW Sem III and IV
<p>a) Develop sensitivity to the feelings and needs of the client/others and analyze the impact of systems on individuals, groups and communities.</p> <p>b) Learn to identify problems, analyze problems, learn to locate causative factor(s) and dynamics in the problem situations.</p> <p>c) Establishment of meaningful relationship and learn the sustenance of relationship during the helping process.</p> <p>d) Develop ability to use different tools and techniques – identify the contexts in which a particular tool and technique is to be used, understand its rationale and evaluate the application of the techniques</p> <p>e) Develop skills in mobilizing people’s participation—whether individual, group or community, in the helping process as well as in any development endeavour.</p>	<p>a) Enhancement and sharpening of the skills already acquired during the previous year of study and field work.</p> <p>b) Develop the ability to understand and appreciate the rationale of the agency’s policy, programmes and approach.</p> <p>c) Learn to develop a meaningful relationship with the agency personnel at different levels of administration and learn the art of purposeful communication.</p> <p>d) Develop the skills of programme planning and programme management.</p> <p>e) Gain an understanding of the need for different kinds of methods for evaluating performance of the organization and develop the skills to maintain different kinds of records used by the organization. Develop the skills of project</p>

<p>f) Develop the skills of programme planning at different levels of intervention.</p> <p>g) Develop skills in mobilizing resources (physical, financial, and human)</p> <p>h) Develop the ability to work in a team.</p> <p>i) Develop the ability to integrate theory with practice and that of an integrated approach to practice.</p> <p>j) Develop the skills of writing records according to requirements.</p> <p>k) Develop the skills of leadership.</p> <p>l) Develop insight into different field during working with people.</p>	<p>formulation.</p> <p>f) Develop the skills of monitoring and evaluation.</p> <p>g) Develop the skills of policy practice wherever feasible.</p> <p>h) Learn to locate the contexts of application of different methods of social work and develop the skills of practising the same</p>
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DEVELOPMENT IN THE AREA OF ATTITUDES :

Field practice is to manifest in the learner the following attitudinal aspects:

- a) Internalization of social work principles like democratic approach, respect for individuals, confidentiality, empathy, freedom from bias and prejudice.
- b) Reaching out to people in need and development of the spirit of teamwork.
- c) Internalization of the belief that human behaviour can be changed and undesirable behaviour can be corrected.
- d) Inculcating a responsibility towards oneself: as a professional, which should get manifested in the following manner—
 - (i) Learning not to give false assurance to persons. Maintaining regularity and punctuality in keeping appointments
 - (ii) Maintaining professional relationship and preparing individuals and groups for termination of the same;

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- (iii) Fulfilling responsibilities undertaken/tasks assigned;
 - (iv) Recognizing the value of time e both with clients and the self;
 - (v) Maintaining consistency in dealings with stakeholders.
- e) Developing commitment to the profession as follows:
- a. Consciously committing to social justice,
 - b. Assumeing responsibility for one's own actions
 - c. Being sincere in efforts;
 - d. Takeing initiative and having motivation for working with people;
 - e. Valuing efforts for what it is and not by its success and failure;
 - f. Developing self discipline;
 - g. Maintaining a dress code in tune with the culture of the client and norms of the agency.

ANNEXURE- III

GROUP CONFERENCE

Content of a GC Paper

Title.

Brief introduction to the agency/community

Problem/issues identified for presentation (case, group or community work)- Reflection on 'what' and 'how' the work was done- Problems encountered, how it is/was tackled and what remains unresolved- Integration of theory into practice

Treatment/interventions done

Points for discussion

INDIVIDUAL CONFERENCE

Content of an IC

Title

Brief Introduction about agency/community

Problems/Issues identified during case work, Group Work, Community Organization about nature of work done, probable activities

Application of theory into field for resolving certain problems.

Intervention done in Problems Areas/ Issues

Further Ideas for improvement-Scope for Innovation in field work activities.

Individual assignments undertaken in the field in addition to case work, Group work and Community Organization activities.

NB: All GC and IC papers and concerned field reports should be submitted to the supervisor.

Appendix-1

FINAL EVALUATION REPORT

Face sheet:

1. Name of the student:
2. Agency/Village
3. No of days scheduled
4. No of days attended
5. No of days absent
6. No of agency holidays
7. No of additional days worked
8. No of Individual Conferences scheduled
9. No of Individual Conferences attended
10. No of Individual Conferences absent
11. No of Group Conferences scheduled
12. No of Group Conferences attended
13. No of Group Conferences absent
14. No of work sheets required
15. No of work sheets submitted on time
16. No of work sheets submitted late
17. No of reports required
18. No of reports submitted on time
19. No of reports submitted late
20. No of reports not submitted

APPENDIX-2

Field Work Evaluation

Name of the Student:

Regularity and Punctuality:

Attendance in field/submitting worksheets:

Attendance in IC & GC

Report submission:

2. Performance in the field (case Work, Group Work, Community Organization)

3. Ethics and Values:

4. Quality of records:

5. Performance in ICs and GCs:

Signature of the Student

Date:

Signature of the Supervisor

Date:

SCALE: EXCELLENT: >80
 Very GOOD; 70-80
 Good 60-70
 Satisfactory :50-<60
 Poor 40-50
 Very Poor <40

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FIELD WORK EVALUATION FORMAT FOR MARKS

Sl No.	Name of the student	Attendance	Field Performance	Ethics & Values	Quality of records	Performance in ICs & GCs	Total

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Appendix-3(WORKSHEET)

DEPARTMENT OF SOCIAL WORK
VISVA-BHARATI
SRINIKETAN

NAME:

SUPERVISOR:

SEMESTER:

PLACEMENT

VILLAGE/AGENCY:

DATE:

TIME:

WORKSHEET NO-

TIME	NATURE OF WORK DONE	PERSONS CONTACTED	DIFFICULTY FACED	SIGNATURE

* Field worksheet must be submitted immediately after the respective fieldwork day. In case of holiday in-between fieldwork day instruction regarding its submission may be obtained from supervisor concerned.

*Field work Report must be submitted before the next fieldwork day or as directed by the supervisor concerned. In case of holiday in-between fieldwork day, the instruction may be obtained from supervisor concerned.

* In case of absence from attending field work, prior written permission may be taken from supervisor concerned other than emergency cases, failing which all such leaves will be accepted as unauthorized leave.

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Appendix-4:

Department of Social Work
Visva-Bharati, Sriniketan

PROGRESS REPORT OF THE STUDENTS (JUNE --JULY 2014)

Serial No	Name of the student(s)	Placement village/agency	Period of Field Work	Schedule field work and attendance			Status of IC			Status of GC			Status of worksheet submission			Status of report submission			Remarks		
				No of scheduled field work	No of days	No of days	No of IC	No of IC	No of IC absent	No of GC	No of GC	No of GC absent	No of work	No of work	No of work submitted	Worksheet not	No of reports	No of reports		No of reports	No of reports

Signature of Supervisor
any:.....

Specific remarks if

BSW SEMESTER-I
COURSE – CC 1
HISTORY AND PHILOSOPHY OF SOCIAL WORK

Time: 3 Hours
 Credits: 6

Full Marks: 75
 [Internal Assessment-15, Exam-60]

OBJECTIVES

- Develop an understanding about the concept of social work considering the past and present.
- Develop commitment towards the goal of humanism.
- Imbibe values and attitude cherished by the social work profession.
- Understand the philosophy of social work including the contribution of eminent social philosophers and social movements initiated in India.
- Review the historical development of social work in India, UK and USA.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Concepts Used in Social Work Domain	Meaning of charity, voluntary action, social service, social welfare, social reform, social defense, social movement, and social work; critically reviewing the old and new definitions of social work; cultural issues and indigenization of social work.
II	Core Issues in Social Work	Assumptions of social work, goals of social work, approaches of social work, methods of social work, principles of social work, values of social work, and ethical responsibility of social workers.
III	Social Work as a Profession	Concept of profession, criteria of profession, social work as a profession, roles of professional social workers, professional associations of social workers in India, regulation of social work profession: Asian and Global view.
IV	History of Social Work in India, U.K and USA	History of social work in Ancient, Medieval, British and independent India; history and development of social work in U.K. and U.S.A; social work education in India.
V	Philosophy of Social Reform and Social Movements in India	Social reform movements of 19 th and 20 th century in India; social movements such as Dalit movements, Women's movements and Environment movements.
VI	Social Philosophy and Social Work	Philosophy of professional social work, religious philosophy (Christianity, Hinduism, Buddhism, Islam, Jainism and Sikhism), social philosophy of Rabindranath Tagore, Mahatma Gandhi and Swami Vivekananda,

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LEARNING OUTCOMES

1. Able to understand social work as a profession
2. Able to understand various ideologies of social work
3. Able to demonstrate awareness of ethics and values of social work as a profession

SUGGESTED READINGS

1. Bradford, S.W (2003), *Techniques and Guidelines for Social Work Practice, 6th Edition*, London: Pearson Education Inc.
2. Barker, R. L. (1999), *Milestones in the Development of Social Work and Social Welfare*, Washington, D.C.: NASW Press.
3. Dominelli, L. (2009), *Introducing Social Work*, Cambridge: Polity Press.
4. Friedlander, W.A (ed.) (1976), *Concepts and Methods of Social Work, Second Edition*, New Jersey: Printece-Hall.
5. Johnson, Louise C. (1992), *Social Work Practice- A Generalist Approach*, Boston: Allyn and Bacon.
6. Pathak, S. H. (1981), *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011), *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (ed.) (1970), *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.
10. Watts, T. D. E, Doreen, Mayadas, Nazneen S. (eds.) (1995), *International Handbook on Social Work Education*, London: Greenwood.

BSW SEMESTER-I
COURSE- GEC 1A
SOCIAL ISSUES AND PROBLEMS

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To provide knowledge on some selected social issues and problems in India
- To provide awareness about the causal relationships and the development programmes dealing with these social problems.
- To identify scope of social work intervention in these diverse fields of welfare services to develop appropriate skills of working with individual, groups and community.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Social Problems	Concept of social problems----meaning, nature, causes and its types. Theoretical explanation to social problems and its implications to social work.
II	Understanding some major Social Issues: Poverty, Unemployment & Corruption	Concept of poverty-- its causes and poverty alleviation programmes. Unemployment--its types, causes and measures to control it. Corruption—its meaning and causes; Programmes and legislative measures to combat corruption. Role of social worker in dealing with poverty/ unemployment/corruption.
III	Population Explosion	Population explosion—its meaning. Causes of population growth. Population Policy. Role of social worker in dealing with population problem.
IV	Problems related to Family, Marriage and Other Social Dependency	Marital conflict: causes and consequences. Dowry system, atrocities against women and policies to control the problem. Problems of older persons in India; programmes and services; Role of social worker in dealing with problems of older persons/marital conflict cases.
V	Problems of Youth	Concept of youth: characteristics and their problems. Programmes and services for youth.Children in conflict with law—factors responsible for it. Prevention and controlling measure. Role of social worker in dealing with children in conflict with law.
VI	Communal Harmony and National Integration	Concept of national integration. Causes of disintegration and communal violence Peace initiatives and government measures to combat communal violence. Role of social worker in dealing with issues related to national integration and peace.

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LEARNING OUTCOMES

1. The learners will be able understand and develop knowledge on selected social issues and problems in India.
2. They will be able to understand the context of such problems. It will obviously generate awareness and to deal such issues sensitively while dealing with problems and people.
3. The learners will be able to learn the scope of social work intervention in dealing with various welfare services and to use appropriate skills of working with individual, groups and community.

SUGGESTED READINGS

Ahuja, R. (2014). *Social problems in India*, Jaipur: Delhi, Rawat Publication.

Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage publications.

DeSouza, P.R, Kumar, S & Shastri, S. (2009). *Indian Youth in a Transforming World*, New Delhi, Sage Publications.

Dhillon P.K. (1992) *Psycho-Socio Aspects of Aging in India*, New Delhi: Concept Publishing Company.

Gore M.S. (1977) *Indian Youth Process of Socialization*, New Delhi: Vishawa Yuva Kendra.

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Metha, P. (1971). *Indian Youth* (Eds) Bombay: Somaiya Publications.

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Sharma, R.K. (2007) *Demography and Population Problems*, New Delhi: Atlantic Publications

Widmalm, S(2008). *Decentralisation, Corruption and Social Capital: From India to the West*, New Delhi: Sage Publications

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**BSW SEMESTER-I
COURSE- GEC 1B
INTERNATIONAL SOCIAL CONCERNS**

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the world of its most devastating social ills—drugs, crime, illiteracy – causes and consequences
- To understand the ways and means for social betterment methods and principles from humanitarian perspectives

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to international issues	Happiness and social progress: loss of moral standards due to illiteracy, unemployment, poverty and education; substance abuse; criminality and the pervasive attitude. Individual and collective happiness.
II	Environment	Environmental degradation and global warming
III	Health	Globalisation and Health, Gender and Health a concern towards social development
IV	Wealth and Inequality	Capitalism and Income Inequality, Role of the state, civil society and the market
V	Inclusion/Exclusion	Marginalisation and exclusion of vulnerable groups, Inclusive Policies
VI	Terrorism	Cross country terrorism and violence; Peace and happiness based on value education

LEARNING OUTCOMES

1. Able to build a knowledge base of the social ills in the context of the world
2. Able to apply critical thinking to reduce the problems by applying social work principles and methods

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BSW – SEMESTER II
COURSE – CC 3
SOCIOLOGY IN SOCIAL WORK

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

1. To know the basic concepts in sociology and their use in social work practice
2. To understand the role of caste and class in Indian society.
3. To familiarize the students with social dynamics of contemporary Indian Society

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to sociology	Introduction to Sociology, Contribution of August Comte, Marx, Durkheim, Weber on Modern Sociology
II	Socialization	Concept of Socialization and agencies of socialization. Role of culture in society, Multiculturalism
III	Social stratification	Role of Caste and Class system in Indian society and Politics, Concept of Purity and Pollution, Sanskritization and Westernization.
IV	Social Control	Meaning of Social control, Agencies and Mechanisms of Social control, Social Conformity and Social Deviance.
V	Social Change	Concept of social change, Theories and factors of Social Change, Social Evolution and Social Progress.
VI	Modern Sociology	Effects of Modernization Globalization and Media on Modern Society. Role of Public and Private Partnership in Development Discourse.

LEARNING OUTCOMES

1. To be able understand the basic sociological concepts related to social work.
2. To be able to comprehend the sociological theories and processes and their relation to social work practice
3. To be able to have a learning of modern sociology

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SUGGESTED READINGS

1. *Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*
2. *Beals, R. H. Hoijer: Introduction to Anthropology, Macmillan, New York, 1971*
3. *Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*
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11. *Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995*
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BSW – SEMESTER II
COURSE – GEC 2A
INTRODUCTION TO GUIDANCE AND COUNSELLING

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To orient the students to the concepts, functions and processes of guidance and counselling.
- To provide a brief theoretical perspective to strengthen practice
- To understand the skills of counselling for future professional practice

UNIT NO	TITLE OF UNIT	UNIT CONTENT
I	Guidance and Counselling	Introduction to the concepts; relationship between the two. Aims and objectives. Career options.
II	Functions and Types of Guidance	Guidance in adjustment, orientation and development. Educational, Vocational and Health.
III	Counselling	Definition; nature and characteristics.
IV	Process of Counselling	Information, advising and counselling
V	Approach to Counselling	Roger's Theory of Self – brief introduction
VI	Skills of Counselling	Observation, listening, communicating, confidentiality.

LEARNING OUTCOME

1. Able to understand the concepts, functions and processes of guidance and counselling.
2. Able to gain a brief insight into theoretical perspective to strengthen practice
3. Able to understand the skills of counselling for future professional practice

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BSW – SEMESTER II
COURSE – GEC 2B
SOCIAL CONCERNS OF VULNERABLE COMMUNITIES

Time: 3 Hours
 Credits: 6

Full Marks: 75
 [Internal Assessment-15, Exam-60]

OBJECTIVES

The basic objectives of this course will be to sensitize students to understand multiple vulnerable, underprivileged and marginalized Groups in India, their problems, legislations and programmes so as to develop a concern while working with them.

UNIT NO	UNIT TITLE	CONTENT
I	Vulnerability, Marginalize, Stigma and Discrimination Underprivileged	Understanding concept---Vulnerable, Marginalized Groups and their Stigma and Discrimination. History of Slavery, Racial Discrimination and Apartheid in USA, Europe and Africa.
II	SC, ST, OBC and Constitutional Safeguards and legislations in India	Constitutional safeguards for SC, ST and OBCs. Laws and legislation: The Schedule Caste and the Schedule Tribes (Prevention of Atrocities) Act 1989, National Commission for Schedule Caste and Schedule Tribes, National Commission for Other Backward Classes. Role of Social Work in the field of underprivileged empowerment and development.
III	Women, Children and Elderly: Challenges and legal safeguards	Problem of Women and Children: Dowry, Sex Determination, Domestic Violence, Sexual Harassment, Trafficking; Child Labour, Children in Conflict with Law, Child Marriage. Laws and Legislations to deal with various issues: Dowry Prohibition Act-1986, Medical Termination of Pregnancy-1971, Protection of Women from Domestic Violence Act – 2005. Child Labour (Prohibition and Regulation) Act – 1986, Juvenile Justice (Care and Protection) Act – 2000, Protection of Children Against Sexual Offences Act - 2012, Right of Children to Free and Compulsory Education Act – 2010. National Commission for Protection of Rights of Children. Elderly: Socio-Economic and Psychological problems. Laws relating to Elderly issue: Maintenance and Welfare of Parents and Senior Citizens Act, 2007.
IV	PWDs-Challenges, legal safeguards and Affirmative Action	Problem of People With Disability: Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act – 1995:
V	Sexual Minorities and Legal Safeguards	Understanding “Sexual Minority”, the term LGBTQ. Safeguarding the Rights of Sexual Minorities.
VI	Other Vulnerable groups	Sex Workers, Prisoners, Victims of Trafficking and Migrants: their Problems, Challenges and Safeguards

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LEARNING OUTCOME

1. Able to demonstrate familiarity with issues and concerns of the vulnerable communities and a perspective towards their issues and problems
2. Able to understand constitutional provisions and legal framework available for the marginalized groups
3. Able to understand the welfare efforts of the government and the non government sector at supporting the cause of the vulnerable people.

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BSW SEMESTER - III
COURSE – CC 5
WORKING WITH INDIVIDUALS

Time: 3 Hours
Credits : 4

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand social casework as a method of social work.
- To develop abilities to critically analyze problems of individuals as well as families and factors affecting them.
- To enhance understanding of the basic concepts, tools techniques skills, and process.
- To develop ability of establishing and sustaining a working relationship with the client.
- To understand the role of counselling as a technique in social case work

COURSE CONTENTS:

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Social Case Work	Definitions, meaning, nature, purpose of Case Work, Principles of Case Work, Historical development of Case Work and its relationship with other Social Work methods
II	Tools of Case Work	Case Worker- Client relationship- basic principles of relationship; skills in establishing relationship; problems encountered and their solution; interviewing: Definition, meaning, principles, techniques and Skills.
III	Case Work Process	Intake and Exploration, Analysis and Assessment, Psycho-social treatment, Supportive techniques, Evaluation, Termination and follow-up. Importance of involvement of Collateral Contact in the entire process.
IV	Approaches to Practice of Case Work	Psychosocial, Functional, Problem Solving and Crisis Intervention.; Recording; Meaning, types and importance in Social Case Work.
VI	Application of Social Case Work	Application of Social Case Work in various settings-.health, education, communities, hospitals, mental health, alcohol and substance abuse.
VI	Counseling	Definition, nature and goals; counseling process; types of counseling: individual and group counseling; family counseling, marital counseling, student counseling and industrial counseling; skills and techniques; Characteristics of an effective counselor; role of a counselor in various settings.

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LEARNING OUTCOME

1. Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

SUGGESTED READINGS

Beistek, F.P. (1957). *The Casework Relationship*. Chicago :Loyola University Press.

Hamilton, G. (1956). *Theory and Practice of Social Casework*. New York: Columbia University Press.

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BSW SEMESTER – III
COURSE – CC 6
WORKING WITH GROUPS

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To develop an understanding of group work as a method of social work
- To develop an understanding of the reciprocal influence of groups on individuals
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Basic concepts on Group	Definition and types of groups, role of groups in individual's life and in a community, group as an agent of social change.
II	Basic Concepts on Group Work	Definition of group work, objectives, values and principles of group work, history of social group work, stages of group development, significance of group work in meeting the needs of individual, family and community.
III	Role of Worker	Educational, preventive, promotive and therapeutic aspects of social group work; different roles of the group worker.
IV	Programme Development and Leadership	Importance of programme in group, principles of programme planning and use of resource utilization in planning, importance of leadership in group, leadership development, skills of leader in group, roles of a leader.
VI	Group Dynamics, Skills and Techniques	Elements of group dynamics, promotion of healthy interaction in group; problem solving skills and conflict resolution skill skills and techniques used in group work process for an effective group work; Recording: uses, types and its importance.
VI	Group Work Practice Settings	Social group work and integrated social work practice, Social group work in different settings: community, school and medical settings.

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LEARNING OUTCOMES:

- Able to demonstrate the familiarity with Group Work process.
- Capable to understand various dimensions of group processes and group dynamic in different settings.
- Able to develop competence, various tools, techniques and skills required for working with groups.

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Davies, B. (1975). *Use of Group in Social Work Practice*. London: Routledge and Kegan Paul.

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Trecker, Harbigh B. (1970). *Social Group Work Principles and Practice*. Associated Press: New York.

BSW SEMESTER - III

COURSE- GEC 3A

INTRODUCTION TO SOCIAL PSYCHOLOGY

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the importance and contribution of Psychology to Social Work
- To gain insight into one's own self; develop self-analytic skills
- To gain understanding of inner dynamics of motivation and enhancement of behaviour repertoire for better adjustment to life situations.

COURSE CONTENTS

UNIT NO	UNIT TITLE	UNIT CONTENT
I	Introduction	Definition of Social Psychology; relationship of Social Psychology with Psychology and Sociology.
II	Social Psychology in everyday life	Understanding society and its impact on human lives; interpersonal interactions as the basis of society
III	Individuals and groups	Introduction to group; group dynamics and processes.
IV	Leadership	Discuss the concept of leadership and its components. Are leaders born or can they be made? Styles of leadership.
V	Social Tension and Social Distance	Understanding causes of conflict and finding ways of resolving them.
VI	Individual and the Social System	Attitudes and Prejudice

LEARNING OUTCOMES

1. Recognize aspects of social psychology such as social norms, social roles and biases in daily life and how social psychology can be applied to deal with various issues and problems in individual and society.
2. Recognize the social influence on individual behaviour and group dynamics.

SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

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BSW SEMESTER - III
COURSE- GEC 3B

HEALTH AND DEVELOPMENT

Time: 3 Hours
Credits : 4

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To help students understand the objectives of health care delivery system, health management and health infrastructure.
- To provide a holistic view and knowledge base of health and development in India.
- To prepare the student to take initiative as a social worker to improve health of the vulnerable groups.

COURSE CONTENT:

UNIT No	UNIT TITLE	CONTENTS
I	Introduction to Health and Development	Concept, importance, factors impacting health and development, health and development in India, Global Conventions for health and development – health component of MDGs ,SDGS.
II	Introduction to Public Health	Concept, relevance of public health care system in India, public health Infrastructure in India, health policies in India, and health component in Five Year Plans.
III	Introduction to Mental Health	Concept and types of mental illness, brief introduction to common DSM V mental disorders, community mental health, prevention and promotion of community mental health programmes in India.
IV	Epidemiology and Health Care	Introduction, core concepts of epidemiology and health, epidemiology of communicable and non communicable diseases, epidemiological methodology for health care measures, Introduction to core components of Biostatistics and health Care; ethics and legislation in public health.
V	Ecology and Health care	Environmental factors in healthcare, population studies, family planning programmes, health and financing, drug patenting and health care rights.
VI	Health Care and Social Groups	Vulnerable groups and health care- women, children, marginalized group, PLWHA, social and behavioural influences on health care, social work intervention in health.

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LEARNING OUTCOMES

- Able to learn the concept and aspects of public health
- Able to understand various dimensions of healthcare services and programmes.
- Gain different perspectives on health and social development and also the response of the social work profession.

SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

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BEW SEMESTER - III
COURSE - SEC 1A

CIVIL SOCIETY AND PHILANTHROPY

Time: 3 Hours
Credits: 2

Full Marks: 25

OBJECTIVES

- To understand the various related concepts in the field of civil society and philanthropy.
- To get an overview on the historical development of civil society and philanthropy in American, European and Asian context..
- To develop a knowledge base on Indian philanthropic work to become an independent social work professional.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Basic Concepts	Understanding the concepts of: civil society, philanthropy, voluntarism, charity, altruism, foundations, faith based organizations, and non-profit organization or non-governmental organization.
II	History and Theory of Civil Society and Philanthropy	History and evolution of civil society and philanthropy- American scenario, European scenario, and Asian scenario with special focus on India. Theories of civil society, theories of philanthropy.
III	Philanthropy in India	Motivation and approaches of philanthropic work in India, Ethics and philanthropic work, nature of philanthropic work in India, corporate philanthropy in India, future of philanthropy in India.

LEARNING OUTCOME:

1. Able to know the basic concepts of a civil society and its role in social welfare.
2. Ability in understanding the role of civil society in development discourse and the challenges in the way of philanthropic work may be mitigated with theoretical understanding.
3. Ability to be equipped with expertise to work in civil society organizations

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SUGGESTED READINGS

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- Baviskar, B. (2001). NGOs and Civil Society in India. *Sociological Bulletin* , 50 (1), 3-15.
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- Pharoah, C. (1997). Trends in Charitable Giving. *Fiscal Studies* , 18 (4), 427-443.
- Sidel, M. (2001). Recent Research on Philanthropy and the Nonprofit Sector in India and South Asia. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 12 (2), 171-180.
- Sundar, P. (1996). Women and Philanthropy in India. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 7 (4), 412-427.
- Vinod, M. (2006). The Changing Dimensions of Civil Society in the Twenty First Century: Theory Versus Reality. *The Indian Journal of Political Science* , 67 (4), 783-792.
- Wang, L. (2008). Social Capital, Volunteering, and Charitable Giving. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 19 (1), 23-42.
- Woods, D. (1992). Civil Society in Europe and Africa: Limiting State Power through a Public Sphere. *African Studies Review* , 35 (2), 77-100.

BSW SEMESTER - III
COURSE- SEC 1B

HEALTH AND DEVELOPMENT

Time: 3 Hours
Credits: 2

Full Marks: 25
[Internal Assessment-5, Exam-20]

OBJECTIVES

- To help students understand the objectives of health care delivery system, health management and health infrastructure.
- To provide a holistic view and knowledge base of health, mental health and development in India.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Health and Development	Concept, importance, factors impacting health and development, health and development in India, Global Conventions for health and development – health component of MDGs ,SDGS.
II	Introduction to Public Health	Concept, relevance of public health care system in India, public health Infrastructure in India, health policies in India, and health component in Five Year Plans.
III	Introduction to Mental Health	Concept and types of mental illness, brief introduction to common DSM VI mental disorders, community mental health, prevention and promotion of community mental health programmes in India.

LEARNING OUTCOMES

- Able to learn the basic concept and aspects of public health
- Able to understand various dimensions of public health.
- Able to gain an introductory understanding of mental health.

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SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

Bose, Pradip Kr. (2006). *Health and Society in Bengal*. New Delhi: Sage Publication.

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Sujatha, V. (2003) *Health by the People: Sociology of Medicallor*. Jaipur: Rawat Publication.

Narayan, K.V. (1997) *Health and Development Intersectoral Linkages in India*. Jaipur: Rawat Publication.

BSW SEMESTER- IV
COURSE - CC 8
WORKING WITH COMMUNITIES

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To provide a theoretical and conceptual foundation regarding community organisation as a method of Social Work practice and its related aspects.
- To develop the ability to analyse the community - its problems and issues with special emphasis on rural communities.
- To provide insight into the various processes and dimensions in organising a community.
- To enhance the attitude and skills as a community organiser for participatory and democratic community organisation process.

COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Understanding Community	Concept of community, Structures and Functions of Community Classifications-Geographical, Functional and Virtual Social Work Practitioner's perspective on community
II	Understanding Community Organisation practice	Concept of Community Organisation; Values and Assumptions; Principles and Processes of community organisation; Difference between Community Organisation and Community development
III	Contextualising Community Organisation practices	Historical Development of Community Organisation Practice in India; Models of Community Organisation: Locality Development Model, Social Planning Model and Social Action Model.
IV	People's participation in Community Organisation	People's Participation: Meaning, Objectives, Types, Principles.
V	Programme planning in Community Organisation	Objectives, Principles and Process
VI	Roles and skills of Community Organisation practitioners	Roles in –Problem analysis, Resource mobilisation, Conflict resolution, Organising meetings, Networking and training ,Report writings and Documentation

LEARNING OUTCOME

1. Able to understand skills to mobilize rural and urban community around various development issues.
2. Able to do systematic planning for awareness generation, creation of community groups to deal with various challenges in the community.

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3. Able to understanding different types of community and strategies to deal with their problems.

SUGGESTED READINGS:

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BSW SEMESTER - IV
COURSE – CC 9
PSYCHOLOGY FOR SOCIAL WORK

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the importance and contribution of Psychology to Social Work
- To gain insight into one's own self; develop self-analytic skills
- To gain understanding of inner dynamics of motivation and enhancement of behaviour repertoire for better adjustment to life situations.

COURSE CONTENTS

UNIT	UNIT TITLE	CONTENT
I	Mechanisms of Behaviour	Biological foundation of behaviour; Sensation and Perception; Learning – Classical and Instrumental Learning approaches; Psychology as a feeder discipline for Social Work
II	The Individual Attributes	Emotion and Motivation; Intelligence
III	Individuation and Identity	Personality – nature, pattern, shaping. Social aspects of identity formation
IV	Collective Behaviour	Human collectives (Groups); Crowd and Crowd behaviour; Emergence of Leadership as a function of group dynamics
V	Life-span perspectives	Infancy; Childhood; Adolescence – Understanding the Changes; Behaviour problems and their management
VI	Stress, Health and Wellbeing	Stress; Conflicts; Frustration; Coping and Life Skills

Learning Outcomes

1. To be able to understand the basic concepts related to psychology and social work
2. To be able to understand social processes in social psychology

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3. To be able to understand social attributes and psycho-social behaviour

SUGGESTED READINGS

Bourne, Lyle E and Bruce R Ekstrand (1982), 4th edn. *Psychology: Its Principles and Meanings*, USA, Holt Rinehart and Winston; ISBN: 0-03-0596882.

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Davis, Keith and John W. Newstrom (1989), 8th edn. *Human Behaviour at Work, Organizational Behaviour*, USA, McGaw Hill; ISBN: 0-070015574-7.

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Hall, Calvin S and Gardiner Lindzey (1978), 3rd edn. *Theories of Personality*, Canada, J. Wiley and Sons Inc. ISBN: 0-471-342278.

Hilgard, Ernest R, Richard C. Atkinson and Rita L. Atkinson (1979), 6th edn. *Introduction to Psychology*, New Delhi, Oxford and IBH.

Hurlock, Elizabeth B (1996), *Child Growth and Development: A Life Span Approach*,

Krech, David, Richard Crutchfield and Egerton L. Ballachey (1962), *Individual in Society: A Textbook of Social Psychology*, USA, McGraw Hill; ISBN: 61-18134.

Morgan, Clifford T, Richard A. King, John R. Weisz and John Schopler (1999) 7th edn.; *Introduction to Psychology*, New Delhi, Tata McGraw Hill; ISBN: 0-07-462250-1.

Zigler, Edward F and Matia Finn-Stevenson (1987), *Children, Development and Social Issues*, USA, D.C. Heath and Company ISBN: 0-669-07754-2.

Zimbardo, Philip G and Ann L. Weber (1997) 2nd edn. *Psychology*, USA, Longman; ISBN: 0-673-99968-8.

BSW SEMESTER-IV
COURSE – GEC 4A
INTRODUCTION TO SOCIAL WORK PRACTICE

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- Develop an understanding about the concept of social work considering the past and present.
- Develop commitment towards the goal of humanism.
- Imbibe values and attitude cherished by the social work profession.
- Develop an understanding about the social work practice or fields of social work.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Concepts Used in Social Work Domain	Meaning of charity, voluntary action, social service, social welfare, social reform, social defense, social movement, and social work; critically reviewing the old and new definitions of social work; cultural issues and indigenization of social work.
II	Core Issues in Social Work	Assumptions of social work, goals of social work, approaches of social work, principles of social work, values of social work, and ethical responsibility of social workers.
III	Social Work as a Profession	Concept of profession, criteria of profession, social work as a profession, roles of professional social workers, professional associations of social workers in India, regulation of social work profession: Asian and Global view.
IV	Practice of Primary Methods of Social Work	Social Casework: Concept, Objectives and Process (explain with an example); Social Group Work: Concept, Objectives and Process (explain with an example); Community Organization: Concept, Objectives and Process (explain with an example).
V	Practice of Secondary Methods of Social Work	Social Welfare Administration: concept and elements; Social Action: Concept, Objectives and Process (explain with examples); Social Work Research: Concept, Objectives and Process (explain with examples).
VI	Fields of Social Work	Child welfare, women welfare, youth welfare, welfare for the older people, social work in health and mental

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UNIT NO	UNIT TITLE	CONTENTS
		health setting, social work in correctional setting, social work in educational setting, urban and rural community development, welfare for the disadvantaged section, industrial social work etc.

LEARNING OUTCOME

1. Able to understand the basic concepts in social work
2. Able to get a knowledge of the primary methods of social work
3. Able to have an understanding of the different fields of practice of social work.

SUGGESTED READINGS

1. Bradford, S.W (2003), *Techniques and Guidelines for Social Work Practice, 6th Edition*, London: Pearson Education Inc.
2. Barker, R. L. (1999), *Milestones in the Development of Social Work and Social Welfare*, Washington, D.C.: NASW Press.
3. Dominelli, L. (2009), *Introducing Social Work*, Cambridge: Polity Press.
4. Friedlander, W.A (ed.) (1976), *Concepts and Methods of Social Work, Second Edition*, New Jersey: Prentice-Hall.
5. Johnson, Louise C. (1992), *Social Work Practice- A Generalist Approach*, Boston: Allyn and Bacon.
6. Pathak, S. H. (1981), *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011), *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (ed.) (1970), *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.
10. Watts, T. D. E, Doreen, Mayadas, Nazneen S. (eds.) (1995), *International Handbook on Social Work Education*, London: Greenwood.

BSW SEMESTER – IV
COURSE – GEC 4B
RESEARCH IN SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To orient about the need for scientific approach to human inquiry and promote an understanding of the meaning, nature, scope and importance of social work research;
- To conceptualise social work research projects and introduce the concepts of sample and sampling methods
- To develop an understanding of simple statistical tools and learn to use them.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Scientific Enquiry In Social Work Research	Scientific approach to human enquiry in social work. An overview of the research process: Problem formulation, data collection, data processing, analysis and interpretation, Qualitative and quantitative methods.
II	Universe and sample	Universe and Census- Elements of sampling: meaning, rationale, probability and non-probability sampling techniques, advantages and disadvantages of each type of sampling, sampling error.
III	Data collection and processing	Sources of data- Types of data: primary and secondary. Tools of data collection: interview schedule/guide and questionnaire. Methods of data collection: interviewing and observation. Data processing: coding, editing, classification, tabulation, analysis and interpretation
IV	Qualitative Research	Approach, Tools, Techniques and Analysis
V	Use of Statistics	Measures of central tendency: Mean, Median and Mode: Computation, use and relative strength and limitations Measures of Dispersion: Concept of Range, Inter-quartile Range, Quartile Deviation, and Standard Deviation Simple Graphical and tabular presentation of data:
VI	Writing Skills	Research report writing in qualitative and quantitative research.

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LEARNING OUTCOME

1. Able to understand the scientific process of social research
2. Able to get an idea of qualitative and quantitative methods of research
3. Gain an insight into writing research reports and dissertations

SUGGESTED READINGS

1. *Alston, M and Bowles, W: Research for Social Workers, An Introduction to Methods, Rawat Publications, 2nd edition, 2003.*
2. *Goode W. J. and Hatt P. K: Methods in Social Research, McGraw Hill, Tokyo, 1952.*
3. *May, T: Social Research-Issues, Methods and Process, 3rd edition, Open University Press, Buckingham.*
4. *Mukherjee, Partha N. (eds): Methodology in Social Research- Dilemma and Perspectives, Sage, New Delhi, 2000.*
5. *Mikkelsen, B: Methods for Development and Research, 2nd ed, Sage Publication, 2005.*
6. *Polansky, A. Norman: Social Work Research, University of Chicago Press, Chichago, 1967.*
7. *PRIA: Participatory Research- An Introduction, Participatory Research Network Series, No. 3, Society for Participatory Research in Asia, New Delhi, 1995.*
8. *Ramachandran, P. and Naik R. D.: 'Research in Social Work', in Encyclopedia of Social Work in India, Vol.2, New Delhi, 1988.*
9. *Ramachandran P: Issues in Social Work Research in India, Institute of Community Organisation Research, Bombay, 1990.*
10. *Thyer A. B. and Wodarshi J. S: Handbook of Empirical Social Work Practice, Vol. 1, John Wiley and Sons Inc., New York 1998.*
11. *Wilkinson and Bandarkar: Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay, 1988*

BSW SEMESTER -IV
COURSE – SEC 2A
SOCIAL ACTION AND SOCIAL MOVEMENTS

Time: 3 Hours
 Credits : 6

Full Marks: 75
 [Internal Assessment-15, Exam-60]

OBJECTIVES

- To give an understanding on very basic concept of social action and social movements.
- To develop knowledge in depth so that the students can analyze and respond to critical social realities especially in the context of people’s movements.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to Social Action	Social Action: Meaning, Principles and Strategies. Social Action as a method of social work.
II	Models of Social Action	Models of Social Action. Understanding Some approaches: Need Based & Right Based Approach. Various contributions to the theory of Social Action (Saul Alinsky, Paulo Friere, Mahatma Gandhi, Ambedkar, etc).
III	Understanding Social Movements	Social movements---basic concept. Types of social movements. Condition of a successful movement. Understanding some social movements: Social Reform Movements, Dalit Movements, Environmental movements (Chipko, Narmada Valley Project, Silent Valley), Women’s Movement, etc.
IV	Human Rights & Human Rights movements	Human Rights---basic concept. Classification of Rights: Natural, Moral and Legal Rights. Evolution of Human Rights—from Magna Carta to Universal Declaration of Human Rights (UDHR) and beyond.
V	Social Action approaches and social movements in India	Vinobha Bhave---Sarvodaya; Mahatma Gandhi_Swadeshi and Independent Movement; Sundarlal Bahugana—Environmental Movement; Medha Patkar---Narmada Bachao Andolan; Anna Hazare—Lokpal Movement against corruption; Dr. Sudarshan--Tribal Movement
VI	Human rights: Some Difficulties. Role of Civil Society. Social Advocacy	Human rights violation in India. Some repressive laws. Protection mechanism (National Human Rights Commission, National Commissions for SCs, National Commission for STs, etc), Public Interest Litigation. Difficulties in human rights protection. Role of NGOs in promoting human rights (PUCL, PUDR, ILHR, AI, HRW). Social Advocacy as a tool for social change.

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LEARNING OUTCOMES

1. Able to develop an understanding on the very basic concepts of social action and social movements.
2. Able to develop knowledge to analyze and respond to critical uses and social realities especially in the context of people's movements.

SUGGESTED READINGS

- Basu, D.D (2000) Introduction to the Constitution of India, 18th edition New Delhi: Wadhwa & Company.
- Baxi, Upendra, (1987) (ed). The Right to be Human, New Delhi: India International Centre.
- Bhattacharjee, Ajit (1997) (ed) Social Justice and the Constitution. Shimla: Indian Institute of Advanced Studies.
- Desai, A.R, Violation of Democratic Rights in India, Bombay: Popular Prakashan.
- Freire P (1997) Pedagogy of the Oppressed, New Delhi, Penguin Books.
- Ghosh, S.K (1980) Protection of Minorities and Scheduled Castes, New Delhi: Ashish Publishing House.
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- Haksar, Nandita (1986), "Women and Justice for All", in A.R Desai (ed) Women's Liberation and Politics of Religious Personal Laws in India, Bombay: Popular Prakashan.
- Siddiqui, H. Y (ed) Social Work and Social Action—A Development Perspective. New Delhi, Harnam Publications.
- Sastry, TSN (2005) India and Human Rights, Delhi: Publishing House Company.
- Saxena, K.P (1999) (ed) Human Rights and the Constitution: Vision and Reality New Delhi: Gyan Publications.
- Sehgal, B.P. Singh (1996) (ed) Human Rights in India: Problems and Perspectives, New Delhi: Deep & Deep Publications.
- Sangavi S (2007) The New Peoples Movement in India. Economic and Political Weekly, Vol. 42, Issue No. 50, 15 Dec, 2007

BSW SEMESTER – IV
COURSE – SEC 2B
SOCIAL POLICY AND PLANNING

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To help the students critically analyse concepts and perspectives of social policy and planning.
- To understand the importance of contextual issues in social policy.
- To develop an understanding of the linkages between policy perceptions and planning in development practice

COURSE CONTENTS

UNIT NO.	UNIT TITLE	CONTENT
I	Introduction to development	Concept, objectives, approaches to development; development indicators.
II	Introduction to social policy	Concept and significance of social policy and social welfare policy, models of social policy; formulation of social policy.
III	Introduction to social planning	Concept, goals, principles and problems in social planning.
IV	Social Policy and Social Planning	Concept, significance and linkage between social policy and planning; Social Audit; SWOT Analysis and LFA.
V	Social Planning in India	Planning as an instrument and source of policy making in India. Five Year Plans in India. The Planning Commission and NITI Ayog.
VI	Social Policy in India	Values underlining social policy in India based on constitutional provisions – Directive Principles of State Policy, Fundamental Rights. Contemporary Social Policies relating to women, children, youth and aged. Policies relating to Education and Environment in India.

LEARNING OUTCOME

1. Able to understand the basic concepts related to social development, social policy and social planning
2. Able to understand the linkage between social policy and social planning
3. Able to get an exposure to social policy in India

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SUGGESTED READINGS

- Adams, Robert. (2002). *Social Policy for Social Work*. Palgrave Macmillan, Basingstoke.
- Beldock, J. M. et al.(ed.) (1999). *Social Policy*. Oxford: Oxford University Press.
- Bharadwaj, R. and Nadkarni. (1992). *Planning for Social and Economic Development*. New Delhi: Sage Publications.
- Bhartiya, A.K. (2009). *Introduction to Social Policy*. Lucknow: New Royal Book Company.
- Bhartiya, A.K. and Singh, D.K. (2009). *Social Policy in India*. Lucknow: New Royal Book Company.
- Chakraborty, Sukhomoy. (1987). *Development Planning: The Indian Experience*. New Delhi: Oxford University Press.
- Kabra, Kamal Nayan. (1997). *Development Planning in India*. New Delhi: Sage.
- Singh, Surendra (ed). (2012). *Encyclopaedia of Social Work in India*. Lucknow: New Royal Book Company.
- Agrawal A. N. and Kundan L. (1984). *Economic and Development and Planning*, Bombay: Vikas Publishing House.

BSW SEMESTER - V
COURSE – CC 11
SOCIAL WELFARE ADMINISTRATION

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the framework of the Indian Constitution within which social welfare system operates.
- To gain an understanding of the characteristics of the social welfare organizations in different sectors and different levels.
- To develop knowledge of fundamental elements of administration of welfare organization.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Social Welfare Administration	Concept of social welfare, social welfare administration. Principles of social welfare administration— methods and techniques
II	Concept of Welfare State	Responsibilities of State for social welfare services-changing role of administration in a Welfare State.
III	Constitution of India	The Preamble, Fundamental Rights and the Directive Principles of State Policy as related to the concept of Welfare State.
IV	Types of Organizations	Types of organizations and their characteristics. Administration of institutional and non-institutional programmes.
V	Administration of Social Welfare Organizations	Introduction to various aspects of administration, organization and structure, policy making, planning programmes. Functions of the executives- supervision and evaluation. Budget, fiscal control and accountability, maintenance of records.
VI	Central Social Welfare Board	Administrative set up – objectives and programmes.

LEARNING OUTCOME

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1. Able to understand concept of social welfare and social welfare administration
2. Able to understand the Structure and components of social welfare administration
3. Able to understand the relevance of social welfare administration for social workers

SUGGESTED READINGS

1. *Dale, Reidar: 2000 : Organisation and Development Strategies and Process, Sage, New Delhi.*
2. *Dantwala, M. L, Sethi, Harshard , Visaria, Pravin, 1998 : Social Change through Voluntary Action, Sage, New Delhi.*
3. *Donnison, D.V. and Chapman Valerie, 1970 : Social Policy and Administration, George Allen and Unwin, London.*
4. *Harper, Malcolm, 2000 : Public Service through Private Enterprise – Micro privatization for Improved Delivery*
5. *Kabra, Kamal Narayan, 1997 : Development Planning in India : Exploring an Alternative Approach, Sage New Delhi*
6. *Lauffer. A., 1977 : Understanding Your Social Agency, Sage Publications, London.*
7. *Maheswari, Sriram, 1995 : Rural Development in India – A People Policy Approach, Sage, New Delhi*
8. *Mathew, P.D, 1994 : Law on the Registration of Societies, ISI, New Delhi*
9. *Patti R., 1983 : Social Welfare Administration, Prentice Hall, Englewood Cliff.*
10. *PRIA, 1989 : Management of Voluntary Organization, New Delhi*
11. *PRIA, 1991 : Voluntary Development Organizations in India : A Study of History, Roles and Future Challenge and NGO's in India – A Critical Study, New Delhi*
12. *Rao, C. H. Hanumantha (ed.) and Linneman, Hans, 1996 : Economics Reforms and Poverty Alleviation in India, Sage, New Delhi*
13. *Sankaran and Rodrigues, 1983 : Handbook for the Management of Voluntary Organizations, Alpha Publications, Madras.*
14. *Siddiqui H. Y., 1983 : Social Work Administration- Dynamic Management and Human Relationships, Prentice Hall, New Jersey.*
15. *Skidamore, 1983 : Social Work Administration, Prentice Hall, New Jersey*
16. *Steiner, R., 1977 : Managing Human Service Organization- From Survival to Achievement, Sage Publications, Beverly Hills.*
17. *Tandon, Rajesh and Mohanty, Ranjita, 2000 : Civil Society and Governance.*

BSW SEMESTER-V
COURSE-DSE 1A
TRAINING AND CAPACITY BUILDING

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To understand the concept of Training and Capacity Building.
- To get insights into different aspects of Capacity Building of people.
- To get an overview of the importance of Training and Capacity building in government and Non-government organizations.
- To understand role of social workers in Training and Capacity-building of vulnerable people.

COURSE CONTENT:

UNIT	TITLE	CONTENT
I	Introduction to basic concepts of Training and Capacity Building	Concept of Training and Development, its importance and relevance; introduction to different types of training and capacity building methods.
II	Need for Training and Capacity Building	Organizational level, occupational level, community level individual level- gaps in knowledge, skills, and attitude. identification and understanding of gaps; training need assessment.
III	Methods of training	On-the-job training, rank and file job training, apprentice, supervisory and executive training; need based training for disadvantaged sections; training of trainers.
IV	Designing Training and Capacity Building programmes	Formulation of training programmes; designing training objectives and activities; developing indicators for evaluation of training programme, designing training programmes for specific groups.
V	Training and Capacity Building in Organizations	Overview of training and capacity building programmes in governmental and non-governmental organizations; training and capacity building for self-help groups and youth
VI	Role of Social Worker	Knowledge and skills needed to be a good trainer, social worker as a training organizer and capacity builder in communities and organizations; use of resources in building capacities for individuals, organizations and communities.

LEARNING OUTCOME:

1. Able to understand basic tenets of training and capacity building.
2. Able to know the issues in enhancing performance of the organization through providing concurrent training and capacity building to employees.
3. Able to bridge the gaps in knowledge and performance

SUGGESTED READINGS

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- Janakiram, B. (2007). *Training and Development*. DreamTech Press: New Delhi.
- Lynton, Rolf P. and Udai Pareek. (2011). *Training for Development*. New Delhi: Sage Publications.
- Noe, Raymond. (2010). *Employee Training and Development*. McGraw-Hill: New York.
- Sah, A.K. (1991). *Systems Approach to Training and Development*. New Delhi: Sterling Publications.

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BSW SEMESTER - V
PAPER – DSE 1B
CITIZENSHIP AND GOVERNANCE

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the concept of citizenship and governance at the local, national and international level
- Develop an understanding of the structure, composition and functions of democratic institutions at the grass-root level of rural and urban society of India.
- Acquaint learners with the process of planning and execution of programmes through participatory democracy of local Self-Government.
- Develop an ability to identify areas of work, service delivery system and bureaucracy in the institutions of grass-root democracy.
- Develop insight into social-work perspective in the functioning of the democratic institutions at the grass-root level.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Concept of citizenship	Concept of citizenship---- origin of citizenship, rights duties and obligations of citizens.
II	Governance in India	Meaning of governance. Importance of people's participation in governance. Democratic decentralization in civil society.
III	Composition and function of PRIs	The constitution (73rd) Amendment Act, 1992. Composition, structure and function of Panchayati Raj institution: Gram Panchayat, Panchayat Samiti, Zila Parishad. Importance of Gram Sansad, Gram Sabha and Gram Unnayan Samiti. Nyaya Panchayat.
IV	Constitutional provisions of urban local self-government	The concept for urban local Self- Government. The constitution (74) Amendment Act, 1992. Classification, composition of urban areas-- --Nagar Panchayat, Municipality and Municipal Corporation. Functions of Municipality and Municipal Corporation.
V	Power, and authority of Local self governments	Audit and accounts in LSGs The State Finance Commission and accountability. Power and authority to impose tax, rates, fees, cess, tools, and acquisition of land or property.
VI	Role of Local self governments	Role of PRIs in poverty alleviation, women's development and social welfare. Role of Social Worker in poverty alleviation programme.

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LEARNING OUTCOME

1. Able to understand the core concepts of citizenship and governance at the local, national and international level.
2. Able to develop a clear understanding on structure, composition and functions of democratic institutions, grass root level problems, service delivery system, various institutions and bureaucracy at grass-root democracy.
3. Able to develop an insight into social-work intervention required while functioning with democratic institutions at the grass-root level.

SUGGESTED READINGS

1. *Bandyopadhyay D and Mukherjee A, 2004 : Task Force on Panchayati Raj, New Issues in Panchayati Raj., Rajib Gandhi Foundation Concept Publishing Company, New Delhi.*
2. *Bandyopadhyay. D and Mukherjee N, 1993 : New Horizons for West-Bengal Panchayat- A Report for the Government of West Bengal, Ministry of R.D. (W.B).*
3. *Datta L. N., 2006 : The West Bengal Municipal Act (Amended upto date), Tax's Law, Kolkata*
4. *Datta L. N., 2006 : The West Bengal Panchayat Act (Amended upto date), Tax's Law, Kolkata*
5. *Datta, Nikeenjalata, 1989 : Village Panchayat in India, Mittal Publication, New Delhi*
6. *Gangrade K.D, 1992 : 'Power to Powerless-A Silent Revolution through Panchayati Raj System', Journal of Rural Development, Vol-16 (4)*
7. *Ghosh R and Pramanik A, 2002: Panchayat System in India – Historical Constitution and Financial Analysis, Konishka Publicaters, Distributors, New Delhi*
8. *Malashwari K and Malashwari I (ed), 1998 : The Calcutta Municipal Corporation Act, 1980; Intellectual Law Publishers, Calcutta*
9. *Mathew, George, 1995 : 'Will Reservation Ensure Participation', Social Welfare, Vol.42, No.5-6*
10. *Misra S.N, 1981 : Rural Development and Panchayati Raj, Concept Publishing Co., New Delhi*
11. *Mukherjee N, 1996 : 'Decentralization Below State Level- Need for a New System of Government', in Mathur Kuldeep (ed): Development Policy and Administration, Sage, New Delhi*
12. *Paul Chowdhury D, 1994: 'Panchayat and NGO', Social Welfare, Vol.41, No.-2, May*

B.S.W SEMESTER - V
COURSE – DSE 2A
ECONOMIC POLICY AND SOCIAL WELFARE

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTENTS

UNIT NO.	UNIT TITLE	CONTENT
I	Characteristics of an economy	Concept of market, production, savings and investment, economic growth, GDP & GNP, National Income. Concept of human development. Sustainable development
II	Unemployment in India	Definition, Measurement, Analysis of the employment generation programs in India.
III	Small Scale Industries in India	Definition, Significance in a developing economy, Problems and need for policy intervention
IV	Agriculture in India	Role of Agriculture in a developing economy, Problems in agriculture, Sources of Rural Credit in India, Problems of Rural Credit in India.
V	Food Security in India	Problems of Food Security in India, PDS
VI	Poverty in India	Definition, Measurement, Causes for persistence of poverty, Rural Poverty

LEARNING OUTCOME

1. Able to grasp the basic economic concepts and its relation to social welfare
2. Able to understand the policy measures initiated at present by the government of India and undertake a critical analysis of them in the perspective of social welfare.

SUGGESTED READING:

1. Meier, G and Rauch, J 2006. Leading issues in Economic Development, OUP (Indian Edition), New Delhi.
2. Hayami, Y and Godo, Y 2010. Development Economics (Third edition), OUP (Indian Edition), New Delhi.

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3. Thirlwall, A.P. 2010. Growth and Development. ELBS, London.
4. Todaro, M. 20010. Economic Development in the Third World. Orient Longman, New Delhi.
5. Datt. R. and Sundharam,K. 2009. Indian Economy. S.Chand and Company Limited. New Delhi.
6. Mishra, S.K. and Puri, V.K. 2009. Indian Economy. Himalaya Publishing House. New Delhi.

BSW SEMESTER –V
COURSE-DSE 2B
SOCIAL WORK WITH ELDERLY

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
 - Develop sensitivity to the needs and problems of elderly. Gain knowledge about the policies and programmes for elderly.
 - Gain an understanding of the role of social worker in working with elderly and develop required skills.
-

COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Ageing and aged	Meaning and definition of aged; Needs of elderly. Demographic profile- concepts of geriatric and gerontology.
II	Rural Elderly	Differences between rural and urban elderly.
III	Elderly and Physical Health	Physical problems encountered by elderly.
IV	Elderly and Mental Health	Mental health problems of elderly.
V	Elderly Abuse	Concept, meaning, causes, types and implications for social work practice.
VI	Social Work with Elderly	Methods of intervention. Developmental programmes for elderly.

LEARNING OUTCOME

1. Able to understand the concept of geriatric science and gerontology.
2. Able to have an idea about the role of social workers with elderly.
3. Able to learn government policies and programmes meant for elderly.
4. Able to learn role of civil society in dealing with the various problems of elderly

SUGGESTED READINGS :

- Dandekar, Kumudini , 1997: The Elderly in India, Sage, New Delhi.
- Desai, Murli & Siva, Raju , 2000: Gerontological Social Work in India – Some Issues & Perspectives , B.R. Publishing, Delhi.
- Dhar, Chowdhury, Rajgopal, 2004: The Graying of India; Population of Ageing in the Context of Asia, Sage, New Delhi.
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- Kunkel, Suzanne, 2001: Ageing-the Social Context, Pine Forge Press, New York.
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- Marshall, Mary, 1983: Social Work with Old-People, the Macmillan Press Ltd.
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- Reddy, L.K., 2004: “Health & Attitude towards health among the elderly” in Vinod Kumar (ed.): Ageing-Indian Perspective & Global Scenario, All India institute of Medical Sciences, New Delhi.

BSW SEMESTER -VI
COURSE – CC 13
SOCIAL WORK RESEARCH

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To orient the students to the various research methods, concepts, and assumptions underlying the methods.
- To impart to the students knowledge about practical aspects of research process from planning to implementation.
- To give input to the students about the concept of science and its philosophy, various types of research and research design.

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Scientific Enquiry	Emergence of social research, scientific approach to human enquiry. meaning and purpose of research; Social Work Research: meaning, scope and importance; an overview of the research process.
II	Types of Research	Qualitative, Quantitative, Action and Evaluative; concept, meaning, and characteristics.
III	Research Design	An overview of research design; Experimental, Exploratory and Descriptive: its objectives, importance and characteristics.
IV	Universe and Sample	Universe and Census-Elements of sampling: meaning, rationale, probability and non-probability sampling techniques; advantages and disadvantages of each type of sampling.
V	Data Collection and Processing	Types of data; sources of data:- primary and secondary; tools of data collection: interview schedule and questionnaire; methods of data collection: interviewing and observation; data processing: coding, editing, classification and tabulation; data analysis and interpretation.
VI	Report Writing	Steps in social research and research report writing.

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LEARNING OUTCOME

1. Able to demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools
2. Able to develop skills of data collection, organization, presentation, analysis and report writing

SUGGESTED READINGS

Ahuja Ram. (2014). *Research Methods*. New Delhi: Rawat Publications.

Babbie, Earl. (1998). *The Practice of Social Research*. New York: Wadsworth Publishing Company.

Bhandarkar, P.L.& Wilkinson, T.S. (1994). *Methodology and Techniques of Social Research*. Bombay: Himalaya Publishing House.

Black, James A. and Dean J. Champian. (2006). *Methods and Issues in Social Research*. New York: John Wiley.

Burns, Robert B. (2000). *Introduction to Research Methods*. London: Sage Publications.

Lofland, John. (2014). *Analyzing Social Settings*. California: Wadsworth.

Manheim, Henry. (1977). *Sociological Research: Philosophy and Methods*. Illinois: The Dorsey Press.

Mitchell, J.C. (1983). "Case and Situation Analysis" in *Sociological Review*, 31 (2).

Platt, J. (1999). "What can case studies do" in *Studies in Qualitative Methodology*.

Young, P.V. (1949). *Scientific Social Surveys and Research*. New York: The Dorsey Press

BSW SEMESTER – VI
COURSE – DSE 3A
STATISTICS FOR SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To familiarize the students with various statistical techniques applicable in Social Work Research and to emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.

