

COURSES OF STUDIES
(Under Course Credit Semester System)
MASTER OF SOCIAL WORK (2018-2020)

COURSE STRUCTURE

1st Semester

MSW-411: History and Philosophy of Social Work (4 CH)

MSW-412: Social Problem and Social Development (4 CH)

MSW-413: Social Work Research and Quantitative Analysis (4 CH)

MSW-414: Human Growth and Development (4 CH)

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

MSW-415-a: 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 (4CH)

MSW-425 -a- Social Work Practicum-III (Concurrent fieldwork – Community Placement) (2 CH)

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

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 ((4 CH)

2. Community Development –I (Rural Community Development) (4 CH)

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

MSW-515–b-Social Work Practicum-VI (Micro Level Study on Social Exclusion) (2CH)

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 –

1. Human Resource Development-II (4 CH)
2. Community Development - II (Urban Community Development) (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

DETAIL COURSE

1st SEMESTER

MSW-411 (History and Philosophy of Social Work)

Introduction

This course aims at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work.

Objectives

- Understand the history of evolution of social work profession, both in India and the west.
- Gain information about contemporary ideologies of social work and social change.
- Understand the values of social work and consciously apply those in practice.
- Develop insights into the origin and development of ideologies/approaches to social change.
- Develop skills to understand contemporary reality in its historical context.
- Understand self as a part of own environment and explore own assumptions, ideas and values to develop sensitivity to marginalization of vulnerable groups.

Expected Outcome: The students would gain understanding on historical evolution of professional social work, contemporary ideologies and its philosophical assumptions.

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:

1. Boehm. W., Objectives of Curriculum on Social Work on Education. Council on Social Work Education, 1959
2. Das Gupta (ed.), Towards Philosophy of Social Work. Humanity Press, 1967
3. Friedlander, W.A., Introduction to Social Welfare. Sage Publication, 1968
4. Gokhale, S.D. (ed.), Social Welfare, Legend & Legacy. Popular Prakasan, 1974
5. Gore, M.S., Social Work & Social Work Education. Rawat Publication, 1965
6. M.S.A. Rao (ed.), Social Movement in India. Manohar Publication, 2000

MSW-412 (Social Problem and Social Development)

Introduction

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

Objectives

- Understand the concepts of society and culture.
- Critically understand the concept, content and process of social development.
- Develop the capacity to identify linkages between social needs, problems development issues and policies.
- Locate strategies and skills necessary for social development and re-enforce values of social justice gender justice and equality.

Expected Outcome: The students would have learning exposure on locating strategies and skills necessary for social development and re-enforce values of social justice.

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:

1. Bailey, F.G., Caste & Economic Frontier. Manchester University Press, 1957
2. Davis, K.I. Human Society.
3. Kothari Rajni. Caste in Indian Politics. Orient BlackSwan, 2010
4. Srinivas, M.N. Caste in Modern India. Asian Publishing House, 1962
5. Srinivas, M.N. Social Change in Modern India. Indian Sociological Society, 1967
6. Gore, M.S. Some Aspects on Social Development. Dept. of Social Work, University of Hong Kong and Tata Institute of Social Science, 1973

MSW-413 (Social Work Research and Quantitative Analysis)

Introduction

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

Objectives

- Understand the need for scientific approach to human inquiry in comparison to the native or common sense approach.
- Conduct simple interviews including use of observation skills.
- Prepare simple tools for data collection, code and fill in the coding sheets.
- Develop research report writing skills.
- Develop an understanding of simple statistical tools, and learn to use these

Expected outcome: The students would learn the basics of scientific approaches to human inquiry and the report writing skills.

