



THE ASSAM
ROYAL GLOBAL UNIVERSITY
— GUAHATI —

**Royal School of Humanities and Social Sciences
(RSHSS)**

Department of Social Work

**Learning Outcome-based Curriculum Framework for
Undergraduate Programme**

Bachelor of Social Work

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1.Preamble

The main purpose of the Bachelor of Social Work course is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment. The Course inculcates respect, dignity and worth of all human beings and understanding of diverse conditions. Since, social work is a practice based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will be studying various core courses, which would include theoretical perspectives central to social work profession along with concurrent field work practice. In addition, students would have term papers and a research based project through which students will be offered opportunities to learn research methodology and prepare a small dissertation. The fieldwork practicum in social work curriculum is considered the signature pedagogy as it denotes the vital methodology of teaching learning to prepare the students for professional practice. The Bachelor of Social Work is a practice based programme which is comprised of classroom teaching and diverse field work practicum pedagogies.

The programme offers a wide variety of courses to help the students to learn about the national and global scenario of social work in an interdisciplinary mode and developing their skill base for getting employment or initiating self-employed opportunities in welfare, development and allied sectors. Social work is the applied stream of social science, which provides its students planned opportunities to apply theory in actual field situations, which in turn enhances their learning. Hence, these applied courses are value addition to the students of social work in strengthening their knowledge and skills and bringing high quality standards in practice learning. Thus, the expected outcome of this programme is to produce well-trained and skilled professional social workers aligned with national and international work ethos.

1.1 Introduction

The Programme is comprised of classroom teaching and fieldwork practicum in real life settings. The classroom teaching is directed towards familiarizing the students with principles and skills required for social work intervention and developing students' personality through inculcation of democratic and humanitarian attributes and values. Fieldwork practicum is managed through a network of various NGOs and government organisations working in welfare and development sectors where the students get first-hand experience of various social issues and appropriate interventions to address the same. Hence, the programme intends to provide an in-depth understanding of the humane values, social justice and rights-based perspective to address various social issues. It is designed to develop social work professionals with essential knowledge, skills, virtues, competence to work with various national and international development organizations. After completion of this programme, social work graduates can get employment both in the public and private sectors.

There is also an opportunity of self-employment. There are numerous job options in social welfare sectors like family and child welfare, education, health care, community health and nutrition, mental health, youth welfare, rural and urban development, environment and

research. This is the best suited course for those who have sensitivity towards social concerns and wish to take up challenges to improve the lives of marginalized sections of the society. The social work professional would also be engaged in providing welfare services, become part of the developmental process, respond to the needs of human rights, social justice, empowerment and liberation of weaker and vulnerable sections of the society.

As is the case with other professions, Social Work too has a ‘science’ and an ‘art’ to it. The core elements that needed to flow through the curriculum as the following:

- The values and ethics of professional social work practice,
- The theory guiding the profession, and
- The skills that are necessary for practice and the ability to be engaged in lifelong learning.

Looking at all these new concepts and progress, the detailed syllabus of BSW has been designed and decided to be implemented from the academic session 2022-23.

1.2.1 Nature and Extent of the Programme

The Bachelor of Social Work programme is a practice based discipline that prepares its students for achieving the objectives through interventions in real life situations, which are dynamic in nature. The programme offers individualized mentoring to every student and comprises of classroom teaching involving interactive pedagogy and field work practicum. The classroom teaching is directed towards familiarizing the students with interdisciplinary theoretical perspectives, principles and skills required for social work interventions. It aims to develop students’ personality through inculcation of democratic, humanitarian attitude and values. The three days of the week are devoted to classroom teaching experience and two days for the Field Work practicum. Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Field work practicum settings are agencies and community based practice in which students are engaged in understanding various development projects, services and social work interventions.

Field work is a practical experience which is purposively arranged for the students. In field work, field will be a setting (a social welfare and/or development agency or open community) which offers avenues for student’s interaction with client and client system to apply social work methods, principles, skills and techniques under the guidance of faculty of the respective colleges and practitioner of the agency.

Sl. No.	Year	Mandatory Credits to be secured for the Award
1	After successful completion of 1 st Year	48

2	After successful completion of 1 st and 2 nd Year	96
3	After successful completion of 1 st , 2 nd and 3 rd Year	148

After completion of the programme, social work students will have job opportunities in the public, government and private sector in the country and abroad. The graduates may also have self-employment opportunities in terms of initiating their own organizations. In the public and government sectors, there are many positions, which are regulated by the Government and are meant to manage the social welfare and development programmes. To mention a few of such opportunities are: Welfare Officers in the Department of Social Welfare; Welfare Officers in the Department of Women & Child Development; CDPOs in Integrated Child Development Services (ICDS); Welfare Officers in factories, mines or plantations; Counsellors in family counselling centres, schools, and HIV/AIDS organisations; Medical and Psychiatric Social Workers in hospitals; Consultants in research & development institutions, corporate and civil society organizations (NGOs). In the corporate sector, social work graduates join as HR Managers, Industrial Relations Officers, CSR officers etc. The NGOs/Civil Society Organizations employ social work graduates in programme planning, execution, administration and funding agencies which may be related with various target groups including children, women, youth and elderly. Career guidance, pre & post marital counselling and life coaching are also considered as emerging areas of social work practice. Social work graduates may also work in International, global and UN agencies like UNICEF, WHO, UNDP, etc. as consultants.

1.2.1 Aims of the Programme

The overall aims of the Bachelor of Social Work are stated below:

1. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
3. To inculcate in the students the spirit of enquiry and research; and thereby develop problem solving and decision-making abilities;
4. To prepare professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. To make learners sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;

6. To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.

1.3 Graduate Attributes in Social Work

Some of the characteristic attributes that a social work graduate should demonstrate are as follows:

1. **GA1-Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of all fundamental concepts, philosophy, values and ethics, principles, methods and skills and techniques of social work that form a part of an undergraduate programme of the study.
2. **GA2-Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally to all concerned, communicate with the clients using appropriate media; confidently share views and express herself/himself; demonstrate the ability to listen carefully to the clients, read and write analytically, and present complex information in a clear and concise manner. Field work report writing and presentation are integral part of the teaching pedagogy which directly help to strengthen the communication skills of the social work graduates.
3. **GA3-Critical Thinking:** Capability to apply analytic thought to the social work knowledge; analyse and evaluate field evidences, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
4. **GA4-Problem Solving:** Capacity to extrapolate from what students have learned and apply their competencies to solve different problems of individuals, groups or communities in real life situations.
5. **GA5-Research-Related Skills:** A sense of scientific inquiry and capability for asking relevant/appropriate questions, problematizing, synthesising and articulating; define research problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from the data, establish hypotheses, predict cause-and-effect relationships;

ability to prepare plan, execute and writing the results of an investigation or social survey.

6. **GA6-Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a team of professionals, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
7. **GA7-Reflective Thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
8. **GA8-Self-Directed Learning:** Ability to work independently, identifies appropriate resources required for a development project, and manages such a project until completion.
9. **GA9-Lifelong Learning:** Ability to acquire knowledge and skills, including, learning how to learn, that are necessary for participating in learning activities throughout life through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

1.4 Qualification Descriptors

The qualification descriptors for a Bachelor of Social Work include the following:

1. Demonstrate
 1. a systematic, extensive and coherent knowledge and understanding of social work profession as a whole and its applications and ability to link the same to the other related disciplinary areas/subjects; including a critical understanding of the established theories, principles and concepts and of a number of advanced and emerging issues in social work;
 2. procedural knowledge that creates different types of professionals related to social work, including research and development, teaching and government and public service;
 3. skills in current developments in social work, including a critical understanding of the latest developments in social work education, and an ability to use established techniques of analysis and enquiry.
2. Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to social work and techniques and skills required for identifying problems and issues relating to it.

3. Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the social work profession for formulating evidence-based solutions and arguments;
4. Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex social problems and issues relating to social work.
5. Communicate the results of studies undertaken in academic field of social work and related disciplines accurately in a range of different contexts using the fundamental concepts, constructs and techniques of social work.
6. Address ones' own learning needs relating to current and emerging areas of social work, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
7. Apply social work knowledge and transferable skills to new/unfamiliar contexts, to identify and analyse problems/issues and seek solutions to real-life problems.
8. Demonstrate social work related and transferable skills that are relevant to some of the job trades and employment opportunities.

1.5 Programme Learning Outcomes

Programme learning outcomes includes subject-specific skills and generic skills including transferable global skills and competencies. The programme learning outcomes also focus on knowledge and skills that would prepare the students of social work for further study and employment. They help ensure comparability of learning levels and academic standards and provide a broad picture of the level of competence of graduates of a given programme of the study.

The broad learning outcomes of the Bachelor of Social Work programme are:

1. **PO1-Knowledge of Social Work:** Providing basic knowledge of social work theory and methods related to individuals, groups and community by demonstrating ethical and professional behaviour in social work practice.
2. **PO2-Communication Skills in Social Work:** Enables student social workers to discover the most important issues and needs of their clients and respond appropriately.
3. **PO3-Critical Thinking in Social Work:** Apply critical thinking to inform and communicate professional judgment in social work practice
4. **PO4-Problem Solving in Social Work Practice:** Enables the student social workers and individuals to focus on one concrete problem at a time thereby helping an individual identify a problem, create action plan to solve it and implement the solution.

5. **PO5-Researchskills for Social Work:** Construct research informed practice and practice informed research in Social Work.
6. **PO6-Role of Social Work in Collaborative Teams:** Social Work isn't an individual effort, it's a team effort where multidisciplinary teamwork is most definitely required.
7. **PO7-Reflective Social Work Practice-Thinking, Doing and Being:** Reflective Social Work Practice demonstrates how social workers can creatively and consciously combine 'thinking, doing and being' when working with individuals, families, groups, communities and organisations, and when undertaking research.
8. **PO8-Self-directed learning in Social Work:** Enables student social workers to initiate case discussions and presentations, to initiate minor projects by empowering students to take charge of their learning which may have powerful implications for their growth and development throughout their career.
9. **PO9-Beyond Obligation-Social Workers as Lifelong Learners:** Lifelong learning enables student social workers to continually update their knowledge and skills in order to provide relevant and effective services.

Program Specific Outcomes of Bachelor of Social Work programme:

1. **PSO1-**Obtain knowledge on the utilization of Social Work practice theories and methods with individuals, families and groups.
2. **PSO2-**Conduct evidence based research and evaluation
3. **PSO3-**Get diverse technical knowledge on various Acts and legislations related to Social Work practice.
4. **PSO4-**Develop skills to Practice values and ethics of Social Work Practice with diverse and vulnerable population by applying various techniques, skills, approaches and model of social work practice which leads to the employment opportunities.