COURSE CONTENT:

UNIT NO.	UNIT TITLE	CONTENT
I	Basics	Definition, uses and limitations of statistics. Statistics and Social Work
II	Handling quantitative data:	Code book, master sheet, editing, classification and processing. Statistical Analysis of data.
III	Presentation of data	Graphic and tabular presentation- Pie diagrams, graphs, bar diagrams, univariate and multivariate tables.
IV	Measure of central tendencies and dispersion	Mean mode and median. Range, mean deviation, standard deviation, quartile deviation and co-efficient of variation, merits and limitations of each
V	Correlation of data	Karl Pearson's coefficient, Spearman's coefficient of correlation.
VI	Testing of data	Test of hypotheses and its steps. Research hypotheses and null hypotheses- Type I error and type II error. Parametric tests of chi-square test and t-test.

LEARNING OUTCOME

1. Able to understand the basic concepts of social research
2. Able to know the collection and analysis of quantitative data
3. Able to interpret the analysed data in the perspective of social research

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SUGGESTED READINGS:

- Alston, M. and Bowles, W. 2003 *Research for Social Workers*, Rawat Publications
- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York
- Das, N. G, 2010: *Statistical Methods*. Vol I and II, Tata McGraw-Hill Publishing Co. New Delhi. (available as an e-book)
- Goode, J. and Hatt P.K., 1952: *Methods in Social Research*, McGraw Hill, New Delhi
- Jefferies, J. and Diamons, I., 2000: *Beginning Statistics- An Introduction for Social Scientists*, Sage, New Delhi
- Kothari, C.R. 2004 *Research Methodology* New Age International Publishers, New Delhi
- Kumar, R. 2011 *Research Methodology* Sage Publications, New Delhi
- Lal Das, D.K, 2007 *Practice of Social Research* Rawat Publications, New Delhi.
- Malhotra, O.P and Gupta S.K, 2009 *Elementary Statistics* S.Chand & Co. New Delhi
- May, Tim, 1997: *Social Research- Issues, Methods and Process*, Open University Press, Buckingham
- Mukherjee, Partha N. (ed), 2000: *Methodology in Social Research: Dilemma and Perspectives*, Sage, New Delhi
- Reichmann, W. J., 1981: *Use and Abuse of Statistics*, Penguin Books.

BSW SEMESTER - VI
PAPER – DSE 3B
SOCIAL JUSTICE AND SOCIAL LEGISLATION

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To make them aware about the concept of social injustice and social justice.
- To help them to gain knowledge about legal framework related to various weaker and vulnerable section of the society.
- To acquaint them with the various legislative measures so as to help them to cope up with different socio-economic problems and changes in the society.

Course Content:

UNIT NO	UNIT TITLE	CONTENT
I	Concept of Social Legislation and social justice	Concept and objective of social legislation, social legislation in a welfare state, social justice and its relationship with social legislation; human rights.
II	Laws and Women's welfare	Hindu and Muslim Marriage, Right of inheritance and succession, adoption and maintenance; Dowry Prohibition and Prevention of Immoral Traffic.
III	Child Welfare and Juvenile Justice	The JJ Act(CP)-2000, The Child Labour(PP)-1976; The Probation of Offenders Act-1958.
IV	Social Justice, Untouchables and Marginalized	The PCR Act-1955, Provision of Legal Aid, Legal and Public Advocacy, PIL and RTI.
V	Backward classes and Minorities	National Policies related to backward classes and minorities, National Commission For Minorities Act-1992, 15 Point Programme for Minorities.
VI	Welfare of Unorganized and Organized Workers	Concept and salient features of Factories Act-1948, Mines Act-1951, The Plantation labour Act-1953 and The Minimum Wages Act-1948; Role of Labour Welfare Officer.

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LEARNING OUTCOME

1. Able to promote knowledge in understanding the cause and effect of discrimination and oppression
2. Able to prepare modules and strategies for advocacy to bring sustainable social change

SUGGESTED READINGS

Choudhury, Paul, D. (). *Child Welfare in India*. New Delhi: NIPCCD.

Gangrade, K.D. (1986). *Social Legislation in India*. New Delhi: Geetanjali Pub. House.

Khanna, H. R. (1980). *The Judicial System*, N Delhi: IIPA.

Madan, G.R. (1980). *Social Problems In India*. New Delhi: Manu Pub House.

Mathew, P D. Legal Aid Series. Delhi: Indian Social Institute.

Sarma, A M. (1990). *Some aspects of Labour welfare and Social Security*. Bombay: TISS.

Bare acts with commentary

GOI-Constitution of India.

Commentary on Hindu Laws Allahabad: Allahabad Law Agency.

BSW SEMESTER-VI
COURSE - DSE 4A
DISASTER MANAGEMENT AND SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To sensitize students to understand various terminologies on disaster, disaster cycles, various concepts like disaster risk reduction, mitigation, psychosocial care, legal framework relating to disaster, etc.
- To enable the students to understand its implications for a professional social worker especially in undertaking various roles in pre-disaster, during disaster and post disaster period.

UNIT NO	UNIT TITLE	CONTENT
I	Basic concept on Disaster	Disaster-its various types. Difference between hazard and disaster. Past and present disasters in India.
II	Some Terminologies on disaster.	Disaster Preparedness, Disaster Risk Reduction, Mitigation, Disaster Relief, Psycho social care.
III	Disaster Management	Disaster Management Cycles.
IV	Key Legal Framework at International level. Laws relating to Disasters in India	UN-ISDR. Hygo Framework of Action. Sendai Framework. Disaster Management Act in India 2005
V	Disaster Management Authority	National Disaster Management Authority and its function. State Disaster Management Authorities—its function.
VI	Disaster Management and NGOs	National and International NGOs in the field of disaster response, DRR, mitigation and psycho social care.

LEARNING OUTCOME

1. Able to gain understanding on various terminologies relating to disaster, disaster cycles, concepts like disaster risk reduction, mitigation, psychosocial care, legal framework, including ideas of national and international organization working in the field of disaster relief, response and disaster risk reduction.
2. Able to respond to vulnerable and emergency management to restore quality of life.

SUGGESTED READINGS

- M. C. Gupta, L.C. Gupta, B. K. Tamini & Vinod K. Sharm. 2000. Manual on Natural Disaster Management in India. New Delhi, National Institute of Disaster Management.
- Satendra, K.J. Anandha Kumar & V.K. Naik. 2013. India's Disaster Report. New Delhi, National Institute of Disaster Management.
- D. B. N. Murty. 1907. Disaster Management- Text and case Studies. New Delhi. Jain Book Agency.
- Anil Sinha. 2001. Disaster Management-Lessons drawn and Strategies for Future. New Delhi, Jain Publications.
- Kamal Taori. 2005. Disaster Management through Panchayati Raj. New Delhi, Jain Publications.
- Nidhi G Dhawan. 2014. Disaster Management and Preparedness. New Delhi, Jain Publications.

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Hyogo Framework for Action 2005 – 2015: Building the Resilience of Nations and Communities to Disasters. UN/ISDR, Geneva 2004.

Sendai Framework for Disaster Risk Reduction 2015-2030

Establishing Community Based Early Warning System Hand Book – by Anup Phaiju, Debnarayan Bej, Sagar Pokharel and Ulla Dons. Practical Action and Mercy Corps publication

National Disaster Management Policy 2009

Disaster management Act 2005

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BSW SEMESTER - VI
COURSE – DSE 4B
CRIMINAL JUSTICE AND SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To familiarize students with the field of criminology, custodial justice, corrections and rehabilitation.
- To help students get an overview of the structure of and hierarchy within the different wings of the crime and correctional administration.
- To orient students to methods such as advocacy, judicial intervention, working with the system, legal awareness and aid, in criminal justice social work.

COURSE CONTENT

UNIT	TITLE	CONTENT
I	Introduction to Crime	Definition and patterns of crime - Understanding crime statistics – Theoretical framework of analyzing crime.
II	Displacement of Indigenous Systems of Law in India	Codification: First Law Commission of India – Lex Loci report; Development of the prevailing judicial system in India ; hierarchy of the judiciary.
III	Overview of the Criminal system	Three major criminal Acts – IPC, CR P C and Indian Evidence Act , IPC : Elements of a crime (<i>actus reus</i> and <i>mens rea</i> attempt to commit offence ; certain major offences : Murder, Culpable Homicide not amounting to murder, Rape, offences against property, offences against Marriage, Dowry Deaths, S.498A, Force and criminal force <i>ea</i>); Presumption of innocence. Criminal Procedure Code : Types of offences (cognizable, non-cognizable; bailable, non-bailable; compoundable, non-compoundable) ; hierarchy and jurisdiction of criminal courts ; investigation of offences ; First Information Report and Post Mortem Report ; accused’s rights on arrest –bail and anticipatory bail. Indian Evidence Act : Evidence in a trial :

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		Substantive, corroborative, Oral and documentary; circumstantial evidence, dying declarations, Privileged communication – Witnesses – Confessions.
IV	Correctional Perspectives and Practice	History and emergence of correctional policies, legislation, procedures; Custodial justice, corrections and rehabilitation, advocacy, judicial intervention, Social Worker working with the system, legal awareness and aid.
V	Juvenile Conflict with Law	Meaning ,Classification, nature and incidence, factor of juvenile, Juvenile Justice Act 2015, rehabilitation system in India- Borstal school, probation hostel, observation home, children home, special home, after care home.
VI	Crime in India	Rural and urban crimes. National Crime Record Bureau (NCRB), New trends of crime- cyber-crime, white-collar crime, organized crime.

LEARNING OUTCOME

1. Able to understand the basic concepts of crime and the criminal system in India
2. Able to gain an understanding of different correctional perspectives
3. Able to understand the situation of crime in India

SUGGESTED READINGS:

Ahuja, R. (2014). *Social problems in India*. Jaipur`Rawat publications.

Kathpalia, G. (2014). *Criminology and Prison Reforms*. LexisNexis.

Kumar, V. (2010). *The Juvenile Justice System in India: From Welfare to Rights*

Rao, A. & Dube, S.(2013). *Crime Through Time (Oxford in India Readings: Themes in Indian History)*.

Samaddar, R. (2009). *State of Justice In India: Issues of Social Justice*. New Delhi: Sage Publications.

Sankaran, K. & Singh, U. (2007). *Towards Legal Literacy: An Introduction to Law in India*. Delhi: Oxford University Press.

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South Asia Human Rights Documentation Center (2007). *Handbook of Human Rights and Criminal Justice in India: The System and Procedure*.

Unnithan, N. P. (2013) *Crime and Justice in India*. New Delhi: Sage Publication.

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Master of Social Work

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MSW SYLLABUS

SEMESTER: I-IV

2013



BOS approved on 19.01.13

Academic Council approved on 18.07.13

DEPARTMENT OF SOCIAL WORK

PALLI SAMGATHANA VIBHAGA

VISVA-BHARATI, SRINIKETAN

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MSW SEMESTER-I

PAPER-I

MAN AND SOCIETY

Time: 3 Hours

Full Marks: 100

[L.A-20, Exam-80]

This paper introduces the student to sociology-an important component of social work training. The focus of the paper is to enable the student not only to get knowledge on the subject areas but also on developing the ability to think sociologically. Hence adequate importance is given to the thinkers and their contributions, apart from knowledge about major social processes.

OBJECTIVES:

- To familiarise the students about the major sociological thinkers and their contributions.
- To enable the students to approach social institutions sociologically.
- To help students understand issues related to change and development

COURSE CONTENT:

Unit	Title	Content
1	Sociological Perspectives – I	Introduction to sociological theory. Emile Durkheim 's Suicide and religion, Max Weber 's Protestant ethic and capitalism and Karx Marx's class struggle and class conscious
2	Sociological Perspectives – II	Talcott Parsons 's structurally isolated family and Robert K Merton's anomie and deviance, Postmodernism and its critics
3	Social institutions and social processes	Basic social institutions – family, marriage, political institutions, law, religion and economic institutions. Socialization and Personality
4	Social Stratification	Class system and caste system, social mobility, Caste in Indian politics and society, changes in caste system. Tribal communities and their problems

5	Ethnicity, nationalism and globalization	Introduction to concepts of ethnicity, nationalism and globalization, Impact on social life and conflicts
6	Cultural and Social change	Culture and society, Theories of social change. Factors of social change Development discourse and its critics.

SUGGESTED READINGS:

- Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982
- Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968
- Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977
- Giddens, Anthony: Sociology, Polity Press, London. 2010
- Leonard,P.: Sociology and Social Work, London, 1971
- Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995
- Haralmbos M. and R. M. Heald,(2011), Sociology, Oxford University Press New Delhi.

M.S.W. SEMESTER – I

PAPER – II

SOCIAL WORK PROFESSION: PHILOSOPHY AND CONCEPTS

Time: 3 Hours

Full Marks – 100

[I A – 20, Exam 80]

This paper contains a philosophical and historical analysis of social work as a profession. It focuses on the Indian tradition of social work and the social philosophy of eminent social thinkers. The constitutional provisions regarding human rights and social justice, the emerging scenario of voluntary action and the associated role of the social workers are also within the scope of this paper.

OBJECTIVES:

- Develop commitment to the goal of humanism.
- Imbibe values cherished by the profession.
- Develop attitudes essential for a professional practitioner.
- Develop a critical awareness of the tradition of social work in India and a cultural perspective of professional social work.

COURSE CONTENT:

Unit No	Unit Title	Content
I	Social Work Tradition and Related Concepts	Indian tradition of social service, religious roots of service, various social institutions and their role in rendering service to the needy. Concepts of charity, philanthropy, social work, social welfare, social service, social reform and social development.
II	Emergence of Social Work Profession	Emergence of the humanistic—rationalistic tradition in social service, development in U.K., U.S.A. and India. Social reform movements in India— contribution of different social reformers. Emergence of voluntary action, role of State vis-à-vis voluntary organization in social welfare – Emerging trends in voluntary action-Role of Social Worker.
III	Social Philosophy of Eminent Thinkers	Social philosophy of Rabindranath Tagore, Gandhi, Swami Vivekananda. Mary Richmond and Jane Adams' contribution to development of social work profession.

IV	Concept of Professional Social Work.	Basic assumptions, values and functions— existing and emerging role of social work professional in contemporary society. Code of ethics for professional workers.
V	Human Rights and Social Justice	Human right concern of the profession in the background of the emerging issues. Constitutional provision in India and their implications- concept of civil society, civil rights and social work.
VI	Historical Review of Development of Social Welfare	Development of social welfare in India after independence and status of social work profession-historical review and current status.

SUGGESTED READINGS:

- Adams, Robert et .al, 2002: *Social Work: Themes, Issues and Critical Debates*, 2nd Ed. Sage, London
- Banerjee, G.R, 1974: *Papers on Social Work: An Indian Perspective*, Tata Institute of Social Sciences, Bombay
- Chatterjee, Pranab, 1996: *Approaches to the Welfare State*, National Association of Social Workers (NASW), Washington D C
- Clark C. and Asquith S., 1985: *Social Work and Social Policy*, Routledge and Kegan Paul, London
- Cox, D.R, & Power, M.S. 2006: *International Social Work: Issues, Strategies and Programs*, Sage International
- Diwakar, V.D.(ed), 1991: *Social Reform Movements in India: A Historical Perspectives*, Popular Prakashan, Bombay
- Ganguly B.N., 1973: *Gandhi's Social Philosophy, Perspective and Relevance*, Vikash Publishing House, New Delhi
- Miley, K. K., O' Media, M. & Dubois, B. L., 1995: *Generalist Social Work Practice – An Empowering Approach*, Allyn & Bacon, USA
- Gore M.S., 1993: *The Social Context of Ideology, Ambedkar's Social and Political Thought*, Sage Publication, New Delhi
- Hugman, Richard and Smith, David (ed): *Ethical Issues in Social Work*, Routledge and Kegan Paul, London
- Hugman, Richard, 2005: *New Approches in Ethics for the Caring Profession*, Sage, London

- Jain, P., 1985: *Gandhian Ideas, Social Movements and Creativity*, Rawat Publications, Jaipur.
- Shastri, R. R., 1966: *Social Work Tradition in India*, Welfare Forum and Research Organization, Varanasi
- Sinha, Sasadhar, 1962: *Social Thinking of Rabindranath Tagore*, Asia Publishing House, Calcutta
- Timms, Noel and Timms Rita, 1997: *Perspectives in Social Work*, Routledge and Kegan Paul London Declaration of Code of Ethics for Professional Social Workers, Tata Institute of Social Sciences, Mumbai
- Thompson, Neil, 2003: *Prompting Equality: Challenging Discrimination and Oppression*, Sage, London
- Titmuss, R.M.: *Essays on the Welfare State*, George Allen and Unwin
- University Grants Commission, 1980: *Review of Social Work Education in India: Retrospect and Prospect*, University Grants Commission, New Delhi.

MSW SEMESTER-I

PAPER-III

HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

OBJECTIVES:

- To orient students to one of the major feeder disciplines of Social Work;
- To inculcate insight into human behaviour and to develop self-introspection skills for personal integration and development of personality;
- To apply the knowledge of psychological concepts and theoretical understanding of social realities encountered in professional social work.

COURSE CONTENT:

Unit No.	Title of Unit	Content
I	Discipline of Psychology	Introduction to Psychology, nature, methods; concept of behaviour; Psychology and its relation to Social Work; Learning as the most fundamental behaviour, factors of learning; the Classical and Instrumental approaches to learning
II	Aspects of Human Behaviour	Emotion and feeling; components of emotion; frustration and conflict (intrapersonal); Motivation – nature, types and complex social motives
III	Individual Identity	Personality, nature, shaping, theories of personality – Psychoanalytic and Social Learning; Erikson's life cycle stages
IV	Life-cycle Perspective	Child growth and development – Life cycle perspective – prenatal to adolescence
V	Individual and the Group	Group structure and process – elements of structure and the changes that they undergo through group interaction.
VI	Individual and the Social System	Understanding Attitudes, Public Opinion, Prejudice, Propaganda

SUGGESTED READINGS:

- Behera, D.K. and Georg Pfeffer (eds.) 1996, *Contemporary Society: Childhood and Complex Order*, New Delhi, Manak Publications (P) Ltd.
- Berry, J.W., Mishra, R.C. & Tripathi, R.C. (eds.) 2002, *Psychology in Human and Social Development*, New Delhi, Sage
- Ciccarelli, S.K. and Glenn E. Meyer, 2008, *Psychology* (South Asian Edition), Pearson
- Forsyth, D.R. 1999, *Group Dynamics*, International Edition, Brooks/Cole Wadsworth.
- Germain, Carel B. and Martin Bloom, 1999, *Human Behaviour in the Social Environment: An Ecological View*. New York, Columbia University Press
- Hall, C. and Gardner Lindzey, 1978, *Theories of Personality* (3rd Edition), New York, John Wiley & Sons.
- Hurlock, E.B., 1980, *Developmental Psychology: A Lifespan Approach*, New Delhi, Tata McGraw Hill
- Kastenbaum, Robert, 1979, *Humans Developing: A Lifespan Perspective*, USA, Allyn and Bacon, Inc.
- Krech, D., Richard S. Crutchfield and E.L. Ballachey, 1962, *Individual in Society*, USA, McGraw Hill Book Company Inc.
- Mischel, Walter, 1993, *Introduction to Personality* (5th Edition), USA, Harcourt Brace-Jovanovich College Publishers
- Morgan, C.T., Richard King, J.R. Weisz and J. Schopler, 1986, *Introduction to Psychology*, New Delhi, Tata McGraw Hill Publishing Co.
- Secord, P.F. and Carl W. Backman, 1964, *Social Psychology*, USA, McGraw Hill Inc.
- Shaw, Marvin E., 1971, *Group Dynamics: The Psychology of Small Group Behaviour*, New York, McGraw-Hill Book Company

MSW SEMESTER-I

PAPER-IV

WORKING WITH INDIVIDUALS

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This is a basic method course of the curriculum. It is about the approaches, tools and techniques of work with individuals and families. It signifies the value base of work with both individuals and families and the perspectives of this work.

OBJECTIVES:

- To gain knowledge of different approaches of social work intervention with individuals and families.
- To develop appropriate skills and attitudes to work with individuals and families and skills to differentiate significant ecological factors as they affect social work intervention.
- To develop the knowledge and skills of application of casework to different client needs.
- To develop commitment to social work values and ability to reflect on 'self' as a person and as a professional.

COURSE CONTENTS:

Unit No.	Unit Title	Content
I	Introduction to Social Casework	History, concept, objectives, assumptions, values and principles of social casework; social casework in Indian context.
II	Social Casework Process	Social casework process (study, diagnosis, treatment & evaluation phases), skills of social caseworker used in different phases of social casework process, diagnostic and functional schools of social casework.
III	Tools and techniques in social casework	Tools: listening, observation, interview, home visit and relationship (concept, objective, characteristics, components and related issues);

		techniques of helping.
IV	Working in various settings	Social casework in educational setting, medical setting, criminal setting and industrial setting.
V	Models of intervention	Client centred approach, task centred approach, cognitive theory, behaviour modification theory and strength perspective.
VI	Important concepts in social casework	Self: concept, types, social worker's evaluation of the self as a professional; professional accountability; communication: concept, types (symbolic, non-verbal and verbal); recording: need, types, qualities of a good case record.

SUGGESTED READINGS:

- Adams, Robert, Dominelli, Lena and Payne, Malcolm (ed.), 2002, Social Work: Themes, Issues and Critical Debates, Palgrave Macmillan, Basingstoke.
- Bailey, Roy and Lee, 1982, Theory and Practice in Social Work, Basil Blackwell, Oxford.
- Banerjee, G.R., 1967, Concept of Being and Becoming in Social Work, TISS, Mumbai.
- Banerjee, G.R., 1971, Some Thought on Professional Self in Social Work, Papers in Social Work, TISS, Mumbai.
- Bistek, F.P., 1961, The Casework Relationship, Allen and Unwin, London.
- Burnham, J.B., 1986, Family Therapy, Routledge, London.
- Doyle, Celia, 2006, Working with Abused Children, Palgrave Macmillan, Basingstoke.
- Hollis, Florence, 1964, Case Work: A Psychosocial Therapy, Random House, New York.
- Lishman, Joyce, 1994, Communication in Social Work, BASW Practical Social Work Series, Palgrave Macmillan, Basingstoke.
- Nichols, Michael and Richard C.Schwartz 2007, The Essentials of Family Therapy, Pearson, New York.
- Patel, Tulsi (ed.), 2005, The Family in India: Structure and Practice, Sage, New Delhi.
- Reid, W.J., 1978, The Task Centred System, Columbia University Press, New York.
- Folgheraiter, Fabio, 2006, Relational Social Work, JKP: London.

MSW SEMESTER-I

PAPER-V

WORKING WITH GROUPS

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper contains theoretical perceptions and practical implications on groups, group work, group process and group dynamics. It includes learning about the skills and techniques required for working with groups. Specific group formations like SHGs and important areas of group work like the communities and the agencies are within the purview of the paper.

OBJECTIVES:

- To develop an understanding of group work as a method of social work
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

COURSE CONTENT:

Unit No	Unit Title	Content
I	Group	Definition and characteristics of groups; Classifications, types of groups and significance of group. Small group theories: Learning, Field, Social Exchange, System theory etc.
II	Group Work Concept	Definition of group work, objectives, values of Social Group Work. Historical development of Group Work. Principles of group work.
III	Group Structure and Group Process	Group formation; Group Structure, Group development--stages, Group Process.
IV	Perspective and Models	Theoretical perspective of group work: Ecological Perspective, Therapeutic perspective. Models in group work—Social Goal, Remedial, Reciprocal, Kert Lewins Model, Trackmen's, Mutual Aid Model, Needs-ABC Model etc.

V	Skills and Techniques	Skills and techniques, programme planning, leadership, supervision, recording and evaluation in social group work.
VI	Group Work in different settings	Social group work in different settings such as self-help groups (SHGs), schools, correctional set up, community set-up and families (concept and types of family, issues and problems affecting families, family therapy) and role of social workers in different settings.

SUGGESTED READINGS:

- Brown Allen. Group Work, Gower Adlerslot, USA, 1986.
- Balgopal, P. R. And Vassil, T.V. Group in Social Work-An Ecological Perspective, Macmillan Publication, New Yoprk, 1983.
- Garwin C. D. Contemporary Group Work, Prentice Hall, New Joursey, 1981
- Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,
- Douglas, Tom: Group Work Practice, Tavistok, London, 1976
- Godwin, Charles D.: Contemporary Group Work, Prentice Hall, New Jersey, 1981
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- Northen Helen. Social Work with Groups. Columbia University Press, New York, 1969.
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MSW SEMESTER-II

PAPER VI

WORKING WITH COMMUNITIES

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper provides an understanding of communities and community organizations. Various models of community organizations and the role of the community organizer is analyzed in this paper. The paper also focuses on the aspects of proper planning, leadership and empowerment related to the community organizations. Social Policies and community organization practices in different settings are within the scope of this paper.

OBJECTIVES:

- To provide a conceptual foundation about basic knowledge regarding community organization and its related aspects.
- To provide theoretical knowledge about the practice of community organization.
- To equip student with the skill and strategies to use community organization for human resource development.
- To acquaint students with relation of the community organization method with other methods of social work generalists approach.
- To sensitize students to different socio-cultural limitations in the organizing communities.

COURSE CONTENT:

Unit	Title	Content
1	Contextualizing Community Organization Practice	Location of community work within social work. Principles and Scope of Community Organization Difference between Community Organisation and Community Development.
2	Community Organization Process	Analysing and understanding community, identifying its needs, resource mobilization, programme planning, programme implementation and peoples participation
3	Community Participation Methods	PRA (Participatory Rural Appraisal), SIA (Social Impact Assessment)

4	Programme Planning	Programme Planning in Community Organization- Objectives& Principles. Coordination, Integration Programmes.
5	Methods of Programme Planning	PERT (Programme Evaluation and Review Technique) ,CPM (Critical Path Method)
6	Models of Community Organization Practice	Locality Development Model, Social Action Model

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- Gangrade,K.D 1971: Community Organisation in India,Popular Prakashan,Bombay
- Jones,D and Mayo 1974: Community Work,Routedge and Kegan Paul,London
- Kothari,M,2005: Development and Social Action,Rawat Publication ,Jaipur
- Kranner,R.M and Specht,1983: Readings in Community Organization Practice 3rd edition ,Prectice Hall Ire.Englewood Cliffs
- Northhouse,Peter.G,2007:Leadership:Theory and Practice(4th Edition) Sage South Asia Edition,New Delhi
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MSW SEMESTER-II

PAPER-VII

CHILD RIGHTS AND PROTECTION

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper creates an acquaintance with the students an understanding of the concept of child welfare including evolution of child welfare services in India; child welfare policies and programmes both at the national and international level; types of child welfare services; methods of working with children; and importance of social work practice in the field of child welfare. The paper also entangles child rights, its restoration and protecting the children from all sorts of exploitation.

OBJECTIVES:

- To make the students familiar with the basic philosophy of child development and child rights.
- To help students acquire knowledge of the operational details of different welfare and development services in the field of child development and protection.
- To enable students develop an understanding of scope of social work intervention in the sphere of child welfare, child rights and protection.

COURSE CONTENT:

<u>Unit No</u>	<u>Unit title</u>	<u>Content</u>
I	Child welfare	Concept and principles of child welfare. Evolution of child welfare services in India and changing trends. Child rights and its implementation
II	Child welfare services	Types of child welfare services- Institutional and non-institutional services- Adoption and foster care; CARA (Central Adoption Resource Agency), SARA (State Adoption Resource Agency) ICDS.
III	Child welfare policies	National and global policies on children. Development of child welfare planning-constitutional and legislative directives for welfare of children.
IV	Social work practice with children in difficult circumstances	Methods of working with children-play therapy, bibliotherapy, creativity, fantasy, art therapy, modelling etc.- destitute and street children, physically and mentally challenged children; juvenile delinquents; and child abuse. School social work

		practice.
V	ICPS (Integrated Child Protection Scheme)	Aftercare, General Grant-in-Aid, Child Welfare Committee, Juvenile Justice Board, State Juvenile Police Unit, Training and Capacity Building, Advocacy, Public Education and Communication, Research and Documentation, Child Tracking System, Evaluation and Implementation of ICPS.
VI	Child Abuse and Trafficking	Concept, definition, causes and types of child abuse; social work intervention; concept, definition and causes of child trafficking, role of social worker in handling the problem.

SUGGESTED READINGS:

- J Berry, Juliet, 1972: *Social Work with Children*, Rutledge and Kegan Paul, London
- Curtis, Janzan and Harris, Oliver, 1980: *Family Treatment in Social Work Practice*, F.E. Peacock Publishing, Illinois.
- Joshi, Sandhya, 1996: *Child Survival, Health and Social Work Intervention*, Concept Publishing Company, New Delhi.
- Kapur, Malavika, 1995: *Mental Health of Indian Children*, Sage, New Delhi.
- Kapur, Arun, 2007: *Transforming Schools and Empowering Children*, Sage, New Delhi.
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- Menson, Carlton, E., 1980: *Social Work with Families: Theory and Practice*; The Free Press, New York.
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- Sinha, Debotosh, 2009: *Child Rights and Welfare in our Society*; Fine Prints, Kolkata.

MSW SEMESTER-II

PAPER-VIII

WELFARE AND DEVELOPMENT OF THE WEAKER AND MARGINALIZED SECTIONS

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper examines the laws, policies and welfare programmes relating to Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities. Social Work an enabling profession is to contribute to the development of these sections with innovation and professional contribution with in-depth understanding on the issues and concerns.

OBJECTIVES:

- To develop an understanding of the social system that effects the functioning of weaker sections.
- To develop skills for identification needs of different weaker sections of our society.
- To develop understanding about the situation of different weaker sections, different policies, programmes and need for welfare services.
- To sensitize about marginalization of the weaker sections and develop concern and interest in working with them.

COURSE CONTENT:

Unit	Title	Content
1	Meaning & Classification of Weaker Sections	Classification of weaker sections (Scheduled Castes, Scheduled Tribes, Other Backward Classes (The concept of SEBC and OBC) & Minorities-----who are they? Their demographic profile.
2.	Constitutional Provisions and Development Programmes	Constitutional provisions and development programme for Scheduled Castes, Scheduled Tribes and Other Backward Classes.
3	Important laws for Scheduled Castes and Scheduled Tribes	Protection of Civil Rights Act 1976; The SCs and STs (Prevention of Atrocities) Act, 1989; The Scheduled Tribes and other traditional Forest Dwellers (Recognition of Forest Rights) Act 2006; Panchayat Extensions in Scheduled Areas (PESA), 1996.
4	Protective Discrimination Policies	Protective Discrimination Policy for SCs, STs, OBCs, Rosters---Vacancy based; Post Based etc. Mondal Commission; Creamy layer. Reservation and concession for OBCs.

5	Important Bodies	National Commission for Scheduled Castes, National Commission for Scheduled Tribes. National Commission for Other Backward Classes, NSFDC etc
6	Minorities Development	Concept on Minorities. National Commission for Minorities Act 1992. Prime Minister 15 Point Programme for the welfare of Minorities.

SUGGESTED READINGS:

- .Khan, M. A. 1980. Scheduled Castes and their states in India. New Delhi, Uppal Publications.
- Patrudu, BVS. Scheduled Castes and their social progress and legislation in India. Social Welfare, Vol XVII, No 10, 1971.
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MSW SEMESTER-II
PAPER-IX
MEDICAL SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper deals with the concept of health. Issues like nutrition, disease and their remedial measures are discussed. The Paper also includes health care services and programmes in India.

OBJECTIVES:

- To help the students to develop an understanding of the concept of health.
- To help students to gain knowledge about the etiology, epidemiology of different disease and their implications in social work practice.
- To enable students to develop awareness about the health policy, planning and administration of health services.
- To help students to develop an understanding of skills required of a social worker in the field of health.

COURSE CONTENT:

Unit	Title	Content
1	Concept of Health and Development	History and Concept of Medical Social Work. Meaning and Determinants of health, environmental health, community health, health as a social concept, relationship between health and development.
2	Disease, its prevention and management	Concept of disease, classification of disease: airborne, water-borne, genetic and hereditary, communicable and non-communicable, life style related disease, their etiology, epidemiology, symptoms, prevention and management. Role of Social workers in control, prevention and management of diseases.
3	Common Nutritional deficiencies	Concept of nutrition, mal-nutrition and under-nourishment, balanced diet. Common nutritional deficiencies and their consequences in children, adolescents and young adults, pregnant and lactating mothers, elderly etc. Remedial measures for nutrition deficiencies. Mother and Child health care (MCH) programme.
4	Health care and Health Policy	National Health Policy 2002, Organization of health services in India-its structure and functions at the Union, State, District and Block levels, National Rural Health Mission and National Urban Health Mission. Disaster related health problems-Its control and management. Functions of Social workers in hospital and community set-up. Health in Five-Year Plans: Outlay, Programme

		emphasis and achievements.
5	Reproductive Health	Concept of Reproductive Health, Infant and maternal mortality and prevention. Family welfare Planning Programme.
6	Sanitation	Safe and Clean drinking water, sanitation and sewage management. Disposal of wastes. Environment Protection.

SUGGESTED READINGS:

- Bhasin, V, 1994: People, Health and Diseases, the Indian Scenario, Kamla Raj Enterprise, New Delhi.
- Bose, Pradip Kr, 2006: Health and Society in Bengal, Sage Publication, New Delhi.
- Cook, Harold, 2009: History of Social Determinants of Health: Global Histories, Orient Longman, Hyderabad.
- D’Cruz, Premilla, 2004: Family Care in HIV/AIDS, Sage, New Delhi.
- Dhooper, S, 1997: Social Work in Health care in the 21st Century, Sage, New Delhi.
- Dean T. Jamison, 2006: Priorities in Health, The World, Washington D.C.
- Gladding, Samuel T. 1995: Family Therapy: History, Theory and Practice, Prentice Hall, New Jersey.
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- Kalra, Rajinder M and Others ,2008: Teaching and Inculcating a Healthy Life style among students, Shipra Publication, Delhi.
- Lok Sabha Secretariat, 1985: National Health Policy, New Delhi.
- Misra, S., 2000: Voluntary Action in Health and Population, the Dynamics of Social Transition, Sage, New Delhi.
- Narayan, K.V, 1997: Health and Development Intersectoral Linkages in India, Rawat Publication, Jaipur.
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MSW SEMESTER-II
PAPER-X
SOCIAL WORK RESEARCH

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper provides an understanding of the scientific approach to social work research. The various steps in quantitative research, the common statistical tools used in social research and preparing of research documents are studied in this paper. An idea about the qualitative research paradigm is also included in this paper.

OBJECTIVES:

- To orient the students to the various research methods and concepts and assumptions underlying the methods.
- To impart to the students knowledge about practical aspects of research process from planning to implementation.
- To familiarize the students with various statistical techniques applicable in social work research and to emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.

COURSE CONTENT:

Unit	Title	Content
1	Scientific Method and Research Design	Characteristics and Goals of Scientific methods. Limitation in studying social phenomena and social work. Introduction to research methods: criteria governing choice of methods, nature of problem, objectives, time-frame, nature of data etc- Methods: Case study, observation, survey, experiment and comparative. Research Designs-Importance and types.
2	Problem Formulation, Methods and tools of Data collection	Identification and selection of a research problem, objectives-review of theories/literature. Formulating hypotheses and/or research questions, identifying key concepts/variables, operationalization of key concepts/variables. Selection of an appropriate research design. Ethical issues in research. Interview and questionnaire methods and tools- observation method. Standardised scales: reliability, validity and pre-testing of tools, pilot studies.
3	Universe, Sample and Sampling	Identification of Universe and units of study, Types of sampling. Selection of an appropriate sampling technique, problems in selection of sample.

4	Qualitative Research methods	Introduction to qualitative research methods. Designing qualitative studies- conceptualization of problem, developing a research strategy- distinction between qualitative and quantitative research.
5	Report Writing	Interpretation of data, Styles of presentation of the report. Dissemination of findings. Footnotes, Reference, Bibliography.
6	Data Processing and Analysis	Handling quantitative data: code book, master sheet, classification, processing. Graphic and tabular presentation. Preliminary steps: summarization methods, Analysis plan.

SUGGESTED READINGS:

- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York.
- Blaikie, Norman, 1993: *Approaches to Social Enquiry*, Cambridge Polity Press.
- Burton, T.L. and Cherry, C.E, 1970: *Social Research Techniques for Planners*, George Allen and Unwin, London.
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- Michael,J.A.et.Al, 1982: *Evaluating Your Agency's Programmes*, Sage, London.
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- Ramachandram, P, 1990: *Issues in Social Work Research in India*, Institute for Community Organization Research, Bombay.
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MSW SEMESTER-III

PAPER-XI

PSYCHIATRIC SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper deals with the concept of mental health. Issues like mental disorders and remedial measures are discussed. The Paper also includes life style related health problems, mental health legislations and community mental health programmes in India.

OBJECTIVES:

- To help the students to develop an understanding of the concept of mental health.
- To help students to gain knowledge about the etiology, epidemiology of different diseases, physical as well as mental consequences and their implications for social work practice.
- To enable students to gain awareness about the mental health policy, planning.
- To help students to develop an understanding of skills required of a social worker in the field of mental health.

COURSE CONTENT:

Unit	Title	Content
1	Concept of Mental Health	History and Concept of Psychiatric Social Work. Meaning, characteristics of normal and abnormal behaviour. Psychiatry as a branch of medicine-its historical development as a scientific discipline-models and major milestones.
2	Classification of mental Disorders	Neurosis and Psychosis, their symptomatology, etiology. Prevention, Control and management of mental disorders. Childhood mental health problems: Etiology, prevention, control and management.
3	Life-style related Mental Health Problems	Alcoholism, Chemical Dependency. Personality disorder: epidemiology, symptoms, control and management. Scope of Social Work intervention in this area.
4	Mental Health Programmes in India	Mental Health Act, 1987. Perspective and approaches to social work practice in mental health-clinical and community based approach.
5	Community mental health	Community mental health principles and programmes: Clinical skills and Non-clinical skills required for practice of community mental health.

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6	Rationale for specialised training	Existing mental health care facilities available in urban and rural communities. Special services for children, youth, aged and mentally challenged persons.
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- Bhasin,V, 1994: People, Health and Diseases, the Indian Scenario, Kamla Raj Enterprise, New Delhi.
- Coleman, J.C, 1988: Abnormal Psychology and Modern Life, Scott Foresman and Company, Mumbai.
- D’Cruz, Premilla, 2004: Family Care in HIV/AIDS, Sage, New Delhi.
- Davar, B.V, 2001: Mental Health from a Gender Perspective, Sage, New Delhi.
- Dhanda, A, 1999: Legal Order and Mental Disorder, Sage, New Delhi.
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- Goodwin, S, 1997: Comparative Mental Health Policy, Sage, New Delhi.
- Kaplan, Harold, 1989: Comprehensive Textbook of Psychiatry, Williams & Wilkings, London.
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- Healthy Lifestyle Basis, 1994: Special Issue on Healthy Life Style: Basis for good health, the Indian Journal of Social Work, Vol 55, No.-1.
- Lines Denis, 2007: Brief Counselling in Schools, 2nd edition, Sage Publication, London.
- Lok Sabha Secretariat, 1985: National Health Policy, New Delhi.
- Morgan, S, 1993: Community Mental Health: Practical Approaches to Long term problems, Chapman and Hall, London.
- Palmer, Stephen, 2002: Multicultural Counselling: A Reader, Sage Publication, London.
- Roberts, N, 1967: Mental Health and Mental Illness, Routledge and Kegan Paul, London.
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- Worell, Judith, 2006: Handbook of Girls and women’s Psychological Health, Oxford University Press.

MSW SEMESTER-III

PAPER-XII

RURAL AND URBAN COMMUNITY DEVELOPMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper is about development issues of Rural and Urban Development of India.

OBJECTIVES:

- To understand the Rural and Urban community and its alignment with current development paradigm.
- To get insight into challenges of development endeavour and implications for social work practices.
- To understand the tribal problems in terms of social, economic and environmental problems.

COURSE CONTENT:

Unit	Title	Content
1	Rural Development	Concept of Rural Development: Its meaning, Nature, Scope in the arena of Development. Gandhi's concept of Rural Development.
2	Rural Development Policies and Programmes	Integrated Rural Development Programme, Drought-Prone Area Programme (DPAP), Desert Development Programme (DDP), Mahatma Gandhi National Rural Employment Guarantee Programme (MNREGP), National Rural Health Mission (NRHM).
3	Rural Administrative Set-up	Panchayati Raj: Its Structure and Functions and administration of services & programmes. 73 rd Constitutional Amendment and its provisions.
4	Rural Economy	Concept and Nature of Rural Economy. Rural Finance: Role of Co-operatives, NABARD.
5	Urban Development	Meaning of Urban Development, Current trend of Urbanization process, its driving factor. Migration: Nature and Causes of

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		migration from Rural area to Urban area. Housing and Urban Development Corporation (HUDCO)
6	Tribal Development	Tribal Development: Its Concept and Nature. Definition of Tribes. National Policy for Tribals, 2007, Land Alienation Act,1859, Panchayat Extensions in Scheduled Areas(PESA),1996.

SUGGESTED READINGS:

- Bhargawa, Gopal, 2001: Development of India's Urban, Rural and Regional Planning in 21st Century, Gyan Publishing, New Delhi.
- Desai, Vasant, 1991: Fundamentals of Rural Development, Rawat Publications, New Delhi.
- Prasad, B.K, 2003: Rural Development: Concept, Approach and Strategy, Sarup & Sons, New Delhi.
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- Deogirikar, A.B, 2004: W.T.O and Indian Economy, ShriNiwas Publications, Jaipur.
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- Singh, K.S, 1994: The Scheduled Tribes, Oxford University Press, Delhi.
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- Gangrade, K.D, 1986: Social Work and Development, Northern Book Centre, New Delhi.
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MSW SEMESTER-III

PAPER-XIII

ADMINISTRATION OF WELFARE AND DEVELOPMENT ORGANIZATIONS

Time: 3 Hours

Full Marks: 100

[L.A-20, Exam-80]

This paper introduces the definition and concepts of social welfare administration. Insights into social welfare organizations, social services delivery system and personal policies are included within the scope of the paper. Tools of general practice, staff development and program planning are also within the purview of the paper.

OBJECTIVES:

- Acquire knowledge of the basic processes of administration.
- Develop an understanding of the changing trend in planning, organization and development of social welfare services.
- Develop ability to analyze the practices and process of administration in specific settings and understanding change and conflicts.
- Develop an understanding of the need for accountability to the public and the profession.

COURSE CONTENT:

Unit No	Unit Title	Content
I	Social Welfare Ideology and Organization.	Ideology and social welfare. Changing trend in social welfare policies and programs. Administrative set-up of social welfare--- union, state and local (Municipality and panchayat), administrative structure and pattern. International organizations and social welfare.
II	General Administrative Practice.	Planning organizing, coordinating, accountability, fund raising. Approaches methods and sources of funding. Types of funding organizations. The Foreign Contribution Regulation Act, 1976. Networking and partnership ---public-private, reporting---internal and donor reporting, monitoring and evaluation.
III	Non-governmental social welfare organization.	Characteristics, organizational design and structure, registration of organizations, constitution and policy--- the societies Registration Act and Indian Trust Act.
IV	Approaches to Welfare Management.	Program model approach, project model approach. Situational analysis---logical framework analysis, SWOT analysis and strategic planning.

V	Project Formulation and Project Appraisal.	Service project proposal, Research project proposal---steps in project formulation. Financing and budgeting of project, project appraisal---social, technical and financial analysis.
VI	Civil Society Organization.	Concepts of civil society organization, characteristics. Development work and civil society—organization interfaces.

SUGGESTED READINGS:

- Dadrawala, Noshir H., 1996: Management of Philanthropic Organisations, Centre for Management of Philanthropic Organizations, Mumbai.
- Dale, Reider, 2000: Organizing and Development Strategies, Structures and Processes, Sage, New Delhi
- Dale, Reider, 2004: Evaluating Development Programmes and Projects, Sage, New Delhi
- Dantawala, M.L et. Al. (ed), 1998: Social Change through voluntary Action, Sage, New Delhi.
- Fernandes, W: Voluntary Association and Local Development, Young India Foundation, New Delhi.
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- Nikkelson, Britha, 2005: Methods of Development Work and Research, Sage, London.
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- Sankaran and Rodrigues, 1983: Handbook for the management of voluntary Organizations, Alpha Publications, Madras.
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- Weiner, M, 1982: Human Service Management, Dorsey Press, Illinois.

M.S.W. SEMESTER – III

Paper – XIV

STATISTICS FOR SOCIAL WORK

Time: 3 Hours

Full Marks – 100

[I A – 20, Exam 80]

This paper provides an understanding of the quantitative approach to social work research. The various steps in quantitative research, the common statistical tools used in social work research and methods of presenting research documents are studied in this paper.

OBJECTIVES:

- To familiarize the students with various statistical techniques applicable in Social Work Research and to emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.

COURSE CONTENT:

Unit No.	Unit Title	Content
I	Basics	Definition, uses and limitations of statistics. Statistics and Social Work
II	Handling quantitative data:	Code book, master sheet, editing, classification and processing. Statistical Analysis of data.
III	Presentation of data	Graphic and tabular presentation- Pie diagrams, graphs, bar diagrams, univariate and multivariate tables.
IV	Measure of central tendencies and dispersion	Mean mode and median. Range, mean deviation, standard deviation, quartile deviation and co-efficient of variation, merits and limitations of each
V	Correlation of data	Karl Pearson's coefficient, Spearman's coefficient of correlation.
VI	Testing of data	Test of hypotheses and its steps. Research hypotheses and null hypotheses- Type I error and type II error. Parametric tests of chi-square test and t-test.

SUGGESTED READINGS:

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- Jefferies, J. and Diamons, I., 2000: *Beginning Statistics- An Introduction for Social Scientists*, Sage, New Delhi
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- Lal Das, D.K, 2007 *Practice of Social Research* Rawat Publications, New Delhi.
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MSW SEMESTER-III

PAPER OP-1 (OPTIONAL-1)

HUMAN RESOURCE DEVELOPMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

The paper provides a national and international perspective on Human Resource Development. The importance of trade unions and the role of social work in HRD is emphasized. The paper also incorporates labor legislations and HRD in the unorganized sector.

OBJECTIVES:

- Develop an understanding of the concepts of human resource development in formal organizations.
- Gain insight into the conditions and problems of workers in the unorganized sectors with special reference to social security, health, welfare and safety.
- Gain knowledge about different legislative measures for employee welfare and industrial relation, both in organized and unorganized sector.

COURSE CONTENT:

Unit No	Unit Title	Content
I	Human Resource Development	Concept of Human Resource Development. Provision in the Indian Constitution. Systems and sub-systems in HRD.
II	International Perspectives in HRD	International Labour Organization and its role in HRD: HRD in organized and unorganized sectors.
III	Labour Welfare-Salient features of Welfare Legislation	Concept of Labour Welfare and role and functions of Labour Welfare Officer under Welfare Legislations. The Factories Act, 1948, The Mines Act, 1952, Plantation Labour Act, 1951, Labour Welfare vis-à-vis HRD.
IV	Social Work and HRD	Application of Social Work methodologies in HRD, Counseling and HRD.
V	Human Relation, Industrial Relation and Legislative Measures	Salient features of Industrial Dispute Act-1984, Trade Union Act 1926, and industrial Employment (S.O.) Act 1956.
VI	Social Security and HRD	Concept of Social Insurance, Social Assistance, Salient features of Social Security Legislations. The Workmen's Compensation Act-1923, The ESI Act-1948, The Employees P.F (MP) Act-1948, Maternity Benefic Act-1972.

SUGGESTED READINGS:

- Bolaria, B.S. and Bolaria, R.E, 1994: *International Labour Migration*, Oxford University Press, Delhi.
- Chauhan, S.S., 1993; *Labour welfare Administration in India*. Kanishka Publications, Delhi
- International Labour Organization, 1995: *Worker's Access to Education*, A Worker Education Guide, Geneva.
- Jhabvala, R. and Subrahmanya,R.K.A., 2000: *The Unorganized Sector*, Sage, New Delhi
- Joseph, Jerome, 2004: *Industrial Relations Towards a Theory of Negotiated Connectedness*,Sage,New Delhi
- Lal Das,D.K.,1991: *Personnel Management, Industrial Relations and Labour Welfare*, Y.K. Publishers, Agra
- National Commission on Labour, New Delhi,2001: *Report of the Study Group on Review of Laws*
- National Commission on Labour, New Delhi,2001: *Report of the Study Group on Skill Development, Training and Worker's Education*
- National Commission on Labour, New Delhi,2001: *Report of the Study Group on Social Security*
- National Commission on Labour, New Delhi,2001: *Report of the Study Women and Child Labour*
- Rao,T.V.,1996: *Human Resource Development Experiences, Intervention and Strategies*,Sage,New Delhi
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- Sanghi,Seema,2004:*The Handbook of Competency Mapping Understanding Designing and Implementing Competency Models in Organizations*,Sage,New Delhi
- Sayeed,Omer Bin,2001: *Organizational Commitment and Conflict Studies in Healthy Organizational Process*; Sage, New Delhi
- Singh,I.S.,1996:*HRD for Workers*:OUP,New Delhi
- Stalker,P., 1994: *The Work of Strategies: A Survey of International Labour Migration*,ILO, Geneva
- Verma,Pramod and Mookherjee, Surya, 1982: *Trade Unions in India*, Oxford and IBM Publishing Co., New Delhi

MSW SEMESTER-III

PAPER-OP-2 (OPTIONAL-2)

CRIME AND CORRECTIONAL ADMINISTRATION

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper discusses the concepts of crime and criminality, theoretical framework for analysis of crime and practice implications for social workers. Correctional services, social work in correctional institutions and the issues of probation, parole and aftercare services are dealt with a detail to give a holistic orientation to the learners of the subjects.

OBJECTIVES:

- To orient the learners to various theoretical aspects of crime and criminality.
- To familiarize the learners with various correctional institutions and social work interventions.

COURSE CONTENT:

Unit	Title	Content
1	Concept of Crime	Concept of Crime, Crime Statistics and major factors of crime, Theoretical framework of analysing crime: classical, neo-classical and positive theories. Physiological, Psychological theories and sociological theories.
2	Juvenile Delinquency	Meaning of the Concept, nature and Incidence, Characteristics, types, treatment, prevention: institutional services for juvenile delinquents, juvenile justice system.
3	Social Work Practice in Correctional Institutions	Pre-release preparation, Under-trial prisoners: Remand/Observation homes, Certified/Approved Schools, Open institutions. Social work in institutional setting for juvenile.
4	Victims and Crime	Victimology-Concept and implications for practice, Victims of crimes-genocide, homicide, physical assault, rape, molestation, domestic violence, crimes against children, elderly. Victims of political crimes. Social work with victims of crimes.
5	Probation, Parole and Aftercare (PPA)	Origin and development of Probation, parole and aftercare-principles, statutory basis and organization of PPA. Pre-sentence investigation report, pre-parole report, eligibility criteria, Probation and parole prediction, probation and parole conditions, supervision and revocation. Recommendations of the Advisory committee on Aftercare. Role of welfare/Probation officers in probation, parole and aftercare.

6	Social Defense	Concept, Definition and objective of social defense. Institutional set-up of social defense in India, components of social defense. Classification, positivism in social defense. Restorative justice-an alternative to retributive justice. Social defense and implications for social work.
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SUGGESTED READINGS:

- Basak, G, 2000: Crime and Crime Control: A Global view, Westport, Greenwood Press.
- Bhattacharya, Rinki, 2004: Behind Closed Door Domestic Violence in India, Sage, New Delhi.
- Bhattacharya, S.K, 1985: Social Defense-An Indian Perspective, Manas Publications, New Delhi.
- Boles, A.B and Patterson, J.C, 1997: Improving community Response to crime victims: an eight step model for development protocol, Thousand Oaks, Sage, CA.
- Brookman, Fiona, 2005: Understanding Homicide, Sage, London.
- Chakraborti, N.K, 1997: Administration of criminal justice (vol I), Deep and Deep Publications, New Delhi.
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- Cote, Suzette, 2002: Criminological Theories, Sage, Thousand oak and London.
- Goonesekera, Savitri, 2004: Violence, law and women Rights in South Asia, Sage, New Delhi.
- Karmen, A, 1990: Crime Victims: An introduction to victimology, Cole publication Co, Pacific Groves.
- Krishna Iyer, V.R, 1981: Law versus Justices, Problem and Solutions, Deep and Deep Publication, New Delhi.
- Krishna Iyer, V.R, 1984: Justices in Words and Justices in Deed for Depressed Classes, Indian Social Institute, New Delhi.
- Kumari, Ved and Brooks, S.L, 2004: Creative Child Advocacy, Sage, New Delhi.
- Mathew, P.D: Legal Aid Series, Indian Social Institute, New Delhi.
- Muncie, John, 2004: Youth and Crime, The Open University, Sage, London.
- Newman, G, 1999: Global Report on crime and justice, Oxford University Press, New York.
- Saxena, S, 2002: Crime against women and Protective Law, Deep and Deep Publication, New Delhi.
- Sharkardass, Rani D. (Ed.), 2000: Punishment and the Prison Indian and International Perspectives, Sage, New Delhi.

MSW SEMESTER-III

PAPER-OP-3 (OPTIONAL-3)

PERSONS WITH DISABILITY AND SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper develops an understanding of the concepts related to disability and the types and extent of disability in India. Particular issues like persons with disability in a family, newer approaches to rehabilitation and the significance of social work interventions at family and community levels are included from the theoretical, practical and policy perspectives.

OBJECTIVES:

- Gain an understanding of disability, types of disability and its causes.
- Develop an understanding of the needs and problems of persons with disability.
- Understand the contexts of social work intervention in the field of disability and develop skills in counselling and rehabilitation of persons with disability.
- Gain knowledge about various policies and programmes for prevention of disability and rehabilitation of persons with disability.

COURSE CONTENT:

Unit	Title	Content
1	Concepts related to disability	Concepts of disability, Impairment and handicap. Causes of disability and the need for prevention. Health promotion-specific protection. Early detection and disability limitations.
2	Types and Extent of Disability in India	Extent of disability in India-visual impairment, speech and hearing impairment, mental retardation and orthopaedic disabilities, multiple disabilities.
3	Persons with disability and their family	Parent's reaction to disability in their children, needs and difficulties of families at different stages of life with their children with disability. Societal response to persons with disability, types of family-centered programmes.
4	National Policies	Changing approaches to rehabilitation of persons with disability as reflected in National Rehabilitation Council of India Act, 1992, the persons with disabilities (Equal opportunities, Protection of Rights and Full participation) act, 1995, UN Declaration of Human Rights of Disabled Persons, National Rehabilitation Trust Act, 2001 etc. Various welfare services for the persons with disability.

5	Programmes and Services	Services, programmes for persons with various categories of disability-institutional as well as non-institutional services.
6	Social Work Interventions	Social Work Interventions at the family level and community level-intervention in institutional services for persons with disability-interventions in areas related to work, occupation and participation in different spheres-social work intervention with reference to different age groups: children, adult, elderly with disability. Advocacy for protection of the rights of persons with disability.

SUGGESTED READINGS:

- Alper, S. Schloss, P and Schloss, C, 1994: Families of the students with Disabilities Consultation and Advocacy, Allyn and Bacon, Boston.
- Centre for Research in Mental Retardation, 1994: Mental Retardation Community Approach, Mumbai.
- Chandra, Krishan, 1994: Handbook of Psychology for the disabled and Handicapped, Anmol Publication, New Delhi.
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- Hegarty, Seamus and Alur, Mithu, 2002: Education and Children with Special Needs From Segregation to Inclusion, Sage, New Delhi.
- National Centre for Promotion of Employment for Disabled People, 1998: Role of the NGOs Vis-a-vis the employment scenario in India with reference to people with disabilities, New Delhi.
- Oliver, Michael, 1996: Understanding Disability, Macmillan Press, London.
- Peshwaria, R and Other, 1996: Understanding Indian Families. Having Persons with Mental Retardation, National Institute of Mental Health, Hyderabad.
- Puri, Madhumita and Abraham, George, 2004: Handbook of Inclusive Education for Educators, Administrators and Planners within Walls, without boundaries, Sage, New Delhi.
- Sapey, B, 1998: Social Work with Disabled People, Macmillan Hampshire.
- Shetty, L, 1998: Social Work with Mentally Disabled Children and their parents, TISS, Mumbai.
- Venkatesan, S, 2004: Children with Developmental Disabilities, Sage, New Delhi.
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- World Health Organization, 1980: International Classification of Impairments, Disabilities and Handicaps, WHO, Geneva.

MSW SEMESTER-III

PAPER OP-4 (OPTIONAL-4)

HIV/AIDS: CARE, MANAGEMENT AND SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper is about basics of HIV/AIDS causes, prevention and care. It also deals with socio-economic dimension of respective disease along with its health dimension.

OBJECTIVES:

- To understand the various clinical and epidemiological aspects, extent and spread of HIV in India and its consequences to public health.
- To understand pre and post test counselling. Have knowledge about behaviour change.
- To understand psycho- social impact of HIV on the infected and affected persons. To develop knowledge about community based services.
- To have knowledge about issues related to HIV/AIDS such as stigma, discrimination and informed consent.
- To develop knowledge about communication strategies for HIV/AIDS prevention, care and management.

COURSE CONTENT:

Unit	Title	Content
1	Basics of HIV/AIDS	Concept, History of HIV/AIDS. Routes of Transmission and its Prevention. Sexual myths and misconceptions.
2	Communication and Counselling in HIV/AIDS	Pre-test and Post-test counselling: Its Nature, Objective and Content. Counselling with Target Group i.e Female Sex Workers (FSW), Men having Sex with men (MSM), Transgenders, Injecting Drug Users (IDU), Truckers.
3	Care, Support and Treatment for HIV/AIDS Patients	Treatment of HIV/AIDS: Referral from Integrated Counselling and Testing Centre (ICTC) to Anti-Retroviral Therapy (ART) centre.
4	National AIDS Control Policy	Features of NACP-I, NACP-II, NACP-III and NACP-IV.