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:

1. McLaughlin, H. Understanding Social Work, Sage Publication, 2006
2. Kothari, C.R. Research Methodology, New Age International Publisher, 1985
3. Lal Das, D. K., Research Methods for Social Work, Rawat Publication, 2008
4. Goode and Hart, Methods in Social Research. McGraw Hill Inc, 1952
5. Lal Das, D. K., Practice of Social Research, Rawat Publication, 2000
6. Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publishing House, 2010

MSW-414 (Human Growth and Development)

Introduction

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

Objectives

- Develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.
- Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same.
- Apply the information of growth, development and health in social work practice in general and to individuals, groups and communities in particular.
- Understand the implications of family norms for status of individuals and developmental opportunities in the family by age and gender.
- Encourage to study the process of family socialization and understand family norms, ecology and dynamics.

Expected outcome: The students would gain knowledge on the principles of growth, their relevance and application to human behaviour, family dynamics and ecology.

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:

1. Hurlock, E.B, Child Development, McGraw Hill Education, 2017
2. Hurlock, E. B., Developmental Psychology, McGraw Hill Education, 2017
3. Kuppaswamy, B., Child Behaviour and Development. Konark Publisher Pvt Ltd, 1990
4. Morgan & King, Introduction to Psychology. McGraw Hill Education, 1975
5. Chowhury, A., et al., Family life education in India- Perspectives, Challenges and Application. Jaipur: Rawat Publication. 2006
6. Baral,J.K and A. Chowdhury, Family in Transition: Power and Development, New Delhi: Northern Book Centre. 1999

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

Introduction

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

Objectives

- Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using skills of improvisation to deal with contingent situations
- Reflect on ones' own behaviour, and its effect on self and others.
- Observe other's behaviour and with the help of the facilitator, understand the same.
- Observe self, recognize own strengths and limitations, and also observe behaviour patterns that call for change.

Expected outcome: The students would be able to recognize own potentialities and limitations, develop the skills needed for understanding and addressing social issues.

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

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

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

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

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

MSW-415-b- Social Work Practicum-II (Skill Development Assessment) (2 CH)

Introduction

Working with people brings up situations, wherein some problems or conditions are encountered. Weekly workshops have been experimented with by the institutions of social work education, and have received positive evaluation by learners and resources teachers organizing these.

Objectives

- Through the workshop, enhance and integrate learning about specific situations, and problems encountered or develop specific skills for intervention-counselling skills for developmental situations, preventive, or crisis facilitative situations.
- Develop communication skill and developing an interactive personality.

- To enhance skills/develop new skills for practice in specific situation, specific problems and issues.
- Self-help skills for personal enhancement and awareness development.
- Learning to work with communities.
- Beginning ability to operational theoretical inputs in field-practice.
- Growth as a professional practitioner

Expected outcome: The students would be able to develop an interactive personality, communication skill and self-help skills.

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)

Introduction

This course is about basic of computer and communication technology and its application in different social sectors.

Objectives

- To create awareness of ICT technology
- Application of the learned skills in the field of development in social sectors

Expected Outcome: The student would learn the basics of computer and communication technology and its use in social work field.

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:

1. Subhash Bhatnagar. 2004. E-government From Vision to Implementation. New Delhi: Sage
2. Sinha, P.K. and Priti Sinha. 2003. Computer Fundamentals.
3. BPB. V Gupta. 2006. Comdex Computer Course Kit. Dreamtech.

2nd SEMESTER

MSW-421 (Social Exclusion and Inclusive Policy in India)

Introduction

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

Objectives

- Examine cases of social exclusion in the context of India
- Analyse different areas of social exclusion and its impact on community and people
- Critically examine various existing policies relating to marginalised communities and evolving strategies for making them more inclusive

Expected Outcome: The student would have exposure to cases of social exclusion in the context of India and learn existing policies for social inclusion.

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:

1. Thorat, S., Social Exclusion in India. Oxford, 2007
2. Pierson, J. H., Tackling Poverty by Reducing Social Exclusion, Routledge, 2016
3. Behera, D.K. and Pfeffer, G. Contemporary Society: Tribal Studies (Vol 1 to VIII). New Delhi: Concept Publishing Company. Concept Publication, 2002
4. Indira, R. and D.K Behera, Gender and Society in India (Vol. I & II) New Delhi: Manak. 1999
5. Keiler, Stephen L., Uprooting and Social Change. 2003

6. Srinivas, M.N. Caste in Modern India. Asian Publishing House, 1962

MSW-422 (Rehabilitation and Resettlement)

Introduction

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.

