DIBRUGARH UNIVERSITY
Master of Social Work (MSW) CBCS Course Curriculum

MSW 2nd Semester

Domain	Paper Code	Title of the Paper	Credit
Core 7	MSW 201	Social Work with Individual	4
Core 8	MSW 202	Social Work with Groups	4
Core 9	MSW 203	Quantitative Research in Social Work	3
Core 10	MSW 204	Qualitative Research in Social Work	3
Core 11	MSW 205	State, Governance and Social Policy	3
Core 12	MSW 206	Concurrent Field Work and Rural Camp	6
Opt 1 Paper from DSE			
DSE 3	MSW 207(A)	Project Cycle Management	3
DSE 4	MSW 207 (B)	Livelihood & Social Entrepreneurship	3
General Elective			
GE1	MSW 208	Disaster Management	3
Total Credit of the Semester			**29**

Total Credit of All Semesters 25+29+25+23=102

Name of the Programme	Master in Social Work
Semester	**II**
Course code	**MSW - 201**
Course Title	**Social Work with Individual**
Nature of the Course	**Core**
Total Credit	**4**
Marks	**100**

Objectives:

- To understand the values and principles of social case work and to develop the capacity to practice them
- To develop the knowledge and the skills needed to work with individuals in the social system
- To understand and apply the various techniques of social casework in different settings
- To understand the theories and approaches

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	and Development of Social casework	• Origin and historical development of social casework. • Meaning, Objective and purposes • Values/philosophical assumptions • Basic casework concepts-social roles in social environment and maladjustments, indications of casework • Importance, uses and types of communication used	12	04	-	15
2	Casework process as a method of social work	• Components, 4P's- Person, Problem, Place and Process • Principles • Phases of casework • D. Tools: home visit, collateral contact, interview. • E. Techniques: supportive, resource enhancing, counseling. • F. Use of relationship: transference, counter transference and resistance • G. Principles and Skills of interviewing • H. Casework recording: types and format, use of genogram and ecomap • Follow up	12	04	-	15
3	Theories and Approaches	• Diagnostic & functional • Problem solving • Task centered	12	04	-	15

		• Radical • Crisis intervention • Behaviour Modification • Existential • Eclectic • Similarities and differences among casework, counseling and psychotherapy.				
4	Settings of casework	• Children in correctional home, • Casework intervention in family • Casework in crisis situation such as rape, disaster and suicide. • Casework with religious minority, LGBT and other socio economically disadvantaged community • Role of caseworker in various settings.	12	04	-	15
TOTAL CONTACT HOURS			**64**			**60**

- **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
- Biestek, Felix P. 1987. The casework relationship. London: Unwin University Press
- Currie, Joe. 1976. The Bare foot Counsellor. Bangalore: Asian Trading Corporation.
- Fuster, J.M. 1984. Personal Counselling. Bombay: St. Paul Publication.
- Hollis, Florence and Mary E.Woods. 1981. Case Work – Psychosocial Therapy. New York: Random House.
- Mathew, Grace. 1992. An introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
- Narramore, M. Clyde. 1978. The Psychology of Counselling. Michigan: Zondervan Publishing House.
- Nelson – Jones, Richard. 2008. Basic Counselling Skills. London: Sage Publications.
- Prashantham, B.J. 1975. Indian Case studies in Therapeutic Counselling. Vellore: Christian Counselling Centre.
- Richmond, E. Mary. 1971. Social Diagnosis. New York: Russel Sage Foundation.
- Tilbury. D.E.F. 1977. Case Work in Context. Oxford: Pergamon Press.
- Perlman, H.H. 1974. Social Case Work. Chicago: The University of Chicago Press.
- Upadhyay, R.K. 2002. Social Case Work. Jaipur: Rawat Publications
- Wasik, B.H. et. Al. 1990. Home Visiting Procedures for Helping Families. California: Sage Publications.