1.6 Teaching Learning Processes

The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centred to learner-centric pedagogies and from passive to active/participatory pedagogies. This programme leads to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework will include: lectures supported by group tutorial work; practicum and field-based learning, observations and field work to various organisations and communities. The use of prescribed classical, essential, suggested books, e-learning resources and other self-study materials will guide the teaching learning process. The other innovative methods would include: open-ended project work, some of which may be team-based; activities designed to promote the development of generic and subject-specific skills.

The curriculum will also encompass brain-storming, case study illustrations, thematic interactive discussions, individual instructions, scientific/field work experience based paper

presentations in groups, field/exposure visits, concurrent field work and block field work, orientation programme, extension work, field based assignments. It will also include experience sharing/field instruction, lectures by eminent guests and practitioners, exposure to use of information technology (IT) in teaching-learning process. The skill workshops, opportunity to attend seminar and conferences, career guidance, mentorship etc. also constitute the teaching-learning processes of the programme.

1.7 Assessment Methods

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
i	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva-Voce/Presentation		1-2	V	
vi	MSE		MSE shall be of 10 marks	1-3	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				100%

The progress of a student towards achievement of learning outcomes will be assessed by using the following: semester end examinations in time-bound manner; practical based assignments; library assignment; project assignment/case-study reports; group assignment; oral presentations, including seminar presentation; field work viva voce; and self-assessment etc.

Scheme of Theory Examinations: The performance of the students will be assessed through two components: internal assessment and semester end examinations keeping in view the following:

Internal Assessment: Attendance, class presentations, assignments (task based oral/or written), and class tests (30 marks).

Semester End Examinations: Written examinations are of theory question paper pattern (70 marks). The semester end examinations shall be conducted as per the academic calendar notified by The Assam Royal Global University.

1.7.1 Assessment of Field Work

At the end of all the semesters, field work assessment will be done both internally and externally. The internal field work assessment is a continuous process. The students are required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual interactions with the assigned supervisors. The students will also be assessed on the basis of their performance for presenting their field work experienced based or scientific paper. At the end of the semester, students will be required to prepare a field work report as per the guidelines in a prescribed form and submit the same to the respective faculty supervisors. The faculty supervisors will also prepare an assessment report regarding the performance of the concerned students on the basis of their learning and performance throughout the semester.

Assessment of field work shall be on the basis of:

1. Field Work (Internal supervisors) 70 marks
2. Viva-Voce (External examiner) 30 marks

1.7.2 Internal Assessment of Field Work

The student would be assessed for efforts and progress towards task assigned in the learning process during the field work. The faculty supervisor is required to select the tasks systematically for the students. Then, the students with assistance from their respective faculty supervisor will develop a learning plan for field work that encompasses the agency/field specific activities. The students and their faculty supervisors will meet to review the students' progress and accomplishment on time to time basis during the semester and at the end of the semester. The attendance and participation in rural camp will also be included in assessment. The marks will reflect the students' achievements in terms of completion of the tasks, assignments and demonstration of proficiencies required for field work.

**Bachelor of Social Work
Programme Structure**

1ST SEMESTER							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW182C101	Introduction to Social Work	3	1	0	4	4
2	SOW182C102	Basic Concepts in Sociology	3	1	0	4	4
3	SOW182C113	Concurrent Field Work - I	0	0	16	4	16
Ability Enhancement Compulsory Courses(AECC)							
4	CEN982A101	Communicative English-I	1	0	0	1	1
5	BHS982A104	Behavioural Science-I	1	0	0	1	1
Skill Enhancement Courses(SEC)							
5	SOW182S112	Social Case Work/ Working with Individuals and Family	2	0	0	2	2
Value Added Courses(VAC)							
7	VAC992V109	India: Land of Diversity	2	0	0	2	2
Generic Elective							
8	SOW182G101	Social Work Response to Healthcare	3	0	0	3	3
9	SOW182G102	Social Work and NGO Management	3	0	0	3	3
						Total credits	24

2ND SEMESTER							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW182C201	Community Organisation and Social Action	3	1	0	4	4
2	SOW182C202	Human Growth and Behaviour	3	1	0	4	4
3	SOW182C213	Concurrent Field Work –II& Rural Camp	0	0	16	4	4
Ability Enhancement Compulsory Courses(AECC)							
4	CEN982A201	Communicative English-II	1	0	0	1	1
5	BHS982A204	Behavioural Science-II	1	0	0	1	1
Skill Enhancement Courses(SEC)							
6	SOW182S221	Social Group Work	2	0	0	2	2
Value Added Courses(VAC)							
7	VAC992V209		2	0	0	2	2
Generic Elective							
8	SOW182G201	Palliative Care in Social Work	3	0	0	3	3
9	SOW182G202	Community Organisation	3	0	0	3	3
						Total credits	24

3 RD SEMESTER							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW182C301	Criminology and Correctional Justice System	3	1	0	4	4
2	SOW182C302	Social Policy, Planning and Development	3	1	0	4	4
Ability Enhancement Compulsory Courses(AECC)							
3	CEN982A301	Communicative English-III	1	0	0	1	1
4	BHS982A304	Behavioural Science-III	1	0	0	1	1
Discipline Specific Elective (DSE) (students to choose any one)							
5	SOW182D301	Northeast India and Social Work Practice	3	1	0	4	4
5	SOW182D301	Social Problems in India	3	1	0	4	4
Internship							
6	SOW182I331	Internship	0	0	16	4	16
Generic Elective (GE)							
7	SOW182G301	Social Work with Women, Children, Youth and Older Persons	3	0	0	3	3
8	SOW182G102	Social Work and NGO Management	3	0	0	3	3
						Total credits	24

4 TH SEMESTER							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW182C401	Social Work and Social Welfare Administration	3	1	0	4	4
2	SOW182C412	Concurrent Field Work-III	0	0	16	4	4
Ability Enhancement Compulsory Courses(AECC)							
3	CEN982A401	Communicative English-IV	1	0	0	1	1
4	BHS982A404	Behavioural Science-IV	1	0	0	1	1
Skill Enhancement Courses(SEC)							
5	SOW182S421	Self and Society	2	0	0	2	2
Value Added Courses(VAC)							
6		To be chosen from the basket courses	2	0	0	2	2
Discipline Specific Elective (DSE) (students to choose any one)							
7	SOW182D401	Working with Weaker Sections	3	1	0	4	4
7	SOW182D401	Professional Skill Development	3	1	0	4	4
Generic Elective							
8	SOW182G401	Basic Counselling Skills	3	0	0	3	3
9	SOW182G402	Community Organisation	3	0	0	3	3
						Total credits	24

5 TH SEMESTER							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW182C501	Gender Equality and Social Work	3	1	0	4	4
2	SOW182C502	Disability Studies	3	1	0	4	4
Ability Enhancement Compulsory Courses(AECC)							
3	CEN982A501	Communicative English-V	1	0	0	1	1
4	EVS982A502	Environmental Studies & Sustainable Development-I	1	0	0	1	1
Value Added Courses(VAC)							
6		To be chosen from the basket courses	2	0	0	2	2
Discipline Specific Elective (students to choose any two)							
7	SOW182D501	Social Work Research	3	1	0	4	4
7	SOW182D502	Development Communication	3	1	0	4	4
7	SOW182D501	Social Action and Social Movements	3	1	0	4	4
7	SOW182D502	Social Legislation and Human Rights	3	1	0	4	4
Internship							
8	SOW182I531	Block Placement (6 weeks internship after 4 th Semester Exam)	0	0	12	6	6
						Total credits	26

6 TH SEMESTER							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW182C601	Community Health and Social Work	3	1	0	4	4
2	SOW182C612	Concurrent Field Work-IV	0	0	8	4	4
Ability Enhancement Compulsory Courses(AECC)							
3	CEN982A601	Communicative English-VI	1	0	0	1	1
4		Environmental Studies & Sustainable Development-II	1	0	0	1	1
Skill Enhancement Course (SEC4)							
5	SOW182S621	Project Planning and Assessment	2	0	0	2	2
Value Added Courses(VAC)							
6		To be chosen from the basket courses	2	0	0	2	2
Discipline Specific Elective (students to choose any two)							
7	SOW182D601	Research Project	0	0	16	8	8
7	SOW182D602	NGO Management and Social Work	3	1	0	4	4
7	SOW182D602	Disaster Management	3	1	0	4	4
						Total credits	26

SEMESTER I

Subject Name: Introduction to Social Work Subject Code: SOW182C101 L-T-P-C: 3-1-0-4 Credit Units: 4 Scheme of Evaluation: Theory

Course Objective: *To understand social work philosophy and inculcate values to work as human service professionals*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the imperatives of becoming professional social worker	BT-1
CO2	Illustrate the Various Fields and Settings of Social Work Practice	BT-2
CO3	Apply values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.	BT-3
CO4	Analyze the professional self and persona of a professional social worker.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Introduction: Basic concepts related to Social Work: Social Work, Social Service, Social Welfare, Social reform, Social Justice, Social Security, Social Policy, Social Defense, Human Rights, Social Legislation, Social Administration	12
II	Understanding Social Work: Social Work: Meaning, Definition, Basic Assumptions, Scope, Objectives, and Functions of Social work: Preventive, remedial, developmental; Methods of Social Work, Goals of Social Work	12
III	Historical development of Social Work: Evolution of Social Work and Social Service. Evolution of Social Work Methods, Social Service tradition in India, Interface between voluntary and professional social work in India. Rise of professional organization.	12
III	Values, Principles and Field of Social Work: Basic values, Philosophy and Principles of social work; Fields of Social Work: Family and Child Welfare; Medical & Psychiatric Social work; Industrial social work; Correctional Administration, Community Development; Disability Studies, Public Health, Livelihood and Social Entrepreneurship, Mental Health. Social Work Values and Ethics	12
TOTAL		48

Text Books:

1. *Social Work- An Integrated Approach*, Bhattacharya Sanjay, 2003, Deep & Deep Publications Pvt.Ltd., New Delhi
2. *Social Work Philosophy & Methods*, Mishra P D, 1st edition, 1994, Inter India Publications.

Reference Books:

1. Howe, D. (2009). *A brief introduction to social work theory*. Bloomsbury Publishing.

2. Glicken, M. D. (2010). *Social work in the 21st century: An introduction to social welfare, social issues, and the profession*. Sage.
3. Nicholas, L., Rautenbach, J., & Maistry, M. (Eds.). (2010). *Introduction to social work*. Juta and Company Ltd.