Objectives

- Understand the displacement situation and causes responsible for displacement.
- Understand the role of development projects in displacement with specific case studies.
- Critically examine the rehabilitation policies.
- Understand displacement from social perspective.

Expected Outcome: The students would gain understanding on Resettlement and Rehabilitation concepts, issues and its perspective plans.

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:

1. Fernandes, Walter and Thakria, Enekshi G., Development, Displacement and Rehabilitation. 1989
2. Gangopadhyay, T. and Mankodi, K.A., Rehabilitation: The Ecological and Economic Crisis. 2001
3. Keiler, Stephen L., Uprooting and Social Change. 2003

4. Schdder, T., The Human Ecology and Big Projects: River Basin Development and Resettlement. 1999
5. Bose, B.P.C., Disaster Policies and Administration: A Study of Three Andhra Disasters. 2005
6. Goldsmith and Hildyad, N., The Social and Environmental Effects of Large Dams. 2007

MSW-423 (Social Work Methods)

Introduction

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

Objectives

- Develop a holistic understanding of social work practice as a unitary process.
- Develop a critical understanding and application of approaches suggesting holistic, conceptual framework for social work practice.
- Understand characteristics, systematic relationship and dynamics of units of work/individual/family/group, communities and organizations and to draw implications, social work intervention.

Expected Outcome: The students would learn the various problem-solving approaches of the social work profession.

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:

1. Siddiqui, H. Y., Group work: Theories and Practice, Rawat publication, 2008
2. Upadhyay, R. K., Social Casework: A Therapeutic, Rawat Publication, 2003
3. Konopka, Gisela, Social Group Work, A Helping Process. New Jersey: Prentice Hall. 1995
4. Mathew, G., An Introduction to Social Work, Tata Institute of Social Science, 1992

5. Aurther, H., Community Organization and Planning. Dunham, Arthur, Community: Welfare Organization Principles and Practice. 1993
6. Gangrade, K.D, Community Organization in India. Himan, Community Organization and Planning. 1991

MSW – 424 - Women and Development

Introduction

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

Objectives

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

Expected Outcome: The students would have learning exposure to gender-differentiation, and efforts towards building egalitarian society.

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

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

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

Unit IV: Education of the Girl-child, Vocational education for women as a source of empowerment, Constitutional provisions, national and international policies on women empowerment, Impact of liberalisation and globalisation on women

Recommended Books:

1. Indira, R. and D.K Behera, Gender and Society in India (Vol. I & II) New Delhi: Manak. 1999
2. Altekar, A.S. 1983, The Position of Women in Hindu Civilization. New Delhi
3. Desai, N and M. Krisnaraj. 1987, Women and Society in India. New Delhi: Ajanta
4. Dube, L. et al. 1986, Visibility and Power, Essay on Women in Society and Development. ND, Oxford
5. Mc Comark, C and M. Strathern. 1980, Nature, Culture and Gender. London: Cambridge University Press.
6. Rege, S. 2003, Sociology of Gender. New Delhi: Sage.

MSW-425-a- Social Work Practicum-III (Concurrent Fieldwork – Community Placement) (2 CH)

Introduction

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

Objectives

- Understanding of community situations using skills of observation, interaction and situation analysis Practical implication of the methods of social work.
- Development of social work intervention skills.

Expected Outcome: The students would be able to analyse community dynamics and develop skills of working with communities.

The student shall put at least 12 hours per week (two full working days) for fieldwork training. The Department will give the detailed guidelines for methodology of fieldwork. The students will be asked to conduct case work and group work intervention in the community. The students will be placed in the communities through social welfare organisations for their second semester fieldwork. Every student is required to make minimum of 20 concurrent fieldwork visits. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the training. The assessment will be carried out on the basis of weekly fieldwork reports and on the basis of individual and group conferences.