Name of the Programme	Master in Social Work
Semester	**II**
Course Code	**MSW 202**
Nature of the Course	**Core**
Course Title	**Social Work with Groups**
Credits	**4**
Marks	**100**

Objectives:

- To understand the concept of groups and its importance and influence on individuals
- To understand social group work as a method of social work and its applications in various settings
- To develop skills and competencies for working with groups in diverse setting

Learning Outcomes:

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

- Understand group as a dynamic social unit and a resource for intervention
- Develop practical understanding of application of the group work method in various practice settings
- An understanding of various theoretical frameworks and their applications for group work practice
- Develop and strengthen professional skills for effective group work practice

Course content:

Units	Name of the Unit	Contents	L	T	P	Marks
1	Concept of group	Definition, group identity, cohesion, characteristics, significance and types; Life as a process of adjustment with different types of groups; Group as an instrument of change.	8	2	-	10
2	Social group work as a method of social work	Definition, principles, assumptions, ethics, characteristics and purpose of social group work; Historical evolution of social group work. Models of Group Work.	8	2	-	10
3	Group work process and phases	Stages/Phases of Group formation: Pre-group, initial, treatment, and critical phase, evaluation and termination; process and factors of group formation; formulation of goals and identification of problems to work; Role of the group worker: enabler, stimulator, supporter, guide, educator, resource person, therapist and supervisor.	13	4	-	15
4	Group Dynamics and Group work	leadership, isolation, decision making, team work, contagion, conflict,	13	4	-	15

	related knowledge and skills	communication, relationships and bonding; Use of sociometry and sociogram in assessing groups; Theoretical Framework: Group therapy, Support Groups, Gestalt Therapy; Knowledge and Skills for the Group Worker: facilitation, programme planning, recording and documentation.				
5	Social Group Work in Different Settings	Concept and dynamics of Self Help Groups, group work in community settings, in institutional settings like hospitals, rehabilitation centres, children's home, old age homes, welfare settings, educational and youth development settings.	8	2	-	10
TOTAL CONTACT HOURS			**64**			**60**

- **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Argyle, Michael. 1969. Social Interaction. London: Tavistock Publications.
- Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
- Button, Leslie. 1976. Development Group Work with Adolescents, London: Hodder and Stoughton Ltd.
- Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
- Crawford, K., Price, M., & Price, B. (2014). Group work Practice for Social Workers. London: Sage
- Day, Peter, R. 1987. Sociology in Social Work Practice. London: Macmillan Education.
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- Ely, P.J. and M.K.McCullough. 1975. Social Work with Groups. London: Routtedge and Kegan Paul.
- Finlay, Linda. 1993. Group Work in Occupational Therapy. London: Chapman and Hll.
- Gillbert, Neil, et al. 1980. An Introduction to Social Work Practice, New Jersy : Prentice Hall, Inc., Englewood Cliffs.
- Heap Hen, 1977. Group Theory for Social Workers. England: Pergamon Press,
- Heap Hen. 1979. Process and Action in work with Groups. England :Pergamon Press,
- Heap Hen. 1985. The Practice of Social Work Groups A Systematic Approach. London: George Allen Unwin.
- Lindsay, T., & Orton, S. (2014). Group work practice in social work.Exetor: Sage
- Kanopka G. 1963. Social Group Work – A Helping Process.Engelwoodcliff: Prentice Hall
- Siddiqui, H.Y. 2007. Social Group Work. Jaipur: Rawat Publications
- Sondra, B., & Camille, P. Roman. (2016). Group work: skills and strategies for effective interventions. Binghamton, NewYork: Haworth Press
- Toseland& Rivas. 2000. An Introduction to Groups Work Practice. Boston: Allyn& Bacon.
- Trekker, H.B. 1975. Social Group Work. New York: Association Press.
- Trevithick, P. (2016). Group work: a handbook of effective skills and interventions.
- McGraw-Hill Education

Name of the Programme	Masters in Social Work
Semester	**II**
Course Code	**MSW-203**
Nature of Course	**Core**
Course Title	**Quantitative Research in Social Work**
Credits	**3**
Marks	**100**

Objectives:

- To understand and to learn the process and techniques of quantitative research in social work
- Understand the nature scope and significance of research in social work research practice
- To familiarize with the statistical methods needed in research to use them in doing research.