5	Targeted Intervention	Targeted Intervention into MSM, FSW, IDU and Bridge Population.
6	Law, Ethics and AIDS	Protective measures for People living with HIV/AIDS (PLHA), Informed Consent, Issue of Confidentiality.

SUGGESTED READINGS:

- Gracious, Thomas, 1997: AIDS, Social Work and Law, Rawat Publications, New Delhi.
- Premilla, D' Cruz, 2004: Family Care in HIV/AIDS-Exploring lived experiences, Sage Publications, New Delhi.
- Singhal, A. and Rogers, E.M, 2003: Combating AIDS-Communication Strategies in Action, Sage Publications, New Delhi.
- Stine, J. Gerald, 1998: AIDS Update 1999, Prentice Hall, New Jersey.
- Jayasurya, D.C, 1995: HIV-Law, Ethics and Human Rights, UNDP, New Delhi.
- Senak, M.S, 1996: HIV, AIDS and the Law: A Guide to Our Rights and Challenges, Insight Books
- Lather, P. & Smithies, C., 1997: Troubling the Angels: Women living with HIV/AIDS, Westview Press.
- Bury, J, Morrison, V. & McLachlan, S. 1992: Working with Women and AIDS: Medical, Social and Counselling Issues, Tavistock Routledge, New York.
- Bertrand, T. Jane, Mckel, Neil and Benton, Antje, 2004: Strategic Communication in HIV/AIDS Epidemic, Sage Publication, New Delhi.
- Joseph, Sherry, 1996: Gay and Lesbian Movement in India, Economic and Political Weekly, Vol. 31 (33).
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- United Nations, Geneva, 1998: HIV/AIDS and Human Rights-International Guidelines.
- Verma,K. Ravi: Sexuality in the time of AIDS, Population Council, New Delhi.
- WHO and UNAIDS, 2008: National AIDS Control Policy: Executive Summary.
- Journals: Economic and Political Weekly, Kurushetra, Yojna.

MSW SEMESTER-IV

PAPER-XVI

COUNSELING: THEORY AND PRACTICE

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This is a course about the theoretical basis of and the concepts that are fundamental to counselling. Practice dimension of counselling emphasizes on the value base, principles followed in counselling and the various models of counselling.

OBJECTIVES:

- Help students develop an understanding of counseling as a tool for helping people.
- Develop attitude and values for proper investment of self in counselling work.
- Help students gain knowledge about various approaches in counselling and develop the appropriate skills in counselling.

COURSE CONTENT:

Unit No	Unit title	Content
I	Counselling Approaches	Psychoanalytical, Person Centered, Gestalt, Existentialism, Transactional Analysis,
II	Marriage and Family Counselling	Marital Adjustment and Growth, Pre and Post Marital Counselling, Divorce Counselling
III	Psychopathology	Abnormal Behaviour, Stigmatization, Adaptive Maladaptive Behaviour, Risk Behaviour, Antisocial Personality
IV	Counselling for Abnormal Behaviour	Substance Abuse, Schizophrenic, Mood disorder, Anxiety disorder, Depression, Somatoform disorder, Personality disorder, Mental retardation
V	Techniques of Counselling	Crisis Counselling, Stress Management, Psycho-drama, Use of Psychological Tests
VI	Ethics in counselling	Self-awareness, personality, burnouts, ventilation, transference and counter transference, paraphrasing, summarizing

SUGGESTED READINGS:

- Ackerman, Nathan W., 1994: *Treating the troubled Family*, Basic Books, New Jersey.
- Bond, Tim, 2000: *Standards and Ethics for Counselling in Action*, Sage, London.
- Bor, Robert et al.2002: *Counselling in Schools*, Sage, London.
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MSW SEMESTER-IV

PAPER-XVII

SOCIAL POLICY AND PLANNING

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper makes an endeavour to strengthen the understanding of the learners on social policy and planning and develop ideas of the policies of the state and society for advocacy as a social work professional. The learning from the implementation of the policy at large and study from the legislative framework of the state provide the learners to go for research and innovation.

OBJECTIVES:

- Develop an understanding of social policy in the perspective of the national goals as enumerated in the Constitution of India.
- Develop capacity to critically examine the policies which have important bearing on social development and social work practice.
- Develop an understanding of the significance of planning policy for social welfare and the process of policy formulation.

COURSE CONTENT:

Unit No.	Unit Title	Content
I	Introduction to Social Policy	Meaning, characteristics, objectives, scope and models of social policy; determinants of social policy; issues of social policy based on Indian Constitutional provisions-Directive Principles of State Policy and Fundamental Rights.
II	Social Policy and Other Policies	Social policy versus public policy, social policy versus economic policy, social policy versus social welfare policy, how do social workers use social policy in their practice?
III	Social Planning	Concept, goals and principles of social planning; distinction between social planning and economic planning; social planning in India (Five Year Plans); problems of social planning in India; prerequisites for success of social planning.

IV	Process of Social Planning	Union and State level planning process; structure and functioning of Planning Commission; planning process at organizational level: SWOT Analysis, Logical Framework Analysis.
V	Policy Formulation	Need and process of policy formulation in India, different political ideologies in policy formulation, role of civil society institutions in social policy formulation.
VI	Social Policy in India	Meaning of social exclusion and marginalization, impact of globalization in this context; policies related to different disadvantaged groups such as aged, women, children, girl child, child labourer, disabled, SCs/STs, OBCs, etc.

SUGGESTED READINGS:

- Adams, Robert, 2002, *Social Policy for Social Work*, Palgrave Macmillan, Basingstoke.
- Beldock, J. M. et al.(ed.), 1999, *Social Policy*, Oxford University Press, Oxford.
- Bharadwaj, R. and Nadkarni, 1992, *Planning for Social and Economic Development*, Sage, New Delhi.
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- Gilbert, Neil and Specht, H., 1997, *Planning for Social Welfare Issues*, Prentice Hall, New Jersey.
- Kabra, Kamal Nayan, 1997, *Development Planning in India*, Sage, New Delhi.
- Singh, Surendra (ed.), 2012, *Encyclopaedia of Social Work in India*, New Royal Book Company, Lucknow.
- Titmus, R.M., 1986, *Commitment to Welfare*, Allen and Unwin, London.
- Quadeer, Imrana, Sen, Kasturi and Nayar, K.R., 2001, *Public Health and Poverty of Reforms*, Sage, New Delhi.

MSW SEMESTER-IV

PAPER XVIII

WOMEN'S DEVELOPMENT AND SOCIAL WORK

Time: 3 Hours

Full Marks: 100
[L.A-20, Exam-80]

This paper explores an understanding the social system that affects the functioning of women.

OBJECTIVES:

- To develop an understanding of the perspective of women and development in Indian society.
- To develop an ability to identify areas of work with women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women a part of the developmental process.
- To develop a capacity to examine the social systems that affect women in meeting growth needs and special needs.

COURSE CONTENT:

Unit	Title	Content
1	Women and Gender Issues	Women's Welfare and Development, Patriarchy and Gender relation. Feminist theories: Liberal, Radical, Socialist and Post-modern. Political Participation of women.
2	Women and Health	Mortality and Morbidity patterns among women. Health as a gender issue. Family planning methods and their impact on women. Differential access to health services in rural and urban areas.
3	Constitutional safeguards, provisions and programmes	Safeguards and provisions related to women in India, Schemes and Programmes related to Women Welfare.
4.	Women and Law	Indian Penal Code (IPC) sections 294, 354, 363, 366, 368, 372, 376, 498A, 304B and 306. Domestic Violence Act, Dowry Prohibition Act, SITA/PITA, MTP, PNMT. Personal laws related to Inheritance, matrimony, adoption, maintenance and custody of children.
5	Problems of women	Problems of women in family, workplace---- organized and unorganized sector, other societal problem related to women.
6	Technology and Women	Effect of LPG on women, commodification of women, digitalization and its effect on women.

SUGGESTED READINGS:

- Agnihotri, Satis Balaram, 2000: Sex Ratio Pattern in the Indian Population, Sage, New Delhi.
- Agnihotri, Gupta, Jyotsna, 2000: New Reproduction Technologies, Women's Health and Autonomy, Sage, New Delhi.
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- Bagchi, Jashadhara, 2005: The changing status of women in West Bengal 1970-2000, Sage, New Delhi.
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- Jeferry, R and Basu, A.M, 1996: Girls Schooling, Womens Autonomy and Fertility Change in South Asia, Sage, New Delhi.
- Murthy, Rajani, K, 2001: Building Women's Capacity, Sage, New Delhi.
- Mathur, Kanchan, 2004: Countering Gender Violence, Sage, New Delhi.
- Purusuthoman, Sangita, 1998: The Empowerment of Women in India, Grass Root Womens Network and the State, Sage, New Delhi.
- Seth, Mira, 2001: Women and Development: The Indian Experience, Sage, New Delhi.
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- Valentine Moghadham, M. 2005: Modernizing Women, Gender and Social Change, Viva Books, Pvt. New Delhi, Mumbai, Kolkata, Bangalore, Chennai, Hyderabad.
- Brook, E. and Davis Ann (1985). Women, the Family and Social Work, London: Tavistok Publications.
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- Harlambos, M. and Heard, R.M. (1980). Sociology – Themes and Perspectives, Oxford Publications.
- Jeffrey, W. Dyer and Raymond, T. Coward (1992). Gender, Families and ElderCare, Delhi: Sage Publications.
- Uma Shankar Jha and Premalatha Pujari (1996). Indian Women Today, Vol.I &II, Kanishka Publications.

MSW SEMESTER IV

Paper – XIX

SOCIAL DEVELOPMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

The paper would equip students in developing critical perspectives in examining development and its consequences for the community and the individual; the natural and social environment and socio-cultural institutions. The course will introduce the students to models of development and create an understanding of participatory, self-sustaining and people-centered public policies.

OBJECTIVES:

- Critically understand the concept, content and process of social development
- Identify linkages between social needs and development
- Locate strategies necessary for social development and reinforce values of social justice and equality

COURSE CONTENTS:

No.	Unit Title	Content
I	Introduction to Social Development	Definition and concept, dynamics with economic development.
II	Issues in Social Development	Growth and Equity -Quality of Life -Minimum Needs
III	Measuring social development	-Definition, Utility, Types, Problems in Construction of Social Indicators
IV	Social Work and Social Development	Role of social work in social development with particular significance in the context of globalization
V	Selected development approaches	-A Rights Based Approach to Development -Human Development Approach

VI	Problems of Social Development in India	Poverty, unemployment, illiteracy, population growth, corruption, terrorism.
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SUGGESTED READINGS:

- Caporaso, J. and Levine, D.1992.*Theories of Political Economy*. Cambridge University Press. UK
- Hayami, Y and Godo, Y 2006. *Development Economics* (Third edition), OUP (Indian Edition)
- Issues of *Economic and Political Weekly*, *Social Development*, *Frontline*, *Yojana* and other relevant journals and magazines. Newspaper reading compulsory.
- Kolstad, C. 2000. *Environmental Economics*. OUP.
- Meier, G and Rauch, J 2006. *Leading issues in Economic Development*, OUP (Indian Edition)
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- Thirlwall, A.P. 2005. *Growth and Development*. ELBS
- Todaro, M. 2005. *Economic Development in the Third World*. Orient Longman, New Delhi.
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MSW SEMESTER-IV

PAPER OP-5 (OPTIONAL-5)

HUMAN RESOURCE MANAGEMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

The paper provides a national and international perspective on Human Resource Management. The importance of trade unions and the role of social work in HRM is emphasized. The paper also incorporates the industrial governance of employees at all the levels including SMEs.

OBJECTIVES:

- Develop an understanding of the concepts of human resource management in formal organizations.
- Gain insight into the conditions and problems of workers in the unorganized sectors with special reference to social security, health, welfare and safety.
- Gain knowledge about different legislative measures for employee welfare and industrial relation, both in organized and unorganized sector.
- To develop an understanding of HRM process and methods in industry

COURSE CONTENT:

Unit No.	Unit Title	Content
I	HRM	Concept of HRM, Personnel Management and HRM, Functions of HRM -Managerial and Operative.
II	Wage Legislations, Gender Equality and HRD	Salient features of the Equal Remuneration Act-1976, Wage Legislations like the Minimum Wages Act-1948, The Payment of Wages Act-1936, The Payment of Bonus Act-1965, and The Payment of Gratuity Act – 1972
III	Leadership, management and employee counseling	Theories of Leadership, Leadership styles and types. Team building and Participative Management. Stress, Employee Counseling,
IV	Discipline and Grievance handling	Concept and approaches to discipline,--Disciplinary action, Grievance handling, Delinquent employees and counseling services
V	Motivation and Performance Management	Theories of Motivation, Motivating employees, Incentive Schemes and current trends in performance management. Communication.

VI	Organization behavior and Organization development	Concept of Organization behavior and Organization development, Role of HR professional in organization development.
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- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Social Security*
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Women and Child Labour*.
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- Salaman, Michael, 1998: *Industrial Relations – Theory and Practice*, Prentice Hall, London.
- Sanghi, Seema, 2004: *The Handbook of Competency Mapping Understanding Designing and Implementing Competency Models in Organisations*, Sage, New Delhi
- Sayeed, Omer Bin, 2001: *Organizational Commitment and Conflict Studies in Healthy Organisational Processes*, Sage, New Delhi.
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- Verma, Pramod and Mookherjee, Surya, 1982: *Trade Unions in India*, Oxford and IBM Publishing Co., New Delhi.

MSW SEMESTER-IV

PAPER-OP-6 (OPTIONAL-06)

ALCOHOL AND SUBSTANCE ABUSE

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper is related to concepts of alcohol and substance abuse, its causes, types, management, policies and programmes of the government. Effects of alcohol and substance abuse on individual, family and community are included in depth.

OBJECTIVES:

- To develop an understanding of the extent of prevalence of alcohol and substance abuse.
- To gain insight into the manifestations of the problem of alcohol and chemical dependency in the society.
- To acquire relevant information on the methods of working with alcohol and substance abusers and develop the skills of counselling and intervention.

COURSE CONTENT:

Unit	Title	Content
1	Basic Concepts related to Substance Abuse	Concept of substance Abuse. Types of substance abuse and causes of substance abuse among different sections of people: adolescents, teenagers, adult and women.
2	Effects of Substance Abuse	Effects of substance abuse on individual, family, community and work place.
3	Problem of Substance Abuse	Analysis of the problem of substance abuse from various perspectives: social, cultural and political. Physical complications related to substance abuse-assessment of different drug and substances.
4	Prevalence of Substance Abuse	Nature and Extent of the problem of substance abuse in India. Regional variation in different community.
5	Management and Care	Management and treatment of alcohol, substance and chemical dependent. Methods of intervention: such as Yoga therapy, relaxation therapy, art therapy, music therapy, group therapy, occupational therapy etc. Alcohol Anonymous, Narcotic anonymous, Family anonymous etc.

		After care service for sobriety and recovery relapse prevention.
6	Policies, Programmes and Role of Social worker in Preventions and Rehabilitation	Prohibition in India. The Narcotics Drugs and Psychotropic Substance Abuse Act, 1985. Legislation related to tobacco. National Policies, programmes and activities in the field of substance abuse by Government and NGO. Role of Social workers in the area of prevention and rehabilitation of alcohol and substance abuser. Programme, policy and research in this field.

SUGGESTED READINGS:

- Gladding, Samuel. T, 1995: Family Therapy: History, Theory and Practice, Printice Hall, New Jersey.
- Durrant, Russel and Thakur, Jo, 2003: Substance Use and Abuse, Cultural and Historical Perspectives, Sage, Thousand Oaks.
- Jordon Cathleen, 2003: Clinical assessment for Social Worker (2nd edition) Lyceum Books, Chicago.
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- Park, K, 1995: Textbook of Preventive and Social Medicine, M/S Banarasi Das, Jabalpur.
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- Walrond Skinner Sw, 1977: Family Therapy Treatment of Natural System, Routledge & Kegan Paul, London.

MSW SEMESTER-IV

PAPER OP-7 (OPTIONAL-7)

SOCIAL WORK WITH ELDERLY

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

Ageing and the aged is the main focus of this particular paper. The status and position of elderly in India have been reflected. The skills and concepts related to social work with the elderly is included together with an understanding of the policies and legislations related to the elderly in India.

OBJECTIVES :

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
- Develop sensitivity to the needs and problems of elderly.
- Gain knowledge about the policies and programmes for elderly.
- Gain an understanding of the role of social worker in working with elderly and develop required skills.

COURSE CONTENT:

Unit No	Unit title	Content
I	Ageing and aged	Meaning and definition of aged: Socio-cultural, economic, legal and residential needs of the elderly. Demographic profile- concepts of geriatric and gerontology.
II	Rural elderly	Differences between rural and urban elderly in terms of composition, social background, problem faced and significance for social work practice.
III	Elderly and physical health	Physical problems encountered by elderly due to increased life span. Their implications for social work practice.
IV	Elderly and mental health	Dementia, Alzheimer's disease, derelium-concept, meaning, causes, types, prognosis and treatment- role of caregivers.
V	Elderly abuse	Concept, meaning, causes, types and implications for social work practice.

IV	Social work with elderly	Contexts of intervention and methods of intervention. Developmental programmes for elderly.
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SUGGESTED READINGS:

- Dandekar, Kumudini, 1997: *The Elderly in India*, Sage, New Delhi.
- Desai, Murli and Siva, Raju, 2000: *Gerontological Social Work in India- Some Issues and Perspectives*, B.R. Publishing, Delhi.
- Dhar, Choudhury, Rajgopal, 2004: *The Greying of India; Population of Ageing in the Context of Asia*, Sage, New Delhi.
- Dhillon, P.K.; 1992: *Psych-social Aspects of Ageing in India*, Concept Publication Co., New Delhi.
- Featherstone, Mike and Andrew, Wernick 2008: *Images of Ageing*, Rutledge II, London.
- Khan, M.Z.; 1997: *Elderly in Metropolis*, Inter-India Publishers, New Delhi.
- Kunkel, Suzanne, 2001: *Ageing-The Social Context*, Pine Forge Press, New York.
- Krishnan, P and Mahadevan, K. (ed.), 1992: *The Elderly Population in the Developing World: Policies, Problems and Perspectives*, B.R. Publishing, New Delhi.
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- Rao, S.R., 2003 “Health and living arrangements of the elderly in India” in K.B. Pathak and others (ed.), 2003: *Dynamics of Population and Family Welfare*, Himalaya Publications, Mumbai.
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MSW SEMESTER I
COURSE: SW/I/CC 01
WORKING WITH INDIVIDUALS

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- Gain knowledge about the concept and approaches of social work intervention with individuals.
- Develop appropriate skills and attitudes to work with individuals.
- Develop commitment to social work values and ability to reflect on 'self' as a person and as a professional.

COURSE CONTENT

UNIT NO.	UNIT TITLE	CONTENTS
I	Introduction to Social Casework	History of Social Case Work, Concept, Objectives, Assumptions, Values and Principles of Social Casework; Social Casework in Indian context - its relevance and challenges.
II	Social Casework Process	Social Casework Process (Study, Diagnosis, Treatment & Evaluation Phases), Skills of Social Casework, Diagnostic and Functional Schools of Social Casework.
III	Tools and Techniques in Social Casework	Tools: Listening, Observation, Interview, Home Visit and Relationship (concept, objective, characteristics, components and related issues).
IV	Working in Various Settings	Social Casework in Educational Setting, Medical Setting , Criminal and Correctional Setting and Family and Child Welfare Setting and Community Setting
V	Theories of Social Case Work	Client Centered Approach, Task Centered Approach, Cognitive Theory, Behaviour Modification Theory and Strengths Perspective.
VI	Important Concepts in Social Casework	Social worker's evaluation of the self as a professional; professional accountability; communication: concept, types (symbolic, non-verbal and verbal); recording: need, types, and qualities of a good case record.

LEARNING OUTCOME

1. Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

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SUGGESTED READINGS

1. Banerjee, Gauri Rani (1973), *Papers on Social Work: An Indian Perspective*, Mumbai: TISS.
2. Bistek, F.P. (1961), *The Casework Relationship*, London: Allen and Unwin.
3. Friedlander, W. A. (1982), *Introduction to Social Welfare*, New Delhi: Prentice Hall of India.
4. Folgheraiter, Fabio, (2006), *Relational Social Work*, JKP: London.
5. Hamilton, G. (1951), *Theory and Practice in Social Case Work*, New York: Columbia University Press.
6. Hollis, Florence, (1964), *Case Work: A Psycho-social Therapy*, New York: Random House
7. Lishman, Joyce, (1994), *Communication in Social Work*, BASW Practical Social Work Series, Basingstoke: Palgrave Macmillan.
8. Mathew, G. (1993), *An Introduction to Social Case Work*, Mumbai: TISS.
9. Pearlman, H. H. (1957), *Social Case Work- A Problem Solving Process*, Chicago: The University of Chicago Press.
10. Upadhyay, R.K. (2003), *Social Casework: A Therapeutic Approach*, Jaipur: Rawat Publications.

MSW SEMESTER-I
COURSE – SW/I/CC 02
WORKING WITH GROUPS

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To gain theoretical understanding and practical implications on groups, group work, group process and group dynamics.
- To enable learning about the skills and techniques required for working with groups.
- To develop an understanding of group work as a method of social work and also to develop skills and competence in applying group work in various settings.

COURSE CONTENT

UNIT NO	TITLE	CONTENT
I	Introduction to Group	Definition and characteristics of groups. Types of groups and significance of groups to individuals and society. Small Group Theories (System Theory; Field Theory; Social Exchange and Learning)
II	Social Group Work: Basic concepts and History	Concepts—Objectives, Values and Principles of Social Group Work; Historical development of Group Work.
III	Group Structure, Group Processes and Group Development.	Group formation, group structuring, group development and group processes
IV	Models and Theories	Theories of Group Work: Ecological Perspective, Therapeutic Perspective. Various Models in Group work (Social Goal, Remedial, Reciprocal, Kert Lewins Model, Tuckman's Model, Mutual Aid Model, Needs—ABC Model, etc.)
V	Skills, Techniques and Leadership in Social Group Work	Skills and techniques, programme planning, supervision, recording, evaluation and leadership in Group Work
VI	Group Work in different settings	Group work in school, community, correctional set-up, Self Help Groups etc.

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LEARNING OUTCOME

1. Ability to develop theoretical understanding and practical implications on groups, group work, group process and group dynamics.
2. Ability to acquire specific skills and techniques of working with various groups,
3. Ability to enhance competencies while applying group work in various rural and agency settings.

SUGGESTED READINGS

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- Brown Allen. Group Work, Gower Adlerslot, USA, 1986.
- Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,
- Douglas, Tom: Group Work Practice, Tavistok, London, 1976
- Garwin C. D. Contemporary Group Work, Prentice Hall, New Jersey, 1981
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- Konopka, Gisella: Social Group Work: A Helping Process, Englewood Cliff, Prentice Hall, New York, 1963.
- Nicoloson, Paula and Rowan Bayne: —Social Group Work Skills, in Applied Psychology for Social Workers, MacMillan, New York, 1993.
- Northen Helen. Social Work with Groups. Columbia University Press, New York, 1969.
- Trecker, Harbigh B.: Social Group Work Principles and Practice, Associated Press, New York 1970.

M.S.W. SEMESTER I

SW/I/FC 01

SOCIAL WORK PROFESSION: PHILOSOPHY AND CONCEPTS

OBJECTIVES

- Develop commitment to the goal of humanism.
- Imbibe values cherished by the profession.
- Develop attitudes essential for a professional practitioner.
- Develop a critical awareness of the tradition of social work in India and a cultural perspective of professional social work.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Concept of Professional Social Work	Concepts of charity, philanthropy, social work, social welfare, social service, social reform and social development. Social Work as a profession -Existing and emerging role of social work professional in contemporary society. Code of ethics for professional workers.
II	Social Work Tradition and Related Concepts	Indian tradition of social service, religious roots of service, various social institutions and their role in rendering service to the needy; Social Reform Movements in India
III	Social Philosophy of Eminent Thinkers	Social philosophy of Rabindranath Tagore, Gandhi, Swami Vivekananda. Mary Richmond and Jane Adams' contribution to development of social work profession.
IV	Emergence of Social Work Profession	Development of Social Work in UK, USA and India
V	Human Rights and Social Justice	Human right concern of the profession in the background of the emerging issues. Constitutional provision in India and their implications- concept of civil society, civil rights and social work. Right based approaches in social work.
VI	Social Work Education and Practice	History of Social Work Education in India; Global view of Social Work education; Institutional Social Work Practice

LEARNING OUTCOME

1. Able to understand social work as a profession
2. Able to understand various ideologies of social work
3. Able to understand the social philosophy of eminent thinkers
4. Able to link social work education and practice

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SUGGESTED READINGS

- Adams, Robert et .al, 2002: *Social Work: Themes, Issues and Critical Debates*, 2nd Ed. Sage, London
- Banerjee, G.R, 1974: *Papers on Social Work: An Indian Perspective*, Tata Institute of Social Sciences, Bombay
- Chatterjee, Pranab, 1996: *Approaches to the Welfare State*, National Association of Social Workers (NASW), Washington D C
- Clark C. and Asquith S., 1985: *Social Work and Social Policy*, Routledge and Kegan Paul, London
- Cox, D.R, & Power, M.S. 2006: *International Social Work: Issues, Strategies and Programs*, Sage International
- Diwakar, V.D.(ed), 1991: *Social Reform Movements in India: A Historical Perspectives*, Popular Prakashan, Bombay
- Ganguly B.N., 1973: *Gandhi's Social Philosophy, Perspective and Relevance*, Vikash Publishing House, New Delhi
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- Timms, Noel and Timms Rita, 1997: *Perspectives in Social Work*, Routledge and Kegan Paul London Declaration of Code of Ethics for Professional Social Workers, Tata Institute of Social Sciences, Mumbai
- Thompson, Neil, 2003: *Prompting Equality: Challenging Discrimination and Oppression*, Sage, London
- Titmuss, R.M.: *Essays on the Welfare State*, George Allen and Unwin
- University Grants Commission, 1980: *Review of Social Work Education in India: Retrospect and Prospect*, University Grants Commission, New Delhi.

MSW SEMESTER-I
SW/I/ FC 02
SOCIOLOGICAL CONCEPTS FOR SOCIAL WORK

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To familiarize the students about the major sociological thinkers and their contributions.
- To enable the students to approach social institutions sociologically.
- To help students understand issues related to change and development

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Introduction to Sociology	Basic Concepts in Sociology, Relationship with Social Work and other Social Science disciplines; Application of Sociology in Social Work
2	Social Institutions and Social Processes	Kinship, Family, Marriage, Religion and Economic and Political institutions
3	Socialization and Social Control	Socialization: Meaning, Types, Agencies, Social Control-Need, Purpose and Mechanisms of Social Control Social Stratification in the Indian Context
4	Ethnicity, Nationalism and Globalization	Introduction to concepts of Ethnicity, Gender and Ethnicity, Impact of Liberalization, Modernization, Globalization and Mass Media on modern life.
5	Cultural and Social change	Culture-Meaning, Types of Culture, Multiculturalism and Pluralism, Theories, Factors and Theories of Social Change
6	Sociological Perspectives	a) Classical Approach b) Indian Sociologists

LEARNING OUTCOME

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1. To understand the basic theoretical concepts of sociology.
2. Able to understand the position of caste and class in the society in order to work in the direction of an egalitarian society.
3. Able to gain an insight on the inputs related to western society and also to conceptualize over problems of Indian society.

SUGGESTED READINGS

- Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982
- Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968
- Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977
- Giddens, Anthony: Sociology, Polity Press, London. 2010
- Leonard,P.: Sociology and Social Work, London, 1971
- Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995
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MSW SEMESTER – I
COURSE – SW/I/FC 03
HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

Time: 3 Hours
 Credits: 4

Full Marks – 100
 (Exam- 80; Internal Assessment- 20)

OBJECTIVES

- To orient students to one of the major feeder disciplines of Social work;
- To inculcate insight in to human behaviour and to develop self-introspection skills for personal integration and development of personality;
- To apply the knowledge of psychological concepts and theoretical understanding of social realities encountered in professional social work.

COURSE CONTENT

UNIT NO.	TITLE	CONTENT
I	Understanding the domain of Psychology	Psychology as a science; ties with Social Work and other disciplines; goals of Psychology
II	The behaving individual	Intelligence-an understanding; measuring intelligence. Learning as the most fundamental behaviour, the Classical and Instrumental approaches to learning.
III	The Psychological impetus to behaviour.	Emotion and feeling; components of emotion, development of emotions. Motivation: Classification of motives.
IV	Stress, health and well-being	Stress: Coping with stress Frustration and conflict of motives.
V	Individual Identity	Personality, nature, shaping, theories of personality-Psychoanalytic and Social Learning; Erikson's life cycle stages.
VI	Individual and the Social System	Understanding attitudes, Public Opinion, Prejudice, Propaganda

LEARNING OUTCOME

1. Ability to understand the basic concepts of psychology and its relation with social work
2. Ability to understand the issues of human behaviour and well being
3. Ability to find the linkage between the individual and the social system

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M.S.W. SEMESTER – II
COURSE – SW/II/CC 04
SOCIAL WORK RESEARCH -I

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES:

- To orient the students to various research methods, concept and assumptions underlying the methods.
- To impact to the students knowledge about practical aspects of research process from planning to implementation.
- To familiarize the students with various statistical techniques applicable in social work research and for interpretation of results.

COURSE CONTENT

UNIT NO.	UNIT TITLE	CONTENT
I	The Scientific Approach	Meaning of science, Characteristics of Scientific method, Goals of social research, Distinction between social research and social work research, Ethical issues in research.
II	Basic Elements In Social Research	Concepts, constructs and variables, hypothesis, theory and operational definitions, Steps in the process of research – problem selection, selection and formulation of research design, data collection, data analysis, assessment of intervention effects/impact and report writing.
III	Social Work Research	Use of research in social work – intervention research and practice based research, Types of social work research – needs assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research
IV	Research Designs	Meaning and Importance of research designs, Scientific social surveys, Descriptive, Exploratory and Experimental study designs, grounded theory, case study, phenomenology and ethnography, Action research, Participatory research.
V	Sampling	Purpose, Population, Universe, Sampling Frame and units of study, Meaning and types of Probability and non-probability sampling. Sampling in Qualitative Research.
VI	Methods of Data collection and analysis of qualitative data	Sources of data –primary and secondary, Observation as a method – definition, types and advantages, Interview as a method – definition, types and advantages, Questionnaire and format of questions, Interview schedule, Interview Guides and role of interviewer. Participatory Data Collection Techniques, Qualitative Data Analysis

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LEARNING OUTCOME

1. Able to understand the various concepts of social research.
2. Able to understand the difference between social work research and social research.
3. Able to form an idea of the methodological aspect of social work/social research.
4. To acquaint them with the basic concepts of qualitative data analysis.

SUGGESTED READINGS

- Alston, M.and Bowles, W. 2003 *Research for Social Workers*, Rawat Publications
- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York
- Goode, J. and Hatt P.K., 1952: *Methods in Social Research*, McGraw Hill, New Delhi
- Kothari, C.R. 2004 *Research Methodology* New Age International Publishers, New Delhi
- Kumar, R. 2011 *Research Methodology* Sage Publications, New Delhi
- May, Tim, 1997: *Social Research- Issues, Methods and Process*, Open University Press, Buckingham
- Mukherjee, Partha N. (ed), 2000: *Methodology in Social Research: Dilemma and Perspectives*, Sage, New Delhi

MSW SEMESTER - II
SW/II/ CC 05
WORKING WITH COMMUNITIES

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To provide a theoretical and conceptual foundation regarding community organisation as a method of Social Work practice and its related aspects.
- To develop the ability to analyse the community, its problems and issues with special emphasis on rural communities.
- To provide insight into the various processes techniques and dimensions in organising a community.
- To develop perspective and skills as a community organiser for more participatory and democratic community organisation process.

COURSE CONTENT

UNIT NO.	TITLE	CONTENTS
I	Understanding community	Concept of community-rural, urban; Meaning and characteristic, Classifications-Geographical, Functional and Virtual, Social Work Practitioner's perspective on community
II	Understanding Community Organisation	Community Organisation :Concept ,Meaning and Definitions Values, Assumptions and Principles of Community Organisation Processes of Community Organisation–Analysing and understanding community, Needs identification, Resource mobilisation, Programme planning, Programme implementation and People's participation Concept of Community Development, Difference between Community Organisation and Community development
III	Contextualising Community Organisation practices	Location of Community Organisation in Social Work Practice Community Organization Practice in Various Settings: rural and urban communities, Health, Livelihood, Natural resource management, Working with displaced population and rehabilitation Community organization in risk education and disaster response, conflict and peace building etc. Importance of people's participation in Community Organisation Practice, Challenges in participation.
IV	Models ,Strategies and Techniques of Community Organisation	Enabling and power confrontation models, Rothman' model- Locality Development Model, Social Planning Model and Social Action Model Strategies in community organization such as bargaining, confronting, collaborating, problem- solving, educating, social advocacy, joint action, persuasion and campaign Community Participation techniques: PRA and SIA(Social Impact Assessment)
V	Programme planning in Community Organisation and Documenting	Programme Planning in Community Organisation-Objectives, Principles and Processes Community profiling, recording and documentation of the community organization processes (documentation of the best practices, case studies).
VI	Roles and skills of Community Organisation practitioners	Roles and skills of Community Organisation Practitioner in –Problem analysis, Resource mobilisation, Conflict resolution, Organising meetings, Networking and training ,Report writings and Documentation

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LEARNING OUTCOME

- Able to understand different types of communities, its problems and various issues.
- Able to comprehend Community organisation as a method of working with people especially in a community setting.
- Capable to understand the techniques, tools, techniques and skills to organise the community.

SUGGESTED READINGS

1. Rhonda, p., & Robert, P. (eds.). (2014). *Introduction to Community Development*. Routledge.
2. Ife, J.W. (2013). *Community Development in an uncertain world: Vision, analysis and Practice* (5th ed). Cambridge University Press.
3. Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
4. Somesh, K. (2002). *Methods for Community Participation: A complete guide for Practitioners*. New Delhi: Sage Publication (Vistaar).
5. Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira Publications.
6. Siddiqui, H.Y. (1997). *Community Organisation in India*. New Delhi: Harnam.
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MSW SEMESTER –II
PAPER-SW/II CC 06
CHILD RIGHTS AND PROTECTION

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

1. To make the students familiar with the basic philosophy of child development, child rights and child protection.
 2. To help students acquire knowledge of the operational details of different welfare and development services in the field of child development and protection.
 3. To enable students develop an understanding of scope of social work intervention in the sphere of child welfare, child rights and protection.
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COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Child Development	Concept and principles of childhood development and child welfare. Evolution of child welfare services in India and changing trends. Child rights and its implementation.
II	Child Welfare Services Child Protection	Types of child welfare services-Institutional and non-Institutional- Adoption and Foster Care; CARA (Central Adoption Resource Agency), SARA (State Adoption Resource Agency); ICDS and ICPS
III	Child welfare policies	National and Global Policies on children. Development of child welfare planning-constitutional and legislative directives for welfare of children.
IV	Social work practice with children in difficult situations	Methods of Working with Children; School Social Work; Juvenile Delinquency; Destitute and Street Children; Children with physical and intellectual disability
V	Child abuse and trafficking	Concept, definition, causes and types of child abuse; social work intervention. Concept, definition and causes of child trafficking; role of social worker in handling the problem.
VI	ICPS (Integrated Child Protection Scheme)	Aftercare, General Gant-in-Aid, Child Welfare Committee, Juvenile Justice Board, State Juvenile Police Unit, Training and Capacity Building, Advocacy, Public Education and Communication, Research and Documentation, Child Tracking System, Evaluation and Implementation of ICPS.

LEARNING OUTCOME

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1. Able to understand the concept of child welfare.
2. Able to know the types of child welfare services.
3. Have a knowledge of government policies and programmes meant for children.
4. Have an idea of the different legislations for the protection and well being of children.

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MSW SEMESTER-II
COURSE- SW/II/CC 07
WELFARE AND DEVELOPMENT OF THE DISADVANTAGED

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To examine the laws, policies, welfare programmes relating to Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities
- To develop understanding of the social system, identification of needs of marginalized groups, understanding of different policies and programmes and develop concern about them while working with them.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Meaning and classification of Marginalized and Disadvantaged Groups	Classification of Weaker Section—Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) & Minorities. Their demographic profile.
II	Constitutional & Development Programmes	Constitutional & Development Programmes for SC, ST, OBC and Minorities.
III	Important Laws & Legislations	The SCs & STs Prevention of Atrocities Act 1989, The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Panchayat Extension in Scheduled Areas (PESA) 1996
IV	Protective Discrimination Policy	Protective Discrimination Policy for SC, ST & OBCs. Mandal Commission. Concept of creamy layer. Rosters—Post Based and its operational principles.
V	Important Bodies	Composition and function of National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Other Backward Classes, Ministry of Social Justice & Empowerment.
VI	Minorities Welfare	Concept of Minorities. National Commission of Minorities Act 1992. PM 15 Point Programme for welfare of Minorities.

LEARNING OUTCOME

1. Able to develop a sound knowledge on various laws, policies, welfare programmes for Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities.

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2. Able to develop a sound understanding on social system, identifying needs of marginalized groups, understanding of different policies and programmes.
3. Ability to develop a concern to various marginalized groups while working with them.

SUGGESTED READINGS

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MSW SEMSTER - II
COURSE - SW/II/CC 08
GENDER AND DEVELOPMENT

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES

- Understand the history and concept of feminism
- Appreciate how race, class and gender come together to act and react upon each other to create inequalities and exclusions.
- Be able to rationalise what it connotes to be a woman.
- Have a fair understanding of the media hypes related to masculinity and femininity.
- Introduce them to feminist research and feminist social work.

COURSE CONTENT

UNIT NO	TITLE	CONTENT
I	Introduction to Gender and Feminism	Concept of Gender and Sex; Cultural perspectives on gender and its construction; the question of difference; History of Feminism , Understanding Patriarchy and the burden of honour; Understanding the context in which the feminist theorization in India has problematised the historical interpretation of gender and culture. Women and Special Groups- tribals, hispanic, LGBTQ.
II	Feminist Theories and Womens Movement	Beginnings and developments in feminist consciousness, Liebral Feminism, Marxian Feminism, Radical Feminism, Social Feminism, Eco-Feminism, Post Modern Feminism
III	Gender and Society: Social Representation	Gender and Violence, Imaging the woman; Culture; Media. ; Concept of Empowerment, Need for empowermen of Women, Social, Cultural and Political Empowerment of Women. Women and workplace
IV	Crime and Legislations	Women and Crime; Types of Crime Laws relating to rights of women under UN Conventions, IPC and CRPC; Laws against Acid Attack, Rape and Sexual Harassment at Workplace
V	Women Development	Women and Health, Health as a gender issue , Women and Education, Acessibility, Issues of Drop Out, Women And Employment: Special Groups : Women with disability, Mental health and Women
VI	Feminist Research and Social Work:	Method, Methodology, and Epistemology, (Oral history, Content analysis, Feminist Ethnography, and Life history); Feminist social work.

LEARNING OUTCOME

- Able to understand the concepts of gender and the social construction of feminity and masculinity

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- Able to develop sensitivity towards the existing practices leading to gender discrimination and marginalisation in society.
- Able to develop ability to identify social, economic and political systems that adversely affect the well-being and functioning of women.
- Suggest affirmative action in planning to promote gender equity, equality and safety for women
- Discuss the major theoretical and empirical issues that emerge in gender research

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MSW SEMESTER-III
SW/III/CC 10
MEDICAL SOCIAL WORK

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES:

- To help the students to develop an understanding of the concept of health.
- To help students to gain knowledge about the etiology, epidemiology of different disease and their implications in social work practice.
- To enable students to develop awareness about the health policy, planning and administration of health services.
- To help students to develop an understanding of skills required of a social worker in the field of health.

COURSE CONTENT

UNIT NO	TITLE	COURSE CONTENTS
I	Concept of Health	Understanding the concept of health and changing concept of health; dimensions of health-physical, mental, social, cultural & spiritual; inter-relatedness of all dimensions of health; basic rules for healthy living; determinants of health.
II	Community Health	Community health: Concept, relevance, needs assessment & developing mechanisms for people's participation; discuss how community health is different from social medicine or community medicine; social consequences of disease.
III	Health Problems in India	Communicable and non-communicable diseases: Understanding the concept and causes of STD, AIDS, TB, malaria, polio, diarrhoeal diseases, malnutrition, cancer, diabetes, and cardio-vascular diseases; prevention and control measures of these diseases in rural and urban areas.
IV	Healthcare Delivery in India	History of healthcare delivery system in India; Reports of different committees; present structure and functioning of health services system in India; national health mission (NHM); Health Information Management System in India.
V	National Health Policy and Programmes	National Health Polices: past and present; National Mental Health Policy, national health programmes (disease control programmes) in India; reproductive and child health (RCH).
VI	Social Work Interventions in Health Settings	Concept and history of medical social work; role of medical social worker in hospital and community

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		setting; skills required by social work professionals in health care settings; scope of social work intervention in public health.
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LEARNING OUTCOME

1. Able to analyze the effect of class, culture and gender on mental health and well being
2. Gain an insight into different types of mental disorders, their causes, manifestations and management
3. Able to understand the nature and types of social work assessment and interventions in mental health
4. Able to develop sensitivity, awareness and understanding of policy and practice issues in the fields of mental health

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MSW SEM-III
SOCIAL WELFARE ADMINISTRATION
SW/III/ CC 11

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To acquire knowledge of the basic processes of social welfare administration.
- To develop an understanding of the social welfare administration at various level in India.
- To develop ability to analyze the practices and process of administration in specific settings and understanding change and conflicts.
- To learn to write projects, manage programmes through practicing various approaches to welfare managements.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Understanding Social Welfare Administration	Social Welfare Administration: Basic concepts, scope and principles Distinction between Public Administration and Social Welfare Administration Social welfare administration in India
II	Social Welfare Administration in India	Social welfare administration at different levels in India: central, state and local-administrative structure and functions Central and State social welfare board: structure and functions
III	General Administrative Practice	Administrative processes: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) Fund raising and Resource mobilisation Grants in Aid, The Foreign Contribution Regulation Act, 1976
IV	Non-governmental Social Welfare Organization	Characteristics, organizational design and structure, registration of organizations, constitution and policy---The Society Registration Act 1860 and The Indian Trust Act.1882 Civil Society Organisation and Development Work
V	Approaches to Welfare Management	Program model approach, project model approach Situational analysis---logical framework analysis, SWOT analysis
		Service project proposal, Research project proposal---steps

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VI	Project Formulation and Project Appraisal	in project formulation. Project appraisal, Monitoring and Evaluation
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LEARNING OUTCOME

- Able to understand the social welfare administration in order to get an insight about service planning and delivery system.
- Able to learn how to effectively manage social welfare programmes using various scientific techniques and approaches.
- Able to understand the basics the structural and the functioning pattern of NGOs.

SUGGESTED READINGS

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MSW SEMESTER – III

Course - SW/III/ CC 12

SOCIAL WORK RESEARCH -II

Time: 3 Hours

Credits: 4

Full Marks: 100

[Internal Assessment-20, Exam-80]

OBJECTIVES

- This course aims to familiarize students with the basics of quantitative research.
- This involves analyzing statistical data to answer certain research questions.
- The knowledge gained will enable the students to conceptualize, formulate and conduct simple research projects.
- It will provide a holistic understanding of major research strategies and the meaning, scope and importance of social work research.

COURSE CONTENT

NO	UNIT TITLE	CONTENT
I	Revision of concepts in Social Research	The Scientific Approach, Research Designs, Sampling, Data Collection.
II	Handling quantitative data	Coding, editing, mastersheet and tabulation plan. Statistical sampling Scaling- Likert, Thurstone, Guttman, Problems and tests of Reliability and Validity.
III	Presentation of data	Graphical and tabular presentation- Pie diagrams, graphs, bar diagrams, univariate and multivariate tables. Statistical Package for Social Sciences (SPSS) – introduction, basic steps, defining data, data entry, data transformation, data analysis, graphical (diagrammatic) presentation using SPSS.
IV	Analysis of Quantitative Data: Measure of central tendencies and dispersion	Mean mode and median. Range, mean deviation, standard deviation, quartile deviation and co-efficient of variation, merits and limitations of each, ANOVA.
V	Analysis of Quantitative Data: Correlation of data and Testing of data	Karl Pearson's coefficient, Spearman's coefficient of correlation. Test of hypotheses and its steps. Research hypotheses and null hypotheses- Type I error and type II error. Tests of chi-square, z and t and statistical application using SPSS.
VI	Research reports/ Dissertations	Planning outline of report, Editing for accuracy and neatness, standard formatting for referencing, footnotes and bibliography, dissemination of findings, preparing research abstract, book review.

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LEARNING OUTCOME

1. Able to understand the various concepts of social research.
2. Able to understand the differences between the social work research and social research.
3. Able to form an idea of the methodological aspect of social work/social research.
4. Able to grasp the basic concepts of statistics.

SUGGESTED READINGS

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- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York
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MSW SEMESTER-III

COURSE – SW/III/CC 13

URBAN AND RURAL COMMUNITY DEVELOPMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To understand the Rural and Urban community and its alignment with current development paradigm.
- To get insight into challenges of development endeavour and implications for social work practices.
- To understand the tribal problems in terms of social, economic and environmental problems.

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Rural Development I Historical Evolution	Concept of Rural Development: Its meaning, Nature, Scope in the arena of Development. Gandhi's and Tagore's concept of Rural Development, Bhudaan, Firka Project, Marthandam
2	Rural Development II Contemporary Context	Integrated Rural Development Programme, Pradhan Mantri Gram Sadak Yojana, Desert Development Programme (DDP), Mahatma Gandhi National Rural Employment Guarantee Programme (MNREGP), National Health Mission (NHM), National Livelihood Mission (NLM), Chipko, Narmada Bachao Andolan, Water Harvesting of Anna Hazare at Ralegan Siddhi
3	Rural Administrative Set-up	Panchayati Raj: Its Structure and Functions and administration of services & programmes. 73 rd Constitutional Amendment and its provisions.
4	Rural Economy	Concept and Nature of Rural Economy. Rural Finance: Role of Co-operatives, NABARD, Regional Rural Banks (RRB).
5	Urban Development	Meaning of Urban Development, Current trend of Urbanization process, its driving factor. Migration: Nature and Causes of migration from Rural area to Urban area. Jawaharlal Nehru National Urban Renewal Mission (JnNURM), Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
6	Tribal Development	Tribal Development: Its Concept and Nature. Definition of Tribes. National Policy for Tribals, 2007, Land Alienation Act, 1859, Panchayat Extensions in Scheduled Areas(PESA),1996, National Forest Policy, 1988

LEARNING OUTCOME

1. Able to form aviewpoint over various contemporary rural development programmes in understanding their significance in national economy.

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2. Able to conceptualize various challenges of rural and urban community and strategies to deal with it.
3. Able to analyse the role of national level policies for welfare of rural and urban community
4. Able to equip social work students with expertise to fight with menace in tribal areas

SUGGESTED READINGS

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- Desai, Vasant, 1991: Fundamentals of Rural Development, Rawat Publications, New Delhi.
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MSW SEMESTER – III
COURSE - SW/III/CC 14
HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- Develop an understanding of the concepts of human resource development and management in formal organizations.
- Gain knowledge about different legislative measures for employee welfare and industrial relation.
- To develop an understanding of HRM process and methods in industry
- To acquaint and help students in understanding the concepts of human resource management in formal organizations and develop appropriate skills and competencies in managing human resources.
- To comprehend an understanding of HRM process and methods in industry.

COURSE CONTENT

UNIT NO.	UNIT TITLE	CONTENT
I	Concept of Human Resource Development & Management	Concept of HRD & HRM, Personnel Management and HRM, Functions of HRM, HR Planning to Superannuation –the process.
II	Labour Welfare & Industrial Relations	History and concept of Labour Welfare, ILO and Industrial Relations. Importance of Labour Welfare, approaches and parties to IR and Collective bargaining. Trade unionism. Concept, causes and prevention of Industrial Disputes. The Trade Union Act-1926. Industrial Disputes Act-1947. Industrial Employment (Standing Orders) Act-1946
III	Employee Development	Concepts and methods of Employee Development. Performance Management and appraisal, Retention, Integrating HR with Business Process.
IV	Labour Legislations and Social Security	Concept of Social Security. Salient features of, The Payment of Bonus Act-1965, The Payment of Gratuity Act-1972, The Workmen’s Compensation Act-1923, The Employees’ State Insurance Act-1948, The Employees Provident Funds (Misc. Prov.) Act-1952, The Equal Remuneration Act-1976, and The Maternity Benefit Act-1961.
V	Maintenance and Retention	Meaning and theories of Motivation, Motivation and Morale. Worker’s Participation in Management. Leadership and Team Building. Communication in industry. Concept and approaches to discipline, Disciplinary action. Concept and sources of Grievances and Grievance handling procedures. Employee Counselling.
VI	Legislations and welfare of employees in industry	The Factories Act 1948, Role and functions of Labour Welfare Officer. Wage Legislations like the Minimum Wages Act-1948, The Payment of Wages Act-1936, The Payment of Bonus Act-1965.

LEARNING OUTCOME

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1. Able to understand the basic concepts of human resource management.
2. Gain an understanding of labour legislations in India
3. Able to relate social work interventions with employee welfare in industries

SUGGESTED READINGS

- Armstrong, M., 2001: *Handbook of Human Resource Management Practice* (9th ed). : Kogan Page, London
- Aswathappa, K., 1999: *Human Resource and Personnel Management*, Tata McGraw Hill Publishing Company Ltd., New Delhi
- Bolaria, B. S. and Bolaria, R. E., 1994: *International Labour Migration*, Oxford University Press, Delhi
- Chauhan, S. S., 1993: *Labour Welfare Administration in India*, Kanishka Publishers, Delhi
- International Labour Organisation, 1995: *Worker's Access to Education*, A Worker Education Guide, Geneva.
- Jhabvala, R, and Subrahmanya, R. K.A, 2000: *The Unorganized Sector*, Sage, New Delhi
- Joshep, Jerome, 2004: *Industrial Relations Towards a Theory of Negotiated Connectedness*, Sage, New Delhi
- Lal Das, D.K., 1991: *Personnel Management, Industrial Relations and Labour Welfare*, Y. K. Publishers, Agra
- Mallick, P.L., 2002: *Industrial law*, Lucknow Eastern Book Company
- Mamoria, Mamoria and Gankar, 2000: *Dynamics of Industrial Relations*, Himalaya Publishing House, Nagpur.
- National Commission on Labour, New Delhi, 2001: *Report of the Study Group on Umbrella Legislation for the Workers in the Unorganized Sector*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Review of Laws*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Skill Development, Training and Workers' Education*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Social Security*
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Women and Child Labour*.
- Pareek, U and Rao, T. V., 1992: *Designing and Managing H R Systems*, Oxford and IBH Publishing, New Delhi
- Peter, F. Drucker, 1970: *The Practice of Management*, Allied Publiahers, New Delhi.
- Rao, T. V, 1996: *Human Resource Development Experiences, Intervention and Strategies*, Sage, New Delhi
- Saini, Debi S.: *Human Resource Strategy and Workplace Pluralism*, Management and Change, Vol 3., No. 1.
- Saini, Debi S, 1994: *Redressal of Labour Grievances, Claims and Disputes*, New Delhi, Oxford and IBM.
- Salaman, Michael, 1998: *Industrial Relations – Theory and Practice*, Prentice Hall, London.

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- Stalker, P., 1994: *The Work of Strategies: A Survey of International Labour Migration*, ILO, Geneva
- Taylor, F.W., 1911: *The Principles of Scientific Management*, Harper and Brothers Publishers, New York.
- Verma, Pramod and Mookherjee, Surya, 1982: *Trade Unions in India*, Oxford and IBM Publishing Co., New Delhi.

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MSW SEMESTER - III
SW/III/OE 01
HUMAN RIGHTS, ADVOCACY AND ACTIVISM

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam-40]

OBJECTIVES

1. Understand the concept of Human Rights, its evaluation at the International level as well as in India and impact of the society.
2. Develop ability to understand areas of Human Rights and acquaintance with Human Rights machinery and their functions.
3. To acquire competency to apply knowledge of human rights and social legislation in social work practice

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Concept and Historical Perspective of Human Rights	Concept and meaning of Human Rights. Classification of Rights : Natural, Moral and Legal Rights, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights)
II	Evolution of Human Rights	Journey from Magna Carta to the Universal Declaration of Human Rights (Magna Carta; The united States Declaration of Independence; The French Declaration of the Rights of Man and the Citizen; United States Bill of Rights; Geneva Convention of 1864; Universal Declaration of Human Rights, 1948. International Bill of Rights (Significance of Universal Declaration of Human Rights,
III	Human Rights and the Law	Human Rights and the U.N. Charter; International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights , International Covenant on Civil and Political Rights, Theories of Human Rights, Human Rights and the Constitution of India.
IV	Advocacy and Activism	Concept of advocacy and activism, Concept of Public Interest litigation and Social Action, Networking, Campaigning, Role of Advocacy and Role of Social Action in promotion of human rights. Social Work profession and Human Rights
V	Human Rights, NGO's and Social Work	Role of Indian NGO's in furthering Human Rights, Amnesty International, Human Rights and Social Justice; Public Litigation, Legal Aid, Lok Adalat, Institutional mechanism for human rights in India, Role of National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST, National Commission for the disabled National Commission for the protection of the rights of the child.

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VI	Human Rights Violation	Human Rights violations in India; Difficulty in promotion of Human Rights. National Human Rights Machinery: Ombudsman, Human Rights Commission, The Protection of Human Rights Act.1993. Case studies on HR violations and Actions.
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LEARNING OUTCOME

1. Able to understand the introductory concepts relating to human rights
2. Gain an insight in to the role of NGOs and social work in human rights advocacy and activism.
3. Able to understand the issues relating to human rights violation

SUGGESTED READINGS

1. AjitBhattacharji, 1997,Social Justice and the Indian Constitution, Simla Indian Institute of Advanced Studies.
2. Basuttil J. &Blsekburn R., 1997, Human Rights for the 21st Century, London Prentic Hall.
3. Ferguson, L et al 2004, Globalization, Global Justice and Social Work, London: Routledge T&F.
4. Government of India, 1987,Encyclopedia of Social Work in India (Vol 1-4), New Delhi: Ministry of Information & Broadcasting.
5. Jaiswal P.S. &Jaiswal N., 1996, Human Rights and the Law, New Delhi, ApIt Publishing Corporation.
6. John S, 2001,(Ed.) Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India, Pune: National Centre for Advocacy Studies.
7. PanditV,l 2000, Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies. 8. Pathak B., 1997, Social Justice and Development of Weaker Section, New Delhi, Inter India Publication

MSW SEMESTER-III
COURSE – SW/III/OE 02
SOCIAL EXCLUSION AND INCLUSIVE POLICIES

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam-40]

OBJECTIVES

- To develop an understanding on very concept of marginalized sections, factors for their exclusion
- obtain ideas on some important laws, legislation, policies and welfare programmes for them so that learners can develop a correct attitude on the area while working with them.

COURSE CONTENT

UNIT NO	TITLE	CONTENT
I	Understanding Society & Marginalized Groups	Understanding Indian Society and caste system. Analyze various marginalized groups: Dalits, Tribal, OBCs, Sexual Minority, and PWDs etc. Different theoretical perspectives: System Theory and Conflict Theory
II	Social exclusion discourse	Discourses of exclusion: The Redistributive Discourse (RED), The Moral under Class Discourse (MUD), The Social Integrationist Discourse (SID) etc. Factors influencing exclusion.
III	India as an inclusive country	India as welfare state and inclusive country. Indian Constitution as guardian of safeguarding rights of Marginalized. Important Laws & Legislations to protect marginalized (SC, ST, PWDs):The SCs & STs Prevention of Atrocities Act 1989, The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, The Rights Of Persons With Disabilities Act, 2016, etc.
IV	Social Inclusion Initiatives: affirmative action and welfare programmes. Social Work Theories	Protective Discrimination Policy. Welfare and development Programmes for SC, ST, OBC and PWDs. Important Bodies for ensuring social justice: National Human Rights Commission, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Other Backward Classes. Social Work theories and inclusion: Radical to Critical; Anti-Oppressive Practices; Right Based Approaches.

LEARNING OUTCOME

- Able to learn the concept and aspects of public health
- Able to understand various dimensions of healthcare services and programmes.
- Gain different perspectives on health and social development and also the response of the social work profession.

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- David Howe. 2000. *A Brief Introduction to Social Work Theory*, New York Palgrave Macmillan
- Fransis J. Turner 1986. *Social Work Theories*. Oxford University Press
- Khan, M. A. (1980). *Scheduled Castes and their states in India*. New Delhi, Uppal Publication.
- K.S. Singh. (1994). *The Scheduled Tribes*, Oxford University Press, Delhi

- Muthuswamy & Brinda. (2015). *Swamy's Compilation on Reservation & Concession for Scheduled Castes, Scheduled Tribes and Other Backward Classes*, Swami Publishers Ltd, New Delhi.
- Malcolm Payne. 2005. *Modern Social Work Theory*. New York, Palgrave Macmillan
- Mullaly R. 2003. *Structural Social Work*. Oxford University Press, Toronto
- Webb, S. A. 2006. *Social Work in a Risk Society*. Palgrave Macmillan

MSW SEMESTER-III

COURSE – SW/III/OE 03

SUSTAINABLE LIVELIHOOD PRACTICES

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam-40]

OBJECTIVES:

- To understand the Sustainable livelihood in current development paradigm.
- To briefly explore various approaches of Sustainable livelihood.
- To carve-out association of various stakeholders with Sustainable livelihood.

COURSE CONTENT:

UNIT	TITLE OF UNIT	CONTENT
1	Introduction to Concept	Concept of Sustainable livelihood: Its meaning, Nature and Origin, Food Security and livelihood.
2	Framework	Livelihood Assets, Vulnerability context, Resilience, livelihood and Agrarian changes, Physical Capital, Natural Capital.
3	Strategies for Sustainable livelihood	Tourism, Agricultural intensification, livelihood diversification, Disaster Risk Reduction, Inclusion of Biodiversity and ecosystem, livestock management.
4	Analysis for Sustainable livelihood	Micro-Planning, Participatory Rural Appraisal, Rapid Rural Appraisal, Stakeholder analysis, Sub-sector analysis.
5	Institutional Intervention	Role of Government and NGO in Sustainable livelihood, NABARD, NDDB, Cooperatives.
6	Role of Social Work	Development Planning, Community mobilization, Advocacy and Social Action for Sustainable livelihood.