The assessment of the student also includes:

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

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

Introduction

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

Objectives

- Acquire skills of systematic observation and develop a spirit of enquiry.
- Personality build-up for volunteerism.

- Understand society's response to social problems through various services.
- Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes .

Expected Outcome: The students would have understanding on the initiatives of voluntary and government programmes for social welfare, and at the same time appreciate and develop ability to critically evaluate them.

Develop an appreciation of social work intervention in these programmes by recording: Relevant factual information about the client system and the problem concern The selection of programme/strategies for solving the problems and their relevance to the client system and the problem concern or the issue The role of social worker and its relevance to the client's needs and the problem The relationship between micro problems observed and the macro situation. The appropriation of the organisation's resources and nature of intervention.

Health Setting: Blood donation/Blood groupings, Eye care and Eye donation, Health Camp/Health Check-up, First-aid training, Awareness/preventive measures – HIV/AIDS, Sickle Cell and Thalasamia, Community Health Extension Project, Primary Health Centres, Clinics, Blood Donation Camp, Activities of the Local Red Cross Society, Voluntary services to leprosy, Exposure to the functioning of the Aganwadi Centres Environment Improvement Centres (e.g. Family Service Centre, Community Projects in Urban or Rural Settings), Services for Special Groups by GOs/NGOs: Destitute women/Physically challenged persons, Orphans, Slum children. For effective learning, the faculty-in-charge should create an atmosphere whereby the learners develop a spirit of enquiry, appreciation for the service, understand the policy, its relevance and gaps in the programme delivery process.

The faculty in-charge should involve in selecting the agencies for the visits. He should provide a letter of introduction to each student moving out for the visits. Students should be given orientation regarding the position of the agencies in the overall service system. Guidelines for the observation and reporting of the visit need to be provided. Visit should be followed up with sharing of the group reports. Use of varieties of methods of presentation is to be encouraged. Students shall be assessed on the basis of fieldwork performance, attendance, personal interview and a consolidated term-paper on different field visits as per the suggestions of the course teacher.

Non-credit Course-I: (Community Intervention and Entrepreneurship Development)

Introduction

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.

Objectives

- Expose the students to the managerial aspect of new enterprise.

- Motivating learners to become entrepreneurship create sustainable livelihood options and contribute to social development.
- Involving them in the process of innovation, adaptation and learning to give a new dimension to livelihood conditions of people.

Expected Outcome: The students would have exposure to the managerial aspects of new enterprise and create alternative sustainable livelihood options.

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:

1. Barringer, Bruce R. & R. Duane Ireland. 2006. Entrepreneurship. New Jersey: Pearson/Prentice Hall. Chapter-9 Writing a business Plan, pp.202-27.
2. Drucker, Peter F. 1991. Innovation and Entrepreneurship: Practice and Principles. New Delhi: Affiliated East-West Press Pvt. Ltd. Chapters 1, 2, 10, 11, 16-19: pp.21-29, 30-36, 130-40, 209-252.
3. Dollinger, Marc J. 1999. Entrepreneurship. New Jersey: Prentice Hall, Chapter 2, Resources and Capabilities, pp.24-51.
4. Kao, Raymond W. Y. 1995. Entrepreneurship. New York: Prentice Hall, Chapter 5, Entrepreneur, Entrepreneurship and Entrepreneurship, pp. 66-84.
5. Nanjundan, S. 1994. "Changing Role of Small Scale Industry," Economic and Political Weekly, 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

Introduction

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

Objectives

- Experience direct practice and management operations.
- Exposure to welfare organisation and their strategies of work.
- Enhance the practice of social work strategies.

- Experience self in the role of a change agent.

Expected Outcome: The students would have field exposure on social realities and gain professional skills.

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.

3rd SEMESTER

MSW-511 (Ideology and Ethics of Social Work)

Introduction

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

Objectives

- Gain information about contemporary ideologies of social work and social change.
- Develop skills in ethical decision-making at macro and micro levels.
- Understand the values of social work and consciously apply those in practice.
- Explore own assumptions, ideas, values and experiences about people and their problems in order to develop sensitivity to the marginalization of vulnerable groups.

