



**DEPARTMENT OF SOCIAL WORK
SAMBALPUR UNIVERSITY**

COURSES OF STUDIES

MASTER OF SOCIAL WORK (MSW)

COURSES OF STUDIES
MASTER OF SOCIAL WORK (MSW)
COURSE STRUCTURE

1ST SEMESTER		
Paper No.	Title of the Paper	Credit Hour
MSW-411	History and Philosophy of Social Work	4 CH
MSW-412	Social Problem and Social Development	4 CH
MSW-413	Social Work Research and Quantitative Analysis	4 CH
MSW-414	Human Growth and Development	4 CH
MSW-415-A	Social Work Practicum-I (Structured Experience Laboratory and Research Methodology Practical)	2 CH
MSW-415-B	Social Work Practicum-II (Skill Development Assessment)	2 CH
Non-credit Course	IT in Social Sector	
2ND SEMESTER		
MSW-421	Social Exclusion and Inclusive Policy	4 CH
MSW-422	Rehabilitation and Resettlement	4 CH
MSW-423	Social Work Methods	4 CH
MSW-424	Women & Development	4 CH
MSW-425 -a	Social Work Practicum-III (Concurrent fieldwork – Community Placement)	2 CH
MSW-425 -b	Social Work Practicum-IV (Learning Social Work through Participatory Approach)	2 CH
Non-credit Course-I: Community Intervention and Entrepreneurship Development		
Non-credit Course-II: Summer Internship		
3RD SEMESTER		
MSW-511	Ideology and Ethics of Social Work	4 CH
MSW-512	Social Legislation and labour Welfare	4 CH
MSW-513	Vulnerable Children and their Development	4 CH
MSW-514	Elective Course (A student has to select any one of the following elective courses) 1. Human Resource Development-I 2. Community Development-I	4 CH
MSW-515-A	Social Work Practicum-V (Concurrent fieldwork – Agency Placement)	2 CH
MSW-515-B	Social Work Practicum-VI (Micro Level Study on Social Exclusion)	2 CH
Non-credit Course: Disaster Preparedness and Management		
4TH SEMESTER		
MSW-521	Social Work Administration	4 CH
MSW-522	Corporate Social Responsibility	4 CH
MSW-523	Poverty Reduction & Livelihood Promotion	4 CH
MSW-524	Elective Course – 3. Human Resource Development-II 4. Community Development-II	4 CH
MSW-525	Dissertation Writing & Viva-Voce	4 CH
Non-credit Course-I: Fundamental of Medical Social Work		
Non-credit Course-II: Block Field Work Placement		
		TOTAL= 80 CH

PROGRAMME OBJECTIVES

P01	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions
P02	Effective Communication: Will be able to speak, read, write and listen clearly in person and through electronic media in English and in one Indian language.
P03	Social Interaction (Interpersonal Relation): Elicit views of others, mediate disagreements and prepared to work in team.
P04	Entrepreneurship Capability: Demonstrate qualities to be prepared to become an entrepreneurship.
P05	Ethics: Recognise different value systems including your own, understand the moral dimensions and accept responsibility for them.
P06	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
P07	Life-long Learning: Acquire the ability to engage in independent and lifelong learning in the context of socio-technological changes.

DETAIL COURSE

1st SEMESTER

MSW-411: HISTORY AND PHILOSOPHY OF SOCIAL WORK

(4 CH)

Objectives:

This course aims at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work. The learner will understand the history of evolution of social work profession, both in India and the west.

Course Outcomes:

CO1	Remember and understand the basic concept of History and Philosophy of Social Work.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

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

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

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

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

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

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

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

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

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

MSW-412: SOCIAL PROBLEM AND SOCIAL DEVELOPMENT**4 CH****Objectives:**

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Social Problems and social development.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

Unit III: Social problem: Concept and meaning, Causes and problems of population explosion, illiteracy, Unemployment, Corruption.

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

Recommended Books:

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

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

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

Davis, K.I. Human Society.

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

Kothari Rajni. Caste in Indian Politics.

Singer, M. Traditional India: Structure and Change.

Srinivas, M.N. Caste in Modern India.

Srinivas, M.N. Social Change in India.

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

Kulkarni, P.D. Social Policy in India.

MSW-413: SOCIAL WORK RESEARCH AND QUANTITATIVE ANALYSIS**4CH****Objectives:**

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

Course Outcomes:

C01	Remember and understand the basic concept of Social Work Research and Quantitative Analysis.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

Danda, Ajit, Research Methodology in Anthropology. New Delhi: Inter-India.