Additional Readings:

1. LAWRENCE, R. J. (2016). The Social Work Profession. In *Professional Social Work in Australia* (pp. 197–202). ANU Press. <http://www.jstor.org/stable/j.ctt1bgzbpk.16>
2. Minahan, A., & Pincus, A. (1977). Conceptual framework for social work practice. *Social Work*, 22(5), 347–352. <http://www.jstor.org/stable/23712811>
3. KalyanSankar Mandal. (1989). American Influence on Social Work Education in India and Its Impact. *Economic and Political Weekly*, 24(49), 2710–2712. <http://www.jstor.org/stable/4395683>

Subject Name: Basic Concepts in Sociology Subject Code: SOW182C102 L-T-P-C: 3-1-0-4 Credit Units: 4 Scheme of Evaluation: Theory

Course Objective: *The course aims to introduce the basic terminologies and ideas which students need to be proficient in, in order to advance further in the discipline*

Course Outcome:

After successful completion of the course, the student will be able to:

CO1	Define the basic terminologies and ideas used frequently in the discipline of sociology.	BT-1
CO2	Interpret the understanding of societal structure and social institutions.	BT-2
CO3	Identify the various concepts of social importance such as culture, social hierarchy, social mobility.	BT-3
CO4	Distinguish with academic jargon, they shall find ease in advancing further in the discipline.	BT-4

Detailed Syllabus

Modules	Course Content	Periods
I	Individual and Group – definition and classifications. Primary & secondary socialisation. Social distance. Primary & secondary groups. In-group & Out-group. Reference groups. Looking glass self. Task groups. Self-help groups. F Tonnies: Gemeinschaft and Gessellschaft. Stereotypes.	12
II	Social Institutions, Community, Association – Birth of community. Institutions and their development; institutionalisation. Ideologies. Formal associations and large scale organisations. Voluntary associations. Intellectuals and bureaucrats.	12
III	Culture and Society – Nature/Culture debate. Social norms: conformity, deviance, social control. Values, ideas, norms, mores, customs, law, tradition. Role, status, prestige, rank, rewards, goals, vertical and horizontal stratification. Poverty. Ethnicity & ethnocentrism. Cultural lag, ideal & real culture, cultural relativity, counter-culture, acculturation, diffusion.	12
IV	Social Processes – associative and dissociative. Interaction and cooperation, competition and conflict (meaning, definition, types, characteristics, role); accommodation, assimilation.	12
Total		48

Text Books:

1. Bierstedt, Robert. (1974). The Social Order. New York: McGraw Hill
2. MacIver, Robert M, & Charles Hunt P. (1949), Society. New York: Rinehart.

Reference Books:

1. Redfield, Robert. (1956). Chapter 16, 'How Human Society Operates' (pp.345-368). in Harry L Shapiro (ed.) Man, Culture and Society. New York: Oxford University Press.
2. Rao, C.N.S. (2009). Sociology. Revised edition. New Delhi: S. Chand Publishing.

Additional Readings:

1. Abel, Theodore. (1980). The Foundations of Sociological Theory. Jaipur: Rawat Publications.
2. Abraham, Francis M. and John Henry Morgan. (1985). Sociological Thought. Chennai: Macmillan India.
3. Aron, Raymond. (1965). Main Currents in Sociological Thought, Vol. I and II. Middlesex: Penguin Books.

Subject Name: Concurrent Field Work-I Subject Code: SOW182C113 L-T-P-C –0-0-8-4 CreditUnits:4 Scheme of Evaluation: Practical
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Course Objective: *To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Relate classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions	BT-1
CO2	Classify the programmes and projects of governmental and non-governmental organisation	BT-2
CO3	Apply the methods of social work in the field settings	BT-3
CO4	Take part in the programmes held at the communities.	BT-4

Detailed Syllabus:

The field work practice in the first semester would consist of orientation visits, lab sessions for skills training and placement. In the first semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible. Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork 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.

Text Books:

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

Reference Books:

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

Additional Readings:

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225-243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.
3. Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (p. 304). Pearson a and B

Subject Name: Working with Individuals and Families (Social Case Work) Subject Code: SOW182S121 L-T-P-C –4-0-0-4 CreditUnits:4 Scheme of Evaluation: Theory/Practical
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Course Objective: *To demonstrate the familiarity with casework process by applying the tools, techniques and skills required for working with individuals and families.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Relate understanding of the basic concepts, skills, tools, techniques and process.	BT-1
CO2	Explain the importance of case work as a primary method of social work	BT-2
CO3	Develop ability of establishing and sustain a working relationship with the client	BT-3
CO4	Analyze problems of individuals and families and factors affecting them	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction to social case work: Social Case Work: Meaning, Definitions, Scope, Purpose. Historical development Case Work. Case work practice in India. Its relation to other methods of social work.	12
II	Case Work Relationship: Nature and Components. Principles of case work relationship. Components of Case Work – Person, Problem, Problem, Place, Process. Case work process: Study, Diagnosis, Treatment, Evaluation & Termination Case work recording.	12
III	Skills of caseworker, Tools of Work: Observation, Interview, Home Visit. Techniques in case work: direct treatment, administration of practical services and environmental manipulation.	12
IV	Counselling in Case Work: Definition, Meaning, Importance, Objectives & Goals, Phases in Counselling, Counselling techniques & areas of Counselling, Fields of Social Casework Practice, Counseling in Case Work	12
TOTAL		48

Text Books:

1. Matthew, G., *An Introduction to Social Casework*, 1992, TISS, Bombay
2. Towle, C. (1970). *Theories of social casework*. Chicago: University of Chicago Press.

Reference Books:

1. Siddiqui, H. Y. (2015). *Social Work & Human Relations*. New Delhi, India: Rawat Publications.
2. Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.

3. Skidmore, R.A. & Thakary, M.G. (1982). *Introduction to Social Work*. New Jersey: Prentice Hall.

Additional Readings

1. Upadhyay, R.K., *Social Casework*, Reprinted 2012, Rawat Publications.
2. Corey, G., *Theory & Practice of Counselling & psychotherapy*, 2013, Cengage Learning Publications.
3. Perlman, H.H., *Social Case Work: A Problem -Solving Process*, 2012, Rawat Publications, Indian Reprint

AECC-1/Subject Name: Communicative English- I: Developing Oral Communication and Listening Skills Subject Code: CEN982A101 L-T-P-C –1-0-0-1 CreditUnits:1 Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech Continuous Evaluation:30Marks Semester End Examination: Component A–Written Examination = 30 Marks Component B +C–Viva-Voce+ Extempore speech=40Marks
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Course Objective: *The objective of the course is to introduce students to oral communication skills in English by ~~egg~~ them to meaningful discussion and interactive activities.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Tell what consists of the communication process, verbal, and non-verbal communication.	BT-1
CO2	Demonstrate the skill of listening processes.	BT-2
CO3	Develop a life skill on oral group communication-group discussion leadership skills, team management.	BT-3
CO4	Distinguish the basic idea of language styles– oral and written communication.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I.	Basics of Communication-Introduction Communication - definition – meaning – elements - basics of communication - communication process - importance of communication Components of Communication, Types/forms of Communication(Oral-written ,Formal-Informal(Grapevine), Interpersonal-Intrapersonal, Mass- Group, Verbal-Non Verbal External communication, Organizational Communication- Upward, Downward, horizontal, Diagonal), Non-verbal Communication - Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressionsParalinguisticFeatures-Rate,Pause,Volume,Pitch/Intonation/Voice/modulation, Proxemics, Haptics, Artifacts, Chronemics	10
II.	The Listening Process Types of Listening – Superficial, Appreciative, Focused, Evaluative, Attentive, Emphatic, Listening with a Purpose, Barriers to Communication, Barriers to Listening	10
III.	Focus on Oral Group Communication Nature of group communication, Characteristics of successful Group Communication, Selection of group discussion-subject knowledge, leadership skills, team management, Group Discussion Strategies	10

IV	Language Styles-Oral and Written Communication Technical Style, ABC of technical communication-accuracy, using exact words and phrases, brevity, clarity, Objectivity of Technical Writing - Impersonal language, Objectivity in professional speaking.	10
TOTAL		40

Textbooks:

1. Rizvi, M. Ashraf. (2008). *Effective Technical Communication* (11 reprint). New Delhi:TataMcGraw Hill.

Additional Readings:

1. Koneru, Aruna.(2017) *Professional Communication*. New Delhi: Tata McGraw HillISBN-13:978-0070660021
2. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015).*APocket Guide to PublicSpeaking*.(5th edition).St. Martin's.ISBN-13:978-145767040

AECC-2/Subject Name: Behavioural Science –I
Subject Code: BHS982A102
L-T-P-C –1-0-0-1
CreditUnits:1
Scheme of Evaluation: Theory+ Viva-Voce+ Extempore Speech
Continuous Evaluation: 30 Marks
Semester End Examination: Component A–Written Examination = 30 Marks
Component B +C–Viva-Voce+ Extempore speech=40Marks

Course objectives: *To increase one’s ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define self-identity and identity crisis	BT-1
CO2	Explain the concept of self-esteem.	BT-2
CO3	Build in depth knowledge of foundation of individual behaviour.	BT-3

Detailed Syllabus

Modules	Course Contents	Periods
I	Understanding Self: Understanding of Self, What is self? Components of Self-self-identity, Identity crisis, Definition self-confidence, self-image, Johari Window, Self-esteem, High and Low Self-esteem, Erikson's model.	4
II	Foundations of individual behavior: Personality-structure, determinants, personality traits, Perception Perceptual Process, Attribution, Errors in perception, Stereo typing, Racial Profiling, Learning-Theories of learning.	4
III	Managing self Time management: Introduction-the 80:20, sense of time management, Three secrets of time management, Effective scheduling, Stress management, effects of stress, kinds of stress-sources of stress, Signs of stress, Stress management tips.	4
IV	Behaviour and communication. Behaviour as a barrier to Communication, ways to overcome the barriers, Non-verbal communication-body language (voluntary and involuntary body language) forms of body language, Interpreting body language	4
TOTAL		16

Textbooks

1. Soft skills byDr.K.Alex,S.Chand.
2. Organisational behaviour byS.PRobbins,Judge ,Vohra 18thEd

Subject Name: Social Work Response to Healthcare
Subject Code: SOW182G101
L-T-P-C-3-0-0-3
CreditUnits:3
Scheme of Evaluation: Theory

Course Objectives: *To build a basic understanding of the concept of health and mental health in the context of development and areas of social work practice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the concept of health in the context of development.	BT-1
CO2	Summarize the importance of social work in healthcare settings.	BT-2
CO3	Identify the scope of social work intervention in health settings.	BT-3
CO4	Categorize the difference between community health and mental health.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I.	Understanding Health: Health and Well-Being: Concepts, components, determinants; Understanding diseases and its classification; Indicators of health status of people in a community	8
II.	Health Care and Development: Health scenario of India: Major health issues, problems and concerns; Social and cultural changes and its impact on health; Health and Mental Health needs and services	8
III.	Health Care Social Work: Social work, Health and wellbeing, Public Health, Health education; Social work intervention in health settings; Roles of social worker in community health settings	8
IV	Emerging Concerns in Health Care: Environmental issues; Disaster management: Rescue, relief and rehabilitation; Media and Health	8
	TOTAL	32

Text Books:

1. Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford University Press, U.S.A
2. Park, K.(2006). *Preventive and Social Medicine*. Jabalpur, India: Banarasi DasBhanotPublishers.