Expected Outcome: The students would gain information about contemporary ideologies of social work and social change, ethics of the profession and dilemmas in social work practice.

Unit I: Contemporary ideologies for social change: Introduction, Neo-liberalism and Globalization, Post-modernism, Feminism, Multiculturalism.

Unit-II: Contemporary ideologies of social work profession: Marginalization of vulnerable groups and limitations of professional social work, Social work values, Personal attributes of a social worker.

Unit III: Social work ethics: Concept and philosophy ethics, Ethical responsibilities in social work, Ethical decision-making and dilemmas in micro and macro social work practice.

Unit IV: Concept of Social Justice- Its relationship with Social legislation. Social Work Profession and Human Rights, Role of social worker in promoting social legislation and social justice.

Recommended Books:

1. Banks, S. 2005. Ethics and Values in Social Work: Practical Social Work Series. London: Macmillan Press. Ltd.
2. Brandon, D. 1996. Zen in the Art of Helping. London: Rutledge and Kegan Paul.
3. Congress, E.P. 2009. Social Work Values and Ethics. Chicago: Nelson-Hall Publishers.
4. Desai, M. 2000. Curriculum Development in History of Ideologies for Social Change and Social Work. Mumbai: Social Education and Practice Cell.
5. Kothari, S. and H. Sethi. 1998. Rethinking Human Rights. New Delhi: Lokayan.
6. Pereira, W. 2011. Inhuman Rights: The Western System and Global Human Rights Abuse.

MSW-512 (Social Legislation and Labour Welfare)

Introduction

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

Objectives

- Acquire information on the existing family laws of various sections of Indian population.
- Gain insight into the problems faced by women and children belonging to different strata of society.
- Gain insight to the working conditions of children, SC, ST and other weaker sections of the society with reference to the constitutional rights.
- Understand democracy, social welfare and the system of governance prevailing in India.
- Examine some existing provision on labour laws.

Expected Outcome: The students would gain insight in to social legislations for protection and development of weaker sections, the marginalized and underprivileged.

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:

1. Fluernce P, Sargent.1998. Labour. New York: Hutchinson University.
2. Hunter Donald.1995. The Disease of Occupation. Boston: Little Brown & company.
3. Kothari, G.L. 2001. Labour Law and Practice in India. Bombay: N.M., Tripathy, Private Ltd.
4. Moorthy, M.V.2008. Principles of Labour Welfare. Viskhapatnam: Gupta Brothers.
5. Punekar, S.D.2000. Social Insurance of Industrial Worker in India. Oxford University Press.
6. Goswami, V.G. 2007. Labour and Industrial Law, Central Law Agency Allahabad.

MSW-513 (Vulnerable Children and their Development)

Introduction

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.

Objectives

- Discusses the connection between the violence inflicted on children and the issues concerning the foundations and representation of children's rights within the framework of a fundamental conceptualisation of childhood politics.
- Understand how the school-going children are pressed between the sky-high expectations of both the parents as well as the teachers.
- It shows how the new social communication environment and the global informational network Internet put new challenges to free speech and problematize it.

Expected Outcome: The students would learn about children's issues and their remedial measures.

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:

1. Matthew Cotton et al. 2001. An Introduction to Working with Children. New York: Palgrave
2. Pfeffer, G and D.K. Behera. 1996. Contemporary Society: Childhood and Complex Order. New Delhi: Manak.
3. James, A. and Allan Prout. 1997. Constructing and Reconstructing of Childhood. London: Flamer Press.
4. Behera, D.K. 1998. Children and Childhood in our Contemporary Societies. New Delhi: KamlaRaj Enterprises
5. Behera, D.K. 2007. Childhoods in South Asia. New Delhi: Longman and Pearson
6. Pramanik, Rashmi. 2007. Overburdened School -Going Children. New Delhi: Concept

MSW-514 - Elective-1: (Human Resource Development-I)

Introduction

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

Objectives

- Help the practitioners to understand the organization structure and system and adopt strategies for effective management.
- Acquire human skills to excel the performance at the individual and organizational level.
- Orient trainees to become high achievers through HRD and OB practices.