Young, Pauline, Scientific Social Survey and Research.

Mukerjee, Neela, Participatory Rural Appraisal and Questionnaire Survey.

Goode and Hart, Methods in Social Research.

Kassam and Mustafa, Participatory Researcher.

Wilkinson and Bhandarkar, Methodology and Techniques of Social Research

Wiener, J.S and J.A. Lourie, Human Biology: A Guide to Field Methods

MSW-414: HUMAN GROWTH AND DEVELOPMENT**4 CH****Objectives:**

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

Course Outcomes:

C01	Remember and understand the basic concepts of Human Growth and Development.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

Unit-III: Family life cycle: Stages and task of family life cycle, Contemporary family problems and

family welfare laws for family well-being.

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

Recommended Books:

Harlock, E.B, *Child Development*

Harlock, E. B., *Developmental Psychology*

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

Akhilananda. 1952., *Mental Health & Hindu Psychology.* London: George Allen Unwin. Bedi, Y., *Hygiene and Public Health.*

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

Lawrence Lowry, *Psychiatry for Social Workers.*

Morgan & King, *Psychology.*

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

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

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

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

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

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

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

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

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Social Work Practicum-I
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

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

MSW-415-B: Social Work Practicum-II (Skill Development Assessment)

(2 CH)

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Social Work Practicum-II
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

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

Area 4: They will be further made to learn (1) Skill for participating in group-discussion (2) Making scholarly presentation with proper style of documentation (3) Preparing text for power point presentation (4) Skill for handling events and press conference (5) Conducting interviews

Non-credit Optional Course: IT IN SOCIAL SECTOR

Objectives:

This course is about basic of computer and communication technology and its application in different social sectors. The course to create awareness of ICT technology.

Course Outcomes:

CO1	Remember and understand the basic concepts of IT in Social Sector.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

Subhash Bhatnagar. 2004. E-government From Vision to Implementation. New Delhi: Sage
Sinha, P.K. and Priti Sinha. 2003. Computer Fundamentals. BPB.

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

2nd SEMESTER

MSW-421: SOCIAL EXCLUSION AND INCLUSIVE POLICY IN INDIA

4 CH

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Social Exclusion and Inclusive Policy.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

Unit-I: Social Exclusion: Concept, Meaning and forms of social exclusion, poverty and social exclusion, reducing poverty by tackling social exclusion.

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

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

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

Recommended Books:

Thorat, S., : Social Exclusion in India. Oxford

DFID Report. Tackling Poverty by Reducing Social Exclusion

Behera, D.K. and Pfeffer, G. Contemporary Society: Tribal Studies (Vol 1 to VIII). New Delhi:Concept Publishing Company.

MSW-422: REHABILITATION AND RESETTLEMENT

4 CH

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Rehabilitation and Resettlement.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

Unit-I: Basic Concepts of Rehabilitation and Resettlement: R & R – A National Scenario, Types of displacements – A Case Analysis: Irrigation projects, Industrial projects, Hydro-electric project, Mining project, Impact of displacement on Indigenous people (Case of Upper Indravati Hydro-Electric Project).

Unit-II: R&R theories and Recovery Strategy: Theory of R & R developed by Michael Cernea, Planning for Resettler's Recovery by using Risks and Reconstruction Model of Michael Cernea, Preparation of Community Development activities for displaced people.

Unit-III: Role of Professional in facilitating proper R&R: Identification of PAPs & baseline data collection, Minimization of displacement, Valuation of Assets, Resettlement Issues, Process of Planning R & R, Application of R & R: Preparation of R&R Action Plan.

Unit-IV: Institutional Arrangement and Legal Framework: The Forest Policy, 1988, Indian Forest Act, 1927, The Land Acquisition Act (LAA), 1894, Wildlife (Protection Act), 1972, National R & R Policies and Act.

Recommended Books:

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

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

Keiler, Stephen L., Uprooting and Social Change.

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

Bose, B.P.C., Disaster Policies and Administration: A Study of Three Andhra Disasters. Goldsmith and Hildyad, N., The Social and Environmental Effects of Large Dams.

MSW-423: SOCIAL WORK METHODS**4 CH****Objectives:**

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Social Work Methods.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

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

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

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

Lindsey, Anne. W., Group Work Recording.

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

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

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

Aurthur, H., Community Organization and Planning.

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

Friere Paulo, Educational and Cultural Revolution.

Gangrade, K.D, Community Organization in India.