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Scientific Attitude-	Meaning, Characteristics. Scientific Method- Meaning, Characteristics, application for the study of a Social Problem. Research- Definition, Objectives. Social Work Research- Meaning, Objectives, Procedures, Functions and Limitations. Scope of Social Work Research.	8	2	-	10
2	Conceptualizing and designing quantitative studies:	Problem identification and formulation; objectives, concepts, variables, hypothesis and assumptions; types of research design and their scope, identification of the sources of data	8	3	-	12
3	Methods and tools of data collection	Observation, interviews, schedules, and questionnaires, participatory methods and techniques; scaling techniques; Sampling: Principles, types	8	3	-	13
4	Data Processing and Analysis	Structuring and sorting the data, frequency distribution and percentages, tabular and graphic presentation of data; Levels of measurement: nominal, ordinal, interval and ratio;	8	2		13
5	Analysis of Data	Percentages, Measures of central tendencies: mean, median, mode; Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation; hypothesis testing: Chi-square test, T test; interpretation of findings, Report Writing in Research and plagiarism.	8	2		12
TOTAL CONTACT HOURS			**52**			**60**

- **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Agarwal. Y.P. 1998. Statistical Methods Concepts Applications and Computation. New Delhi: Sterling Publishes Pvt. Ltd.
- Chose, B.N. 1997. Scientific Method and Social Research. New Delhi: Sterling Publishers. Pvt. Ltd.
- Das. D.K. Lal. 2008. Practice of Social Research: Social Work Perspective. Jaipur: Rawat Publications.
- Das D.K.Lal. 2008. Designs of Social Research. New Delhi: Rawat Publications
- Field. Discovering Statistics Using SPSS. California: Sage Publications.
- Gaur, Ajai S., et al. 2006. Statistical Methods and Practice and Research. New Delhi: Response Books
- Kerlinger, Fred. N. 1964. Foundations of Behavioural Research. New Delhi: Surjeet Publications.
- Kothari, C.R. 1985. Research Methodology. New Delhi: Wiley Eastern.
- Rubin, Allen et. al. 2006, Essential Research Methods for Social Work. California: Wadsworth Inc.
- Rubin, Allen et. al. 2006, Research Methods for Social Work, California: Wadsworth Inc.
- Salkind, Neil J. 2006. Tests and Measurements for People who Hate Tests and Measurements. California: Sage Publications
- Salkind, Neil J. 2004. Statistics for People who Hate Statistics. California: Sage Publications
- Singh, J. 1994. Introduction to Methods of Social Research. New Delhi: Sterling Publishers Pvt. Ltd.
- Wilkinson, T.S. 1984. Methodology and Techniques of Social Research. Bombay: Himalaya.

Name of the Programme	Masters in Social Work
Semester	**II**
Course Code	**MSW-204**
Course Title	**Qualitative Research in Social Work**
Credits	**3**
Marks	**100**
Name of the Programme	**Masters in Social Work**

Course Description/Rationale:

Social work research is considered both as a method of practice and a process of inquiry helping in practice and supplementing knowledge to the discipline. Therefore, basic research competency is essential for a student of social work. The course deals with the philosophy of inquiry, ethical issues and dilemmas and the process of undertaking qualitative research. The paper prepares the student to develop skills and competencies in choosing qualitative research as a mode of inquiry by making them acquainted with the process and nature of the same. The paper will also help in making the students to learn the basics of coding in qualitative research.

Objectives:

- To understand the nature and process of qualitative research and its significance in Social Work
- To learn the methods, tools, skills and techniques of doing Qualitative Research Study
- To develop competence in conceptualizing, designing and implementing research using qualitative paradigms and techniques.

Learning Outcomes:

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

- Develop theoretical perspectives on the philosophy and different paradigms of qualitative inquiry.
- Can identify the significance of qualitative research in social work.
- Have the requisite skills and competencies to analyse, interpret and present qualitative data.

