

## **MASTER IN SOCIAL WORK (MSW)**

### **Programme Specific Outcomes:**

1. Students get familiarized and attain conceptual clarity in social work theories, perspectives, models, methods, and processes of social work practice.
2. Students attain knowledge of different steps of doing a work/intervention as per local, national, and international protocols- norms, legal bindings, and regulations.
3. Learn what should be done when, and how it should be done when it comes to social work interventions in the fields of children, women, families, community development, health and mental health, development projects, and other welfare activities.
4. Working with the personal self for meaningful and enriching social work professional career.
5. Sensitize students about various dimensions of human behaviour and influencing factors in accordance with the society or environment.
6. Understand and learn various social work methods and its supportive intervention techniques.
7. Acquire specialized knowledge in Medical and Psychiatric Social Work / Rural and Urban Community Development.
8. Develop various skills, practice methods, and apply the tools and techniques in social work.

# SYLLABUS

## SEMESTER-I

### SWFC-01 (FOUNDATIONS OF SOCIAL WORK: HISTORY, PHILOSOPHY AND VALUES OF SOCIAL WORK)

| Paper  | Content   | Objectives and Expected Outcomes  |
|--------|---|---|
| Unit 1 | <p>History of Social Welfare in the West (UK and USA): The Elizabethan Poor Law (1601); The Poor Law Commission of (1905); Charity Organization Society (1869) and Casework; Settlement House Movement and Group Work and Community Organization</p> <p>Beveridge Report (1941) and its impact on Social Welfare Administration. Concepts of Social Welfare, Social Security, Social Services.</p> <p>Inequalities and development of Radical Social Work and Social Action in USA.</p> <p>The development of Professional Social Work (From Charity to Welfare to Human Rights and Social Justice); Definition of Social Work.</p>   | <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• To get acquainted with the history of professional social work in USA, UK and in erstwhile colonial states with focus on India.</li><li>• To understand the development of Social Work Methods and Ideologies.</li><li>• To understand the historical development of the philosophy, values, and ethics of Social Work</li></ul> |
| Unit 2 | <p>Socio-religious practices of welfare and charity in Indian society (Dana, Zakat, Langar, etc); Post-independence Welfare State and Social Services. Growth of Social Welfare Institutions (Voluntary and Government) and Community Development Program. NGOs and the development sector. Social work and social movements. Social Work and Judicial Activism (Use of PIL and RTI).</p> <p>History of Social Work Education in India: YMCA School of Social Work Lucknow; TISS Mumbai; Delhi School of Social Work New Delhi; Social Work Professional Associations: ASSWI, NAPSWI</p> <p>Emergence of post-colonial critique of social work knowledge and practices borrowed from West; Recognition of indigenous practices of social work in different parts of the world. Culturally relevant and culturally specific Social Work practice</p> | <p><b>EXPECTED OUTCOMES</b></p> <ol style="list-style-type: none"><li>1. To gain knowledge about the origin &amp; evolution of Social Work in India &amp; Abroad</li><li>2. To understand the religious contribution towards social work practice</li></ol>   |

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|        | Emergence of post-colonial critique of social work knowledge and practices borrowed from West; Recognition of indigenous practices of social work in different parts of the world. Culturally relevant and culturally specific Social Work practice.  | 3. To critically evaluate the practice of social work, ethics, values, and code of conduct in present work environment |
| Unit 3 | Social Work and its relation to Human Rights and Social Justice; Rawl's Theory of Justice comparison with Nozick's Theory of private property and entitlement; Nancy Fraser's Redistribution or recognition; Theories of Empowerment (Julian Rappaport, 1981; Keiffer, 1984).<br>Briefly introduce Generalist Perspective; Ecological Perspective; Feminist Perspectives of Social Work; Emancipatory Social Work and Anti-oppressive Social Work perspective.<br>Philosophy of Social Work Practice in India: Gandhian, Nehruvian & Ambedkarite perspective in Social Work Practice in India. Comparison of their views in the context of India's development. |  |
| Unit 4 | Social Work Values: Assumptions and Values of Social Work towards self, client, community, and profession (Friedlander, 1977; Morales & Sheafor, 1989; Dubois & Miley, 2005)<br>Principles of Social Work Principles of social work (Biestick) and their application in diverse socio-cultural settings<br>Professional Code of Ethics: IFSW Code of Ethics; Ethical Dilemmas in social work practice.  |  |

SWFC 02 (Social Science Concepts I: Social Structure, Social Institutions and Social Change)

MARKS 100

| Paper  | Content   | Objectives and Expected Outcomes   |
|--------|---|--|
| Unit 1 | Thinking Sociologically: Common sense and sociological imagination (Mills, C.W). Social Sciences and Natural Sciences. Social Construction of Reality (Berger). Nature and Culture. | <b>Objectives:</b> <ul style="list-style-type: none"> <li>To familiarize the students with sociological</li> </ul> |

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|        | <p>Sociological Concepts: Society, Community, Association, and Institution.</p> <p>Social Group: Meaning, Types: Primary, Secondary, In-group - Out-group, formal and informal group, pressure group and reference group.</p> <p>Functionalism, Structural Functionalism (Parsons, Merton), Conflict Perspectives (Marxism, Feminism and Dahrendorf approach), Symbolic Interactionism Perspectives.</p>  | <p>imagination as a way of understanding social and cultural processes.</p> <ul style="list-style-type: none"> <li>It is organized in such a way that even students without previous exposure to social sciences could acquire an interest in the subject and follow it.</li> </ul>  |
| Unit 2 | <p>Concept of Social Structure and function. Social structure and Agency, Structuration</p> <p>Social stratification: varna, caste, class, occupation, tribe, race, ethnicity, and gender.</p> <p>Social Interaction and Social Processes: Associative and Dissociative Social Processes</p> <p>Culture: definition and types, norms &amp; values, patterns of culture, culture, and personality.</p>   | <ul style="list-style-type: none"> <li>Understand the role of individual in the society and importance of various social Institutions and their impact.</li> <li>Get a scientific insight about the social structure, stratification and issues related to caste, class, and gender.</li> <li>Develop clarity about social issues and challenges in the social work field.</li> </ul>  |
| Unit 3 | <p>Marriage and Family: Characteristics, types and functions, Rules of Marriage.</p> <p>Kinship: Meaning, Definition, Types, Functions.</p> <p>Social Process: Socialization, Acculturation, Enculturation, Assimilation Re- socialization, Anticipatory, Adult socialization, and agency of socialization.</p> <p>Status and Role: Multiple Roles, Role Set, Status Set, Role Conflict.</p>  | <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>Able to understand the social structures provide frameworks that establish consistent patterns of behaviour.</li> <li>Able to understand the institutions such as family and education socialize individuals, teaching norms, values, and skills needed for societal participation.</li> <li>Able to learn social changes can lead to technological</li> </ul> |
| Unit 4 | <p>Concepts, Meaning and Nature of Social change.</p> <p>Characteristic and Processes of Social Change.</p> <p>Theories of social change-The Evolutionary Perspective, Cyclical Theories, Structural Functionalist Perspective, Conflict Perspective.</p> <p>Factors of social change: Sanskritization, Westernization, Modernization, Orthogenetic and Heterogenetic factors of social change; Social Mobility: Horizontal &amp; Vertical.</p> |  |