Reference Books:

1. Chauhan, D. (1997). *Health care in India: A profile*. Mumbai: Foundation for Research in Community Health.

2. Dhooper, S. S. (1997). *Social work in Health Care in the 21st Century*. Thousand Oaks, CA.: Sage Publications.
3. Fort Cowles, L. A. (2000). *Social Work in the Health Field: A Care Perspective*. Binghamton, NY: The Haworth Press.

Additional Readings:

1. Bradley, K., (2011), *Encyclopedia of Disaster Relief*, Sage Publications, New Delhi
2. Das, Veena, (2000), *Violence and subjectivity*, Berkeley, University of California Press
3. Fort Cowles, L. A., (2000), *Social Work in the Health Field: A Care Perspective*

Subject Name: Social Work and NGO Management Subject Code: SOW182G102 L-T-P-C-3-0-0-3 CreditUnits:3 Scheme of Evaluation: Theory

Course Objective: *To introduce the students the concept of social work and its relation to the NGOs for implementation of performance enhancing strategies.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Recall what professional social work is all about.	BT-1
CO2	Compare between the tasks undertaken by the GOs and the NGOs.	BT-2
CO3	Identify the scope of CSR interventions.	BT-3
CO4	Examine the laws and acts pertinent within the purview of NGOs.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Social Work: Meaning, Definition, Scope and values; Functions of Social work: Preventive, remedial, developmental; Methods of Social Work, Goals of Social Work	10
II	Introduction to Non- Government Organization and its role: History of NGOs in the West and India; Non-Profit Organizations; Voluntary Organizations; Civil Society Organizations	10
III	Types and Activities of NGOs: (Self-Benefiting, Service Oriented, Advocacy, Others, Networking etc.); Emerging trends in NGO sector; Types of NGOs functioning in India; Corporate Social Responsibility	6
IV	Acts and Laws: Societies Registration Act 1860, Memorandum of Association and Bye-Laws, The Foreign Contribution (Regulation) Act, 1976 (FCRA); Formation of Trust and Society, Differences between the Trust and Society; The Indian Trust Act, 1882; The Charitable Endowments Act, 1890	10
	TOTAL	36

Text Books:

1. Congress, E. P., Allan Luks, J. D., & Francis Petit, M. B. A. (Eds.). (2016). *Nonprofit management: A social justice approach*. Springer Publishing Company.
2. Anheier, H. K. (2014). *Nonprofit organizations: Theory, management, policy*. Routledge.

Reference Books:

1. Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement, Bryson, J.M., 2004, Jossey-Bass
2. Historical Background of Non-profit Sector in India. PRIA, 2001, New Delhi

3. De Berry, J. (1999). *Exploring the concept of community: implications for NGO management* (No. 8). Centre for civil society, London school of economics and Political Science.

Additional Readings:

1. Mustaghis-ur-Rahman. (2007). NGO management and operation: A south Asian perspective. *Journal of Health Management*, 9(2), 223-236.
2. Hossain, M. A. (2012). Community participation in disaster management: role of social work to enhance participation. *Sociology*, 159, 171.
3. Brooks, A. C. (2003). Challenges and opportunities facing nonprofit organizations.

SEMESTER-II

Subject Name: Community Organisation and Social Action
Subject Code: SOW182C201
L-T-P-C -3-1-0-4
CreditUnits:4
Scheme of Evaluation: Theory

Course Objective: *To develop an understanding of community organization as a method of social work and comprehend the concept, context and strategies of social action.*

Course Outcomes

After successful completion of the course, the student will be able to:

CO1	Find capacities to understand the different aspects of community in the context of community organization.	BT-1
CO2	Explain understanding of models, strategies and process involved in working with communities.	BT-2
CO3	Develop skills and competencies to work with rural and urban communities.	BT-3
CO4	Analyze the use of theoretical understanding in their field setup	BT-4

Detailed Syllabus:

Modules	Course content	Periods
I	Understanding Community: Concept of Community: Sociological, Cultural, Social Work; Perspective of Community: Geographical and Functional Community; Functions of Community, Historical Development of Community Work, Types of Community, Community Councils and Community Chests	14
II	Community Organisation as a Practice: Aims and objectives of community organisation, Scope and nature of community organisation, Principles in Community Organisation (Ross, Siddiqui); Models of Community Organization by Jack Rothman; Process/stages of Community Organization; Skills in community organization, Historical Background of Community Organisation	14
III	Social Action Social Action: Definition, Objectives, Forms of Social Action, Scope of social action, Social action as a method of Social work and Principles of Social Action, Models of Social Action, Process of Social Action, Social Action movements in India. Rights-Based Approach and Social action.	14
IV	Community Development: Concept of Community Development, Historical Perspective of Community Development, Rural and Urban Community Development Programmes, Panchayati Raj and 73 rd and 74 th Constitutional Amendment. Difference between Community Development and Community Organisation, Basic Elements of Community Development	14
TOTAL		56

Text Books:

1. Ross, G M., *Community Organization-Theory, Principles & Practice (1967)*, Harper and Row, New York.
2. Banks, S., Herrington, T., & Carter, K. (2017). Pathways to co-impact: action research and community organising. *Educational Action Research*, 25(4), 541-559.

Reference Books:

1. Khinduka, S.K. & Coughlin, Bernard (1965): *Social Work in India*. New Delhi: Kitab Mahal.
2. Kumar, Somesh (2002): *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Sage Publication (Vistaar).
3. Lee, Judith (2001): *The Empowerment Approach to Social Work Practice: Building the Beloved Community*. Columbia Press.

Additional Readings:

1. Siddiqui H.Y. (1997), *Working with Communities*, Hira Publications, New Delhi
2. Gangrade, K.D. (1971) *Community Organization in India*, Popular Prakashan, Bombay.
3. Kumar, Somesh (2002): *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Sage Publication (Vistaar).

Subject Name: Human Growth and Behaviour Subject Code: SOW182C202 L-T-P-C –3-1-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objective: *To understand the human developmental concepts that will be beneficial to social workers to understand the human beings in better way*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Relate the factors contributing to the development of human behaviour.	BT-1
CO2	Interpret the concepts that will be beneficial to social workers to understand the human beings in better way	BT-2
CO3	Interview clients professionally keeping in mind the ethics.	BT-3
CO4	Analyze the various personality theories of growth and development.	BT-4

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction and concepts: Concept of human growth, development and Understanding Human Behaviour: Behaviour, Factors affecting human behavior; Methods of study human behavior; Theories of development & behavior – Freud’s Psycho-sexual theory & Erikson’s Psychosocial theory; Human Growth & Development: Life span approach to the understanding of human growth & development, Principles of growth & development, Stages of development: from conception to old age.	21
II	Biological Bases of Behaviour: Role of heredity, Role of endocrine glands, Role of central nervous systems	9
III	Psycho-Social Bases of Behavior: Role of environment: Pre-natal & Post-natal, Social factors affecting behavior, Socialization Process	9
IV	Basic psychological processes: Learning, Motivation, Frustration & conflict, Coping / defense mechanisms, Personality development.	9
TOTAL		48

Text Books:

1. Elizabeth Hurlock, (2008), Human Growth and Development, Tata Mcgraw Hill Education Private Limited
2. Gibson, N., & Gibson, A. (2015). Human growth, behaviour and development: Essential theory and application in social work. *Human Growth, Behaviour and Development*, 1-240.

Reference Books:

1. Jordan, D. T. L. (2000). Human Behavior and the Social Environment I.
2. Howe, D. (1995). *Attachment theory for social work practice*. Bloomsbury Publishing.
3. Sekar, K. 2008, Psychosocial Care for Children in Difficult Circumstances- My Workbook, First Edition Published by: National Institute Mental Health and Neurosciences (NIMHANS), Bangalore.

Additional Readings:

1. Myers, D.G. 2010 Social Psychology (10th, Edition) McGraw-Hill, New York.
2. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill
3. Santrock, J.W. (2012). Life Span Development (13th ed.) New Delhi: McGraw Hill

Subject Name: Concurrent Field Work-II & Rural Camp
Subject Code: SOW182C213
L-T-P-C –0-0-8-4
Credit Units:4
Scheme of Evaluation: Practical

Course Objective: *To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Relate classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	BT-1
CO2	Classify the programmes and projects of governmental and non-governmental organisation.	BT-2
CO3	Apply the methods of social work in the field settings.	BT-3
CO4	Take part in the programmes held at the communities.	BT-4

Detailed Syllabus:

The field work practice consists of orientation visits, lab sessions for skills training and placement. In the second semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible. Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork 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.

The objectives of the rural camp is to make the student experience group living and to initiate and participate in development work in a village identified by the faculty. The actual rural camp is preceded by two weeks of camp preparation. This will include pilot visits to the village for identification of projects and for liaison with various NGO's and government officials. The entire class will be divided into various groups called committees namely project, food, housing, medical, security and a faculty supervisor will facilitate and assist the working of each committee. Two students will be elected as camp leaders and will be assisted by two faculty members who will accompany the students for the camp and will monitor the entire

process. Students are expected to submit reports periodically and when instructed by the faculty supervisor. Evaluation will be done after the camp.

Text Books:

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

Reference Books:

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

Additional Readings:

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225-243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.
3. Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (p. 304). Pearson a and B

Subject Name: Social Group Work
Subject Code: SOW182CS221
L-T-P-C –2-0-0-2
Credit Units:4
Scheme of Evaluation: Theory

Course Objective: *To understand the concept of groups and its importance and influence on individuals.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define group as a dynamic social unit and a resource for intervention.	BT-1
CO2	Demonstrate practical understanding of application of the group work method in various practice settings.	BT-2
CO3	Make use of various theoretical frameworks and their applications for group work practice.	BT-3
CO4	Take part in developing and strengthening professional skills for effective group work practice.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I.	Introduction to Social Group Work Groups in social work: Significance, characteristics and types Concept of group work: Meaning, evolution, nature and principles; Models of group work practice: Remedial, Reciprocal, Social Goal, Mutual Support/Self-Help	6
II.	Skills and Techniques of Social Group Work Skills in group work: facilitation, analytical thinking, leadership building and recording in group work; Techniques of group work: group counselling, group discussion, group decision-making and program media; Programme planning	6
III.	Group Behaviour and Dynamics Group behaviour: Interaction patterns and emergence of conflict situations; Group dynamics: Determinants, indicators and outcomes; Leadership and role of group worker	6
IV	Social Group Work Practice Stages of group work: Planning, formation/beginning, middle/intervention, ending/termination; Evaluation and Recording in group work practice; Application of group work with different groups: children, adolescents, women and persons with disability	6
TOTAL		24

Text Books:

1. Trecker, H.B. (1972). Social Group Work: Principles and Practice. New York: Association

Press.