Expected Outcome: The students would learn about HRD and OB practices and strategies for

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:

1. Chhabra, T. N., (2002), Human Resource Management, Dhanpat Rai and Co, Delhi, III Revised Edition.
2. Flippo, Edwin B., (2001), Personnel Management, McGraw Hill, New Delhi.
3. Ashwatthapa, K., (2002), Human Resource Management and Personnel Management, Tata McGraw Hill.

4. Mamaoria, C. B., and Gankar S.V., (2005), Human Resource Management, Himalayan Publishing House, IV Edition.
5. Chaterjee, B.1996. : Human Resource Management A Contemporary Text. New Delhi: Sterling Publishers Pvt. Ltd.
6. Rohmetra , N. 2005. Human Resources Development Challenges and Opportunities. New Delhi: Anmol Publications Pvt. Ltd.

Elective-2: (Community Development-I) – Rural Community Development

Introduction

Seventy five percent of India’s population lives in India’s villages. It is imperative that people living in rural areas are given opportunities to participate in the developmental process and contribute to the Nation’s progress. This paper will give necessary knowledge to work for the development of rural communities.

Objectives

- Identify the relationship between population and development and the consequent need for family welfare services.
- Discuss the communication skills and appreciate the role of different media in communicating with people.
- Trace the development of educational services for women and identify some of the areas in which rural women may be trained.

Expected Outcome: The students would have insight in to rural communities, rural problems and rural development programmes.

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:

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

2. Siddiqui, H.Y. (ed.). 1994. Social Work and Social Action. New Delhi: Harman Publications
3. Brahamanda et al (2004), Dimensions of Rural Development in India, Himalaya Publishing Work, Bombay.
4. Chowdhry Paul D. (1978), New Partnership in Rural Development, M. N. Publishers, New Delhi.
5. Chaturvedi H R Mitra S K (1992), Citizen Participation in Rural Development, Oxford and IBH Publishing House, New Delhi.
6. Mehta S. R. (1994), Rural Development Policies and Programmes, Sage Publications Pvt Ltd., New Delhi.

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

Introduction

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

Objectives

- Understanding of social welfare agency setting.
- Observing and learning practical implication of the methods of social work.
- Development of organisational knowledge and practice skills.

Expected Outcome: The students would be able to learn practical implication of the methods of social work in agency setting.

The student shall put at least 12 hours per week (two full working days) for fieldwork training or consecutively for 20 days depending upon the situation. The Department will give the detailed guidelines for methodology of fieldwork. The students will be placed in the agency preferably relating to their specialization course for their third semester fieldwork. Every student is required to make minimum of 20 concurrent fieldwork visits. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the programme. The assessment will be carried out on the basis of weekly fieldwork reports and on the basis of individual and group conferences.

The assessment will also include the following aspects of the student: 1. Attendance, regularity and punctuality. 2. Integration of theory into practice. 3. Participation during individual and group conference. 4. Submission of fieldwork reports, clarity and expression. 5. Professional growth and commitment.

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

Introduction

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

Objectives

- Acquire skills of systematic observation and develop a spirit of enquiry.
- Personality build-up for volunteerism.
- Capture the complex issues of social exclusion at the grassroots.
- Understand, appreciate and develop ability to critically evaluate various policies relating to social exclusion.

Expected Outcome: The students would be able to capture the complex issues of social exclusion at the grassroots and develop ability to critically evaluate various policies relating to social inclusion.