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|  |  | advancement, economic development, and improvements in quality of life. |
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**SWFC 03 (SOCIAL SCIENCE CONCEPTS II: INTRODUCTION TO POLITICAL ECONOMY)**

**MARKS 100**

| Paper  | Content  | Objectives and Expected Outcomes  |
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| Unit 1 | Basic assumptions of Rational Choice: Decision theory, public choice, and Game theory (discuss in the context of voting)<br>Allocation of resources in society: Compare and contrast decentralized (market) and centralized (hierarchical/government) methods of allocation  | <b>Objectives:</b> <ul style="list-style-type: none"> <li>To understand how political institutions affect economic growth.</li> <li>To understand how economic conditions affect political decisions.</li> <li>Explore current debates in political economy.</li> <li>Understand the context of democratic and non-democratic politics</li> </ul> <b>Expected Outcomes:</b> <ul style="list-style-type: none"> <li>Students will gain a deep understanding of the major theories and schools of thought in political economy, such as capitalism, socialism, Marxism, and neoliberalism.</li> <li>Ability to analyse how government policies</li> </ul> |
| Unit 2 | Marxian development theory: Lenin's <i>Imperialism</i> , Walter Rodney's <i>How Europe underdeveloped Africa</i> .<br>Economic development and power relations: Structural explanations. Rudolf and Rudolf <i>In pursuit of Laxmi</i><br>Wealth and Income inequality: Thomas Piketty's <i>Capital in the 21st Century</i><br>Income inequality in India: Oxfam India Inequality Report. |   |
| Unit 3 | Introduction to Collective Choice: Cooperation, Logic of collective action.<br>Group choice: Role of caste, religion, regionalism in Indian politics and their consequences for democracy.   |   |
| Unit 4 | Neo-classical development economics: Role of international agencies (WB, IMF, and others) in diagnosing development problems and influencing policy in India.  |   |

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|  | <p>Concerns about governance, regulation, distributional politics, and institutional corruption.</p> <p>Role of political institutions in economic development: Laws supporting rapid economic progress and the social cost. The case of discontentment in the agrarian sector about the Farm Laws 2020 and the response of the government.</p> | <p>impact economic growth, inequality, labour markets, and public welfare.</p> |
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#### SWFC 04 (SOCIAL SCIENCE CONCEPTS III: PSYCHOLOGY FOR SOCIAL WORK

MARKS 100

| Paper  | Content  | Objectives and Expected Outcomes  |
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| Unit 1 | Perspectives in psychology: Psychodynamic and Gestalt, Behavioural, Cognitive and Humanistic; Factors influencing Human Behaviour- Heredity, Environment and Self. Role of peer group, family, community in shaping personality. Importance of psychology in social work practice.   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of human behaviour.</li> <li>• To understand the basic concepts and factors of human behaviour.</li> <li>• To understand the relevance of psychology in social work.</li> <li>• To understand the concept of personality and its application in social work education</li> </ul> <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Able to understand the human behaviour and development.</li> <li>• Able to understand the mental health and wellbeing.</li> <li>• Able to understand the ability to assess</li> </ul> |
| Unit 2 | Meaning of personality. Theories of personality: Psychoanalytic (Freud, Jung), Humanistic (Carl Rogers) and Behavioural (Pavlov, Skinner) Processes of Adjustment: Concept and Factors; Coping Mechanism, Defence Mechanism and Resilience Processes of Perception, Cognition; Distortions. Psycho-social theory by Erickson; Cognitive theory: Jean Piaget. |   |
| Unit 3 | Relevance of Social Psychology to Social Work. Prejudice, stereotypes and discrimination. Attitude formation; changing attitudes and behaviour through propaganda. Collective Behaviour: Groups, Crowds, Scapegoating Motivation (Maslow and Victor Frankl) and Leadership   |   |
| Unit 4 | Human growth and development: Social, Emotional, Cognitive and Physical Stages in Life Span approach from Conception to Old  |   |

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|  | Age: characteristics, needs, tasks, and problems at each stage.<br>Knowledge of Self, Child and Family, Transition: understanding and managing personal change, Aging, and social problems, Dying and bereavement. | psychological and emotional needs, using evidence-based tools and frameworks relevant to social work practice. |
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### SWFC 05 (WORKING INDIVIDUALS AND GROUPS)

MARKS 100

| Paper  | Content  | Objectives and Expected Outcomes   |
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| Unit 1 | <p>Definition and Components of social case work: person, place, problem &amp; process.</p> <p>Individual and their problems in their social context: Concept of Social Role, Functioning and Coping</p> <p>Skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.</p> <p>Phases of Casework Process: Study, Assessment, Intervention, Termination, Evaluation and Follow-up. Client-Worker Relationship.</p> <p>Models of Social Case Work practice: Problem solving, Psycho- social, Task oriented Social Casework in different social settings.</p> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To develop theoretical knowledge and understanding about working with individuals and groups.</li> <li>• To be able to apply the methods of social case and group work in various settings</li> </ul>         |
| Unit 2 | <p>Group work: definition, goals, principles, and scope.</p> <p>Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal. Types of Group Work- Therapy Group; Support Group; Task-centre Group.</p> <p>Stages of group development and group processes (group dynamics; decision making; scapegoating; consensus and conflict)</p> <p>Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building, Programme Planning, Recording</p> <p>Application of Group Work Methods in Different Settings</p>  | <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To understand human behaviour and individual needs.</li> <li>• To engage the relationship building skills.</li> <li>• To facilitates the clients in setting realistic and achievable goals.</li> </ul> |

### SWFC 06 (ORIENTATION PROGRAMME AND OBSERVATIONS VISITS)

MARKS 100

**Objectives:**

- To understand the roles and responsibilities of social work professionals.
- To understand the core social work values and ethics.
- To provide students with an understanding of how their theoretical knowledge will transfer into real-world practice.
- To build a strong foundation for students, preparing them for future fieldwork and professional practices.