2. Siddiqui, H.Y. 2007. *Social Group Work*. Jaipur: Rawat Publications

Reference Books:

1. Argyle, Michael. 1969. *Social Interaction*. London: Tavistock Publications.
2. Bhattacharya, Sanjay. 2006. *Social Work an Integrated Approach*. New Delhi: Deep & Deep
3. Button, Leslie. 1976. *Development Group Work with Adolescents*, London: Hodder and Stoughton Ltd.

Additional readings:

1. Douglas, T. (1972). *Group Processes in Social Work: A Theoretical Synthesis*. Chichester: Johan Wiley & Sons.
2. Konopka, G. (1963). *Social Group Work: A Helping Process*. Eaglewood Cliffs: Prentice.
3. Northen, H., & Kurland, R. (2001). *Social work with groups*. Columbia University Press.

AECC-3
AECC-3/Subject Name: Communicative English-II: Conversation and Public Speaking
Subject Code: CEN982A201
L-T-P-C –1-0-0-1
Credit Units:1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech
Continuous Evaluation: 30 Marks
Semester End Examination:
Component A=Written Examination= 30 Marks
Component B+C=Viva-Voce+ Extempore speech=40 Marks

Course Objective: *The objective of the course is to give students a platform to enhance their speaking and conversational skills in English by engaging them in meaningful discussions and interactive discussions.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Tell about speaking skill.	BT-1
CO2	Illustrate a life skill on conversation.	BT-2
CO3	Apply the skill of public speaking.	BT-3

Detailed Syllabus

Modules	Course Contents	Periods
I	Speaking Skills Speaking The Art of Speaking, Goals, Speaking Styles, The Speaking Process; Importance of Oral Communication, Choosing the form of Communication, Principles & Guidelines of Successful Oral Communication, Barriers to Effective Oral Communication Three aspects of Oral Communication–Conversing, Listening and Body Language Intercultural Oral Communication	6
II	Conversational Skills: Listening and Persuasive Speaking Conversation–Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control	6
III	Transactional Analysis The Role of Intonation, Strokes, Psychological Characteristics of Ego States (The Parent, The Adult, The Child), Structure and Aspects of Human Personality; Analysing Transactions –Complementary Transactions, Crossed Transactions, Duplex or Ulterior Transactions, How to Identify the Ego States of Interacting Individuals, How to Manage Conversations, Structural Analysis, Certain Habits of Ineffective Conversationalists	6
IV	Public Speaking Business Presentation and Speeches – Difference Elements of a Good Speech – Planning, Occasion, Audience, Purpose, Thesis, Material; Organising and Outlining a Speech Outline, Types of Delivery Guidelines for Delivery – Verbal Elements, Non-Verbal Elements, Vocal Elements; Visual Elements, Controlling; Nervousness and Stage Fright	6
TOTAL		24

Text Books:

1. Mehra, Payal. (2012). *Business Communication for Managers*: Dorling Kindersley(India)Pvt. Ltd. Page 75–83. ISBN 978-81-317-5865-6
2. Raman, Meenakshi and Singh, Prakash. (2012). *Business Communication* (2nd Edition): Oxford University Press. Page 123–165. ISBN-13: 978-0-19-807705-03
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press. Page 137 – 148 ISBN-13: 978-0-19-806529-6
4. Sengupta, Sailesh. (2011) *Business and Managerial Communication*. New Delhi : PHI Learning Pvt. Ltd. Page 136-153. ISBN-978-81-203-4435-8

AECC-4(2ndSemester) AECC-4/Subject Name: Behavioural Science –II Subject Code: BHS982A202 L-T-P-C –1-0-0-1 Credit Units:1 Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech Continuous Evaluation:30 Marks Semester End Examination: Component A–Written Examination = 30 Marks Component B +C–Viva-Voce +Extempore Speech=40Marks
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Course objectives: *To increase one’s ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define culture and personality.	BT-1
CO2	Explain the concept of value.	BT-2
CO3	Apply leadership skills.	BT-3
CO4	Assume motivation as a life skill.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Culture and Personality Relation Between Culture and Personality with Relevant Examples, Cultural Iceberg, Overview of Hofstede’s Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values, changes of values with time, male &female values differences.	4
III	Leadership Definition of leadership, types of leadership, Leadership Continuum Transformational & transactional Leadership, Ethical Leadership.	4
IV	Motivation Definition of motivation with example, Theories of Motivation (Maslow & X and Y) Applications of motivation.	4
		16

Text books:

1. Organizational Behaviour by Kavita Singh(Vikaspublishers,3rdEdition).
2. Organisational Behaviour by S.P Robbins, Judge ,Vohra 18thEd

Subject Name: Palliative Care in Social Work Subject Code: SOW182G201 L-T-P-C-3-0-0-3 Credit Units:3 Scheme of Evaluation: Theory
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Course Objectives: *To familiarize students with concept, nature and scope of palliative care in India and abroad and understand the role of different professions for management of common symptoms in progressive incurable or life- threatening disease*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Tell about the history of palliative care in India and abroad.	BT-1
CO2	Demonstrate issues related to palliative and end of life care.	BT-2
CO3	Identify their personal attitudes towards serious illness and the end of life.	BT-3
CO4	List reasons for the importance of advance care planning and advance directives in the provision of palliative care.	BT-4

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Concept, meaning, nature and scope of palliative care: Origin of palliative care – historical development, international and national instruments ensuring palliative care provisions. Models of palliative care- Western model, Indian model (special reference to Kerala model of palliative care)	12
II	Understanding patient and families: Distress, coping, adaptation, truth telling, psycho-social care, culture sensitive needs and care, spiritual care. Ethical and legal issues in palliative care- euthanasia, withdrawal of assistive treatment & devices, preferences for death and dying Understanding families- caregiving burden, grief, bereavement, supportive interventions for caregivers	12
III	Symptoms and sufferings: Diseases like- cancer, HIV/AIDS, cardiovascular and respiratory, Intimations of dying. Complex interventions, role of multidisciplinary team. Palliative care outcome evaluation tools- assessment and implementation	12
IV	Understanding needs: Maslow, Bradshaw’s taxonomy, economist perspective, Approaches to needs assessment- epidemiological approach, corporate approach, comparative approach Evaluation of quality-of-care services- Maxwell, check land and Donabedian model. Components of programme development and evaluation	12
TOTAL		48

Textbooks:

1. Addington Hall, H & Higginson I.J. (ed.): *Palliative care in non-malignant disease*. Oxford University Press, Oxford, 2001.
2. Cherny, N., Fallon, M., Kaasa, S., Portenoy, R., & Currow, D. (Eds.), *Oxford Textbook of Palliative Medicine*. Oxford, UK: Oxford University Press, 2015.

Reference Books:

1. Stein, Gary. (2022, Spring). *Syllabus, SWK6825 Palliative Care: Social Work Practice with Serious Illness, Wurzweiler School of Social Work, Yeshiva University*.
2. Reith, M., & Payne, M. (2009). *Social work in end-of-life and palliative care* (p. 29). Bristol: Policy Press.
3. Ferrell, B. R., Smith, T., Ragan, S., & Glajchen, M. (Eds.). (2015). *Textbook of palliative care communication*. Oxford University Press.

Additional Readings:

1. Bosma, H., Johnston, M., Cadell, S., Wainwright, W., Abernethy, N., Feron, A., ... & Nelson, F. (2010). Creating social work competencies for practice in hospice palliative care. *Palliative Medicine*, 24(1), 79-87.
2. Beresford, P., Adshead, L., & Croft, S. (2007). *Palliative care, social work, and service users: making life possible*. Jessica Kingsley Publishers.
3. Small, N. (2001). Social work and palliative care. *The British Journal of Social Work*, 31(6), 961-971.

Paper Name: Community Organisation

Subject Code: SOW182G202

L-T-P-C-3-0-0-3

CreditUnits:3

Scheme of Evaluation: Theory

Course Objectives: *To understand the concept of community and community organisation along with its different models and approaches.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the concept of community organisation	BT-1
CO2	Demonstrate the range of practice perspectives related to community work in the contemporary context.	BT-2
CO3	Make use of theoretical underpinnings and value orientation associated with community practice.	BT-3
CO4	Analyze the concept, context and strategies of community work.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Understanding Community: Definition, concept, structure and functioning, types of communities: urban, rural and tribal communities, Characteristics of various communities.	6
II	Community Organization: Concept, Objectives, Principles (Ross, Siddiqui); Historical Development of Community Organisation – India and the West; Process/stages of Community Organization; Skills for community organization	12
III	Community Dynamics: Community Power Structure and Relevance, Leadership in the community, Characteristics of a Good Community Organiser	6
IV	Models Of Community Organization: Models by Jack Rothman.; Participatory Rural Appraisal (PRA). Community Development – Definition and Concept. Difference between Community Organization and Community Development	12
TOTAL		36

Textbooks:

1. Siddiqui, H. Y. (1997). Working with Communities: An introduction to Community Work. Delhi: Hira Publications.
2. Ross, M. G. (1955). Community Organization: Theories and Principles. New York: Harper and Brothers.

Reference Books:

1. Bottommore, T.B (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.

2. Dunham Arthur (1962): *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.
3. Gangrade, K.D. (1971): *Community Organization in India*. Mumbai: Popular Prakashan

Additional Readings:

1. Agnimitra, N., & Jha, M. K. (2021). Examining Ross's Community Organisation through the Gramscian Lens. *The International Journal of Community and Social Development*, 3(4), 319-334.
2. Twelvetrees, A. (1982). What is Community Work?. In *Community Work* (pp. 4-19). Palgrave, London.
3. Ferguson, I., & Woodward, R. (2009). *Radical social work in practice: Making a difference*. Policy Press.

SEMESTER III

Subject Name: Criminology and Correctional Justice Systems Subject Code: SOW182C301 L-T-P-C -3-1-0-4 CreditUnits:4 Scheme of Evaluation: Theory
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Course Objective:

To understand the meaning of crime, criminal acts and behaviour, its causes and effects on the victim and society, as well as corrective measures and programmes for prevention of crime.