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Introduction to Qualitative Research	• Meaning, nature, scope and philosophy of Qualitative Research • Conceptualizing qualitative studies by understanding the focus, area and lines of enquiry • Designing Qualitative Research • Etic and Emic Perspectives	12	06	-	20
2	Data Collection and Coding in Qualitative research	• Theoretical Sampling and Saturation • Key Informants: Identification, selection and trapping information.	13	05	-	20

		• Methods of data collection: Participant observation, life histories, in-depth/unstructured interviews, group interviews and focus group discussions, and community based participatory methods and techniques. • Coding in Qualitative research.				
3	Preparing/Writing Qualitative Studies	• Organisation of research report • Editing the report • Self-reflectivity in Research	12	04	-	20
TOTAL CONTACT HOURS			**52**			**60**

- **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

<u>References:</u>

- Agar, M.H. 1986. Speaking Ethnography. California: Sage Publications.
- Barbour. Introducing Qualitative Research. California: Sage Publications.
- Denzin, N.K. 1989. Interpretive Interactions. California: Sage Publications
- Gubrium, Jaber. 1998. Analyzing Field Reality. California: Sage Publications.
- Jogernsen, D.L. 1989. Participant Observations: A Methodology of Human Studies. California: Sage Publications.
- Padgett, D.L. 1998. Qualitative Methods in Social Work Research. California: Sage Publications.
- Reissman, C.K. 1994. Qualitative Studies in Social Work Research. California: Sage Publications.
- Silverman, D. 1993. Interpreting Qualitative Data. London: Sage Publications.

Name of the Programme	Masters in Social Work
Semester	**II**
Course Code	**MSW-205**
Nature of Course	**Core**
Course Title	**State, Governance and Social Policy**
Credits	**3**
Marks	**100**

Objectives:

- To enable students develop deeper insight into the concepts of State, structures, processes and institutions, and state's interactions with other institutions like economy and society
- Develop understanding of the Governance systems, processes and structures to enable themselves in strengthening governance systems and procedures
- To develop an understanding of the nature of social policy and to acquire knowledge of policy analysis and policy formulation processes
- To develop necessary skills in the area of policy analysis, formulation and implementation

Learning Outcomes:

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

- Acquire understanding about the concepts of State, Nations, Nation State, State structures and Institutions and its relevance in the everyday lives of citizens
- Help students develop as critical analyst and innovative designers by linking, theory and action in the domain of statecraft, grassroots governance and political participation.
- Understand and locate social policy within the specific socio-political and economic contexts
- Understand policy formulation, stake holder participation, implementation mechanisms and justice concerns
- Understand various approaches and demonstrate skills in policy analysis

Course Contents:

Unit	Name of the unit	Contents	L	T	P	Marks
1	State: Concept and Evolution, Structures and Institutions	➢ State and Nation States, Nations and Nationalism -Historical Overview ➢ State –concept, definitions, features, theoretical approaches ➢ Constitutionalism and State, Constitutional Foundations of Indian State ➢ State-Structure and Institutions, Judiciary, Legislature and Executive ➢ State and development issues: Marginalized and Excluded categories, gender, caste, ethnicity and minority identities	09	04	-	15
2	Governance: Meaning, Models and Determinants	➢ Governance-Meaning, Types, Perspectives and Governance in the Globalizing World ➢ Determinants of governance-participation, inclusion, right to information, People's Participation and	09	04	-	15

		Civil Society ➢ Grassroots Democratic Governance: Panchayati Raj Institutions, Rural and Urban, Governance of Schedule Areas ➢ Good Governance				
3	Understanding Social Policy	➢ Social Policy: Concept, Principles and Origin, ➢ Social Policy Contexts, Formulation and implementation mechanisms ➢ Social Policy inter-linkages with Welfare, Development and Empowerment ➢ Social Policy response to globalisation ➢ Social policy analysis; Approaches and tools	09	04	-	15
4	Self-Study/ Discussion Forums/Presentations	➢ Contemporary economic and Political systems: meaning, types and functions ➢ Civil society-concept and scope, Democratic Spaces and people's participation in governance ➢ Governance Models in contemporary times, Participatory democracy-Development, rights, participation and human security ➢ Planning in the era of privatisation-the role of state, civil society, corporate sector and market	09	04	-	15
TOTAL CONTACT HOURS			**52**			**60**

