SYLLABUS

For

Master In Social Work(MSW)

Choice Based Credit System (CBCS)

Four Semesters (2 Years)

With effect from
Academic Session 2023-24 Admission Batch

SHAILABALA WOMEN'S (AUTO) COLLEGE,

CUTTACK

CONTENTS

SYLLABUS STRUCTURE

S.N.	Course Name/ Type	Course Code	Course Title	Credits	Marks		Page No.
					Mid-Sem.	End-Sem.	
			Semester-I				
1	Hard Core	HC-101	Foundations of social work: History, Philosophy, Ethics& Theories in Social Work	5	30	70	
2	Hard Core	HC-102	Social Science Concept 1: Society , Human Growth and Development	5	30	70	
3	Hard Core	HC-103	Social Science Concept 2: Political, Judicial & Economic system	5	30	70	
4	Hard Core	HC-104	**Field Work :** Orientation Visit, Group Lab	5	30	70	
5	Allied Core	AC-101	Computer Applications *(Common to all P.G. students)*	3	10+10 =20	30	
Total Papers in Sem-I: 5				**23**	**140**	**310**	
			Semester-II				
6	Hard Core	HC-201	Case work and group work	5	30	70	

7	Hard Core	HC-202	Community Organization	5	30	70		
8	Hard Core	HC-203	Social Work Research And Statistics	5	30	70		
9	Hard Core	HC-204	**Field Work:** Concurrent Field Work	5	30	70		
10	Core Elective	CE-201	Any One a. Counselling In Social Work b. PWD And Rehabilitation c. Human Resource Management and Industrial Social Work	5	30	70		
11	Open Elective	OE-201	Disaster Management Or MOOCs (from SWAYAM/NPTEL etc.) in Social Work Related Affairs	4	--	50		
Total Papers in Sem-II: 6				**29**	**150**	**400**		

SL.	Course Name/ Type	Course Code	Course Title	Credits	Mid-Sem.	End-Sem.		Pag
	Hard Core	HC-301	Social welfare administration		30	70		
	Hard Core	HC-302	Human Rights Approach To Social Work And Working With Disadvantaged People	5	30	70		
	Hard Core	HC-303	**Concurrent Field Work**	5	30	70		
	Core Elective	CE-301	Any One a. Social Work With Urban Community b. Social Work With Rural Community c. Child Protection And Child Rights	5	30	70		
	Core Elective	CE-302	Any One a. NGO Management b. Participatory Approach And Social Work Practices c. Development Communication	5	30	70		
	Field Internship	FI-201	Field Internship	3	--	50	50	

Table header spanning: **Semester-III**

Total Papers in Sem-III: 6				28	150			
			Semester-IV					
Hard Core	HC-401	Public Health Management		5	30	70		
Hard Core	HC-402	**Block Placement / Concurrent Field Work**		5	30	70		
Hard Core	HC-403	**Dissertation** *(Conducting Research and Report Writing)*		5	--			
Core Elective	CE-401	Any One a) Community Development b) Family and Child Welfare c) Medical and Psychiatric Social Work		5	30	70		
Allied Core	AC-401	Women and Society *(Common to all P.G. students)*		3	15	35	50	
Total Papers in Sem.-IV: 5				23	105			
Grand Total Papers in Four Semesters: 22				103	580			

Summary

HC-Hard Core	14 x 100	1400
CE-Core Elective	4 x 100	400
OE-Open Elective	1 x 50	50
AC-Allied Core	2 x 50	100
FI-Field Internship	1 x 50	50
Total Marks:		2000

Summary

Semester	Credits	Total Marks
Sem-I	23	450
Sem-II	29	550
Sem-III	28	550
Sem-IV	23	450
TOTAL	103	2000

Field Work

Semester	Course Code	Course Title
Sem-I	HC-104	Orientation Visit , Group Lab
Sem-II	HC-204	Concurrent Field Work
Sem-III	HC-303	Concurrent Field Work
Sem-IV	HC-402	Block Placement / Concurrent Field Work

Course Type: **HARD CORE**

Course Code: **HC-101 (Thoery)**

Course Title: **History , Philosophy and Ethics Of Social Work**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours:75

Course Objectives:

L	T	P	Total
5	0	0	5

- To introduce students to the historical development of social work as a profession.

- To explore the philosophy and underlying principles of social work practice.

- To understand the various fields and areas where social workers operate.

- To develop a critical understanding of the role of social work in society.

Course Outcomes: By the end of the course, students should be able to:

- Describe the historical evolution of social work in India and globally.

- Explain the key concepts and principles of social work, such as social justice and social development.

- Analyze the contributions of influential social and political leaders to social change.

- Identify the challenges and emerging areas in the field of social work.

Course Contents

Unit-I: Introduction to Social Work Profession   **15 Hours**

- Definition, Objectives, & Functions

- Historical development of social work in India

- Concepts in Social Work – social science, social welfare, social reform, social policy, social security, social justice and social development.

Unit-II: History and Evolution of Social Work Education and Profession (15 hrs)

- Development of social work education in UK, USA, Asia

- History of social work education in India – contemporary issues, challenges and alternatives
- Development of social work profession – from charity to human rights and social justice

Unit-III: Philosophy of Social Work and Social Work Ethic   15 Hours

- Contribution of social leaders – Gandhi, Ambedkar, Phule, Vinoba

- Professional Code of Ethics – IFSW & IASSW Code of Ethics

- The ideological base of the welfare state (with specific reference to the Indian Constitution)

Unit-IV: Theoretical Perspectives of Social Work   15 Hours

- Therapeutic approach and ecological approach

- Radical and emancipatory social work

- Integrated Approach to social work practice and right based social work

Unit-V: Social Work Profession in India   15 Hours

- Need to social work profession – present state of social work as a profession in India

- The role of a social worker

- Changing context for practice and emerging trends

Course Transaction Mode

Lecture, Seminar, Team Teaching, Dialogue, Peer Group Discussion, Collaborative and

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Books Recommended for Philosophy of Education

- Beilharz, Peter (Ed) (1991): Social Theory: A Guide to Central Thinkers.
- Elliot, Anthony (Ed) (2010): The Routledge Companion to Social Theory.
- Payne, Malcolm(1997), Modern Social Work Theory and Social Work Practice.
- Mulally, Robut P. (1993), structural Social Work: Ideology, Theory and Practice.
- Reamer, G.G.(2013), Social Work Values and Ethics.
- Hugman, Richard and Smith, David(Ed)(19950 Ethical Issues in Social Work.
- Tnattner, Walter I. (1998) From Poor law to Welfare State: A History of Social Welfare in America.

- Reisch, Michael (2002), The Road not Taken: A History of Radical Social Work in the United States.

- Zastow, C(2009) Introduction to Social Work and Social Welfare: Empowering People.

- Pierson, John( ), Understanding Social Work: History and Context.

- Hering.S and Waaldijk (Eds); History of Social Work in Europe(1900-1960)

- Basanquet, Helen Dendy, Social Work in London, 1869-1912; A History of the Charity Organization Society.

  - Queen, S.A, Social Work in the Light of History.

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Course Type: **HARD CORE**

Course Code: **HC-102 (Theory)**

Course Title: **Society , Human Growth and Development**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75

Course Objectives

L	T	P	Total
5	0	0	5

- To comprehend the intricate dynamics of human society and culture.
- To explore the key concepts of societal structures and their functions.
- To understand various theories and perspectives related to human growth and development.
- To analyze the influence of social factors on individual behaviors and societal structures.

Course Outcomes:

- By the end of the course, students should be able to:
- Describe the characteristics and functions of societies and communities.
- Examine the relationship between culture, civilization, and societal progress.
- Evaluate the impact of societal institutions on individual development.
- Analyze social structures and their role in shaping behavior and development.
- Assess the influence of social factors on human growth and behavior.

This paper aims to provide students with a comprehensive understanding of human society, culture, and growth. It explores the intricate relationship between societal structures, cultural dynamics, and individual development, enabling students to critically analyze these components within the realm of social work practice.

Unit-I Society and Culture

Concepts of Society and Community: Society, Community, Associations and Institutions. Social Process.
Social Groups: Meaning , Types: Primary , Secondary , In-Group, Out-Group, Formal and Nonformal group.

Concepts of Culture: Society and Culture, Culture and Civilizations, Characteristics of Indian Culture, Culture Process, Acculturation, Cultural Conflict, Cultural Lag, Culture and personality.

Social control - concept of social control, conformity and deviance, agents of social control, conformity and deviance.

Social functioning: Pattern maintenance and variable, goal direction, adaptation and integration

Unit- II Social Structure, Institutions, Change and Control:

Social institutions: marriage, family, religion, kinship, caste, class, occupation, economy, polity, education and legal system

Social structure: systems of social stratification, caste, class, culture, tribe and gender. Issues related to social stratification.

Social organizations: Meaning, forms. Nature and types of groups-Primary, Secondary, reference, in-groups, group dynamics, status and rank,

Social change: social change process in India-Sanskritization, Westernization, Secularization, Modernization and problems of modernization.

Agencies of Social Control: Custom, tradition and law, assimilation, accommodation, competition, nature and concept of socialization.

Unit – III Growth and Development:

Psychology: Meaning and Definition , Concept of Human Behavior, Schools of Psychology: Structural, functional, behaviorists. Heredity- concept, mechanism and influence of heredity on human behavior, Environment - concept and influence of social, physical and family environment.

Relevance of Psychology in Social Work

Human growth and development : Meaning and Principles.

Social bases of Behavior: Social perception -attitudes, prejudices, biases, stereotyping, Propaganda, rumors and the social affects. Normal, abnormal, clinical, educational,

industrial, experimental, developmental, child and adult psychology. Approaches, principles, biological influences of Human Growth and Behaviour.

Unit IV Theories:

Theories of Psychoanalytic, behavioristic, humanistic, trait and type of personality, Indian approaches to personality and training for personality development in Social Work Practice.

Medical and Psychiatric Information: Concept of Health and Hygiene. Communicable and deficiency diseases. Concept of normality and abnormality. Symptoms, causes and treatment of the following Neurosis-psychosis, Psychopathic disorders, Psychometric disorders and Mental retardation. Role of Social Worker, in promoting health.

Unit- V Social Development Psychology:

Community Psychology: Definition and concept of Community Psychology. Role of community psychologists in social change. Use of small groups in social action. Arousing community consciousness and action for handling social problems. Group decision making and leadership for social change.

Economic Psychology: Achievement motivation and economic development. Characteristics of entrepreneurial behavior. Motivating and Training people for entrepreneurship and economic development. Women Entrepreneurs

Disadvantage Group Psychology: The concepts of disadvantaged, deprivation and socially deprived. Social, physical, cultural and economic consequences of disadvantaged and deprived groups. Educating and motivating the disadvantaged towards development.

Rehabilitation Psychology: Primary, secondary and tertiary; prevention programmes-role of psychologists. Organizing of services for rehabilitation of physically, mentally and socially challenged persons including old persons. Rehabilitation of persons suffering from substance abuse, juvenile delinquency, criminal behaviors. Rehabilitation of victims of violence. Rehabilitation of HIV/.AIDS victims and Beggary.

Therapeutic Psychology: Psychodynamic therapies. Behavior therapies. Client centered therapy. Cognitive therapies. Indigenous therapies (Yoga, Reiki, Meditation) Biofeedback therapy. Prevention and rehabilitation of the mentally ill.

REFERENCE

1.	Agarwal , S.N.	: India's Population problems.
2.	Aiyer	: Modernization of India.
3.	Andre Betaille Social Order	: The Backward Classes and the New
4.	Bailey, F.G	: Caste and Economic Frontier.
5.	Bottomere, T.	: Sociology -A Guide to Problems and Literature.
6.	Damle, K.	: Caste, Religion and Politics in India.
7.	Davis, K.	: Human Society.
8.	Davis, K.	: Population of India and Pakistan.
9.	Education Department, Govt. of Maharashtra	: Dr.B.R. Ambedkar,Writing and Speeches, Volume-1.
10.	Government of India	: Indian Constitution.
11.	Hoselitz, B.F.	: Sociological Aspects of Economics Growth.
12.	Kapadia, K.M.	: Marriage and Family in India.
13.	Kothari Rajni	: Caste in Indian Politics.
14.	Lanny, Richard	: Speaking Tree a Study of Indian Culture and Society,
15.	Maclver, R.M. & Page C.	: Society, An introductory Analysis.
16.	Meir, G.M. & Baldwin, R.E	: Economic Development.
17.	Myrdal, G.	: Asian Drama, Volume - I
18.	Singer, M.	: Traditional India : Structure and Change
19.	Srinivas, M.N.	: Caste in Modern India.
20.	Srinivas, M.N.	: Social Change in India.
21.	Abraham Sperling and	: Psychology Made Simple.
22.	H.S. Gill.	
23.	Akhilananda Allen and Unwin, London 1952	: Mental Health and Hindu Psychology, George
24.	Bedi, Y.	: Hygiene and Public Health.
25.	Coleman, J.C.	: Abnormal Psychology and Modern Life.
26.	English, S. and Pearson, G	: Emotional Problems of Living.
27.	Erikson	: Child Psychology.
28.	Freedman, A. M and Kaplan, H.I. (Ed).	: Comprehensive Text Book of Psychiatry.
29.	Hurlock, E.B.	: Developmental Psychology.
30.	Hurlock, E.B.	: Child Psychology.
31.	Kuppuswamy, B.	: Child Behavior and Development.
32.	Lawrence Lowry	: Psychiatry for Social Workers.

33.	Morgan and king.	: Psychology.
34.	Murfatia, J.C	: Emotional Problems of Children.
35.	Nirmala Kher	: Problem Children.
36.	M.C. Durrent and K.K. Bhoota.	: An Introduction to Child Development.
37.	Park, J.E.	: A Text Book of Preventive Social Medicine.
38.	Rayer, E. B.	: Human Development.
39.	Ruch, F.L.	: Psychology and life.
40.	Thomopson.	: Child Psychology.
41.	Uday Sankar	: Problem Children.