Himan, Community Organization and Planning.

Moorthy, M.V, Social Action.

Murphy, Community Organization Practice.

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

Weyne McMillan., Community Welfare Organization.

MSW- 424: WOMEN AND DEVELOPMENT

4 CH

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Women and Development.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

Unit I: Social construction of gender and emergence of women’s studies, Patriarchy as ideology and practice, Theories on feminism.

Unit-II: Women in family, Role and status of women, Changing forms of gender discrimination and oppression, Marginalisation of women and sexual division of labour, Role of women in tribal economy

Unit III: Politics of maternity and fertility control, Knowledge, attitudes and practice of family planning, early marriage and reproductive health status of women, Problems of dowry and property rights, empowering women through *Panchayati Raj*.

Unit IV: Education of the Girl-child, Vocational education for women as a source of empowerment,

Constitutional provisions, national and international policies on women empowerment, Impact of liberalisation and globalisation on women

Recommended Books:

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

MSW-425-A: SOCIAL WORK PRACTICUM-III (Concurrent Fieldwork – Community Placement) (2 CH)

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Social Work Practicum-III
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

The assessment will be carried out on the basis of weekly fieldwork reports and on the basis of

individual and group conferences. The assessment of the student also includes

1. Attendance, regularity and punctuality.
2. Integration of theory into practice.
3. Participation during individual and group conference.
4. Submission of fieldwork reports, clarity and expression.
5. Professional growth and commitment.

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

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Social Work Practicum-IV
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

Relevant factual information about the client system and the problem concern.

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

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

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

Health Setting: Blood donation/Blood groupings, Eye care and Eye donation, Health Camp/Health Check-up, First-aid training, Awareness/preventive measures.

– HIV/AIDS, Sickle Cell and Thalasamia, Community Health Extension Project, Primary Health Centres, Clinics, Blood Donation Camp, Activities of the Local Red Cross Society, Voluntary services to leprosy, Exposure to the functioning of the Aganwadi Centres.

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

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

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

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

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

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

NON-CREDIT COURSE-I: COMMUNITY INTERVENTION AND ENTREPRENEURSHIP DEVELOPMENT

Objectives:

This course aims to expose the learners to view entrepreneurship as a desirable and feasible career option; in particular the paper seeks to build the necessary

competencies and motivation for a career in entrepreneurship in developing countries with special reference to India.

Course Outcomes:

C01	Remember and understand the basic concepts of Community Intervention and Entrepreneurship Development
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

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

Unit-IV: Project Formulation: Development and presentation.

Panel Discussion: Challenges of Entrepreneurship

Recommended Books:

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

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

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

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

3rd SEMESTER

MSW-511: IDEOLOGY AND ETHICS OF SOCIAL WORK

4CH

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Ideology and Ethics of Social Work.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

- Unit I: Contemporary ideologies for social change: Introduction, Neo-liberalism and Globalization, Post-modernism, Feminism, Multiculturalism.
- Unit-II: Contemporary ideologies of social work profession: Marginalization of vulnerable groups and limitations of professional social work, Social work values, Personal attributes of a social worker.
- Unit III: Social work ethics: Concept and philosophy ethics, Ethical responsibilities in social work, Ethical decision-making and dilemmas in micro and macro social workpractice.
- Unit IV: Concept of Social Justice- Its relationship with Social legislation. Social Work Profession and Human Rights, Role of social worker in promoting social legislation and social justice.

Recommended Books:

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

Brandon, D. 1976. *Zen in the Art of Helping*. London: Rutledge and Kegan Paul. Congress, E.P. 1998. *Social Work Values and Ethics*. Chicago: Nelson-Hall Publishers.

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

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

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

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

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

MSW-512: SOCIAL LEGISLATION AND LABOUR WELFARE

4CH

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Social Legislation and Labour Welfare.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

Unit-I: Social Legislations: The Amendment of Juvenile Justice (Care and Protection) Act, 2006, The Protection of Human Rights Act, 1993, The Immoral Traffic (Prevention) Act, 1956, National Rural Employment Guarantee Act, 2006.

Unit-II: Legislations for STs: The Protection of Civil Rights Act, 1955, The Prevention of Atrocities (SC and ST) Act, 1989, The ST and Other Forest Dwellers (Regulation of Forest Rights) Act, 2006.

Unit-III: Role of NGOs in Social Reformation: Formation of NGO under the Societies Registration Act, 1860, Administration of NGO, Fund Raising with special reference to Foreign Funding Regulation Act, Right to Information Act, 2005.