- **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

<u>Core Readings:</u>

1. Alcock, P., Haux, T., May, M., & Wright, S. (eds.) (2016). *The student's companion to social policy* 5th Edn. Oxford: Blackwell /Social Policy Association
2. Weimer. D. L., & Vining, A. R. (1994). *Policy analysis: Concepts and practice*. New Jersey: Prentice Hall
3. Denny, D. (1998). *Social policy and social work*. Oxford: Clarendon Press.
4. Dean, H. (2006). *Social policy*. UK: Polity
5. Drake, R. F. (2001). *The principles of social policy*. New York: Palgrave
6. Hudson, J., & Lowe, S. (2007). *Understand the policy process*. New Delhi: Rawat
7. Spicker, P. (2008). *Social policy: Themes and approaches* 2nd Edition. UK: The Policy Press
8. Jayal, N. G. & Mehta, P. G. (2010). *The Oxford companion to politics in India.* New Delhi: Oxford University Press
9. Kothari, R. (2012). *Politics in India.* New Delhi, Orient Blackswan (2nd Edition).
10. Bhargava, R., & Acharya. (ed.) (2008). *Political theory: An introduction.* New Delhi, Pearson Education India.
11. Eliott, C. M. (ed.) (2006). *Civil society and democracy: A reader*. New Delhi, Oxford University Press
12. Dreze, J. & Sen, A. (1989). *Hunger and public action*. Oxford: Oxford University Press.
13. Jayal, N. G. (2013). *Citizenship and its discontent: An Indian reader*. Permanent Black, Orient Blackswan

14. Olson, M. (1982). *The rise and decline of nations.* New Haven: Yale University Press.
15. Tiihonen, S. (2004). *From governing to governance: A process of change*. Tampere University Press
16. Levi-Faur, D. (2012). *The Oxford handbook of governance*. Oxford Clarendon: Oxford University Press
17. Gupta, D. (2017). *From 'people' to 'citizen': Democracy's must take road.* New Delhi: Social Science Press
18. Jayal, N.G. (ed.) (2007). *Themes in politics: Democracy in India*. New Delhi: Oxford University Press

Supplementary Readings:

1. Grillo, R., &Stirrat, R. L. (eds.) (1997). *Discourses of development: Anthropological perspectives*. New York: Berg Publishers.
2. Foran, J. (ed.) (2003).*The future of revolutions-rethinking radical change in the age of globalisation.* London: Zed Books.
3. Holton, R. J. (1998). *Globalisation and the nation-state*. London: Macmillan Press.
4. Mishra, R. (1999). *Globalisation and the welfare state*. London: Edward Elgar Publishing Limited.
5. Titmuss, R. (1974). *Social policy*. Routledge
6. Chakraborty, B., & Chand, P. (2016). *Public policy: Concept, theory and practice*. Sage
7. Chatterjee, U.(2000). *The mammaries of the welfare state*.Viking
8. Hill, M. (2006). *Social policy in modern world*. UK: Blackwell Publishing

Name of the Programme	Masters in Social Work
Semester	**II**
Course Code	**MSW-206**
Nature of Course	**Core**
Course Title	**Concurrent Field Work and Rural Camp**
Credits	**6**
Marks	**100**

In the second semester the student is placed in institutional settings like hospitals, rehabilitation centres, counseling centres, schools and children's homes, where they can practice both social casework and group work. The student understands the way these institutions and agencies function and practice the skills of working with individuals and different groups. The student is expected to complete 5 cases in casework and follow up one group with at least 10 sessions. Besides these, the student would involve in the activities of the institution and fulfil the responsibilities that are asked of him/her by the agency supervisor. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

Besides 7-10 days Rural Camp need to be conducted to educate the students about the Rural Life and students must submit a report on the experiences gathered in Rural Camp.

***In Semester Marks 40, Viva -Voce 60**

Name of the Programme	Master in Social Work
Semester	**II**
Course Code	**MSW-207 (A)**
Nature of Course	**DSE**
Course Title	**Project Cycle Management**
Credits	**3**
Marks	**100**

Course Description/Rational:

This course introduces the students about planning and implementation for development Projects. It is very much important for social work students to enhance knowledge on Project identification, formulation, monitoring, reviewing and evaluation. Any organization including Government, Non-Governmental and Inter Governmental provide various services through Developmental Projects. Hence students must learn to Design and Implement projects.

Objectives:

- The student understands the importance and process of planning
- The student learns the methodology for planning and formulating projects using the Logical Framework
- The Students will learn to Monitor and Review by applying various Techniques.

Learning Outcomes:

- Students will be able to plan for development projects on any issues in any communities.
- Students will be able to implement and assess the impact of projects by applying various techniques.