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Course Type: **HARD CORE**

Course Code: **HC-103**

Course Title: **POLITICAL , ECONOMIC AND JUDICIAL SYSTEMS**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75

Course Objectives

L	T	P	Total
5	0	0	5

• To provide information regarding the political organisations

that control citizens' lives and advance their interests.

• To comprehend the fundamental theories, concepts, and applications of economics as they

relate to the field of social work.

• To comprehend and examine economic issues from the standpoint of social work.

Certainly! Here are the course outcomes aligned with the provided course objectives:

Course Outcomes:

 By the end of the course, students should be able to:

Evaluate Political Organizations:

- Analyze the functioning and impact of political organizations on citizens' lives and interests.
- Critically assess the mechanisms through which political entities control societal affairs and influence policymaking.
- Demonstrate an understanding of how political structures impact social work practices and interventions.

Apply Economic Theories in Social Work Contexts:

- Apply fundamental economic theories and concepts to the field of social work.
- Utilize economic principles to analyze social issues and formulate interventions aimed at societal well-being.

- Relate economic theories to the practice of social work, considering their implications for social policies and programs.

Examine Economic Issues through a Social Work Lens:

- Critically examine economic issues from the perspective of social work ethics and values.
- Evaluate the socio-economic challenges faced by individuals and communities through a social work framework.
- Develop strategies to address economic disparities and advocate for social justice based on an understanding of economic issues.

These course outcomes are designed to equip students with the ability to critically analyze political and economic dimensions within the context of social work practice. They aim to foster a comprehensive understanding of how political organizations and economic theories intersect with social work, empowering students to address societal issues with a well-rounded perspective.

Course Contents:

Unit-I: System of Governance and Democratic Systems   15 Hours

- Indian Constitution: Objective (Preamble) Characteristic Features and Amendment Process, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. Indian Political System: Parliamentary Democracy, Federalism and Issue of State Autonomy, Coalition Government and Role of Bureaucracy in Administration.

- India- A Welfare State: Social Policy and Social Legislation, Increasing Partnership between Government Agencies and Private Voluntary Organization.

- Features of Indian Democracy - Multiple Party System, Role of national parties, regional parties and pressure groups. Grassroots Democracy: Panchayati Raj System and Empowerment

- Judiciary: Judicial Review , Judicial Activism and PIL

Unit – II: Development Economics And Financial Institutions   15 Hours

- Development Economics: Meaning Nature and Significance, Contemporary Development. Economic Systems: Capitalism, Socialism, Mixed Economy – Definitions, Features, Advantages and Disadvantages.

- Rural and Urban economy: Nature and structure of rural economy; rural financial structure- formal and informal; Regional Rural Banks Policy and Planning concerning development of rural area. Urban economic growth: State and local policies; and urban poverty-policy responses.

- Financial Institutions: National and International Financial Institutions and their role in Social Welfare- World Bank, International Monetary Fund (IMF), Reserve Bank of India (RBI), World Economic Forum, NABARD, Commercial Banks; Role of Non Bank Financial Institutions; and National and International Funding agency for social development.

Unit III: Understanding Poverty And Inequality   15 Hours

- Understanding Poverty

  Concept of Poverty, Different types of poverty: relative, absolute, material and social; culture of poverty, theories of poverty; Deprivation.

  Poverty Measurement: Indicators of poverty, PQLI, HDI, Poverty lines.

  Anti-poverty programmes in India.

- Understanding Inequality

  Equality, inequality, capability and globalization;

  Bases of inequality in India: religion, caste, ethnicity, gender, disability, merit, region, language, culture, migrants.

  Unit IV : Understanding Social Exclusion   15 Hours

- Definitions and Concepts, Evolution of the concept of Social Exclusion; Dimensions of Social Exclusion;

- Social Exclusion and the role of: Religion, Race, Caste, Ethnicity; Gender; and Disability.

- Relationship of Social Exclusion and Discrimination

UNIT – V: Social Policy, Social Work Strategies: Combating Poverty, Inequality, and Social Exclusion

- Social policy response to combat Poverty. Inequality and Social Exclusion in India.

- The role of social work in addressing issues of poverty, inequality and social exclusion.

- Poverty Alleviation through Social Work - Understanding the dynamics of poverty and the social worker's role in designing and implementing effective intervention strategies. Analysing case studies to explore successful social work initiatives aimed at breaking the cycle of poverty and promoting economic empowerment.

- Addressing Structural Inequality - Examining the intersectionality of various forms of inequality and the impact on vulnerable populations. Developing skills in utilizing social work frameworks to challenge and reshape institutional structures contributing to systemic inequality.

- Promoting Social Inclusion - Exploring the concept of social exclusion and its consequences on individuals and communities. Implementing social work methodologies that foster inclusivity, community engagement, and the protection of rights for marginalized populations.

Reference:

- Kashyap Subhash(ed), 1993, Perspective on the Constitution, Shipra Publication, Delhi.

- Basu D. D., 1992, Introduction to the Constitution of India, Prentice Hall of Indi Pct. Ltd., New Delhi.

- Kaushik Sushila, 1993, Women and Panchayati Raj, Har Anand publication, New Delhi.

- Kulkarni P.D, Social Policy and Social Development in India.

- Reed Elaw, Social Welfare Administration.

- ND Kumble, Ashish, Deprived Castes and Their Struggle for quality, Publishing House, New Delhi.

- Murthy(ED),Planning for Change- Council for Social Development , Aspects of Social Development.

- Setty Krishna, K.R. Chaitanya, Fundamental Rights and Socio Economic Justice in the Constitution, Publishing House, Allahabad.

- Sen, Amartya 2000 Social Exclusion: Concept, Application and Scrutiny. Social Development Papers NO.1. Asian Development Bank.

- Sen, Amartya "Poverty as Capability Deprivation," chapter 4 in Development as Freedom, OUP, 2000.

- Sullivan, Elizabeth 2002 Social Exclusion, Social Identity and Social Capital: Reuniting the Global, the Local and the Personal. De Montfort University, UK.

- Silver, Hilary and S.M. Miller 2003 Social Exclusion: The European Approach to Social Disadvantage. Indicators.2.2: 1-17.

- Lekhi R.K.: The Economics of Development and Planning

- Dhar P.K.: Indian Economy: Its Growing Dimensions

- Datt Rudra & KPM Sundharam: (2004), Indian Economics Theory: S, Chand & Co New Delhi.

- K.G Karmakar, Rural Credit And Self Help Groups: Microfinance Needs and Concepts in India: Sage publication.

- Thakur S.N., (1988): Economic theory of profile of Indian Economy: Deep & Deep Publication, New Delhi.

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Course Type: **HARD CORE**

Course Code: **HC-104**

Course Title: **Orientation Visit and Group Lab**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

Course Objectives:

L	T	P	Total
0	0	5	5

- Practical Application of Theory:

    - Apply theoretical knowledge gained in the classroom to real-world social work practice.

    - Bridge the gap between academic learning and practical field experiences.

- Skill Development:

    - Develop and enhance practical skills required in social work interventions, assessments, and client interactions.

    - Gain proficiency in conducting case studies, assessments, and developing intervention plans.

- Professional Exposure:

    - Gain exposure to diverse social work settings, populations, and societal issues.

    - Acquire hands-on experience in working with diverse clients, groups, or communities under supervision.

- Reflection and Self-Evaluation:

    - Engage in reflective practice to analyze personal strengths, weaknesses, and areas for professional growth.

    - Evaluate personal attitudes, biases, and cultural competence in relation to social work practice.

- Ethical Understanding:

- Apply ethical principles and guidelines in real-life social work scenarios.

- Navigate ethical dilemmas and challenges encountered during fieldwork practice.

Course Outcomes:

By the end of the Concurrent Field Work experience, students should be able to:

- Application of Theoretical Knowledge:

  - Demonstrate the ability to apply theoretical concepts in practical social work scenarios.

  - Utilize theoretical frameworks to analyze and understand real-life cases and client situations.

- Professional Competence:

  - Exhibit proficiency in conducting assessments, developing intervention plans, and executing social work tasks effectively.

  - Demonstrate competence in working with diverse populations and adapting interventions to meet specific needs.

- Reflective Practice:

  - Engage in reflective practice to critically analyze and evaluate personal performance and professional growth during fieldwork.

  - Identify areas for further skill development and improvement based on self-reflection.

- Ethical Practice:

  - Apply ethical principles and guidelines in decision-making and practice during fieldwork.

  - Demonstrate ethical behavior, respect for confidentiality, and cultural sensitivity in interactions with clients and communities.

- Integration of Learning:

- Integrate fieldwork experiences with academic knowledge to enhance understanding and application of social work principles and methods.

- Synthesize practical experiences to contribute meaningfully to class discussions and assignments related to social work practice.

Orientation Visits and Group labs are intended to provide students with a comprehensive experiential learning opportunity, enabling them to integrate theoretical knowledge with practical skills essential for professional social work practice. Field work in social work education is the integral part of social work curriculum which aims to develop the social work learner in themes of knowledge attitude and skills necessary for effective social work practice. This includes various activities in four consecutive semester of M.S.W. Courses Viz, orientation visits, concurrent field work visits, field work seminar, (issue based seminar/ based on community skills) Individual conf, group conference, tribal/ rural camp. Each student will have to carry out concurrent fieldwork among a given community to be selected by the Department. The community may be a slum, village or a rehabilitated colony. The fieldwork will be done one day a week and will be of 75 Hours duration in total. The fieldwork will be carried out under the supervision of a faculty/field guide. This fieldwork is an integral part of the course and each student will have to carry out the work and submit required report on the basis of which he/she will be evaluated.

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Course Type: **ALLIED CORE**

Course Code: **AC-101 (Theory +Pratical)**

Course Title: **COMPUTER APPLICATIONS IN TEACHING LEARNING**

(Common for All P.G. students)

Credits: 03	Marks: 50	Mid-Sem 10 + Pract. 10 = 20 marks	End Sem: 30 Marks	Total Hours: 45

Course Objectives:

1. To provide basic knowledge to students on computer applications essential for teaching learning in higher education.

2. To make the students understand the e-learning and its applications.

3. To impart knowledge to students on Trends in Teaching Learning Practices.

Course Learning Outcomes (CLOs):

At the end of the course, the students will be able to:

CLO1: Learn basis of Basics of MS Windows. (Remembering)

CLO2: Demonstrate basic understanding of computer applications with reference to MSWindows, MS excel and MS PowerPoint. (Applying)

CLO3: Generate spreadsheets, charts and presentations. (Creating)
CLO4: Design personal, academic and business documents using MS Office. (Creating)

CLO5: Model the modes of development of self-learning materials and prepare differenttypes of instructional material. (Applying)

CLO6: Explain different OERs, MOOCs available for effective learning. (Understanding)
CLO7: Develop learners' e-portfolios. (Creating)

CLO8: Classify various e-resources for effective learning. (Analyzing)

CLO9: Describe the concept of artificial intelligence and its applications in teachinglearning.

Course Contents

Unit-I: Basics of Computer Applications (CLO1, CLO2, CLO3, and CLO4)   15 Hours

- Basics of MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel. MS-Word and its features: Creating,

Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.

- MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of row and columns, Formulae, referencing cells, changing of font sizes and colors.

- MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

Unit-II: E-learning and its applications (CLO5, CLO2, CLO3)   15 Hours

- Concept of e-learning, Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning. Security concerns related to interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.

- Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: SurveyMonkey, Google Forms, online spreadsheets (iii) Google Classroom: conducting classes, assessment and evaluation.

- Development of Self-Learning Materials (SLM) and e-content: Concept and its purposes, Conventional Teaching versus SLMs & e-content, Types of SLMs and e-content, Process of Developing SLMs and e-content, Content Organization, Integrating video and audio into SLMs.

Unit-III: Trends in Teaching Learning Practices (CLO6, CLO7, CLO8, CLO9, CLO10) 15 Hours

- Open Education Resources: Creative Common, Massive Open Online Courses; creating learners' E-portfolios; Accessing Online Repositories, Online Libraries and E-Resources.

- Artificial Intelligence: Concept and its applications in teaching learning practices. Introduction to SPSS and R, Latex.

- Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software (Mendeley, Zotero).

> **Transaction Mode**
>
> Workshop, ICT-Lab Learning, Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

Reference (Any other Books and Materials may be followed):

- Creating learning materials for open and distance learning: A Handbook for Authors and Instructional Designers (2005). Commonwealth of Learning. Vancouver: Canada

- Excel 2020 in easy steps-Michael Price – TMH publications
- Foundations of Self-Learning Materials. http://wikieducator.org/Session_3.

- Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.

- Haas, K.B. and Packer, H.Q. (1990): Preparation and use of audio-visual aids, 3rd Edition,Prentice Hall, Inc.

- Jayaram, K and Dorababu, K.K. (2015). Self-learning materials in distance education system. International Journal of Current Research. Vol. 7, Issue, 10, pp.21929-21934.

- Minnick, D.R. (1989). A guide to creating Self Learning Materials. International Rice Research Institute Los Baños, Laguna, Philippines.
- MS Office 2007 in a Nutshell –Sanjay Saxena – Vikas Publishing House.
- Murthy, CRK and Santosh Panda (2002). Report of the workshop on strategies for revisionof self-learning materials, IGNOU, New Delhi. (Unpublished).

- Oreyet.al. (2009). Educational media and technology. New York: Springer Science Business Media.

- Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.

- Rowntree, Derek (1986). Teaching through self-instruction, Kogan Page, London/NicholaPub. Comp. New York.

- Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects fromconstructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT. UNESCO (2005). How ICT can create new, open learning environments: Information andcommunication technologies in schools: A handbook for teachers. Paris: UNESCO.