## SEMESTER-II

### SWCP 01 (COMMUNITY WORK, SOCIAL ACTION & SOCIAL CHANGE)

(MARKS-100)

| Paper  | Content  | Objectives and Expected Outcomes   |
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| Unit 1 | <p>Understandings of Community</p> <p>Sociological understanding of Community: Conflict Theory and Consensus (Systems) Theory</p> <p>Gemeinschaft (communal society) and Gesellschaft (associational society)</p> <p>Psychology of Community: Psychological sense of community McMillan and Chavis (1986)</p> <p>Types of communities: Geographical (Rural, Urban, Tribal); Identity or interest-based communities (Caste, Religious and Virtual Communities); Local and Global communities.</p> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To provide theoretical and conceptual understanding of Community.</li> <li>• To learn about Community work and Social Action as methods in social work.</li> <li>• To practice and critically examine the steps and process of Community Organization and Social Action in various community setting.</li> </ul> <p><b>Expected Outcomes:</b></p> <p>Outcomes of community work, social action, and social change include</p> |
| Unit 2 | <p>Community Organization</p> <p>Community Organization: Definition, values, ethics, and principles; Rothman's Three Models of Community Organizing: Locality Development Model; Social Planning Model; Social Action Model. Stockdale's Two Models of Planning: Traditional Planning and Advocacy Planning</p> <p>Skills of Community Organizer: Building Rapport; Community Profile through transect walk, Types of Needs and Need</p>   |  |



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|        | assessment through PRA and PLA techniques; Problem analysis through focused group discussion.   | increased social cohesion, improved access to resources, heightened awareness of social issues, empowerment of marginalized groups, and policy reforms. These efforts often lead to lasting shifts in community attitudes and behaviours, ultimately enhancing quality of life and promoting equity. |
| Unit 3 | Social Action<br>Social Action: Concept, Meaning, Definition and Scope<br>Theories of Social Action: Saul Alinsky, Paulo Friere, Hanna & Robinson (1994) Three models of Community Empowerment: Traditional Social Change; Direct Action Social Change; Transformative Social Change<br>History of social action in India: Mahatma Gandhi, B. R. Ambedkar                   |  |
| Unit 4 | Social Change through Community Mobilisation<br>Social Change: Definition, Concept, and Scope<br>Checkoway's (1995) six distinct strategies of community change: Mass Mobilization; Social Action; Citizen Participation; Public Advocacy; Popular Education; Local Service Development<br>Indian examples of community organization for social change: The case of MYRADA. |  |

SWCP-02 (SOCIAL MOBILIZATION, SOCIAL MOVEMENTS & SOCIAL TRANSFORMATIONS)  
(MARKS-100)

| Paper  | Content  | Objectives and Expected Outcomes  |
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| Unit 1 | Understanding the nature and dynamics of movements<br>Relative Deprivation Approach (RK Merton), Resource Mobilization Approach (McCarthy and Zald, 1977), Identity-oriented Theory (Alain Touraine, 1981), Life Cycle of Social Movements (Blumer 1969).  | <b>Objectives:</b> <ul style="list-style-type: none"> <li>Learn to conceptualize and analyse social movements and understand their transformational potential.</li> <li>Learn about the motivations, approaches to organizing, protests and other activities.</li> </ul> <b>Expected Outcomes:</b><br>Outcomes of social mobilization, social movements, and social transformation include heightened political |
| Unit 2 | Conceptualizing and Defining Movements in India: Functionalist Framework (M.S. Gore), Dialectical-Marxist Framework (A.R. Desai)<br>Social movements as evolution of society. (Yogendra Singh); Social movement as a quest for freedom, equality, and social justice. (M.S. Gore); Structural connotation in the conceptualization of movements (T.K. Oomen) |   |
| Unit 3 | Old Social Movements:<br>Classical and neo-classical movements. Class based, anticapitalism movements. Issues of economic injustice and class exploitation. Peasant and agrarian movements.  |   |

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| Unit 4 | New Social Movements:<br>Plural and transnational based. Issues of civil rights, antiracism, disarmament, environmentalism, ethnicity, displacement, etc. Swadeshi movement, Bhoodan- Gramdan movement, Dalit Movement, Narmada Bachao Andolan. Analysis of methods used in the Black Lives Matter Movement in the USA (2020) and Farmer Protest Movements in India (2020-21). | awareness, changes in public policy, and shifts in societal norms. They can lead to increased participation in civic activities, empowerment of disenfranchised communities, and ultimately, significant cultural or structural changes within society. |
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### SWCP-03 (SOCIAL POLICY ANALYSIS)

(MARKS-100)

| Paper  | Content   | Objectives and Expected Outcomes   |
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| Unit 1 | Social Problems, Social Policy, and Constitution: Concept of social problems, welfare state, and social policy. Social Policy for Social Justice. Values underlying social policy and planning based on the Constitutional provisions (i.e., the Directive Principles of State Policy and Fundamental Rights) and the Human Rights. Approaches to social policy: Social Policy in precapitalist and socialist State. Liberal, Marxist, Neoliberal and Gandhian perspectives on Social Policy. Market-led reforms and Social Policy. | <b>Objectives:</b> <ul style="list-style-type: none"> <li>To understand of the concept of social policy and acquire skills in critically analyzing social policies.</li> <li>Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to fundamental right; and the directive principles of state policy.</li> </ul> <b>Expected Outcomes:</b><br>Provides evidence-based insights for policymakers, improving the quality of decisions. Assesses the effectiveness of existing |
| Unit 2 | Evolution of Social Policy in India: Evolution of social policy in a historical perspective. Nature of state and changing role of state - issues and challenges; prescriptions of reaction to scholars - Rawls, Sen, Walzer, and Taylor. Role of social policy in the Indian Development process. Relationship between social policy and social development. The social policy implementing structure in India; the lack of an integrated approach or convergence of development schemes and programmes.                            |  |
| Unit 3 | Social Policy Formulation: Social Policy Formulation for Land reforms, food   |  |

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|        | security (PDS and Targeted PDS), employment (MNREGA), National Education Policies: Description of the Policies and Identification of the Social Problem it intends to address; Demands for the policy; legislative history of the policy; Origin of the policy (when and how); Changes in the policy over time (if any); Support and opposition to the passage of the policy.   | policies, helping to identify strengths and areas for improvement. Guides the efficient distribution of resources by highlighting needs and priorities. Uncovers inequities, promoting policies that address disparities and enhance equity. Stimulates new ideas and approaches to social challenges, leading to innovative policy solutions. Raises awareness about social issues, encouraging civic engagement and activism. |
| Unit 4 | Social Policy Analysis: Social Policy Analysis for policies and programmes for Land reforms, food security (PDS and Targeted PDS), employment (MNREGA), National Education Policies: Resources for the policy implementation and Intended Beneficiary; Intended short- and long-term goals and outcomes of the policy; Implementors of the policy or programme; Responsibility and roles for administration, coordination, monitoring, and evaluation of the policy. Side effects of the policy for target group and at-risk group. |   |