Develop some strategies for social work interventions in this area by recording: Relevant factual information about the problem concern by speaking to socially excluded people Suggestions for evolving strategies for solving the problem. The role of social worker and its relevance to address the specific problem of social exclusion. Recording people's voices on their experiences of social exclusion. For effective learning, the faculty-in-charge of the field study should create an atmosphere whereby the students develop a spirit of enquiry, critically examine the situation of social exclusion, understand various related policies, its relevance and gaps in the programme delivery process. He should provide a letter of introduction to each student moving out for the visits. This field exposure may be done either on camp-mode basis or on a daily-trip basis depending on the situation. Students should be given orientation on the issue and field situation before leaving for the field. Guidelines for the data collection, photography, documentation and reporting writing shall be provided to the students in orientation classes. Students shall conduct the fortnight-long fieldwork among socially excluded communities either in urban or remote areas. Fieldwork shall be followed up with sharing of the field experiences. Use of varieties of methods of presentation is to be encouraged. Students shall be assessed by the internal examiners on the basis of fieldwork performance/attendance, ppt. presentation and a consolidated summary report.

Non-credit Course (Disaster Preparedness and Management)

Introduction

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

Objectives

- Develop skills to analyse factors contributing to disaster.
- Develop an understanding of the process of disaster-management.
- Develop skills to participate in disaster management.

- Develop an understanding of the social worker's role in the team for disaster management.

Expected Outcome: The students would develop an understanding of the process of disaster-management and role of social worker in it.

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:

1. Birnbaum, F et al.1993, Crisis Intervention after Natural Disaster, Social Case Work, 54 (9): 545-551.
2. Blaufard, H. and J. Levine.1998, "Crisis Intervention in Earthquake," Social Work, 17 (4)16-19
3. Gangrade, K.D and S. Dhadde.2003, Challenge and Response. Delhi: Rachna Publication.
4. Wolfenstien, M. 2007, Disaster: A Psychological Essay. New York: Aron Press.
5. Hoff, A. 2010, People in Crisis: Understanding and Helping. California: Addison Wesley Publishing Company.
6. Shader, I. and Schwartz, A. 1996, Management of Reaction to Disaster.

4th SEMESTER

MSW-521 (Social Work Administration)

Introduction

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

Objectives

- Understand the structure of social work administration.
- Know about Government agency as a wing of social welfare.
- Develop an understanding about the functioning of NGOs.

Expected Outcome: The students would gain knowledge on essential elements of social work administration

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:

1. Atwater, P. 2003. Problems of Administration in Social Work.
2. Elwood Street, 2000. Social Work Administration. New York: McGraw Hill Book Company
3. Paul Chowdhury, D. 1991. Social Welfare Administration. New Delhi: Concept
4. Reed Ella, W. 2002. Social Welfare Administration. London: Pitman Publishing.
5. Goel, S.L. 1997. Social Welfare Administration Vol.-I & Vol.-II, Jaipur: Rawat
6. Bhattacharya, S. 2004. Social welfare Administration

MSW-522 (Corporate Social Responsibility)

Introduction

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

Objectives

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

Expected Outcome: The students would understand the concept of CSR, the global and local perspectives on CSR practices.

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:

1. Bradshaw, T. and D. Vogel. 1996. Corporations and their Critics: Issues and Answers to the Problems of Corporate Social Responsibility. New York: McGraw Hill Book Company.
2. Brummer, J.J. 1991. Corporate Responsibility and Legitimacy – An Interdisciplinary Analysis, Westport, CT: Greenwood Press.
3. Cannon, T. 1992. Corporate Responsibility (1st ed.) London: Pitman Publishing.
4. Grace, D. and S. Cohen 2005. Business Ethics: Australian Problems and Cases. Oxford: Oxford University Press.
5. Reddy, S. and Stefan S. 2004. Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.

MSW 523 – (Poverty Reduction and Livelihood Promotion)

Introduction

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

Objectives

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

Expected Outcome: The students would gain insight on livelihood/rural livelihood, and the macro-economic/political trends in rural livelihood promotion.