- UNESCO (2008). Capacity building for ICT integration in education. Retrieved from http://portal.unesco.

- UNESCO (2008). ICT Competency standards for teachers: Policy Framework. Retrievedfrom http://portal.unesco.

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SEMESTER-II

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Course Type: **HARD CORE**

Course Code: **HC-201 (Theory)**

Course Title: **Social Case Work And Group Work**

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Course Objectives:

L	T	P	Total
5	0	0	5

- Assessment Proficiency:

  Master assessment techniques for individuals and groups to identify needs, strengths, and interventions.

- Intervention Strategies:

  Develop and implement tailored interventions for individuals and groups based on assessed needs.

- Group Facilitation:

  Acquire skills in group facilitation, leadership, and conflict resolution within diverse group dynamics.

- Professional Boundaries:

  Understand and maintain professional boundaries and ethical considerations in client relationships.

- Evaluation and Reflection:

  Evaluate the effectiveness of interventions and engage in reflective practice to enhance professional growth and learning.

Course Outcomes:

- Case Work Skills:

Develop foundational skills in conducting assessments, developing plans, and providing interventions for individual clients.

- Group Work Competence:

Acquire expertise in designing, facilitating, and evaluating group interventions for diverse populations.

- Client Empowerment:

Promote client empowerment through strengths-based approaches in both individual and group settings.

- Ethical Practice:

Apply ethical principles and professional values in social case work and group work contexts.

- Collaborative Practice:

Foster collaboration among clients, professionals, and community resources for effective interventions.

Unit-1 Introduction to Case Work

Historical development, meaning and nature of casework method · Philosophical assumptions underlying casework practice · Basic casework concepts: Social roles and functioning, Need, Adjustment, Adaptation, Person-in-environment, Client as unique individual. · Case work practice in present context (in developed, developing and underdeveloped societies with case illustrations) · Communication skills. Principles and Components of Casework: Meaning, nature and elements of relationship in casework; Empathy, Transference and counter transference issues in relationship, principles of casework practice · Authority in Casework practice · Components of casework: person, problem, place and process · Knowledge of Cultural context in casework practice

Unit – II Approaches, Process and Techniques of Social Casework

Diagnostic, Functional and psychosocial approaches to casework · Eclectic Approach ,Problem solving approach, strength based, · Crisis Intervention Approach and Behaviour modification approach · Task centred casework, Radical casework. Phases of casework intervention: assessment, diagnosis and intervention · Techniques of casework intervention, counselling in casework and psychotherapy · Casework in different settings: families, adoption agencies, correctional, and mental health settings (oppressed and marginalised groups) · Casework in crisis situations like

Violence, abuse and rape, conflicts, disaster and other calamities, Developing skills of case worker (Interpersonal and Intra personal skills, Interviewing skills, empathy and counselling documentation, skills)

Unit III Introduction To Social Group Work:

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

Unit IV Processes And Techniques Of Group Work

Types of Social Work Groups · Stages of Group Work · Models for group work practiceGroup Work Process and Techniques: Group Work Process · Group Leadership: Types of leadership, decision making process · Programme planning, monitoring and evaluation. Group discussion, group counselling and recording.

Unit-V Approaches to Group Work and Group Work in Social Work Practice

Group Therapy · Transactional Analysis · Gestalt Therapy · Support Groups
Group Work in Social Work Practice: Working with children, youth, women, elderly and others · Working with people in difficult circumstances · Roles and skills of a group worker · Linkages with social work methods

REFERENCE
(Social Case Work)

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3. Banerjee G.R.   :   Papers on social work - an Indian Perspective.
4. Biestek, Felix R.   :   The Case work relationship.

5.	Eric Sainsbury	:	Social Diagnosis in case work.
6.	P.M. Loewenberg	:	Fundamental of Social intervention
7.	Gorden Hamilton	:	Theory and practice of social casework
8.	Hollis Florence	:	Social case work - A psychosocial therapy.
9.	Kora Laiu	:	Principles and techniques of social case work.
10.	Parod, Howard J.	:	Ego psychology and dynamic case work.
11.	Perlman, Helen H.	:	Social casework - A problem solving process.

(Social Group Work)

1.	Loyle, Grece L.	:	Group experience and democratic Values (New York the Women's Press)
2.	Kuhnapka, Gisela	:	Social group work, A helping process (New Jercey : Prentice Hall).
3.	Liften, Walter M. and Sons.	:	Working with .groups New York John Wiiiey
4.	Lindsay, Anne, W.	:	Group Work Recording.
5.	Louie, H. Bluementhal	:	Administration of Social Group Work.
6.	Trecker, H.B.	:	Social group work principles and practices (New York Association Press)
7.	Wilson, Gerdrule and	:	Social group work: Principles

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Course Type: **HARD CORE**

Course Code: **HC-202 (Theory)**

Course Title: **Community Organization And Social Action**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Total
5	0	0	5

Course Objectives:

- Assessment Proficiency: Master tools and methods for assessing community needs and assets.
- Strategic Planning: Design and implement community organizing plans, considering diverse stakeholder perspectives.
- Mobilization Techniques: Develop skills in mobilizing community members and resources for collective action.
- Communication and Negotiation: Enhance communication and negotiation skills to build alliances and partnerships.
- Social Policy Analysis: Analyze social policies and their impact on communities, advocating for policy changes.

Course Outcomes:

- Community Assessment: Conduct comprehensive assessments of community needs, strengths, and resources.
- Organizational Skills: Develop and apply effective community organizing strategies and techniques.
- Advocacy and Empowerment: Advocate for social change and empower communities to address their own issues.
- 4.Collaborative Leadership: Demonstrate leadership and collaboration skills in community engagement efforts.
- Ethical Practice: Apply ethical principles in community organization and social action, emphasizing social justice.

Unit - I   Community Organization

Community Work: understanding of rural, urban and tribal Community: Concept, meaning, definition, scope, principles, philosophy and its relevance.

Power & Empowerment: Power; Concept, perspectives and dimensions of Power. Empowerment; Concept, Barriers, Process, and cycle of Empowerment. gender sensitive and empowerment. Globalization and its impact on community practice.

Practice: Community organization as a macro method, community organization as problem solving method, relevance of community organization for community development. Approaches: General content approach, specific content-approach, process approach, working with the community power structure.

Unit - II   Community Organization Practice

Community Organization in social work, values and purpose, History of community organization in India.

Models: Basic concept, specific content and process, locality development model, social planning model, social action model, locality development model, social planning model, social action model. **Methods:** Techniques of Community Organization, planning and related activities, group decision making and cooperative action. Study analysis; assessment, discussion, organization, action, evaluation, modification, continuation

Communication: legislative and non-legislative promotion, resource mobilization, involvement of organizations and groups.

Unit-III   Recording in Community Organization:

Concept: Meaning importance, types of leaders and their role in community organization, role of community organization worker. Relation between Community Organization and other Methods of Social Work,

Social Movements: Concept, development, principles and techniques. Gramdan, Bhoodan, Sarvodaya. Major Social Problems: Untouchability, tribalism, regionalism, communalism and casteism. **Community development:** History, scope and relevance, Models of Social Action; values, ethics, principles, Elitist social action model, popular model, institutional and non-institutional model, Gandhian model.

Application: Public interest mobilization, litigation, protests and demonstration, dealing with authorities, public relations, monitoring and evaluation, process of community organization in war, famine and other crisis situations.

Unit- IV   Application and Phases of Community Organization Phases:

Study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation. **Application:** Application of Community Organization based in social work in the fields of Social Work **Advocacy:** Concept, Strategy, Campaigning, Lobbying, Use of media and

public opinion building in advocacy and Coalition and Network building

Unit – V   Social Action

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

Reference

1. Arthus H.   :   Community organization and planning.
    Dunham Arthur   :   Community: Welfare Organization
    Principles and Practice.

2. Friere Paulo   : Educational and cultural revolution.

3. Gangrade, K.D.   : Community organization in India.

4. Gangrade, K.D.   : Dimension of social work.

5. Government of India.   : Evolution of community development.

6. Henderson Paul and Thomas T. David. : Reading in community work.

7. Himan   : Community organization and planning.

8. Moorthy, M.V.   : Social Action.

9. Murphy   : Community organization.

10. Paulo Friera   : Pedagogy of the oppressed.

11. Ross G. Murray.   : Pedagogy of the oppressed.
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Course Type: **HARD CORE**

Course Code: **HC-203 (Theory)**

Course Title: **Social Work Research And Statistics**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

Course Objectives:

L	T	P	Total
5	0	0	5

- To develop understanding about the components involved in the social work research methodology.

- To improve the ability to link between practice, research, theory and their role in enriching one another.

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

Course Outcomes:

- Comprehensive Understanding: Develop a comprehensive understanding of the components within social work research methodology, encompassing both qualitative and quantitative approaches.

- Integration of Practice, Theory, and Research: Enhance the capacity to integrate practice, research, and theory, recognizing their reciprocal roles in enriching one another within the context of social work.

- Application of Statistical Tools:Gain proficiency in utilizing statistical tools and techniques relevant to social work research, enabling students to employ these methods effectively in analyzing data and drawing meaningful conclusions.

- Critical Thinking and Research Conclusion: Cultivate critical thinking skills to evaluate research findings critically, enabling students to arrive at well-informed and substantiated research conclusions in the field of social work.

5. Awareness of Research's Impact: Understand and appreciate the impact of research methodologies in informing evidence-based practice within the realm of social work, emphasizing the significance of empirical data in decision-making and interventions.

These course outcomes aim to fulfill the objectives by fostering a comprehensive understanding of research methodologies, integrating theory with practice, emphasizing statistical tools' importance, and cultivating critical thinking skills to draw meaningful research conclusions within the domain of social work.

Methods of Social Work Research

Unit-1 -

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

Unit – II

- Techniques of Social work Research
- Review of literature
- Hypothesis and Sampling
- Report writing

Method of Data Analysis

Unit – III

- Research Design
- Purpose & types of research design
- Sources of data alternative technique
- Sampling

Unit – IV

- Data analyse, qualitative & quantitative
- Measure of centralTendency (mean, median,Mode)

- Measure of Dispersion- standard deviation and variance

Unit V:

- Inferential Statistics and Hypothesis Testing: Correlation and regression analysis, hypothesis testing and test of significance.

- Bi-variate Statistics: t-tests, ANOVA and Chi Square. Introduction to SPSS for analyzing quantified data.

- Critical Reflections in Data Analysis: looking for anomalies, discussing findings, analyzing limitations and biases of the study and considering future directions for research.

References:

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2. Baper, L.T. (1998) Doing Social Research, McGraw Hill, Singapore.

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29. John Maltby.

30. The SPSS Book: A Student Guide To The Statistical Package For The Social Sciences By Matthew J Zagumny

31. SPSS For Windows Step-By-Step: A Simple Guide And Reference By Paul Mallery And Darren George

32. Discovering Statistics Using SPSS by Andy Field

33. Drake, Brett, and Melissa Jonson-Reid. 2007. Social work research methods: From conceptualization to dissemination. Boston: Allyn and Bacon.

34. Grinnell, Richard M., and Yvonne A. Unrau, eds. 2007. Social work research and evaluation: Quantitative and qualitative approaches. 8th ed. New York: Oxford Univ. Press.

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36. Belmont, CA: Thomson Brooks Cole.

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Course Type: **HARD CORE**

Course Code: **HC-204**

Course Title: **Concurrent Field Work**

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Credits: 5	End Sem: 100 Marks	Full Marks: 100	Total Hours: 75

Course Objectives

L	T	P	Total
0	0	5	5

- Practical Application of Theory:

    - Apply theoretical knowledge gained in the classroom to real-world social work practice.

    - Bridge the gap between academic learning and practical field experiences.

- Skill Development:

    - Develop and enhance practical skills required in social work interventions, assessments, and client interactions.

    - Gain proficiency in conducting case studies, assessments, and developing intervention plans.

- Professional Exposure:

    - Gain exposure to diverse social work settings, populations, and societal issues.

    - Acquire hands-on experience in working with diverse clients, groups, or communities under supervision.

- Reflection and Self-Evaluation:

    - Engage in reflective practice to analyze personal strengths, weaknesses, and areas for professional growth.

    - Evaluate personal attitudes, biases, and cultural competence in relation to social work practice.

- Ethical Understanding:

- Apply ethical principles and guidelines in real-life social work scenarios.

- Navigate ethical dilemmas and challenges encountered during fieldwork practice.

Course Outcomes:

By the end of the Concurrent Field Work experience, students should be able to:

- Application of Theoretical Knowledge:

  - Demonstrate the ability to apply theoretical concepts in practical social work scenarios.

  - Utilize theoretical frameworks to analyze and understand real-life cases and client situations.

- Professional Competence:

  - Exhibit proficiency in conducting assessments, developing intervention plans, and executing social work tasks effectively.

  - Demonstrate competence in working with diverse populations and adapting interventions to meet specific needs.

- Reflective Practice:

  - Engage in reflective practice to critically analyze and evaluate personal performance and professional growth during fieldwork.

  - Identify areas for further skill development and improvement based on self-reflection.

- Ethical Practice:

  - Apply ethical principles and guidelines in decision-making and practice during fieldwork.

  - Demonstrate ethical behavior, respect for confidentiality, and cultural sensitivity in interactions with clients and communities.

- Integration of Learning:

- Integrate fieldwork experiences with academic knowledge to enhance understanding and application of social work principles and methods.

- Synthesize practical experiences to contribute meaningfully to class discussions and assignments related to social work practice.