LEARNING OUTCOME

- Able to understand the importance and different dimensions of Sustainable livelihood in the present situation.

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- Develop familiarity with different approaches of Sustainable livelihood considering natural resource management as essential strategy.
- Able to comprehend the role of different stake holders in promotion and management of Sustainable livelihood.

SUGGESTED READINGS:

- Susanna Davis, (1996): *Adaptable Livelihoods: Coping with Food Security in the Malian Sahel*, London: Macmillan.
- Morse, Stephen, McNamara, Nora (2013): *Sustainable Livelihood Approach: A Critique of Theory and Practice*. Springer.
- Carney (2002): *Sustainable Livelihoods Approaches: progress and possibilities for change*, DFID, London.
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- Chambers, Robert (1995): *Poverty and Livelihoods: Whose Reality Counts?* IDS Discussion Paper 347, IDS, Brighton, UK.
- Ellis, Frank (1999): *Rural Livelihood Diversity in Developing Countries: Evidence and Policy Implications*. ODI Natural Resource Perspectives No.40, ODI, London.
- Scoones, Ian (1998): *Sustainable Rural Livelihoods: A framework for analysis*. IDS, Working Paper 72, IDS, Brighton, UK.
- Marsh, R.(2003): *Working with Local Institutions to Support Sustainable Livelihoods*, Rural Development Division, FAO, Rome, Italy.
- Stephen Morse, Nora McNamara (2013): *Sustainable Livelihood Approach: A Critique of Theory and Practice*, Springer.
- Vishwambhar Prasad Sati (2013): *Towards Sustainable Livelihoods and Ecosystems in Mountain Regions*, Springer.
- Kiah Smith (2014): *Ethical Trade, Gender and Sustainable livelihoods: Women Smallholders and ethicality in Kenya*, Routledge.
- H.S Shylendra and Uma Rani (2005): *Diversification and sustainable rural livelihood*, Concept Publishing.

MSW SEMESTER-III
SW/III/SC 01
COMMUNITY HEALTH AND SOCIAL WORK

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES

- To help the students to develop an understanding of the concept of community health.
- To help students gain knowledge about family and environmental health.
- To help students gain an understanding on health care expenditures and emerging issues in community health.

COURSE CONTENT

UNIT	COURSE TITLE	COURSE CONTENTS
I	Introduction to Community Health	Understanding the concept of community health; difference between community health and public health; historical overview of community health programmes in India; present scenario and challenges in community health programmes in India.
II	Family Health	Family Planning: concept and methods; ante-natal and post-natal care; historical overview of family planning programmes in India; issues of morbidity and mortality at family and community levels.
III	Health Education for Communities	Health Education: concept, contents, principles, approaches to health education, models of health education; voluntary sector and health education at community level: an overview.
IV	Environmental Health	Concept of environmental health; water: water pollution and water purification methods; safe drinking water situation in West Bengal and in India; sanitation: concept, methods of waste disposal, historical overview of sanitation programme in India; Swachh Bharat Abhiyaan.
V	Health Care Expenditure and Privatization of Health Care	Comparative understanding on per capita health expenditure: Asian view and Global view; review of expenditure on health in Five Year Plans; overview on privatization of healthcare; out of pocket expenditure; RSVY: an overview.
VI	Some Emerging Issues on Health in Community	Occupational health; traditional systems of medicines (TSMs); rights of patients; hospital environment; pharmaceutical industries and drug patenting.

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LEARNING OUTCOME

1. Able to understand the concepts relating to community health in India
2. Able to understand health education needs and role of social workers
3. Gain an insight into emerging issues in the health sector

SUGGESTED READINGS

D'Costa, G.A, Vaidya, R & Naik, D. (2007), *Healthcare and Rights of Patients*, New Delhi: VHAI.

Park, K. (2005), *Textbook of Preventive and Social Medicine* (18th ed.), Jabalpur: Barnarsidass Bhanot Publications.

Rao, M. (Ed.). (1999), *Disinvesting In Health: The World Bank's Prescriptions for Health*, New Delhi: Sage Publications

Smolenske, J. and Hear, F.B. (Nd), *Principles of Community Health*.

Voluntary Health Association of India (1992), *State of India's Health*, New Delhi: VHAI.

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MSW SEMESTER-III

COURSE - SW/III/SC 02

PERSONS WITH DISABILITY AND SOCIAL WORK

Time: 3 Hours

Credits: 4

Full Marks: 100

[Internal Assessment-20, Exam-80]

OBJECTIVES

- Gain an understanding of disability, types of disability and its causes.
- Develop an understanding of the needs and problems of persons with disability.
- Understand the contexts of social work intervention in the field of disability and develop skills in counselling and rehabilitation of persons with disability.
- Gain knowledge about various policies and programmes for prevention of disability and rehabilitation of persons with disability.

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Concepts related to disability	Concepts of disability, Impairment and handicap. Causes of disability and the need for prevention. Models of disability, Health promotion-specific protection. Early detection and disability limitations.
2	Types and Extent of Disability in India	Various types and magnitudes of disability in India, the demographic profile and the recent trend of Person with disability Description of various type of disability
3	Problems of PWDs	Individual level and societal level, general and specific; Vulnerability of PWDs: Persons with multiple disabilities, Benchmark disability Persons with severe and profound disability,
4	National Policies and Legislations	Mental Health care Act 2017, National Rehabilitation Council of India Act, 1992, the persons with disabilities (Equal opportunities, Protection of Rights and Full participation) act, 1995, Un Convention on the rights of person with disabilities, National Policy for Persons with disabilities 2006, Rights of Persons with disabilities Act, 2016 etc.
5	Programmes and Services	Policies and Programmes, Institution Based Programmes and services and Community Based Rehabilitation Programmes; Government organizations: RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department, NGOs intervention
6	Social Work Interventions	Interventions at the family, community level, institutional level; social work intervention with reference to different groups: children, adult, women, elderly with disability. Advocacy, networking

LEARNING OUTCOME

1. Able to know the basic concepts related to disability.
2. Able to gain knowledge on the policies and legislation related to disability in India

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3. Inculcate social work intervention knowledge related to disability

SUGGESTED READINGS

Alper, S. Schloss, P and Schloss, C, 1994: Families of the students with Disabilities Consultation and Advocacy, Allyn and Bacon, Boston.

Bhambhani, M. (1999). The burden of woman with Disabilities. Action Aid Disability News, 1 and 2, 22–24.

Chandra, Krishan, 1994: Handbook of Psychology for the disabled and Handicapped, Anmol Publication, New Delhi.

Hans, A and Patri, A, 2002: Women and Disability, Sage, New Delhi.

Harper, M and Momm, W, 1992: Self Employment for Disabled People, ILO, Geneva.

Hegarty, Seamus and Alur, Mithu, 2002: Education and Children with Special Needs From Segregation to Inclusion, Sage, New Delhi.

Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. International Journal of Management, Marketing and HRD, 1.

Oliver, Michael, 1996: Understanding Disability, Macmillan Press, London.

Peshwaria, R and Other, 1996: Understanding Indian Families. Having Persons with Mental Retardation, National Institute of Mental Health, Hyderabad.

Puri, Madhumita and Abraham, George, 2004: Handbook of Inclusive Education for Educators, Administrators and Planners within Walls, without boundaries, Sage, New Delhi.

Sapey, B, 1998: Social Work with Disabled People, Macmillan Hampshire.

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Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.

Venkatesan, S, 2004: Children with Developmental Disabilities, Sage, New Delhi.

Werner, David, 1994: Disabled Village Children-A Guide for community workers, Rehabilitation workers and Families, Voluntary Health Association in India, New Delhi.

World Health Organization, 1980: International Classification of Impairments, Disabilities and Handicaps, WHO, Geneva.

MSW SEMESTER - III
COURSE – SW/III/SC 03
CRIME AND CORRECTIONAL ADMINISTRATION

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To orient the learners to various theoretical aspects of crime and criminality.
- To familiarize the learners with various correctional institutions and social work interventions.

COURSE CONTENT:

UNIT NO	TITLE	CONTENT
1	Concept of Crime	Concept of Crime, Crime Statistics and major factors of crime, Theoretical framework of analysing crime: classical, neo-classical and positive theories. Physiological, Psychological theories and sociological theories.
2	Juvenile Delinquency	Meaning of the Concept, nature and Incidence, Characteristics, types, treatment, prevention: institutional services for juvenile delinquents, juvenile justice system, children in conflict with law
3	Social Work Practice in Correctional Institutions	Pre-release preparation, Under-trial prisoners: Remand/Observation homes, Certified/Approved Schools, Open institutions, special homes. Social work in institutional setting for juvenile
4	Victims pr survivors and crime	Victimology-Concept and implications for practice, Recent developments. Victims of crimes-genocide, homicide, physical assault, rape, molestation, domestic violence, crimes against children, elderly. Victims of political crimes. Social work with victims of cyber and political crimes, POCSO
5	Probation, Parole and Aftercare (PPA)	Origin and development of Probation, parole and aftercare-principles, statutory basis and organization of PPA. Pre-sentence investigation report, pre-parole report, eligibility criteria, Probation and parole prediction, probation and parole conditions, supervision and revocation. Recommendations of the Advisory committee on Aftercare. Role of welfare/Probation officers in probation, parole and aftercare.
6	Social Defence	Concept, Definition and objective of social defense. Institutional set-up of social defense in India, components of social defense. Classification, positivism in social defense. Restorative justice-an alternative to retributive justice. Social defense and implications for social work.

LEARNING OUTCOME

1. Able to understand the concepts of crime and juvenile delinquency
2. Recognize the need and issues of social work practice in different correctional settings
3. Able to learn the various Probation, Parole and Aftercare provisions and the concept of social defense

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MSW SEMESTER-IV
SW/IV/CC 15
MENTAL HEALTH AND SOCIAL WORK

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES:

- To help the students to develop an understanding of the concept of mental health.
- To help students to gain knowledge about the etiology, epidemiology of different diseases, physical as well as mental consequences and their implications for social work practice.
- To enable students to gain awareness about the mental health policy and planning.
- To help students to develop an understanding of skills required of a social worker in the field of mental health.

COURSE CONTENTS

UNIT	TITLE	CONTENTS
1	Introduction to Mental Health and Mental Illness: Psychiatric Social Work	History and concept of mental health, mental illness and psychiatric social work; stakeholders in psychiatric social work practice; consequences of mental health problems.
2	Mental Hygiene	Meaning, definition and scope of mental hygiene; characteristics and importance of mental hygiene; aims of mental hygiene; principles of mental hygiene; programme of mental hygiene.
3	Causes and Treatment of Mental Illness	Major and Minor Mental Illnesses, DSM V classification of disorders- classification of major mental disorders- aetiology, Classification, Symptoms, and Treatment.
4	Community Mental Health	Global situation, concept and objectives of community mental health; history and approaches to community mental health programmes in India; community mental health and NGOs; present challenges in India.
5	Programmes and Policies for Mental Health	Global Conventions; Mental Health Care Act, 2017 National Mental Health Programme, Policy on Mental Health 2016
6	Application of Psychiatric Social Work	Role of social worker in improving mental health – prevention, treatment and promotion; use of various therapies in mental health; practice of psychiatric social work in different settings like family and child welfare agencies, schools, correctional institutions, hospitals, deaddiction centres, etc.

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LEARNING OUTCOME

- Able to develop an understanding of the concept of mental health.
- Able to gain knowledge about the etiology, epidemiology of different diseases, physical as well as mental consequences and their implications for social work practice.
- Able to gain awareness about the mental health policy and planning.
- Able to develop an understanding of skills required of a social worker in the field of mental health.

SUGGESTED READINGS

Bhatia, M.S.(2007), *Mental Disorders- Misconceptions and Realities*, New Delhi: NBT.
Colman, J. C. and William, B. E. (1972), *Abnormal Psychology and Modern life*, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.

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Francis, A. (2014), *Social Work in Mental Health: Context and Theories for Practice*, New Delhi: Sage.

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Palmer, S. (2004), *Introduction to Counselling and Therapy: The Essential Guide*, New Delhi: Sage Publications.

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Verma, R. (1991), *Psychiatric Social Work in India*, New Delhi: Sage.

MSW SEMESTER – IV
COURSE – SW/IV/CC 16
COUNSELING: THEORY AND PRACTICE

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES:

- Help students develop an understanding of counseling as a tool for helping people.
- Develop attitude and values for proper investment of self in counselling work.
- Help students gain knowledge about various approaches in counselling and develop the appropriate skills in counselling.
-

COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Counselling as a method of Helping	Concept ,Definition and Goals of Counselling, The Phases of the Counselling Process (Relationship Building,ProblemAssessment,GoalSetting,Intervention, and Termination and Referral), Characteristics of an Effective Counsellor, Challenges as faced by a Counsellor
II	Skills and Techniques of Counselling	Techniques -- Listening, Responding, Goal setting, Exploration and Action, Psychodrama, Role play Skills--Acceptance,RapportBuilding.Listening, Empathy, Genuineness, Unconditional positive regard,Concreteness,Questioning,Leading,Reinforcing ,Reflection of Feelings, Summarising, Counsellor Self-Disclosure, Issues of Confidentiality Transparency
III	Counselling Approaches	Psychoanalysis, Client Centred, Existential, Rational Emotive Therapy, Behaviour Modification Therapy
V	Counselling of Special Groups -	Counselling for HIV/AIDS, Substance Abuse, Elderly People, Persons with Disabilities, Trafficked Women and Children
VI	Various Avenues of Counselling Interventions	Crisis Counselling, Post Trauma Stress Management , Use of Psychological Tests, Yoga, Music and Spirituality
VI	Ethics in counselling	Need for Ethical Standards, Rights of Client, Transference and Counter transference in Counselling Practices, Research in Counselling

LEARNING OUTCOME

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1. Able to gain an overview of various uses of counselling in different settings.
2. Able to learn counseling practices in various settings in a very scientific manner so that human resource may be more productive
3. Able to understand the techniques of an effective counselling.

SUGGESTED READINGS:

- Ackerman, Nathan W., 1994: *Treating the troubled Family*, Basic Books, New Jersey.
- Bond, Tim, 2000: *Standards and Ethics for Counselling in Action*, Sage, London.
- Colledge, Roy, 2002: *Mastering Counselling Theory*, Palgrave, Macmillan, New York.
- D' Ardenne and Mathani, Aruna, 1999: *Transactional Counselling in Action*, Sage, New Delhi.
- Felthan, C. and Horton, I (ed.); 2006: *The Sage Handbook of Counselling and Psychotherapy*, Sage, London.
- Geldard, Kathrya and Geldard, David, 2004: (2nd edition), *Counselling Adolescents; The Proactive Approach*, Sage, London.
- Nelson-Jones, R., 2006: *Theory and Practice of Counselling and Therapy*, Sage, London.
- Nichols, Michael P., 2007: *The Essentials of Family Therapy*, Pearson Education Inc. Boston.
- Scott, Michael J. 2001: *Counselling for Post-Traumatic Stress Disorder*, Sage, London.

MSW SEMESTER-IV
SW/IV/CC 17
SOCIAL POLICY AND PLANNING

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- Develop an understanding of social policy in the perspective of the national goals as enumerated in the Constitution of India.
- Develop capacity to critically examine policies which have an important bearing on social development and social work practice.
- Develop an understanding of the significance of planning policy for social welfare and the process of policy formulation.

COURSE CONTENT:

UNIT NO.	UNIT TITLE	CONTENT
I	Introduction to Social Policy	Meaning, characteristics, objectives, scope and models of social policy; determinants of social policy; issues of social policy based on Indian Constitutional provisions-Directive Principles of State Policy and Fundamental Rights.
II	Social Policy and Other Policies	Social policy versus public policy, social policy versus economic policy, social policy versus social welfare policy, how do social workers use social policy in their practice?
III	Social Planning	Concept, goals and principles of social planning; distinction between social planning and economic planning; social planning in India (Five Year Plans); problems of social planning in India; prerequisites for success of social planning.
IV	Process of Social Planning	Union and State level planning process; Planning Commission and NITI Aayog; planning process at organizational level: SWOT Analysis, Logical Framework Analysis.
V	Policy Formulation	Need and process of policy formulation in India, different political ideologies in policy formulation, role of civil society institutions in social policy formulation.

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VI	Social Policy in India	Meaning of social exclusion and marginalization, impact of globalization in this context; social policies related to different disadvantaged groups such as aged, women, children, girl child, child labourer, persons with disability, SCs/STs, OBCs, etc.
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LEARNING OUTCOME

1. Able to understand the concepts of social policy and its linkage with other policies
2. Able to understand the concepts of social planning and its formulation
3. Gain an insight into the aspect of social policy in India

SUGGESTED READINGS:

- Adamas, R. (2002), *Social Policy for Social Work*, Singapore: Palgrave Macmillan.
- Beldock, J. M. et al.(ed.), (1999), *Social Policy*, Oxford: Oxford University Press.
- Bharadwaj, R. and Nadkarni, (1992), *Planning for Social and Economic Development*, New Delhi: Sage.
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- Bochel, H. and Daly, S. (2005), *Social Policy*, London: Routledge.
- Bulmer, Martin, (1986), *Social Sciences and Social Policy*, London: Allen and Unwin.
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- Cunningham, J. and Cunningham, S. (2012), *Social Policy and Social Work- An Introduction*, New Delhi: Sage.
- Gilbert, Neil and Specht, H., (1997), *Planning for Social Welfare Issues*, New Jersey:Prentice Hall.
- Green, L. and Clarke, K. (2016), *Social Policy for Social Work*, Jaipur: Rawat.
- Hill, M. and Hupe, P. (2014), *Implementing Public Policy*, New Delhi: Sage.
- Kraft, M. E. and Furlong, S. R. (2015), *Public Policy- Politics, Analysis and Alternative*, New Delhi: Sage.
- Kabra, Kamal Nayan, (1997), *Development Planning in India*, New Delhi:Sage.
- Singh, Surendra (ed.), (2012), *Encyclopaedia of Social Work in India*, Lucknow: New Royal Book Company.
- Simpson, G. and Connor, S. (2011), *Social Policy for Social Welfare Professionals*, London: The Policy Press.
- Spicker, P. (2010), *Social Policy – Themes and Approaches*, Jaipur: Rawat.
- Titmus, R.M., (1986), *Commitment to Welfare*, London: Allen and Unwin.

MSW SEMESTER IV
COURSE – SW/IV/ CC 18
SOCIAL DEVELOPMENT

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES:

- Critically understand the concept, content and process of social development
- Identify linkages between social needs and development
- Locate strategies necessary for social development and reinforce values of social justice and equality

COURSE CONTENTS:

UNIT NO.	UNIT TITLE	CONTENT
I	Introduction to Social Development	Global social conditions and the concept of social development, dynamics with economic development. Overview of United Nations Millennium Development Goals.
II	Issues in Social Development	-Growth and Equity -Quality of Life -Minimum Needs
III	Measuring social development	-Definition, Utility, Types, Problems in Construction of Social Indicators, the Human Development Index (HDI).
IV	Social Work and Social Development	Social Development Approach to Social Work. Role of social work in social development with particular significance in the context of globalization, Developmental social work, key practice skills and investment strategies.
V	Selected development approaches	-A Rights Based Approach to Development -Human Development Approach
VI	Problems of Social Development in India	Poverty, unemployment, illiteracy, population growth, corruption, terrorism.

LEARNING OUTCOME

[BACK TO MAIN PAGE](#)

1. Able to understand the concepts relating to social development
2. Able to link the concepts of social work and social development
3. Gain an understanding of the different approaches in social development
4. Able to understand the various social problems in India

SUGGESTED READINGS:

- Caporaso, J. and Levine, D.1992.*Theories of Political Economy*. Cambridge University Press. UK
- Amy Conley, “Social Development, Social Investment, and Child Welfare.” Chap. 2 in Midgley and Conley, pp. 31-54.
- Correll, D. (2008). The politics of poverty and social development. *International Social Work*, 51(4), 453-466.
- Hayami, Y and Godo, Y 2006. *Development Economics* (Third edition), OUP (Indian Edition)
- Issues of *Economic and Political Weekly*, *Social Development*, *Frontline*, *Yojana* and other relevant journals and magazines. Newspaper reading compulsory.
- Nancy Giunta, “Productive Aging and Social Development.” Chap. 3 in Midgley and Conley, pp. 55-70.
- Kolstad, C. 2000. *Environmental Economics*. OUP.
- Meier, G and Rauch, J 2006. *Leading issues in Economic Development*, OUP (Indian Edition)
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- James Midgley, “The Theory and Practice of Developmental Social Work,” in Midgley & Conley, pp. 3-30.
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- Peet, R. 2005. *Theories of Development*. Rawat Publications. New Delhi.
- Ray, D 2003. *Development Economics*, OUP, New Delhi.

- Stoesz, David; Guzzetta, Charles; and Lusk, Mark (1999). “An Integrative Model of Development,” Chapter 14 in *International Development*, pp. 242-260.
- Ray, R. and Katzenstein, M. 2006. *Social Movements in India- Poverty, power and politics*. UP, New Delhi.
- Sen, R.K. 1998. *Market Capitalism and Socialism*. IIDS & The New Book Stall, Kolkata
- Singha Roy, D.K.(ed) 2003. *Social Development and the Empowerment of the Marginalized Groups-Perspectives and Strategies*. Sage. New Delhi.
- Thirlwall, A.P. 2005. *Growth and Development*. ELBS
- Todaro, M. 2005. *Economic Development in the Third World*. Orient Longman, New Delhi.
- UNDP, *Human Development Reports*, World Development Reports.
- United Nations. United Nations Millennium Development Goals.
<http://www.un.org/millennium/declaration/ares552e.pdf>

MSW SEMESTER – IV
COURSE- SW/IV/CC 19
NGO MANAGEMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To develop an ability to use social work methods in conjunction with managerial principles of NGOs.
- To gain knowledge related to administration of NGOs.
- To get an understanding of management procedures of development agencies and their project formulation strategies.

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Concept of NGO	Definition, Classification of NGOs-Rights-based organization, Faith based organizations, History of NGOs in India. Types of NGOs
2	Formation of NGO	Preparation of Bye laws, Memorandum of Association (MOA), Registration under Indian Societies Registration Act 1860, Foreign Contribution Regulation Act (FCRA), 2000
3	Components of Management	POSDCORB, Fundraising, Communication, SWOT Analysis.
4	Project Management	Project identification, Project Proposal writing, Funding and Resource mobilization, Report writing.
5	Administration of NGO	Concept of Administration, Central Social Welfare Board, State Social Welfare Board and NGOs
6	Mainstreaming & Networking	Coordination between National level NGOs like SEWA, PRADAN, Networking between NGOs and Government bodies.

LEARNING OUTCOME

1. Able to manage Non-governmental organizations from both theoretical and operational points of view.
2. Able to know funding and managerial aspects of NGO.
3. Gain an insight into networking and liasioning between various social service organizations.
4. Able to know the modalities for formation of NGO.

SUGGESTED READINGS:

- Bhavesh M. Patel (2000): *Project Management*, Vikas Publishing House Pvt.Ltd., New Delhi.
- Clark, John, (1991): *Voluntary Organisations: Their Contribution to Development*. London, Earth Scan.
- Dharmarajan, Shivani (2007): *NGO as Prime movers*, Kaniska Publication, NewDelhi.

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- Eade Deborah and Literingen Ernst.(eds.) (2006): *Debating development-NGOs and the Future*, New Delhi: Rawat.
- Ginbery, Leon. H (2001): *Social Work Evaluation - Principles and Methods*, Singapore, Allyn and Bacon.
- Haltlas R.G.G and Sandra C.Mckee (2003): *Practical Project Management*, Pearson Education.
- Joy. P.K. (1994): *Total Project Management*, Macmillan India Limited.
- Kandasamy, M.(1998): *Governance and Financial Management in Non-Profit Organizations*. New Delhi: Caritas India.
- Kumar, A (2003): *Social Change through NGOs*, New Delhi, Anmol Publishers.
- Levis, David and Ravichandran N (2008): *NGO and Social Welfare Administration: New Research Approaches*, Jaipur, Rawat Publication.
- Levis, David (2001): *The Management of Non-Governmental Development Organization: An Introduction*, London, Routledge.
- Mukherjee, Neela (1995): *Participatory Rural appraisal and Questionnaire Survey*, New Delhi: Concept publication.
- Nagarajan. K (2001): *Project Management*, New age international (P) Ltd. New Delhi.
- Narayan. B (1999): *Project Management*, A.P.H Publishing Corporation, New Delhi.
- Prasanna Chandra (2002): *Projects: Planning, Analysis, Financing, Implementation and Review*, Tata MCGraw Hill publishing Company Ltd, New Delhi.
- Shaghil M, Mushtaque M. (1993): *Project Formulation concept and Approaches*, Print Well, Jaipur.
- Vasant Desai (1997): *Project Management*, Himalaya publishing house, Mumbai.

MSW SEMESTER-IV
COURSE - SW/IV/OE 04
ALCOHOL AND SUBSTANCE ABUSE

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam -40]

OBJECTIVES:

- To develop an understanding of the extent of prevalence of alcohol and substance abuse.
- To gain insight into the manifestations of the problem of alcohol and chemical dependency in the society.
- To acquire relevant information on the methods of working with alcohol and substance abusers and develop the skills of counselling and intervention.

COURSE CONTENT:

UNIT	TITLE	CONTENT
I	Basic Concepts related to Substance Abuse	Concept of substance Abuse. Types of substance abuse and causes of substance abuse among adolescents, teenagers, adult and women.
II	Prevalence of Substance Abuse	Nature and Extent of the problem of substance abuse in India.
III	Effects of Substance Abuse	Effects of substance abuse on individual, family, community and work place.
IV	Problem of Substance Abuse	Physical complications related to substance abuse-assessment of different drug and substances.
V	Management and Care	Management and treatment of alcohol, substance and chemical dependent. Methods of intervention like Yoga therapy, art therapy, music therapy, group therapy, occupational therapy etc. Alcohol Anonymous, Narcotic anonymous, Family anonymous.. After care service for sobriety and recovery relapse prevention.
VI	Policies, and Role of Social Workers	Prohibition in India. The Narcotics Drugs and Psychotropic Substance Abuse Act, 1985.. Role of Social workers in the area of prevention and rehabilitation of alcohol and substance abuser.

LEARNING OUTCOME

1. Able to understand the basic concepts relating to substance abuse
2. Gain an insight in to the situation, effects and problems relating to substance abuse
3. Able to link the role of social workers in dealing with issues of substance abuse

SUGGESTED READINGS:

[BACK TO MAIN PAGE](#)

- Gladding, Samuel. T, 1995: Family Therapy: History, Theory and Practice, Printice Hall, New Jersey.
- Durrant, Russel and Thakur, Jo, 2003: Substance Use and Abuse, Cultural and Historical Perspectives, Sage, Thousand Oaks.
- Jordon Cathleen, 2003: Clinical assessment for Social Worker (2nd edition) Lyceum Books, Chicago.
- Merchant, Y.A and Dorkings, P.D, 1994: Narcotics, An In-depth study of Drug Abuse, Information, Rehabilitation and Research Centre.
- Mangal, S.K, 1989: Abnormal Psychology, Sterling Publishers Pvt. Ltd, New Delhi.
- Musak, Douglas N, 1992: Drugs and Rights, Cambridge University Press, London.
- O'Hare Thomas, 2009: Essential Skills of Social Work Practice, Lyceum Book, Chicago.
- Park, K, 1995: Textbook of Preventive and Social Medicine, M/S Banarasi Das, Jabalpur.
- Perkinson, Robert R, 2003: The Alcoholism and Drug Abuse Patient Workbook, Sage, Thousand Oaks.
- Rasmussen, Sandra, 2000: Addiction Treatment, Sage, Thousand Oaks.
- TTRCRF, 1992: Alcoholism and Drug Dependency: Issues and Treatment Procedure in Aftercare. An advanced Master Guide for Professionals, T.T Ranganathan Clinical Research Foundation, Madras.
- Velleman, Richard, 2001: Counselling for Alcohol Problems, Sage, London.
- VHAI, 1986: A Rational Drug Policy: Problems, Perspectives and Recommendations, Voluntary Health Association of India, Delhi.
- Walrond Skinner Sw, 1977: Family Therapy Treatment of Natural System, Routledge & Kegan Paul, London.

MSW SEMESTER – IV
COURSE - SW/IV/OE 05
ECOLOGY AND SOCIAL WORK

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam -40]

OBJECTIVES

1. To generate discussion on the inter relationship of ecology, environment and human society
2. To understand the environmental issues, their management and the affirmative actions
3. To study social movements and the associations/organisations concerned with environmental issues
4. To understand the integration of social work with ecology and environment

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Basic Concepts	Human relations to Ecology, Environment and Society Changing patterns- from survival needs to emerging consumerism Perspective on environment- Marxist, Technocentrist and Functional Indian thought and Environment-traditional and Gandhian perspectives on environment Concept of natural resources, resources and reserves, Various types of natural resources.
II	Development Process and Environment	Development Processes and Environment: Technology, Industrialization, Urbanization and Globalization- their impact on Environment Commercialization of Agriculture, changing land use patterns and the rural society Construction of Dams and its consequences- Displacement, Relocation and Rehabilitation; Deforestation and Ecological Imbalance
III	Environmental Issues	Pollution of Natural Resources: Air, Soil and Water Population, Sanitation, Housing, Encroachments over Common Property Resources and environment; Energy crisis and Rural Poverty Waste matter - disposal, recycling, renewal: problems and issues Effects of environment on human culture, food habit, livelihood and health

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IV	Affirmative Action and Management	<p>State and the environment preservation, Rio Summit and its implications, government policies and programmes related to environment, panchyats and environment</p> <p>Legislations related to environment- needs and importance</p> <p>Initiatives for environment protection and management- civil society organisations, international and national organizations</p> <p>Environment management: role of traditional, state controlled, people controlled and jointly managed systems</p>
V	Environmental Movements	<p>Ecological movements: Global level, people’s initiatives to save their environment- Chipko Movement, Save Forests Movement, Save Ganga Movement, Mitti Bachao Andolan, Movements against big dams- Narmada and Tehri, Eco farming-natural farming efforts</p> <p>Role of environmental activists: Vangari Mathai, Vandana Shiva, Medha Patkar, Sunder Lal Bahuguna and Arundhaty Roy.</p>
VI	Environmental Consciousness and Social Work	<p>Women, youth and conservation of environment; Environmental education and awareness at primary and secondary levels, Environmental education for students, tribal, rural and urban people.</p> <p>Social work initiatives at different levels-different roles of social workers in protection and management of environment</p>

LEARNING OUTCOME

- Able to develop familiarity with various concepts related to ecology, their inter relationships and different environmental issues affecting human society.
- Able to understand global initiatives for environmental preservation especially the ecological movements, the role of their leads and strategies adopted.
- Able to comprehend of the integration of social work in addressing environmental issues.

SUGGESTED READINGS

1. Arnold, D. and Guha, R. (1999). (eds.), Nature, Culture, Imperialism; Essays on the Environmental History of South Asia, Delhi, OUP
2. Gadgil, M. and Guha, R. (1995). Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi
3. Gadgil, M. and Guha, R. (1994). This fissured Land: An ecological History of India, OUP, Delhi

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4. Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.
5. Guha, R. (1991). The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, OUP, Delhi
6. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD).
7. Krishna, S. (1996). Environmental Politics; People's lives and Developmental Choices, Sage, Delhi
8. Mrs, M. and Shiva, V. (1993). Eco-feminism, Delhi
9. Owen, D.F. (1980). What is Ecology, Oxford University Press
10. Shiva, V. (1993). Minding our Lives, Women from South and North Reconnect Ecology and Health, Kali ,Delhi.

MSW SEMESTER –IV
PAPER-SW/IV/OE 06
CARE AND MANAGEMENT OF ELDERLY

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam-40]

OBJECTIVES:

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
- Develop sensitivity to the needs and problems of elderly. Gain knowledge about the policies and programmes for elderly.
- Gain an understanding of the role of social worker in working with elderly and develop required skills.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Ageing and aged	Meaning and definition of aged; Socio-Cultural, Economic, Legal and Residential needs of elderly. Demographic profile- concepts of geriatric and gerontology.
II	Rural Elderly	Differences between rural and urban elderly in terms of composition, social background, problems faced and significance for social work practice.
III	Elderly and Physical Health	Physical problems encountered by elderly.
IV	Elderly and Mental Health	Dementia, Alzheimer's disease, derelium-concept, meaning, causes, types, prognosis and treatment-role of caregivers.
V	Elderly Abuse	Concept, meaning, causes, types and implications for social work practice.
VI	Social Work with Elderly	Contexts of intervention and methods of intervention. Developmental programmes for elderly.

LEARNING OUTCOME

1. Able to understand the concept of geriatric science and gerontology
2. Able to form an idea about the role of social workers with the elderly
3. Able to form an undersanding of the government policies and programmes reling to the elderly

SUGGESTED READINGS :

- Dandekar, Kumudini , 1997: The Elderly in India, Sage, New Delhi.
- Desai, Murli & Siva, Raju , 2000: Gerentological Social Work in India – Some Issues & Perspectives , B.R. Publishing, Delhi.
- Dhar, Chowdhury, Rajgopal, 2004: The Graying of India; Population of Ageing in the Context of Asia, Sage, New Delhi.
- Dhillon , P.K.; 1992: Psych-social Aspects of Ageing in India , Concept Publication Co., New Delhi .

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- Featherstone , Mike & Andrew , Wernick 2008: Image of Ageing , Rutledge II, London
- Khan, M.Z.: 1997: Elderly in Metropolis, Inter-India Publishers, New Delhi.
- Kunkel, Suzanne, 2001: Ageing-the Social Context, Pine Forge Press, New York.
- Krishnan, P and Mahadevan, K. (ed.), 1992: The Elderly population in the Developing World: Policies, Problems & Perspective, B.R. Publishing, New Delhi.
- Marshall, Mary, 1983: Social Work with Old-People, the Macmillan Press Ltd.
- Rao, SR., 2003: “Health & living arrangements of the elderly in India “ in K.B. Pathak 7 Others (ed.), 2003: Dynamics of Populations & Family Welfare, Himalaya Publications , Mumbai
- Reddy, L.K., 2004: “Health & Attitude towards health among the elderly” in Vinod Kumar (ed.): Ageing-Indian Perspective & Global Scenario, All India institute of Medical Sciences, New Delhi.

MSW SEMESTER - IV
COURSE - SW/IV/SC 05
CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL WORK

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

1. To understand the concept of CSR theories and approaches
2. To investigate the different facets of CSR , sectors of activities
3. To analyse the reporting and extent of disclosures by companies and extent of development of social entrepreneurship in India

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Corporate Social Responsibility	Concept of CSR, Dimensions, Evolution of CSR globally and in India, Benefits of CSR, CSR under Company's Act 2013, Relevance of CSR in today's world
2	Theories of CSR	Pyramid Theory, Shareholder Theory, Stakeholder Theory, Triple Bottom-line Theory
3	Different Facets of CSR	Corporate Governance Corporate Citizenship, Corporate Sustainability, Business Ethics and CSR
4	CSR Initiatives and Best Practices in India	CSR in the field of Health, Education, Livelihood Generation and Environmental Protection
5	CSR Reporting and Accountability	Essence of CSR Reporting and Disclosure, Social Accountability of Business, Role Govt and NGOs in CSR Activities.
6	Successful CSR Models	Models of CSR, TATAs, Aditya Birla Group, Reliance Foundation, Azim Premji Foundation, ITC ,HUL etc.-Models in the Public sector like ONGC, SAIL, NTPC etc.- concept of Public Private Partnership (PPP)

LEARNING OUTCOME

1. Able to understand the theoretical aspects of corporate social responsibility

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2. Able to gain an insight into the CSR initiatives in India
3. Able to learn the CSR reporting and accountability

SUGGESTED READINGS:

- 1) Agrawal Sanjay K Corporate Social Responsibility, Sage Publications, New Delhi.
- 2) Katamba David, Zipfel Christoph and Haag David, Principles of Corporate Social Responsibility (CSR): A Guide for Students and Practicing Managers in Developing and Emerging Countries, Strategic Book Publishing.
- 3) CII-PwC Handbook on Corporate Social Responsibility in India
- 4) Taxmann Companies Act 2013, Taxmann Publications Pvt. Ltd.
- 5) Cohen Elaine, CSR for HR: A Necessary Partnership for Advancing Responsible Business Practices
- 6) Kotler Philip and Nancy Lee, Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause, Wiley Publications.
- 7) Epstein Marc, Measuring and Improving Social Impacts: A Guide for Nonprofits, Companies, and Impact Investors
- 8) Sapru R K, Public Policy: Formulation, Implementation and Evaluation
- 9) Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.
- 10) Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw Hill Book Company
- 11) Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.
- 12) Cannon, T. (1992). *Corporate responsibility* (1st ed.) London: Pitman Publishing
- 13) Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.
- 14) Ellington. J. (1998). *Cannibals with forks: The triple bottom line of 21st century business*. New Society Publishers

MSW SEMESTER - IV
COURSE - SW/IV/SC 06
POPULATION AND DEVELOPMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

Objectives

- Understand why demographic data is essential to understand an economy.
- Draw inter-relationships between demography and development.
- Understand the need and significance of effective population policies and their implementation.
- Familiarise them with the human development indices.

Unit	Title	Contents
1.	Population and Development:	Concepts - Difference and similarities between Demography and Population Sciences - Methods of Demographic Data Collection: Primary and Secondary sources of data collection (census, vital statistics, sample survey, dual reporting system – SRS, Data from national health program/disease surveillance, hospital statistics, police records, remand homes etc.).
2.	Population Composition	Sex composition, Age structure Population pyramids - Demographic transition (Fertility and fertility control; Mortality). Demographic dividend (Concept, scope and applications). Migration (types, factors & consequences).
3.	Population and Development Debate	Theory of Thomas Malthus – Population Bomb – The Ultimate Resource.
4.	Population Policy (2002)	Objectives, Strategies, legislation, public support, commissions, funding, motivational and promotional measures.
5.	Human Development	Concepts of development and measures: limitations of per capita income as an indicator of development; emphasis on equality, Lorenz curve and Gini coefficient; towards human centered development-welfare approach, investment in human capital approach, physical quality of life index (PQLI); human development index (HDI), gender development index (GDI), Concepts and Measures of Poverty, human poverty index (HPI); concept of sustainable development; concepts of social development, social capital and social change.
6	Sustainable Development	Brudtland Commission , Paris Declaration, Environment and Sustainability, Millennium Development Goals and Sustainable Development Goals

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LEARNING OUTCOME

- Understand the concept of population and development
- Develop understanding towards understanding population composition, demography, migration theories
- Develop ability to identify population policy, legislation and promotional measures.
- Develop knowledge of human development and various parameters and indices of development
- Understand sustainable development and link social work effectively to it

Readings

Agarwala, S. N. (1972). *India's Population Problem*. Bombay: Tata McGraw Hill Co.

Agnihotri, S. B. (2000). *Sex ratio in Indian Population: A Fresh Exploration*. New Delhi: Sage

Bogue, D. J. (1971). *Principles of Demography*. New York: John Wiley.

Bose, A. (1996). *India's Basic Demographic Statistics*. New Delhi: B. R. Publishing Corporation.

Chenery, H. and Srinivasan, T. N. (Eds.). (1989). *Hand Book of Development Economics* (Vol. 1 and 2). Amsterdam: Elsevier.

Choubey, P. K. (2000). *Population Policy in India*. New Delhi: Kanishka Publications.

Coale, A. J. and Hoover. E. M. (1958). *Population Growth and Economic Development in Low Income Countries : A Case Study of India's Prospects*. Princeton: Princeton University Press.

Gulati, S. C. (1988). *Fertility in India : An Econometric Study of a Metropolis*. New Delhi: Sage.

Simon, J. L. (1992). *Population and Development in Poor Countries*. Princeton: Princeton University Press.

Srinivasan, K. (1998). *Basic Demographic Techniques and Applications*. New Delhi: Sage.

Srinivasan, K. and Shariff, A. (1998). *India: Towards Population and Demographic Goals*. New Delhi: Oxford University Press.

Sryrock, H. et. al. (1973). *The Methods and Materials of Demography*. Washington, D. C.: US Department of Commence.

United Nations. (1973). *The Determinants and Consequences of Population Trends* (Vol. 1). New York: UNO Publications.

PhD in Social Work

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**Department of Social Work
Visva-Bharati
Sriniketan**

Ph.D Course Curriculum

COURSE I – ADVANCE RESEARCH METHODOLOGY

(8 Credits)

Social Research – A

Unit - I: Basics of Social Research

- DTS
- The Scientific Approach:** Concept of science, four methods of knowing science, features of scientific method, scientific approach in research.
 - Social Research and its Basic Elements:** History, meaning, use & abuse, and stages of social research; choice of research problem and factors affecting choice in social research; concept and variables, propositions, relationships between variables; hypothesis, strategies for hypothesis formulation and verification, deduction vs induction, ethical issues in social research.
 - Measurement in Social Research:** concept of measurement, levels of measurement, nominal, ordinal, and interval and ratio measures, discrete vs continuous variable, validity and reliability of measurement.
 - Research Design:** Importance of research design, types; descriptive research design, diagnostic research design, experimental research design and evaluation research; cross sectional versus longitudinal studies.

Unit - II: Data Collection

- SBS
- Source of Data:** Secondary and Primary
 - Reviewing the literature:** why? For whom? How?
 - Methods of data collection from primary sources;** survey method, observation techniques, questionnaire schedule, focus group, discussion case study approach, PRA and RRA, evidence based research methods and mixed methods research. SMP
 - Designing Questions:** Close ended versus open ended questions, wording of question, structure and design of questionnaires and schedules, response rate, checking for bias due to non-response
 - Scaling:** meaning, advantage and qualities of scales, types; Likert Scale, Thurstone Scale, Bogardus Scale, Guttman Scale, Sociometry.
 - Sampling:** meaning of sampling, population/Universe, representative sample; Techniques of sampling; probabilistic and non – probabilistic sampling; biases and errors in survey.

Social Research - B

Unit - III: Data Analysis and Interpretation

- a. Quantitative versus Qualitative Research
- b. Analysis of quantitative data
 - i. Diagrammatic presentation of Data
 - ii. Statistical methods of data analysis; Measures of Central tendency and dispersion, bi-variate and multivariate correlation and regression, rank correction, measure of associations, odds ratio and logistic regression.
- c. Analysis of qualitative data
- d. Statistical inference: use of z, t and tests in social research, test relating to regression strategies, Analyses of variance and F test.
- e. Concept of Discriminant Analysis and Cluster Analysis.

Unit - IV: Computer Application

- a. Concept of computer hardware and operating systems
- b. Knowledge of MS Word, Excel and power point
- c. Coding, data entry and use of spread sheet
- d. Data Analysis and Testing (as given in unit – III using SPSS)

PR

COURSE II - ADVANCE STUDIES IN SOCIAL WORK

(8 Credits)

Unit - I: A Critical Understanding of the Domain of Social Work

- AKS [
- a. Social Work and Social Workers: What is social work, what do social workers do, social workers as an artist and scientist, social care and social work as social professions and what is social about social work.
 - b. Repositioning Social Work: Globalization redefines the terrain of social work practice, service users' empowerment, professionalization, research led practice and evidence based practice.
- PKG [
- c. The Changing Nature of Social Work: Socio-Political changes, organizational changes, and individual changes
 - d. Values, ethics and Social Work
- To be informed [
- e. Issues in social Work Practice Theory: Recent debates about social work theory, analyses of social work theories, effectiveness of social work theories, the politics of knowledge in practice theory.

Unit - II: Social Work Theories – Micro Approaches

- KB [
- a. Person Centered Approach
 - b. Psycho – Social Approach
- SP [
- c. Crisis Intervention
- NJ [
- d. Task Centered Model
- KB [
- e. Psycho – Dynamic Perspectives
- AKS [
- f. The Strengths Perspective
- SMP [
- g. Family Therapy
- NJ [
- h. Group Therapy and Self-Help group Model

Unit - III: Social Work Theories – Macro Approaches

- SS [
- a. Generalist Perspective
- SP [
- b. Systems and Ecological Perspectives
- SBS [
- c. Feminist Perspectives
- SP [
- d. From Radical to Critical Perspectives
- SP [
- e. Anti Discrimination and Oppression Perspective
- SMP [
- f. Empowerment and Advocacy Model
 - g. Social and Community Development Model
 - h. Rights - Based Approach

Unit - IV: Global Issues and Emerging Debates:

- AKS [
- a. Issues of Social Work Intervention and Professional Associations: Continental Situations
- SS [
- b. International Social Work Education and Practice: Issues, Programmes and Dilemmas
- AKS [
- c. Recent Developments and Emerging Debates in Social Work Domain

**COURSE III- FIELD WORK, LITERATURE REVIEW AND
SEMINAR PRESENTATION**

(8 credits)

This paper will be assessed internally

Bachelor of Rural Studies

[BACK TO MAIN PAGE](#)

Course-structure and Ordinance
Subject - Rural Studies
Threeyears Bachelor of Rural Studies (BRS)Honours and Two years
Master of Rural Studies (MRS)
Department of Rural Studies
PalliCharcha Kendra, PSV,
Sriniketan,
Visva-Bharati,

Intake capacity and Eligibility of Admissioin

This is an undergraduate course for 3 years (six semesters) to receive Honours Degree of Bachelor of Rural Studies (BRS) and 2 years Master of Rural Studies (MRS) of the Subject – Rural Studies

Target groups: This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year: BRS--- 40.

Eligibility for the entry into the undergraduate level—Passed Higher Secondary level examination with 50% with an admission test criterion. Regarding admission test we can also follow the guidelines of Prof. Suranjan Das committee.

Total intake of the students per year MRS-----for first 3 years year 25

Eligibility for the entry into the MRS—System of admission test as conducted by the department for existing post graduate course

Total intake of the students MRS-----From 4th year (after the passing out of the 1st Batch of BRS) 40

Entry into the course i.e. in 4th year (after the passing out of first batch of BRS)

We will have two ways of entry into the 1st year of MRS. One: passed out students of BRS from this university and the vacant seats that arise after filling from passed out BRS students would be filled by admission test organized by the department. Admission test would be limited to the Honours graduates from related courses (Rural studies, Rural development, Social work, Development studies, Agriculture, etc.), Science and social science disciplines and management and technology graduates.

Ordinance

For BRS-

During the first month of Fifth Semester students will have to do a compulsory non-credit course on “Exposure to Rural Areas”. It is based on field visits, group discussions and lectures. Students have to submit an essay on their experiences

For BRS and MRS both—

The evaluation process is divided into two **parts**. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. the evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE).The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 50 marks, will be examined through internal assessment and final semester end examination in the ratio 10: 40. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.) There shall be at least two internal assessment tests in each theoretical group. Final examination will be based on the question paper set by the internal teachers and external experts. Moderation will be done by both external and internal moderators. Only internal teachers will examine the answer scripts.

Papers having practical part will be evaluated with the following marks division – Theoretical (40) and Practical (10). Preparation of the project report will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit project report and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department.

Computer Paper – 29 (50 Marks)--- 25 marks are for theory and rest 25 marks are for practical.

Paper – 30Bis a field based village survey to be done by the students under the overall guidance of the faculty members of the department. Each student will prepare and submit a computer application based survey report (30 marks) and give a presentation and viva-voce(20 marks) before the board of examiners comprising all the faculty members.

For MRS-

Evaluation of the internship. After the end of ninth semester’s final examination, students will go for internship for 2 months and it will carry 200 marks. Students will be placed in any GO/VOs/NGOs/Corporate bodies for practical orientation. Each student has to submit a report on the basis of this placement. The marks allotted in this report are 50. Another confidential report will be taken from the concerned authority of the GO/VO/NGO/Corporate body, where these students would be placed, regarding the activities, aptitude and behaviour of the students. For this part 50 marks are allotted. Rest 100 marks will be given on the basis of the viva-voce examination to taken by a group of three faculty members of the department.

For Dissertation paper each student will be allotted specific supervisor from among the faculty members of the department.30 marks are on the basis of the written dissertation to be submitted by the student and it will be examined by all faculty members and two external experts.20 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department and two external members.

Course-structure-Three years Bachelor of Rural Studies (BRS)Honours
Subject – Rural Studies
Marks Distribution : Each Semester 300 marks ×6(six) semesters = 1800

<u>First Semester</u>	<u>CREDIT</u>	<u>MARKS</u>
<u>General Papers</u>		
Paper-1		
Tagore Studies	4	50 marks
Paper-2		
General Hindi for Rural Studies – I/ General Bengali for Rural Studies - I	4	50 marks
Honours Papers		
Paper-3		
Elements of Rural Studies and Rural Development Experiments	4	50 marks
Paper-4		
Basic Mathematics for Rural Studies-I	4	50marks
Paper-5		
Introduction to Sociology	4	50 marks
Paper-6		
Indian Economy with special reference to rural sector	4	50marks
<u>Second Semester</u>		
<u>General Papers</u>		
Paper-7		
Tagore Studies	4	50 marks
Paper-8		
General Hindi for Rural Studies – II / General Bengali for Rural Studies - II	4	50 marks
Honours Papers		
Paper-9		
Sociological Theory	4	50 marks
Paper-10		
Basic Statistics for Rural Studies-I	4	50 marks
Paper-11		
Microeconomics for Rural Studies	4	50 marks
Paper-12		
Macroeconomics for Rural Studies	4	50 marks
<u>Third Semester</u>		
<u>General Papers</u>		
Paper-13		
Environmental Studies	4	50 marks

Paper-14		
General English for Rural Studies - I	4	50 marks
Honours Papers		
Paper-15		
Population Studies	4	50 marks
Paper-16		
Development Economics	4	50 Marks
Paper-17		
Sociology of India	4	50 marks
Paper-18		
Basic Statistics for Rural Studies-II	4	50 marks
<u>Fourth Semester</u>		
General Papers		
Paper-19		
Environmental Studies	4	50 marks
Paper-20		
General English for Rural Studies - II	4	50 marks
Honours Papers		
Paper-21		
Agricultural Economy of India	4	50 marks
Paper-22		
Elements of Agricultural Extensions	4	50 marks
Paper-23		
Understanding Rural and Agricultural Marketing	4	50 marks
Paper-24		
Basic Mathematics for Rural Studies-II	4	50 marks
<u>Fifth Semester</u>		
Honours Papers		
Paper-25		
Farm Business Management-I	4	50 marks
Paper-26		
Rural Livelihood Studies	4	50 mark
Paper-27		
Introduction to Rural Environment	4	50 marks
Paper-28		
Constitution of India	4	50 marks
Paper-29		
Application of computer for Rural Studies (Theory -25 and Practical – 25)	4	50 marks

Paper-30 A

Exposure to Rural Area Non-Credit 50 marks

Paper-30 B

Computer based village survey report preparation 4 50 marks

Sixth Semester**Honours Papers****Paper-31**

Farm Business Management-II 4 50 marks

Paper-32

Introduction to Agriculture 4 50 marks

Paper-33

Principles of Agronomy 4 50 marks

Paper-34

Agricultural Finance and Co-operation 4 50 marks

Paper-35

Entrepreneurship Development 4 50 marks

Paper-36

Agricultural Marketing, Trade and Prices 4 50 marks

Course Details of Bachelor of Rural Studies (BRS) (Honours)**First Semester****General Papers****Paper-1**

Tagore Studies 50 marks
(Common syllabus with other undergraduate courses)

Paper-2

General Hindi for Rural Studies – I /
General Bengali for Rural Studies - I 50 marks
(Syllabus to be adopted from the Hindi and Bengali Department, V. B.)

Honours Papers**Paper-3**

Elements of Rural Studies and Rural Development Experiments 50 marks

1. Introduction to Rural Studies.
2. Thoughts and Experiments of Tagore and Gandhi on Rural Reconstruction.
3. Relevance of Gandhian and Tagore's Approaches to Rural Development in Modern times
4. Martandam, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.
5. UN, World Bank and IMF sponsored Rural Development experiments

Paper-4

Basic Mathematics for Rural Studies-I

50marks

(Algebra-35 marks)

1. Arithmetic and Geometric Progression
2. Equation: Linear, Quadratic and Simultaneous equations
3. Logarithm, Surds and Indices
4. Counting: Permutations and Combinations.
6. Matrix Algebra: Definition of Matrix, Types, Algebra of Matrices, Properties of Determinants, Cramer's Rule for solving equation, Adjoint Matrix, Inverse Matrix.

(Calculus -15 Marks)

1. Function: Definition, Classification and Types of function, Elementary idea of Limit and Continuity.
2. Differentiation: Definition of Derivative and its geometrical interpretation, Rules of Derivatives, Partial Differentiation of simple algebraic functions, Maximum and minimum value of functions.
3. Integration of functions, Standard integral forms, Integration by parts, Integration by partial functions (elementary problems), Definite integral.

Paper-5

Introduction to Sociology

50 marks

1. Nature and scope of sociology The sociological perspective, Origins and the history of the discipline Sociology, and common sense Sociology as a science of society.
2. Sociological concepts Kinship, Family and Marriage : Definition, Terminology of Kinship, Definition of marriage and types of marriage, Patterns of kinship Definition of family, Types of family, Violence within the families, Trends of family. Individual and group Culture, Socialization, Folkways and mores, Ethnicity and Race: Ethnicity, prejudice and discrimination, Ethnic antagonism, Ethnicity in the modern world social change
3. Types of society . Pre modern and modern society, Hunters and gatherers societies, Pastoral, and agrarian society, Advanced industrial societies, developing societies and post-industrial society
4. Social interaction and everyday life The study of everyday life, Non verbal communication, Social rules and talk: face, body and speech in interaction, Interaction in time and space
5. Social Control, Deviance and Crime Social control, Definition, Deviance and Crime, Institutions

Paper-6

Indian Economy with special reference to rural sector

50marks

1. India's national income: Trend, Structure and Sectoral Composition
2. India's agrarian economy: Nature and Importance, Trend, Factors, Land Reforms, New Strategy, Green Revolution, Credit and Marketing. Current major problems in the agricultural sector in India 10 04

3. India's industrial economy with special emphasis on rural sector
4. Poverty and inequality in India: Trend and Pattern, Factors, Measure and Alleviation Policy.
5. Rural Development, Rural industrialization, Rural Unemployment

Second Semester

General Papers

Paper-7

Tagore Studies

50 marks

(Common syllabus with other undergraduate courses)

Paper-8

General Hindi for Rural Studies – II /

General Bengali for Rural Studies - II

50

marks

(Syllabus to be adopted from the Hindi and Bengali Department, V. B.)

Honours Papers

Paper-9

Sociological Theory

50 marks

1. Nature and Task of Sociological Theory: Definition, Basic elements or Building Blocks of Sociological Theory Characteristics of Sociological Theory : Functional Theory, Conflict Theory . Exchange Theory
2. Post - Modern Sociology: General Arguments , Foucault, Derrida, Jameson and David Harvey
3. Social inclusion and social exclusion: Define social exclusion, Forms of social exclusion , Define marginality, Impact of marginality on society, Different programmes of social inclusion , Relation between social inclusion and marginality
4. Social Mobility Define social mobility, Different form of social mobility, Relation between social mobility and poverty, Relation between social mobility and education
5. Symbolic Interactionism and Critical Sociology General Arguments, Contribution of Mead, Contribution of Blumer,. General Arguments Frankfurt School: Contribution of Habermas, Adorno and Marcuse

Paper-10

Basic Statistics for Rural Studies-I

50 marks

1. Meaning of statistics, a historical note, statistics in matters of state, statistics and the social sciences, limitations of statistics. Individual and character, types of data, collection of data, tabulation of data, diagrammatic representation of data. Summarization of data: frequency table, diagrammatic representation of a frequency distribution – column diagram, frequency polygon, histogram. Cumulative frequency diagram; step diagram, Ogive.
2. Measures of central tendency – mean, median, mode, quartiles.
3. Measures of dispersion – range, mean duration, standard duration, quartile duration, mean difference and Genius coefficient. Coefficient of variation.

4. Correlation: Scatter diagram, product moment correlations coefficient, Spearman's rank correlation coefficient (bivariate case) calculation of multiple correlation coefficient in the case of two explanatory variables.
5. Bivariate Regression. Application of regression analysis in trend fitting.Fitting of multiple regressions in the case of two explanatory variables.Time series and forecasting.
6. Index Number

Paper-11

Microeconomics for Rural Studies-

50 marks

- 1.Theories of consumer behavior and Theory of demand: Law of demand and elasticityof demand, the Marshallian approach, Indifference curve approach and. Revealedpreference approach. Duality in consumer theory. 13 06
- 2.Theories of production and Theory of supply: Production function, total, average and marginal products, iso-quants, cost minimization and expansion path, elasticity of substitution, economies of scale, Cobb Douglas, fixed coefficient and CES production function. Short run and long run cost analysis. Profit maximization and equilibrium of the firm, Law of supply and elasticity of supply
- 3.Market morphology:Features of perfect competition, Price and output determination under perfectcompetition, Shifts in demand and supply and changes in price and output; Types and features of imperfectly competitive markets, Price and output determination under monopoly and discriminating monopoly.
- 4.Theories of distribution:Theories of determination of wage, interest, rent and profit
- 5.Welfare Economics: Pareto optimality- efficiency and equity - externalities, Perfect competitions and Pareto Optimality, Social Welfare Function.

Paper-12

Macroeconomics for Rural Studies-

50 marks

- 1.Nature of Macroeconomics-(a) basic macroeconomic concepts and variables-circular flow of income, aggregate output, employment, price level, interest rate; (b) basic concerns and problems of macroeconomics- growth rate of output, inflation rate, unemployment (including recession, depression, stagflation etc.)
- 2.National income - its components and measurements (including the problems ofmeasurement), interrelationships between various aggregates
- 3.Demand for Money and Supply of money , role of commercial and the central bank – its instruments to control money supply Non-Banking Financial Intermediaries (NBFIs): Distinction between commercial banks and NBFIs- validity of the distinction-Central bank's control over the NBFIs

4. National income determination: Classical Theory and Simple Keynesian Theory, IS-LM, Effects of fiscal and monetary policies - the multipliers and the crowding-out effect.
5. Complete Keynesian Theory and comparison between Keynesian and Classical analysis, including the idea of Classical dichotomy.