#### SWCP-04 (DEVELOPMENTAL APPROACH IN SOCIAL WORK PRACTICE)

(MARKS-100)

| Paper  | Content  | Objectives and Expected Outcomes   |
|--------|--|--|
| Unit 1 | Understanding Social Development<br>Definition, goals, and difference between Growth and Development.<br>Historical evolution, theoretical ideas and principles that have shaped the development process: Capitalist Model-Trickle Down Theory; Social Development and Human Development. Development as Freedom, Entitlement & Capability Approach; Sustainable Development Role of international agencies (UNDP, UNICEF, ILO, World Bank) in promoting state- directed, planned social development | <b>Objectives:</b> <ul style="list-style-type: none"> <li>To disseminate on development ideas and engage in a discourse on the contemporary development.</li> <li>To develop capabilities on the critical understanding on the development theories, models and approaches to development.</li> <li>To develop a comprehensive knowledge and understanding on</li> </ul> |
| Unit 2 | Critiques of Development<br>Dependency Theory (1960): an explanation of economic underdevelopment of countries World System Theory (Immanuel Wallerstein, 1979)<br>Post Development Theory (Arturo Escobar)<br>Happiness Index: Correlation between Subjective Well Being (SWB) and SDG  |  |

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| Unit 3 | <p>India's Planned Development Experience</p> <p>Five Year Plans: achievements and failures contradictions; critiques and major debates on Indian planning and India's development. Definition and role of Niti Ayog.</p> <p>Area Development Approach; Target group approach:</p> <p>Basic Needs Approach: Integrated Development Approach: Community-driven development (CDD)</p> <p>Case studies- Nationalization of banks; Green Revolution; White Revolution; Make in India</p>  | <p>India's Development Experience.</p> <p><b>Expected Outcomes:</b></p> <p>Enhances individuals' and communities' capacity to make informed decisions and take control of their lives.</p> <p>Strengthens skills and resources within communities, promoting self-sufficiency and resilience.</p> |
| Unit 4 | <p>Neo-Liberal Policies and SDGs</p> <p>Replacement of the welfare state with neo-liberal state- Introduction of Liberalization, Privatization and Globalization (LPG) and its consequences.</p> <p>Increasing Inequality and the introduction of Rights based welfare economics: NREGS, RTE, RTI, Subsidized food grains distribution, Direct and Indirect Benefits Transfers/Cash Transfers.</p> <p>India's dichotomy of development beneficiaries and losers: An Analysis of BPL criteria and exclusion.</p> <p>India's development experience on conflicting federalism: inter-state and intra-state perspective.</p> | <p>Facilitates shifts in social norms and structures, addressing systemic issues like poverty and inequality.</p> <p>Promotes practices that consider environmental, economic, and social sustainability, ensuring long-term benefits.</p>  |

SWCP-05 (GENDER IN SOCIAL PRACTICE)  
(MARKS-100)

| Paper  | Content  | Objectives and Expected Outcomes  |
|--------|--|---|
| Unit 1 | <p>Feminist Social Work Theory</p> <p>Understanding Sex and Gender; Patriarchy in family, society, and state; Femininity, Masculinity, and the Gender Spectrum; Gender roles: Definition, Characteristics, Role of Family, Religion and State in maintaining Gender Roles. Gendered division of labour, education, and work opportunities. Concept of Glass ceiling.</p> <p>Definitions and the workings of Violence, Power, Control, Privilege and Oppression in the context of Gender. Intersectionality to understand issues of women and persons of LGBTQ community from SC, ST, and Muslim communities.</p> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To explore theories and frameworks for understanding gender and Social Work practice.</li> <li>To conceptualize and use "gender" within social work theory, research, and practice.</li> </ul> <p><b>Expected Outcomes:</b></p> <p>Strengthens the agency and decision-making power of</p> |
| Unit 2 | Gender Sensitive Social Work Practice  |   |

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|        | Working with Girls, Women, Transgenders, LGBTQ communities: Issue of Discrimination, Consciousness raising, Sensitization, Empowerment and Praxis Gender specific Therapeutic interventions: Physical and Mental Health, Educational interventions, Employment Opportunities. Changing gender relationships and its impact on social, economic, and political rights.  | women and gender minorities.<br>Enhances the relevance and effectiveness of services by addressing specific gender needs and experiences.<br>Promotes understanding of gender issues within communities, leading to more equitable attitudes and behaviours. |
| Unit 3 | Gender sensitive Community Organizing<br>Understanding Forms of violence and sexual politics- Intimate Partner Violence; Witch-hunting; discrimination and violence towards members of LGBTQ community.<br>Ways to working with families and communities: Advocacy against discrimination participation in decision making; gender-sensitization; Mahila Mandals, Women's Self-Help Groups, Microcredit institutions, Local-self- government institutions. | Influences policies to be more gender-sensitive, promoting equality and protection against discrimination.<br>Contributes to efforts aimed at preventing gender-based violence and supporting survivors.   |
| Unit 4 | Gender and Macro-Practice in Social Work<br>Gender and Poverty; GINI co-efficient. Feminization of Poverty; Gender specific policy and laws- Beti Bachao, Beti Padhao, Maternal and child health policies; Article 377; Rights and social security services for women, widows, and LGBTQ persons. Planning and budgeting in: Government, UN bodies, NGOs. Role of Social Worker in the process.  |  |

**SWCP 06 (CONCURRENT FIELD WORK + RURAL CAMP)**  
**MARKS 100**

**Objectives:**

- To understand the rural community dynamics such as rural life, socio-economic, cultural, and environmental aspects.
- Enable student to identify the challenges faced by rural populations, such as poverty, unemployment, lack of education, healthcare, and access to basic services.
- Develop community engagement, participation skills, and implementing small-scale development activities such as awareness campaigns, health camps, sanitation drives.