The Concurrent Field Work is intended to provide students with a comprehensive experiential learning opportunity, enabling them to integrate theoretical knowledge with practical skills essential for professional social work practice. Field work in social work education is the integral part of social work curriculum which aims to develop

the social work learner in themes of knowledge attitude and skills necessary for effective social work practice. This includes various activities in four consecutive semester of M.S.W. Courses Viz, orientation visits, concurrent field work visits, field work seminar, (issue based seminar/ based on community skills) Individual conf, group conference, tribal/ rural camp. Each student will have to carry out concurrent fieldwork among a given community to be selected by the Department. The community may be a slum, village or a rehabilitated colony. The fieldwork will be done one day a week and will be of 75 Hours duration in total. The fieldwork will be carried out under the supervision of a faculty/field guide. This fieldwork is an integral part of the course and each student will have to carry out the work and submit required report on the basis of which he/she will be evaluated.

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Course Type: **CORE ELECTIVE**

Course Code: **CE-204 (Theory)**

(A student has to opt any one)

A. Course Title: Counselling In Social Work

B. Course Title: Rights Of People With Disability And Their Rehabilitation

C. Course Title: Human Resource Management and Industrial Social Work

A. COUNSELLING IN SOCIAL WORK

Course Objectives:

L	T	P	Total
5	0	0	5

- Develop Counseling Skills:

    Acquire foundational skills essential for effective counseling practice within social work contexts.

- Apply Ethical Principles:

    Understand and apply ethical principles and professional standards in counseling practices within the realm of social work.

- Cultural Competence:

    Demonstrate cultural sensitivity and competence when counseling diverse populations, considering various cultural backgrounds and perspectives.

- Utilize Counseling Techniques:

    Learn and apply various counseling techniques and modalities suitable for addressing the needs of individuals and groups within social work settings.

- 5.Integrate Theory into Practice:

    Integrate counseling theories with practical applications, linking theoretical knowledge to real-world social work scenarios.

Course Outcomes:

- Proficient Counseling Skills:

  Develop proficient and empathetic counseling skills to establish rapport, facilitate communication, and promote client well-being.

- Ethical Decision-Making:

  Apply ethical decision-making frameworks to address complex situations that arise within counseling interactions in social work contexts.

- Cultural Sensitivity:

  Demonstrate cultural competence by recognizing and respecting diverse cultural backgrounds and identities in counseling relationships.

- Application of Techniques:

  Apply a range of counseling techniques and interventions effectively to address the unique needs of clients in social work settings.

- Theory-Practice Integration:

  Demonstrate the ability to apply theoretical concepts and knowledge gained in counseling practice within the specific context of social work.

These course objectives and outcomes aim to equip students in the field of social work with the necessary skills, ethical understanding, cultural competence, and theoretical knowledge essential for effective counseling practice within diverse social work settings.

Unit-I:

Introduction to Counseling: Meaning, Definition, Need and importance of counseling and- professional counseling. Basic principles of Counseling: Participation, Individualization, Confidentiality, communication, acceptance, self-confidence, self-awareness, and other principles governing the counseling relationship. Components of effective counseling: Personality of the counselor's skills; Role and functions of the counselors in schools, industries, family, hospital, and rehabilitation institution

Unit-II:

Types of counseling - Individual and group Counseling, Family Counseling, Marital Counseling, Student Counseling and Industrial Counseling, E-Counseling: concept, conditions and importance^ E-counseling; Techniques of group counseling, strategies and structure - barriers to effective counseling sessions; Counseling evaluation.

Unit-III:

Theories of counseling: Psychoanalytic, Adlerian, Client centered,' Behavioural, Rational emotive, Reality, Gestalt, Transactional analysis and eclectic Theories.

Unit-IV:

Counseling process, Interview and its significance in counseling - Use of observation in counseling and understanding of emotions in counseling. Transference and counter transference. The following standardized tests must be practiced in counseling settings. Personality, intelligence, interpersonal relations, stress, anger, self esteem, anxiety, assertiveness, depression, adjustment, mental health and family intensive.

Unit V:

Counseling in different settings: HIV/AIDS counseling, Alcohol and Substance dependence counseling and Trauma counseling.

Reference

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- Fred Machinery : Counseling for personal Adjustment

- Shestroin Everlett, Brammer M. Lawrence : The dynamics of counseling process.

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- Kathryn Geldard & David Geldard, Counseling Children, A practical Introduction, Sage publication, New Delhi, 1997.

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- Harms E & Schreiber: Handbook of counseling Techniques

- Kennedt. E : On becoming a counselor — A basic Guides for non-professional counselors, Macmillan, New Delhi.

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B. Rights of People With Disability And Their Rehabilitation:

	L	T	P	Total
Course Objectives	5	0	0	5

- To promote fundamental knowledge about individuals who live with disabilities

- To spread knowledge about the range of laws and initiatives aimed at integrating people with disabilities.

- To increase knowledge of potential rehabilitation strategies.

- Gaining understanding of practical intervention models that support the inclusion of people with disabilities.

Course Outcomes:

- Comprehensive Understanding of Disabilities: Develop a comprehensive understanding of various disabilities, encompassing their characteristics, challenges, and strengths within diverse populations.

- Legal and Initiatives Awareness: Acquire knowledge about the spectrum of laws, policies, and initiatives designed to integrate individuals with disabilities into society, fostering an awareness of rights, accessibility, and inclusivity.

- Rehabilitation Strategies Knowledge: Gain an in-depth understanding of potential rehabilitation strategies tailored to the diverse needs of individuals living with disabilities, emphasizing empowerment and functional independence.

- Practical Intervention Models: Explore and comprehend practical intervention models aimed at facilitating the inclusion and participation of individuals with disabilities within various social contexts, including education, employment, and community engagement.

These course outcomes aim to fulfill the objectives by providing students with a broad understanding of disabilities, knowledge about legislation and initiatives promoting inclusivity, familiarity with rehabilitation strategies, and exposure to practical intervention models supporting the inclusion of individuals living with disabilities.

UNIT – I: Understanding Disability

- Definition, types, magnitude and causes of disabilities.

- Approaches towards disability; medical, psychological, economic-vocational, socio-political, human rights and capabilities.

- Examining the impact of disability on the quality of life of persons with disabilities in the context of their family, society and environment.

- Issues related to their daily living, education, sexuality, integration, employment, interpersonal relationships, marriage and the need for social work intervention.

UNIT – II: Role of the Social Worker in the Rehabilitation and Inclusion of the Disabled

- Assessment treatment and rehabilitation of persons with disabilities through a multi-disciplinary team including the social worker.

- Inclusion of persons with disabilities in schools and educational institutions.

- Skill development and vocational rehabilitation of persons with disabilities.

- Equality of opportunity and treatment in employment and occupation of persons with disabilities.

UNIT – III: International Initiatives and National Legislations and Policies for the Empowerment of persons with disabilities

- UN Initiatives: UN convention on the rights of persons with disabilities 2006; Un standard rules on the equalization of opportunities for persons with disabilities (1993); and Darker Framework for Action.

- ILO Initiatives for enhancing support to vulnerable groups including the disabled: Global employment agenda(20030; Declaration on social justice for fair globalization 92008); Global jobs pact (20090; ILO code of practice on managing disability in the workplace (2002)

UNIT – IV: National Legislations and Policies

- National Legislations: Rehabilitation Council of India Act, 1992; Persons with disabilities (equal opportunities, Protection of rights and full participation Act, 1995; National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999; The Rights of Persons with Disabilities Bill, 2011.

- National Policies: National Policy for Persons with Disabilities (2006): Physical rehabilitation, Educational rehabilitation and Economic rehabilitation. Guidelines for: Issue of disability certificates; evaluation of various disabilities and procedure for certification; space standards for barrier free built environment for disabled and elderly persons. Identified posts for persons with disabilities -2007.

UNIT – V: Role of Social Work

- Intervention strategies at individual level: counselling, building support groups, assertiveness training;

- Intervention strategies at family level: Parent counselling, parent training and family crisis intervention.

- Intervention strategies at community level: Community education, community based rehabilitation

- Intervention strategies at policy making level: Advocacy in legislative and policy makig bodies; research and influencing public opinion.

Reference:

- Hans. Asha and patri.A (20030 Women Disability and Identity sage, New Delhi

- Mukhrjee, Manjumohan(20060 Problems of Disabled People, Associated

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- Kanna. G.N. (2001), Disability Studies in India-Retrospect's and prospects Gyan Publishing house, New Delhi.

- Buckup, s. (2009), The Piece of exclusion; The economic consequences of excluding people with disabilities from the world of work. Employment sector working paper No. 43 (genevaILO)

- O'Reilly, A. (2007) The right to decent work of persons with disabilities (geneva ILO)

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- Shapiro, Joseph P. (1993) No Pity: People with Disabilities Forging a New civil Rights Movements.

C. HUMAN RESOURCE MANAGEMENT AND INDUSTRIAL SOCIAL WORK:

Course Objectives:

L	T	P	Total
5	0	0	5

- Understanding HRM in Social Work Context:

  Develop an understanding of Human Resource Management (HRM) principles and practices within the specific framework of industrial social work settings.

- Integration of Social Work Ethics:

Integrate social work ethics and values into HRM practices, emphasizing fairness, social justice, and employee well-being.

- Conflict Resolution and Mediation:

  Equip students with skills in conflict resolution, mediation, and negotiation techniques applicable to addressing workplace issues within industrial settings.

- Employee Advocacy and Support:

  Foster knowledge and strategies to advocate for employees' rights, providing support and interventions to promote a healthy work environment.

- Strategic HR Planning:

  Understand the significance of strategic HR planning, workforce development, and talent management in the context of industrial social work organizations.

Course Outcomes:

- HRM Adaptation in Social Work:

  Ability to adapt HRM principles to the unique requirements of industrial social work environments, considering ethical and social welfare dimensions.

- Conflict Resolution Skills:

  Develop proficiency in conflict resolution, mediation, and negotiation skills applicable to addressing workplace conflicts and promoting harmonious relationships.

- Employee Advocacy and Support:

  Demonstrate the ability to advocate for employee rights and well-being, employing interventions and support systems within industrial social work settings.

- Application of Strategic HR Practices:

  Apply strategic HR planning techniques, talent management strategies, and workforce development approaches to enhance organizational effectiveness in social work settings.

- Ethical HR Practices:

  Apply ethical HR practices that prioritize fairness, diversity, inclusion, and employee welfare within industrial social work contexts.

These course objectives and outcomes aim to equip students with the knowledge, skills, and ethical understanding necessary to effectively manage human resources within the unique context of industrial social work organizations.

Unit-I   Industrial Social Work and Service:

Industrial Social Work: History, Concept, Role, Function, Industrial Relation, Approaches, Strategies and Consequences in Indian Perspectives, need assessment and Roles of Social Worker.

Industrial Relations - Joint management council, Workers committee, Indian labour conference, standing labour committee, Wage settlements.

Corporate Ethics: Corporate ethics; Corporate Governance, ethical decision making in different cultures; consumer protection; environment protection and models of CSR.

Unit-II   Organizational Structure and Behaviour:

Organization structure: Organization structure, organizational climate; organizational Dynamics and Organizational change, Organizational Development (OD); Organizational Communication. Classical, Neo-classical ansd System approach-Bureaucracy; Nature and basis of power, Sources of Power, Power Structure and Politics.

Organizational Behavior (OB): Goals and objectives, Key factors and Elements, Approaches and Models; Theoretical frame work of OB, Scope, Development and limitations of OB. **Organizational Conflict:** Causes, Types, resolution, Function and Styles of leadership, and theories of leadership. Professional Management Vs. Family Management, Organisational Control and Effectiveness.

Performance Appraisal: Meaning, Approaches to Performance Appraisal, Methods/Techniques of Appraisal System, Importance, purpose and limitation

Unit-III Employees Welfare Provisions and Schemes:

Legal Provisions: The Factories Act 1948, Employees State Insurance Act 1948, Women's Compensation Act 1932, The Minimum Wage Act -1948, Maternity Benefit Act 1961

Industrial Disputes and Trade Union: The Industrial Disputes Act 1941 concepts of standing order - content - procedure for certification. The Industrial Employment (Standing Orders Act) 1946. Employee discipline- Domestic enquiry. Trade Union: 'Concept, Nature, Objective, factors and consequences in Indian context; Grievance redressal mechanism and Roles & responsibilities of social worker.

Human Resource & Employee Welfare Scheme: Human Resource management. Evolution, Definition; Scope, Objectives, Functions, Development, Integration and policies. Trends - Job rotation, Job enlargement, Job enrichment, Quality of Work Life (QWL), Total quality management (TQM), competency management, Roles, and responsibilities and challenges of HR manager. Welfare Schemes: Objectives, importance, scope, Functions and impact of Statutory and Non Statutory welfare schemes, Rehabilitation and Resettlement Policies.

Unit IV Training and Development And Corporate Social Responsibility:

Meaning, need and importance, types, Methods and techniques of training; Training need assessment - organizing training, programmes, Training evaluation, Career planning and Development. Essential qualities of human relations, Basic themes of human relations, Developing interpersonal relationship, Effective skills and methods of communication.

Corporate Social Responsibility (CSR): Origin and Emergence of CSR, Meaning, definition, concept, need & scope in the Indian context and Public Private Partnership

Unit- V Occupational Health and Hazards

Occupational Health: Concept, Nature, Importance, policies & provisions and consequences in Indian context. Occupational Hazards; Physical, Chemical, Biological.Mechanical, Psycho-Social, Physical and Environmental hazards.Socio-legal Occupational Health Provisions in Corporate Sectors like; Public Sector Undertakings and Private companies.

Public Health Ecology: Air and Noise Pollution Control; Definition, sources, control measures, Water, Pollution; Definition, sources, classification of water pollutants, Solid waste management; classification, origin, methods , thermal process, recycling and reuse, Development and The Environment; Climate change,ozone, depletion global warming, green house effect. Waste Minimization & Cleaner Production; Introduction, distilleries, textile industry, leather industry.