Third Semester

General Papers

Paper-13

Environmental Studies 50 marks
(Common syllabus with other undergraduate courses)

Paper-14

General English for Rural Studies - I 50 marks
(Syllabus to be adopted from the English Department, V. B.)

Honours Papers

Paper-15

Population Studies 50 marks

1. Source of Population Data and Population Composition and Change
2. Methods of Demographic / Population Analysis, Nuptiality, Fertility, Mortality, Morbidity and Health
3. Population Theories
4. Population, Development and Environment
5. Population Policies and Programs

Paper-16

Development Economics 50 Marks

1. Meaning of economic development, Indicators of economic development, Stages of economic development and economic growth, Concept of Human Development Index, Gender Development Index and Human Poverty Index
2. Models and strategies of economic development, Two sector models, Dual economy models, Trap models, Balanced vs. unbalanced growth, Investment criteria, Choice of techniques.
3. Role of domestic capital formation and foreign investment in economic development, Foreign aid and economic development
4. Role of international financial Institutions: IMF and World Bank
5. Issues of growth and equity

Paper- 17

Sociology of India 50 marks

1. Understanding Social Stratification and social movement Natural inequalities and social inequalities, Hierarchy and differences Caste Definition and features, Persistence and change, Varna and Jati, pollution and purity, Perception of dominant

caste and sanskritizationTribe Definition and characteristics, Major social institutions: Marriage, family and kinship, Economic organization, Political organization, Religion Class Definition and features Urban class structure Rural class structure, Social movements And Collective action

2. India as an object of knowledge Introduction. The colonial discourse, The nationalist discourse, Subaltern critique
3. Village Villagesolidarity ,Internal regulation
4. Power structure : Power elite in rural India Panchayat and municipality Local bodies and social change Relationship between civil society and state in India
5. Social change in India --Social change and resistance Westernization, modernization and industrialization Role of legislation in social change Urbanization, Globalization and its impact on Indian Society

Paper-18

Basic Statistics for Rural Studies-II

50 marks

- 1) Elementary concept of probability theory : classical definition of probability, important properties of probability, addition and multiplication rules of probability (two events only), conditional probability and statistical independence of probability (two events only) [Proofs of the theorems are not necessary only concepts are necessary along with simple examples).
- 2) Skewed and symmetric distributions. Properties of normal distribution.
- 3) Sampling methods : Sample survey versus complete enumerations, biases and errors in sample surveys, different steps in a large scale sample survey, random sampling numbers, practical method of drawing a random sample, subjective and objective sampling, non probabilistic, probabilistic and mixed sampling, practical method of drawing a simple random sample., simple random sampling with and without replacement, stratified random sampling, systematic sampling, quota sampling, multistage sampling, purposive sampling.
- 4) Definitions of parameter and statistic, estimate and estimator, definition of a minimum variance unbiased estimator.
- 5) Test of hypotheses : Definitions of statistical hypothesis, simple hypothesis , composite hypothesis, null hypothesis, alternative hypothesis, test statistic, critical region, level of significance, Type – I and Type – II errors, power of a test.
Test of mean of a normal population when
 - (a) Population Variance is known.
 - (b) Population variance is unknown.Large sample test of proportions Chi – square (x) test of independence and goodness of fit

Fourth Semester

General Papers

Paper-19

Environmental Studies 50 marks
(Common syllabus with other undergraduate courses)

Paper-20

General English for Rural Studies - II 50 marks
(Syllabus to be adopted from the English Department, V. B.)

Honours Papers

Paper-21

Agricultural Economy of India 50 marks

1. Structure of Backward Agriculture –Causes of low investment and low productivity.
2. Risk and Uncertainty in Production- input related risk and risk aversion. Adoption of modern technology under production uncertainty.
3. Growth and Fluctuation in Indian Agriculture since Independence and Public Policy for Agricultural Growth.
4. Growth and Equity in Indian Agriculture.
5. Farm size, Productivity and Efficiency in Indian Agriculture

Paper-22.

Elements of Agricultural Extensions 50 marks

1. Education – Meaning, Definition, Types – Formal, Informal and Non-formaleducation and their Characteristics. Extension Education and Agricultural Extension – Meaning, Definition, Concepts, Objectives and Principles.
2. Extension Programme Planning – Meaning, Definitions of Planning, Programme, Project, Importance, Principles and Steps in Programme Development Process, Monitoring and Evaluation of Extension Programmes. Extension Teaching methods – Meaning, Definition, Functions and Classification. Individual contact methods – Farm and Home visit, Result Demonstration, Field trials – Meaning, Objectives, Steps, Merits and Demerits. Group contact methods – Group discussion, Method demonstration, Field Trips – Meaning, Objectives, Steps, Merits and Demerits. Small group discussion techniques – Lecture, Symposium, Panel, Debate, Forum, Buzz group, Workshop, Brain Storming, Seminar and Conference. Mass contact Methods – Campaign, Exhibition, Kisan Mela, Radio & Television – Meaning, Importance, Steps, Merits & Demerits.
3. Factors influencing in selection of Extension Teaching Methods and Combination (Media Mix) of Teaching methods. Innovative Information sources – Internet, Cyber Cafes, Video and Tele conferences, Kisan call centers, Consultancy clinics.
4. Agricultural Journalism – Meaning, Scope and Importance, Sources of news, Types, Merits and Limitations.
5. Diffusion and Adoption of Innovations – Meaning, Definition, Models of adoption Process, Innovation– Decision Process – Elements, Adopter categories and their characteristics,

Paper-23

Understanding Rural and agricultural Marketing

50 marks

1. Issues in Rural Marketing and characteristics of Rural Markets
2. Understanding Consumers and their access to Rural Markets
3. Creating and delivering value
4. Communicating and Positioning in Rural Markets
5. Distribution in Rural Markets and developing Marketing Strategy for Rural Markets

Paper-24

Basic Mathematics for Rural Studies-II

50 marks

1. Linear Programming: Basic concept- components of LP Problem, Graphical solution method, Slack variables, feasible solutions and basic solution, Solution with Simplex method, Applications of LP, Difficulties in solving LP.
2. Input-Output model
3. Cost-Benefit Analysis: Types of costs, Types of benefits, Time value of money, Presentvalue of future money, Methods of CBA: Net Present value (NPV) - Benefit cost ratio (BCR) - Internal Rate of Return (IRR), Merits and limitations of the methods, Comparison between NPV and IRR, Profitability Index, Sensitivity Analysis, Applications of the methods.
4. Introduction to Game Theory

Fifth Semester

Honours Papers

Paper-25

Farm Business Management-I

50 marks

- 1) The field of farm management : what is farm management? Scope of farm management, relationship of farm management with other sciences, typical farm management decisions. Characteristics of farming as a business : primary forces of production, climatic factors, ,inelastic demand, time rigidities in consumption of farm products, farm and home.
- 2) Principles involved in farm management decisions: Principles of variable proportion, cost principle, principle of factor substitution, law of equi-marginal returns, opportunity cost principle, principle of combining enterprises, principle of comparative advantage, time comparison principle.
- 3) Tools of farm management analysis : Farm planning – principal characteristics of a good farm plan, techniques of farm planning, information needed for planning. Farm budgeting – partial and complete farm budgeting.
- 4) Farm business analysis : Principles of evaluation of cost and income in farm management, methods of computing depreciations, net worth statement, farm financial accounts, income statement, measures of farm income.

- 5) Farm efficiency measures : physical and financial, aggregative and ratio measures.
Efficiency measures and business decisions.

Paper-26

Rural Livelihood Studies

50 mark

1. Concept and definition of rural livelihood.
2. Indicators of rural livelihood.
3. Levels of living.
4. Framework for livelihood analysis.
5. Livelihood strategies.

Paper-27

Introduction to Rural Environment

50 marks

1. Natural resources: Renewable and non-renewable resources. Land, water, air and forest.
2. Rural ecosystems : concept, structure and functions. Producers, consumers and decomposers of an ecosystem. Energy flow in the ecosystem. Types of ecosystems.
3. Rural Biodiversity: Definition, classification, threats to biodiversity and its conservation,
4. Rural Environmental pollution: Causes, effects and control of air, water, soil.
5. Economic-Social and political issues in unsustainable to sustainable development.

Paper-28

Constitution of India

50 marks

1. The Preamble and its significance
2. Fundamental Rights and Duties of the Citizens and Directive Principles of State Policy
3. Nature of Indian Federalism – Centre-State Relations
Union Legislature: State Legislature: Judiciary:
4. Constitutional provisions of rural development
5. Provisions regarding Scheduled Castes, Scheduled Tribes and Other Backward Classes.

Paper-29

Application of computer

50 marks

1. Elementary knowledge about computer hardware
2. Different types of software, operating system, (Microsoft Office: MS Word .Excel .Power Point. DOS, MS DOS, and WINDOWS. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate software.
3. Lotus 1-2-3, Graphs – selecting graph type, saving and printing of graphs, Use of statistical and mathematical formulas. Operating SPSS:
4. Computer practical

Paper-30 A

Exposure to Rural Area

Non-Credit

50 marks

Paper-30 B

Computer based village survey report preparation

4

50 marks

Sixth Semester

Honours Papers

Paper-31

Farm Business Management-II

50 marks

- 1). Farm land management : efficient farm lay out, remodeling of farm lay out impact of mechanization, soil and fertilizer management.
- 2). Farm machinery management : Selection of size of machines ,substituting machinery for human and animal labour power hiring vs owning a machine ,purchase of old/new machine.
- 3). Farm labour management : special features of Indian farm labour, classification of farm labour ,problems of labour in Indian farms, improving the efficiency of farm labour in India.
- 4). Farm financial management : use of farm financial budget, credit management ,marketing management.
- 5). Peasant farm : special features of peasant farm, method of evaluation of the farming activities of the peasant farm.

Paper-32

Introduction to Agriculture

50 marks

1. Art, Science and business of crop production, Basic elements of crop production
2. Chronological Agricultural Technology development in India. Different agricultural related revolutions in India (green, yellow, blue, white, silver etc).
3. Present and past basic statistical data of area, production, productivity, fertilizer consumption, livestock, irrigation in India.
4. Innovation in agriculture: definition and concept; hitech agriculture, precision farming, sustainable agriculture, contract farming, crop modeling, GIS and Remote sensing technology.
5. Women in Agriculture: multifaceted roles and tasks, work stress factors, nutritional and rural life standards, role in house hold design making, drudgery reduction for farm women, women friendly agricultural technology, empowerment of women, group dynamics for farm women and rural women

Paper- 33

Principles of Agronomy

50 marks

1. Agronomy – Definition, scope and importance, its relationship with other sciences, historical sketch of agronomy.
2. Agro-climatic zones of India and Classification of Crops.
3. Factors affecting crop production. Essential plant nutrients their role in crop growth. Manures and fertilizers- classification and nutrient content.

4. Cropping system- different types of cropping system: intercropping, mixed cropping, intensive cropping, relay cropping, Alley cropping etc., definition and advantages with examples. Crop Rotation - objectives types and advantage.
5. Harvesting and post harvest operation

Paper-34

Agricultural Finance and Co-operation

50 marks

1. Agricultural finance: nature and scope. Time value of money, Compounding and Discounting.
2. Agricultural credit: meaning, definition, need, classification. Credit analysis: 4R's 5C's and 7 P's of credit, repayment plans.
3. History of financing agriculture in India. Commercial banks, nationalization of commercial banks. Lead bank scheme, regional rural banks, scale of finance. Higher financing agencies, RBI, NABARD, AFC, Asian Development Bank, World Bank, Insurance and Credit Guarantee Corporation of India.
4. Agricultural cooperation: philosophy and principles. History of Indian cooperative Movement, pre-independence and post independence periods, cooperation in different plan periods, cooperative credit structure: PACS, FSCS.
5. Reorganisation of cooperative credit structure and single window system. Successful cooperative systems in Gujarat, Maharashtra, Punjab etc.

Paper-35

Entrepreneurship Development

50 marks

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.
2. Globalisation and the emerging business / entrepreneurial environment.
3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.
4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.
5. Overview of agri inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

Paper- 36

Agricultural Marketing, Trade and Prices

50 marks

1. Agricultural Marketing: Concepts and Definition, Scope and subject matter, Market and Marketing: Meaning, Definitions, Components of a market, Classification. Market

structure, Conduct, performance. Marketing structure, Market functionaries or agencies, Marketing channels: Meaning, Definition, Channels for different products. Market integration, Meaning, Definition, Types of Market Integration. Marketing efficiency: Meaning, Definition, Marketing costs, Margins and price spread, Factors affecting the cost of marketing, Reasons for higher marketing costs of farm commodities, Ways of reducing marketing costs.

2. Producer's surplus: Meaning, Types of producers surplus, marketable surplus. Marketed surplus, importance, Factors affecting Marketable surplus.
3. Cooperative Marketing. State Trading. Ware Housing Corporation; Central and State, Objectives, Functions, Advantages. Food Corporation of India: Objectives and Functions. Quality Control, Agricultural Products, AGMARK.
4. Price Characteristics of agricultural product process, Meaning, Need for Agricultural Price Policy.
5. Risk in Marketing: Meaning and importance, Types of Risk in Marketing. Speculations and Hedging, Futures trading, Contract farming.

**PALLI CHARCHA KENDRA
(DEPARTMENT OF RURAL STUDIES)**

**SYLLABUS FOR THREE YEARS (SIX SEMESTERS) BACHELOR OF
RURAL STUDIES (BRS) (Hons.)**

Intake capacity and Eligibility of Admission

This is an undergraduate course for 3 years (six semesters) to receive Honours Degree of Bachelor of Rural Studies (BRS).

Target groups: This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year: BRS--- 40.

Eligibility for the entry into the undergraduate level—Passed Higher Secondary level examination with 50% marks.

Ordinance

The evaluation process is divided into two **parts**. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. The evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE). The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 75 marks, will be examined through internal assessment and final semester end examination in the ratio 15:60. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.). There shall be at least two internal assessment tests in each theoretical group. Final examination will be based on the question paper set by the internal teachers. Moderation will be done by both external and internal moderators. Only internal teachers will examine the answer scripts.

Papers having practical part will be evaluated as per rules of practical examinations in the University. Preparation of the dissertation paper will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit written dissertation and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department. 50 marks are on the basis of the written dissertation to be submitted by the student and 25 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department.

Total Credit of the Course = 148
 Total Marks = 12.5x148=1850

Total Credit for Core Courses (14x6=84) = 84
 Total Credit for ability / Skill enhancement Courses (4 x 2) = 8
 Total credit for Generic Elective / Interdisciplinary Courses (4 x 6) = 24
 Total credit for Discipline Specific Elective Courses (DSE) (4 x 6) = 24
 Total Credit for University specific Course (2x4) =8

The total number of core courses for three years (Six semesters) BRS is fourteen that students are required to take across six semesters. All courses are compulsory. In addition to core courses, a student of Bachelor of Rural Studies (BRS) will choose four Generic Elective / Interdisciplinary Courses and four Discipline Specific Elective Courses (DSE). The Discipline Specific Elective Courses (DSE) will be offered in fifth and sixth Semesters and two such courses will be selected by a student from a set of courses specified for each of these semester (from Group A & Group B).

COURSE STRUCTURE OF THREE YEARS (SIX SEMESTERS) BACHELOR OF RURAL STUDIES (BRS) (Hons.)

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – I

		Credit	Marks	Contact Hours per Week
1. Core Course	I. Rural Development Programmes, Policies and Approaches	6	15+ 60= 75	5 lectures + 1 Tutorial
	II. Agronomy	6	15+60 = 75	5 lectures + 1 Tutorial
2. Ability / Skill Enhancement Compulsory Course	English	2	25	2 lectures
3. Generic Elective Course (Any One)	I. Principles of Gandhian Thought	6	15+60 = 75	5 lectures + 1 Tutorial
	II. Rural Administration and Constitution			
4. University specific Course	Tagore Studies - I	4	50	4 lectures
	Total Credit	24	300	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – II**

		Credit	Marks	Contact Hours
5. Core Course	iii. Economics For Rural studies - I	6	15+60 = 75	5 lectures + 1 Tutorial
	iv. Quantative Techniques - I	6	15+60 = 75	5 lectures + 1 Tutorial
6. Ability / Skill Enhancement Compulsory Course	English	2	25	2 lectures
7. Generic Elective Course (Any One)	i. Rural Geography and Demography	6	15+60 = 75	5 lectures + 1 Tutorial
	ii. Crop Production			
8. University Specific Course	Tagore Studies - II	4	50	4 lectures
	Total Credit	24	300	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – III**

		Credit	Marks	Contact Hours
9. Core Course	v. Economics For Rural studies - II	6	15+60 = 75	5 lectures + 1 Tutorial
	vi. Rural Sociology - I	6	15+60 = 75	5 lectures + 1 Tutorial
	vii. Quantative Techniques -II	6	15+60 = 75	5 lectures + 1 Tutorial
10. Ability / Skill Enhancement Compulsory Course	Environmental Studies	2	25	2 lectures
11. Generic Elective Course (Any One)	i. Studies on Cooperatives	6	15+60 = 75	5 lectures + 1 Tutorial
	ii. Gender Studies			
	Total Credit	26	325	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – IV**

		Credit	Marks	Contact Hours
12. Core Course	viii. Rural Economics - III	6	15+60 = 75	5 lectures + 1 Tutorial
	ix. Rural Sociology - II	6	15+60 = 75	5 lectures + 1 Tutorial
	x. Quantative Techniques - III	6	15+60 = 75	5 lectures + 1 Tutorial
13. Ability / Skill Enhancement Compulsory Course	Communicative English	2	25	2 lectures
14. Generic Elective Course (Any One)	i. Animal Husbandry & Fisheries	6	15+60 = 75	5 lectures + 1 Tutorial
	ii. Agricultural Markets and Agricultural Extension			
	Total Credit	26	325	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – V**

		Credit	Marks	Contact Hours
15. Core Course	xi. Decentralized and Participatory Planning	6	15+60 = 75	5 lectures + 1 Tutorial
	xii. Quantative Techniques - IV	6	15+60 = 75	5 lectures + 1 Tutorial
16. Discipline Specific Elective Course - I	Any One from the List of Group A	6	15+60 = 75	5 lectures + 1 Tutorial
17. Discipline Specific Elective Course - II	Any One from the List of Group B	6	15+60 = 75	5 lectures + 1 Tutorial
	Total Credit	24	300	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – VI**

		Credit	Marks	Contact Hours
18. Core Course	xiii. Village Surveys through Participatory Technique	6	15+60 = 75	5 lectures + 1 Tutorial
		6	15+60 = 75	5 lectures + 1 Tutorial

	xiv. Dissertation through Computer Application			Tutorials
19. Discipline Specific Elective Course - III	Any One from the List of Group A	6	15+60 = 75	5 lectures + 1 Tutorial
20. Discipline Specific Elective Course - IV	Any One from the List of Group B	6	15+60 = 75	5 lectures + 1 Tutorial
	Total Credit	24	300	

Discipline Specific Elective Courses

Group A

- i. Sustainable development
- ii. Health and Sanitation
- iii. Farm Management
- iv. Rural Entrepreneurship

Group B

- i. Rural Livelihood
- ii. Rural Organisation and Extension
- iii. Distribution and Welfare Studies
- iv. Rural Financial Management

SEMESTER – I

1. Core Course

I. Rural Development Programmes, Policies and Approaches--

1. Introduction to Rural Studies-- Definition of Rural Areas – Meaning of Development and Rural Development – Causes of Rural Backwardness.

2a. Approaches to Rural Development in India: Decentralised Planning Approach – Sectoral Approach – Area Approach – Target Group Approach – Integrated/ Holistic Approach – Participatory Approach – Rights Approach.

2b. Relevance of Gandhian and Tagore’s Approaches to Rural Development in Modern times

3a. Community Development Programme and National Extension Service – Panchayati Raj Institutions – 73rd Constitutional Amendment Act – Transfer of Functions and Powers to PRIs.

3b. Area Development Programmes: Drought Prone Area Programme – Command Area Development Programme – Desert Development Programme – Hill Area Development Programme – Integrated Tribal Development Agency – Tribal Development Corporation

3c. Target Group Programmes – Swarnajayanti Gram Swarajgar Yojana – National Rural Livelihoods Mission – Micro Finance and Self-help Groups for Women Empowerment:

3d. Employment Generation Programmes – MGNREGS: Strategy, Implementation mechanism, Progress and Problems – Prime Minister’s Rojgar Yojana; National Social Assistance Programme – Rastriya Swasthya Bhima Yojana – Aam Admi Bhima Yojana – National Food Security Mission

4. Rural development programmes of West Bengal—kanyashree prakalpa; Sabuj sathi, jal dharo jal bharo, etc

5a. Martandam, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.

5b. UN, World Bank and IMF sponsored Rural Development experiments

II. Agronomy

1. Agronomy – Definition, scope and importance, its relationship with other sciences, historical sketch of agronomy.

2. Agro-climatic zones of India and Classification of Crops.

3. Factors affecting crop production. Essential plant nutrients their role in crop growth. Manures and fertilizers- classification and nutrient content.

4. Cropping system- different types of cropping system: inter cropping, mixed cropping, intensive cropping, relay cropping, Alley cropping etc., definition and advantages with examples. Crop Rotation -objectives types and advantage.

5. Harvesting and post harvest operation

2. Ability / Skill Enhancement Compulsory Course

English

University prescribed syllabus

3. Generic Elective Course (Any One)

I. Principles of Gandhian Thought

1: Fundamentals of Gandhian philosophy-- Cultural heritage of India- Characteristics of Indian culture- Socio religious background of India. Social dimension of Varna Dharma, Ashrama Dharma, Purusharthas, Ashram Vows.

2: Foundations of Gandhian Social thought -- Man and Society, theories of Trusteeship, Panchayat Raj, Swadeshi and Sarvodaya Seven Social sins, Social change through non violence

- 3: Gandhian views of Education--The philosophy and social purpose of NaiThalim-value base of an ideal society-Peace, Equality, Human dignity and democracy: Relevance of Yoga and meditation;
4. Characteristics of Gandhian Social Work, Gandhi's relevance in today's world
- 5: Gandhian approach to rural Development—Agriculture; Local source of energy and raw materials-Charka a symbol of self reliance-Village industries-Grass root level participation of people in community. Gandhian constructive programmes, Implementation of Constructive Programme: Code of conduct for the agencies

References:

- Ray, Ramashray,(1985)Self and Society:A Study in Gandhian Thought, Sage Publication, New Delhi.
- Gangrade,K.D.(2001) Constructive Programmes, GanhiSmriti and DanshanSamiti, New Delhi.
- Bharati,K.S.(1991)The Social Philosophy of Mahatma Gandhi; Concept Publishers, New Delhi.
- Bose N.K. Selections from Gandhi. (M3: Chapter 5 Pp 81-112)
- Raju Lakshmipathy. M and Raju B.S.N (2012), Ethical values of Social Work profession and Gandhism (IJRSS Volume 2, Issue 2 ISSN: 2249-2496)

II. Rural Administration and Constitution

1. Administrative Law : Meaning , Nature and Scope ; Growth of Administrative Law : Reasons ; Concept of Rule of Law; Rule of Law under Indian Constitution.
- 2a. Principles of Natural Justice & their Judicial interpretation-- Administrative discretion and Judicial control; Administration Tribunals: Meaning, Reasons and Features Difference between Court and Tribunal;
- 2b. Delegated Legislation : Meaning & Need of delegated Legislation; Parliamentary control; Procedural & Judicial Control; Judicial Review: Principles and modes (writs).
3. Fundamental Rights and; Fundamental Duties.; Amendment of Indian Constitution; Procedure, Basic Structure Concept;
4. Growth of Rural Development Institutions in India (since Independence). --Institutional Arrangement for Rural Development at National level: Organization structure, Functions and Role of Union Ministry of Rural Development. Institutional Arrangement for Rural Development at State level: Organization Structure, Functions and Role of Department of Rural Development, Institutional Arrangement for Rural Development at District level :Organization, Functions and Role of District Rural Development Agency (DRDA).
5. Functions and Role of Block Samiti/Panchyati Samiti, Functions & role of Gram Panchayat and Gram Sabha in Development. Organization, Functions and Role of Block level Administration in Rural Development.Functions and Role of Block Development Officer (BDO) & Extension Officers in Rural Development.

4. University specific Course

Tagore Studies – I

University prescribed uniform syllabus—

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – II

5. Core Course

III Economics for Rural studies- I

1. Utilitarian Approach--The History of Utility Theory – From Cardinal to Ordinal Approach. Utility in Cardinal Approach – Utility and choice, Total Utility and Marginal utility, Utility and choice - maximization, marginal utility theory of demand; Assumptions on preference ordering, indifference curve, marginal rate of substitution and convexity of IC, budget constraint, consumers' equilibrium; Price effect - substitution effect (Hicks and Slutsky), inferior goods and Giffen goods, income effect, ordinary demand curves. Revealed preference.
 2. Law of Demand; Market Sensitivity and Elasticity--Importance of Elasticity in Choice- Decisions; Method of Calculation – Arc Elasticity. Point Elasticity – definition. Demand and Supply Elasticities – types of elasticity and factors effecting elasticity. Demand Elasticity and Revenue; Income and Cross Price elasticity;
 3. Production --Technology, Production Functions and Isoquants, short run and long run, production with one and two variable inputs, total average and marginal products, law of diminishing return, marginal rate of technical substitution, elasticity of substitution, economics of scale. Types of production functions- Cobb-Douglas; Cost structure-implicit cost, explicit cost, accounting cost, sunk cost, economic cost, fixed cost, variable cost, total, average and marginal cost. Determinants of Short run cost, Cost Curves, cost minimization and expansion path, Short run versus long run cost curves.
 4. Market Structure--Organization, Firms and Profit Maximization; Marginal Revenue, Marginal Cost and Profit Maximization. Perfect competition- short run competitive equilibrium of the firm, short run supply curve of firm and industry, Output choice and competitive equilibrium in long run, long-run industry supply; constant, increasing and decreasing cost.
 5. Monopoly and barriers to entry – output determination and price rule, Pricing with market power – first, second and third degree price discrimination. Monopolistic competition – short run and long run equilibrium, excess capacity.; Oligopoly – Oligopoly equilibrium as Nash equilibrium, Cournot and Stackelberg Model, Competition versus collusion – the Prisoners' Dilemma.
- Samuelson and Nordhaus, Lipsey and Chrystal, Maddala and Miller, Pindyck and Rubinfeld
Mankiw , Stockman

IV. Quantative Techniques - I **(Algebra-20 marks)**

1. Arithmetic and Geometric Progression, Logarithm, Surds and Indices, Equation: Linear, Quadratic and Simultaneous equations
2. Basic Trigonometry—ratios, height and distance, angle laws; Basic Coordinate geometry—coordinates, graphs, straight line, circle and simple non-linear curves.
3. Matrix Algebra: Definition of Matrix, Types, Algebra of Matrices, Properties of Determinants, Cramer's Rule for solving equation, Adjoint Matrix, Inverse Matrix.

(Calculus -30 Marks)

1. Function: Definition, Classification and Types of function,Elementary idea of Limit and Continuity.
2. Differentiation: Definition of Derivative and its geometrical interpretation, Rules of Derivatives, Partial Differentiation of simple algebraic functions, Maximum and minimum value of functions. Examples of applications.
3. Integration of functions, Standard integral forms,Integration by parts, Integration by partial functions (elementaryproblems), Definite integral. Examples of application.

6. Ability / Skill Enhancement Compulsory Course Modern Indian Languages (M I L) – II

7. Generic Elective Course (Any One)

i. Rural Geography and Demography

1. The subject matter of Geography, Geography as a space-time discipline, Locational/Spatial analysis and spatial dimensions of development. Four traditions in Geography: spatial, man-environment, area studies and earth sciences traditions: geography and resources, population resources and development.

2. Geography of development; development paradigms; sustainability: social, economic, environmental, cultural and community sustainability; rural and urban development spectrum.

3. Geography of welfare and change: who gets what, where? And what to put where, why and how? Locational problems in social-cultural and services planning.

4. Definition, nature & scope of Demography, Some basic Concepts of Demography, Source of Population Data and Population Composition and Change; Methods of Demographic / Population Analysis, Nuptiality, Fertility, Mortality, Morbidity and Health

5. Population Theories; Population, Development and Environment; Population Policies and Programs

ii. Crop Production

1. Introduction-- Importance in Agriculture, Seed Physiology, Seed Structures, morphological, Physiological and biochemical changes during seed development. physiological maturity, Morphological and physiological changes associated with physiological maturity in crops.

2. Harvest maturity, seed viability and vigour. Factors affecting seeds viability and vigour. Methods of testing seed viability and vigour. Germination, utilization of seed reserves during seed germination.

3a. Morphological, physiological and biochemical changes during seed germination. Factors affecting seed germination. Post harvest physiology-seed dormancy, definition, types of seed dormancy.

3b. Advantages and disadvantages of seed dormancy. Causes and remedial measures for breaking seed dormancy. Optimum condition for seed storage, factors Influencing seed storage (ISTA standards).

4. Crop water relationship, physiological Importance of water to plants, water potential and its components, measurement of water Status in plants. Transpiration, significance, transpiration in relation to crop productivity. water use efficiency WUE in C 3, C 4 and CAM plants. Factors affecting WUE. photosynthesis, energy synthesis significance of C 3, C 4 and CAM pathways. relationship of photosynthesis and crop productivity, photorespiration.

5. Factors affecting photosynthesis and productivity. Method of measuring photosynthesis. Photosynthetic efficiency. Respiration and its significance, brief account of growth respiration and maintenance respiration, alternate respiration, salt respiration, wound respiration-measurement of respiration.

8. University Specific Course

Tagore Studies - II

University prescribed uniform syllabus

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – III**

9. Core Course

v. Economics For Rural Studies - II

1. Nature of Macroeconomics-(a) basic macroeconomic concepts and variables-circular flow of income, aggregate output, employment, price level, interest rate; (b) basic concerns and problems of macroeconomics- growth rate of output, inflation rate, unemployment (including recession, depression, stagflation etc.)
2. National income - its components and measurements (including the problems of measurement), interrelationships between various aggregates
3. Demand for Money and Supply of money , role of commercial and the central bank – its instruments to control money supply Non-Banking Financial Intermediaries (NBFIs): Distinction between commercial banks and NBFIs- validity of the distinction-Central bank's control over the NBFIs
4. National income determination: Classical Theory and Simple Keynesian Theory, IS-LM, Effects of fiscal and monetary policies - the multipliers and the crowding- out effect.
- 5 .Complete Keynesian ,Theory and comparison between Keynesian and Classical analysis, including the idea of Classical dichotomy.

vi. Rural Sociology - I

1. Nature and Task of Sociological Theory: Definition, Basic elements or Building Blocks of Sociological Theory Characteristics of Sociological Theory: Functional Theory, Conflict Theory. Exchange Theory
2. Post - Modern Sociology: General Arguments, Foucault, Derrida, Jameson and David Harvey
3. Social processes: associative process (cooperation, accommodation, assimilation) and Dissociative Process (Conflict, Competition)
4. Social Stratification: Characteristics of Social stratification – Theories and Forms of Stratification
5. Social inclusion and social exclusion: Define social exclusion, Forms of social exclusion, Define marginality, Impact of marginality on society, Different programmes of social inclusion, Relation between social inclusion and marginality
6. Social Mobility Define social mobility, Different form of social mobility, Relation between social mobility and poverty, Relation between social mobility and education
7. Symbolic Interaction-ism and Critical Sociology General Arguments, Contribution of Mead, Contribution of Blumer, General Arguments Frankfurt School: Contribution of Habermas, Adorno and Marcuse

vii. Quantative Techniques -II

1. Meaning of statistics, a historical note, statistics in matters of state, statistics and the social sciences, limitations of statistics. Individual and character, types of data, collection of data, tabulation of data, diagrammatic representation of data. Summarization of data: frequency table, diagrammatic representation of a frequency distribution – column diagram, frequency polygon, histogram. Cumulative frequency diagram; step diagram, Ogive.
2. Measures of central tendency – mean, median, mode, quartiles.
3. Measures of dispersion – range, mean duration, standard duration, quartile duration, mean difference and Genius coefficient. Coefficient of variation.
4. Correlation: Scatter diagram, product moment correlations coefficient, Spearman's rank correlation coefficient (bivariate case) calculation of multiple correlation coefficient in the case of two explanatory variables.

5. Bivariate Regression. Application of regression analysis in trend fitting. Fitting of multiple regressions in the case of two explanatory variables. Time series and forecasting.
6. Time Series and Index Number

10. Ability / Skill Enhancement Compulsory Course

Environmental Studies

University prescribed uniform syllabus

11. Generic Elective Course

(Any One)

i. Studies on Cooperatives

1. Meaning, definition and features of Co-operation
2. Contribution of Robert Owen; Louis Blanc; Shri V. L. Mehta and D. R. Gadgil in the sphere of Co-operation. Genesis and growth of Co-operative Movement in India during pre and post-independence and after 1991.
3. State and the Co-operative movement in India - Role of state in the development of Co-operatives – State Assistance; De-officialisation of the Co-operative movement;
4. Reconstructing Co-operative administration; Recent development in Co-operative movement;
- 5a. Genesis of cooperative credit movement in India; Structure of cooperative credit system in India and West Bengal;
- 5b. State cooperative Act--West bengal cooperative societies act 1983; The West Bengal Co-operative Society Act, 2006; The West Bengal Co-operative Society Rules 2011; The west bengal cooperative societies act 2012

ii. Gender Studies

1. Gender Concepts: Sex & Gender, Social construction of Gender, Gender Socialization, Gender discrimination, gender stereotyping, Androgyny, Gender Roles.
2. Structures of gender Inequality --Patterns of Gender inequality in terms of caste, class and religion patterns of violence against women (with special reference to Karnataka) Female foeticide, Female Infanticide, child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women.
3. Gender and Institutions: Kinship and Family: Patriarchy: Concept, origin, Matriliney, Matrilocality (case study of Nayars in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict Gender and Education : Gender bias in enrollment, curriculum, content, drop out, recent trends in Women's education
4. Issues related to marginalized Women --Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis .
5. Understanding Demographic indicators related to gender (global comparison) Sex Ratio, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate.

8hr

References

1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
2. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College
5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – IV

12. Core Course

viii. Economics For Rural Studies- III

1. Unemployment--Defining and Measuring the Unemployment Rate – Counting of Unemployed – Okun’s Law. Economic Costs of High Unemployment. Types of Unemployment – Frictional Unemployment and Job Search, Structural Unemployment and Cyclical Unemployment, Voluntary versus Involuntary Unemployment. Sources of Inflexibility in wages – minimum wages, unions and collective bargaining and efficiency wages.

Samuelson and Nordhaus, Chapter 31 (572-81), Mankiw, Chapter 28

2. Money, Monetary Institutions and Inflation-The Classical and Modern View ; Definition and functions of Money.; Origins of Money including Gresham’s Law.; Money Creation. Money and Relative Values – money as a veil, neutrality of money, money illusion, real and monetary effects and price level changes. Reserve Bank of India-- Targets and instruments of monetary policy. Definition and measurement of Inflation rate – CPI and GNP Deflator. Types of Inflation – Moderate inflation, Galloping Inflation and hyperinflation. Impact of Inflation – redistribution of Income and Wealth and distortions on output and prices.

Lipsey and Chrystal, Sikdar. Samuelson and Nordhaus G, Mankiw, Chapter 24.

3. Basic Models of Trade--Ricardian Model: Comparative advantage.; Relative demand and relative supply and autarkic terms of trade. Trade in Ricardian world: determination of international terms of trade, complete specialization, gains from trade. Model of two factor economy: Assumptions, Stolper-Samuelson effect; Rybzyński effect; . Effects of International Trade between two factor economies (H-O-theorem), Trade and distribution of Income, Factor Price Equalization. Empirical studies - Leontief Paradox.

4. Indian Economy with special reference to rural sector--India's national income: Trend, Structure and Sectoral Composition .Trends in occupational structure-rural; Industry-agriculture relationship.

5. India's agrarian economy: Nature and Importance, Trend, Factors, Land Reforms, New Strategy, Green Revolution, Credit and Marketing. Current major problems in the agricultural sector in India. Poverty and inequality in India: Trend and Pattern, Factors, Measure and Alleviation Policy. Growth of non-farm sector.

ix. Rural Sociology - II

1. India as an object of knowledge Introduction. The colonial discourse, the nationalist discourse, Subaltern critique.

2. Rural community: Concept, distinctive features of rural Community; rural-Urban differences and continuum. Village in India: evolution of village community in India, changes in village communities, Little and Great Tradition, Universalization and Parochialisation, Rural Faction.

2. Sociological concepts Definition of Kinship, Patterns of kinship, Terminology of Kinship Family and Marriage: Definition of marriage and types of marriage, Definition of family, Types of family, Violence within the families, Trends of family. Individual and group Culture, Socialization, Folkways and mores; Ethnicity and Race: Ethnicity, prejudice and discrimination, Ethnic antagonism, Ethnicity in the modern world.

3. Social interaction and everyday life-- The study of everyday life, Nonverbal communication, Social rules and talk: face, body and speech in interaction, Interaction in time and space; Social Control, Deviance and Crime Social control, Definition, Deviance and Crime, Institutions; Social movements and Collective action; Village-Village solidarity, Internal regulation.

4. Understanding Social Stratification and social movement Natural inequalities and social inequalities, Hierarchy and differences; Caste- Definition and features, Persistence and change, Varna and Jati ,pollution and purity, Perception of dominant caste and sanskritization. Tribe- Definition and characteristics.
5. Power structure : Power elite in rural India; Panchayat and municipality, Local bodies and social change. Relationship between civil society and state in India; Social change in India -- Social change and resistance Westernization, modernization and industrialization. Role of legislation in social change. Urbanization, Globalization and its impact on Indian Society

X. Quantative Techniques - III

- 1.Linear Programming: Basic concept- components of LP Problem, Graphical solution method, Slack variables, feasible solutions and basic solution, Solution with Simplex method, Applications of LP, ; Static Leontief open Input-Output model
2. Transportation and Assignment problem
3. Differential equation—examples of applications.
4. Difference Equation-- examples of applications.
5. Introduction to Game Theory

13. Ability / Skill Enhancement Compulsory Course

Communicative English

University prescribed uniform syllabus

14. Generic Elective Course

i. Animal Husbandry & Fisheries

1. Fisheries Resources --

Major fisheries resources of the world, global trends in production; Target and non-target fisheries resources of India. Distribution, composition, trends and dynamics of major exploited fishery resources in hill streams, rivers, reservoirs, lakes. Major commercially exploited stocks, their potentials, status, bionomics, methods of capture and yields; Issues related to capture fisheries; Endangered and threatened species, in-situ and ex-situ conservation; Fisheries and Biodiversity Acts; Juvenile fishing, destructive gears, by-catch and discards; Status and impact of exotic species, accidental introductions;

2. Concepts and principles of fisheries management; Fisheries Acts and Legislations, revisions and amendments; Fisheries policies, instruments and mechanisms for inland. Modes of fisheries management - Open access, regulated, advisory; participatory, user rights;

3. Supply, demand and price dynamics in the fisheries sector; domestic and export marketing of fish and fish products, trends, channels, mechanisms, regulations, trade and non-trade barriers, concerns and strategies; modern marketing methods and channels, cold chains, storage; value addition; domestic and international market demands; International regulations and practices affecting Indian fisheries trade; WTO and Indian fisheries scenario; Issues in branding and labelling; Quality concerns; Growth of domestic and exports markets; Market trends and diversification; Emerging consumer preferences and trade practices; Fisheries co-operatives; Institutional support for fisheries development. Fisheries Livelihood-- Relevance of capture fisheries in food, nutrition, employment, income and livelihood securities of fishers; Vulnerability of fishers to changes in resource availability, exploitation and utilization patterns; Marginalization of fishermen. Land and water body use issues in fisheries. Role of extension in fisheries, mechanisms and modes of extension and their impact on capture fisheries and fisher's livelihood, alternative livelihood options; Management of conflicts within sub-sectors in fisheries; Women in fisheries, status, role, impact, future; Vulnerability of fishers to natural disasters and coping mechanisms in disaster management

4. Animal Husbandry—Concepts and definition of General Breeding Management, Feeding Management, Reproduction Management, Shelter Management, Health Management, Production and Management of Cattle and Buffalo and other animals--Sheep and goat; Poultry; Equine; Swine and Rabbit

5. Economics and Marketing of Livestock and Poultry and their Products; Economic principles as applied to livestock production. Production functions. Farm size, resources and product combinations. Cost concepts. Effect criteria in use of resources in livestock production. Maintenance of evaluation of different production records. Insurance and financing of livestock enterprises. Project formulation for setting up livestock farms. Different approaches to marketing of livestock and its products. Present status of cattle fairs and methods of selling livestock. Market news and information. Determination of prices of livestock products. Vertical integration in livestock products industries

ii. Agricultural Markets and Agricultural Extension

1. Agricultural Marketing: Concepts and Definition, Scope and subject matter, Market and Marketing: Meaning, Definitions, Components of a market, Classification. Market structure, Marketing structure, Market functionaries or agencies, Marketing channels: Meaning, Definition, Channels for different products. Market integration, Types of Market Integration. Marketing efficiency: Meaning, Definition, Marketing costs, Margins and price spread, Factors affecting the cost of marketing, Reasons for higher marketing costs of farm commodities, Ways of reducing marketing costs.

2. Producer's surplus: Meaning, Types of producers surplus, marketable surplus. Marketed surplus, importance, Factors affecting Marketable surplus; Price Characteristics of agricultural product process, Meaning; Need for Agricultural Price Policy. Risk in Marketing: Meaning and importance, Types of Risk in Marketing. Speculations and Hedging, Futures trading, Contract farming.

3. Extension Programme, Planning, Project – Meaning, Definitions; Principles and Steps in Programme Development Process; Monitoring and Evaluation of Extension Programmes. Extension Teaching methods – Meaning, Definition, Functions and Classification. Individual contact methods – Farm and Home visit, Result Demonstration, Field trials – Meaning, Objectives, Steps, Merits and Demerits. Group contact methods – Group discussion, Method demonstration, Field Trips –Meaning, Objectives, Steps, Merits and Demerits. Small group discussion techniques – Lecture, Symposium, Panel, Debate, Forum, Buzz group, Workshop, Brain Storming, Seminar and Conference. Mass contact Methods – Campaign, Exhibition, Kisan Mela, Radio & Television –Meaning, Importance, Steps, Merits & Demerits.

4. Factors influencing in selection of Extension Teaching Methods and Combination (Media Mix) of Teaching methods. Innovative Information sources – Internet, Cyber Cafes, Video and Tele conferences, Kisan call centers, Consultancy clinics; .Agricultural Journalism – Meaning, Scope and Importance, Sources of news, Types, Merits and Limitations.

5. Diffusion and Adoption of Innovations – Meaning, Definition, Models of adoption Process, Innovation– Decision Process – Elements, Adopter categories and their characteristics,

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – V

15. Core Course

xi. Decentralized and Participatory Planning

1: Decentralised planning—concepts; Participatory Planning- Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for

participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning.

2. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.

3: Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects. District Planning in India; Block Planning; Village Planning;

5. Urban and Peri-Urban Area Planning Unpredictable changes and future planning of the area

XII Quantative Techniques - IV

1) Elementary concept of probability theory : classical definition of probability, important properties of probability, addition and multiplication rules of probability (two events only), conditional probability and statistical independence of probability (two events only) [Proofs of the theorems are not necessary only concepts are necessary along with simple examples).

2) Skewed and symmetric distributions. Properties of normal distribution.

3) Sampling methods : Sample survey versus complete enumerations, biases and errors in sample surveys, different steps in a large scale sample survey, random sampling numbers, practical method of drawing a random sample, subjective and objective sampling, non probabilistic, probabilistic and mixed sampling, practical method of drawing a simple random sample., simple random sampling with and without replacement, stratified random sampling, systematic sampling, quota sampling, multistage sampling, purposive sampling.

4) Definitions of parameter and statistic, estimate and estimator, definition of a minimum variance unbiased estimator.

5) Test of hypotheses : Definitions of statistical hypothesis, simple hypothesis , composite hypothesis, null hypothesis, alternative hypothesis, test statistic, critical region, level of significance, Type – I and Type – II errors, power of a test.

Test of mean of a normal population when

(a) Population Variance is known.

(b) Population variance is unknown.

Large sample test of proportions Chi – square (x) test of independence and goodness of fit.

16. Discipline Specific Elective Course - I

Any One from the List of Group A

17. Discipline Specific Elective Course - II

Any One from the List of Group B

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – VI

18. Core Course

xiii. Village Surveys through Participatory Technique

xiv. Dissertation through Computer Application

19. Discipline Specific Elective Course - III

Any One from the List of Group A

20. Discipline Specific Elective Course - IV **Any One from the List of Group B**

Discipline Specific Elective Courses

Group A

i. Sustainable development

1. Explains and critically evaluates the concept of sustainable development, its main principles, the evolution of ideas about sustainability, strategies for promoting sustainable development, resistances to the concept, and some alternative approaches. It also examines some important current issues and areas of debate in relation to sustainable development.

2: Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources ,Concept, kinds, distribution and economic potential and its future.

3: Socio-Economic and Cultural Sustainability of Rural Resources –farm and non farm. Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).

4. Environment-Economy linkage; Environment as a necessity and luxury; Population-environment linkage. Allocation problem; Market failure for environmental goods; environment as a public good, Common Property Resources, Property right approach to environmental problem-.

5. Prevention, control and abatement of pollution. Concept and indicators of sustainable development; environmental externalities and state regulation of the environment; economic activity and climate change.

ii. Health and Sanitation

1. Historical background of public health concepts of health and disease. Social services: - relevance of social sciences in Medicine, psychosocial and cultural determinants of health social security, social science research methods– qualitative and quantitative.

2. Principles of epidemiological methods, uses with special reference to health care delivery, planning and conduct of epidemiological studies, epidemiological surveillance and epidemic preparedness, investigation of epidemic, disease screening.

3. Biostatistics: Relevance and use of statistics in Medicine, analysis and presentation of data, measures of central tendency, measures of dispersion, normal distribution, tests of significance, correlation and regression. Analysis of qualitative data sources of vital statistics.

4. Hospital and health information systems: - Importance, components, recording and reporting in the health services system use of computers in health care system:

5. Health and sanitation in Rural India: Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Common Diseases :Occupational diseases among workers and their prevention, diseases among women, Old age diseases, Means to reduce them: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people's perception and increasing participation in health programmes. Health Sector Reforms of the Government of India: Protective, Promotional, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children. Emerging health issues: HIV AIDS, Debates about sex education, Gerontology.

iii. Farm Management

1) The field of farm management: what is farm management? Scope of farm management, relationship of farm management with other sciences, typical farm management decisions.

Characteristics of farming as a business : primary forces of production, climatic factors, inelastic demand, time rigidities in consumption of farm products, farm and home.

2) Principles involved in farm management decisions: Principles of variable proportion, cost principle, principle of factor substitution, law of equi-marginal returns, opportunity cost principle, principle of combining enterprises, principle of comparative advantage, time comparison principle.

3) Tools of farm management analysis : Farm planning – principal characteristics of a good farm plan, techniques of farm planning, information needed for planning. Farm budgeting – partial and complete farm budgeting.

4) Farm business analysis : Principles of evaluation of cost and income in farm management, methods of computing depreciations, net worth statement, farm financial accounts, income statement, measures of farm income.

5) Farm efficiency measures : physical and financial, aggregative and ratio measures. Efficiency measures and business decisions.

iv. Rural Entrepreneurship

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.

2. Globalisation and the emerging business / entrepreneurial environment.

3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.

4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.

5. Overview of agri-inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

Group B

i. Rural Livelihood

1. Concept and definition of rural livelihood.

2. Indicators of rural livelihood.

3. Levels of living.

4. Framework for livelihood analysis.

5. Livelihood strategies.

ii. Rural Organization and Extension

1. Dynamics of Change in Community; Factors contributing to change and transition in the structure and organization of communities. Issues of tradition and modernity in the contemporary context. Rural and urban transformations and its implications. Social Movements -Linguistic, regional, religious, women's, environmental and other contemporary movements. Other factors and their impact on change in communities -religions, socio-political ideologies, imperialism, mass media and communication, globalization.

2. Extension Systems and Development --Concept, Scope and evolution of extension Approaches and systems of extension -Current paradigms of extension: national and international perspectives.

3. Extension and Planned social change- concept, perspectives, principles and thrusts; Relationship of Extension and Development – Development programmes and initiatives.

4. Stakeholders in Development; People's participation in Development - nature, type and levels. Stakeholder analysis and participation in development programmes.
5. Community based organizations, urban and rural institutions in Development. Community mobilization for development change – techniques and strategies. Role of groups, community institutions and people's participation in programmes and initiatives of social change.

iii. Distribution and Welfare Studies

1. Basic concepts-derived demand, productivity of an input, marginal product of an input, marginal revenue product. Marginal productivity theory of distribution.
2. Labor market-supply of labor, competitive labor markets, monopsony, collective bargaining. Land markets and rent.
3. General Equilibrium and Economic Efficiency - Exchange, production and welfare. Reasons for Market Failure; Markets with asymmetric information- adverse selection, moral hazards, agency problems (concepts only).Market Failure (definition) and its causes.
4. Externalities and market inefficiency: difference between social costs and private costs, Positive and negative externalities, Private Solution to Externalities: Coase theorem, Public Policy towards Externalities: Regulation, Pigovian tax and subsidies. Public Goods and Common Resources: Public Good and the free rider problem. Common Resources and Tragedy of Commons. Examples of Public Goods and Common Resources
5. Welfare economics --Problems in measuring welfare; Classical welfare economics; Pareto's criteria; Value judgement; Concept of a social welfare function; Compensation principle — Kaldor, Hicks, Scitovsky; Competitive markets - First and Second Welfare Theorems – Concept of Social Optimum – Equity-efficiency trade-off.

iv. Rural Financial Management

1. Basics of Financial Management--Introduction to Financial Management; Financial Process; Scope of Financial Management in Rural areas; Goals of the firm; Objectives of Financial Management in Contemporary Business Environment; Management of Working Capital; Budget and Budgetary Control; Dividend Decisions.
- 2: Financial Markets--Meaning and structure of Financial Market; Money Market ;Capital Market; Foreign Exchange Market; Classification of Financial Institutions; Role of Primary and Secondary Market in Rural Development; Stock Exchange; Constitution; Control and Functions of Stock Exchange (Sensex; Nifty); Role of Stock Exchange in Rural Development; Listing of Securities; Different Types of Financial Instruments in India.
- 3: Investment Decisions--Time Value of Money; Techniques for Adjusting various Interest Factors; Cash Flow for Investment Analysis; Present Value Discounting; Future Value Compounding ; Investment decisions: Its Need and Importance; Investment Evaluation Criteria—PW; FW; IRR; CBA of an Agricultural Investment Project; Depreciation Analysis- Causes; Methods- SL and DBM Method; Risk Return Analysis.
4. Rural Credit System, Role of Rural Credit in Rural Development. Evolution and Growth of Rural Credit System in India. B: Agricultural Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects.
- 5: Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs . Role of Government Institutions towards facilitating Rural Credit. Role of Non-Government/Semi-Government/ Quasi- Government Institutions. Growth and Present trend of Rural Financing towards Small scale and Cottage Industries.

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**PALLI CHARCHA KENDRA
(DEPARTMENT OF RURAL STUDIES)**

**SYLLABUS FOR THREE YEARS (SIX SEMESTERS)- BACHELOR OF
RURAL STUDIES (BRS) (Hons.)**

Intake capacity and Eligibility of Admisssion

This is an undergraduate course for 3 years (six semesters) to receive Honours Degree of Bachelor of Rural Studies (BRS).

Target groups: This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year: BRS--- 40.

Eligibility for the entry into the undergraduate level—Passed Higher Secondary level examination with 50% marks.

Ordinance

The evaluation process is divided into two parts. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. The evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE). The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 75 marks, will be examined through internal assessment and final semester end examination in the ratio 15:60. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.). There shall be at least two internal assessment tests in each theoretical group. Final examination will be based on the question paper set by the internal teachers. Moderation will be done by both external and internal moderators. Only internal teachers will examine the answer scripts.

Papers having practical part will be evaluated as per rules of practical examinations in the University. Preparation of the dissertation paper will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit written dissertation and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department. 50 marks are on the basis of the written dissertation to be submitted by the student and 25 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department.

Total Credit of the Course	=148
Total Marks	= 12.5x148=1850
Total Credit for Core Courses	(14x6=84) = 84
Total Credit for ability / Skill enhancement Courses	(4 x 2) = 8
Total credit for Generic Elective / Interdisciplinary Courses	(4 x 6) = 24
Total credit for Discipline Specific Elective Courses (DSE)	(4 x 6) = 24
Total Credit for University specific Course	(2x4) =8

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The total number of core courses for three years (Six semesters) BRS is fourteen that students are required to take across six semesters. All courses are compulsory. In addition to core courses, a student of Bachelor of Rural Studies (BRS) will choose four Generic Elective / Interdisciplinary Courses and four Discipline Specific Elective Courses (DSE). The Discipline Specific Elective Courses (DSE) will be offered in fifth and sixth Semesters and two such courses will be selected by a student from a set of courses specified for each of these semester (from Group A & Group B).

COURSE STRUCTURE OF THREE YEARS(SIX SEMESTERS) BACHELOR OF RURAL STUDIES (BRS) (Hons.)

BACHELOR OF RURAL STUDIES (BRS)- SEM – I

		Credit	Contact Hours per Week
1. Core Course	i. Rural Development Programmes, Policies and Approaches	6	5 lectures + 1 Tutorial
	ii. Rural Geography and Demography	6	5 lectures + 1 Tutorial
2. Ability / Skill Enhancement Compulsory Course	Modern Indian Languages (M I L) – I	2	2 lectures
3. Generic Elective Course -1	Principles of Gandhian Thought	6	5 lectures + 1 Tutorial
4. University specific Course	Tagore Studies - I	4	4
	Total Credit	24	

BACHELOR OF RURAL STUDIES (BRS) SEM – II

		Credit	Contact Hours
5. Core Course	iii. Economics for Rural Studies - I	6	5 lectures + 1 Tutorial
	iv. Quantative Techniques - I	6	5 lectures + 1 Tutorial
6. Ability / Skill Enhancement Compulsory Course	Environment/Modern Indian Languages (M I L) – II	2	2 lectures
7. Generic Elective Course -2	Rural Livelihood	6	5 lectures + 1 Tutorial
8. University Specific Course	Tagore Studies - II	4	4 lectures
	Total Credit	22	

BACHELOR OF RURAL STUDIES (BRS) SEM – III

		Credit	Contact Hours
9. Core Course	v. Economics for Rural Studies - II	6	5 lectures + 1 Tutorial
	vi. Rural Sociology - I	6	5 lectures + 1 Tutorial
	vii. Quantative Techniques -II	6	
10. Ability / Skill Enhancement Compulsory Course	English/Environmental Studies	2	2 lectures
11. Generic Elective Course -3	Studies on Cooperative	6	5 lectures + 1 Tutorial
	Total Credit	26	

BACHELOR OF RURAL STUDIES (BRS) SEMI – IV

		Credit	Contact Hours
12. Core Course	viii. Economics for Rural Studies - III	6	5 lectures + 1 Tutorial
	ix. Rural Sociology - II	6	5 lectures + 1 Tutorial
	x. Quantative Techniques - III	6	
13. Ability / Skill Enhancement Compulsory Course	Communicative English	2	2 lectures
14. Generic Elective Course-4	Rural Organisation and extension	6	5 lectures + 1 Tutorial
	Total Credit	26	

BACHELOR OF RURAL STUDIES (BRS) SEMI – V

		Credit	Contact Hours
15. Core Course	xi. Decentralized and Participatory Planning	6	5 lectures + 1 Tutorial
	xii. Quantative Techniques - IV	6	5 lectures + 1 Tutorial
16. Discipline Specific Elective Course - I	Any One from the List of Group A	6	5 lectures + 1 Tutorial
17. Discipline Specific Elective Course - II	Any One from the List of Group B	6	5 lectures + 1 Tutorial
	Total Credit	24	

BACHELOR OF RURAL STUDIES (BRS) SEMI – VI

		Credit	Contact Hours
18. Core Course	xiii. Village Surveys through Participatory Technique	6	6 hrs
	xiv. Dissertation through Computer Application	6	6hrs
19. Discipline Specific Elective Course - III	Any One from the List of Group A	6	5 lectures + 1 Tutorial
20. Discipline Specific Elective Course - IV	Any One from the List of Group B	6	5 lectures + 1 Tutorial
	Total Credit	24	

Discipline Specific Elective Courses

Group A

- i. Sustainable development
- ii. Health and Sanitation
- iii. Farm Management
- iv. Rural Entrepreneurship
- v. Animal Husbandry & Fisheries-
- vi Rural Administration and Constitution

Group B

- i. Agronomy
- ii. Gender Studies
- iii. Distribution and Welfare Studies
- iv. Rural Financial Management
- v. Crop Production --
- vi. Agricultural Markets and Agricultural Extension--

DETAIL SYLLABUS WITH JUSTIFICATION OF THE COURSES.

SEMESTER – I

1. Core Course -i-. Rural Development Programmes, Policies and Approaches—

Rationale of course

To enable students understanding past experiences, various programmes and policies so that they (learners) can play effective role in the implementation of development programmes wherever they assign so. To facilitate students for developing an integrated approach (for implementation) which is suitably relevant to the situation(s). To equip students with strong commitment and social responsibility in order to bring about a transformative change in communities when they take up such responsibility

1. Introduction to Rural Studies-- Definition of Rural Areas – Meaning of Development and Rural Development – Causes of Rural Backwardness.

2a. Approaches to Rural Development in India: Decentralised Planning Approach – Sectoral Approach – Area Approach – Target Group Approach – Integrated/ Holistic Approach – Participatory Approach – Rights Approach.