### SEMESTER III

#### SWCP 07 (SOCIAL WORK RESEARCH)

| Paper  | Content   | Objectives and Outcomes   |
|--------|---|---|
| Unit 1 | Social Work Research: Need, 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: Conceptualisation and operationalization. Critiquing knowledge bases and reviewing the literature.  | <b>Objectives:</b> <ul style="list-style-type: none"> <li>To develop understanding about the components involved in the social work research methodology.</li> <li>To improve the ability to link between practice, research, theory, and their role in enriching one another.</li> <li>To make students understand the importance of statistical tools and techniques and help them to arrive at better research conclusion.</li> </ul> <b>Expected Outcomes:</b><br>Apply critical thinking to inform and communicate professional judgments. Engage diversity and difference in practice. Advance human rights and social and economic justice. Engage in research-informed practice and practice-informed research. |
| Unit 2 | Research Design: Matching design to purpose. Designs for evaluating policies, programs & practices: Single Subject Design, Case studies, Survey design, Experimental and Quasi experimental design. Finding research subjects: Sampling: Probability and non- probability sampling. Sources of data and data collection techniques: Observation, Interview, Questionnaire, Focus Group Discussion, Brain storming, Delphi method and 40<br>Projective techniques. Documentation: Writing research abstract and research report; Components of research report.<br>Participatory Research: Participatory Monitoring Evaluation (PM&E), Analytical Field Research, Participatory Action Research (PAR), Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA)-Robert Chamber, Farming Participatory Research (FPR), Community/Citizen Monitoring (CM) |   |
| Unit 3 | Qualitative Analysis: Thematic analysis, Content analysis, Triangulation, <i>Phenomenology</i> , and <i>Hermeneutical Analysis</i> . Quantitative Analysis: Choosing and Understanding Statistical Tests: Levels of Measurement, Descriptive Statistics- Measures of Central Tendency: Mean Median and  |   |

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|        | Mode, Measures of Dispersion: Standard deviation and variances.  |  |
| Unit 4 | 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 analysing quantified data. Critical Reflections in Data Analysis: looking for anomalies, discussing findings, analysing limitations and biases of the study, and considering future directions for research. |  |

SWCP 08 (SOCIAL WORK PRACTICES WITH ST, SC, AND OBC)

MARKS 100

| Paper  | Content  | Objectives and Outcomes  |
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| Unit 1 | <p>Definition and conceptual formulation on Scheduled Castes - Dalit, Scheduled Tribes-Adivasi Other Backward Castes and minorities. Nationalist and development perspectives of Gandhi, Ambedkar, Nehru (Tribal Panchsheel), Asad.</p> <p>Inequalities: Literacy, Health, Employment, Population, Sex Ratio, Poverty, and other disparities.</p> <p>Crimes and atrocities: analysis of crime statistics, imprisonment statistics.</p> <p>Discrimination with respect to public services, government schemes and employment programmes, etc. and the debate on Reservation in education, employment, and promotion</p> <p>Causes and Impact of: industrialization, urbanization, privatization, globalization, development projects and their impact; on land alienation, loss of forest rights, displacement, socio-cultural loss, poverty, indebtedness, psychological issues.</p> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To tune Social Work Practice to the values and dispositions related to the social background of the client and the behaviour of the larger social system.</li> <li>• To work towards social justice and human liberation.</li> </ul> <p><b>Expected Outcomes:</b><br/>The outcome of social practices in education for ST, SC, and OBC communities often includes improved access to schools and higher enrolment rates, but challenges remain. Delving into these practices reveals disparities in quality of education, dropout rates, and retention.</p> |
| Unit 2 | The Preamble, The Directive principles of state policy ensuring social safeguards: Articles 15, 16, 17, 23, 24, 25(2)(b); Economic safeguards: Articles 46, 23, 24, 244, 275(I), fifth schedule, sixth schedule; Education and cultural safeguards: Articles 15 (4), 29 (i), 350 A; Political safeguards: Articles 164 (I), 330, 332, 334, 371 A, 371 B, 371 C, 371 C,   |  |

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|        | <p>371 F, 371 G, 371 H. Service Safeguards; Article 16 (4), 16(4a), 335, 320 (4); Freedom to manage religious affairs (Article 26); Freedom as to payment of taxes for promotion of any particular religion (Article 27); Freedom as to attendance at religious instruction or religious worship in certain educational institutions (Article 28); Special provision relating to language spoken by a section of the population of a state (Article 347); Language to be used in representations for redress of grievances (Article 350); Facilities for instruction in mother tongue at primary stage (Article 350A); Special officer for linguistic minorities (Article 350B). Articles 29 and 30 deal with cultural and educational 43</p> <p>rights of minorities, Constitution amendment bill, viz the Constitution (103rd Amendment) Bill 200</p> <p>Statutory commissions: The National commission for Scheduled Castes and the National Commission for Scheduled Tribes. National Commission for OBC, National Commission for Minorities.</p> | <p>In the realm of employment, social practices aimed at ST, SC, and OBC communities often lead to increased job opportunities and affirmative action policies.</p> |
| Unit 3 | <p>Protective Legislations: The Protection of Civil Rights (PCR) Act 1955; The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities): POA Act, 1989; The Orissa Scheduled Areas Transfer of immovable property (by ST) Regulation (1956); The Orissa Land Reforms Act (1960)</p> <p>Policies and Programmes of the Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs, Ministry of Minority Affairs; Scheduled Caste Sub Plan (SCSP) and Schedule Tribe Sub Plan (STSP) introduced since the sixth Five Year Plan.</p>   |   |
| Unit 4 | <p>Adopting „radical“ change oriented methods such as: advocating human rights, affirming core social work values, affirming politics of social justice and human liberation, facilitating critical consciousness, participatory-democratic egalitarian social movements.</p>   |   |

### SWCP 09 (HUMAN RIGHTS APPROACH IN SOCIAL WORK PRACTICES)

MARKS 100

| Paper | Content | Objectives and Expected Outcomes |
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| Unit 1 | <p>Historical evolution and normative framework of the Universal Human Rights System: The UN Charter, Universal Declaration of Human Rights, the ICCPR and ICESCR.</p> <p>The generations of Rights</p> <p>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, Minority Rights.</p>   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand Human Rights and engage in critical self-reflection and correction for professional development.</li> <li>• To recognize the extent to which a culture's structures and values may oppress, marginalize, exclude, and enhance power and privilege.</li> <li>• To engage in processes that advance social and economic justice.</li> <li>• To critically analyse how the intersection of Human Rights Values with Social Work influences practice</li> </ul> <p><b>Expected Outcomes:</b></p> <p>A human rights approach in social work emphasizes dignity, equity, and empowerment for marginalized groups. It leads to greater advocacy for social justice, improved policy frameworks, and enhanced client engagement.</p> <p>To ensure that all individuals have access to their rights and the resources necessary for a dignified life, fostering systemic change and accountability.</p> |
| Unit 2 | <p>The Preamble, the Fundamental Rights, and the Directive Principles of State Policy;</p> <p>Interpretation of Special provisions for vulnerable groups: Scheduled Castes, Scheduled Tribes, Women, Religious, cultural, and linguistic minorities.</p> <p>Role of the Judiciary in responding to Human Rights issues in India: The case of Niyamgiri, Reservations to OBCs, Women's issues, etc</p> <p>Role of the National Commissions on: Human Rights, Role of Human Rights NGOs.</p>  |   |
| Unit 3 | <p>Who monitors human Rights? Social Work Professionals, Medical Professionals, the Police, Lawyers, and Judges;</p> <p>How to monitor? prisons, trials, hospitals, cemeteries, vulnerable groups; 46</p> <p>How to investigate? practical steps on gathering evidence;</p> <p>How to report? How to write a report, How to take a statement, How to collate evidence; Commissions of Enquiry; the NHRC</p> <p>International and National Reporting and Complaints Procedure.</p>   |   |
| Unit 4 | <p>The elements of the Human Rights approach and its value to Social Work: Respecting principles of Equality and non-Discrimination; incorporating the Gender perspective.</p> <p>The Right to Development: Application to International Agencies and NGOs; ensuring participation of service users; accountability of service providers and empowerment of all stakeholders.</p> <p>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.</p> |   |