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Course Type: **OPEN ELECTIVE**

Course Code: **OE-201 (Theory)**

Course Title: **Disaster Management**

Credits: 4	End Sem: 50 Marks	Full Marks: 50	Total Hours: 60

L	T	P	Total
4	0	0	4

Course Objectives:

- To understand the challenges of Climate change

- To gain a comprehensive understanding of the Disaster Management Cycle.

- To get acquainted with Disaster Management Policies and Laws in India.

Course Outcomes:

- Comprehensive Understanding of Climate Change Challenges: Gain an in-depth understanding of the multifaceted challenges posed by climate change, including its environmental, social, and economic impacts on communities and ecosystems.

- Proficiency in Disaster Management Cycle: Acquire proficiency in understanding and applying the Disaster Management Cycle, including preparedness, response, recovery, and mitigation strategies in the context of climate-induced disasters.

- Knowledge of Disaster Management Policies and Laws in India: Develop comprehensive knowledge and familiarity with Disaster Management Policies and Laws in India, including their frameworks, implementations, and implications for disaster risk reduction and response.

These course outcomes aim to fulfill the objectives by providing students with a comprehensive understanding of climate change challenges, proficiency in disaster management strategies, and knowledge about disaster management policies and laws in India, enabling them to contribute effectively to disaster resilience and mitigation efforts.

Unit I:

- **Climate Change:** Concept, nature and severity of climate change. Causes of climate change. Impact of climate change: globally in general and Odisha in particular. Greenhouse effect, climate change and disaster.

- **Disaster Management:** Definition, Types of disaster (natural and manmade disaster) mining disaster, tropical cyclone, storms, floods, lightning, forest fire, tsunami and earthquakes.

Unit II:

- **Concepts associated with Climate Change and Disasters:** air pollution and acid rain, ozone depletion, bio-diversity extinction, de-forestation and loss of biological diversity, land degradation, deserts and desertification, groundwater over exploitation, dryness and wildfires, population growth and explosion, habitat related problems.

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

Unit III:

- **Disaster Management Cycle:** Disaster phase, Response phase, Recovery phase, Risk reduction phase, Preparedness phase.

- **The Process of Disaster Management**: mitigation, preparedness, response and recovery.

- **Majors Disasters in Odisha**: Flood, cyclone, drought, tsunami, etc

- **Disaster Management Programs and System in India**: Nation Disaster Management Act (2005), National Policy on Disaster Management (2009),
  Disaster Management in the Xth Five Year Plan onwards, different bodies National Disaster Management Agency (NDMA), State Disaster management Agency (SDMA), National Disaster Response Force (NDRF), National Institute of Disaster Management (NIDM), India Disaster Resource Network (IDRN). Community based disaster management and community based disaster management practices (case studies), The role of INGOs and NGOs.

- **Disaster Warning and Evacuation**: Factors influencing evacuation and some policy considerations, media and other sources of information, Phases of evacuation: Preparation, Decision

Unit IV:

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

Reference:

- Anandha Kumar K.J and Ajinder Walia (2013) India Disaster Report, NIDM: New Delhi.

- Gupta. Anil K et, al (Ed) (2014). Training Module Mainstreaming Climate Change Adaptation and Disaster Risk Reduction into District Level Development Plans, NIDM : New Delhi.

- Satendra and Kaushik. D (2013) Forest Fire Disaster Management NIDM: New Delhi.

- Vogelbacher (2013) Flood Disaster Risk Management NIDM: New Delhi.

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

Course Type: **HARD CORE**

Course Code: **HC-301 (Theory)**

Course Title: **Social Welfare Administration**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Total
5	0	0	5

Course Objectives

- To understand the Social Welfare Administration conceptually.

- To comprehend the tenets, composition, and operation of India's social welfare administration system.

- To comprehend the function of non-profit organisations in the management of social welfare.

Course Outcomes:

- Conceptual Understanding of Social Welfare Administration: Develop a comprehensive understanding of the conceptual framework and principles that underpin social welfare administration, encompassing it's theories, models, and practices.

- In-depth Knowledge of India's Social Welfare Administration System: Gain an in-depth knowledge of the structure, components, and functioning of India's social welfare administration system, including it's policies, programs, and implementation mechanisms.

- Understanding the Role of Non-profit Organizations in Social Welfare Management: Comprehend the pivotal role played by non-profit organizations in managing and facilitating social welfare initiatives, including their functions, collaborations, and contributions to the welfare sector.

These course outcomes aim to fulfill the objectives by providing students with a conceptual understanding of social welfare administration, in-depth knowledge of India's social welfare administration system, and an understanding of the role and impact of non-profit organizations in managing social welfare effectively.

Unit – I: Concept: Administration

- Evolution of Administration- Tracing the historical development of administrative theories.

- Meaning and Nature of Administration -Defining administration and exploring its dynamic characteristics.

- Bureaucratic and Human Relations Approaches - Understanding principles of bureaucracy and the human relations approach.

- Philosophy of Social Welfare Administration - Examining principles guiding social welfare administration.

- Distinction between Welfare and Public Administration - Differentiating social welfare administration from public administration.

Unit-II: Structure of Social Welfare Administration in India:

- Departmental Administration in the Government of India

- Ministry of Social Justice and Empowerment

- Ministry of Women & child Development

- Ministry of Rural Development; etc.

Unit – III: Principles and Techniques

- Planning: meaning and process.

- Organizing: Meaning, types of organizational structure, Delegation and Decentralization, Personnel Policy of the organization.

- Staffing: Recruitment and selection process, Terms and conditions of service

- Probation, confirmation, promotion, Human Relations in Social Welfare Agencies,

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

- Commitment of Personnel.

Unit – IV: Voluntary Agencies/NGOs

- Voluntary agencies/NGOs in Social Welfare: mandate, role and functioning.

- Administrative structure of voluntary Agencies/NGOs: General Body, Board of Management / Executive Committee, Directors, Secretary Policy formulation, Fund raising, public relations, challenges.

- Voluntary Organizations in the Welfare Section: Helpage India, Child Relief and you, Spastic Society of Northern India, etc.

Unit – V: Institutions of Social Welfare

- Structure & functions of Central Social Welfare Board.

- State Social Welfare Advisory Board.

- Rehabilitation Council of India

- National Commission for Scheduled Tribes, National Commission for Scheduled Castes, National Commission for Ministries, etc.

- National Institute of Social Defense.

- National Institute of Public Cooperation & Child Development (NIPCCED) etc.

- Welfare Schemes of the various departments of the government of Odisha and the Department for SC,ST, OBC and Minorities Development.

Reference

- Choudhry Paul, Social Welfare Administration

- Sharma Urmila & Sharma S K: Public Administration, Atlantic Publishers and Distributors New Delhi.

- Arora Ramesh K. and Goyal rajni, 1995, Indian Public Administration Institutions and Issues: Viswa Prakashan, New Delhi.

- Ramachandran Padma, 1996, Public Administration in India: National Book Trust New Delhi.

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Course Type: **HARD CORE**

Course Code: **HC-302 (Theory)**

Course Title: **Human Rights**

Approach To Social Work

And Working With

Disadvantaged People

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Total
5	0	0	5

Course Objectives

- To comprehend human rights and practise critical introspection and self-improvement for career advancement.

- Acknowledging the degree to which the institutions and ideals of a culture have the potential to oppress, marginalise, exclude, and/or strengthen privilege and power.

- To take part in activities that promote economic and social justice.

- To evaluate critically how social work practise is influenced by the intersection of human rights values and social work.

Course Outcomes:

- Critical Self-Reflection for Professional Advancement: Develop skills in critical introspection and self-improvement essential for career advancement within the human rights and social work domain.

- Understanding the Impact of Cultural Institutions: Acknowledge and critically assess the influence of cultural institutions on societal structures, recognizing their potential to either oppress, marginalize, exclude, or reinforce privilege and power dynamics.

- Engagement in Activities Promoting Justice: Demonstrate active participation in initiatives and activities aimed at promoting economic and social justice within communities and societal systems.

- Critical Evaluation of Human Rights in Social Work Practice: Critically evaluate the intersectionality of human rights values and social work practice, examining how human rights principles shape and impact social work practices and interventions.

These course outcomes aim to fulfill the objectives by enabling students to engage in critical self-reflection, understand cultural institutions' impact, actively promote economic and social justice, and critically evaluate the influence of human rights values on social work practice.

UNIT I: Introduction to Human Rights & Human Rights in Indian Constitution

- Historical evolution and normative framework of the Universal Human Rights System: The UN Charter, Universal Declaration of Human Rights, the ICCPR and ICESCR.

- UN vs National perspectives: Issues of cultural relativism: Rights and. Duties, Rights of Indigenous Peoples and Rights of the Scheduled Tribes, Racial discrimination and Caste based discrimination, Right to Self-determination.

- The Preamble, the Fundamental Rights and the Directive Principles of State Policy :Special provisions for vulnerable groups: Scheduled Castes, Scheduled Tribes, Women, Religious, cultural and linguistic minorities Role of the National Commissions on: Human Rights, Women, Scheduled Castes, Scheduled Tribes, Minorities, Backward Classes.

UNIT II: Human Rights in Social Work Practice

- The elements of the Human Rights approach and its value to Social Work: Respecting principles of Equality and non-Discrimination; incorporating the Gender perspective.

- The Right to Development: Application to International Agencies and NGOs; ensuring participation of service users; accountability of service providers and empowerment of all stakeholders.

- Applying Human Rights approach to Advocacy in the context of Social Work: Legislation; funds to respond to identified social needs; follow-up; public campaigns; networking.

UNIT III Basic Understanding Of Weaker Sections; Development Issues And Programmes:

- Basic Understandings Weaker Section: Definition and meaning, criteria and classification of scheduled castes, scheduled tribes and other backward classes. Socio-demographic and economic, educational characteristics of the weaker section population

- Development Issues and Programmes: Nature, movement, impact on vulnerable groups, social disabilities and injustices suffered. Policies & Programmes during pre-independence.

- Structure: Meaning, purpose, importance, administrative models for weaker sections. Issues: Operational Issues, challenges, opportunities and threat.

- Role of social workers and voluntary agencies: Role-of social work professionals at different levels: Resources mobilization, working with government and voluntary organizational and , working with other professionals.

Unit-IV Tribal Development:

- **Understandings:** Concept, origin, characteristics, classification, culture and economy.

- **Problems:** Different tribal problems and its impact on their rehabilitation and development.

- **Provisions:** Constitutional provisions for Scheduled Tribes and Areas, PESA Act.

- **Development Programmes:** Role and functions of NGOs in national development of tribal, governmental schemes on tribal welfare and development.

Unit- V Problems of Weaker Sections:

- **Problems:** Relating to social, economic, political, and environmental

- **Development Perspectives:** Education, employment, health, housing, and indebtedness **Vulnerable Groups:** Meaning, nature, problem and impact of Migrated labour, Bonded and child labour among harijans, Tribes and backward classes.

- **Role:** Role of social workers in problem identification, prioritization, dissemination and policy formulation of weaker sections.

Reference:

- Youth for Human Rights (2010). What are human rights?http://www.youthforhumanrights.org/what-are-human-rights.html

- Ife, J. (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. European Journal of Social Work, 4(1), 5-15.

- United Nations. (1948). The Universal Declaration of Human Rights. Retrieved from http://www.un.org/en/documents/udhr/

- United Nations. (1994). Human rights and social work: A manual for schools of social work and the social work profession. Geneva: United Nations Centre for Human Rights.

- Ife, J. (2012). Human Rights and Social Work: Towards Rights based Practice, CUP: London.

- Reichert, E. (2011). Social Work and human Rights: A Foundation for policy and practice, Columbia University Press.

- Lundy, Colleen (2011). Social Work, Social Justice and Human Rights: A Structural Approach to Practice. University of Toronto Press.

- Mullaly, Bob. () Challenging Oppression and Confronting Privilege, OUP.

- Wronka, Joseph. M. () Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions, Sage publications.

- Hokenstad, Healy, M. and Segal, Uma A (2013). Learning to Teach, Teaching to Learn.

- Yil. David. G, (1998), Confronting Injustice and Oppression.

- Thorat S.K. (2009) Dalits in India: Search for a Common Destiny.

- Thorat S.K. and Newman Kathernic S., (2010) Blocked by Caste: Economic Discrimination and Social Exclusion in Modern India.

- Constitution of India

- Website of Ministry of Social Justice and Empowerment, Government of India.

- Munshi. Indra, (2007) Adivasi Life Stories: Contexts, Constraints, Choices, Rawat Publication.

- Jain, P.C. 1991. Social Movements among Tribals, New Delhi: Rawat Publications.

- Singh K.S. (ed.). Tribal Movements in India, Vol. I & II;

- Singh, J.P. & Vyas. M.N. Tribal Development: Past Efforts and New Challenges.

- Alinsky Saul,Rules for Radicals.Vintage Books Edition, 1972

- VirginiusXaxa (2003), "Tribes in India," The Oxford India Companion to Sociology and Social Anthropology, (Ed) Veena Das, New Delhi: Oxford University Press.

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Course Type: **CORE ELECTIVE**

Course Code: **CE-301**

(A student has to opt any one)

A. Course Title: **Social Work With Urban Community**
B. Course Title: **Social Work With Rural Community**
C. Course Title: **Child Protection And Child Rights**

A. SOCIAL WORK WITH URBAN COMMUNITY

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Objectives

- Develop a critical understanding of the programmes for urban development among the students;

- Make the students aware of the needs and issues facing urban communities.

- Developing Critical Understanding of Urban Development Programs: Enable students to critically analyze and comprehend the various programs and initiatives aimed at urban development, including their goals, strategies, and impacts.

- Raising Awareness of Urban Community Needs and Issues: Increase students' awareness and understanding of the diverse needs, challenges, and issues faced by urban communities, considering socio-economic, environmental, and cultural dimensions.