2b. Relevance of Gandhian and Tagore’s Approaches to Rural Development in Modern times

3a. Community Development Programme and National Extension Service – Panchayati Raj Institutions – 73rd Constitutional Amendment Act – Transfer of Functions and Powers to PRIs.

3b. Area Development Programmes: Drought Prone Area Programme – Command Area Development Programme – Desert Development Programme – Hill Area Development Programme – Integrated Tribal Development Agency – Tribal Development Corporation

3c. Target Group Programmes – Swarnajayanti Gram Swarojgar Yojana – National Rural Livelihoods Mission – Micro Finance and Self-help Groups for Women Empowerment:

3d. Employment Generation Programmes – MGNREGS: Strategy, Implementation mechanism, Progress and Problems – Prime Minister’s Rojgar Yojana; National Social Assistance Programme – Rastriya Swasthya Bhima Yojana – Aam Admi Bhima Yojana – National Food Security Mission

4. Rural development programmes of West Bengal—kanyashree prakalpa; Sabuj sathi, jal dharo jal bharo, etc

5a. Martandam, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.

5b. UN, World Bank and IMF sponsored Rural Development experiments

Core Courses -ii. Rural Geography and Demography

Rationale of course —

For rural development planning, it is important to know the dynamics of rural region. To understand the human resource in the rural area and plan their development it is important to know the demographic composition of the region and the forces that changes their composition & distribution. Rural Geography & Demography deals with the spatial and temporal distribution of man and the natural & social laws that affect man’s behaviour, i.e., it deals with man’s size, composition, distribution and the factors (natural & social laws) that lead to the change in its profile.

1. The subject matter of Geography, Geography as a space-time discipline, Locational/ Spatial analysis and spatial dimensions of development. Four traditions in Geography: spatial, man-environment, area studies and earth sciences traditions: geography and resources, population resources and development.

2. Geography of development; development paradigms; sustainability: social, economic, environmental, cultural and community sustainability; rural and urban development spectrum.
3. Geography of welfare and change: who gets what, where? And what to put where, why and how? Locational problems in social-cultural and services planning.
4. Source of Population Data and Population Composition and Change; Methods of Demographic / Population Analysis, Nuptiality, Fertility, Mortality, Morbidity and Health
5. Population Theories; Population, Development and Environment; Population Policies and Programs

2. Ability / Skill Enhancement Compulsory Course

Modern Indian Languages (M I L) – I

University prescribed uniform syllabus

3. Generic Elective Course --1

Principles of Gandhian Thought

Rationale of course

To ensure learners achieving the ultimate truth of self realization via truth and non-violence. Teaching the pupils learning the universal principle of love in one's day to day life. To make sure the students enhancing moral principle as a foundation for evolving a holistic approach and designing some local crafts as a medium of education for learners.

1: Fundamentals of Gandhian philosophy--Cultural heritage of India-Characteristics of Indian culture-Socio religious background of India. Social dimension of Varna Dharma, Ashrama Dharma, Purusharthas, Ashram Vows.

2: Foundations of Gandhian Social thought --Man and Society, theories of Trusteeship, Panchayat Raj, Swadeshi and Sarvodaya Seven Social sins, Social change through non violence

3: Gandhian views of Education--The philosophy and social purpose of NaiThalim-value base of an ideal society-Peace, Equality, Human dignity and democracy: Relevance of Yoga and meditation;

4. Characteristics of Gandhian Social Work, Gandhi's relevance in today's world

5: Gandhian approach to rural Development—Agriculture; Local source of energy and raw materials-Charka a symbol of self reliance-Village industries-Grass root level participation of people in community. Gandhian constructive programmes, Implementation of Constructive Programme: Code of conduct for the agencies

References:

Ray, Ramashray,(1985)Self and Society:A Study in Gandhian Thought, Sage Publication, New Delhi.

Gangrade,K.D.(2001) Constructive Programmes, GanhiSmriti and DanshanSamiti, New Delhi.

Bharati,K.S.(1991)The Social Philosophy of Mahatma Gandhi; Concept Publishers, New Delhi.

Bose N.K. Selections from Gandhi. (M3: Chapter 5 Pp 81-112)

Raju Lakshmipathy. M and Raju B.S.N (2012), Ethical values of Social Work profession and Gandhism (IJRSS Volume 2, Issue 2 ISSN: 2249-2496)

4. University specific Course
Tagore Studies – I
University prescribed uniform syllabus--

BACHELOR OF RURAL STUDIES (BRS) SEMESTER – II

5. Core Course-iii- Economics for Rural Studies – I

Rationale of course

This course is designed to give students basic idea of cognitive behaviour of human being in their different roles in market economy. The idea developed through this course would help students to analyse and design development perspectives of rural economies and its people. Course emphasises mainly on three fundamental facets of human behaviour consumption, production and exchange, which are universal in the context of market economy. The understanding of this fundamentals would surely help students in serious research in cognitive behavioural sciences in the context of rural economy and its development.

1. Utilitarian Approach--The History of Utility Theory – From Cardinal to Ordinal Approach. Utility in Cardinal Approach – Utility and choice, Total Utility and Marginal utility, Utility and choice - maximization, marginal utility theory of demand; Assumptions on preference ordering, indifference curve, marginal rate of substitution and convexity of IC, budget constraint, consumers' equilibrium; Price effect - substitution effect (Hicks and Slutsky), inferior goods and Giffen goods, income effect, ordinary demand curves. Revealed preference.

2. Law of Demand; Market Sensitivity and Elasticity--Importance of Elasticity in Choice- Decisions; Method of Calculation – Arc Elasticity. Point Elasticity – definition. Demand and Supply Elasticities – types of elasticity and factors effecting elasticity. Demand Elasticity and Revenue; Income and Cross Price elasticity;

3. Production --Technology, Production Functions and Isoquants, short run and long run, production with one and two variable inputs, total average and marginal products, law of diminishing return, marginal rate of technical substitution, elasticity of substitution, economics of scale. Types of production functions- Cobb-Douglas; Cost structure-implicit cost, explicit cost, accounting cost, sunk cost, economic cost, fixed cost, variable cost, total, average and marginal cost. Determinants of Short run cost, Cost Curves, cost minimization and expansion path, Short run versus long run cost curves.

4. Market Structure--Organization, Firms and Profit Maximization; Marginal Revenue, Marginal Cost and Profit Maximization. Perfect competition- short run competitive equilibrium of the firm, short run supply curve of firm and industry, Output choice and competitive equilibrium in long run, long-run industry supply; constant, increasing and decreasing cost.

5. Monopoly and barriers to entry – output determination and price rule, Pricing with market power – first, second and third degree price discrimination. Monopolistic competition – short run and long run equilibrium, excess capacity.; Oligopoly – Oligopoly equilibrium as Nash equilibrium, Cournot and Stackelberg Model, Competition versus collusion – the Prisoners' Dilemma.

References--Samuelson and Nordhaus, Lipsey and Chrystal, Maddala and Miller, Pindyck and Rubinfeld Mankiw , Stockman

6. Core Courses-iv- Quantative Techniques – I

Rationale of course

The basic importance of this course is the fundamental knowledge about the mathematics of higher secondary level. Course would not only help students to develop logical analysis but also be useful as instrument of scientific research in the field of rural studies. It consists of some mathematical concept such as limit, derivatives, integration etc. It has great importance for the next semesters of the Bachelor and Masters course of the subject Rural Studies.

(Algebra-20 marks)

1. Arithmetic and Geometric Progression, Logarithm, Surds and Indices, Equation: Linear, Quadratic and Simultaneous equations
2. Basic Trigonometry—ratios, height and distance, angle laws; Basic Coordinate geometry—coordinates, graphs, straight line, circle and simple non-linear curves.
3. Matrix Algebra: Definition of Matrix, Types, Algebra of Matrices, Properties of Determinants, Cramer's Rule for solving equation, Adjoint Matrix, Inverse Matrix.

(Calculus -30 Marks)

1. Function: Definition, Classification and Types of function,Elementary idea of Limit and Continuity.
2. Differentiation: Definition of Derivative and its geometrical interpretation, Rules of Derivatives, Partial Differentiation of simple algebraic functions, Maximum and minimum value of functions. Examples of applications.
3. Integration of functions, Standard integral forms,Integration by parts, Integration by partial functions (elementary problems), Definite integral. Examples of application.

6. . Ability / Skill Enhancement Compulsory Course

Modern Indian Languages (M I L) – II

7. Generic Elective Course 2-. Rural Livelihood

Rationale of course—

To help the trainees / learners aware of the importance of rural livelihoods in (local, global) in economies and communities. To obtain new skills in creating new work opportunities and generating income for meeting existence needs. To study and analyse different livelihood analysis and techniques and drawing the attention of policy makers in framing appropriate livelihood strategies / approaches towards creating sustainable livelihoods.

1. Concept and definition of rural livelihood.
2. Indicators of rural livelihood.
3. Levels of living.
4. Framework for livelihood analysis.
5. Livelihood strategies.

8. University Specific Course-Tagore Studies - II

University prescribed uniform syllabus

Rationale of course

BACHELOR OF RURAL STUDIES (BRS) SEMI – III

9. Core Course-

Core Courses-v. Rural Economics – II

Rationale of course

The basic objective of this course is to generate basic ideas among students of rural studies about macroeconomics i. e. aggregates of the economy. Students of rural studies will acquire basic knowledge about determination and measurement of macroeconomics variables like saving, investment, output, income, employment, money and inflation etc.

1. Nature of Macroeconomics-(a) basic macroeconomic concepts and variables-circular flow of income, aggregate output, employment, price level, interest rate; (b) basic concerns and problems of macroeconomics- growth rate of output, inflation rate, unemployment (including recession, depression, stagflation etc.)
2. National income - its components and measurements (including the problems of measurement), interrelationships between various aggregates
3. Demand for Money and Supply of money , role of commercial and the central bank – its instruments to control money supply Non-Banking Financial Intermediaries (NBFIs): Distinction between commercial banks and NBFIs- validity of the distinction-Central bank's control over the NBFIs
4. National income determination: Classical Theory and Simple Keynesian Theory, IS-LM, Effects of fiscal and monetary policies - the multipliers and the crowding- out effect.
- 5 .Complete Keynesian ,Theory and comparison between Keynesian and Classical analysis, including the idea of Classical dichotomy.

Core Courses-vi. Rural Sociology – I

Rationale of course

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. This course aims to draw attention to the key concepts and a broad introduction about rural society, social structure and social institutions, which are useful for the understanding of rural society

1. Nature and Task of Sociological Theory: Definition, Basic elements or Building Blocks of Sociological Theory Characteristics of Sociological Theory : Functional Theory, Conflict Theory . Exchange Theory
2. Post - Modern Sociology: General Arguments , Foucault, Derrida, Jameson and David Harvey
3. Social inclusion and social exclusion: Define social exclusion, Forms of social exclusion , Define marginality, Impact of marginality on society, Different programmes of social inclusion , Relation between social inclusion and marginality
4. Social Mobility Define social mobility, Different form of social mobility, Relation between social mobility and poverty, Relation between social mobility and education
5. Symbolic Interaction-ism and Critical Sociology General Arguments, Contribution of Mead, Contribution of Blumer,. General Arguments Frankfurt School: Contribution of Habermas, Adorno and Marcuse

Core Courses-vii. Quantative Techniques –II

Rationale of course

The course is all about the basic statistics. In this course we learn mainly the Data, Frequency, Method of collecting Data, Sample, Sample survey method, Census Method, Measures of Central Tendency, Measures of Dispersion, Correlation, Regression and Index Number. All the above mentioned are properly connected with the Field Work on the Rural Area of the Bachelor and Masters course or Rural Studies. In future it will be also helpful for those who will be getting job in Field purpose

1. Meaning of statistics, a historical note, statistics in matters of state, statistics and the social sciences, limitations of statistics. Individual and character, types of data, collection of data, tabulation of data, diagrammatic representation of data. Summarization of data: frequency table, diagrammatic representation of a frequency distribution – column diagram, frequency polygon, histogram. Cumulative frequency diagram; step diagram, Ogive.
2. Measures of central tendency – mean, median, mode, quartiles.
3. Measures of dispersion – range, mean duration, standard duration, quartile duration, mean difference and Genius coefficient. Coefficient of variation.
4. Correlation: Scatter diagram, product moment correlations coefficient, Spearman's rank correlation coefficient (bivariate case) calculation of multiple correlation coefficient in the case of two explanatory variables.
5. Bivariate Regression. Application of regression analysis in trend fitting.Fitting of multiple regressions in the case of two explanatory variables.Time series and forecasting.
6. Time Series and Index Number

10. Ability / Skill Enhancement Compulsory Course

Environmental Studies

University prescribed uniform syllabus

11. Generic Elective Course-3-Studies on Cooperatives

Rationale of course

To instill the cooperative fundamental principles of 'join together, work together and live together' in the young minds. To enhance professional skill and talence of students to face and overcome the challenges of cooperative institutions. To provide an opportunity for learning the role of state in cooperative movements and the cooperative act of West Bengal with its impacts now and then.

1. Meaning, definition and features of Co-operation
2. Contribution of Robert Owen; Louis Blanc; Shri V. L. Mehta and D. R. Gadgil in the sphere of Co-operation. Genesis and growth of Co-operative Movement in India during pre and post-independence and after 1991.
3. State and the Co-operative movement in India - Role of state in the development of Co-operatives – State Assistance; De-officialisation of the Co-operative movement;
4. Reconstructing Co-operative administration; Recent development in Co-operative movement;
- 5a. Genesis of cooperative credit movement in India; Structure of cooperative credit system in India and West Bengal;
- 5b. State cooperative Act--West bengal cooperative societies act 1983; The West Bengal Co-operative Society Act, 2006; The West Bengal Co-operative Society Rules 2011; The west bengal cooperative societies act 2012

BACHELOR OF RURAL STUDIES (BRS) SEMI – IV

12. Core Course—

Core Courses-viii. Economics for Rural Studies - III

Rationale of course

The aim of this course is to introduce the students of rural studies about some macroeconomics concepts, international trade and part of India's agrarian economy. Students of rural studies will acquire knowledge about unemployment, banking and finance, different models of international trade and India's agrarian economy.

1. Unemployment--Defining and Measuring the Unemployment Rate – Counting of Unemployed – Okun's Law. Economic Costs of High Unemployment. Types of Unemployment – Frictional Unemployment and Job Search, Structural Unemployment and Cyclical Unemployment, Voluntary versus Involuntary Unemployment. Sources of Inflexibility in wages – minimum wages, unions and collective bargaining and efficiency wages.

Samuelson and Nordhaus, Chapter 31 (572-81), Mankiw, Chapter 28

2. Money, Monetary Institutions and Inflation-The Classical and Modern View ; Definition and functions of Money.; Origins of Money including Gresham's Law.; Money Creation. Money and Relative Values – money as a veil, neutrality of money, money illusion, real and monetary effects and price level changes. Reserve Bank of India-- Targets and instruments of monetary policy. Definition and measurement of Inflation rate – CPI and GNP Deflator. Types of Inflation – Moderate inflation, Galloping Inflation and hyperinflation. Impact of Inflation – redistribution of Income and Wealth and distortions on output and prices.

Lipsey and Chrystal, Sikdar. Samuelson and Nordhaus G, Mankiw, Chapter 24.

3. Basic Models of Trade--Ricardian Model: Comparative advantage.; Relative demand and relative supply and autarkic terms of trade. Trade in Ricardian world: determination of international terms of trade, complete specialization, gains from trade. Model of two factor economy: Assumptions, Stolper-Samuelson effect; Rybzyński effect; . Effects of International Trade between two factor economies (H-O-theorem), Trade and distribution of Income, Factor Price Equalization. Empirical studies - Leontief Paradox.

4. Indian Economy with special reference to rural sector--India's national income: Trend, Structure and Sectoral Composition .Trends in occupational structure-rural; Industry-agriculture relationship.

5. India's agrarian economy: Nature and Importance, Trend, Factors, Land Reforms, New Strategy, Green Revolution, Credit and Marketing. Current major problems in the agricultural sector in India. Poverty and inequality in India: Trend and Pattern, Factors, Measure and Alleviation Policy. Growth of non-farm sector.

Core Courses-ix. Rural Sociology – II

Rationale of course

This course introduces students to sociological study of social inequalities, diverse forms of social equality in articulation with each other. It critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation. It seeks to provide an interdisciplinary introduction to Indian society. The course forms an advanced step in relation to the knowledge gain in these fields.

1. India as an object of knowledge Introduction. The colonial discourse, The nationalist discourse, Subaltern critique

2. Sociological concepts Definition of Kinship, Patterns of kinship, Terminology of Kinship Family and Marriage : Definition of marriage and types of marriage, Definition of family, Types of family ,Violence within the families, Trends of family. Individual and group

Culture, Socialization, Folkways and mores; Ethnicity and Race: Ethnicity, prejudice and discrimination, Ethnic antagonism, Ethnicity in the modern world.

3. Social interaction and everyday life-- The study of everyday life, Non verbal communication, Social rules and talk: face, body and speech in interaction, Interaction in time and space; Social Control, Deviance and Crime Social control, Definition, Deviance and Crime, Institutions; Social movements and Collective action; Village-Village solidarity, Internal regulation.

4. Understanding Social Stratification and social movement Natural inequalities and social inequalities, Hierarchy and differences; Caste- Definition and features, Persistence and change, Varna and Jati ,pollution and purity, Perception of dominant caste and sanskritization. Tribe- Definition and characteristics.

5. Power structure : Power elite in rural India; Panchayat and municipality, Local bodies and social change. Relationship between civil society and state in India; Social change in India -- Social change and resistance Westernization, modernization and industrialization. Role of legislation in social change. Urbanization, Globalization and its impact on Indian Society

Core Courses-x. Quantative Techniques – III

Rationale of course

The course mostly covers basic Linear Programming Problem and the basic differential, difference equations and Game Theory. Various current rural development projects and models are based on the these crucial concepts. The course would be very helpful in advanced research work in the domain of Rural Studies.

1.Linear Programming: Basic concept- components of LP Problem, Graphical solution method, Slack variables, feasible solutions and basic solution, Solution with Simplex method, Applications of LP, ; Static Leontief open Input-Output model

2. Transportation and Assignment problem

3. Differential equation—examples of applications.

4. Difference Equation-- examples of applications.

5. Introduction to Game Theory

13. Ability / Skill Enhancement Compulsory Course

Communicative English

University prescribed uniform syllabus

14. Generic Elective Course-4

Rural Organisation and Extension

Rationale of course

Imparting learners to help people help themselves in organizing groups for discussing problems and finding solutions. Training /advising rural people (by present learners) how to live better. Delivering to listeners how extension serves the purpose for a planned change and how leadership in local bodies, villages institutions and organizations plays a crucial role in serving the communities.

1. Dynamics of Change in Community; Factors contributing to change and transition in the structure and organization of communities. Issues of tradition and modernity in the contemporary context. Rural and urban transformations and its implications. Social Movements -Linguistic, regional, religious, women's, environmental and other contemporary movements. Other factors and their impact on change in communities -religions, socio-political ideologies, imperialism, mass media and communication, globalization.

2. Extension Systems and Development --Concept, Scope and evolution of extension Approaches and systems of extension -Current paradigms of extension: national and international perspectives.
3. Extension and Planned social change- concept, perspectives, principles and thrusts; Relationship of Extension and Development – Development programmes and initiatives.
4. Stakeholders in Development; People’s participation in Development - nature, type and levels. Stakeholder analysis and participation in development programmes.
5. Community based organizations, urban and rural institutions in Development. Community mobilization for development change – techniques and strategies. Role of groups, community institutions and people’s participation in programmes and initiatives of social change.

BACHELOR OF RURAL STUDIES (BRS) SEM – V

15. Core Course

Core Courses-xi. Decentralized and Participatory Planning

Rationale of course

Decentralised planning is considered to be an important component of the planning mechanism in India. The idea of decentralised planning arises directly from our commitment to a democratic society, government and national political system. This paper will provide a detail study of the evolution of planning process in India from national planning committee to establishment of the planning commission. The idea of the composition and functions of the planning commission will provide a concept to the student about the existing planning framework in the different states.

- 1: Decentralised planning—concepts; Participatory Planning- Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning.
2. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.
- 3: Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects. District Planning in India; Block Planning; Village Planning;
5. Urban and Peri-Urban Area Planning Unpredictable changes and future planning of the area

Core Courses -xii Quantative Techniques – IV

Rationale of course

The course is mainly based on the Probability and the Sampling as well as a little bit of Hypothesis. In our daily life we use probability. Each and every moment is probabilistic in our daily life. So the knowledge of probability is a most essential in real life. Sampling is the most important part of any survey. On the other hand it is a crucial part of the Rural Studies.

- 1) Elementary concept of probability theory : classical definition of probability, important properties of probability, addition and multiplication rules of probability (two events only), conditional probability and statistical independence of probability (two events only) [Proofs of the theorems are not necessary only concepts are necessary along with simple examples].
- 2) Skewed and symmetric distributions. Properties of normal distribution.

3) Sampling methods : Sample survey versus complete enumerations, biases and errors in sample surveys, different steps in a large scale sample survey, random sampling numbers, practical method of drawing a random sample, subjective and objective sampling, non probabilistic, probabilistic and mixed sampling, practical method of drawing a simple random sample., simple random sampling with and without replacement, stratified random sampling, systematic sampling, quota sampling, multistage sampling, purposive sampling.

4) Definitions of parameter and statistic, estimate and estimator, definition of a minimum variance unbiased estimator.

5) Test of hypotheses : Definitions of statistical hypothesis, simple hypothesis , composite hypothesis, null hypothesis, alternative hypothesis, test statistic, critical region, level of significance, Type – I and Type – II errors, power of a test.

Test of mean of a normal population when

(a) Population Variance is known.

(b) Population variance is unknown.

Large sample test of proportions Chi – square (x) test of independence and goodness of fit.

16. Discipline Specific Elective Course - I

Any One from the List of Group A

Sustainable development

Rationale of course—

This paper will help the student to understand the stable relationship between nature and human activity. Nature has always been generous to mankind with all her elements and resources. In that case mankind should also fulfil their responsibility towards all the natural resources by checking their consumption and misuses. This paper will also make them aware about environmental degradation with providing various ideas regarding conservation of natural resources. Main objective of this paper is to make a change in consumption pattern towards natural resources and make them able to achieve success without compromising the ability of future generations to meet their needs

1. Explains and critically evaluates the concept of sustainable development, its main principles, the evolution of ideas about sustainability, strategies for promoting sustainable development, resistances to the concept, and some alternative approaches. It also examines some important current issues and areas of debate in relation to sustainable development.

2: Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources ,Concept, kinds, distribution and economic potential and its future.

3: Socio-Economic and Cultural Sustainability of Rural Resources –farm and non farm.

Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).

4. Environment-Economy linkage; Environment as a necessity and luxury; Population-environment linkage. Allocation problem; Market failure for environmental goods; environment as a public good, Common Property Resources, Property right approach to environmental problem-.

5. Prevention, control and abatement of pollution. Concept and indicators of sustainable development; environmental externalities and state regulation of the environment; economic activity and climate change.

17. Discipline Specific Elective Course - II

Any One from the List of Group B

Gender Studies

Rationale of course*This paper will explain existing social structures including race, class, religion, sexuality, power relation and other social factors which create an impact in our daily life. Even men and women from the same society experiences different circumstances because of gender discrimination. This paper will also explore the social status of men and women and various customs formed on the basis of their relationship (child marriage, dowry system, widowhood, problems of elderly and single women etc.). Many demographic indicators are also related to gender like sex-ratio, literacy rate, life expectancy, maternal mortality rate etc. and these indicates the position of women in the patriarchal society and their experiences of daily life. Main objective of this paper is to make the young generation more aware about gender equality.*

1. Gender Concepts: Sex & Gender, Social construction of Gender, Gender Socialization, Gender discrimination, gender stereotyping, Androgyny, Gender Roles.
2. Structures of gender Inequality --Patterns of Gender inequality in terms of caste, class and religion patterns of violence against women (with special reference to Karnataka) Female foeticide, Female Infanticide, child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women.
3. Gender and Institutions: Kinship and Family: Patriarchy: Concept, origin, Matriliney, Matrilocality (case study of Nayers in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict Gender and Education : Gender bias in enrollment, curriculum, content, drop out, recent trends in Women's education
4. Issues related to marginalized Women --Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis .
5. Understanding Demographic indicators related to gender (global comparison) Sex Ratio, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate.

8hr

References

1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
2. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College
5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur

BACHELOR OF RURAL STUDIES (BRS) SEMI – VI

18. Core Course

Core Courses-xiii. Village Surveys through Participatory Technique

Rationale of course- *In rural studies, collection of field data and its analysis is an important component that leads to rural re-construction planning and implementation, ultimately leading to rural development. Objective of the course is to judge the students grasps of the basics of rural studies and their acumen in applying the preliminaries taught in previous five semester in the practical field.*

Core Courses-xiv. Dissertation through Computer Application

Rationale of course

Use of computer application is necessary for systematic and scientific dissertation work. Proper documentation of data pertaining to land survey, demographic survey, socio-economic survey & agricultural survey, etc. is important for yielding desired result. Data organisation, tabular representation and graphical representation are some of the other important components of data analysis. In rural studies, collection of field data and its analysis is an important component that leads to rural re-construction planning and implementation, ultimately leading to rural development. The software which are mainly used to calculate field survey are Microsoft Office, Excels, Power points and SPSS (Statistical packages for social sciences)

19. Discipline Specific Elective Course - III

Any One from the List of Group A

Rural Entrepreneurship-

Rationale of course—

The role of government is declining in the sphere of development due to liberalisation, privatization and globalization. Naturally for developing rural areas and rural people emphasis is placed on the development of entrepreneurship. This paper aims at inculcating the knowledge and skill of entrepreneurship among the students of Rural Studies. They are given the concept of entrepreneurship, overall business environment of the areas, government policies, programmes and schemes of entrepreneurship development with a special reference to rural and agri-industries.

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.
2. Globalisation and the emerging business / entrepreneurial environment.
3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.
4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.
5. Overview of agri-inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

20. Discipline Specific Elective Course - IV

Any One from the List of Group B

Rural Financial Management

Rationale of course

This course is designed to provide basic ideas about financial management, financial markets, criteria of judging investment decisions and rural credit system to rural studies students. Students of rural studies will acquire knowledge about concept, objectives of financial management, meaning and structure of financial markets, money markets and

capital markets, need and importance of investment decisions, investment evaluation criteria, evolution and growth rural credit system in India, role of rural credit in Rural Development.

1. Basics of Financial Management--Introduction to Financial Management; Financial Process; Scope of Financial Management in Rural areas; Goals of the firm; Objectives of Financial Management in Contemporary Business Environment; Management of Working Capital; Budget and Budgetary Control; Dividend Decisions.
- 2: Financial Markets--Meaning and structure of Financial Market; Money Market ;Capital Market; Foreign Exchange Market; Classification of Financial Institutions; Role of Primary and Secondary Market in Rural Development; Stock Exchange; Constitution; Control and Functions of Stock Exchange (Sensex; Nifty); Role of Stock Exchange in Rural Development; Listing of Securities; Different Types of Financial Instruments in India.
- 3: Investment Decisions--Time Value of Money; Techniques for Adjusting various Interest Factors; Cash Flow for Investment Analysis; Present Value Discounting; Future Value Compounding ; Investment decisions: Its Need and Importance; Investment Evaluation Criteria—PW; FW; IRR; CBA of an Agricultural Investment Project; Depreciation Analysis- Causes; Methods- SL and DBM Method; Risk Return Analysis.
4. Rural Credit System, Role of Rural Credit in Rural Development. Evolution and Growth of Rural Credit System in India. B: Agricultural Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects.
- 5: Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs . Role of Government Institutions towards facilitating Rural Credit. Role of Non-Government/Semi-Government/ Quasi- Government Institutions. Growth and Present trend of Rural Financing towards Small scale and Cottage Industries.

OTHER CHOICES OF -Discipline Specific Elective Courses

Group A

i. Sustainable development

1. Explains and critically evaluates the concept of sustainable development, its main principles, the evolution of ideas about sustainability, strategies for promoting sustainable development, resistances to the concept, and some alternative approaches. It also examines some important current issues and areas of debate in relation to sustainable development.
- 2: Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources ,Concept, kinds, distribution and economic potential and its future.
- 3: Socio-Economic and Cultural Sustainability of Rural Resources –farm and non farm. Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).
4. Environment-Economy linkage; Environment as a necessity and luxury; Population-environment linkage. Allocation problem; Market failure for environmental goods; environment as a public good, Common Property Resources, Property right approach to environmental problem-.
5. Prevention, control and abatement of pollution. Concept and indicators of sustainable development; environmental externalities and state regulation of the environment;economic activity and climate change.

ii. Health and Sanitation

1. Historical background of public health concepts of health and disease. Social services: - relevance of social sciences in Medicine, psychosocial and cultural determinants of health social security, social science research methods– qualitative and quantitative.
2. Principles of epidemiological methods, uses with special reference to health care delivery, planning and conduct of epidemiological studies, epidemiological surveillance and epidemic preparedness, investigation of epidemic, disease screening.
3. Biostatistics: Relevance and use of statistics in Medicine, analysis and presentation of data, measures of central tendency, measures of dispersion, normal distribution, tests of significance, correlation and regression. Analysis of qualitative data sources of vital statistics.
4. Hospital and health information systems: - Importance, components, recording and reporting in the health services system use of computers in health care system:
5. Health and sanitation in Rural India:Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Common Diseases :Occupational diseases among workers and their prevention, diseases among women, Old age diseases, Means to reduce them: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people's perception and increasing participation in health programmes. Health Sector Reforms of the Government of India:Protective, Promotional, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children. Emerging health issues: HIV AIDS, Debates about sex education, Gerontology.

iii. Farm Management

- 1) The field of farm management : what is farm management? Scope of farm management, relationship of farm management with other sciences, typical farm management decisions. Characteristics of farming as a business : primary forces of production, climatic factors, inelastic demand, time rigidities in consumption of farm products, farm and home.
- 2) Principles involved in farm management decisions: Principles of variable proportion, cost principle, principle of factor substitution, law of equi-marginal returns, opportunity cost

principle, principle of combining enterprises, principle of comparative advantage, time comparison principle.

3) Tools of farm management analysis : Farm planning – principal characteristics of a good farm plan, techniques of farm planning, information needed for planning. Farm budgeting – partial and complete farm budgeting.

4) Farm business analysis : Principles of evaluation of cost and income in farm management, methods of computing depreciations, net worth statement, farm financial accounts, income statement, measures of farm income.

5) Farm efficiency measures : physical and financial, aggregative and ratio measures. Efficiency measures and business decisions.

iv. Rural Entrepreneurship

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.

2. Globalisation and the emerging business / entrepreneurial environment.

3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.

4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.

5. Overview of agri-inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

v) Animal Husbandry & Fisheries

1. Fisheries Resources --

Major fisheries resources of the world, global trends in production; Target and non-target fisheries resources of India. Distribution, composition, trends and dynamics of major exploited fishery resources in hill streams, rivers, reservoirs, lakes. Major commercially exploited stocks, their potentials, status, bionomics, methods of capture and yields; Issues related to capture fisheries; Endangered and threatened species, in-situ and ex-situ conservation; Fisheries and Biodiversity Acts; Juvenile fishing, destructive gears, by-catch and discards; Status and impact of exotic species, accidental introductions;

2. Concepts and principles of fisheries management; Fisheries Acts and Legislations, revisions and amendments; Fisheries policies, instruments and mechanisms for inland. Modes of fisheries management - Open access, regulated, advisory; participatory, user rights;

3. Supply, demand and price dynamics in the fisheries sector; domestic and export marketing of fish and fish products, trends, channels, mechanisms, regulations, trade and non-trade barriers, concerns and strategies; modern marketing methods and channels, cold chains, storage; value addition; domestic and international market demands; International regulations and practices affecting Indian fisheries trade; WTO and Indian fisheries scenario; Issues in branding and labelling; Quality concerns; Growth of domestic and exports markets; Market trends and diversification; Emerging consumer preferences and trade practices; Fisheries co-operatives; Institutional support for fisheries development. Fisheries Livelihood-- Relevance of capture fisheries in food, nutrition, employment, income and livelihood securities of fishers; Vulnerability of fishers to changes in resource availability, exploitation and utilization patterns; Marginalization of fishermen. Land and water body use issues in fisheries. Role of extension in fisheries, mechanisms and modes of extension and their impact

on capture fisheries and fisher's livelihood, alternative livelihood options; Management of conflicts within sub-sectors in fisheries; Women in fisheries, status, role, impact, future; Vulnerability of fishers to natural disasters and coping mechanisms in disaster management

4. Animal Husbandry—Concepts and definition of General Breeding Management, Feeding Management, Reproduction Management, Shelter Management, Health Management, Production and Management of Cattle and Buffalo and other animals--Sheep and goat; Poultry; Equine; Swine and Rabbit

5. Economics and Marketing of Livestock and Poultry and their Products; Economic principles as applied to livestock production. Production functions. Farm size, resources and product combinations. Cost concepts. Effect criteria in use of resources in livestock production. Maintenance of evaluation of different production records. Insurance and financing of livestock enterprises. Project formulation for setting up livestock farms. Different approaches to marketing of livestock and its products. Present status of cattle fairs and methods of selling livestock. Market news and information. Determination of prices of livestock products. Vertical integration in livestock products industries

vi) Rural Administration and Constitution

1. Administrative Law : Meaning , Nature and Scope ; Growth of Administrative Law : Reasons ; Concept of Rule of Law; Rule of Law under Indian Constitution.

2a. Principles of Natural Justice & their Judicial interpretation-- Administrative discretion and Judicial control; Administration Tribunals: Meaning, Reasons and Features Difference between Court and Tribunal;

2b. Delegated Legislation : Meaning & Need of delegated Legislation; Parliamentary control; Procedural & Judicial Control; Judicial Review: Principles and modes (writs).

3. Fundamental Rights and; Fundamental Duties.; Amendment of Indian Constitution; Procedure, Basic Structure Concept;

4. Growth of Rural Development Institutions in India (since Independence). --Institutional Arrangement for Rural Development at National level: Organization structure, Functions and Role of Union Ministry of Rural Development. Institutional Arrangement for Rural Development at State level: Organization Structure, Functions and Role of Department of Rural Development, Institutional Arrangement for Rural Development at District level :Organization, Functions and Role of District Rural Development Agency (DRDA).

5. Functions and Role of Block Samiti/Panchyati Samiti, Functions & role of Gram Panchayat and Gram Sabha in Development. Organization, Functions and Role of Block level Administration in Rural Development.Functions and Role of Block Development Officer (BDO) & Extension Officers in Rural Development.

Group B

I) Agronomy

1.Agronomy – Definition, scope and importance, its relationship with other sciences, historical sketch of agronomy.

2. Agro-climatic zones of India.and Classification of Crops.

3. Factors affecting crop production. Essential plant nutrients their role in crop growth. Manures and fertilizers- classification and nutrient content.

4.Cropping system- different types of cropping system:inter cropping, mixed cropping, intensive cropping, relay cropping, Alley cropping etc., definition and advantages with examples. Crop Rotation -objectives types and advantage.

5. Harvesting and post harvest operation

ii. Gender Studies

1. Gender Concepts: Sex & Gender, Social construction of Gender, Gender Socialization, Gender discrimination, gender stereotyping, Androgyny, Gender Roles.
2. Structures of gender Inequality --Patterns of Gender inequality in terms of caste, class and religion patterns of violence against women (with special reference to Karnataka) Female foeticide, Female Infanticide, child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women.
3. Gender and Institutions: Kinship and Family: Patriarchy: Concept, origin, Matriline, Matrilocality (case study of Nayers in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict Gender and Education : Gender bias in enrollment, curriculum, content, drop out, recent trends in Women's education
4. Issues related to marginalized Women --Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis .
5. Understanding Demographic indicators related to gender (global comparison) Sex Ratio, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate.

8hr

References

1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
2. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College
5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur

iii. Distribution and Welfare Studies

1. Basic concepts-derived demand, productivity of an input, marginal product of an input, marginal revenue product. Marginal productivity theory of distribution.
2. Labor market-supply of labor, competitive labor markets, monopsony, collective bargaining. Land markets and rent.
3. General Equilibrium and Economic Efficiency - Exchange, production and welfare. Reasons for Market Failure; Markets with asymmetric information- adverse selection, moral hazards, agency problems (concepts only).Market Failure (definition) and its causes.
4. Externalities and market inefficiency: difference between social costs and private costs, Positive and negative externalities, Private Solution to Externalities: Coase theorem, Public Policy towards Externalities: Regulation, Pigovian tax and subsidies. Public Goods and Common Resources: Public Good and the free rider problem. Common Resources and Tragedy of Commons. Examples of Public Goods and Common Resources
5. Welfare economics --Problems in measuring welfare; Classical welfare economics; Pareto's criteria; Value judgement; Concept of a social welfare function; Compensation principle — Kaldor, Hicks, Scitovsky; Competitive markets - First and Second Welfare Theorems – Concept of Social Optimum – Equity-efficiency trade-off.

iv. Rural Financial Management

1. Basics of Financial Management--Introduction to Financial Management; Financial Process; Scope of Financial Management in Rural areas; Goals of the firm; Objectives of Financial Management in Contemporary Business Environment; Management of Working Capital; Budget and Budgetary Control; Dividend Decisions.

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2: Financial Markets--Meaning and structure of Financial Market; Money Market ;Capital Market; Foreign Exchange Market; Classification of Financial Institutions; Role of Primary and Secondary Market in Rural Development; Stock Exchange; Constitution; Control and Functions of Stock Exchange (Sensex; Nifty); Role of Stock Exchange in Rural Development; Listing of Securities; Different Types of Financial Instruments in India.

3: Investment Decisions--Time Value of Money; Techniques for Adjusting various Interest Factors; Cash Flow for Investment Analysis; Present Value Discounting; Future Value Compounding ; Investment decisions: Its Need and Importance; Investment Evaluation Criteria—PW; FW; IRR; CBA of an Agricultural Investment Project; Depreciation Analysis- Causes; Methods- SL and DBM Method; Risk Return Analysis.

4. Rural Credit System, Role of Rural Credit in Rural Development. Evolution and Growth of Rural Credit System in India. B: Agricultural Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects.

5: Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs . Role of Government Institutions towards facilitating Rural Credit. Role of Non-Government/Semi-Government/ Quasi- Government Institutions. Growth and Present trend of Rural Financing towards Small scale and Cottage Industries.

V. Crop Production

1. Introduction-- Importance in Agriculture, Seed Physiology, Seed Structures, morphological, Physiological and biochemical changes during seed development. physiological maturity, Morphological and physiological changes associated with physiological maturity in crops.

2. Harvest maturity, seed viability and vigour. Factors affecting seeds viability and vigour. Methods of testing seed viability and vigour. Germination, utilization of seed reserves during seed germination.

3a. Morphological, physiological and biochemical changes during seed germination. Factors affecting seed germination. Post harvest physiology-seed dormancy, definition, types of seed dormancy.

3b. Advantages and disadvantages of seed dormancy. Causes and remedial measures for breaking seed dormancy. Optimum condition for seed storage, factors Influencing seed storage (ISTA standards).

4. Crop water relationship, physiological Importance of water to plants, water potential and its components, measurement of water Status in plants. Transpiration, significance, transpiration in relation to crop productivity. water use efficiency WUE in C 3 , C 4 and CAM plants. Factors affecting WUE. photosynthesis, energy synthesis significance of C 3 , C 4 and CAM pathways. relationship of photosynthesis and crop productivity, photorespiration.

5. Factors affecting photosynthesis and productivity. Method of measuring photosynthesis. Photosynthetic efficiency. Respiration and its significance, brief account of growth respiration and maintenance respiration, alternate respiration, salt respiration, wound respiration-measurement of respiration.

VI. Agricultural Markets and Agricultural Extension

1. Agricultural Marketing: Concepts and Definition, Scope and subject matter, Market and Marketing: Meaning, Definitions, Components of a market, Classification. Market structure, Marketing structure, Market functionaries or agencies, Marketing channels: Meaning, Definition, Channels for different products. Market integration, Types of Market Integration. Marketing efficiency: Meaning, Definition, Marketing costs, Margins and price spread, Factors affecting the cost of marketing, Reasons for higher marketing costs of farm commodities, Ways of reducing marketing costs.

2. Producer's surplus: Meaning, Types of producers surplus, marketable surplus. Marketed surplus, importance, Factors affecting Marketable surplus; Price Characteristics of agricultural product process, Meaning; Need for Agricultural Price Policy. Risk in Marketing: Meaning and importance, Types of Risk in Marketing. Speculations and Hedging, Futures trading, Contract farming.
3. Extension Programme, Planning, Project – Meaning, Definitions; Principles and Steps in Programme Development Process; Monitoring and Evaluation of Extension Programmes. Extension Teaching methods – Meaning, Definition, Functions and Classification. Individual contact methods – Farm and Home visit, Result Demonstration, Field trials – Meaning, Objectives, Steps, Merits and Demerits. Group contact methods – Group discussion, Method demonstration, Field Trips – Meaning, Objectives, Steps, Merits and Demerits. Small group discussion techniques – Lecture, Symposium, Panel, Debate, Forum, Buzz group, Workshop, Brain Storming, Seminar and Conference. Mass contact Methods – Campaign, Exhibition, Kisan Mela, Radio & Television – Meaning, Importance, Steps, Merits & Demerits.
4. Factors influencing in selection of Extension Teaching Methods and Combination (Media Mix) of Teaching methods. Innovative Information sources – Internet, Cyber Cafes, Video and Tele conferences, Kisan call centers, Consultancy clinics; .Agricultural Journalism – Meaning, Scope and Importance, Sources of news, Types, Merits and Limitations.
5. Diffusion and Adoption of Innovations – Meaning, Definition, Models of adoption Process, Innovation– Decision Process – Elements, Adopter categories and their characteristics.

Master of Rural Studies

[BACK TO MAIN PAGE](#)

Course-structure for Master of Rural Studies (MRS)

Subject – Rural Studies

Master of Rural Studies(MRS)

<u>First Semester</u>	<u>CREDIT</u>	<u>MARKS</u>
Paper- I		
Planning Theories and Techniques	4	50 marks
Paper- II		
Development and Growth Dynamics	4	50 marks
Paper- III		
Participatory and Community Planning	4	50 marks
Paper-IV		
Multilevel Planning	4	50 marks
Paper-V		
Changing Profile of the Rural areas of India	4	50 marks
Paper-VI		
Agrarian Questions	4	50 marks
Paper-VII-Special Women studies / Population Studies -Gr-A	4	50 marks
Paper-VIII-Special- Environmental Studies / Rural Labour Studies -Gr-A		
4 50 marks		

Second Semester

Paper-IX

Tools of Project Management and Appraisal +Practical 4
Theory – 40 + Practical 10 = 50 marks

Paper-X

Project Planning and Management+practical 4
Theory – 40 + Practical 10 = 50 marks

Paper-XI

Disaster Management in Rural Areas 4 50 marks

Paper- XII

NGO and Voluntary Organization Management (including CSR) 4 50 marks

Paper-XIII

Public Choice Theory 4 50 marks

Paper-XIV

Poverty & Development 4 50 marks

Paper-XV-Special Women studies / Population Studies -Gr-B 4 50 marks

Paper-XVI-Special- Environmental Studies / Rural Labour Studies -Gr-B	4	50 marks
<u>Third Semester</u>		
Paper- XVII		
Introduction to Environmental Studies	4	50 marks
Paper- XVIII		
Issues of Environmental Management	4	50 marks
Paper-XIX		
Elementary Econometrics	4	50 marks
Paper-XX		
Cartographic techniques & Geometrics (GIS, remote sensing etc)	4	50 marks
Paper-XXI		
Methodology of Research in Rural Studies	4	50 marks
Paper-XXII		
Dissertation (computer based)	4	50 marks
Paper-XXIII-Special Women studies / Population Studies -Gr-C	4	50 marks

Paper-XXIV-Special- Environmental Studies / Rural Labour Studies -Gr-C	4	50 marks
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Fourth Semester

Paper-XXV		
Rural Industries and Entrepreneurship Development	4	50 marks
Paper-XXVI		
Rural Development strategies ,Policies. And programmes	4	50 marks
Paper-XXVII-Special Women studies / Population Studies -Gr-D	4	50 marks

Paper-XXVIII-Special- Environmental Studies / Rural Labour Studies -Gr-D	4	50 marks
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And

<u>Paper-XXIX-</u>	<u>Internship for 2months-</u>	8	200Marks
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Course Details of Master of Rural Studies(MRS)

First Semester

Paper- I

Planning Theories and Techniques

50 marks

- 1.Planning Theory
2. Techniques of Planning:
- 3.Approaches and Strategies of Regional Development and Regional Planning
4. Regional Dynamics
- 5.Planning and globalisation

Paper- II

Development and Growth Dynamics

50 marks

- 1.Growth models — Harrod and Domar;
2. Neo-classical growth models —Solow and Meade, Mrs. Joan Robinson's growth model;
3. Growth models of Kaldor and Pasinetti, two-sector model of Ujawa;
4. Technical progress of Hicks, Harrod; Divergence and Convergence of Growth.
- 5.Endogenous Growth Models – (a) Endogenous Growth with human capital formation – one sector model.(b) Endogenous growth with technological change. (c) Barro's endogenous growth with government spending.(d) Endogenous growth with natural or conservation capital,Overlapping Generations Model,

Paper- III

Participatory and Community Planning

50 marks

- 1: Participatory Planning Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning.
2. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.
- 3: Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects.
4. Participatory GIS, PGIS: Definition, concept and need. PGIS and PPGIS.Geo-referencing and visualizing indigenous spatial knowledge.Ethical issues in PGIS. PGIS for regional level technology based information system, case studies and application of PGIS in India.
- 5.Practical

Paper-IV

Multilevel Planning

50 marks

- 1.District Planning in India
- 2.Block Planning
3. Village Planning,
- 4.Urban and Peri-Urban Area Planning

5. Unpredictable changes and future planning of the area

Paper-V

Changing Profile of the Rural areas of India

50 marks

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas. Land utilization analysis. , irrigated and non-irrigated and land values. Sources of land information. land utilization changes, cropping pattern changes.,
3. Living standard changes, changes in land holding size, asset ownership and tenancy– its implication in the planning process Common property
4. Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

Paper-VI

Agrarian Questions

50 marks

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov’s Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra-household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non-land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.
5. Agricultural planning and policies in the third world countries: Some theoretical aspects of Agricultural policies.
6. Different Paradigms in Development theory: Plea for labourist approach in agricultural development

Paper-VII-Special Women studies / Population Studies -Gr-A

50 marks

Paper-VIII-Special- Environmental Studies / Rural Labour Studies -Gr-A

50 marks

Second Semester

Paper-IX

Tools of Project Management and Appraisal +Practical

Theory – 40 + Practical 10 = 50 marks

- 1). Project cycle, need of project appraisal, technical feasibility, economic feasibility and financial feasibility of a project concept of present value and future value.

2). Decision criteria – Pay Back Period, Net present value (NPV), Internal Rate of Return (IRR), Benefit Cost Ratio (B/C Ratio), Average Return on Investment (ARI), Annual cost method

3). Sensitivity Analysis: Private and social costs and benefit of a project, externalities of a project, social discount rate, mutually exclusive projects.

4). Tools of project management – Activity planning, network analysis, CPM and PERT methods, Road Mapping, Schedule updating SWOT analysis.

Paper-X

Project Planning and Management+practical

Theory – 40 + Practical 10 = 50 marks

1. Project identification and formulation.(including Scheme preparation)

2). Project Appraisal – Technical, economic and financial feasibility.(Project evaluation considering before and after situation, externalities of project).Ex, ante, Ex-post and concurrent evaluation . Participatory evaluation.Criteria for evaluation performance indicator, operational efficiency measures, evaluation for project replication .

3). Programme implementation (Activity Planning, Road Mapping, Network analysis).

4). Project Monitoring and vigilance.

5). Project Impact Assessment.

Paper-XI

Disaster Management in Rural Areas

50 marks

1.Understanding Disasters Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster:

2. Disaster Management: Prevention, Preparedness and Mitigation

3. Disaster Preparedness: Concept & Nature Disaster Preparedness Plan

4. Disaster Preparedness for People and InfrastructureCommunity based Disaster Preparedness Plan and Roles & Responsibilities of Different Agencies and Govt. Role and Responsibilities of Armed Forces, Police, Para Military Forces.Role and Responsibilities of International Agencies, NGO's, Community Based

5.Roll of Information, Education, Communication & Training

Paper- XII

NGO and Voluntary Organization Management (including CSR)

50 marks

1). Philosophy and Theoretical Issues of Voluntarism. Concepts of Vos and NGOs : types of NGOs and Vos, Organisational structure and function.

2). Formation ,rules and regulations : Registration of NGOs . Societies Registration Act of 2001 . Memorandum of Association . Rules and Regulations . Executive Committee .Powers .Duties . Tenure of Office .Funds . Income Tax Exemptions . Winding-up of NGOs NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines andProcedure

3). Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs .CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies

- .
- 4). Relationship between Vos /NGOs and the state – NGO – Panchayet interface.
 - 5). International NGOs- their objectives,structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWIDetc.

Paper-XIII

Public Choice Theory

50 marks

- 1). Reasons for collective choice
- 2). Public choice in direct democracy
- 3). Majority rule decision.
- 4). Simple alternatives to majority rule.
- 5). Public choice in a representative democracy.

Paper-XIV

Poverty & Development

50 marks

1. Understanding Poverty

Definition, concept of poverty, new definitions of poverty and its likely impact: relative poverty, absolute poverty, over all poverty, extreme poverty, physical poverty, income poverty, rural and urban poverty;

2. Poverty data base in India, data sources used for estimating poverty in India (household surveys and household consumption surveys). Globalisation of poverty.

3. Measures of poverty Evolution of poverty line, consumption expenditure data: per capita consumer expenditure, distribution of expenditure; source of Data: National Sample Survey (NSS), National Accounts Statistics, Identification of poor; how identification is done in India, food and land as a substitute, slum centric views, other methods. Approaches: livelihood approach, consumption based approaches, etc. Indicators of poverty. Methodology: Poverty Lines, Rural and urban poverty lines, national poverty lines, poverty ratio, sub-national indicators: MDG indicators, income and non-income indicators (Education and health, etc). Quality of life indicators, empowerment indicators, gender indicators, and human development indicators.

4. Rural Poverty

Over view: incidence and dynamics of rural poverty: causes of rural poverty: dimensions of rural poverty, estimates of rural poverty in india, issues related to rural poverty; reviews of development strategies of past decade, ways to overcome the risk and reducing their vulnerability to climate change – double effect of poverty and vulnerability to risks. Spatial targeting of poverty. Government programmes.

5. Urban Poverty

Multi-dimensional aspects of poverty, urban poverty matrix, vulnerability and asset ownership, Informal sector and poverty, role of National Commission for enterprises in the organized sector (NCEUS), Programmes to address the poverty issues: policy based (tenure regularization), sector based (slum upgradation, access to housing), finance based (Micro

finance, compulsory municipal fund allocation); Monitoring and Evaluation of anti-poverty programmes. Best Practices in poverty alleviation across the global.

Paper-XV-Special Women studies / Population Studies -Gr-B 50 marks

Paper-XVI-Special- Environmental Studies / Rural Labour Studies -Gr-B

50 marks

Third Semester

Paper- XVII

Introduction to Environmental Studies

50 marks

1. Economy-Environment Interaction
2. Economic Growth and Sustainable Development
- 3.Environmental Movements,
- 4.Environmental Policies, Laws and Programmes
- 5.Politics of environment

Paper- XVIII

Issues of Environmental Management

50 marks

- 1.Environmental Resources assessment and methods of addressing environmental quality
- 2.Renewable and exhaustible Resources and their management
- 3.. Common Property Resources
- 4.Environment planning Techniques : Environmental surveys- Methods of data collection, interview techniques, Database for incorporation of environmental concerns in planning Analysis
5. Techniques of resource protection and conservation : land suitabilityanalysis, carrying capacity, vulnerability analysis.

Paper-XIX

Elementary Econometrics

50 marks

1. General linear model: OLS Estimators and their properties; tests of goodness of fit; inference in the OLS model,
2. Some econometric problems: (Examples)
3. A. Multicollinearity, heteroscedasticity, and auto-correlation (basic concepts, problems and remedial measures only)
B. Dummy variables- Nature and use of dummy variables; case of dependent dummy variables,Dummy variable trap.
4. Simultaneous equations Models: Structural and Reduced form equations; identificationProblem
- 5.Logit and Probit Models

Paper-XX

Cartographic techniques &Geometrics (GIS, remote sensing etc)

50 marks

- i). Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.
- ii). Introduction of GIS, its components – spatial data organisation and management – use of GIS software.
- iii). Remote Sensing ; definition – advantages – components of remote sensing- products of remote sensing – image processing – use of remote sensed data.
- iv). Practical

Paper-XXI

Methodology of Research in Rural Studies 50 marks

- i). Source of data – Primary and Secondary, Electronic and documentary, Method of data collection(including Participatory Method)
- ii). Secondary data sources and Indian official statistics
- iii). Census Survey method
- iv). Small and large Survey method – Social, Economic and Ethnographic.
- v). Action research and Experimental Survey method

Paper-XXII -Dissertation (computer based) 50 marks

Paper-XXIII-Special Women studies / Population Studies -Gr-C 50 marks

Paper-XXIV-Special- Environmental Studies / Rural Labour Studies -Gr-C
50 marks

Fourth Semester

Paper-XXV

Rural Industries and Entrepreneurship Development 50 marks

1. Rural Enterprises : Definition, meaning classification and relevance of rural enterprises in solving socio-economic problems .
2. Policies for development of rural enterprises in India. Consortium Approach, .Growth Centre Strategy:, Industrial Estates , cluster approach Status of rural industries in India and its regional variations.
3. Problems of rural industries in India- organisational, financial, technical, personnel, managerial, marketing and information.
4. Introduction: Definition of Entrepreneurship, types of entrepreneurship; Entrepreneurship Development; Entrepreneurship as career. Traits of Entrepreneur: Entrepreneurial personality,.knowledge and skill of entrepreneur, entrepreneurship development training.
5. Entrepreneurship in India: Scope of Entrepreneurship development in India, Government assistance, Problems of entrepreneurs in India; choice of goods or services; pre-feasibility study; matching of entrepreneur's capacity and project requirement; preparation of

feasibility study. Planning for Entrepreneurship: Basic concept, operational planning, planning for human resources and marketing planning,

Paper-XXVI

Rural Development strategies ,Policies. And programmes 50 marks

- 1.Rural Development Policies during different plan periods.
- 2.Strategies of Rural Development – growth oriented strategy, Welfare strategy , Responsive strategy, Holistic strategy,right-based strategy , etc.
3. Recent models of rural development programmes. PURA models Result based monitoring system (RBM/PIME).
- 4.Review of Rural Development Programmes in the area of agricultural sector , Social Sectors , Social Security. Programmes for disabled and destitute.
- 5.Review of recent poverty removal and employment generation programmes in rural India.

Paper-XXVII-Special Women studies / Population Studies -Gr-D 50 marks

Paper-XXVIII-Special- Environmental Studies / Rural Labour Studies -Gr-D
50 marks

And

Paper-XXIX Internship for 2months- 200Marks

******* Detailed Syllabus of SPECIAL PAPERS**

Women Studies

Paper-VII-Women studies- Gr.-A

1. Concept and need for Women’s Studies.
2. Women’s movement in pre-independent and post- independent periods.
3. National Committees and Commissions for Women Government Organizations for Women and Child Development Governments policies and programs for Women’s development (five year plans).
4. Theories of feminism, Radical Feminism, Socialist Feminism, Marxist-feminism and Eco-feminism.
5. Women and Indian social system-family cast, class and religion wise discussion.

Paper-XV-Women studies-Gr.-B

- 1 Sex ratio in rural-urban India-general sex ratio, sex ratio at birth, child sex ratio.

- 2 Women and education- Gender bias in enrolment, dropouts, trends in Women's education voice independent Committees and commissions on education, adult literacy and nonformal education for women's development.
3. Women and work participation – concept of work, productive non productive work, utility value and market value, women in organized and unorganized sectors, gender division of labour, mode of production, training, skills and income generation, new economic policy and its impact on Women's employment – globalization and structural adjustment programmes.
4. Gender and health – Health status of women in India – mortality and morbidity factors influences nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme.
5. Problems of girl children – Child marriage, child labour etc.

Paper-XXIII-Women Studies-Gr.-C

- 1 Women Entrepreneurship – Concept, meaning and importance of entrepreneurship, entrepreneurial traits, factors contributing to women entrepreneurship, micro enterprises.
- 2 Gender and Technology – Technology and production, technology transfer, appropriate technology, emerging technologies. Impact of information technology on women's development.
3. Theories of development:- empowerment of women, alternative approaches – women in development(WID) women and development (WAD), gender and development (GAD) – state policy and programmes.
4. Women development approaches in Indian Five year plans, collectivity and group dynamics, self-help groups, women and leadership, Panchayati Raj, political role and participation of women in politics, NGO and women development, National and International Funding Agencies.
5. Violence against women and legal safeguards, Indian constitution and provisions relating to women, Family courts, enforcement machinery, Police and judiciary, human rights acts women's rights.

Paper-XXVII-Women Studies-Gr.-D

1. Portrayal of women in Mass Media (Cinema, TV, Print media), role of women in media, development of communication skills, alternative media, folk art, street play and theatre, women as change agents, indecent representation of women (Prohibition) act, 1986 – Impact of media on women.
2. Gender budgeting.
- 3 Limitations of methodology of social science, research for women's studies, scope and significance of research in women's studies, research design and methods, survey, exploratory, diagnostic, experimental, action research.

- 4 Quantitative versus quantitative research-Women studies
- 5 Case studies.

Environmental Studies

Paper-VII -Environmental Studies-Gr.-A

1. Thoughts on environment by the great thinkers of east and west .
2. Perception of environment: physical, biological and cultural.
- 3.Components, structure and meaning of the rural, urban and regional environment.
- 4.Evolution of world wide awareness about environment, environmental education and awareness programme.
5. Evaluation of the activities of United Nations in respect of environment and natural resources.