SWCP10 (CLIMATE CHANGE AND DRR APPROACH TO SOCIAL WORK PRACTICE)

MARK-100

| Paper  | Content   | Objectives and expected outcomes   |
|--------|---|--|
| Unit_1 | <p>Natural Disaster – Definition and associated terminology, Complex Humanitarian Emergency - Origin and evolution of the definition, difference between man-made and natural disasters: characteristics</p> <p>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 disasters.</p>   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand Natural Disasters and Complex Humanitarian Emergencies (CHEs) along with the challenges of Climate Change.</li> <li>• To gain a comprehensive understanding of the Disaster Management Cycle.</li> <li>• To understand the causes and context surrounding CHEs and the socio-political complexities in India.</li> <li>• To understand humanitarian responses, including actors (roles of nongovernmental organizations (NGOs), UN agencies, Indian government (Central and State/s), and other global partners) and principles and standards that guide humanitarian practice.</li> <li>• To get acquainted with Disaster Management Policies and Laws in India.</li> </ul> <p><b>Expected Outcomes:</b></p> |
| Unit_2 | <p>Disaster Management: Definition, Typology of disasters, major disasters in India</p> <p>Disaster Management Cycle: Paradigm Shift in Disaster Management, Pre-Disaster – Risk Assessment and Analysis, Risk Mapping: Zonation and Microzonation, Prevention and Mitigation of Disasters, Early Warning System; Preparedness, Capacity Development; Awareness. During Disaster – Evacuation – Disaster Communication – Search and Rescue – Emergency Operation Centre – Incident Command System – Relief and Rehabilitation. Post-disaster – Damage and Needs Assessment, Restoration of Critical Infrastructure – Early Recovery – Reconstruction and Redevelopment.</p> |  |
| Unit_3 | <p>Humanitarian Principles, and Code of Conduct; Rehabilitation and Migration Legal Frameworks in India; Accountability Principles and Standards; Humanitarian Architecture and Actors – Global and National; IDNDR, Yokohama Strategy, Hyogo Framework of Action, Sendai Framework; SDGs and MDGs</p>  |  |
| Unit_4 | <p>Mega Disasters of India and Lessons Learnt; Disaster Management Act 2005 – Institutional and Financial Mechanism; National Policy on Disaster Management; National Guidelines and Plans on Disaster Management; Disaster Management in</p>   |  |

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|  | <p>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).</p> <p>Community based disaster management and community-based disaster management practices (case studies); The role of INGOs and NGOs.</p> | <p>Providing comprehensive care that addresses physical, emotional, and social needs in the face of climate impacts. Enhanced Awareness and Education Increasing community understanding of climate risks and preparedness. Promoting social justice through advocacy for equitable climate policies and resource distribution.</p> |
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### SWCP 11 (AGRARIAN SOCIAL WORK)

MARKS 50

| Paper  | Content   | Objectives and Expected Outcomes  |
|--------|---|---|
| Unit 1 | <p>History &amp; Evolution of Agricultural Policies and Practices; Issues in agriculture and Social Work in Rural-Agro ecological Communities; Principles of Sustainable Agriculture; Policy &amp; Practice of Sustainable Agriculture; Principles of Industrial Agriculture; Policy &amp; Practice of Industrial Agriculture. Concept of food sovereignty and food security.</p> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To Understand the Indian Agricultural Policy and the Crisis in Agriculture.</li> </ul> |

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| Unit 2 | <p>Water Management: In-situ water conservation; Methods to reduce flow of rain water; Mulching; Moisture Management.</p> <p>Soil Health Management: On Farm Biomass; Cattle Dung; Earth Worm; Soil Health Enhancement Techniques; Organic Carbon Measurement.</p> <p>Seeds: Seed in the context of a micro-ecosystem; Significance of Diversity in Seed; Types of Seeds; Politics of Seed Control; Techniques of preserving seeds with Farming Communities.</p> <p>Ecological Agriculture: Multiple cropping patterns &amp; Soil Health; Soil-climate &amp; cropping patterns; Cropping Patterns as enhancing photosynthesis process.</p> <p>Integration of Agriculture: Interrelated Activities of Agriculture; Stages of Integration; Processes of Integration; Programs available for Integration.</p> <p>Ecological Agriculture: Principles of Ecological Agriculture; Transition from Integrated Agriculture to Ecological Agriculture.</p> | <ul style="list-style-type: none"> <li>To be acquainted with concepts of food sovereignty and sustainable agricultural practices.</li> <li>To effectively respond to the problem of food and nutritional security at the level of the farmer/community.</li> </ul> <p><b>Expected Outcomes:</b><br/>Educating and organizing rural populations to advocate for their needs and rights.<br/>Promoting Sustainable practices. Encouraging environmentally friendly agricultural methods that ensure long-term productivity and ecological health.</p> |
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**SWEP 02 (COUNSELLING SKILLS IN SOCIAL WORK)**

**MARKS 50**

| Paper  | Content   | Objectives and Expected Outcomes   |
|--------|---|--|
| Unit 1 | Goals of Counselling; Qualities of an effective counsellor; Ethics in counselling. Steps involved in the Process of Counselling. Relevance of Psychometric Testing. Understanding the pitfalls in counselling   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To develop a holistic understanding of counselling as a tool for help.</li> <li>To acquire knowledge of various approaches, their theoretical underpinning for goals, values, process, and techniques.</li> <li>To develop skills of application to real life situations.</li> </ul> <p><b>Expected Outcomes:</b></p> |
| Unit 2 | <p>Humanistic Approach or Person-Centered Counselling: Key concepts and goals. Notion of Self Concept. Attributes of a fully functioning person. The therapeutic process Six Factors Necessary for Growth in Carl Roger's Theory; Merits and Limitations</p> <p>Gestalt Therapy: Key Concepts: Processes and Goals. Classification of types of problems. Growth and Goals of Gestalt therapy. Therapeutic techniques and procedures of Gestalt therapy. Layers of Movement in Growth. Contributions and limitations</p> |  |