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:

1. Kapila, U. 2002. Indian Economy. New Delhi: Academic Foundation.
2. Dutta and Sunderram, 2011. Indian Economy. New Delhi: S. Chand Publication.
3. Mishra and Puri, 2007. Indian Economy. Annual Report, Ministry of Rural Development. New Delhi.
4. Chambers, Robert. 1995. Beyond Farmers First DFID Manual on Livelihood.
5. R. Radhakrishna and S. Ray, 2000. Handbook of Poverty- Perspectives, Policies and Programmes, NY: Oxford University Press.
6. Aurora, 2001. Poverty & Economic reforms: Social concerns. Rural Poverty Report, GoI

MSW-524 - Elective-1: (Human Resource Development-II)

Introduction

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

Objectives

- Help the practitioners to understand the organization structure and system and adopt strategies for effective management.
- Acquire human skills to excel the performance at the individual and organizational level.
- Orient trainees to become high achievers through HRD and OB practices.

Expected Outcome: The students would acquire human skills to excel the performance at the individual and organizational level.

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:

1. Dessler, (1996), Human Resource Management, Prentice Hall of India, New Delhi.
2. Flippo, Edwin B., (2001), Personnel Management, McGraw Hill, New Delhi.
3. Ashwatthapa, K., (2002), Human Resource Management and Personnel Management, Tata McGraw Hill.
4. Chaterjee, B.1996. : Human Resource Management A Contemporary Text. New Delhi: Sterling Publishers Pvt. Ltd.
5. Sinha, J.B.1990. Work Culture in the Indian Context. New Delhi: Sage Publications.
6. Robbins, S.P.1995. Organisatioanl Behaviour Concepts, Controversies and Applications. New Delhi: Prentice-Hall of India Pvt. Ltd.

Elective-2 (Community Development-II) - Urban Community Development

Introduction

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.

Objectives

- To know about urban community and proliferation of cities and towns.
- To familiarize the students with problems of urban families and individuals settling in these areas.
- To analyze the policy projects and organization's contribution for urban development.
- To give an opportunity to learners to evaluate the urban development projects.

Expected Outcome: The students would learn about urbanization, urban problems, and policy projects for urban development.

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 including sectoral and budgetary allocations.

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:

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

2. Goel, S.L. and Dhaliwal, S.S. (2004), Slum improvement through participatory urban - based community structures, deep and deep publications, New Delhi.
3. Mittal, A.C. (2001), Planning for Urban and Economic Development, Vol-I and II, Mittal Publication.
4. Sharma, R.N. and Sita, K. (2001), Issues in Urban Development, Rawat Publications.
5. Thudipara, Jacob Z. (2008), Urban Community Development, Rawat Publications
6. Nagpaul, Hans (2005), Social work in Urban India, Rawat Publications

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

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)

Introduction

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

Objectives

- Introduce and understand the various roles and functions of the social worker in health care settings.
- Begin to understand and use basic medical terminology and hospital sociology.
- Understand the theoretical perspectives and knowledge base of social work practice in health care settings as they apply to generalist problem solving skills.
- Gain knowledge of resources and services particularly in the rural area, to be utilized by consumers and medical social workers.
- Understand the historical and current policy context as it shapes health care and the role of the social worker.

- Integrate knowledge of the meaning of illness, disability and loss for patients and families with general clinical understanding of human behaviour and the life cycle to form a base of social work practice in health care settings.
- Understand ethical dilemmas related to health care.
- Understand holistic health care needs as it relates to diverse cultures and at risk populations.

Expected Outcome: The students would gain ideas on health issues, health care services and the various roles and functions of the social worker in health care settings.

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:

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

Non-credit Optional Course-II – (Block Field Work Placement)

Introduction

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

Objectives

- To broaden the students' perspectives on welfare and developmental projects.
- To provide an exposure in understanding the agency as an organization, its structure, functions and sources of funding.
- To develop practice skills appropriate to problem- solving process and apply them in direct service.
- Understand the overall service delivery system and its administration in the greater society

Expected Outcome: The students would develop practice skills appropriate to problem-solving process and apply them in direct service of welfare organisations.

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.