Unit-IV: Labour Welfare and Constitutional Provisions: Payment of Wages Act, 1936 Workmen’s

Compensation Act, 1923, The Maternity Benefit Act, 1961, Factories Act, 1948.

Recommended Books:

Fluernce P, Sargent.1958. Labour. New York: Hutchinson University.
Hunter Donald.1955. The Disease of Occupation. Boston: Little Brown & company.
Giri, V.V. Labour Problem in Indian Industry.
Kothari, G.L. Labour Law and Practice in India. Bombay: N.M., Tripathy, Private Ltd.
Mathur, J.S.1984. Indian Working Class Movement. Allahabad,
J.S. Mathur, The History of Trade Unionism. London: Longman Green & Co.
Moorthy, M.V.1968. Principles of Labour Welfare. Viskhapatnam: Gupta Brothers.
Punekar, S.D.1950. Social Insurance of Industrial Worker in India. Oxford University Press.
Sarkar, P.C. Labour Laws in India. Calcutta S.C. Sarkar & Sons Private Ltd.
Goswami,V.G. Labour and Industrial Law, Central Law Agency Allahabad.
Puri, S.K. Labour and Industial Law, Allahabad Law Agency, Allahabad.
Saxena, R.C. 1956. Labour Problems and Social Welfare. Meerut: Jai Prakash Nath & Co.
Srinivasan, R.1958. Labour Law Journal. Modern Law Journal Office.
Kuppuswamy, B,. Social Change in India, New Delhi: Vikas Publication.
Titmus, R.M. Social Policy Resolution.
Vreakar, H.S. Law and Social Welfare.

MSW-513: VULNERABLE CHILDREN AND THEIR DEVELOPMENT

4 CH

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Vulnerable Children and Development.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

- Matthew Cotton et al. 2001. *An Introduction to Working with Children*. New York: Palgrave
- Verhellen, E. *Understanding Children's Rights*.
- Verhellen, E. *Monitoring Children's Rights*.
- Pfeffer, G and D.K. Behera. 1996. *Contemporary Society: Childhood and Complex Order*. New Delhi: Manak.
- James, A. and Allan Prout. 1997. *Constructing and Reconstructing of Childhood*. London: Flamer Press.
- Prout, Allan. 1998. *Theorizing Childhood*. Cambridge: Polity Press
- Behera, D.K. 1998. *Children and Childhood in our Contemporary Societies*. New Delhi: Kamla-Raj Enterprises
- Behera, D.K. 2007. *Childhoods in South Asia*. New Delhi: Longman and Pearson
- Behera, D.K and Margaret Trawick. *Children and Youth in Global Metropolis*. New Delhi: Manak
- Qvortrup, J. et. al (eds.). *Childhood Matters, Social Theory, Practice and Politics*.
- Pramanik, Rashmi. 2007. *Overburdened School -Going Children*. New Delhi: Concept

MSW-514 - Elective-1: HUMAN RESOURCE DEVELOPMENT-I**4CH****Objectives:**

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Human Resource Development
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

- Chhabra, T. N., (2002), *Human Resource Management*, Dhanpat Rai and Co, Delhi, III Revised Edition.
- Dessler, (1996), *Human Resource Management*, Prentice Hall of India, New Delhi.
- Flippo, Edwin B., (2001), *Personnel Management*, McGraw Hill, New Delhi.
- Ashwatthapa, K., (2002), *Human Resource Management and Personnel Management*, Tata McGraw Hill.
- Mamaoria, C. B., and Gankar S.V., (2005), *Human Resource Management*, Himalayan Publishing House, IV Edition.

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

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

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

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

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

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

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

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

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

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

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

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

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

ELECTIVE-2: COMMUNITY DEVELOPMENT-I

4 CH

Objectives

- The course aims to identify the relationship between population and development and the consequent need for family welfare services. Discuss the communication skills and appreciate the role of different media in communicating with people.

Course Outcomes:

CO1	Remember and understand the basic concepts of Community Development.
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

Unit I: Rural Community: Rural socio-economic structure, Rural Demography, Changing Rural Communities: Change in Knowledge, Attitude and Practice, Communicating rural people.

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

Unit III: Rural Development Management: Process of Management, Project Dimension,

Identification and Formulation. Rural Social Services: Health Care, Education, Family Welfare Services.