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|  | <p>Rational Emotive Behaviour therapy: Key Concepts. Rationality: Reason and Emotion: Appropriate and Inappropriate Emotions. Assumptions: Assumptions basic to RET. Some Irrational Beliefs and Characteristics of Irrationality. Process of REBT: ABCDEF principle REBT Activating event- Belief system- Consequent emotional status- Disputing the belief system- E, transform the event into his growth potential. Merits and Limitations</p> <p>Transactional Analysis: Goals of TA. Ego States: The Parent Ego state, adult ego state and Child Ego state. Ego gram and Structural Analysis. Transactions in Transactional analysis; complementary, crossed, and ulterior. Basic Existential Life Positions. Merits and Limitations</p> | <ul style="list-style-type: none"> <li>• Student able to understand how to establish rapport and various approaches of counselling.</li> <li>• To understand different psychological theory and therapeutic process.</li> <li>• Able to understand human behaviour and human psychology.</li> <li>• To understand the process and methods of counselling.</li> </ul> |
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#### SEMESTER-IV

#### SWCP 13 (DEVELOPMENT COMMUNICATION)

| Paper  | Content   | Objectives and Expected Outcomes  |
|--------|---|---|
| Unit 1 | 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. | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To study the basic issues in Communication.</li> <li>• To learn about various channels of Communication.</li> <li>• To understand the channels of mass communication reaching to rural audience.</li> </ul> <p><b>Expected Outcomes:</b></p> |
| Unit 2 | Development communication: meaning – concept – definition – philosophy – process  |   |

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|        | – 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.  | <ul style="list-style-type: none"> <li>• To understand the medium and types of communication to know human behaviour.</li> <li>• Able to understand communication medium and approaches.</li> </ul> |
| Unit 3 | 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 4 | Writing development messages for rural audience: specific requirements of media writing with special reference to rural press, radio, and television. Problems of Rural Journalism, Farm 64 Journals, Rural Press, Press Conference, Radio rural Forum, Role of Community Radio in Rural Communication.                      |   |

MARKS 100

#### SWCP 14 (SOCIAL WELFARE MANAGEMENT)

MARKS 100

| Paper  | Content  | Objectives and Expected Outcomes   |
|--------|--|--|
| Unit 1 | <p>Evolution, Meaning Nature, Bureaucratic Human Relations, Philosophy of Social Welfare Administration, Distinction between Welfare Administration and Public Administration.</p> <p>Structure of Social Welfare Administration in India: Departmental Administration in the Government of India; Ministry of Social Justice and Empowerment; Ministry of</p> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To have conceptual clarity about social welfare Administration.</li> <li>• To understand the principles, structure and functioning of the social</li> </ul> |

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|        | Women & child Development; Ministry of Rural Development; etc.   | welfare Administration system in India.   |
| Unit 2 | <p>Voluntary agencies/NGOs in Social Welfare: mandate, role, and functioning.</p> <p>Laws for Voluntary Agencies: The Societies Registration Act, 1860; The Charitable Endowments Act, 1890; The Indian Trust Act, 1882 and The Companies Act, 2013; FCRA and National and International Funding Agencies</p> <p>Administrative structure of voluntary Agencies/NGOs: General Body, Board of Management / Executive Committee, Directors, Secretary Policy formulation, Fund raising, public relations, challenges.</p> <p>Voluntary Organizations in the Welfare Section: HelpAge India, Child Relief and you, Spastic Society of Northern India, etc.</p>  | <ul style="list-style-type: none"> <li>• To understand the role of voluntary agencies/NGOs in social welfare administration.</li> <li>• Workshops on Project planning and proposal writing for hands-on learning.</li> </ul> <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Able to understand social welfare administration.</li> <li>• To understand the welfare administration structure and functions.</li> <li>• To understand the different laws associated with the formation and functions of welfare agencies.</li> <li>• To understand the process of policy making and implementation.</li> </ul> |
| Unit 3 | <p>Project Planning: meaning and process.</p> <p>Organizing: Meaning, types of organizational structure, Delegation and Decentralization, Personnel Policy of the organization. 66</p> <p>Staffing: Recruitment and selection process, Terms and conditions of service Probation, confirmation, promotion, training</p> <p>Human Relations in Social Welfare Agencies,</p> <p>Co-ordination in Social Welfare</p> <p>Management: meaning, concept and process</p> <p>Budgeting: Formulation, controlling mechanism, Problems of budgeting in welfare agencies.</p> <p>Recording and Documentation: Different types of reports, GANTT Chart, LFA, RBM Cycle of Monitoring and Evaluation; Planning, Learning and Assessment</p> |   |
| Unit 4 | <p>Structure &amp; functions of Central Social Welfare Board. State Social Welfare Advisory Board.</p> <p>Rehabilitation Council of India National Institute of Social Defence.</p> <p>National Institute of Public Cooperation &amp; Child Development (NIPCCED) etc.</p> <p>Welfare Schemes of the various departments of the government of Odisha and the</p>   |   |

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|  | <p>Department for SC, ST, OBC and Minorities Development.</p> <p>Workshops: Learning by doing facilitated by experts from field from international and national NGOs which will skill learners and enable them to utilize these in their field.</p> |  |
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## SWCP 15 (MANAGEMENT OF COMMUNITY BASED ORGANIZATIONS)

MARKS 100

| Paper  | Content   | Objectives and Expected Outcomes  |
|--------|---|---|
| Unit 1 | <p>Identifying community resources: social capital, natural resources, common-property resources, education, health &amp; employment status.</p> <p>Institutions in the community: Social institutions, formal community-based institutions for e.g.: clubs, SHGs, village Council, etc; PRI; Administrative Structure from Block to District level; Educational Institutions; Health and Medical Institutions</p> <p>The local market economy: Money Lenders, Small &amp; Large traders, entrepreneurs, corporations, and companies; key factors of Local Market Economy: Market Boundaries; Market Values; Market Values Chains.</p> <p>Need Assessment and mapping of village resources, producers, and institutions study of the community.</p> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the eco system of communities and their market landscape to help community- based organizations engage with a market- based economy.</li> <li>• To help build the capability needs of communities towards self-reliance through sustainable community enterprises.</li> <li>• To help gain fundamental principles of Management.</li> </ul> <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Able to understand the different resource, institutions, and market structure of the community.</li> <li>• Able to understand the management of resource, agriculture plots, and different aspects of marketing activities.</li> <li>• Able to understand the level of planning, banking structure, and planning for distribution among community leader.</li> </ul> |
| Unit 2 | <p>Operations Management in the context of community-based enterprises- organizations: product selection and design, capacity decisions, location and layout decisions, sowing, transformation and storage, quality of inputs and finished products, material handling and logistics.</p> <p>Farm, Forest and Livestock resources and their conversion to products: process &amp; risks involved. Tools for process mapping and mapping a supply chain.</p> <p>Agricultural Products: Types and issues, value addition, pricing, and distribution; Agricultural Product Buyers: Retail and Wholesaler, Consumers, Customers, and key buyer characteristics.</p>   |   |