Course Outcomes:

- Critical Analysis Skills: Develop critical thinking and analytical skills among students, enabling them to evaluate urban development programs critically, considering their effectiveness and implications.

- Comprehensive Understanding of Urban Challenges: Enhance students' knowledge and awareness of the multifaceted challenges faced by urban communities, fostering a holistic understanding of their needs and issues.

- Community Engagement and Empowerment: Foster skills among students to engage with urban communities effectively, empowering them to participate in community development initiatives and address local needs.

- Policy Understanding and Advocacy: Develop an understanding of urban policies and their impact on communities, enabling students to advocate for inclusive and equitable urban development policies.

- Interdisciplinary Approach: Encourage an interdisciplinary approach among students, facilitating collaboration between various fields such as social work, urban planning, and public policy to address urban challenges comprehensively.

These course outcomes aim to further support the objectives by enabling students to actively engage with urban communities, advocate for policy changes, and adopt an interdisciplinary approach to address the complex needs of urban areas effectively.

Unit - I:

Urban Communities - Features and characterization; Concept of Urban, Urbanism . Urbanization – concept, causes and factors responsible for Urbanization; Urbanization in India – Historical development, Characteristics of clusters town, city, metropolis, suburbs, Satellite town, etc, Classification of cities. Growth of Urban settlement.

Unit - II:

Urbanization and its impact on socio – economic development. Urbanization and structure of Caste. Concept of Slums Dwellers, Pavement Dwellers and Refugees, their characteristics and Problems. Changing Face of Urban communities: Infrastructural development, Growing heterogeneity, merging of fringe villages, the "global city" and socio-cultural and economic implications. Issues, Implications and Challenges .

Unit - III:

Urban Problems – Congestion and overcrowding, Housing and slums, Environment pollution, lack of inadequate civic amenities, etc. - causes, magnitude, impact, etc., Measures for alleviating these problems. Urban Development – Meaning, need, scope and Historical evolution; planning policy and programmes viz; slum clearance and slum improvement, Housing and Urban development

corporation; Major urban development authorities in Odisha. Urban Community Development Programmes.

Unit – IV:

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

Unit - V:

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

Reference

• Aziz Abdual: Urban Poor and Urban Informal Sector, Ashish Publishing House, New Delhi, 1984.

• Bharadwai, R.K: Urban Development in India, National Book Trust, New Delhi, 1962.

• Bose Ashish: Studies in India's Urbanization (1901 to 1971), Tata McGraw Hill, New Delhi, 1973.

• Cullingworth, J.B: Problems of Urban Society, Vol 1 The Social Framework of Planning, London – George Allen and Unwin Ltd, 1973.

• Desai A.R and Pillai, S.D.(Eds): Slums and Urbanization, Popular Prakashan, Bombay.

• Diddee, Jaymala and Rangaswamy, Vimla (Eds): Urbanization – Trends Perspectives and Challenges, Rawat Publications, Jaipur 1993.

• Gangrade, K.D.: Community Organization in India, Popular Prakashan, Bombay, 1971.

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B. Course Title: **WORKING WITH RURAL COMMUNITY**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	**0**	**0**	**5**

Course Objectives

- To comprehend the challenges that social workers in rural areas face;

- To comprehend the competencies required to practise in rural areas.

- To be aware of the plans and initiatives that the government of Odisha has for rural development.

Course Outcomes:

- Understanding Rural Social Work Challenges: Develop a comprehensive understanding among students about the multifaceted challenges encountered by social workers operating in rural areas, including issues related to access, resources, cultural diversity, and socio-economic disparities.

- Competency Development for Rural Practice: Equip students with the necessary competencies and skills essential for effective social work practice in rural settings, including community engagement, cultural competence, resource mobilization, and interdisciplinary collaboration.

- Familiarity with Odisha Government's Rural Development Initiatives: Enhance students' awareness and understanding of the various plans, programs, and initiatives implemented by the Government of Odisha for rural development, enabling them to comprehend the context and frameworks for rural development interventions.

These course outcomes aim to fulfill the objectives by providing students with an understanding of the challenges faced by rural social workers, developing competencies required for rural practice, and increasing awareness of government initiatives for rural development in Odisha.

Unit – I: Rural Community Characteristics

Resources: natural resource, human resource, economic resources; Demography;

Social structure; power structure; Political structure; Structure of rural economy; Governance structure; Presence of industries and external agencies; Indigenous knowledge systems; Needs of Rural communities: poverty landlessness, indebtedness, unemployment, migration, ill health, illiteracy, social exclusion, discrimination, agriculture, forests.

Unit – II: Challenges to Rural Communities

Challenges to Rural Communities: Urbanization; deteriorating agriculture; changing land use SEZ; corporatization of agriculture and marginalization of small land holders; issues arising out of globalization.

Unit - III: Rural Development

Concept: nature, scope and significance; Approaches to Rural Development: Rural reconstruction approach, community development approach, sectoral development approach, area-specific and target group-oriented approach, economic development with social justice approach: Integrated rural development approach.

Rural local self-government: Origin and development of the Panchayati Raj system in India; Salient features of 73rd Constitutional Amendment; Issues of Panchayati Raj: reservation, financial management, participation of political parties; Panchayati Raj institutions in Odisha- structure and functions. Five Year Plans and Rural Development Programmes. Poverty alleviation programmes in rural areas- MGNREGA, NRLM etc. Role of NABARD in Rural Development.

Unit - IV: The Tribal Development Issue

Concept of Tribes, Indigenous peoples and Abonginals; Situational Analysis of Scheduled Tribes in Odisha: land, food security, employment/livelihood, displacement, migration, human development indices.

Scheduled Areas: Issues and Governance; Overview from Panchsheel, Tribal SubPlan and Special Component Plan; Other Significant Acts regarding Forest Rights, Resettlement and Rehabilitation.

Unit - V: Response of Social Work

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

Reference

- Dubey, S.C. 1995. India's Changing Villages;

- Ganguli, B.N. 1973. Gandhi's Social Philosophy. Delhi: Vikas Publishing House;

- Gore, M.S. 1993. The Social Context of Ideology: Ambedkar's Social & PoliticalThought. New Delhi:Sage

- Kumar, Girish 2006, Local Democracy in India: Interpreting Decentralization, Sag Publications;

- Prasad, B. 2003. Rural Development: Concept, Approach and Strategy

- Sainath, P. One Hundred years of Drought

- Pandey, A.K. 1997. Tribal Society in India, New Delhi. Manak Publishing Ltd

- Agrawal, A.N. 2001. Indian Economy; Nature, Problems and Progress, VikasBiraj Prakash, New Delhi

- Chamber. Robert, 1983, Rural Development: Putting the last First, Harlow, Longman.

- Datt and Sundaram, 2002, indian Economy, S.Chand and Co, New Delhi.

- Desai, A.R., 1995 Ryral Sociology in India, ISAE, Bombay

- Dube, S.C., 1965 India's changing Villages, RKP, London

- Dubashi, P.R., 2000 Rural development Administration in India, Mumbai.

- Riley John. M, 1995. Stakeholders in Rural Development, Sage: New Delhi

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Course Objectives:

L	T	P	Credits
5	0	0	5

- To understand the situation of children in India.

- To understand the national & international efforts for child welfare.

- To know the child related laws.

- To know the programmes & services for child welfare

- To understand & acquire the skills for working with children.

Course Outcomes:

- Comprehensive Understanding of Children's Situation in India: Develop a thorough understanding among students about the diverse situations and challenges faced by children in India, encompassing socio-economic, educational, health, and rights-related issues.

- Knowledge of National and International Efforts for Child Welfare: Gain extensive knowledge about national and international initiatives, policies, and programs aimed at promoting child welfare, protection, and rights.

- Familiarity with Child-Related Laws: Acquire a comprehensive understanding of child-related laws, policies, and legal frameworks both at the national and international levels, ensuring awareness of legal protections and rights of children.

- Understanding of Programs and Services for Child Welfare: Gain insights into various programs, services, and interventions designed for child welfare, including healthcare, education, social services, and support systems available for children.

- Acquisition of Skills for Working with Children: Develop and acquire essential skills necessary for effectively working with children, including communication, counseling, advocacy, child-centered approaches, and trauma-informed care techniques.

These course outcomes aim to fulfill the objectives by providing students with comprehensive knowledge about the situation of children in India, awareness of national and international efforts for child welfare, familiarity with child-related laws, understanding of programs and services available for child welfare, and the acquisition of skills essential for working with children effectively.

Unit – I: Child Rights

Concept of Child Welfare and Child Rights; Demographic profile of the child in India.

UN convention on the Rights of the Child, National Policy for Children(1974).

National Policy on Education(1986), National Nutrition Policy (1993), National Charter for Children (2004), National Plan of Action for Children (2005) Changing trends in child welfare and protection services.

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

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

UNIT- III: Health and Nutrition

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

Unit – IV: Legal Provisions for child protection

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

Unit - V: Social work practice with children

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

Reference

- Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi : Deep & Deep Publication

- Baroocha, Pramila Pandit (1999) Hand book on Child, New Delhi : Concept Publishing Com.

- Bhalla, M. M. (1985) Studies in Child Care, Delhi : Published by NIPCCD

- Bhangana. Vinita (20050 Adoption in India.

- Chaturvedi, T. N. (1979) Administration for Child Welfare, Admin, New Delhi : Indian Institute of Pub.

- Choudhari, D. Paul (1980) Child Welfare / Development, Delhi : Atma Ram & Sons.

- Deshprabhu, Rashmi (2001) Child Development & Nutrition Management, Jaipur : Book Enclave

- Ghathia, Joseph (1999) Child Prostitution in India, New Delhi : Concept Publishing Company

- Hugh, Jolly (1981) Diseases of Children, Oxford, London, Edinburgh : The English Language book society and Blackwell Scientific Publications

- Hurlock, Elizabeth B. (1968) Child Development, New Delhi : Tata McGraw Hill Pub; Com; Ltd.

- Rani, Asha (1986) Children in Different situations in India- A Review, TISSS.

- UNICEF, State of Worlds Children Annual Report

- Venkatesan S.(2004) Children with Developmental Disabilities.

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Course Type: **CORE ELECTIVE**

Course Code: **CE-302**

(A student has to opt any one)

A. Course Title: **NGO Management**
B. Course Title: **Participatory Approach And Social Work Practices**
C. Course Title: **Development Communication**

A. NGO Management

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Objectives:

- To understand the role of NGOs in society

- To gain clarity about the operating environment of NGOs

- To understand the issues involved in the internal management of NGOs

Course Outcomes:

- Comprehensive Understanding of NGO Roles: Develop a comprehensive understanding among students about the multifaceted roles and contributions of Non-Governmental Organizations (NGOs) in addressing societal issues, including advocacy, service delivery, capacity building, and social change.

- Clarity on NGO Operating Environment: Gain insight into the complex operating environments in which NGOs function, including regulatory frameworks, funding mechanisms, collaborations, and partnerships within diverse social contexts.

- Understanding of Internal Management Issues in NGOs: Acquire knowledge and understanding of internal management challenges faced by NGOs, including governance structures, financial management, human resources, accountability, and sustainability.

These course outcomes aim to fulfill the objectives by providing students with a comprehensive understanding of NGO roles in society, clarity about the operating environment, and insights into the

internal management issues faced by NGOs, enabling them to navigate the complexities of NGO operations effectively.

Unit I: Introduction to NGOs

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

Unit II: The legality of NGOs in India

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

Unit – III: The operating environment of NGOs

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

Unit – IV: Internal Management of NGOs

Governance structure, Vision and Mission; Internal management needs of a NGO; strategies/plans for action; Managing Resources: Human and Financial; Measuring performance, participation, evaluation; Accountability to multiple stakeholders.

Unit V: Ethical Issues:

Ethical issues faced by NGO managers; Scaling up and sustainability of NGOs; creating a learning environment.

Reading List:

- Lewis, David. 2007. The Management of Non-Governmental Development Organizations, second edition. New York: Routledge.

- Edwards, M. and Fowler, A. (2003) The Earthscan Reader on NGO Management. London: Earthscan Publications, Ltd.

- Salamon, L.M. 1994. The Rise of the Nonprofit Sector.Foreign Affairs 74 (3): pp. 109–122

- Lewis, D. 2007. Advocacy and Service Delivery: Managing the Main NGO Activities in

- The Management of Non-governmental Development Organizations,Second Edition

  Fowler, A. 1997.

- Understanding International Development in Striking a Balance: A Guide to Enhancing the Effectiveness of Non-governmental Organizations in International Development London: Earthscan Publications, Ltd.

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B . Participatory Approach And Social Work Practices

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Objectives:

- Understanding Participatory Approach: Develop a comprehensive understanding of the principles, methodologies, and theoretical foundations of participatory approaches in social work practices.

- Application of Participatory Methods: Acquire skills in applying participatory methods and tools effectively within diverse social work contexts, emphasizing community engagement and collaboration.

- Promoting Empowerment and Inclusivity: Explore strategies to promote community empowerment, inclusion, and participation through participatory approaches, acknowledging diverse voices and perspectives.

- Evaluation and Reflection: Develop skills in evaluating participatory interventions, reflecting on their effectiveness, and refining approaches based on feedback and community engagement.

Course Outcomes:

- Comprehensive Understanding of Participatory Approaches: Develop a comprehensive understanding of the principles, values, and methodologies of participatory approaches in social work practices.

- Applied Knowledge of Participatory Methods: Demonstrate the ability to apply various participatory methods effectively in social work practice, fostering community involvement and decision-making.

- Empowerment and Inclusion: Foster empowerment and inclusivity within communities through the application of participatory approaches, ensuring diverse voices are heard and valued in social work interventions.

- Critical Evaluation and Adaptation: Evaluate the effectiveness of participatory interventions, engage in critical reflection, and adapt approaches based on community feedback and evolving needs.