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

Recommended Books:

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

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

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

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

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

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

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

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

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

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

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Social Work Practicum-V
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

The assessment will be carried out on the basis of weekly fieldwork reports and on the basis of individual and group conferences. The assessment will also include the following aspects of the

student:

1. Attendance, regularity and punctuality.
2. Integration of theory into practice.
3. Participation during individual and group conference.
4. Submission of fieldwork reports, clarity and expression.
5. Professional growth and commitment.

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

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Social Work Practicum-VI
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

Students should be given orientation on the issue and field situation before leaving for the field. Guidelines for the data collection, photography, documentation and reporting writing shall be provided to the students in orientation classes.

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

Fieldwork shall be followed up with sharing of the field experiences. Use of varieties of methods of presentation is to be encouraged. Students shall be assessed by the internal examiners on the basis of fieldwork performance/attendance, ppt. presentation and a consolidated summary report.

Non-credit Course: DISASTER PREPAREDNESS AND MANAGEMENT

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Disaster Preparedness and Management.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

Hazard and disaster, Vulnerability and Risk.

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

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

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

Recommended Books:

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

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

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

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

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

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

Hoff, A. 1978, People in Crisis: Understanding and Helping. California: Addison WesleyPublishing Company.

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

Shader, I. and Schwartz, A. 1966, Management of Reaction to Disaster.Nanjundan, S. 1994.

"Changing Role of Small Scale Industry," Economic and PoliticalWeekly, 29 (22): 46-63.

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

Non-credit Optional Course-II: SUMMER INTERNSHIP

Objectives:

It is increasingly recognized that a part of the summer vacation after completion of the first year (first two semesters) of the post graduate programme could be used fruitfully to integrate practice skills and techniques learnt. Course provides exposure to welfare organization and their strategies of work.

Course Outcomes:

C01	Remember and understand the basic concepts of Summer Internship
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

A time frame recommended for the summer placement is minimum of three weeks soon after the 2nd semester examination or during summer vacation which may be earlier. The student is to work directly with client systems and management operations of day to day work of the setting. Selection of organization will be made on the basis of the students' willingness and initiation. All expenses during the placement including travelling have to be borne by the student. The objective of summer internship is to expose students to the new learning situations and enable them to develop professional outlook and gain experience, which contribute for their professional development. Summer internship gives an opportunity to develop linkage with reputed organizations. The student should maintain day-to-day records and a consolidated report should be submitted to the department, on the reopening day of the 3rd semester. The report should be counter-signed by the respective agency supervisors. A detailed guideline regarding summer internship will be given to the students before they leave for the same. The satisfactory completion of the summer internship and the submission of the consolidated report is a requirement for course completion.

4th SEMESTER

MSW-521: SOCIAL WORK ADMINISTRATION

4CH

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Social Work Administration.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

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

Elwood Street, Social Work Administration.

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

Paul Chowdhury, D. Social Welfare Administration.
 Rath, S.N. Development of Welfare State in Orissa.
 Reed Ella, W. Social Welfare Administration.
 Goel, S.L. Social Welfare Administration Vol.-I & Vol.-II
 Trecker, H.P. Group Process in Administration.
 V. Jagannathan. Social Administration.

MSW-522 : CORPORATE SOCIAL RESPONSIBILITY

4CH

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Corporate Social Responsibility.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

Unit-I: Social Responsibility, Corporate Social Responsibility, Scope of CSR, Need and Significance of CSR, Carroll’s Model of CSR (Pyramid of CSR).
 Unit-II: Interest Groups Related to CSR, Why Social Responsibilities of Corporate Sectors (arguments for and against it), Drivers of CSR, Tools of CSR, and Benefits of CSR.
 Unit-III: Designing a CSR policy, Factors influencing CSR policy, Managing CSR in an organization, Social auditing, Global Recognitions of CSR- ISO 14000, SA 8000, AA 1000, Codes formulated by UN Global Compact, UNDP, Global Reporting Initiative.
 Unit-IV: Global Perspective of CSR, CSR in India, CSR Activities in Orissa carried out by different corporate giants and their outcomes, Case studies (Vedanta/ Sterlite Foundation, MCL and HINDALCO) for better understanding of each aspect and practicalities of CSR

Recommended Books:

Bradshaw, T. and D. Vogel. 1981. *Corporations and their Critics: Issues and Answers to the Problems of Corporate Social Responsibility*. New York: McGraw Hill Book Company.
 Brummer, J.J. 1991. *Corporate Responsibility and Legitimacy – An Interdisciplinary Analysis*, Westport, CT: Greenwood Press.
 Cannon, T. 1992. *Corporate Responsibility* (1st ed.) London: Pitman Publishing.
 Grace, D. and S. Cohen 2005. *Business Ethics: Australian Problems and Cases*. Oxford:Oxford University Press.