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|        | Key aspects of business planning, sales, marketing; Negotiation and selling techniques.   |  |
| Unit 3 | <p>Levels of Planning: Village level, cluster level community enterprise / organization level 69</p> <p>Planning for distribution of responsibilities among community-based leaders / coordinators / facilitators.</p> <p>Planning for Product basket, their local value addition for greater shelf-life and for sale in local markets.</p> <p>Planning for marketing.</p> <p>Developing proposals considering resources, cost, and time budget.</p> <p>Planning for Resource Generation: Internal resource generation and from external institutions Government Departments, Banks, Public and Private, NGOs and INGOs</p> <p>Planning for improving technical capabilities. Planning for allied services like Health, Education, etc.</p> |  |
| Unit 4 | <p>Students will learn to identify social business opportunities and develop a business model. They will learn to write business plans, assess different organizational forms, and select appropriate business model. They will learn to compare different social impact investment methods and choose the right funding strategy.</p>  |  |

### SWCP 15 (DISSERTATION: RESEARCH PROJECT)

MARKS 100

#### Objectives:

- Each student will prepare a research project by applying different research methods.
- It contributes to the existing knowledge.
- It establishes the scope and depth of the project.
- The project based on the basic steps of the research such as introduction, review of literature, hypothesis, research methodology, data analysis etc.

SWCP 16 (PREVENTIVE AND COMMUNITY HEALTH)

MARKS 100

| Paper 24 | Content   | Objectives and Expected Outcomes   |
|----------|---|--|
| Unit 1   | Definition & type (Physical & Mental) of health and its dimensions; appreciation of health as relative concept; changing concepts of health. Indicators and determinants of health. Health Statistics: HMIS, NFHS<br>Characteristics of agent, host and environmental factors in health and disease. Health situation in India and Odisha- especially the demography, mortality and morbidity profile and the existing health facilities in health services.  | <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To understand the basic concepts related to Health and its importance.</li> <li>• Identify and understand the changing health needs of ever-changing community and organize relevant effective interventions for amelioration of health problem.</li> <li>• To understand the basic health care system in India and health policies.</li> <li>• Identify concerns of health care access, affordability, and usage.</li> </ul> <b>Expected Outcomes:</b> <ul style="list-style-type: none"> <li>• To have individuals in a certain community improve their lifestyle or seek medical attention.</li> <li>• Aim to prevent social issues such as drug misuse, violence, and crime (among others) from occurring in the community by fostering positive behaviours, building healthy relationships, and promoting social norms that discourage harmful activities.</li> </ul> |
| Unit 2   | Nutrition & Sanitation: Nutrition- definition, concept, balance diet nutritive values and food items. Genetically Engineered and modified foods. Concept of safe and wholesome water and sanitation; methods of purification of water on small scale with stress on chlorination of water; WASH Program. Disposal of solid waste, liquid waste; and Swachh Bharat Abhiyan for prevention of diseases.   |  |
| Unit 3   | Preventive & Social Medicine: concept, meaning, programmes for controlling communicable diseases.<br>72<br>Epidemiology: definition, concepts and its role in health and disease, public health- concept & importance. Definition of the terms used in describing disease, transmission, and control. Epidemiology of specific diseases: Communicable and non-communicable diseases, symptoms causes and prevention of disease caused by virus: measles, chickenpox, polio, leprosy; AIDS, COVID-19; disease caused by bacteria: typhoid, tuberculosis, dengue, hepatitis; disease caused by parasites: Malaria, scabies, |  |

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|        | <p>intestinal worms. Preventive State Health Care Services: Primary, Secondary and Tertiary Role of NGO's in Social and preventive health. Alma Ata declaration and PHC services in India. Health Care Services: Concerns of Access, affordability, and usage for SC/ST/PwDs and people from interior and rural areas. Concerns over privatization of health services.</p>  |  |
| Unit 4 | <p>Role of NGOs in social and preventive Health Programmes and Policies: Alma Ata declaration and PHC services in India. SRS, Census, and health planning over five-year plans. National Programs (TB, Leprosy, Malaria, STIs, HIV/AIDS, Polio). Public health concerns and emergency health management (COVID-19). National health Policy, 2017, National Health Mission with focus on RCH and NCD., ASHA Network, PPP model. Issues of access, affordability of health care services.</p> |  |

**SWEP 08 (SUBSTANCE ABUSE PREVENTION AND REHABILITATION OF PERSONS WITH ADDICTIONS)**

**MARKS 50**

| Paper  | Content  | Objectives and Outcomes  |
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| Unit 1 | <p>Substance abuse and dependence: Meaning, Definition, nature, and extent of the problem in India and Odisha. Types of Addictive Substances: Natural, Synthetic, Narcotics, Stimulants, and depressants. Symptoms, short term, and long-term impact of substance abuse.</p> <p>Addiction to Alcohol: Alcohol dependence and Alcoholism: Causes, symptoms, long-term and short-term effects. Impact of Alcoholism on Individual, Community and Family. Concept of social drinking, alcoholic, and relapse. Phases of alcohol addiction. Social and economic implications of addiction. Alcoholism among Youth-causes and remedies.</p> | <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• To facilitate basic understanding about substance abuse.</li> <li>• To disseminate information about addiction to alcohol.</li> <li>• To develop understanding about the role of social worker in rehabilitation.</li> <li>• To develop insight into the role of counselling among alcoholics and substance abusers.</li> </ul> <p><b>Expected Outcomes:</b></p> |

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| Unit 2 | <p>Role of Social Worker in Preventive, curative and Rehabilitative services for substance abusers.</p> <p>Multidisciplinary Approach services for substance abusers. Legislation Provisions and Government programmes to control drug abuse in India.</p> <p>Concepts of counselling and its association with addiction; approaches to counselling: Psychoanalytical, client centred therapy. Indigenous approaches of help and self-help: Yoga, Meditation, Attitude and Values, Counselling as a treatment method for substance abusers.</p> | <ul style="list-style-type: none"> <li>• The primary goal is achieving and maintaining abstinence from the substance of abuse.</li> <li>• Achieving and maintaining abstinence from substances. Developing strategies to manage cravings and triggers.</li> <li>• Learning and practicing healthy coping skills.</li> <li>• Building a support network of peers, mentors, or sponsors. Engaging in therapy to address underlying issues contributing to substance use.</li> </ul> |
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### SWCP 18 (CONCURRENT FIELD WORK + BLOCK PLACEMENT)

#### Objectives:

- To provide wide exposure in the different fields of social work away from the home town.
- To enhance their practical knowledge and learn about the various functions about the agency.
- To provide the student an opportunity for networking with various social work agencies nationally and internationally.
- To help the students to find suitable job opportunities.