These course objectives and outcomes aim to equip students with theoretical knowledge, practical skills, and a critical perspective necessary for effectively utilizing participatory approaches in social work practices, ensuring community engagement, empowerment, and inclusive decision-making.

Unit I Participatory Research

Meaning Concept & Significance; Method and tools of PRA and its barrier and limitations. Participatory Learning Action (PLA), LFA, Integrated and Embedded in community/social development, Appreciative Inquiry.

Unit II Approaches To Participation

Micro planning in watershed management, Joint Forest Management, Disaster Management, Rural Housing and Sanitation and rural youth development .Participatory Monitoring & Evaluation: Monitoring: Meaning, Objectives, types, Process, Impact, collection and analysis of data, Presenting and use of results and monitoring system design. Evaluation: Objective, constraints & Compromises, Key questions and indicators relevant in emergency, Methods for collecting and analysing information, Presenting Findings. Steps of participatory evaluation and Institutional & Project Sustainability

Unit-III Project Identification:

Needs assessment: listening, interviewing, focus group discussions, community mapping, Capacity assessment: human Social, natural, physical, economic, cultural.

Unit-IV   Planning and Executing Projects

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

Team Management, identifying and involving stakeholders, user groups, interest groups, beneficiaries, decision makers, Primary and Secondary stakeholders, levels of participation

UNIT-V Closing of a successful project

Stakeholder acceptance writing a final report, Techniques of identifying lessons learned and their analysis, acknowledging successes and failures, and identifying areas for further projects.

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2.   Goode and Hatt, Methods in social research

3.   Clarie, Selttiz, Marie Jahoda, Research methods in social relations.

4.   Pauline, V.Young - Scientific Social Surveys and Research.

5.   C.RlKothari, Research Methodology, Wiley EASterm United, New Delhi, 1985.ding

      6.Abraham, Francis, 1980 : perspectives on Modernization: towards a General theory

6.   Of Third World Development, Washington D.C: University 7.Agarwal, A.S. et. al., 1999 : Citizens Fifth Report: State of Indian's Environment New

7.   Delhi: Center for Science & Environment S.Agawam, Anil, 1997 : The Challenge of the Balance. Environmental Economics in

8.   India: New Delhi: Center for Science & Environment

9.   Alvares, Claude, 1997 : Decolorizing History, New Delhi: Allied Publishers

10.   Amin, Samir, 1997 : Capitalism in the Age of Globalization, Delhi: Books

11.   UNDP : Human Development Reports, Oxford University Press. Westendorff and Ghai D.G : Monitoring Social Progress in the 1990, Avebury, Alder shot

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C. Course Title: **DEVELOPMENT COMMUNICATION**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours:75

Course Objectives :

L	T	P	Credits
5	0	0	5

- To study the basic issues in Communication.

- To learn about various channels of Communication

- To understand the channels of mass communication reaching to rural audience.

Course Outcomes:

- Understanding Basic Communication Issues: Develop a comprehensive understanding of fundamental issues in communication, including barriers, styles, and dynamics, enhancing students' awareness of communication complexities.

- Knowledge of Various Communication Channels: Acquire knowledge about diverse communication channels, including verbal, non-verbal, written, and digital channels, fostering an understanding of their significance in effective communication.

- Understanding Mass Communication Channels for Rural Audiences: Gain insights into channels of mass communication specifically tailored to reach rural audiences, exploring mediums such as community radio, mobile technology, folk media, and other culturally relevant platforms.

These course outcomes aim to fulfill the objectives by providing students with an understanding of basic communication issues, knowledge about various communication channels, and insights into channels of mass communication designed to reach rural audiences effectively.

Unit : I

Development: meaning, concept, process and models of development – theories – origin – approaches to development, problems and issues in development, characteristics of developing societies, development dichotomies, gap between developed and developing societies. Development issues on national and regional and local level.

Unit : II

Development communication : meaning – concept – definition – philosophy – process – theories – role of media in development communication – strategies in development communication – social

cultural and economic barriers – case studies and experience – development communication policy – strategies and action plans – democratic decentralization.

Unit : III

Communication with Individual Group, Traditional Communication: Streets play, Puppetry show & Folk media, Rural communication messages Development support communication: population and family welfare – health- education and society – environment and development – problems faced in development support communication.

Unit : IV

Writing development messages for rural audience: specific requirements of media writing with special reference to rural press, radio and television.

Unit V

Problems of Rural Journalism, Farm Journals, Rural Press, Press Conference, Radio rural Forum, Role of Community Radio in Rural Communication.

Reference

- Fernandes, Walter : Development with People, Indian Social Institute, New Delhi, 1988.

- Jayaweera N. & Amunugama S. : Rethinking Development Communication, AMIC, Singapore, 1988.

- Kumar, Kevel J. : Communication and Development : Communication Research Trends, Vol. 9, No.3, 1988.

- Hoogvelt Ankie : The Third World in Global Development, Macmillan, London, 1982.

- Hornik, Robert C : Development Communication : Information Agriculture and Nutrition in Third World, Longman, London/NY , 1988.

- Melkote Srinivas : Communication for Development in the Third World – Theory and Practive, Prestic – Mall, New Delhi, 1991.

- Sondhi, Krishan : Communication, Growth and Public Policy Breakthough, New Delhi, 1983.

- Schramm, Wilbur : Mass Media and National Development, Stanford UP, Stanford, 1964.

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Course Type: **FIELD INTERNSHIP**

Course Code: **FI-301**

Course Title: **FIELD INTERNSHIP**

Credits: 3	Mid Sem.: NIL	End Sem.: 50 Marks	Full Marks: 50	Total Hours: 45

L	T	P	Credits
0	0	3	3

Course Objectives

- Practical Application of Theory:

    - Apply theoretical knowledge gained in the classroom to real-world social work practice.

    - Bridge the gap between academic learning and practical field experiences.

- Skill Development:

    - Develop and enhance practical skills required in social work interventions, assessments, and client interactions.

    - Gain proficiency in conducting case studies, assessments, and developing intervention plans.

- Professional Exposure:

    - Gain exposure to diverse social work settings, populations, and societal issues.

    - Acquire hands-on experience in working with diverse clients, groups, or communities under supervision.

- Reflection and Self-Evaluation:

    - Engage in reflective practice to analyze personal strengths, weaknesses, and areas for professional growth.

- Evaluate personal attitudes, biases, and cultural competence in relation to social work practice.

- Ethical Understanding:

    - Apply ethical principles and guidelines in real-life social work scenarios.

    - Navigate ethical dilemmas and challenges encountered during fieldwork practice.

Course Outcomes:

By the end of the Concurrent Field Work experience, students should be able to:

- Application of Theoretical Knowledge:

    - Demonstrate the ability to apply theoretical concepts in practical social work scenarios.

    - Utilize theoretical frameworks to analyze and understand real-life cases and client situations.

- Professional Competence:

    - Exhibit proficiency in conducting assessments, developing intervention plans, and executing social work tasks effectively.

    - Demonstrate competence in working with diverse populations and adapting interventions to meet specific needs.

- Reflective Practice:

    - Engage in reflective practice to critically analyze and evaluate personal performance and professional growth during fieldwork.

    - Identify areas for further skill development and improvement based on self-reflection.

- Ethical Practice:

    - Apply ethical principles and guidelines in decision-making and practice during fieldwork.

- Demonstrate ethical behavior, respect for confidentiality, and cultural sensitivity in interactions with clients and communities.

- Integration of Learning:

  - Integrate fieldwork experiences with academic knowledge to enhance understanding and application of social work principles and methods.

  - Synthesize practical experiences to contribute meaningfully to class discussions and assignments related to social work practice.

The Field Internship is intended to provide students with a comprehensive experiential learning opportunity, enabling them to integrate theoretical knowledge with practical skills essential for professional social work practice. Internship in social work education is the integral part of social work curriculum which aims to develop the social work learner in themes of knowledge attitude and skills necessary for effective social work practice. This includes various activities in four consecutive semester of M.S.W. Courses Viz, orientation visits, concurrent field work visits, field work seminar, (issue based seminar/ based on community skills) Individual conf, group conference, tribal/ rural camp. Each student will have to carry out concurrent fieldwork among a given community to be selected by the Department. The community may be a slum, village or a rehabilitated colony. The fieldwork will be done one day a week and will be of 45 Hours duration in total. The internship will be carried out under the supervision of a faculty/field guide. This internship is an integral part of the course and each student will have to carry out the work and submit required report on the basis of which he/she will be evaluated.

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Course Type: **HARD CORE**

Course Code: **HC-401 (Theory)**

Course Title: **PUBLIC HEALTH MANAGEMENT**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	**0**	**0**	**5**

Course objectives

- Understand Community Health Concepts.

- Examine Health Systems.

- Assess Community Health Needs.

- Plan and Implement Health Programs.

- Collaborate with Community Stakeholders.

- Promote Health Equity.

- Utilize Technology in Community Health.

- Evaluate Community Health Interventions.

Course Outcomes

- Demonstrate Proficiency in Community Health Management.

- Apply Analytical Skills to Health Systems.

- Conduct Effective Community Health Assessments.

- Design and Implement Impactful Health Programs.

- Foster Collaborative Relationships.

- Advocate for Health Equity.

- Leverage Technology for Community Health.

- Evaluate and Adapt Community Health Interventions.

UNIT-I Health and Disease

Public health: Health definition, dimension, physical, mental social, spiritual, emotional, vocational, spectrum of health, determinants of health biological, behavioral, environmental

Health Profile: Concept of disease indicators of health mortality indicator .morbidity indicator, disability rates .nutritional status indicator, health care delivery indicator, environmental, socio economic .

Child Health : A Situational Analysis- Causes of infant mortality and morbidity, Reproductive and child health, health of adolescent girls, Common childhood diseases, Nutritional deficiencies, Genetic disabilities, , concept of prevention ,modes of intervention.

UNlT-ll Health Programmes in India

Programmes: National anti-malaria programme, National Leprosy eradication programme, RNTCP, National AIDS Control Programme, National Programme for control of blind ness, national cancer control programme, Universal immunization programme, NRHM , Minium needs programme,national health policy.

Epidemiology Definition, objectives, measurement in epidemiology. Importance, and consequence of mortality rate, Morbidity rate, disability rate, materiality rate.

Methods: Observational studies and experimental studies, classification of communicable

and non-communicable, dynamics of disease transmission.

UNIT-III Health Communication and planning

Health Communication: Concept, Objectives, scope, function, 'methods, health education, approach to health education.

Models: Planning & cycle of health planning in India. Health system in India during pre and post Independence.

Process : Concept, district health planning process, approaches, health promotion in different settings and frame work, concept of health need assessment.

Present practice: General Hospitals, Government, community health centers, blood banks, eye banks, health camps, Corporate and private, Specific disease hospitals, Specialized Clinics.

UNIT-IV Health Promotion Approaches and Planning

Approaches: Health promotion and advocacy; purpose, techniques, skills, approaches to women and child health.

Assessment: Community health needs assessment, Community health management; process, techniques, phases

Planning: National, State and district health planning, process, formulation and implementation, Monitoring and evaluation, Impact assessment.

UNIT V Social Work in various settings:

Mental health Institutions, psychiatric departments in general hospitals, private psychiatric clinics, half way homes, day care centres , sheltered workshops child guidance clinics.

Reference

- Social Preventive Meducine by K Park.
- Text Book of Preventive and Social Medicines - K. Park, M/s Banarasidas Bhanot Preventive and Social Medicine - Prabhakar Rap.
- Text book of Social & Preventive Medicine – Mahajan.
- Text book of social & preventive medicine,- K. Park, M/s Banarasidas Bhanot Text book of Social & preventive medicine -B.K Mahajan, Jaypee
- Moment & Hospital, Deaps & Deeps, New Delhi - S.L Goel & R.Kumar. The Evolution of International Health Systems, OUP - Camper/G.E

- Banarsidas Bhanot (Jaipur.) Preventive and social medicine, (Park and park. 2005.)

- Goldstine Dore. Expanding horizons in medical social work.

- Pathak and H. Medical social work in India Delhi. Delhi School of Social work

- Barak, G 1961 Health in Independent India. (Ministry of Health Publication. New Delhi)

- Sinqh.Surendra and Misra.P.D Health and Disease: Dynamics and Dimension

- Lowiey Psychiatry for Social Worker

- Goldstein,D. Expanding Horizons in Medical Social Work

- Dr.Pyagdin mishra Social group work.utar-pradesh santhan,lackhanauw-1992

- Dr.Dyakrusan mishra & dr.a.s.rathod Social administration,college book dipo,jaypur-1998

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Course Type: **HARD CORE**

Course Code: **HC-402 (Practical)**

Course Title: **BLOCK PLACEMENT**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

Students shall be directed to learn about the formation, legal formalities, taxation related formalities, project formulation, resources mobilization techniques, project management, Documentation, POSDCORB, Evaluation, Need Analysis, Problem Tree Analysis, Logical Frame Analysis and so on.

- To develop an understanding of the problem and opportunities in an organisational setting.

- To develop an understanding of the problems and opportunities of the organisation and the methods they adopt to respond to their environment.

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

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Course Type: **HARD CORE**

Course Code: **HC-403**

Course Title : **Dissertation Conducting Research and Writing Report**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

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

Evaluation Criteria :

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

7	Viva-voce	Ability to explain the research process & defend research work	20
Total			**100**

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Course Type: **CORE ELECTIVE**

Course Code: **CE-401 (Theory)**

Course Title: **CORRECTIONAL SOCIAL WORK**

Course Title: **FAMILY AND CHILD WELFARE**

Course Title: **MEDICAL AND PSYCHIATRIC SOCIAL WORK**

A. Course Title: **CORRECTIONAL SOCIAL WORK**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours:75

L	T	P	Credits
5	0	0	5

- **Objectives**:

- To understand crime and delinquency as a social problem.

- To study and understand the basic elements of correctional methods and approaches.