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define different forms of crime and criminality.	BT-1
CO2	Explain crime statistics of India and the world and criminal justice systems.	BT-2
CO3	Identify the role of social work in criminology.	BT-3
CO4	Examine the correctional measures and programme for prevention of crime.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Crime & Criminology: Concept, causation, and its relation to social problems, Theories of crime, Changing dimensions of crime, Concept of Criminal; Definition of criminology; evolution, scope and its objectives of criminology, relationship with other social sciences.	12
II	Key concepts in criminology: Crime in sociological and legal point of view, characteristics of crime, crime and criminality, types, and characteristics of criminals	12
III	Types of criminal behaviour: Social crime, organized crime, political crime, public order crime, professional crime, conventional crime, white-collar crime, cyber-crime, Gender crime; Juvenile deviance (children in crime)	12
IV	Criminal Justice System: Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act, Juvenile Justice (Care and Protection of Children) Act 2000, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts, Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act, Criminal Justice System: Components, Processes and Perspectives – Police, Judiciary and Correctional institutions	12
TOTAL		48

Text Books:

1. Anil Kumar. 2011. Criminology: Principles & Concepts. New Delhi: Ancient Publishing House
2. Ahuja Ram, (2000), Criminology, Rawat Publications, New Delhi

Reference Books

1. N PrabhaUnnithan (2013) Ed. Crime and Justice in India
2. Reid S.T. 2011. Crime and Criminology- problems and perspectives. Oxford University Press, 13th edition

Additional Readings:

1. Barlow H.D. 1978. Introduction to Criminology. Boston: Little Brown and Co
2. Mathur. M. K. 1994. Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.

Subject Name: Social Policy, Planning and Development
Subject Code: SOW182C302
L-T-P-C –3-1-0-4
Credit Units:4
Scheme of Evaluation: Theory

Course Objective: *To understand the theoretical perspectives and underlying concepts of social policy and planning, and examine how social policy bring about social change and overall quality of life.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define how social policy act as a key instrument in the process of development and welfare.	BT-1
CO2	Illustrate the current social welfare policy and explore how social workers can become a catalyst for change and development.	BT-2
CO3	Identify the patterns of social service delivery systems and gain insight about the relationship between social policy and social work practice.	BT-3
CO4	Compare and critically analyse, formulate and advocate for policies that advance human rights and socio-economic and environmental justice.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction and the Approaches to study social policy: Concept, goals, scope and context, formulation and implementation of social policy; Distributive Justice, Social policy and social welfare policy, social policy and economic policy, Approaches to social policy: Welfare, development and rights-based approach to social policy; Understanding Social Policy: Differentiation from laws and other policies; Welfare: Concept and Principles; Welfare State and Globalization	12
II	Social Policy in India and the related concepts: Social Policies in India – Education, Health, Housing, Environment, Social Security, Food Security, Employment and Labour. Social Welfare Programmes in India–Family, Children, Orphaned and Adopted, Women, Elderly, Persons with Disabilities and Labour in the unorganized sector	12
III	Social Planning in India and the related concepts: The machinery and process of social planning in India, federal political system and planning process, coordination between centre and state, Broad review of the five-year plans of India in the context of social development; Social Planning: Concept, process and Models, Social policy analysis; Approaches and tools; Monitoring and Policy Evaluation.	12

IV	Social Development and the related concepts: Concept and Indicators of Social Development, Approaches and Strategies, Growth and Equity, Minimum Needs, Quality of Life, Models of Social Development, Basic Needs of Social Development, Dilemmas of Development	12
TOTAL		48

Textbooks:

1. Social Development and Planning in Asia, R. Pieris, 2003, Abhinav Publications.
2. Social Policy Themes and Approaches, Paul S, 2010, Rawat Publications, Delhi

Reference Books

1. Understanding Community: Politics, Policy and Practice (Understanding Welfare: Social Issues, Policy and Practice, P. Somerville, 2016, Policy Press.
2. Regional Planning: Concepts, Techniques, Policies and Case Studies, R.P.Mishra, 1992, Concept Publishing Co.

Additional readings:

1. Effective Policy, Planning and Implementation: Volume 2: Information Management in Social Services (Routledge Revivals), N. Gould & K. Moultrie, 2020, Routledge.
2. Economics of Development and Planning: History, Principles, Problems and Policies: Vol. 1, K.R.Gupta, 2009, Atlantic Publications.

DSE Paper Name: Northeast India and Social Work Practice Subject Code: SOW182D301 L-T-P-C –3-1-0-4 Credit Units:4 Scheme of Evaluation: Theory

Course Objectives: *To develop a basic understanding on the demography, ethnicity and culture of North East India, gather critical insights on the political and socio-economic environments and examine the contemporary issues and concerns of North East India for Social Work Practice*

Course Outcomes:

After the completion of the course, the student will be able to:

CO1	Define the demography, ethnicity and culture of North East India.	BT-1
CO2	Explain the political and socio-economic conditions of the North-East India.	BT-2
CO3	Develop a perspective on contemporary issues and concerns related to various ethnic communities and draw critical inferences .	BT-3
CO4	Examine and demonstrate skills in identifying needs and plan social work interventions.	BT-4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	A brief history of North East India: Demographic details, ethnicity and culture of its states.	12
II	Political Economy of NE India: Political: Constitutional mechanism and emergence of the North-Eastern states. Economy: Scope for sustainable tourism in NE, Industrialization challenges, small scales and village industries, Act East policy and NE India	12
III	Environmental issues of NE India: Ecology and environment of the NE region, geographical and environmental determinants of development, environment Vs development debates; NEC and the Development Initiatives; Infrastructure and Management of Environment	12
IV	Problems and issues of NE India and Social Work Intervention: Social problems for Social Work Practice: Ethnic, social and political violence. Witch hunting, alcoholism, immigration, gender related issues. Case studies on conflicts.	12
TOTAL		48

Textbooks:

1. Baruah, S. (2009). *Beyond counter-insurgency: Breaking the impasse in Northeast India*. New Delhi: OUP.
2. Bhattacharya, N., & Pachau, J. L. (Eds.). (2019). *Landscape, Culture and Belonging: Writing the History of Northeast India*. Cambridge University Press.

Reference Books:

1. Baruah, S. (2020). *In the Name of the Nation: India and its Northeast*. Stanford University Press.
2. Das, S. K. (2013). *Governing India's Northeast: Essays on Insurgency, Development and the Culture of Peace*. Springer Science & Business Media.
3. Hazarika, S. (2018). *Strangers No More: New Narratives from India's Northeast*. Aleph Book Company.

Additional Readings:

1. Baruah, S. (2007). Durable disorder: Understanding the politics of Northeast India.
2. Das, S. K. (2007). Conflict and peace in India's northeast: the role of civil society.
3. McDuire-Ra, D. (2009). *Civil society, democratization and the search for human security: The politics of the environment, gender, and identity in Northeast India*. Nova Science Pub Incorporated.

DSE Paper Name: Social Problems in India
Subject Code: SOW182D302
L-T-P-C –3-1-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objectives: *To define social problems in the Indian context and articulate its effects and plan interventions as a student social worker*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define social problems specific in the Indian context.	BT-1
CO2	Explain the effects of social problems on marginalized communities.	BT-2
CO3	Apply theoretical understanding of social problems with on-field practice	BT-3
CO4	Analyse the state of existing social work interventions for social problems.	BT-4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Understanding Social Problems: Social problems: Social Problems: Meaning, Characteristics, Cause & Types; Types of social problems: Genesis and Manifestation; Social work response to social problems	12
II	Gender and Related Concerns: Understanding gender; Gender discrimination; Gender based violence: Domestic Violence, Sexual Harassment, Rape	12
III	Marginal and Vulnerable Groups: Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities; Street and working children; Problem of older persons: Nature and extent	12
IV	Health Issues and Concerns: Reproductive and Child Health; Health education, HIV/AIDS and community health; Mental Health: Issues and concerns	12
TOTAL		48

Textbooks:

1. Madan, G.R. (1966). *Indian Social Problems*, Allied publication Vol.1 to 7(2009) (English and Hindi).
2. Ahuja, R. (2014). *Social problems in India*. Rawat publications.

Reference Books:

1. Bhasin, Kamla (2000). *Understanding Gender*, Published by Kali for women, New Delhi.
2. Butterflies-Programme with Street and Working Children, Quarterly Journal "My Name is Today" published by Butterflies

Additional Readings:

1. Verma, R.B.S. & Singh, AtulPratap (2012): *Inclusive Development in India*, New Royal Book Company, Lucknow.
2. Mizrahi, T., *Encyclopaedia of Social Work*, 2008, Oxford University Press
3. Schneider, J. W. (1985). Social problems theory: The constructionist view. *Annual review of sociology*, 209-229.

Subject Name: Block Placement Subject Code: SOW182I331 L-T-P-C – 0-0-8-4 Credit Units: 4 Scheme of Evaluation: Practical

Course Outline:

Internship is one of the components of social work practicum, wherein after the completion of the required field work, an opportunity is provided to the learner to strengthen his/her skill and knowledge base in his/her area of interest. Block Placement (Internship) aims to provide an opportunity to experience day-to-day work in a social work setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 4 weeks (one month) continuously, in a specific agency.

The student social workers are placed in settings related to his/her field of specialization, like community-based organizations, organizations, hospitals, schools, NGOs, government agencies, counseling centers, rehabilitation centers, welfare organizations, or service organization for a month (25 days to 30days). The student social workers have to be part of the organization and take part in all the activities of the organization and undertake the assignments given to her/him.

After completion of one month placement the student is graded based on the report from the placement agency supervisor and the summary report submitted by the student.