Paper-XV -Environmental Studies-Gr.-B

- 1 . Environmental problems in India : rural : agriculture(crop, non-crop, livestock, forestry and fisheries),
2. Environmental problems in India : rural industry , infrastructure and services.
- 3 . Environmental problems in India : urban : industry , residence, , infrastructure and offices & other services.
4. Environmental problems in India : mountain and tarai areas, coastal areas including mangroves, deserts ,wetlands
- 5.Environmental problems in India : population and livelihood

Paper-XXIII -Environmental Studies-Gr.-C

- 1).Economic principles in environmental studies
- 2). Public goods and environmental goods and market failure.
- 3). Valuation of Environmental goods and resources and assessing benefits
- 4). Assessing environmental costs.
- 5). Environmental Costs of Economic Growth

Paper-XXVII --Environmental Studies-Gr.-D

- 1). Methods of Environmental problem solutions: non-market and institutional approaches (Allocation of Property Rights, Prohibition and Regulation ,Fiscal Measures,Moral persuasion, collective and community actions).
- 2).Methods of Environmental problem solutions: market approach (Pollution Tax, subsidies, Permits etc.).
- 3).Methods of Conservation, protection, improvement of environment.
- 4). Environmental Impact Assessment
- 5). Environmental Management and Monitoring

Population Studies

Paper-VIII--Population Studies-Gr.-A

.Spatial Distribution of Population :

Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.

. Settlements

Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.

Paper-XVI--Population Studies-Gr.-B

. Human Ecology

Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation. Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.

Ecological imbalance and strategies to combat it :

Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.

Paper XXIV--Population Studies-Gr.-C

Family Welfare Program in India

Migration and Urbanization ; Population Movements

Vital statistics

Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life table

Paper XXVIII-Population Studies-Gr.-D

Population and Gender-I

Concept of gender – its relationship with components of population – fertility, mortality, migration.

Population and Gender-II-

Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

Rural Labour Studies

Paper-VIIIRural Labour Studies-Gr.-A

LABOUR ECONOMICS-I

1. Nature, scope and development of Labour Economics,
2. Labour Force and Labour Market
3. Employment and Unemployment
4. Labour in Economic Development:
5. Regulation of Wages:

Paper-XVI-Rural Labour Studies-Gr.-B

LABOUR ECONOMICS-II

1. Wage Policy:
2. Social Security:
3. Labour Productivity:
4. Labour Relations:
5. Labour Problems, Perspective and Policy:
6. Compilation of Consumer Price Index:

Paper-XXIV--Rural Labour Studies-Gr.-C

TRADE UNIONISM, LABOUR MOVEMENT AND LABOUR LEGISLATION-I

1. Organisation of Labour:
2. Role and Function:
3. Structure and Government:
4. Union Finance:
5. Problems and perspective of Trade Union:
6. Labour Movement:
7. Foreign Labour Movement:

Paper-XXVIII--Rural Labour Studies-Gr.-D

TRADE UNIONISM, LABOUR MOVEMENT AND LABOUR LEGISLATION-II

1. Labour Legislation:
2. Normative Labour Legislation
3. Wage Legislation:
4. Social Security and Welfare Legislation:
5. Labour Administration:

**PALLI CHARCHA KENDRA
(DEPARTMENT OF RURAL STUDIES)
SYLLABUS UNDER CBCS
MASTER OF RURAL STUDIES (MRS)**

This is the 2 years Master of Rural Studies (MRS) Course. This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year MRS-----for first 3 years 25

Eligibility for the entry into the MRS—System of admission test as conducted by the department for existing post graduate course

Total intake of the students MRS-----From 4th year (after the passing out of the 1st Batch of BRS) 40

Entry into the course i.e. in 4th year (after the passing out of first batch of BRS)

We will have two ways of entry into the 1st year of MRS. One: passed out students of BRS from this Department and the vacant seats that arise after filling from passed out BRS students would be filled by admission test organized by the department. Admission test would be limited to the Honours graduates from related courses (Rural studies, Rural development, Social work, Development studies, Agriculture, etc.), Science, social science and Commerce disciplines; and management and technology graduates.

Ordinance

For MRS —

The evaluation process is divided into two **parts**. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. The evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE). The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 50 marks, will be examined through internal assessment and final semester end examination in the ratio 10:40. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.). There shall be at least two internal assessment tests in each theoretical group. Final examination will be based

on the question paper set by the internal teachers. Moderation will be done by both external and internal moderators. Internal teachers will examine the answer scripts.

Papers having practical part will be evaluated as per rules of practical examinations in the University. Preparation of the project report will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit project report and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department.

For MRS-

Evaluation of the internship. After the end of fifth semester's final examination, students will go for internship for 2 months and it will carry 200 marks. Students will be placed in any GO/VOs/NGOs/Corporate bodies for practical orientation. Each student has to submit a report on the basis of this placement. The marks allotted in this report are 50. Another confidential report will be taken from the concerned authority of the GO/VO/NGO/Corporate body, where these students would be placed, regarding the activities, aptitude and behaviour of the students. For this part 50 marks are allotted. Rest 100 marks will be given on the basis of the viva-voce examination to taken by a group of three faculty members of the department.

For Dissertation paper each student will be allotted specific supervisor from among the faculty members of the department. 60 marks are on the basis of the written dissertation to be submitted by the student and it will be examined by the concerned supervisor and two external experts. 40 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department and two external members.

GRAND TOTAL OF CREDIT = 128
GRAND TOTAL OF EQUIVALENT MARKS = 1600

SEMESTER-I

Core Course	Credits	Marks
	5x4=20	5x50=250
I. Planning Theories and Practice		
II. Rural Development Theories and programmes		
III. Natural Resource Management		
IV. Rural Social transformation		
V. NGO and Voluntary Organization		
Elective Course (EC) (Any two)	2x4=8	2x50=100
VI. Women Studies		
VII. Environmental Studies		
VIII. Rural Labour Studies		
IX. Population Studies		
X. Entrepreneurship Development		
Inter-Disciplinary-ID-(Any one)	1x4=4	1x50=50

XI. Computer application in Rural Studies

XII. Rural Technology

Total Credit = 32

Total Marks = 400

MRS, SEMESTER-II

Core Course

5x4=20

5x50=250

XIII. Elementary Econometrics

XIV. Natural Resources for sustainable Development

XV. Rural Development Administration

XVI. Rural Economic Development

XVII. Rural Development planning & Management

Elective Course (EC) (Any two)

2x4=8

2x50=100

XVIII. Public Choice for Rural Studies

XIX. Poverty & Development

XX. Gender & Rural Development

XXI. Development and Management of Co-operative Organization

XXII. Rural Informal and Non-Farm Sector

Interdisciplinary-ID-(Any one)

1x4=4

1x50=50

XXIII. Agriculture and Allied Technology

XXIV. Political Sociology

Total Credit = 32

Total Marks = 400

MRS, SEMESTER-III

Core Course

5x4=20

5x50=250

XXV. Geometries

XXVI. Research Methods

XXVII. Tools of project Management and Appraisal

XXVIII. Common Property Resource Management

XXIX. Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

Elective Course (EC) (Any two)

2x4=8

2x50=100

XXX. Development Dynamics in Rural Areas

XXXI. Disaster Management

XXXII. Tribal Development

XXXIII. Extension for Natural Resource Management

XXXIV. Development of Child and Women

Interdisciplinary-ID- (Any one)

1x4=4

1x50=50

XXXV. Agrarian Question

XXXVI. Sociology of Health

Total Credit = 32

Total Marks = 400

MRS, SEMESTER-IV

ALL Core Courses

XXXVII. Internship-	Two months	16	200
XXXVIII. Project Work-	(Field Based)	8	100
XXXIX. Dissertation-	(Field Based)	8	100

Total Credit = 32

Total Marks = 400

SEMESTER—I

Core courses--

5x50=250 Marks

I. Planning Theories and Practice

50 Marks

1.

Definition of planning; the necessity and rationale of planning; the characteristics of planning., The planning process; Normative planning, positive planning and ameliorative planning. Planning and globalisation; Basic issues in planning – aspirations, goals and targets importance Principal decisions in Planning – setting priorities, resource mobilization, savings and capital formation, role of external assistance.

2. Models of Planning: Pluralism in Planning; Systems. Approach to Planning: Rationalistic and Incremental Approaches, Mixed Scanning, Advocacy Planning and Action Planning, Equity Planning, disjointed incremental, structure planning; blue print planning; process or adaptive planning; rational -comprehensive planning; mixed scanning approach; Choice theory and advocacy planning

3. Types of Plans: Master Plan, Development Plan, Structure Plan, Strategic Plan, Sectoral Plan, Zonal Plan, Local Area Plan, Action Area Plan Etc.

4.Theories of Settlement Systems in Regional Context -Spatial Models of Location, Size and Spacing of Settlements; Rank Size Rule; Central Place Theory; Loschian Theory; Cumulative Causation Theory; Core Periphery Model; Growth Poles and Centres; Gravity Model; Classification of Settlements

5. Other alternative approaches to planning -; Action planning and its applications in Indian context.

5. Brief overview of techniques-Urban Economics Analysis (Economic base, input-output, shift share, etc.) -Population studies and forecasting, Land use allocation models, (Lowry/gravity/LP), Planning norms and standards.

Suggested Readings:

1. Planning Theory, Healey P., Pergamon Press
2. Planning Theory, Allmendinger Philip, Palgrave MacMillan

Aims and objectives of physical planning. Levels of planning in India and their broad inter-relationships, components of settlements.

II. Rural Development Theories and programmes

50 Marks

1. Rural Development Policies in pre-independent and post independent India.
2. Approaches to rural Development--Technical approaches-i.e. system maintaining approach; Structural reformist approach-i.e. system enhancing approach; Liberationist approach- i.e system transforming approach; Territorial Approach; Scientific Approach; Langmuir approach; Broad Front Approach- Sectoral Approach- Participatory Approach-Area Approach- Target Group Approach- Integrated Approach- Gandhian Approach and its Current Relevance;
3. Strategies of Rural Development – growth oriented strategy, Welfare strategy , Responsive strategy, Holistic strategy, right-based strategy , Asset based strategy; Technology Missions for rural Development- Drinking Water-Sanitation – Communication- Oilseeds- Wasteland Development
4. Recent models of rural development - PURA model, Result based monitoring system (RBM/PIME). Appreciative Inquiry models(AI), Geomatics, Social Capital analysis and tools (SOCAT);
5. Rural Development Programmes in the area of agricultural sector , Social Sectors , Social Security. Programmes for disabled and destitute; Recent poverty removal and employment generation programmes in rural India: Nature of Rural Development programmes in Market based less developed economies.

III. Natural Resource Management

50 Marks

1. Introduction to Natural Resource Bases: Concept of resource, classification of natural resources. Factors influencing resource availability, distribution and uses. Interrelationships among different types of natural resources. Ecological, social and economic dimension of resource management Natural resources and development.
2. Forest resources: Forest vegetation, status and distribution, contribution as resource .Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on

forest and tribal people, Forest products. Developing and developed world strategies for forestry.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case-studies.

Fish and other marine resources: Production, status, dependence on fish resource, unsustainable harvesting, issues and challenges for resource supply, new prospects.

3. Land resources: Land as a resource. Dry land, land use classification, land use planning and desertification. Land resource management and major issues.

Water resources: Use and over-utilization of surface and ground water, drought, conflicts over water, dams-benefits and problems. Water ecology and management.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

4. Approaches in Resource Management: Ecological approach; economic approach; ethnological approach; implications of the approaches; integrated resource management strategies.

5. Poverty and implications in resource management in developing countries – poverty in developing countries, causes and link with resources scarcity and poverty.

Resource Management Paradigms: Resource management the evolution and history of resource management paradigms. Resource conflicts: Resource extraction, access and control system.

Text Books:

1.

Francois Ramade 1984. Ecology of Natural Resources. John Wiley & Sons Ltd.

2.

Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

IV. Rural Social transformation

50 Marks

1. Advanced perspective--Functionalist perspective (Durkheim) ; Modernist Perspective (J. Dewey); Marxian perspective (Levitas); Critical Perspective (Michael Apple); Social Reproduction (Bourdieu); Phenomenological Perspective (M.F.D Young); Feminist perspective (Skeggs)

2. Perspectives on Indian Society-

Ethnography (S.C Dube); Indological (Ghurye); Civilizational approach (N.K Bose)

Structural- functional (M.N Srinivas); Marxism (D.P Mukherji); Weberian (T.K Oommen); Ethnosociology (Veena Das) ; Contemporary Perspectives on Indian Society Subaltern perspective (Ranjit Guha); Environmentalist Perspective (Ramachandra Guha); Dalit perspective (Gail Omvedt); Feminist Perspective (Sharmila Rege)

3. Understanding Exclusion and Marginalization:

Equality, Inequality, Capability, justice; exclusion; Humiliation; deprivation; exploitation, Marginalization- Health, ICT, Education, Employment, Culture

and Political participation; Ethnic identity formation ; Significant thinkers on Social Exclusion and marginalized: Social Thinkers - Views of Jyotirao Phule; Periyar; M.K Gandhi; Baba Saheb Ambedkar, Ram Manohar Lohia.

Sociology of Religion

Classical Theories of Religion: Emile Durkheim, Max Weber, Karl Marx, Malinowski, Radcliff Brown and Levi- Strauss

Extension of Classical Theories: Peter Berger and Bryan S Turner;

4. Religion and Post- modernism: Ernest Gelner and Talal Asad; Post- secularization Some Case Studies on Sociology of Religion in India

T.N Madan: Religion in India; L.P Vidhyarthi: Sacred Complex ; Imtiaz Ahmed: Islam and Muslim societies in India; Contemporary Debates on Religion and Polity in India -- Reformism, revivalism; Secularism and Communalism; Religious Conversions and Polity; Religion and ethnicity; Civil religion

5. Civil Society: Governance and Movements Meaning, types and dynamics of social movements Social movements and social change: reform, revival, revolution; schisms, splits; Counter movements; transformation and decline, Types of leadership; Role of media and political processes on social movement Traditional Social Movements in India

Peasant movement; Labour and trade union movement; Tribal movement; Nationalist movement New Social movements in India --Dalit movement; Women's movement; Ecological and environmental movement; Movement of movements

V. NGO and Voluntary Organization

50 Marks

- 1). Philosophy and Theoretical Issues of Voluntarism. Concepts of Vos and NGOs : types of NGOs and Vos, Organisational structure and function.
- 2). Formation ,rules and regulations : Registration of NGOs . Societies Registration Act of 2001 . Memorandum of Association . Rules and Regulations . Executive Committee .Powers .Duties . Tenure of Office .Funds . Income Tax Exemptions . Winding-up of NGOs NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines and Procedure
- 3). Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs .CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies
- 4). Relationship between Vos /NGOs and the state – NGO – Panchayet interface.
- 5). International NGOs- their objectives,structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWIDetc.

Elective Course (EC) (Any two)

2x50=100

VI. Women Studies

50 Marks

1. Concept and need for Women's Studies; ; Women's movement in pre-independent and past- independent periods.; Theories of feminism, Radical Feminism, Socialist Feminism,

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Marxist-feminism and Eco-feminism; Theories of development:- empowerment of women, alternative approaches – women in development(WID) women and development (WAD), gender and development (GAD) – state policy and programmes.

2. Women and Indian social system-family cast, class and religion wise discussion. Portrayal of women in Mass Media (Cinema, TV, Print media), role of women in media, development of communication skills, alternative media, folk art, street play and theatre, women as change agents, indecent representation of women (Prohibition) act, 1986 – Impact of media on women.

3. Women and education- Gender bias in enrolment, dropouts, trends in Women's education voice independent Committees and commissions on education, adult literacy and nonformal education for women's development.

4. Women and work participation :women in organized and unorganized sectors, gender division of labour, mode of production, training, skills and income generation, new economic policy and its impact on Women's employment; Women Entrepreneurship – Concept, meaning and importance of entrepreneurship, entrepreneurial traits, factors contributing to women entrepreneurship, micro enterprises. Gender budgeting

5. Women and health--Sex ratio in rural-urban India-general sex ratio, sex ratio at birth, child sex ratio.Health status of women in India mortality and morbidity factors influences nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme. Problems of girl children – Child marriage, child labour etc.

VII. Environmental Studies

50 Marks

1. Thoughts on environment: Great thinkers of east and west . Perception of environment: physical, biological and cultural. Components, structure and meaning of the rural, urban and regional environment.Evolution of world wide awareness about environment, environmental education and awareness programme. Evaluation of the activities of United Nations in respect of environment and natural resources.

2. Environmental problems in India : rural : agriculture(crop, non-crop, livestock, forestry and fisheries), rural industry , infrastructure and services.urban : industry , residence, , infrastructure and offices & other services.mountain and tarai areas, coastal areas including mangroves, deserts ,wetlands population and livelihood.

3. Economic principles in environmental studies; Public goods and environmental goods and market failure; Valuation of Environmental goods and resources and assessing benefits; Assessing environmental costs. Environmental Costs of Economic Growth

4. Methods of Environmental problem solutions: non-market and institutional approaches (Allocation of Property Rights, Prohibition and Regulation ,Fiscal Measures,Moral persuasion, collective and community actions).market approach Pollution Tax, subsidies, Permits etc.). Methods of Conservation, protection, improvement of environment.

5.Environmental Impact Assessment; Environmental Management and Monitoring-(Some case studies and real life examples)

VIII. Rural Labour Studies

50 Marks

1. LABOUR ECONOMICS-I-. Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development:
2. LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security: Labour Productivity;
3. TRADE UNIONISM, LABOUR MOVEMENT
Organisation of Labour:Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement:
4. LABOUR LEGISLATION--Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation:
5. LABOUR ADMINISTRATION:Labour Relations; Labour Problems, Perspective and Policy:

IX. POPULATION STUDIES--

50 Marks

1. Spatial Distribution of Population :Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.
2. Settlements: Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.Human Ecology; Migration and Urbanization ; Population Movements
3. Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation.Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.
4. Ecological imbalance and strategies to combat it :Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.Family Welfare Program in India
5. Vital statistics; Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life tablePopulation and Gender-I
Concept of gender – its relationship with components of population – fertility, mortality, migration; Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

X. Entrepreneurship Development

50 Marks

Rural Enterprises: Definition, meaning classification and relevance of rural enterprises in solving socio-economic problems.

2. Policies for development of rural enterprises in India. Consortium Approach, .Growth Centre Strategy:, Industrial Estates , cluster approach Status of rural industries in India and its regional variations.
3. Problems of rural industries in India- organisational, financial, technical, personnel, managerial, marketing and information.
4. Introduction: Definition of Entrepreneurship, types of entrepreneurship; Entrepreneurship Development; Entrepreneurship as career. Traits of Entrepreneur: Entrepreneurial personality, .knowledge and skill of entrepreneur, entrepreneurship development training.
5. Entrepreneurship in India: Scope of Entrepreneurship development in India, Government assistance, Problems of entrepreneurs in India; choice of goods or services; pre-feasibility study; matching of entrepreneur's capacity and project requirement; preparation of feasibility study. Planning for Entrepreneurship: Basic concept, operational planning, planning for human resources and marketing planning,

Inter-Disciplinary-ID-(Any one)

1x50=50

XI. Computer application in Rural Studies

50 Marks

1. Elementary knowledge about computer hardware
2. Different types of soft ware, operating system, (Microsoft Office: MS Word .Excel .Power Point.DOS, MS DOS, and WINDOWS.
3. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate Soft ware. Use of statistical and mathematical formulas.
4. Operating SPSS; Stata
5. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

XII. Rural Technology

50 Marks

Development Theory and Policy in Indian Context; Watershed Management; Appropriate Technology; Energy Sources & Their Utilization; Soils, Land Use Agro-Based Industries Design and Case Studies; Ecology & Environment; Contemporary Critical Issues; ICT for Socio-economic Development; Technologies in Practice; Natural resources exploration and management; Rural informatics

MRS, SEMESTER-II

Core Course

5x50=250 Marks

XIII. Elementary Econometrics–

50 Marks

1. Joint Probability Distribution-Joint Probability Distribution – Idea of Independence, Marginal and Conditional Distribution. Expectation of the product of two variates; Sampling Theory Population and Sample, Parameter and Statistic, Random Sampling -Methods of Drawing Random samples –with replacement and without replacement, Random sampling Numbers., Sampling Distribution, Standard Error.

2. Sampling Distribution- Sampling Distributions associated with Normal Population, Expectation and Standard Error of Sample Mean for with replacement and without replacement random samples, Chi-Square Distribution, Student t Distribution, F-Distribution (definition and important properties only-Idea of degrees of freedom. Classical Statistical Inference-- Estimators-Desirable properties of estimators -Unbiasedness, Minimum Variance, Consistency and Sufficiency; Point Estimation - Maximum Likelihood Estimators and their properties – Maximum Likelihood estimation of the parameters of Binomial, Poisson and Normal Distributions; Confidence Intervals -Testing of Hypothesis -p-Values -Type-I and Type -II Errors; Simple applications of tests for the Mean and Variance of a Univariate Normal Population.

Mathai & Rathie – Probability and Statistics

Goon, Gupta, Dasgupta – Fundamentals of Statistics, Vol I

3. Elementary Econometrics

Classical Linear Regression Model (CLRM): Specification of the Model-Assumptions- Linearity in variables and parameters, Estimation of the Error Variance; Gauss Markov Theorem, Goodness of fit: R square –Coefficient of Determination; Inference in the Linear Regression Model- Confidence interval for the parameters and the Testing of Hypotheses - Prediction with the Simple Regression model.

4. Concepts of Heteroscedasticity and Autocorrelation problems, Multicollinearity, Dummy variables- Nature and use of dummy variables; case of dependent dummy variables, Dummy variable trap.

5a. Simultaneous equations Models: Structural and Reduced form equations; identification Problem

5b. Logit and Probit Models

G.S. Maddala – Introduction to Econometrics

D. Gujarati – Basic Econometrics.

XIV. Natural Resources for sustainable Development

50 Marks

1a. Introduction to the course; Short history of major natural resources; Challenges and opportunities of natural resources --; The decision chain of natural resource management

1b. Political economy of natural resources--How natural resources shape and are shaped by political context; How natural resources affect government behavior to the world; Natural resources and the broader governance framework;

2. Fundamentals of natural resource considerations and policy implications; How a company decides to invest in a project. The project development process; Evolving Technology; Resource economics

3. Introduction to economic linkages--Local employment, Local procurement; Enabling technology transfer; Downstream linkages; Integrated spatial planning; Resource-for-infrastructure deals; Political tripod and authorizing environment; Engaging citizens.
4. Challenges of revenue and investment management; Policy responses: Savings, spending, public debt, and earmarking; Natural resource funds; Revenue sharing and decentralization; Investing in sustainable development; International governance initiatives.
5. Legal and environmental overview and community rights--Implementation and monitoring of legal frameworks; International law and the extractive industries; Regional harmonization: Case studies from India; State-owned enterprises: Role and governance Anticipating and managing environmental issues--Environmental challenges and trends: Natural resources; Managing environmental challenges; Extractives and climate change. Impact on, and engagement with, local communities; Human rights and the extractive industries; Social impacts and community development agreements; Vulnerable groups: indigenous rights and gender issues

XV. Rural Development Administration

50 Marks

1. Development Administration: Concept, Nature, Scope, Features and Significance, Objectives of Development Administration. Development Administration and Non-Development Administration Dichotomy. Ecology of Development Administration. Administrative Development: Concept, Need, Problems and Sources. Relations between Administrative Development and Development Administration.
2. Development and Its Dimensions. Development and Modernization. Problems and Prospects of Development. Approaches of Development. Sustainable Development, Role of Administration in the Field of Development.
3. Meaning, Concept and Significance of Rural Development Administration. Growth of Rural Development Institutions in India (since Independence). Emerging Issues in Rural Development: Information Technology. Bureaucracy and Development Administration. Meaning, Concept and Scope of Rural Local Administration. Growth of Rural Administration Institutions of India. Community Development Programme; Balwant Rai Mehta and Ashok Mehta Committees Reports.
4. Local Government: Evolution, Meaning, Features and Significance. 73 rd and 74th Constitution Amendment Acts. Panchayati Raj Institutions: Composition, Functions, Sources of Income of Gram Panchayats, Panchayat Samities and Zila Parishads. District Planning Committee: Composition, Functions and Significance. Agriculture and Rural Development. Role of District Industry Centre and Rural Industrialization. Ministries of Rural Development and Panchayati Raj-Organisation and Functions. IT and Rural Development. Cooperation and Rural Development-Role of Cooperatives, Cooperative Principles; Forms of Cooperatives. Cooperative Administration at the Centre, State and Local Levels.
5. State Finance Commission. State Election Commission. Urban-Rural Relationship and Problems. Local Leadership.

XVI. Rural Economic Development

50 Marks

1. The concept of development, transition from quantitative to qualitative indices.

Growth and Development – Synonymy to disjunction.

Characteristics of modern economic growth – its unequal spread and global disparities.

Common characteristics and dissimilarities among developing countries.

Core values of Development, Assessing development - from per capita income to PQLI,

Choice and access, HDI, Seers' criteria. Approaches to development theory – as a continuum (nonspecific theories) and distinct Body of knowledge.

2. Survey of non-specific theories. Classical, new – classical, Schumpeter, Marxian. Growth models — Harrod and Domar; Neo- classical growth models —Solow and Meade, Mrs. Joan Robinson's growth model; Growth models of Kaldor and Pasinetti, two- sector model of Ujawa;

3. Technical progress of Hicks, Harrod; Divergence and Convergence of Growth.

Endogenous Growth Models – (a) Endogenous Growth with human capital formation – one sector model.(b) Endogenous growth with technological change. (c) Barro's endogenous growth with government spending.(d) Endogenous growth with natural or conservation capital,Overlapping Generations Model,

Survey of specific developing thought from Rosenstein-Rodan to missing components, capital – centred theoretical constructs, aid and technology – centered formulations, stage theory, institutional focus, and dualistic explanations, (particulars – emphasis on Nurkse, Myrdal, Rostow and Hirschman).

4. Structuralist approaches and dependency theory (Frank); Recent theoretical advances (Hettne, Buchanan, Olson).

5. Changing perceptions of the State's role impact of the crisis in the command economics and the altered international order on the State's role. Emergence of the New Political Economy. Stress on smaller governments and the drive towards privatization.

XVII. Rural Development planning & Management

50 Marks

1. Development planning: concepts and ideology, objectives, the case for and against planning, planning versus market; Generation and Screening of project ideas, objectives of project planning;

2. Introduction - what is development management and who are development managers?

States, markets and civil society: how development managers operate within and between them. Institutions: understanding the rules of the game under which development managers operate; Organisational cultures in different contexts including social and personal networks Power and participation: who does what to who?

3. Aid: international and national development management; eGovernance and development management; Development management in a corrupt environment; Negotiation and brokering; Doing development management differently: adaptation and learning from failure.

4. Development management in terms of social intervention through market and non-market organisations for a sustainable growth with employment generation and food security in agriculture and allied sectors: Land reforms; lessening of market imperfections; widening the access to appropriate technology involving improved seeds, irrigation facility, fertilisers and insecticides (including bio-inputs), credit and marketing facilities, a balanced approach to cropping pattern; imports and exports and environmental issues c) Different forms of development management – combination of market based interventions towards more

competition and non-market interventions in terms of the National and State Governments, Local Governments, participatory management and beneficiary groups, Cooperatives and NGOs. Role of international agencies, such as WTO, IMF, World Bank, etc. Experience in India and other LDCs.

5. Participatory Planning Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world. Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects.

Elective Course (EC) (Any two)

2x50=100 Marks

XVIII. Public Choice for Rural Studies

50 Marks

- 1a. Introduction—Politics and Economics (Smith Vs Aristotle-platao-socrates);
Reasons for collective choice----Public choice and Governmentality; Positive and Normative economics; Social Choice and Individual welfare; Role of value judgement in Welfare economics—Paretian concept, Bergsonian and Arrow
Types of equity—Egalitarian, Rawlsian, Utilitarian, Market oriented
Ref—Dennis Mueller-Public Choice—Ch-2
Ahuja—Advanced Economic Theory—ch-48, 54,
Pindyck and Rubenfield—Microeconomics--Ch-16
- 1b. Marshallian and Pigovian concept of social welfare-
Advanced economic theory-H.L. Ahuja-ch-49
- 1c General Equilibrium and economic efficiency-Pareto analysis
Microeconomics -Pindyck & Rubenfield-Ch-16
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-50
- 1d. New Welfare Economics-(optional); Compensation principle-Kaldor, Hicks and Scitovsky-dual criterion
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-48
- 1e. Difference between swf and SWF
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-48
- 1f. Theorems on Welfare Economics-
Microeconomics -Gravelle and Rees-ch-17
- 1g. Arrows Impossibility Theorem-
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-50

- A course in Microeconomic Theory-David M. Kreps-Ch-5-p-156-181
 - On Social Choice theory-Arrow-ch-2,3,5
- 1h. Government action and failure-
 - 2). Public choice in direct democracy-- Dennis Mueller-Public Choice--Ch--4
 - 3). Majority rule decision. Dennis Mueller-Public Choice--Ch-5, 6
 - 4). Simple alternatives to majority rule. Dennis Mueller-Public Choice--Ch-7
 - 5). Public choice in a representative democracy Dennis Mueller-Public Choice--Ch-10
- Basic Reference from topic-1 to 5—Public Choice—III-----Dennis. Mueller

XIX. Poverty & Development

50 Marks

1. Understanding Poverty

Definition, concept of poverty, new definitions of poverty and its likely impact: relative poverty, absolute poverty, over all poverty, extreme poverty, physical poverty, income poverty, rural and urban poverty;

2. Poverty data base in India, data sources used for estimating poverty in India (household surveys and household consumption surveys). Globalisation of poverty.

3. Measures of poverty Evolution of poverty line, consumption expenditure data: per capita consumer expenditure, distribution of expenditure; source of Data: National Sample Survey (NSS), National Accounts Statistics, Identification of poor; how identification is done in India, food and land as a substitute, slum centric views, other methods. Approaches: livelihood approach, consumption based approaches, etc. Indicators of poverty.

Methodology: Poverty Lines, Rural and urban poverty lines, national poverty lines, poverty ratio, sub-national indicators: MDG indicators, income and non-income indicators (Education and health, etc). Quality of life indicators, empowerment indicators, gender indicators, and human development indicators.

4. Rural Poverty

Over view: incidence and dynamics of rural poverty: causes of rural poverty: dimensions of rural poverty, estimates of rural poverty in india, issues related to rural poverty; reviews of development strategies of past decade, ways to overcome the risk and reducing their vulnerability to climate change – double effect of poverty and vulnerability to risks. Spatial targeting of poverty. Government programmes.

5. Urban Poverty

Multi-dimensional aspects of poverty, urban poverty matrix, vulnerability and asset ownership, Informal sector and poverty, role of National Commission for enterprises in the organized sector (NCEUS), Programmes to address the poverty issues: policy based (tenure regularization), sector based (slum upgradation, access to housing), finance based (Micro finance, compulsory municipal fund allocation); Monitoring and Evaluation of anti-poverty programmes. Best Practices in poverty alleviation across the global.

XX. Gender & Rural Development

50 Marks

1. Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development
2. Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions
3. Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood
4. Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education - Issues of Access and Content
5. Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:

- Ghosh J., *Never Done and Poorly Paid: Women's Work in Globalizing India*, New Delhi, Women Unlimited, 2009.
- Kabeer N., *Reversed Realities*, London, Verso 1995.
- Kapadia K. (ed.), *Violence of Development: The politics of identity, gender and social inequalities in India*, New Delhi, Zubaan, 2002.
- Menon, N. (ed.), *Gender and Politics in India*, New Delhi, Oxford University Press, 1999.
- Rai S., *Gender and the Political Economy of Development*, UK, Polity Press, 2002.
- Rao, N., Rurup, L and R Sudarshan (eds), *Sites of Changes*, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.
- Visvanathan N., Duggan L., Nisonoff L. and N. Wiegiersma (eds.), *The Women, Gender and Development Reader*, New Delhi, Zubaan, 1997

XXI. Development and Management of Co-operative Organization

50 Marks

1. (a) Meaning, definition and features of Co-operation; Genesis of cooperative credit movement in India --Cooperative Legislation - Features and Important Landmarks in the history of co-operative legislation in India; Model Cooperative Societies Act, 1991; Multi State Co-operative Societies Act.2002; Recent Trends and Developments; Salient features of Banking Regulation Act, 1949 (As applicable to co-operative societies); Impact of Co-operative Law on Co-operative Management(b) Co-operation and other forms of system -- Co-operation and capitalism; · Co-operation and Socialism; (c) Horizontal and Vertical Integration in Co-operatives
2. Role of Management in the Development of Co-operative Organizations - Conceptual framework of management - Management process, Principles of Management; Co-operative Management - Unique features of Co-operative Management; Integrating the principles of Co-operation and principles of Management
3. Professional management for cooperatives – Meaning, Importance and Evaluation Criteria; Meaning and Process of Organisation – Organizational structure of a co-operative - Modern theory of organization – Designing organization structure for co-operatives. Managerial skills - levels of management - management roles Co-operative Leadership – Meaning, Importance, Types, Problems of leadership in co-operative organization, Path-goal

theory of leadership and case studies of Co-operative leadership; Nature of Management Leadership - Combination of management and leadership qualities.

4. Planning - Meaning, Importance, Process and Problems of planning in co-operatives. Types of planning - case studies of primary agriculture credit society. Business Development Plan (BDP)

5. Rural Credit Co-operatives--Genesis, Growth and Stages of Co-operative Credit Movement in India, Structure of Rural Co-operative Credit System; Primary Level Rural Cooperative Credit Institutions - Primary Agriculture Co-operative Societies (PACS), Farmers Service Societies [FSS], Large-sized Adivasi Multi-purpose Societies [LAMPS]; Central Co-operative Banks (CCB), State Co-operative Banks or Apex Banks, Agriculture and Rural Development Banks.; Problem of Overdue in Rural Cooperative Credit Institutions; Causes of over-dues and Measures; Recent trends, development and evaluation of the rural cooperative credit institutions

References

G.R.Madan – Co-operative movement in India

B.S.Mathur – Co-operation in India

T.N.Hajella –Principles, Problems and Practice in Co-operation

B.B.Goel – Co-operative legislation, Trends and Dimensions

Mathur. B.S.: Cooperation in India

Mukki. H.R.: Cooperation in India

Nainta Rispal: Cooperative Legislation in India

Dwivedi RC: Democracy in Cooperative Movement - An Indian Profile

Hajela TN: Principles, Problems and Practice of Cooperation

Kamat GS: New Dimensions of Cooperative Management

Nakkiran S: Cooperative Management - Principles and Techniques

Sah AK: Professional Management for Cooperatives

Desai S.S.M: Agriculture and Rural Banking in India

Hajela. T.N.: Principles, Problems and Practice of Cooperation

Mathur. B.S.: Cooperation in India

Mukki. H.R.: Cooperation in India

Ruddar Datt and K.P.M Sundharam: Indian Economy

XXII. Rural Informal and Non-Farm Sector

50 Marks

Informal Sector: An Introduction

Labour and employment issues (population growth; demographic transition; human resource development; surplus labour; open and disguised unemployment; informal sector; rural-urban migration) Land and the rural economy (overview of farm and non-farm sector; credit and micro-credit; interlocked markets; natural resources; environment and sustainable development) The Environment and Sustainable Development, Non Renewable resources.

Interdisciplinary-ID-(Any one)

1x50=50 Marks

XXIII. Agriculture and Allied Technology

50 Marks

XXIV. Political Sociology

50 Marks

Basic Concepts

Interrelationship between polity and society; Political socialization; Political culture; Political efficacy; Political Modernization; Protest; Bureaucracy; Coercion, Consensus and Hegemony; Elites and leaders; factions; Politics as vocation; Nation- building; Civil society; Local power structure

2. Theories of Political Sociology ; Classical theories – Durkheim, Max Weber, Karl Marx
Elitist theories – Mosca, Pareto, Mitchels, Mills

Pluralist theories – Tocqueville, Dahl and others

Approaches towards Identification of power

3. Recent developments--Post- modernity; Post- colonialism; Micro- Macro integration; Deconstruction; Power and knowledge; Structuration; Agency- Structure; Habitus; McDonaldisation; Risk society; Post- emotional Society ; Critical Theories - Jurgan Habermas- Public Sphere and Communicative Action ;Adorno- Dialectics of Enlightenment; Postmodern Theories ---Michael Foucault- Discourse, Knowledge &Power ; Lyotard- The postmodern condition; Jacques Derrida: Deconstruction; Critique: Judith Butler: Feminist Theory; Anthony Giddens- Structuration, The constitution of society, The consequences of modernity; Pierre Bourdieu- Outline of a Theory of Practice ; Ulrich Beck: Risk Society

3. Political Parties, Interest groups and Political processes in India:

Political Parties : Types, characteristics, social composition and recruitment; participation, Interest aggregation; mobilization and articulation; political apathy of Political parties; Voting behaviour and poll prediction; Political parties and its types; one- party system and coalition politics; Role of caste, religion, region and language in Indian polity

4. Ethnicity and Nation- building in South- Asia ---Citizenship, ethnicity and Nation- building in South Asian countries (Sri Lanka, Pakistan and India); Role of Mass- media and Public opinion in political modernisation; Role of ICT in emerging political processes; Policy analysis

MRS, SEMESTER-III

Core Course

5x50=250 Marks

XXV. Geometrics

50 Marks

1. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

2). Geographical Information Systems--Introduction to GIS – definitions, concept and history of developments in the field of information systems; Computer fundamentals for GIS; Hardware and software requirements for GIS; Coordinate System and Projections in GIS – Conic, cylindrical and planner.;

3: Data structure and Analysis--Data structure and formats; Spatial data models – Raster and Vector; Data inputting in GIS; Data base design - editing and topology creation in GIS; Spatial data analysis – significance and type, Attribute Query, spatial query; Vector based spatial data analysis; Raster based spatial data analysis; Buffer analysis.

4. GIS Modeling and GIS Packages--Data analysis and modelling in GIS– types of GIS modelling; Decision support systems; Overview of image processing & GIS Packages – ARC GIS, ERDAS, MAP INFO, ILWIS, GEOMEDIA, IDRISI; Recent Trends in GIS – AM/FM, Virtual 3D GIS, OLAP, Internet GIS, Open GIS.

5. Remote Sensing ; definition – advantages – components of remote sensing- products of remote sensing – image processing – use of remote sensed data.

Basic Books:

1. Chang.T.K., 2002:Geographic Information Systems. Tata McGrawHill.

Additional Books:

1. Anji Reddy, M. 2004 : Geoinformatics for Environmental Management; B.S. Publications.

2. Heywood.I, Cornelius S, CrverSteve. 2003: An Introduction to Geographical Information Systems.PearsonEducation.

3. Ram Mohan Rao. 2002: Geographical Information Systems. Rawat Publication.

4. Skidmore A. 2002: Environmental modeling with GIS and Remote Sensing. Taylor and Francis.

5. Tar Bernhardsen. Geographical Information Systems. John Wiley.Wise S.2002: GIS Basics. Taylor Publications.

XXVI. Research Methods

50 Marks

i). Source of data – Primary and Secondary, Electronic and documentary, Method of data collection(including Participatory Method); ii). Secondary data sources and Indian official statistics; iii). Census Survey method; iv). Small and large Survey method – Social, Economic and Ethnographic.;

2) Rural Research: Nature, Meaning, Importance, Scope. Quantitative and Qualitative research, Action research and Experimental Survey method; Concept, Hypothesis, Sampling and Research Design, Techniques of Data Collection: Questionnaire, Interview Schedule, Observation, Survey and Case study.

3) Participatory Research: Oral history and Visual Research; Social Mapping,; Vulnerability Mapping;

4) Participatory Research Methods- Participatory Rural Appraisal (PRA), Rapid appraisal method; Network Scheduling by PERT & CPM, Projective Techniques.

5) Statistical Techniques & Computer application: Uses and Limitations of statistics in Rural Management Research, Knowledge of Computer and its application in rural research methods—Basic Microsoft Excel and Access for data entry and data analysis; use of GIS and remote sensing in researches.

XXVII. Tools of project Management and Appraisal

50 Marks

1). Project cycle, need of project appraisal, technical feasibility, economic feasibility and financial feasibility of a project concept of present value and future value. Project evaluation considering before and after situation, externalities of project).Ex, ante, Ex-post and concurrent evaluation .

2). Decision criteria – Pay Back Period, Net present value (NPV), Internal Rate of Return (IRR), Benefit Cost Ratio (B/C Ratio), Average Return on Investment (ARI), Annual cost method

- 3). Sensitivity Analysis: Private and social costs and benefit of a project, externalities of a project, social discount rate, mutually exclusive projects.
- 4). Tools of project management – Activity planning, net work analysis, CPM and PERT methods, Road Mapping, Schedule updating SWOT analysis.
- 5) Risk analysis in project evaluation and appraisal: Taxonomy of risks, techniques for risk analysis, risk and large projects, uncertainty mitigation strategies.

XXVIII. Common Property Resource Management 50 Marks

1. Common property resources: distinction between common property and open access resources, Ostrom's "design principles" for management of common property resources.
2. Nature and Scope of Resource Economics-Interface Between Natural Resources and Economic Development -Classification of Natural Resources –Exhaustible and Non-Exhaustible-Depletion of Natural Resources-Indicators of Natural Resource Scarcity - Externalities and Market Inefficiency-Sustainable Development
3. Theories of Exhaustible Resources -Hotelling's Theory of Exhaustible Resources –The Theory of Optimum Utilization –Theories of Renewable Resources –Hardin's Tragedy of Commons –The Theory of Optimum Use;
4. Management of Common Property and Transnational/Global Commons –Management of Renewable and Non-Renewal Resources
5. MECHANISM FOR RESOURCE REGULATION--Environmental Laws and their Implementation –Peoples' Participation in Conserving and Managing Common Property Resources -Water and Forest Management-Institutions of Joint Forest Management and Joint Protected Area Management –Social Forestry –Rationale and Benefits–Forms of Government Intervention in Environment Management.
5. Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

XXIX. Extension Education for RD 50 Marks
(Practical and Weekly One Day Visit to Rural Areas)

Elective Course (EC) (Any two) 2x50=100 Marks

XXX. Development Dynamics in Rural Areas 50 Marks

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas. Land utilization analysis, irrigated and non-irrigated and land values. Sources of land information. Land utilization changes, cropping pattern changes.,
3. Living standard changes, changes in land holding size, asset ownership and tenancy– its implication in the planning process Common property
4. Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

XXXI. Disaster Management 50 Marks

1. Understanding Disasters Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster:

2. Disaster Management: Prevention, Preparedness and Mitigation
3. Disaster Preparedness: Concept & Nature Disaster Preparedness Plan
4. Disaster Preparedness for People and InfrastructureCommunity based Disaster Preparedness Plan and Roles & Responsibilities of Different Agencies and Govt. Role and Responsibilities of Armed Forces, Police, Para Military Forces.Role and Responsibilities of International Agencies, NGO's, Community Based
- 5.Roll of Information, Education, Communication & Training

XXXII. Tribal Development

50 Marks

- I: Tribal Concept, Meaning & Identity--Meaning, definition and characteristics of tribe.Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective.Constitutional Meaning of tribe.
- 2a: Tribal Organisations--Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices.Economic organsations: Concept, forms, functions and changing nature.Political Organisations: Tribal council, customary laws and practices.Unit-2b.: Tribal Culture--Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals; Literature and Art, Life philosophy in cultural practices.
- 2c: Tribal Transformation--Tribe-caste Continuum Detribalisation, 'Sanskritization' and Religions converversions, 're-tribalisation' Assertion of tribal identity, revitalisation. Cultural invation and culture of silence, Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony
- 3a Socio - Political Issues--Social Issues, Political issues such as political participation, Tribal self rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.
- 3b. Economic and Infrastructural Issues-Land alienation & Agriculture Poverty & indebtedness; Unemployment . Infrastructural Issues-Habitat and settlement Basic civic Amenities Transportation & communication. Access to Forest.
- 3c. Cultural Issues--Cultural conflicts; Customary laws, rituals & customs; Public space & Journalism in Tribal areas.; Cultural invation and domination.; Culture of silence.
- 4a. Skills for Tribal Development Facilitators--Introduction of skills--Concept & Meaning of Skills; Understanding the community approach in skill development; Need for self development for development facilitators; Sensitivity development;
- 4b. Skills of working with Individual & Group--Skills of working with Individual: Intake & engagement; Fact gathering & assessment; Planning & Contracting; Intervention & Monitoring; Evaluation & Termination. Skill for working with group:--Understanding group dynamics; Group identification or formation; Problems solving or group development; Focus group observation skillsUse of various activities; Observation & techniques of recording;
- 4c. Skills for working with community--Interactional skills;Information gathering & assimilation skills; Observation skills; Listening & responding skills; Organising skills. Community assessment skill.

5a: Skills in community work--Rapport building; Identification of needs; Resource mobilisation; Programme planning; Programme Management; Recording; Encouraging community participation; Mobilising community action.

5b. Communication Skill--Definition & Concept; Process, channels & types of communication; Qualities essential in an effective development facilitator; Use of Audio – Visual media; Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc.; Use of Social Networking & Social Media.

5c. Professional skills--Advocating; Providing evidence; Demonstrating; Taking legal action; Bargaining; Publicing; Time-management; Research; Teamwork.

References--for 1,2,3

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, AmitabhaSankar ,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M ,Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N ,Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S ,Tribal situation in India,Indian Institute of Advanced Study,Simla,1972.
8. Vidarthi L P, Tribal culture of India ,Concept publishers New Delhi 1976.
9. Freire Paulo,Pedagogy of the Oppressed;30thAnniversary Edition
10. Gramsci Antonio;Prison Notebooks,Vol.2,Columbia University Press
11. SachindraNarayan ,The Dynamics Of Tribal Development Issues and Challenges -2002,Gyan Books PVT LTD Delhi

For 4& 5

References:

- 1) Sudha Datar(2010); Skill Training for social workers, sage pub., New Delhi.
- 2) Siddiqui H.Y.(1997) Working with communities; Hira publications, New Delhi.
- 3) UNDP(2003): Strengthening of state Administrative Training Institutions in India, New-Delhi.
- 4) Shagil M;(1993) Project planning & Management; Printwell, Jaipur for 4 and 5

XXXIII. Extension for Natural Resource Management

50 Marks

XXXIV. Development of Child and Women

50 Marks

1. Introduction to women's lives in India Cultural aspects and social construction of gender roles and identity Patriarchal paradigm Women and gender equity – socialization and power inequalities Current debate and research on inequity, beliefs, ideologies, and representation of

women

2. Feminism and other theoretical perspectives Liberal feminism, radical feminism, Marxist feminism/socialist feminism Post-modern feminism and postcolonial feminism Indian feminism and other contemporary theories
- 3.: Women's empowerment and gender mainstreaming; Issues related to health, work, violence and sexuality Rights, laws and policies for women's empowerment Women in public space and in politics Strategies for social change – positive and collective actions
4. Theoretical Approaches Multidisciplinary Perspectives: Sociology, Anthropology and Psychology, Child Rearing in Different Cultural Settings; Ethnographic Studies ; Changing Contemporary Families--Effects of Divorce, Remarriage, Single-parent families Kinship and Marriage in different Settings; Western Perspective; South Asian and Indian Perspectives. Developmental psychopathology in infancy, childhood years--and adolescence Issues and disorders related to trust, attachment and deprivation in infancy Disorders related to sleep, eating, elimination, aggression during preschool years; Anxiety, school refusal, lying and stealing, behaviour disorders in middle childhood years Juvenile delinquency, depression, schizophrenia, substance use disorders, HIV/AIDS, suicidal tendencies, suicidal tendencies, sexual deviance in adolescence; Approaches to intervention and therapy for well being Preventing and promotive approaches; Individual counselling and family therapy.
5. Constitutional provisions, laws and conventions--Constitutional Provisions Legislations for children and women Conventions for protection of children and women : Linkages-- Transacting policies into programmes Government role – centre, state and local level Public-private partnership NGO and corporate social responsibility in implementation of programmes; Effective initiatives in various domains

Interdisciplinary-ID- (Any one)

1x50=50 Marks

XXXV. Agrarian Question

50 Marks

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov's Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra- household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non- land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.

XXXVI. Sociology of Health

50 Marks

1. Sociology of Health: Basic Concepts and Approaches Health, Illness, sickness, diseases, healing, hygiene; , fatalism vs. rationalism, Health beliefs and practices Dimensions and indicators of health, Medical model Social epidemiology: approach and methods
2. Theories and Perspectives on Sociology of Health Functionalist, Evolutionary, Conflict, interactionist and critical perspectives on health

3. Health Care Institutions Family and Health care: The elderly, children and gender State and health Care: Health for all; health infrastructure; Drug policies and patents, maternal and child health, family welfare programs, reproductive health, Sanitation Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care and its types; Health programs and evaluation in rural areas; Commercialization of health care services

4. Indigenous Knowledge systems of medicine in Developing Countries Indigenous notion of health and hygiene, Systems of Medicine and alternative practices; NGOs and Health Care; Statistical distribution of communicable diseases- causes, consequences and practices adopted (Case studies from Africa, Sri Lanka and India)

5. Two recent articles prescribed by the departmental committee The class members are also required to undertake term papers/ content analysis/ seminars/ fieldwork as specified by the departmental committee periodically.

Essential Readings:

Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257- 285,

Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press

Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press

David. Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi, Douglas Mary 1966.

Routledge

Purity and Danger: An Analysis of Concepts of Pollution and Taboo Kevin White 2009. An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.

Nagle Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur

Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1- 86

Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage

Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press

D Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakasan

Foucault, Michael, 1989. The Birth of the Clinic: An Archeology of Medical Perception Routledge

Gunatillake, G. 1984. Inter- sectoral Linkages and Health Development: Case Studies in India (Kerala),

Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO

Surbrigg 1984. Rekku Story: Structures of Illhealth and Source of Change, New Delhi

Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.

Further Readings:

Cockerham, William C. 1997. Medical Sociology. New Jersey: Prentice Hall.

Michael Bury, Jonathan Gabe , 2004. The Sociology of Health and Illness: A Reader, London: Routledge

A. Nandy and S. Visvanathan, 1990. 'Modern Medicine and its Non- Modern Critics', in A.Marglin and S. Marglin, Dominating Knowledge: Development, Culture and Resistance, Clarendon Press, Oxford,

Bidwai Praful 1995. One Step Forward, Many Steps Back- Dismemberment of India's National Drug Policy. Development Dialogue, 1, pp 193- 222,

Dak, T.M. Ed. 1991. Sociology of Health, Rawat Publications, New Delhi,

Madhulika Banerji, 2000. 'Wither Indian System of Medicine' www.india- seminar.com P.

Brass, 1972. 'The Politics of Ayurvedic Education: A Case Study of Revivalism and Modernisation in India', in L.I. Rudolph and S.H. Rudolph, Politics and Education in India, Harvard University Press, Cambridge

Quadeer Imrana 1988. Reproductive Health: A Public Health Perspective Economic and Political Weekly Vol 33, No.41, pp 2675- 2684.

Sujatha V and Leena Abraham. 2009. 'Medicine State and Society' Economic and Political Weekly XLIV No 16 April

V.R Gupta Ed. 1981. The Social and Cultural Context of Medicine in India, New Delhi, Vikas Publications

Wilson Caroline 2009. Dis- embedding Health Care : Marketisation and the Rising Cost of Medicine in Kerala, South India Journal of South Asian Development April 4: 83- 101,

Das Gupa, Monica et.al. ed.1996. Women's Health in India: Risk and Vulnerability New Delhi: Oxford University Press

Turner, Bryan S. 1992. Regulating Bodies: Essays in Medical Sociology London: Routledge

Oommen T.K 1978. Doctors and Nurses: A Study in Occupational Role Structures New Delhi: Macmillan

WHO 2000. The World Health report 2000, Health Systems: Improving Performances , World Health Organization

MRS, SEMESTER-IV

ALL Core Courses

400 Marks

XXXVII. Internship-	Two months	200 Marks
XXXVIII. Project Work-	(Field Based)	100 Marks
XXXIX. Dissertation-	(Field Based)	100 Marks

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DEPARTMENT OF RURAL STUDIES- PALLI CHARCHA KENDRA
NEW SYLLABUS

(In anticipation of introduction of CBCS in PG system in the University)

MASTER OF RURAL STUDIES (MRS) SEMESTER-I
Core Course 5x50=250

- CC-1- Planning Theories and Practice
- CC-2-Rural Development Theories and programmes
- CC-3-Natural Resource Management
- CC-4-Rural Social transformation
- CC-5 -NGO and Voluntary Organization

Elective Course (EC) (Any two) 2x50=100

- EC-6-Women Studies
- EC-7-Environmental Studies
- EC-8-Rural Labour Studies
- EC-9-Population Studies
- EC-10-Entrepreneurship Development

Inter-Disciplinary-ID-(Any one) 1x50=50

- ID-11-Computer application in Rural Studies
- ID-12-Rural Technology

MASTER OF RURAL STUDIES (MRS) SEMESTER-II
Core Course 5x50=250

- CC-13-Elementary Econometrics
- CC-14-Natural Resources for sustainable Development
- CC-15-Rural Development Administration
- CC-16-Rural Economic Development
- CC-17-Rural Development planning & Management

Elective Course (EC) (Any two) 2x50=100

- EC-18-Public Choice for Rural Studies
- EC-19-Poverty & Development

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EC-20-Gender & Rural Development
EC-21-Development and Management of Co-operative Organization
EC-22-Rural Informal and Non-Farm Sector

Interdisciplinary-ID-(Any one) 1x50=50

ID-23-Agriculture and Allied Technology
ID-24-Political Sociology

MASTER OF RURAL STUDIES (MRS) SEMESTER-III Core Course
5x50=250

CC-25-Geomatics
CC-26-Research Methods
CC-27-Tools of project Management and Appraisal
CC-28-Common Property Resource Management
CC-29-Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

Elective Course (EC) (Any two) 2x50=100

EC-30-Development Dynamics in Rural Areas
EC-31-Disaster Management
EC-32-Tribal Development
EC-33-Extension for Natural Resource Management
EC-34-Development of Child and Women

Interdisciplinary-ID- (Any one) 1x50=50

ID-35-Agrarian Question
ID-36-Sociology of Health

MASTER OF RURAL STUDIES (MRS) SEMESTER-IV ALL Core Courses

Internship- Two months 200

Project Work- (Field Based) 100

Dissertation- (Field Based) 100

DETAIL SYLLABUS WITH *JUSTIFICATION* OF THE COURSES

MASTER OF RURAL STUDIES (MRS)-SEMESTER—I

Core courses—

Core Course-1. Planning Theories and Practice

Rationale of the course

Aims and objectives of this course is to impart training on rural planning processes in similar lines that are taught in different institutes on Urban planning process There is dearth of academic materials regarding rural planning that have acclaimed scientific basis. This course is an endeavor to give students taste of different urban and regional planning theories and models that can well be adapted in different levels of rural planning in India along with their broad inter-relationships and components of settlements

1. Definition of planning; the necessity and rationale of planning; the characteristics of planning., The planning process; Normative planning, positive planning and ameliorative planning. Planning and globalisation; Basic issues in planning – aspirations, goals and targets importance Principal decisions in Planning – setting priorities, resource mobilization, savings and capital formation, role of external assistance.
2. Models of Planning: Pluralism in Planning; Systems. Approach to Planning: Rationalistic and Incremental Approaches, Mixed Scanning, Advocacy Planning and Action Planning, Equity Planning, disjointed incremental, structure planning; blue print planning; process or adaptive planning; rational -comprehensive planning; mixed scanning approach; Choice theory and advocacy planning
3. Types of Plans: Master Plan, Development Plan, Structure Plan, Strategic Plan, Sectoral Plan, Zonal Plan, Local Area Plan, Action Area Plan Etc.
- 4.Theories of Settlement Systems in Regional Context -Spatial Models of Location, Size and Spacing of Settlements; Rank Size Rule; Central Place Theory; Loschian Theory; Cumulative Causation Theory; Core Periphery Model; Growth Poles and Centres; Gravity Model; Classification of Settlements
5. Other alternative approaches to planning -;. Action planning and its applications in Indian context.
5. Brief overview of techniques-Urban Economics Analysis (Economic base, input-output, shift share, etc.) -Population studies and forecasting, Land use allocation models, (Lowry/gravity/LP), Planning norms and standards.

Suggested Readings:

1. Planning Theory, Healey P., Pergamon Press
2. Planning Theory, Allmendinger Philip, Palgrave MacMillan

Core Course -2. Rural Development Theories and programmes

Rationale of the Course

To explain students the significance of implementing rural development programmes and the responsibility of stakeholders/all in alleviating unemployment and poverty. Teaching them (learners) to train rural unemployed youth and marginal farmers/labour for ensuring their gainful employment. To design a multipronged strategy and preparing the best rural development model for changing / advancing rural people.

1. Rural Development Policies in pre-independent and post independent India.
- 2.Approaches to rural Development--Technical approaches-i.e. system maintaining approach; Structural reformist approach-i.e. system enhancing approach; Liberationist approach- i.e system transforming approach; Territorial Approach; Scientific Approach;

Langmuir approach; Broad Front Approach- Sectoral Approach- Participatory Approach- Area Approach- Target Group Approach- Integrated Approach- Gandhian Approach and its Current Relevance;

3. Strategies of Rural Development – growth oriented strategy, Welfare strategy , Responsive strategy, Holistic strategy, right-based strategy , Asset based strategy; Technology Missions for rural Development- Drinking Water-Sanitation – Communication- Oilseeds- Wasteland Development
4. Recent models of rural development - PURA model, Result based monitoring system (RBM/PIME). Appreciative Inquiry models(AI), Geomatics, Social Capital analysis and tools (SOCAT);
5. Rural Development Programmes in the area of agricultural sector , Social Sectors , Social Security. Programmes for disabled and destitute; Recent poverty removal and employment generation programmes in rural India: Nature of Rural Development programmes in Market based less developed economies.