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

MSW 523 : POVERTY REDUCTION AND LIVELIHOOD PROMOTION

4CH

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Poverty Reduction and Livelihood Promotion.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books:

Chambers, Robert. *Beyond Farmers First*

DFID Manual on Livelihood

Mahajan, Vijaya and Asok Sing. *Forgotten Sector*. Sen,

Amartya. *Inequity Examined*

Sing, Kartar. *Rural Livelihood*.

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

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

Mishra and Puri, *Indian Economy*.

Annual Report, Ministry of Rural Development. New Delhi.

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

Oxford University Press.

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

Rural Poverty Report, 2001

MSW-524 - ELECTIVE-1: HUMAN RESOURCE DEVELOPMENT-II**4 CH****Objectives:**

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

Course Outcomes:

C01	Remember and understand the basic concepts of Human Resource Development.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.

CO4	Execute the field assignment as per the knowledge gained in the course
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Unit I: Human Resource Development and Appraisal: Organisational Culture, organisational change, Features of Organisational Development, Management Development Programme, Training Programme.

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

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

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

Recommended Books:

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

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

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

Ashwatthapa, K., (2002), Human Resource Management and Personnel Management, TataMcGraw Hill.

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

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

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

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

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

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

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

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

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

Ashwatthapa, K. 2002. Human Resource Management and Personnel Management, TataMcGraw Hill.

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

ELECTIVE-2: COMMUNITY DEVELOPMENT-II

4 CH

Objectives:

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

Course Outcomes:

C01	Remember and understand the basic concepts of Community Development.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books

Ansari, A.S. (2000), Urban Renewal and Development, Rawat Publications, Jaipur.

Gupta, K.R., (2004, 2005) Urban Development Debates in the New Millennium.

Goel, S.L. and Dhaliwal, S.S. (2004), Slum improvement through participatory urban - based community structures, deep and deep publications, New Delhi.

Jose, M and others (2003), Development Induced displacement, Rawat Publications, Jaipur. Mittal,

A.C. (2001), Planning for Urban and Economic Development, Vol-I and II, MittalPublication.

Sharma, R.K. (2004), Urban Sociology, Atlantic Publishers.

Sharma, R.N. and Sita, K. (2001), Issues in Urban Development, Rawat Publications.

Thudipara, Jacob Z. (2008), Urban Community Development, Rawat Publications

Nagpaul, Hans (2005), Social work in Urban India, Rawat Publications

Indian Journal Social Work Tata Institute of Social Sciences, Deonar Bombay

Yojna, Planning Commission, New Delhi

Social Welfare, Central Social Welfare Board, New Delhi

Course Outcomes:

C01	Remember and understand the basic concepts of Dissertation Writing.
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

NON-CREDIT COURSE-I : FUNDAMENTALS OF MEDICAL SOCIAL WORK**Objectives:**

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

Course Outcomes:

C01	Remember and understand the basic concepts of Medical Social Work
C02	Analyze the various concepts to understand them through case studies
C03	Apply the knowledge in understanding practical problems.
C04	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

Recommended Books

- Dhooper, S.S. 1997. Social Work in Health Care in the 21st Century. Thousand Oaks, CA: Sage
- Dziegielewski, S. F. 2004. The Changing Face of Health Care Social Work: Professional Practice in Managed Behavioral Health Care. New York: Springer.
- Hasan, K.A. 1967. The Cultural Frontiers of Health in Village India. Bombay: Manaktalas.
- Kishore, J. 2007. National Health Program: National Policies and Legislations Related to Health (revised edition). New Delhi: Century Publications.
- _____. 2005. A Text Book of Health for Health Workers (revised edition). New Delhi: Century Publications.
- Lynch, V. (ed.) 2000. HIV/AIDS at Year 2000: A Sourcebook for Social Workers. Boston: Allyn & Bacon
- Park, K. 2006. Park's Text Book of Preventive and Social Medicine (18th ed.) Jabalpur: Banarasidas Bhanot Publishers.
- Rothman, J. & J.S. Sager 1998. Case Management: Integrating Individual and Community Practice (2nd ed.). Boston: Allyn & Bacon

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

Objectives:

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

Course Outcomes:

CO1	Remember and understand the basic concepts of Medical Social Work
CO2	Analyze the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding practical problems.
CO4	Execute the field assignment as per the knowledge gained in the course

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

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

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

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

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