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Introduction	Planning and its importance, who should be involved in planning. Overview of Project Cycle Management: Identification, Design, Implementation, Reviewing, Monitoring, Evaluation, Learning the lesions. Model Project Proposal Formulation.	8	2	-	13
2	Project Identification	Needs assessment: listening, interviewing, focus group discussions, community mapping; Capacity assessment: human, social, natural, physical, economic, cultural	8	2	-	12
3	Project Design	Stakeholder analysis: user groups, interest groups, beneficiaries, decision makers; Primary and Secondary stakeholders; identifying appropriate stakeholders for participation; levels of participation; Research – participatory methods; Problem Analysis – problem tree; Objectives tree, Logical framework, Proposal, Action Planning, Budget.	8	3	-	13

4	Logical Framework	Terms, purpose, structure: Objectives, assumptions and their assessment; Indicators, input, output and means of verification; activities and activity schedule.	8	3	-	10
5	Monitoring and Evaluation	The need, monitoring, reviewing and evaluation; reporting; Learning the lessons. Programme/Project Evaluation Review Technique (PERT); Critical Path Method (CPM).	8	2	-	12
TOTAL CONTACT HOURS			**52**			**60**

- **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

<u>References:</u>

1. Blackman, Rachel. 2003. Project Cycle Management. UK: Tearfund. (Downloaded from www.tearfund.org/tilz
2. Preskill, Hallie and Russ-Eft, Darlene. 2005. Building Evaluation Capacity. London: Sage Publications.
3. Capezio, Peter. 2000. Powerful Planning Skills. Mumbai: Jaico Publishing House.
4. Smith, Steve. 2002. Plan to Win. New Delhi: Kogan Page India Pvt. Ltd.
5. Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
6. Loehle, Craig. 2000. Thinking Strategically. New Delhi: Foundation Books.
7. Padaki, Vijay. 1995. Development Intervention and Programme Evaluation. New Delhi: Sage Publications

Name of the Programme	Master in Social Work
Semester	**II**
Course code	**MSW- 207 (B)**
Course Title	**Livelihood and Social Entrepreneurship**
Nature of the Course	**DSE**
Total Credit	**3**
Marks	**100**

Course Description/Rational:

This course would entail detail understanding of livelihood issues in the context of polity, economy and society. The reflections on various sustainable models of entrepreneurship and its relationship with livelihoods will be drawn here.

Objectives:

- To understand the concept of poverty in diverse contexts.
- To analyze social, economic, cultural and historical perspectives of livelihoods in Indian societies.
- To study the influence of market forces on livelihood and social entrepreneurship
- To explore the inter-linkages between livelihood and social entrepreneurship.

Learning Outcome:

- This course would help in understanding livelihood issues in subsistence vis-à-vis market economy.
- This course would help in drawing symbiotic relationship between livelihood and social entrepreneurship.
- This course is meant for reflecting on the history of sustainable model of social entrepreneurship.

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Introduction	Concept of livelihoods and social entrepreneurship, application of the concept in practice. Poverty, inequalities, class structure, indicators of poverty, social exclusion, cultural connotations of poverty, examining poverty, urban and rural poverty.	11	04	-	17
2	Economy, Livelihood and Entrepreneurship	Idea of an economy, self sustaining vis-à-vis subsistence, community based economy, global economy, corporate economy, informal economy, solidarity economy. Emergence of third sector, social entrepreneurship and third sector,	11	04	-	18

		livelihood and social entrepreneurship, state, market and social entrepreneurship				
3	Livelihood and Empowerment	Livelihoods and empowerment, social entrepreneurship and development - concepts, theories, practices and perspectives.	06	02	-	8
4	Livelihood, Social entrepreneurship and Development	Practice models of social entrepreneurship, Self-Help Groups,Micro-finance institutions, Community farming and resource sharing models. Social responsibility and social security,local development, people's participation in livelihood development.	10	04	-	17
TOTAL CONTACT HOURS			**52**			**60**