Subject Name: Social Work with Women, Children Youth and Older Persons Subject Code: SOW182G301 L-T-P-C –3-0-0-3 CreditUnits:3 Scheme of Evaluation: Theory
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Course Objective: *To understand various stages of life through a social work perspective, articulate the scope of social work intervention and plan interventions as a student social worker*

Course Outcomes:

After the successful completion of the course, the student will be able to:

CO1	List out the needs of individuals at every stage of life.	BT-1
CO2	Compare the specific and general social problems faced by children, women, youth and older persons.	BT-2
CO3	Identify value and criticize existing legal provisions for different sections of the society.	BT-3
CO4	Analyse and plan social work interventions for different client communities.	BT-4

Detailed Syllabus:

Modules	Topics & Course content	Periods
I	Social Work with Children Defining Childhood and Children, Classifying Needs and Challenges during Childhood, Discovering the Storm and Stress of Adolescent Life; Understanding Vulnerable children- <i>in conflict zones, with disability, homelessness, survivors of child abuse</i> ; Evaluating Legal provisions- <i>JJ and POCSO Act</i> ; Planning SW Intervention with vulnerable children and adolescents	9
II	Social Work with Youth Identifying the youth as a category and recognizing its needs: <i>physical, intellectual, emotional, socio-political and economic</i> Eric Erickson’s Model of Development and Crisis in stages of life Social Work Intervention with youth in clinical and non-clinical settings: problems related to education, work, family, marriage, relationships, behavioral, emotional and social functioning	9
III	Social Work with Women Understanding marginalized gender identities and intersectionality, Classifying Women’s Movement and Rights Contrasting Gender specific crimes versus Women in Crime Defending Legal Provisions for women in India: <i>Hindu Marriage Act 1955, Domestic Violence Act 2005, The Sexual Harassment at Workplace Act 2013</i>	9
IV	Social Work with Older Persons Defining Gerontology as a branch of Social Work	9

	Identifying intervention needs in elderly Using Eric Ericson’s Model Application of social work methods in working with the elderly: <i>understanding the importance of counseling.</i> Health of the Elderly: physical, mental and emotional health, disability Critical issues among elderly: Livelihood, Employment and retirement, neglect, abuse, violence and abandonment. Care giving of the elderly: inventing new strategies	
TOTAL		36

Textbooks:

1. Spray, C., 2011. *Social Work Practice with Children and Families*, Los Angeles, SAGE Publications Ltd; 1st edition
2. Siddiui, H. Y. (1997). *Working with Communities: An introduction to Community Work*. Delhi: Hira Publications.

Reference Books:

1. Shukor, S. A., Saleh, N. S., & Supaat, D. I. (2020). *Social Workers And Protection Of Vulnerable Groups An Introduction*. Los Angeles: USIM Press.
2. Chowdhry, Paul. D. 1992. *Aging and the Aged. A Source Book*. New Delhi: Inter India Publications
3. Phillips, R. (2014). *An Introduction to Community Development : 2nd edition*. New York: Routledge.

Additional Readings:

1. De’ Beauvoir. S., 1949. *The Second Sex*, Harmondsworth, Middlesex, U.K.: Penguin Books
2. Gore, M.S. 1978. *Indian Youth – Process of Socialisation*. New Delhi: VishvaYuvak Kendra.

SEMESTER IV

Subject Name: Social Work and Social Welfare Administration
Subject Code: SOW182C402
L-T-P-C –3-1-0-4
Credit Units:4
Scheme of Evaluation: Theory

Course Objective: *To understand the concept of social welfare administration and inculcate the process of administration in social work, explore the scope of social work in social welfare administration and know the registration process of non-government organization.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Recall the evolution of social work administration.	BT-1
CO2	Illustrate the legal aspects of social work administration.	BT-2
CO3	Identify various social welfare programmes implemented by central and state government.	BT-3
CO4	Analyse the scope of social work in social welfare administration and design social work interventions for weaker sections.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction and the related concepts: Social Work Administration: Meaning, definition, Scope, Functions & principles.	12
II	Basic Administration Processes: Human Resource Management; Budgeting and Finance (programme cost, administration cost, auditing, balance sheet); Accountability, Monitoring, Evaluation and Learning (MEL); Accounting and Management; Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB).	12
III	Introduction to Non- governmental organization: Registration of Societies and Trusts; Constitution and byelaws. Societies Registration Act; FCRA, Indian Trusts Act, Factors motivating voluntary action. National & international voluntary agencies; Problems of voluntary organizations	12

IV	Social Welfare Schemes for different groups: Welfare programmes for Women, Children, Youth, Aged, Destitute & differently abled (Institutional & Non-Institutional), Social Welfare Programmes for SCs & STs., Integrated Child Development Services, Social security schemes of Central & State Social Welfare Administration in India-National level & State level Social Welfare Department: Programmes of Central Social Welfare Board; NIPCCD; Environment:(Vulnerable Groups) and (livelihood, education, 'green' sustainability)	12
TOTAL		48

Text Books:

1. Choudhary Paul (1992). *Social Welfare Administration*, Atma Ram & Sons
2. Sachdeva, D.R. (2018). *Social Welfare Administration in India*. Kitab Mahal.

Reference Books:

1. Qureshi, A. (2018). *Masterpiece of Social Work Welfare and Administration*. ABD Publishers
2. Day J Phyllis, (2012) *A new history of Welfare*, 7th edition, Pearson

Additional readings:

1. Kaushik, A (2012) *Welfare and Development Administration in India*, Global Vision Publishing House, New Delhi.
2. Umesh, D.W (2020) *Social welfare administration*, current publication
3. Singh, M.K (2015) *Social Welfare administration and social policy*, JBC press

Subject Name: Concurrent Field Work- III
Subject Code: SOW182C412
L-T-P-C –0-0-8-4
CreditUnits:4
Scheme of Evaluation: Practical

Course Objective: *The course will give students exposure to field activities to understand the social realities. And understand various organizations as well as work in an open community and integrate theory into practice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Relate theoretical perspectives into practice.	BT-1
CO2	Illustrate the field realities and plan social work interventions.	BT-2
CO3	Apply values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.	BT-3
CO4	Formulate and design intervention measures to address social problems.	BT-4

Course Outline

1. Assist agency and/or community in programme planning and implementing the activities.
2. Participate/work with groups and communities along with volunteers, para-professionals/outreach workers in the agency and/or community and form group/s, organize programme with them by using programme media and prepare a report on community dynamics including - demography, power structure, diversity/identity (gender, age, occupation, linguistic.).
3. Regular reporting to all concerned persons (both at agency and the college) during scheduled meetings and supervisory/individual conferences (ICs) in order to seek guidance.
4. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisors.
5. Complete and submit weekly records of concurrent field work in a prescribed manner.
6. Continuous self-assessment of field work experiences.
7. **Concurrent field work will include:**
 Orientation visits, Skill labs/workshops for fieldwork besides working in a community set up or an organization.

SEC Paper Name: Self and Society
Subject Code: SOW184S421
L-T-P-C – 2-0-0-2
Credit Units: 2
Scheme of Evaluation: Practical

Course Objective: *To understand self, identify and inculcate values for becoming a professional social worker and understand the developmental theories to learn about human growth and behaviour.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define self and values imperatives of becoming professional social worker.	BT-1
CO2	Explain various developmental theories for understanding human growth and behaviour.	BT-2
CO3	Apply values, ethics, knowledge, attitudes, skills and techniques while working in different settings.	BT-3
CO4	Examine the role of a professional social worker.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction: Locating Self in Society, Self-Awareness, Behavior, Attitudes & Dignity, Equity, Prejudices & Stigmas Identity: Sources of identity, Collective & individual identities	6
II	Understanding Theories: Concepts of Human Growth and Development & understanding the self. Bronfenbrenner' ecological approach to development, Key concepts in Psychoanalysis, Erikson's Psychosocial Stages of Development, Types of behavioral theory, Social learning, Humanistic and Existentialism- Roger's theory of Self	6
III	Discussion on the social problems affecting self: Introduction of the social problems related to- marginalized groups-gender, caste, class, disabilities: Human rights, HIV/AIDS, Child Rights, Disaster Management, Alcoholism & Substance Abuse, Development, Displacement, Ethnic conflict & Person with Disability	6
IV	Shaping a professional social worker: Setting Collective and Individual goals, Role of a worker-emergence of a professional social worker.	6
TOTAL		24

Text Books:

1. Elizabeth Hurlock, (2008), *Human Growth and Development*, Tata Mcgraw Hill Education Private Limited
2. Payne, M. (2006). *What is professional social work?* Policy press.

Reference Books:

1. Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning
2. Vannini, P., Waskul, D., & Gottschalk, S. (2013). *The senses in self, society, and culture: A sociology of the senses*. Routledge.

Additional Readings:

1. May, V. (2011). Self, belonging and social change. *Sociology*, 45(3), 363-378.
2. Stets, J. E., & Burke, P. J. (2003). A sociological approach to self and identity. *Handbook of self and identity*, 128152, 23-50.

DSE Paper Name: Working with Weaker Sections
Subject Code: SOW182D401
L-T-P-C –3-1-0-4
Credit Units:4
Scheme of Evaluation: Theory

Course Objective: *To understand the marginalized groups in the society and develop specific social work interventions to different vulnerable sections and appraise legal measures for addressing the problems of the weaker sections.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define weaker sections and gather a critical understanding to the context, process and politics of marginalisation of the weaker sections.	BT-1
CO2	Summarise the legal measures for the protection of weaker sections in the society.	BT-2
CO3	Identify marginalization with their on-field client communities.	BT-3
CO4	Plan social work interventions with weaker sections of the society.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Weaker Sections: Introduction to the concepts of Vulnerability & Marginalization Defining ‘Weaker’ Sections Classifying groups into Weaker Sections (Women, children, aged, SCs and STs)	12
II	Status of women and children: Women and children in Conflict areas: <i>circumstances of migration and displacement</i> Problems faced by women in organized and unorganized sectors Human rights and women’s rights- <i>national and international</i> Disability and Inclusive Education for children UN Convention on the Rights of Child, 1989	12
III	Legislations for the aged, SC and ST populations: Identification of Problems of the aged, SCs and STs Human rights of the aged, SCs and STs (National and International) Laws for protection of the aged: Civil and Political Rights Laws for protection of STs and SCs: 5th and 6th Schedule, SC and ST POA Act, 1989	12
IV	Scope of social work intervention: Social work intervention with women in marginalized groups Institutional and Non- Institutional Interventions for Children and aged in India Institutional and non-institutional Interventions for STs and SCs in India	12
TOTAL		48

Textbooks:

1. Nahar, Emanuel, Social Exclusion and Discrimination with Weaker Sections of Society: An Inclusive Policy, 2016, Kalpaz Publications, New Delhi
2. Naqi, M., Social Work for Weaker Sections, 2005, New Delhi, Anmol Publications Ltd.