- To gain knowledge of legal provisions.

- To study and identify the practices of non-institutional services.

- To acquire skills of correctional social work and understand the role of professional social workers in correctional institutions.

Course Outcomes:

- Demonstrate In-Depth Understanding of Crime and Correction Concepts.

- Analyze and Identify Causes and Dynamics of Criminal Behavior.

- Interpret and Apply Legal Frameworks in Correctional Systems.

- Design and Implement Effective Intervention Strategies for Offenders.

- Evaluate the Role and Effectiveness of Rehabilitation in Correctional Practices.

- Assess the Impact of Correctional Policies on Community Dynamics.

Unit I Crime in the context of Social problem

Crime: Concept, Theories of Causation, Classification of crime and approaches to deal with crime and criminals.

Crime in India and Odisha: crime against women, crime against children, Atrocities against Scheduled Castes and Scheduled tribes; Emerging patterns and trends.

Juvenile Delinquency: Concept, Demography, Theories of causation and approaches to delinquency prevention.

Unit II Criminology and Criminal Justice System

Concept of criminology; Social, Psychological and Legal approaches

Courts and correctional administration. Hierarchy of courts functions and powers. Lok Adalats, Lokayukta, Legal Aid, Functions of Law Commission. Analysis of the Criminal Justice System: Police, Judiciary, Prisons and Correctional Services.

Unit III Correctional Administration and Services

Institutional services: Prison, observation homes, special homes, beggar homes, rescue homes, short-stay homes, protective homes, half-way homes, deaddiction centers.

Community based corrections and non-institutional services: Early diversion and de- institutionalization, probation and parole, adoption, foster care, child guidance centers, family counselling, crisis intervention, after-care rehabilitation and reintegration of offenders; community po.

Unit IV Correctional Social Work

Definition, history, philosophy: Retribution, Restitution, General Deterrence, Special Deterrence Incapitation, Just Desserts ,objectives, methods and approaches of contemporary correctional social work: Probation and Parole, Alternative to Capital Punishment.

Unit V Correctional Social Work In India

Correctional Social Work in India; role of professional social workers in correctional institution, crime prevention and rehabilitation of offenders: supervision, surveillance and counselling; skills unique to correctional social work; limitations of correctional social work.

Reading List:

- Gupta, M.C. & K. Chockalingam, J. Guha Roy (2001) Child Victims of Crime:

   Problems and Perspectives. New Delhi, Gyan Publishing house.

- Ahuja Ram. (1996) Youth and Crime. Jaipur, Rawat Publications.

- Tripathy, P. C. (2000) Crime against Working Women, APH Publishing Co., New Delhi.

- Dabir, Neela & Nigudjar, Mohua. (2005) Children in Conflict with Law. Mumbai, TISS.

- Coleman, Clive. (2000) Introducing Criminology, Willan Publication, UK

- Ahuja, Ram. (2000) Criminology, Rawat Publication, New Delhi

- Siegal, larry J. (2000) Criminology, Wadsworth Thomson Learning, New Delhi

- Schmalleger, frank. (1999) Criminology Today: An Integartive Introduction 2nd edition, Prentice Hall, New Delhi

- Alan Vand, K. Criminal Justice System – Readings

- Mehraj-ud-din, Mir, (1984) Crime and Criminal Justice System in India, Deep & Deep Publications, New Delhi

- Choudhuri, Mrinmaya. (1995) Languishing for Justice: Being a Critical Survey of Criminal Justice System, Datt Sons, Nagpur

- Chakrabarti, N. K. [Ed.] (1997) Administration of Criminal Justice (Vol.1.). New Delhi. Deep and Deep Publications.

- Robert M Carter, Daniel Glaser, Leslie T Wilkins, (1985) Correctional Institutions, Harper & Row Publishers Inc.

- Siddique, A. (1983) Criminology, Lucknow, Eastern Book Co.

- Bart ollas Clemens, (1985) Correctional Treatment: Theory and Practice, Prentice hall, New Jersey

- Panakal, J. J & Gokhale, S. D. (1989) Crime and Corrections in India, Mumbai, TISS

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B. Course Title: **FAMILY AND CHILD WELFARE**

| Credits: 5 | Mid Sem.: 30 Marks | End Sem.: 70 Marks | Full Marks: 100 | Total Hours:75 |

L	T	P	Credits
5	0	0	5

Course Objectives:

- Understand Fundamental Concepts.
- Analyze Family Dynamics.
- Assess Child Welfare Policies.
- Implement Intervention Strategies.
- Foster Positive Parenting Practices.
- Address Child Abuse and Neglect.
- Collaborate with Community Resources.
- Utilize Trauma-Informed Approaches.

Course Outcomes:

- Demonstrate In-Depth Knowledge.
- Analyze and Interpret Family Dynamics.
- Evaluate and Critique Child Welfare Policies.
- Design and Implement Effective Interventions.
- Promote Positive Parenting.
- Address Child Abuse and Neglect.
- Collaborate Effectively.
- Apply Trauma-Informed Approaches.

Unit I

Understandings: Family as an Institution, its function and importance, impact of urbanization on family, changing functions of family, problem related to family.

Historical Development: Philosophy, objectives and scope of family welfare, Historical development of services for the family, women and children.

Women: Problems of Women in the Indian context. Factors affecting the status of women, women's welfare. Legislation relating to family, marriage, employment, immoral traffic etc.

Youth: Specific problems of the youth: Drug abuse, alcoholism, Suicide, Sexually transmitted diseases, sexual problems. Functional disorders - eating disorders, obesity. Emotional problems -identity crises, alienation, low self esteem, careers, conflict, conflicts in selecting a partner.

Unit II

Family Welfare: Family welfare programmes in the areas of housing , education, health, and employment. Development services to strengthen the family.

Socio-Economic: socio-economic programmes; applied nutrition etc. Family welfare agencies, counseling and guidance institutional services for the aged destitute and handicapped.

Welfare: Child welfare, concept and principles, evolution of child welfare service in India. Programmes and services for children, creches, day care centers, health education, current policies and trends of child welfare and contemporary challenges.

UNIT III

Development : Role of youth in social change - youth in politics - youth policy - youth welfare programmes for rural and urban youth. Governmental: NCC. NSS, Scouts, Guides, Youth Hostels, Youth festivals, career counseling. Other programmes A1CUF, TRYSEM, NYK, Vishva Yuva Kendra, Bharat Seva Samaj and Servants of India Society.

Unit IV

Development : Integrated child welfare scheme; its aims, objectives and programme, services for handicapped Modern; institutional services, adoption, foster care, sponsorship, juvenile court, child welfare board, child guidance centers and school social work.

Care and Protection ICPS: Special aspects of care of the institutional child, Policies regarding intake, care treatment; discharge and rehabilitation. Use of social work methods in non-correctional and correctional institutions and children, National and International agencies for child welfare.

UNIT-V Women's Development and Social Work

Concept of engendering Social Work and the role of the Social Worker.

Applications of Social Work methods for Women empowerment and Development.

Political Empowerment of Women: Participation of Women in National Movements; Women in National and Regional politics, Panchayati Raj Institutions and Urban Local bodies.

Reading List

- Agarwala, S.N : India's Population Problems. (Second Edition)

- Baig. Tara Ali: Women in India, Ministry of Information and Broadcast, Government of India Publication Division New Delhi,1991-92.

- Chatterjee Betal : Community Approach to Family Welfare Publishers, New Delhi, 1973.

- Colemen. J.C. : Abnormal Psychology and Modern Life (5th Edition D.B. Taraporewala Bombay, 1968)

- Coontz, S.H : Population Theorised and the Economic Interpretation, Routledge and Kegan Paul, London, 1957.

- Council for Social Development : Towards A Population Policy Western Regional Conference Programmes (Proceedings) Sngha Ranche, New Delhi, 1971.

- Gore, M.S.: Urbanization and Family change Popular Prakashan, Bombay, 1968.

- India.: Towards equality : Report of the Commission on the Status.of Women in India.

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C. Course Title: **Medical and Psychiatric Social Work**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours:75

Course Objectives

L	T	P	Credits
5	0	0	5

- Understand Foundations of Medical and Psychiatric Social Work.

- Analyze the Interaction of Social Factors with Medical and Psychiatric Conditions.

- Develop Intervention Strategies for Individuals and Families.

- Collaborate with Healthcare Teams.

- Address Psychosocial Issues in Medical Settings.

- Provide Support for Patients and Families Facing Mental Health Challenges.

- Advocate for Psychosocial Well-being within Healthcare Systems.

- Utilize Evidence-Based Practices in Medical and Psychiatric Social Work.

Course Outcomes

- Demonstrate Comprehensive Understanding of Medical and Psychiatric Social Work.

- Apply Social Work Theories to Medical and Psychiatric Settings.

- Design and Implement Effective Intervention Plans.

- Collaborate Effectively with Healthcare Professionals.

- Identify and Address Psychosocial Factors Impacting Medical Conditions.

- Provide Supportive Services for Individuals and Families in Mental Health Crisis.

- Advocate for Psychosocial Needs within Healthcare Settings.

- Apply Evidence-Based Practices in Medical and Psychiatric Social Work.

Unit I: Concepts of Mental Health and Illness

- Definitions and perspectives of mental health; Mental health as a positive concept, components of mental health; ..Meaning of normal and abnormal behaviour.

- Biological, psychological and sociological approaches to mental Illness

- Classification of mental and behavioural disorders - DSM-IV and ICD systems

Unit II: Mental and Behaviour Disorders

Epidemiology, aetiology, types, clinical manifestations and management of: - Psychoactive substance use disorders

- Schizophrenia

- Mood disorders

- Neurotic, Stress related, Somatoform disorders

Unit III: Mental Healthcare Services, Policy and Programmes

- Mental Healthcare scenario in India
- Community mental health: Primary mental health care, community initiatives, and deinstitutionalization of psychiatric services
- Policy related to mental health , Laws related to mental health
- Innovative approaches to mental health care

Unit IV - Introduction to Community Mental Health programme

- Community based Mental Health Programme
- Community Needs Assessment
- Cultural Competent Approroach
- Collective Partnership
- Community based Rehabilitation

Unit V: Social Work Response

- History of social work practice in mental health: Historical and evolving roles of social worker in mental health services
- Social work applications in mental health: Principles
- Family Interventions: Psychoeducational and supportive interventions
- Social skills training: Activities of daily living and vocational skills training

Reference

1. Horwitz, A.V., & Scheid, T.L. (eds.)   1999 A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Cambridge: Cambridge University Press.
2. Sadock, B.J., & Sadock, V.A. (eds.) 2005 Comprehensive Textbook of Psychiatry 8th Edition. Philadelphia: Lippincott Williams & Wilkins.
3. CarsonR.C., Butcher, J.N. & Mineka, S. 2000 Abnormal   Psychology   and   Modern   Life. Singapore: Pearson Education.
4. Gottlieb, B.H.   1983 Social Support Strategies: Guidelines for Mental Health Practice. New Delhi: Sage Publications.
5. Sahni, A.   1999 Mental Health Care in India: Diagnosis, Treatment

		and Rehabilitation. Bangalore: Indian Society of Health Administrators.
6.	Mane, P., & Gandevia, K. Y. (eds.)	1993 Mental Health In India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
7.	Sutherland, J. D. ,(ed)	2003 Towards Community Mental Health. London: Routledge.
8.	Callicutt, J. W., & Lecca, P.J. (eds.)	1983 Social Work and Mental Health. New York: The Free Press.
9.	French, L.M.	1940 Psychiatric Social Work. New York: The Commonwealth Fund.
10.	Patel, V., & Thara, R.	2002 Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications.
11.	World Health Organization	1990 The Introduction of a Mental Health Component into Primary Health Care. Geneva.
12.	Dhanda, A.	2000 Legal Order and Mental Disorder. New Delhi: Sage Publications,
13.	Gelder, M., Mayou, R., & Cowen, P.	2004 Oxford Textbook of Psychiatry 4th Edition. Oxford: Oxford University Press.
14.	Turner, F. (ed.)	1978 Social Work Treatment: Interlocking Perspectives. New York: The Free Press.
15.	Sheppard, M.	1991 Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing. New York: The Falmer Press.
16.	Bentley, K.J.	2001 Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.

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Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours:75

L	**T**	**P**	**Credits**
3	**0**	**0**	**3**

Course Objectives

- Develop an ability among students to analyze the position of women in rural and tribal society.

- Acquire understanding on problems relating to women.

- Develop in them a critical understanding about the schemes related to women.

Course Outcomes

- Analytical Skills on Women's Position in Rural and Tribal Society: Develop students' ability to critically analyze and comprehend the multifaceted position of women in rural and tribal societies, considering their roles, challenges, and contributions within these contexts.

- Understanding of Women's Issues: Acquire an in-depth understanding of the diverse issues and challenges faced by women in rural and tribal settings, including socio-economic disparities, cultural norms, access to resources, and gender-based inequalities.

- Critical Understanding of Women-Centric Schemes: Develop a critical understanding among students regarding various government and non-government schemes, policies, and interventions aimed at addressing women's issues, assessing their effectiveness, limitations, and impact on rural and tribal women.

These course outcomes aim to fulfill the objectives by providing students with analytical skills to assess women's positions, a profound understanding of women's issues in rural and tribal societies, and a critical perspective on schemes related to women, fostering a comprehensive comprehension of the challenges and interventions pertaining to women in these contexts.

Unit-1

Status of women in rural and tribal community - in the context of family marriage, religion and economy. Theories of Gender and Development WID,WAD,GAD

Unit-2

Problems relating to women – dowry, domestic violence, crimes against women, female feticide, child prostitution, exploitation and abuse of domestic female labour.

Unit-3

Women in local self government with special reference to women in decision making. Impact of 73 amendment, development schemes and women's situations, case studies of DRDA, ICDS, SHGs.

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