- **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Agarwal, Bina, (1989) Rural Women, Poverty and Natural Resources: Sustenance, Sustainability and Struggle for Change. *Economic and Political Weekly*, October 28, Vol. 20 No. 51.
- Beck, Tony. 1994. *The Experience of Poverty: Fighting for Respect and Resources in Village India.* London: Intermediate Technology Publications.
- Thorbecke, Erik (2005). "Multidimensional poverty: Conceptual and measurement issues." *international conference on "The Many Dimensions of Poverty," Brasilia, August*.http://www.economics.cornell.edu/et17/Erik%20Thorbecke%20files/Multi1.pdf
- Chambers, Robert (1988) Poverty in India: Concepts, Research and Reality, *IDS Discussion Paper 241*, Institute of Development Studies, Sussex.
- Shah, Ghanshyam, 1987, '*Caste and Poverty*', paper for the Workshop on Poverty in India held at Queen Elizabeth House, Oxford, 2-6 October 1987.
- Skalli, H. Loubna (2001) Women and Poverty in Morocco: The many faces of social exclusion, *Feminist Review*, No.69, pp.73-89. w ISSN 0141-7789 print/ISSN 1466-4380 online (C) Feminist Review Collective.
- Stiglitz, J (2002) *Globalisation and its discontents*, Allen Lane: London.
- ThoratSukhdeo. Caste, Social Exclusion and Poverty Linkages – Concept, Measurement and Empirical Evidence ,*Discussion Paper*, http://www.empowerpoor.org/downloads/castepovertypaper.pdf
- Vidal, D. (2003), 'Markets'. In V. Das, ed., *The Oxford India Companion to Sociology and Social Anthropology*, 1342-1360. New Delhi: Oxford University Press.
- White, S. Guhan, and R. H. Cassen, eds., *Poverty in India: Research and Policy* . Oxford: Oxford University Press.
- BakshiRajani (2009) *Bazaars, Conversations and Freedom – For a market culture beyond greed and fear*, New Delhi: Penguin.
- Hart Keith, Jean-Louis Laville and Antonio David Cattani (eds.) (2010) *The Human Economy: A Citizen's Guide*, London: Polity Press.
- Narayan Deepa and Elena Glinskaya (2007) *Ending Poverty in South Asia: Ideas that Work*, Washington: World Bank.

- Parasuraman, S., Gomathy, K. Raj, and B. Fernandez (2003) *Listening to people in poverty*, Bangalore:
- Chambers, Robert (1988) Poverty in India: Concepts, Research and Reality, *IDS Discussion Paper 241*, Institute of Development Studies, Sussex.
- Dilley, R. (1992), 'Contesting markets: a general introduction to market ideology, imagery and discourse'. In R. Dilley, ed., *Contesting Markets: Analyses of Ideology, Discourse and Practice*, 1-34. Edinburgh: Edinburgh University Press.
- Escobar, A (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press. NY
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Name of the Programme	**Master in Social Work**
Semester	**II**
Course Code	**MSW-208**
Course Title	**DISASTER MANAGEMENT**
Nature of Course	**General Elective**
Credits	**3**
Marks	**100**

Objective:

- To understand the nature of disasters and their many sided impact
- To gain knowledge of the methods and processes of disaster management, relief and rehabilitation

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Disasters: An Overview	Disaster: meaning, factors, significance, causes and effects; Types of disasters: earthquake, flood, cyclone, drought and famine; landslide, snow avalanche, fire, forest fire, Industrial and technological disasters and epidemics; conflicts, community/ethnic clashes and warfare.	09	04	-	15
2	Planning Disaster Management	Planning, policies and management of disasters; Awareness aboutdisasters: public awareness programme and mobilizing community participation; Role of various Agencies: Government, military and Para-military forces, NGOs and media. Disaster mapping, Predictability, forecasting, preparing community and mitigation. Economic and psycho-social.	09	04	-	15
3	Relief and Reaching out	Search, rescue, evacuation and shelter for victims; Clearance of debris,disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition, and hygienic, sanitation; Emergency support functions and their coordination.	09	04	-	15
4	Reconstruction and rehabilitation	Rehabilitation: social, economic, health and hygiene aspects; Reconstruction and rehabilitation; Disaster resistant housing, house relocation, repairing, Strengthening of house; Monitoring and evaluation.	09	04	-	15
TOTAL CONTACT HOURS			**52**			**60**

- **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

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