Core Course -3. Natural Resource Management

Rationale of the course

There is a close relationship between natural endowments and human economic activities. Individuals and organizations consume vast amounts of natural resources to support their economic growth. Therefore, conservation of natural resources becomes imperative. Our societal reliance on the consumption of natural resources has grown so much that the issue of sustainability of natural resources has become an important point in policy formulations. This makes the management of natural resource utilization very important in today's world

1. Introduction to Natural Resource Bases: Concept of resource, classification of natural resources. Factors influencing resource availability, distribution and uses. Interrelationships among different types of natural resources. Ecological, social and economic dimension of resource management Natural resources and development.

2. Forest resources: Forest vegetation, status and distribution, contribution as resource .Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on forest and tribal people, Forest products. Developing and developed world strategies for forestry.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case-studies.

Fish and other marine resources: Production, status, dependence on fish resource, unsustainable harvesting, issues and challenges for resource supply, new prospects.

3. Land resources: Land as a resource. Dry land, land use classification, land use planning and desertification. Land resource management and major issues.

Water resources: Use and over-utilization of surface and ground water, drought, conflicts over water, dams-benefits and problems. Water ecology and management.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

4. Approaches in Resource Management: Ecological approach; economic approach; ethnological approach; implications of the approaches; integrated resource management strategies.

5. Poverty and implications in resource management in developing countries – poverty in developing countries, causes and link with resources scarcity and poverty.

Resource Management Paradigms: Resource management the evolution and history of resource management paradigms. Resource conflicts: Resource extraction, access and control system.

Text Books:

1.Francois Ramade 1984. Ecology of Natural Resources. John Wiley & Sons Ltd.

2.Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

Core Course-4. Rural Social transformation

Rationale of the course

This paper introduces the processes and modes of construction of knowledge of India. The focus is on studying from the original texts to give the students in flavor of how over a period of time thinkers have conceptualized various aspects of rural society like tradition and modernity, caste, tribe and gender. It also provides the variety of ideas and debates about rural India.

1. Advanced perspective--Functionalist perspective (Durkheim) ; Modernist Perspective (J. Dewey); Marxian perspective (Levitas); Critical Perspective (Michael Apple); Social Reproduction (Bourdieu); Phenomenological Perspective (M.F.D Young); Feminist perspective (Skeggs)

2. Perspectives on Indian Society-

Ethnography (S.C Dube); Indological (Ghurye); Civilizational approach (N.K Bose)

Structural-functional (M.N Srinivas); Marxism (D.P Mukherji); Weberian (T.K Oommen); Ethnosociology (Veena Das) ; Contemporary Perspectives on Indian Society Subaltern perspective (Ranjit Guha); Environmentalist Perspective (Ramachandra Guha); Dalit perspective (Gail Omvedt); Feminist Perspective (Sharmila Rege)

3. Understanding Exclusion and Marginalization:

Equality, Inequality, Capability, justice; exclusion; Humiliation; deprivation; exploitation, Marginalization- Health, ICT, Education, Employment, Culture and Political participation; Ethnic identity formation ; Significant thinkers on Social Exclusion and marginalized: Social Thinkers - Views of Jyotirao Phule; Periyar; M.K Gandhi; Baba Saheb Ambedkar, Ram Manohar Lohia.

Sociology of Religion

Classical Theories of Religion: Emile Durkheim, Max Weber, Karl Marx, Malinowski, Radcliff Brown and Levi-Strauss

Extension of Classical Theories: Peter Berger and Bryan S Turner;

4. Religion and Post-modernism: Ernest Gelner and Talal Asad; Post-secularization Some Case Studies on Sociology of Religion in India

T.N Madan: Religion in India; L.P Vidhyarthi: Sacred Complex ; Imtiaz Ahmed: Islam and Muslim societies in India; Contemporary Debates on Religion and Polity in India -- Reformism, revivalism; Secularism and Communalism; Religious Conversions and Polity; Religion and ethnicity; Civil religion

5. Civil Society: Governance and Movements Meaning, types and dynamics of social movements Social movements and social change: reform, revival, revolution; schisms, splits; Counter movements; transformation and decline, Types of leadership; Role of media and political processes on social movement Traditional Social Movements in India

Peasant movement; Labour and trade union movement; Tribal movement; Nationalist movement New Social movements in India --Dalit movement; Women's movement; Ecological and environmental movement; Movement of movements

Core Course-5. NGO and Voluntary Organization

Rationale of the course—

NGOs and voluntary organizations are significant in implementation of developmental, mass awareness, health programmes, environmental & social advocacy and human rights work. They can work to promote social or political change on a broad scale or at local level. They play a critical part in developing society, improving communities and promoting citizen participation. In the rural areas, the major developmental programmes undertaken by the NGOs are - agricultural programs, health programs, human resource development programs and community development programmes. Therefore, study of its organizational structure and working forms an important part of Rural Studies

- 1). Philosophy and Theoretical Issues of Voluntarism. Concepts of Vos and NGOs : types of NGOs and Vos, Organisational structure and function.
- 2). Formation ,rules and regulations : Registration of NGOs . Societies Registration Act of 2001 . Memorandum of Association . Rules and Regulations . Executive Committee .Powers .Duties . Tenure of Office .Funds . Income Tax Exemptions . Winding-up of NGOs NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines and Procedure
- 3). Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs .CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies
- .4). Relationship between Vos /NGOs and the state – NGO – Panchayet interface.
- 5). International NGOs- their objectives,structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWIDetc.

ELECTIVE COURSE (EC) (Any two)

2x50=100

Courses offered currently-

Elective Course-8-Rural Labour Studies

Rationale of the course

This course is designed to provide basic ideas about rural labourers, rural labour market, labour laws and trade union to rural studies students. Rural studies students will acquire knowledge about rural labour force and their participation rate, wage determination in the rural labour market, trade union and their functions, various labour movements, various labour legislation, social security of labourers, labour problems, perspective and policy.

1. LABOUR ECONOMICS-I-. Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development:
2. LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security; Labour Productivity;
3. TRADE UNIONISM, LABOUR MOVEMENT
Organisation of Labour:Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement:
4. LABOUR LEGISLATION--Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation:
5. LABOUR ADMINISTRATION:Labour Relations; Labour Problems, Perspective and Policy:

ELECTIVE COURSE-9-POPULATION STUDIES—

Rationale of the course

Population studies deals with the spatio-temporal patterns of population. Role of man is significant in determining the character of areas. It forms the most dynamic element in regional studies. Human ecology and population studies are closely linked with each other. It studies how population of any area (rural/urban) is affected by the surrounding environment. Life tables are used by both ecologists and demographers to study the death rate and its variations depending upon surrounding environment. Migration & Urbanization also play a significant role in rural studies. Gender studies in rural area helps to know the status of women, education and role of women in economic activities and it determines the level of rural development. The study of settlements is important in rural areas for understanding their social & cultural background and for planning their development. In rural studies therefore, study of population is important as it provides significant information for administrative purpose, for economic analysis, for developmental plans, social welfare and also for checking regional imbalances.

1. Spatial Distribution of Population :Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.
2. Settlements: Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.Human Ecology; Migration and Urbanization ; Population Movements
3. Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation.Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.
4. Ecological imbalance and strategies to combat it :Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.Family Welfare Program in India
5. Vital statistics; Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life tablePopulation and Gender-I Concept of gender – its relationship with components of population – fertility, mortality, migration; Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

INTER-DISCIPLINARY-ID-(Any one)

1x50=50

Course offered currently-

Interdisciplinary-11-Computer application in Rural Studies

Rationale of the course

The course is based on the basic knowledge of computer hardware and software. The software which are mainly used to calculate the data collected from field survey, Microsoft Office, Excels, Power points and SPSS(Statistical packages for social sciences) to calculate the results, draw the graphs and compare the results and after all writing the report

1. Elementary knowledge about computer hardware
2. Different types of soft ware, operating system, (Microsoft Office: MS Word .Excel .Power Point.DOS, MS DOS, and WINDOWS.

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3. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate Software. Use of statistical and mathematical formulas.
4. Operating SPSS; Stata
5. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

MASTER OF RURAL STUDIES (MRS)-SEMESTER -II

CORE COURSE

5x50=250

Core Course-13-Elementary Econometrics–

Rationale of the course

This course is designed to make students competent enough to apply econometric methods in the rural development models developed on primary and secondary data. The course is designed on the assumption that students have acquired reasonable aptitude in statistical methods during their training in Undergraduate BRS programme. The objective of the course is also to enhance research capacity building, since application of Econometric method is currently indispensable in research endeavors.

1. Joint Probability Distribution-Joint Probability Distribution – Idea of Independence, Marginal and Conditional Distribution. Expectation of the product of two variates; Sampling Theory Population and Sample, Parameter and Statistic, Random Sampling -Methods of Drawing Random samples –with replacement and without replacement, Random sampling Numbers., Sampling Distribution,Standard Error.

2. Sampling Distribution- Sampling Distributions associated with Normal Population, Expectation and Standard Error of Sample Mean for with replacement and without replacement random samples, Chi-Square Distribution, Student t Distribution, F-Distribution (definition and important properties only-Idea of degrees of freedom. Classical Statistical Inference-- Estimators-Desirable properties of estimators -Unbiasedness, Minimum Variance, Consistency and Sufficiency; Point Estimation - Maximum Likelihood Estimators and their properties – Maximum Likelihood estimation of the parameters of Binomial, Poisson and Normal Distributions; Confidence Intervals -Testing of Hypothesis -p-Values -Type-I and Type -II Errors; Simple applications of tests for the Mean and Variance of a Univariate Normal Population.

Mathai & Rathie – Probability and Statistics

Goon,Gupta,Dasgupta – Fundamentals of Statistics, Vol I

3. Elementary Econometrics

Classical Linear Regression Model (CLRM): Specification of the Model-Assumptions- Linearity in variables and parameters, Estimation of the Error Variance; Gauss Markov Theorem, Goodness of fit: R square –Coefficient of Determination; Inference in the Linear Regression Model- Confidence interval for the parameters andq the Testing of Hypotheses - Prediction with the Simple Regression model.

4. Concepts of Heteroscedasticity and Autocorrelation problems, Multicollinearity, Dummy variables- Nature and use of dummy variables; case of dependent dummy variables, Dummy variable trap.

5a. Simultaneous equations Models: Structural and Reduced form equations; identification Problem

5b. Logit and Probit Models

G.S. Maddala – Introduction to Econometrics

Core Course -14-Natural Resources for sustainable Development

Rationale of the course

The history of human civilization has been strongly inter-woven with the history of climate & environment including natural resources. The climate and environment were seen as determinants of the growth and stability of civilization. However, the impact of civilization on the climate and environment is now seen as a serious problem. The dynamics of change in the availability of resources (renewable or non-renewable) affect economic and environmental sustainability. Beside the production and consumption process lead to most of the environmental problems. This in turn adversely affects the economic system. The potential loss of balance in the ecological system is of great importance in the study of sustainable development. Therefore, this forms an important component of rural studies as well as planning rural development.

- 1a. Introduction to the course; Short history of major natural resources; Challenges and opportunities of natural resources --; The decision chain of natural resource management
- 1b. Political economy of natural resources--How natural resources shape and are shaped by political context; How natural resources affect government behavior to the world; Natural resources and the broader governance framework;
2. Fundamentals of natural resource considerations and policy implications; How a company decides to invest in a project. The project development process; Evolving Technology; Resource economics
3. Introduction to economic linkages--Local employment, Local procurement; Enabling technology transfer; Downstream linkages; Integrated spatial planning; Resource-for-infrastructure deals; Political tripod and authorizing environment; Engaging citizens.
4. Challenges of revenue and investment management; Policy responses: Savings, spending, public debt, and earmarking; Natural resource funds; Revenue sharing and decentralization; Investing in sustainable development; International governance initiatives.
5. Legal and environmental overview and community rights--Implementation and monitoring of legal frameworks; International law and the extractive industries; Regional harmonization: Case studies from India; State-owned enterprises: Role and governance Anticipating and managing environmental issues--Environmental challenges and trends: Natural resources; Managing environmental challenges; Extractives and climate change. Impact on, and engagement with, local communities; Human rights and the extractive industries; Social impacts and community development agreements; Vulnerable groups: indigenous rights and gender issues

Core Course-15-Rural Development Administration

Rationale of the course

For over all national development rural development plays an important role. Central and state government designs and implements various development programmes for the rural areas. It also requires having a specialised and professional administrative body to monitor, supervise and to create necessary linkages at the implementation level. In rural development the administration is done by the government machinery as well as the elected body of members. This paper will help the student to understand the administrative hierarchy and their functions and participation for the holistic rural development. This particular academic knowledge in future will help the student to identify and analyse many shortcomings and challenges for solving many problems for improvement of rural areas.

1. Development Administration: Concept, Nature, Scope, Features and Significance, Objectives of Development Administration. Development Administration and Non-Development Administration Dichotomy. Ecology of Development Administration. Administrative Development: Concept, Need, Problems and Sources. Relations between Administrative Development and Development Administration.
2. Development and Its Dimensions. Development and Modernization. Problems and Prospects of Development. Approaches of Development. Sustainable Development, Role of Administration in the Field of Development.
3. Meaning, Concept and Significance of Rural Development Administration. Growth of Rural Development Institutions in India (since Independence). Emerging Issues in Rural Development: Information Technology. Bureaucracy and Development Administration. Meaning, Concept and Scope of Rural Local Administration. Growth of Rural Administration Institutions of India. Community Development Programme; Balwant Rai Mehta and Ashok Mehta Committees Reports.
4. Local Government: Evolution, Meaning, Features and Significance. 73 rd and 74th Constitution Amendment Acts. Panchayati Raj Institutions: Composition, Functions, Sources of Income of Gram Panchayats, Panchayat Samities and Zila Parishads. District Planning Committee: Composition, Functions and Significance. Agriculture and Rural Development. Role of District Industry Centre and Rural Industrialization. Ministries of Rural Development and Panchayati Raj-Organisation and Functions. IT and Rural Development. Cooperation and Rural Development-Role of Cooperatives, Cooperative Principles; Forms of Cooperatives. Cooperative Administration at the Centre, State and Local Levels.
5. State Finance Commission. State Election Commission. Urban-Rural Relationship and Problems. Local Leadership.

Core Course-16--Rural Economic Development

Rationale of the course

This course provides comprehensive introduction to rural studies students about the concept and different approaches of development, assessment of development and various models of development. Students of rural studies will earn comprehensive knowledge about growth and development, assessing development through PQLI and HDI, approaches of development, classical and Keynesian growth and development models

1. The concept of development, transition from quantitative to qualitative indices. Growth and Development – Synonymy to disjunction. Characteristics of modern economic growth – its unequal spread and global disparities. Common characteristics and dissimilarities among developing countries. Core values of Development, Assessing development - from per capita income to PQLI, Choice and access, HDI, Seers' criteria. Approaches to development theory – as a continuum (nonspecific theories) and distinct Body of knowledge.
2. Survey of non-specific theories. Classical, new – classical, Schumpeter, Marxian. Growth models — Harrod and Domar; Neo-classical growth models — Solow and Meade, Mrs. Joan Robinson's growth model; Growth models of Kaldor and Pasinetti, two-sector model of Ujawa;
3. Technical progress of Hicks, Harrod; Divergence and Convergence of Growth. Endogenous Growth Models – (a) Endogenous Growth with human capital formation – one sector model.(b) Endogenous growth with technological change. (c) Barro's endogenous growth with government spending.(d) Endogenous growth with natural or conservation capital, Overlapping Generations Model, Survey of specific developing thought from Rosenstein-Rodan to missing components, capital – centred theoretical constructs, aid and technology – centered formulations, stage

theory, institutional focus, and dualistic explanations, (particulars – emphasis on Nurkse, Myrdal, Rostow and Hirschman).

4. Structuralist approaches and dependency theory (Frank); Recent theoretical advances (Hettne, Buchanan, Olson).

5. Changing perceptions of the State's role impact of the crisis in the command economics and the altered international order on the State's role. Emergence of the New Political Economy. Stress on smaller governments and the drive towards privatization.

Core Course-17-Rural Development planning & Management

Rationale of the course

Rural development planning has gained prominence in recent times in India because of the growing realization that benefits from development have not reached large segments of rural society. The process of planning in India has to be modified so that policies and programmes meet the development needs of the rural areas. To improve the planning process in rural India, it is important to study the concept of planning, the need of planning in rural India and planning mechanism and structures present at different levels.

1. Development planning: concepts and ideology, objectives, the case for and against planning, planning versus market; Generation and Screening of project ideas, objectives of project planning;

2. Introduction - what is development management and who are development managers?

States, markets and civil society: how development managers operate within and between them. Institutions: understanding the rules of the game under which development managers operate; Organisational cultures in different contexts including social and personal networks Power and participation: who does what to who?

3. Aid: international and national development management; eGovernance and development management; Development management in a corrupt environment; Negotiation and brokering; Doing development management differently: adaptation and learning from failure.

4. Development management in terms of social intervention through market and non-market organisations for a sustainable growth with employment generation and food security in agriculture and allied sectors: Land reforms; lessening of market imperfections; widening the access to appropriate technology involving improved seeds, irrigation facility, fertilisers and insecticides (including bio-inputs), credit and marketing facilities, a balanced approach to cropping pattern; imports and exports and environmental issues c) Different forms of development management – combination of market based interventions towards more competition and non-market interventions in terms of the National and State Governments, Local Governments, participatory management and beneficiary groups, Cooperatives and NGOs. Role of international agencies, such as WTO, IMF, World Bank, etc. Experience in India and other LDCs.

5. Participatory Planning Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.

Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects.

ELECTIVE COURSE (EC) (Any two)**2x50=100**

Courses offered currently

Elective Course -18--Public Choice for Rural Studies**Rationale of the course**

This course is designed for students having interest in cognitive behaviour of human being in the field of interactive system of economics and politics over and above the training imparted on cognitive science theories in Undergraduate course in BRS. Theory of Public choice lends this domain effectively to incorporate the cognitive sciences related to above arenas. The course will help students to understand the basic tenets of welfare economics, social choice, governmentality and public choices applicable in the environment of politics and political systems viz voluntary provision of public goods, democracy, voting-paradoxes, majority and simple voting etc.

1a. Introduction—Politics and Economics (Smith Vs Aristotle-platao-socrates);

Reasons for collective choice----Public choice and Governmentality; Positive and Normative economics; Social Choice and Individual welfare; Role of value judgement in Welfare economics—Paretian concept, Bergsonian and Arrow

Types of equity—Egalitarian, Rawlsian, Utilitarian, Market oriented

Ref—Dennis Mueller-Public Choice—Ch-2

Ahuja—Advanced Economic Theory—ch-48, 54,

Pindyck and Rubenfield—Microeconomics--Ch-16

1b. Marshallian and Pigovian concept of social welfare-

Advanced economic theory-H.L. Ahuja-ch-49

1c General Equilibrium and economic efficiency-Pareto analysis

Microeconomics -Pindyck & Rubenfield-Ch-16

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-50

1d. New Welfare Economics-(optional); Compensation principle-Kaldor, Hicks and Scitovsky-dual criterion

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-48

1e. Difference between swf and SWF

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-48

1f. Theorems on Welfare Economics-

Microeconomics -Gravelle and Rees-ch-17

1g. Arrows Impossibility Theorem-

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-50

A course in Microeconomic Theory-David M. Kreps-Ch-5-p-156-181

- On Social Choice theory-Arrow-ch-2,3,5

1h. Government action and failure-

2). Public choice in direct democracy-- Dennis Mueller-Public Choice--Ch--4

3). Majority rule decision. Dennis Mueller-Public Choice--Ch-5, 6

4). Simple alternatives to majority rule. Dennis Mueller-Public Choice--Ch-7

5). Public choice in a representative democracy Dennis Mueller-Public Choice--Ch-10
Basic Reference from topic-1 to 5—Public Choice—III-----Dennis. Mueller

Elective Course -20--Gender & Rural Development

Rationale of the course

According to the Indian constitution all the citizen are equal in democratic system but women of India faces many social problems regarding academic opportunity, employment, health and sanitation issues, legal rights etc. Gender identity plays a different role among the population. This discipline will help the student to understand the real social status of a particular gender and their contribution in development. The foremost thing is to provide information and analysis about the lives of women, with a view to bring about social changes which would end gender inequalities and women's subordination. Such study could empower women in their struggle against inequality and for effective participation in all areas of society and development

1. Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development
2. Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions
3. Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood
4. Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education - Issues of Access and Content
5. Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:

- Ghosh J., Never Done and Poorly Paid: Women's Work in Globalizing India, New Delhi, Women Unlimited, 2009.
- Kabeer N., Reversed Realities, London, Verso 1995.
- Kapadia K. (ed.), Violence of Development: The politics of identity, gender and social inequalities in India, New Delhi, Zubaan, 2002.
- Menon, N. (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.
- Rai S., Gender and the Political Economy of Development, UK, Polity Press, 2002.
- Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.
- Visvanathan N., Duggan L., Nisonoff L. and N. Wiegiersma (eds.), The Women, Gender and Development Reader, New Delhi, Zubaan, 1997

Interdisciplinary-ID-(Any one)

1x50=50

Courses offered currently

ID-24--Political Sociology

Rationale of the course

The aim of this course is to provide a broad introduction about politics, political culture and behaviour, political party, civil society and developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships. How these fields have developed over time and where they stand today while situating these within contemporary political issues. The students are expected to able to evaluate and discuss the political awareness of the rural people. It also provides to summarize and critically evaluate to the political participation of the rural people

Basic Concepts

Interrelationship between polity and society; Political socialization; Political culture; Political efficacy; Political Modernization; Protest; Bureaucracy; Coercion, Consensus and Hegemony; Elites and leaders; factions; Politics as vocation; Nation-building; Civil society; Local power structure

2. Theories of Political Sociology ; Classical theories – Durkheim, Max Weber, Karl Marx
 Elitist theories – Mosca, Pareto, Mitchels, Mills
 Pluralist theories – Tocqueville, Dahl and others
 Approaches towards Identification of power

3. Recent developments--Post-modernity; Post-colonialism; Micro-Macro integration; Deconstruction; Power and knowledge; Structuration; Agency-Structure; Habitus; McDonaldisation; Risk society; Post-emotional Society ; Critical Theories - Jurgan Habermas- Public Sphere and Communicative Action ;Adorno- Dialectics of Enlightenment; Postmodern Theories ---Michael Foucault- Discourse, Knowledge &Power ; Lyotard- The postmodern condition; Jacques Derrida: Deconstruction; Critique: Judith Butler: Feminist Theory; Anthony Giddens- Structuration, The constitution of society, The consequences of modernity; Pierre Bourdieu- Outline of a Theory of Practice ; Ulrich Beck: Risk Society

3. Political Parties, Interest groups and Political processes in India:
 Political Parties : Types, characteristics, social composition and recruitment; participation, Interest aggregation; mobilization and articulation; political apathy of Political parties; Voting behaviour and poll prediction; Political parties and its types; one-party system and coalition politics; Role of caste, religion, region and language in Indian polity

4. Ethnicity and Nation-building in South-Asia ---Citizenship, ethnicity and Nation-building in South Asian countries (Sri Lanka, Pakistan and India); Role of Mass-media and Public opinion in political modernisation; Role of ICT in emerging political processes; Policy analysis

MASTER OF RURAL STUDIES (MRS)-SEMESTER-III

CORE COURSE

5x50=250

Core Course-25- Geomatics

Rationale of the course

The paper geomatics mainly emphasises on the cartographic mapping techniques and some recent technical development like Remote Sensing and GIS. The knowledge of mapping and cartography will help the student to represent any spatial development (special reference with statistics) more attractively and accurately. Cartography also makes a direct appeal to the mind with the help of maps and diagrams many complicated facts in a simplified form. GIS based mapping software provide functions for spatial and non spatial data input through digitisation of scanned maps, auto transformation of scales, projections, design, presentation, query and analysis. The development of mobile computing has increased the use of digital mapping in applied sciences like environmental science, land surveying etc. the main function of this technology is to produce maps that give accurate presentations of a particular area, detailing major other interests. The main use of these maps is the GPS satellite network, used in standard automotive navigation system

1. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.
- 2). Geographical Information Systems--Introduction to GIS – definitions, concept and history of developments in the field of information systems; Computer fundamentals for GIS; Hardware and software requirements for GIS; Coordinate System and Projections in GIS – Conic, cylindrical and planner.;

3: Data structure and Analysis--Data structure and formats; Spatial data models – Raster and Vector; Data inputting in GIS; Data base design - editing and topology creation in GIS; Spatial data analysis – significance and type, Attribute Query, spatial query; Vector based spatial data analysis; Raster based spatial data analysis; Buffer analysis.

4. GIS Modeling and GIS Packages--Data analysis and modelling in GIS– types of GIS modelling; Decision support systems; Overview of image processing & GIS Packages – ARC GIS, ERDAS, MAP INFO, ILWIS, GEOMEDIA, IDRISI; Recent Trends in GIS – AM/FM, Virtual 3D GIS, OLAP, Internet GIS, Open GIS.

5. Remote Sensing ; definition – advantages – components of remote sensing- products of remote sensing – image processing – use of remote sensed data.

Basic Books:

1. Chang.T.K., 2002:Geographic Information Systems. Tata McGrawHill.

Additional Books:

1. Anji Reddy, M. 2004 : Geoinformatics for Environmental Management; B.S. Publications.

2. Heywood.I, Cornelius S, CrverSteve. 2003: An Introduction to Geographical Information Systems.PearsonEducation.

3. Ram Mohan Rao. 2002: Geographical Information Systems. Rawat Publication.

4. Skidmore A. 2002: Environmental modeling with GIS and Remote Sensing. Taylor and Francis.

5. Tar Bernhardsen. Geographical Information Systems. John Wiley.Wise S.2002: GIS Basics. Taylor Publications.

Core Course-26--Research Methods

Rationale of the course

The aim of this course is to provide a foundation in research methodology to rural studies students to enhance their research skill. Students of rural studies will increase their research skill by earning knowledge about data sources, types of research, design of research, formulation of research hypothesis, techniques of data collection and PRA.

i). Source of data – Primary and Secondary, Electronic and documentary, Method of data collection(including Participatory Method); ii). Secondary data sources and Indian official statistics; iii). Census Survey method; iv). Small and large Survey method – Social, Economic and Ethnographic.;

2) Rural Research: Nature, Meaning, Importance, Scope. Quantitative and Qualitative research, Action research and Experimental Survey method; Concept, Hypothesis, Sampling and Research Design, Techniques of Data Collection: Questionnaire, Interview Schedule, Observation, Survey and Case study.

3) Participatory Research: Oral history and Visual Research; Social Mapping,; Vulnerability Mapping;

4) Participatory Research Methods- Participatory Rural Appraisal (PRA), Rapid appraisal method; Network Scheduling by PERT & CPM, Projective Techniques.

5) Statistical Techniques & Computer application: Uses and Limitations of statistics in Rural Management Research, Knowledge of Computer and its application in rural research methods—Basic Microsoft Excel and Access for data entry and data analysis; use of GIS and remote sensing in researches.

Core Course-27--Tools of project Management and Appraisal

Rationale of the course

The objective of the course is to make students capable to design viable projects on rural development, particularly in Indian context. The course is structured in such a way that students are abreast with latest project tools and techniques and become capable of formulating projects useful for their advancements in careers not only in various Government organisation and NGO's but also become budding rural entrepreneurs and become self reliant absolutely.

- 1). Project cycle, need of project appraisal, technical feasibility, economic feasibility and financial feasibility of a project concept of present value and future value. Project evaluation considering before and after situation, externalities of project).Ex, ante, Ex-post and concurrent evaluation .
- 2). Decision criteria – Pay Back Period, Net present value (NPV), Internal Rate of Return (IRR), Benefit Cost Ratio (B/C Ratio), Average Return on Investment (ARI), Annual cost method
- 3). Sensitivity Analysis: Private and social costs and benefit of a project, externalities of a project, social discount rate, mutually exclusive projects.
- 4). Tools of project management – Activity planning, net work analysis, CPM and PERT methods, Road Mapping, Schedule updating SWOT analysis.
- 5) Risk analysis in project evaluation and appraisal: Taxonomy of risks, techniques for risk analysis, risk and large projects, uncertainty mitigation strategies.

Core Course -28--Common Property Resource Management

Rationale of the course

This paper aims at enriching the understanding of the students in respect of the nature, ownership and use-rights of the natural resources and property rights. They are given ideas about the nature and characteristics of common property resources, theories of their management, government policies, programmes and peoples' initiatives.

1. Common property resources: distinction between common property and open access resources, Ostrom's "design principles" for management of common property resources.
2. Nature and Scope of Resource Economics-Interface Between Natural Resources and Economic Development -Classification of Natural Resources –Exhaustible and Non-Exhaustible-Depletion of Natural Resources-Indicators of Natural Resource Scarcity - Externalities and Market Inefficiency-Sustainable Development
3. Theories of Exhaustible Resources -Hotelling's Theory of Exhaustible Resources –The Theory of Optimum Utilization –Theories of Renewable Resources –Hardin's Tragedy of Commons –The Theory of Optimum Use;
4. Management of Common Property and Transnational/Global Commons –Management of Renewable and Non-Renewal Resources
5. MECHANISM FOR RESOURCE REGULATION--Environmental Laws and their Implementation –Peoples' Participation in Conserving and Managing Common Property Resources -Water and Forest Management-Institutions of Joint Forest Management and Joint Protected Area Management –Social Forestry –Rationale and Benefits–Forms of Government Intervention in Environment Management.

Core Course -29--5. Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

Rationale of the course

This core course has been introduced in the MRS course to help students to have first hand experience of actual meaning of extension. Teachers guide the students during the extension work. Extension works mainly concentrates on intellectual and physical support to rural areas nearby the Visva-Bharati campus. Intention is to help students to build confidence within them as well as get scope of applying the fundamental concepts they have acquired through learning of various interdisciplinary subjects.

Elective Course (EC) (Any two)

2x50=100

Courses offered currently

Elective Course-30--. Development Dynamics in Rural Areas

Rationale of the course

Aim of this paper is to make the students understand the pattern of changes that are taking place in rural sector. Students are given critical assessments of the changes in (i) the income distribution pattern, (ii) in the ownership pattern of income generating assets, (iii) in the living standard and consumption pattern, and (iv) in rural production, management and administration technology.

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas. Land utilization analysis, irrigated and non-irrigated and land values. Sources of land information. Land utilization changes, cropping pattern changes.,
3. Living standard changes, changes in land holding size, asset ownership and tenancy— its implication in the planning process Common property
4. Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

Elective Course-32--. Tribal Development

Rationale of the course

The course aims to provide a general introduction to tribal society and development. The focus is on studying the nature of different tribal organisation, their backwardness and development policies and programme. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

I: Tribal Concept, Meaning & Identity--Meaning, definition and characteristics of tribe. Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective. Constitutional Meaning of tribe.

2a: Tribal Organisations--Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices. Unit-2b.: Tribal Culture--Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals; Literature and Art, Life philosophy in cultural practices.

2c: Tribal Transformation--Tribe-caste Continuum Detribalisation, 'Sanskritization' and Religions conversions, 're-tribalisation' Assertion of tribal identity, revitalisation. Cultural

invitation and culture of silence, Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony

3a Socio - Political Issues--Social Issues, Political issues such as political participation, Tribal self rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.

3b. Economic and Infrastructural Issues-Land alienation & Agriculture Poverty & indebtedness; Unemployment . Infrastructural Issues-Habitat and settlement Basic civic Amenities Transportation & communication. Access to Forest.

3c. Cultural Issues--Cultural conflicts; Customary laws, rituals & customs; Public space & Journalism in Tribal areas.; Cultural invitation and domination.; Culture of silence.

4a. Skills for Tribal Development Facilitators--Introduction of skills--Concept & Meaning of Skills; Understanding the community approach in skill development; Need for self development for development facilitators; Sensitivity development;

4b. Skills of working with Individual & Group--Skills of working with Individual: Intake & engagement; Fact gathering & assessment; Planning & Contracting; Intervention & Monitoring; Evaluation & Termination. Skill for working with group:--Understanding group dynamics; Group identification or formation; Problems solving or group development; Focus group observation skills Use of various activities; Observation & techniques of recording;

4c. Skills for working with community--Interactional skills; Information gathering & assimilation skills; Observation skills; Listening & responding skills; Organising skills. Community assessment skill.

5a: Skills in community work--Rapport building; Identification of needs; Resource mobilisation; Programme planning; Programme Management; Recording; Encouraging community participation; Mobilising community action.

5b. Communication Skill--Definition & Concept; Process, channels & types of communication; Qualities essential in an effective development facilitator; Use of Audio – Visual media; Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc.; Use of Social Networking & Social Media.

5c. Professional skills--Advocating; Providing evidence; Demonstrating; Taking legal action; Bargaining; Publicing; Time-management; Research; Teamwork.

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References--for 1,2,3

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, Amitabha Sankar, Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M, Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N, Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S, Tribal situation in India, Indian Institute of Advanced Study, Simla, 1972.
8. Vidarthi L P, Tribal culture of India, Concept publishers New Delhi 1976.
9. Freire Paulo, Pedagogy of the Oppressed; 30th Anniversary Edition
10. Gramsci Antonio; Prison Notebooks, Vol.2, Columbia University Press
11. Sachindra Narayan, The Dynamics Of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

For 4 & 5

References:

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- 1) Sudha Datar(2010); Skill Training for social workers, sage pub., New Delhi.
- 2) Siddiqui H.Y.(1997) Working with communities; Hira publications, New Delhi.
- 3) UNDP(2003): Strengthening of state Administrative Training Institutions in India, New-Delhi.
- 4) Shagil M;(1993) Project planning & Management; Printwell, Jaipur for 4 and 5

Interdisciplinary-ID- (Any one)

1x50=50

Courses offered currently

Interdisciplinary-35-- Agrarian Question

Rationale of the course

The course is intended to impart advanced training to students on agrarian relations, and transitions that are supposed to have deep impact on rural economy as majority of the rural populace depends on agricultural sector or non-farm and informal sector based on agriculture. The course also intends to give the different philosophical tenets related to agrarian question of capitalist development in capitalist market economy, socialist economy and economy under primitive accumulation of capital.

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov’s Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra-household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non-land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.

OTHER ELECTIVE AND INTERDISCIPLINARY COURSES -MASTER OF RURAL STUDIES (MRS)-SEMESTER-I

Elective Course (EC) (Any two)

2x50=100

EC-6-Women Studies

1. Concept and need for Women's Studies; ; Women's movement in pre-independent and past-independent periods.; Theories of feminism, Radical Feminism, Socialist Feminism, Marxist-feminism and Eco-feminism; Theories of development:- empowerment of women, alternative approaches – women in development(WID) women and development (WAD), gender and development (GAD) – state policy and programmes.
2. Women and Indian social system-family cast, class and religion wise discussion. Portrayal of women in Mass Media (Cinema, TV, Print media), role of women in media, development of communication skills, alternative media, folk art, street play and theatre, women as change agents, indecent representation of women (Prohibition) act, 1986 – Impact of media on women.
3. Women and education- Gender bias in enrolment, dropouts, trends in Women's education voice independent Committees and commissions on education, adult literacy and nonformal education for women's development.
4. Women and work participation :women in organized and unorganized sectors, gender division of labour, mode of production, training, skills and income generation, new economic policy and its impact on Women's employment; Women Entrepreneurship – Concept, meaning and importance of entrepreneurship, entrepreneurial traits, factors contributing to women entrepreneurship, micro enterprises. Gender budgeting
5. Women and health--Sex ratio in rural-urban India-general sex ratio, sex ratio at birth, child sex ratio.Health status of women in India mortality and morbidity factors influences nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme. Problems of girl children – Child marriage, child labour etc.

EC-7-Environmental Studies

1. Thoughts on environment: Great thinkers of east and west . Perception of environment: physical, biological and cultural. Components, structure and meaning of the rural, urban and regional environment.Evolution of world wide awareness about environment, environmental education and awareness programme. Evaluation of the activities of United Nations in respect of environment and natural resources.
2. Environmental problems in India : rural : agriculture(crop, non-crop, livestock, forestry and fisheries), rural industry , infrastructure and services.urban : industry , residence, , infrastructure and offices & other services.mountain and tarai areas, coastal areas including mangroves, deserts ,wetlands population and livelihood.
3. Economic principles in environmental studies; Public goods and environmental goods and market failure; Valuation of Environmental goods and resources and assessing benefits; Assessing environmental costs. Environmental Costs of Economic Growth
4. Methods of Environmental problem solutions: non-market and institutional approaches (Allocation of Property Rights, Prohibition and Regulation ,Fiscal Measures,Moral persuasion, collective and community actions).market approach Pollution Tax, subsidies, Permits etc.). Methods of Conservation, protection, improvement of environment.
- 5.Environmental Impact Assessment; Environmental Management and Monitoring-(Some case studies and real life examples)

EC-8-Rural Labour Studies

1. LABOUR ECONOMICS-I- Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development:

2. LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security: Labour Productivity;

3. TRADE UNIONISM, LABOUR MOVEMENT

Organisation of Labour:Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement:

4. LABOUR LEGISLATION--Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation:

5. LABOUR ADMINISTRATION:Labour Relations; Labour Problems, Perspective and Policy:

POPULATION STUDIES--

1. Spatial Distribution of Population :Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.

2. Settlements: Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.Human Ecology; Migration and Urbanization ; Population Movements

3. Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation.Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.

4. Ecological imbalance and strategies to combat it :Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.Family Welfare Program in India

5. Vital statistics; Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life tablePopulation and Gender-I Concept of gender – its relationship with components of population – fertility, mortality, migration; Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

EC-9-Entrepreneurship Development

1. Rural Enterprises : Definition, meaning classification and relevance of rural enterprises in solving socio-economic problems .

2. Policies for development of rural enterprises in India. Consortium Approach, .Growth Centre Strategy:, Industrial Estates , cluster approach Status of rural industries in India and its regional variations.

3. Problems of rural industries in India- organisational, financial, technical, personnel, managerial, marketing and information.

4. Introduction: Definition of Entrepreneurship, types of entrepreneurship; Entrepreneurship Development;Entrepreneurship as career. Traits of Entrepreneur: Entrepreneurial personality,.knowledgeand skill of entrepreneur, entrepreneurship development training.

5. Entrepreneurship in India: Scope of Entrepreneurshipdevelopment in India, Government assistance, Problems of entrepreneurs in India; choice of goods or services; pre-feasibilitystudy; matching of entrepreneur's capacity and projectrequirement; preparation of

feasibility study. Planning for Entrepreneurship: Basic concept, operational planning, planning for human resources and marketing planning,

Inter-Disciplinary-ID-(Any one)

1x50=50

ID-11-Computer application in Rural Studies

1. Elementary knowledge about computer hardware
2. Different types of soft ware, operating system, (Microsoft Office: MS Word .Excel .Power Point.DOS, MS DOS, and WINDOWS.
3. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate Soft ware. Use of statistical and mathematical formulas.
4. Operating SPSS; Stata
5. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

ID-12-Rural Technology

Development Theory and Policy in Indian Context; Watershed Management; Appropriate Technology; Energy Sources & Their Utilization; Soils, Land Use Agro-Based Industries Design and Case Studies; Ecology & Environment; Contemporary Critical Issues; ICT for Socio-economic Development; Technologies in Practice; Natural resources exploration and management; Rural informatics

OTHER ELECTIVE AND INTERDISCIPLINARY COURSES -MASTER OF RURAL STUDIES (MRS)-SEMESTER-II

Elective Course -18--Public Choice for Rural Studies

- 1a. Introduction—Politics and Economics (Smith Vs Aristotle-platao-socrates); Reasons for collective choice---Public choice and Governmentality; Positive and Normative economics; Social Choice and Individual welfare; Role of value judgement in Welfare economics—Paretian concept, Bergsonian and Arrow
Types of equity—Egalitarian, Rawlsian, Utilitarian, Market oriented
Ref—Dennis Mueller-Public Choice—Ch-2
Ahuja—Advanced Economic Theory—ch-48, 54,
Pindyck and Rubenfield—Microeconomics--Ch-16
- 1b. Marshallian and Pigovian concept of social welfare-
Advanced economic theory-H.L. Ahuja-ch-49
- 1c General Equilibrium and economic efficiency-Pareto analysis
Microeconomics -Pindyck & Rubenfield-Ch-16
Microeconomics -Gravelle and Rees-ch-17

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- Advanced economic theory-H.L. Ahuja-ch-50
- 1d. New Welfare Economics-(optional); Compensation principle-Kaldor, Hicks and Scitovsky-dual criterion
 Microeconomics -Gravelle and Rees-ch-17
 Advanced economic theory-H.L. Ahuja-ch-48
- 1e. Difference between swf and SWF
 Microeconomics -Gravelle and Rees-ch-17
 Advanced economic theory-H.L. Ahuja-ch-48
- 1f. Theorems on Welfare Economics-
 Microeconomics -Gravelle and Rees-ch-17
- 1g. Arrows Impossibility Theorem-
 Microeconomics -Gravelle and Rees-ch-17
 Advanced economic theory-H.L. Ahuja-ch-50
 A course in Microeconomic Theory-David M. Kreps-Ch-5-p-156-181
 - On Social Choice theory-Arrow-ch-2,3,5
- 1h. Government action and failure-
- 2). Public choice in direct democracy-- Dennis Mueller-Public Choice--Ch--4
- 3). Majority rule decision. Dennis Mueller-Public Choice--Ch-5, 6
- 4). Simple alternatives to majority rule. Dennis Mueller-Public Choice--Ch-7
- 5). Public choice in a representative democracy Dennis Mueller-Public Choice--Ch-10
 Basic Reference from topic-1 to 5—Public Choice—III-----Dennis. Mueller

EC-19-Poverty & Development

1. Understanding Poverty

Definition, concept of poverty, new definitions of poverty and its likely impact: relative poverty, absolute poverty, over all poverty, extreme poverty, physical poverty, income poverty, rural and urban poverty;

2. Poverty data base in India, data sources used for estimating poverty in India (household surveys and household consumption surveys). Globalisation of poverty.

3. Measures of poverty Evolution of poverty line, consumption expenditure data: per capita consumer expenditure, distribution of expenditure; source of Data: National Sample Survey (NSS), National Accounts Statistics, Identification of poor; how identification is done in India, food and land as a substitute, slum centric views, other methods. Approaches: livelihood approach, consumption based approaches, etc. Indicators of poverty.

Methodology: Poverty Lines, Rural and urban poverty lines, national poverty lines, poverty ratio, sub-national indicators: MDG indicators, income and non-income indicators (Education and health, etc). Quality of life indicators, empowerment indicators, gender indicators, and human development indicators.

4. Rural Poverty

Over view: incidence and dynamics of rural poverty: causes of rural poverty: dimensions of rural poverty, estimates of rural poverty in india, issues related to rural poverty; reviews of development strategies of past decade, ways to overcome the risk and reducing their vulnerability to climate change – double effect of poverty and vulnerability to risks. Spatial targeting of poverty. Government programmes.

5. Urban Poverty

Multi-dimensional aspects of poverty, urban poverty matrix, vulnerability and asset ownership, Informal sector and poverty, role of National Commission for enterprises in the

organized sector (NCEUS), Programmes to address the poverty issues: policy based (tenure regularization), sector based (slum upgradation, access to housing), finance based (Micro finance, compulsory municipal fund allocation); Monitoring and Evaluation of anti-poverty programmes. Best Practices in poverty alleviation across the global.

EC-20--Gender & Rural Development

1. Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development
2. Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions
3. Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood
4. Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education - Issues of Access and Content
5. Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:

Ghosh J., Never Done and Poorly Paid: Women's Work in Globalizing India, New Delhi, Women Unlimited, 2009.

Kabeer N., Reversed Realities, London, Verso 1995.

Kapadia K. (ed.), Violence of Development: The politics of identity, gender and social inequalities in India, New Delhi, Zubaan, 2002.

Menon, N. (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.

Rai S., Gender and the Political Economy of Development, UK, Polity Press, 2002.

Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.

Visvanathan N., Duggan L., Nisonoff L. and N. Wiegersma (eds.), The Women, Gender and Development Reader, New Delhi, Zubaan, 1997

EC-21-Development and Management of Co-operative Organization

1. (a) Meaning, definition and features of Co-operation; Genesis of cooperative credit movement in India --Cooperative Legislation - Features and Important Landmarks in the history of co-operative legislation in India; Model Cooperative Societies Act, 1991; Multi State Co-operative Societies Act.2002; Recent Trends and Developments; Salient features of Banking Regulation Act, 1949 (As applicable to co-operative societies); Impact of Co-operative Law on Co-operative Management(b) Co-operation and other forms of system -- Co-operation and capitalism; · Co-operation and Socialism; (c) Horizontal and Vertical Integration in Co-operatives
2. Role of Management in the Development of Co-operative Organizations - Conceptual framework of management - Management process, Principles of Management; Co-operative Management - Unique features of Co-operative Management; Integrating the principles of Co-operation and principles of Management
3. Professional management for cooperatives – Meaning, Importance and Evaluation Criteria; Meaning and Process of Organisation – Organizational structure of a co-operative - Modern theory of organization – Designing organization structure for co-operatives. Managerial skills - levels of management - management roles Co-operative Leadership – Meaning, Importance, Types, Problems of leadership in co-operative organization, Path-goal theory of leadership and case studies of Co-operative leadership; Nature of Management Leadership - Combination of management and leadership qualities.

4. Planning - Meaning, Importance, Process and Problems of planning in co-operatives. Types of planning - case studies of primary agriculture credit society. Business Development Plan (BDP)

5. Rural Credit Co-operatives--Genesis, Growth and Stages of Co-operative Credit Movement in India, Structure of Rural Co-operative Credit System; Primary Level Rural Cooperative Credit Institutions - Primary Agriculture Co-operative Societies (PACS), Farmers Service Societies [FSS], Large-sized Adivasi Multi-purpose Societies [LAMPS]; Central Co-operative Banks (CCB), State Co-operative Banks or Apex Banks, Agriculture and Rural Development Banks.; Problem of Overdue in Rural Cooperative Credit Institutions; Causes of over-dues and Measures; Recent trends, development and evaluation of the rural cooperative credit institutions

References

G.R.Madan – Co-operative movement in India
B.S.Mathur – Co-operation in India
T.N.Hajella –Principles, Problems and Practice in Co-operation
B.B.Goel – Co-operative legislation, Trends and Dimensions
Mathur. B.S.: Cooperation in India
Mukki. H.R.: Cooperation in India
Nainta Rispal: Cooperative Legislation in India
Dwivedi RC: Democracy in Cooperative Movement - An Indian Profile
Hajela TN: Principles, Problems and Practice of Cooperation
Kamat GS: New Dimensions of Cooperative Management
Nakkiran S: Cooperative Management - Principles and Techniques
Sah AK: Professional Management for Cooperatives
Desai S.S.M: Agriculture and Rural Banking in India
Hajela. T.N.: Principles, Problems and Practice of Cooperation
Mathur. B.S.: Cooperation in India
Mukki. H.R.: Cooperation in India
Ruddar Datt and K.P.M Sundharam: Indian Economy

EC-22--Rural Informal and Non-Farm Sector

Informal Sector: An Introduction

Labour and employment issues (population growth; demographic transition; human resource development; surplus labour; open and disguised unemployment; informal sector; rural-urban migration) Land and the rural economy (overview of farm and non-farm sector; credit and micro-credit; interlocked markets; natural resources; environment and sustainable development) The Environment and Sustainable Development, Non Renewable resources.

Interdisciplinary-ID-(Any one)

1x50=50

ID-23--Agriculture and Allied Technology

ID-24--Political Sociology

Basic Concepts

Interrelationship between polity and society; Political socialization; Political culture; Political efficacy; Political Modernization; Protest; Bureaucracy; Coercion, Consensus and Hegemony; Elites and leaders; factions; Politics as vocation; Nation-building; Civil society; Local power structure

2. Theories of Political Sociology ; Classical theories – Durkheim, Max Weber, Karl Marx
Elitist theories – Mosca, Pareto, Mitchels, Mills

Pluralist theories – Tocqueville, Dahl and others

Approaches towards Identification of power

3. Recent developments--Post-modernity; Post-colonialism; Micro-Macro integration; Deconstruction; Power and knowledge; Structuration; Agency-Structure; Habitus; McDonaldisation; Risk society; Post-emotional Society ; Critical Theories - Jurgan Habermas- Public Sphere and Communicative Action ;Adorno- Dialectics of Enlightenment; Postmodern Theories ---Michael Foucault- Discourse, Knowledge &Power ; Lyotard- The postmodern condition; Jacques Derrida: Deconstruction; Critique: Judith Butler: Feminist Theory; Anthony Giddens- Structuration, The constitution of society, The consequences of modernity; Pierre Bourdieu- Outline of a Theory of Practice ; Ulrich Beck: Risk Society

3. Political Parties, Interest groups and Political processes in India:
Political Parties : Types, characteristics, social composition and recruitment; participation, Interest aggregation; mobilization and articulation; political apathy of Political parties; Voting behaviour and poll prediction; Political parties and its types; one-party system and coalition politics; Role of caste, religion, region and language in Indian polity

4. Ethnicity and Nation-building in South-Asia ---Citizenship, ethnicity and Nation-building in South Asian countries (Sri Lanka, Pakistan and India); Role of Mass-media and Public opinion in political modernisation; Role of ICT in emerging political processes; Policy analysis

OTHER ELECTIVE AND INTERDISCIPLINARY COURSES -MASTER OF RURAL STUDIES (MRS)-SEMESTER-III

EC-30--. Development Dynamics in Rural Areas

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas.Land utilization analysis. , irrigated and non-irrigated and land values. Sources of land information.land utilization changes, cropping pattern changes.,
- 3.Living standard changes, changes in land holding size, asset ownership and tenancy– its implication in the planning process Common property
- 4.Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

EC-31--. Disaster Management

- 1.Understanding Disasters Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster:
2. Disaster Management: Prevention, Preparedness and Mitigation
3. Disaster Preparedness: Concept & Nature Disaster Preparedness Plan
4. Disaster Preparedness for People and InfrastructureCommunity based Disaster Preparedness Plan and Roles & Responsibilities of Different Agencies and Govt. Role and Responsibilities of Armed Forces, Police, Para Military Forces.Role and Responsibilities of International Agencies, NGO's, Community Based
- 5.Roll of Information, Education, Communication & Training

EC-32--. Tribal Development

I: Tribal Concept, Meaning & Identity--Meaning, definition and characteristics of tribe.Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective.Constitutional Meaning of tribe.

2a: Tribal Organisations--Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices. Unit-2b.: Tribal Culture--Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals; Literature and Art, Life philosophy in cultural practices.

2c: Tribal Transformation--Tribe-caste Continuum Detribalisation, 'Sanskritization' and Religions conversions, 're-tribalisation' Assertion of tribal identity, revitalisation. Cultural invasion and culture of silence, Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony

3a Socio - Political Issues--Social Issues, Political issues such as political participation, Tribal self rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.

3b. Economic and Infrastructural Issues-Land alienation & Agriculture Poverty & indebtedness; Unemployment . Infrastructural Issues-Habitat and settlement Basic civic Amenities Transportation & communication. Access to Forest.

3c. Cultural Issues--Cultural conflicts; Customary laws, rituals & customs; Public space & Journalism in Tribal areas.; Cultural invasion and domination.; Culture of silence.

4a. Skills for Tribal Development Facilitators--Introduction of skills--Concept & Meaning of Skills; Understanding the community approach in skill development; Need for self development for development facilitators; Sensitivity development;

4b. Skills of working with Individual & Group--Skills of working with Individual: Intake & engagement; Fact gathering & assessment; Planning & Contracting; Intervention & Monitoring; Evaluation & Termination. Skill for working with group:--Understanding group dynamics; Group identification or formation; Problems solving or group development; Focus group observation skills Use of various activities; Observation & techniques of recording;

4c. Skills for working with community--Interactional skills; Information gathering & assimilation skills; Observation skills; Listening & responding skills; Organising skills. Community assessment skill.

5a: Skills in community work--Rapport building; Identification of needs; Resource mobilisation; Programme planning; Programme Management; Recording; Encouraging community participation; Mobilising community action.

5b. Communication Skill--Definition & Concept; Process, channels & types of communication; Qualities essential in an effective development facilitator; Use of Audio – Visual media; Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc.; Use of Social Networking & Social Media.

5c. Professional skills--Advocating; Providing evidence; Demonstrating; Taking legal action; Bargaining; Publicing; Time-management; Research; Teamwork.

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9. Freire Paulo, Pedagogy of the Oppressed; 30th Anniversary Edition

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1) Sudha Datar (2010); Skill Training for social workers, sage pub., New Delhi.

2) Siddiqui H. Y. (1997) Working with communities; Hira publications, New Delhi.

3) UNDP (2003): Strengthening of state Administrative Training Institutions in India, New-Delhi.

4) Shagil M; (1993) Project planning & Management; Printwell, Jaipur for 4 and 5

EC-33-- Extension for Natural Resource Management

EC-34-- Development of Child and Women

1. Introduction to women's lives in India Cultural aspects and social construction of gender roles and identity Patriarchal paradigm Women and gender equity – socialization and power inequalities Current debate and research on inequity, beliefs, ideologies, and representation of women

2. Feminism and other theoretical perspectives Liberal feminism, radical feminism, Marxist feminism/socialist feminism Post-modern feminism and postcolonial feminism Indian feminism and other contemporary theories

3.: Women's empowerment and gender mainstreaming; Issues related to health, work, violence and sexuality Rights, laws and policies for women's empowerment Women in public space and in politics Strategies for social change – positive and collective actions

4. Theoretical Approaches Multidisciplinary Perspectives: Sociology, Anthropology and Psychology, Child Rearing in Different Cultural Settings; Ethnographic Studies ; Changing Contemporary Families--Effects of Divorce, Remarriage, Single-parent families Kinship and Marriage in different Settings; Western Perspective; South Asian and Indian Perspectives. Developmental psychopathology in infancy, childhood years--and adolescence Issues and disorders related to trust, attachment and deprivation in infancy Disorders related to sleep, eating, elimination, aggression during preschool years; Anxiety, school refusal, lying and stealing, behaviour disorders in middle childhood years Juvenile delinquency, depression, schizophrenia, substance use disorders, HIV/AIDS, suicidal tendencies, suicidal tendencies, sexual deviance in adolescence; Approaches to intervention and therapy for well being Preventing and promotive approaches; Individual counselling and family therapy.

5. Constitutional provisions, laws and conventions--Constitutional Provisions Legislations for children and women Conventions for protection of children and women : Linkages-- Transacting policies into programmes Government role – centre, state and local level Public-private partnership NGO and corporate social responsibility in implementation of programmes; Effective initiatives in various domains

Interdisciplinary-ID- (Any one)

1x50=50

ID-35-- Agrarian Question

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov's Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra-household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non-land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.

ID-36--. Sociology of Health

1. Sociology of Health: Basic Concepts and Approaches Health, Illness, sickness, diseases, healing, hygiene; fatalism vs. rationalism, Health beliefs and practices Dimensions and indicators of health, Medical model Social epidemiology: approach and methods
2. Theories and Perspectives on Sociology of Health Functionalist, Evolutionary, Conflict, interactionist and critical perspectives on health
3. Health Care Institutions Family and Health care: The elderly, children and gender State and health Care: Health for all; health infrastructure; Drug policies and patents, maternal and child health, family welfare programs, reproductive health, Sanitation Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care and its types; Health programs and evaluation in rural areas; Commercialization of health care services
4. Indigenous Knowledge systems of medicine in Developing Countries Indigenous notion of health and hygiene, Systems of Medicine and alternative practices; NGOs and Health Care; Statistical distribution of communicable diseases- causes, consequences and practices adopted (Case studies from Africa, Sri Lanka and India)
5. Two recent articles prescribed by the departmental committee The class members are also required to undertake term papers/ content analysis/ seminars/ fieldwork as specified by the departmental committee periodically.

Essential Readings:

- Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257-285,
- Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press
- Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press
- David. Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi, Douglas Mary 1966. Routledge
- Purity and Danger: An Analysis of Concepts of Pollution and Taboo Kevin White 2009. An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.
- Nagle Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur
- Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1-86
- Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage
- Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press
- D Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakashan

Foucault, Michael, 1989. *The Birth of the Clinic: An Archeology of Medical Perception* Routledge

Gunatillake, G. 1984. *Inter-sectoral Linkages and Health Development: Case Studies in India (Kerala)*, Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO

Surbrigg 1984. *Rekku Story: Structures of Illhealth and Source of Change*, New Delhi

Venkataratnam, R. 1979. *Medical sociology in an Indian setting*, Madras: Macmillan.

Further Readings:

Cockerham, William C. 1997. *Medical Sociology*. New Jersey: Prentice Hall.

Michael Bury, Jonathan Gabe , 2004. *The Sociology of Health and Illness: A Reader*, London: Routledge

A. Nandy and S. Visvanathan, 1990. 'Modern Medicine and its Non-Modern Critics', in A. Marglin and S. Marglin, *Dominating Knowledge: Development, Culture and Resistance*, Clarendon Press, Oxford,

Bidwai Praful 1995. *One Step Forward, Many Steps Back- Dismemberment of India's National Drug Policy*. *Development Dialogue*, 1, pp 193-222,

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Madhulika Banerji, 2000. 'Wither Indian System of Medicine' www.india-seminar.com P.

Brass, 1972. 'The Politics of Ayurvedic Education: A Case Study of Revivalism and Modernisation in India', in L.I. Rudolph and S.H. Rudolph, *Politics and Education in India*, Harvard University Press, Cambridge

Quadeer Imrana 1988. *Reproductive Health: A Public Health Perspective Economic and Political Weekly Vol 33, No.41, pp 2675-2684.*

Sujatha V and Leena Abraham. 2009. 'Medicine State and Society' *Economic and Political Weekly XLIV No 16 April*

V.R Gupta Ed. 1981. *The Social and Cultural Context of Medicine in India*, New Delhi, Vikas Publications

Wilson Caroline 2009. *Dis-embedding Health Care : Marketisation and the Rising Cost of Medicine in Kerala*, *South India Journal of South Asian Development April 4: 83-101,*

Das Gupa, Monica et.al. ed.1996. *Women's Health in India: Risk and Vulnerability* New Delhi: Oxford University Press

Turner, Bryan S. 1992. *Regulating Bodies: Essays in Medical Sociology* London: Routledge

Oommen T.K 1978. *Doctors and Nurses: A Study in Occupational Role Structures* New Delhi: Macmillan

WHO 2000. *The World Health report 2000, Health Systems: Improving Performances*, World Health Organization

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