Reference Books:

1. Mahanti, N., *Tribal Issues: A non-conventional Approach*. 1994, New Delhi: Inter-India Publications.
2. Dhavaleshwar, C. U., & Banasode, C. (2017). Dr. BR Ambedkar as a Social Worker for the Marginalised Sections. *International Research Journal of Human Resources and Social Sciences*, 4(10)

Additional Readings:

1. Gandhi, N. & Shah, N. *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, 1992, New Delhi: Kali for Women, New Delhi
2. Granville, A., (1999), *The Indian Constitution: Cornerstone of A Nation* (Classic Reissue), Oxford, England

Subject Name: Professional Skill Development Subject Code: SOW182D402 L-T-P-C –3-1-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objective: *To recognize the differences between the 'self' as a person and a professional and sketch one' capabilities as a professional social worker*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Recall the development of personal abilities into professional skills.	BT-1
CO2	Compare their on-field competency.	BT-2
CO3	Apply leadership and decision making as professional skills.	BT-3
CO4	Analyse the role of interpersonal relationship in the professional world.	BT-4

Detailed Syllabus:

Modules	Topics & Course Contents	Periods
I.	Introduction to Self and tools to understand the self: Concept of Self; Self-Awareness: SWOT Analysis, Self- Disclosure, Self Esteem, Positive Attitude towards others and work, Johari Window.	12
II.	Life skills: The future ready self; life Coping Skills: Time Management, Anger Management, Stress Management, Conflict Management, Problem solving, Decision Making, Assertive Behavior.	12
III.	Leadership and communication skills: Leadership: Meaning, Leadership Power, Leadership Styles, Leadership in Administration; Communication: meaning, flow and barriers of Communication; Life style: Critical thinking, Developing Emotional Maturity, Holistic health through Yoga, Meditation and exercises, work ethics and work culture, body language, etiquettes and manners	12
IV	Relationship skills: Human Relationship Skills: Handling Negative criticism, Hurt feelings; building Relationships-Personal and Collegial, Trust Building. Behavioral Change Communication	12
TOTAL		48

Textbooks:

1. Davar S. Rustom, 1996. Creative Leadership. New Delhi: UBS Publishers Ltd.
2. D'Souza Antony, 1995. Leadership. Mumbai: Better Yourself Books.

Reference Books:

1. Nelson, R and Jones. (1990). Human Relationship Skills. Mumbai: Better yourself Books.

2. Pestonjee, D.M. (1999). Stress and Coping (2nd Ed.). New Delhi: Sage Publications Ltd.
3. Datar, S. (2010). Skill Training for Social Workers. New Delhi: Sage Publications Ltd.

Additional Readings:

1. McGrath, e. H., 1997. Training for life and leadership in industry. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Nelson, Richards & Jones. 1990. Human Relationship Skills. Mumbai: Better Yourself Books
3. Hasko Hurt, 1995. Motivation People. Delhi, Pustak Mahal Johnson, David, Johnson P. Frank, 1982. Joining Together: Group Theory and Group Skills. New Jersey: Prentice-Hall Inc.

Subject Name: Basic Counselling Skills
Subject Code: SOW182G401
L-T-P-C –3-0-0-3
Credit Units:3
Scheme of Evaluation: Theory

Course Objective: *To develop an understanding of the key elements involved in the counselling process and understand the role of professionals in the field and the role of the social worker as a member of the interdisciplinary team.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the conceptual and theoretical underpinnings of counselling.	BT-1
CO2	Relate counselling theory to issues in counselling.	BT-2
CO3	Develop an ethical approach to counselling.	BT-3
CO4	Categorize behavioural problems and examine strategies for positive behaviour.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction: Conceptual framework: Counselling: Concept and elements; Ethical principles for good practice in counselling; Role of counsellor	10
II	Skills for counselling: Listening skills: Developing effective listening skills; The use of questions in counselling; Barriers in listening.	10
III	Counselling Micro Skills: Reflection and Paraphrasing; Summarising; Confronting	6
IV	Counselling with Various Groups: Children, Youth, Distressed Women, Unmarried Youth (Pre-marital Counselling), PLWHA, Families, Employees and Disabled, Grief and Bereavement Counselling	10
TOTAL		36

Textbooks:

1. Charles R. Ridley, Debra Mollen and Shannon M. Kelly, 2011, *Beyond Microskills*:
2. Toward a Model of Counseling Competence, *The Counseling Psychologist*, XX(X) – 40, 2011 SAGE Publications.

Reference Books:

1. Cochran, J. L., & Cochran, N. H. (2006). *The heart of counseling: A guide to developing therapeutic relationships*. Belmont, CA: Thomson Brooks/Cole.
2. Martin, D. G. (2000). *Counseling and therapy skills (2nd ed.)*. Prospect Heights, IL: Waveland Press.

Additional Readings:

1. Kochhar, S. K. (1979). Guidance in Indian Education. Sterling Publishers Pvt Ltd., New Delhi.
2. Egan, G. (2009). The skilled Helper (9th Ed.). Brooks Cole/ Thomson: London
3. Gupta, M. (1979) Effective Guidance and Counselling. Mangal Deep Publications,Jaipur.

Subject Name: Community Organisation
Subject Code: SOW182G202
L-T-P-C-3-0-0-3
Credit Units:3
Scheme of Evaluation: Theory

Course Objectives: *To understand the concept of community and community organisation along with its different models and approaches.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the concept of community organisation.	BT-1
CO2	Demonstrate the range of practice perspectives related to community work in the contemporary context.	BT-2
CO3	Make use of theoretical underpinnings and value orientation associated with community practice.	BT-3
CO4	Analyze the concept, context and strategies of community work.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Understanding Community: Definition, concept, structure and functioning, types of communities: urban, rural and tribal communities, Characteristics of various communities.	6
II	Community Organization: Concept, Objectives, Principles (Ross, Siddiqui); Historical Development of Community Organisation – India and the West; Process/stages of Community Organization; Skills for community organization	12
III	Community Dynamics: Community Power Structure and Relevance, Leadership in the community, Characteristics of a Good Community Organiser	6
IV	Models Of Community Organization: Models by Jack Rothman.; Participatory Rural Appraisal (PRA). Community Development – Definition and Concept. Difference between Community Organization and Community Development	12
TOTAL		36

Textbooks:

1. Siddiqui, H. Y. (1997). *Working with Communities: An introduction to Community Work*. Delhi: Hira Publications.
2. Ross, M. G. (1955). *Community Organization: Theories and Principles*. New York: Harper and Brothers.

Reference Books:

1. Bottommore, T.B (1971): *Sociology: A Guide to Problem and Literature*, George Allen and Unwin, Bombay.
2. Dunham Arthur (1962): *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.
3. Gangrade, K.D. (1971): *Community Organization in India*. Mumbai: Popular Prakashan

Additional Readings:

1. Agnimitra, N., & Jha, M. K. (2021). Examining Ross's Community Organisation through the Gramscian Lens. *The International Journal of Community and Social Development*, 3(4), 319-334.
2. Twelvetrees, A. (1982). What is Community Work?. In *Community Work* (pp. 4-19). Palgrave, London.
3. Ferguson, I., & Woodward, R. (2009). *Radical social work in practice: Making a difference*. Policy Press.

SEMESTER V

Subject Name: Gender Equality and Social Work

Subject Code: SOW182C501

L-T-P-C-3-1-0-4

Credit Units:4

Scheme of Evaluation: Theory

Course Objectives: *To develop understanding of the gender related concerns in the society.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the concept of gender and related concerns.	BT-1
CO2	Demonstrate the analytical perspective about gender development.	BT-2
CO3	Identify the ways gender, power, privilege and oppression play out across a range of cultures and human experiences.	BT-3
CO4	Analyze gender specific policies and programmes.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Understanding Gender: Definition and concepts: gender, sexuality, types of gender, gender identity, gender equality and disparities; gender stratification in traditional and modern societies, gender stereotyping, gender discrimination; Violence in family and community	12
II	Gender perspective in development: Historical overview of Feminist Movements: welfare to rights and empowerment approach; Gender equality and Empowerment; Gender approaches to development: WID, WAD, GAD, Gender Development Index	12
III	Gender Mainstreaming: Sexual Minority: concerns of LGBTQ; Gender mainstreaming: principles, strategies and tools; State and Civil Society initiatives	12
IV	Policy and Programmes: Constitution and legislative safeguards, international covenants for women; national policy and plan with gender focus; institutional mechanisms : National Commission for Women, Crime against women cell, family court, family counselling centres and crisis intervention centres.	12
TOTAL		48

Textbooks:

1. Aggarwal, B.(ed.) (1988) *Structure of Patriarchy*. New Delhi: Kali for Women.
2. Holmes, M.(2007). *What is Gender*. New Delhi, Sage Publications, pp 43-62,71-90

Reference Books:

1. Andal, N. (2002). *Women in Indian Society: Options and Constraints*. New Delhi: Rawat Publications.
2. Bansal, D. K. (2006) *Gender Violence*. New Delhi: Mahaveer and Sons.
3. Basu, A. & Jefferey, P.(2004). *Appropriating Gender*. London: Routledge.

Additional Readings:

1. Chaudri, M. (2003) *Feminisms in India*. New Delhi: Kali for Women.
2. Dube, L. & Palriwala, R. (eds.) (1990). *Structures and Strategies: Women, and Family*. New Delhi: Sage Publications.
3. Fergusons, C. (ed) (2010) *Violent Crime, clinical and implications*. California: Sage publications.
4. Joseph, S. (2005). *Social Work Practice and Men Who Have Sex With Men*. New Delhi: Sage Publication

Subject Name: Disability Studies

Subject Code: SOW182C502

L-T-P-C-3-1-0-4

Credit Units:4

Scheme of Evaluation: Theory

Course Objectives: *To explore the complex phenomenon of disability from multi-disciplinary and interdisciplinary angles.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define various kinds of disabilities that include methods of dealing with, accommodating for, disabilities.	BT-1
CO2	Develop and compare informed positions on public policy debates that bear on disabled population.	BT-2
CO3	Develop paradigms that have been used to understand and represent disability across societies.	BT-3
CO4	Analyze the disability arena from both historical and contemporary perspectives.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Disability: Concept, Nature, Definitions and Models; Impairment, Handicap and Disability. Types/Categories of Disability- Characteristics, Causes and Prevention. History and Perspectives with special reference to India	12
II	Disability Issues, Problems and Responses: Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression, and social exclusion; Issues and concerns of the persons with disability: Issues of access to education, employment, health, technology; safety and accessibility; marginalisation and psychosocial challenges	12
III	Policy, Legal Framework, Services and Programmes: United Nations Convention on Rights of Person with Disabilities Statutory Provisions Concessions/Benefits for the Persons with Disabilities Government Policies, Legislations, Supported Schemes. Person with Disabilities (Equal opportunities, Protection of Rights and full participation) Act 1995, RCI Act, RPD Act & National Trust Act	12
IV	Need for early Identification and Intervention: Role of parents and community in rehabilitation of the challenged children, Role of special schools and inclusive schools in the education of the challenged; Social work intervention strategies for the different categories of the challenged	12
TOTAL		48

Textbooks:

1. Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). Handbook of Disability Studies. California: Sage Publications.
2. Oliver, M., & Sapey, B. (eds.) (1998). Social Work with Disabled People. London: Palgrave Macmillan.

Reference Books:

1. Ghai, A. (2018). Disability in South Asia. SAGE Publications Pvt. Ltd; First edition.
2. Dawn, R. (2021). The Social Model of Disability in India: Politics of Identity and Power. Routledge India; First edition.
3. Hans, A. (2015). Disability, Gender, and the Trajectories of Power. SAGE India; First edition.
4. Sen, A. (1988). Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

Additional Readings:

1. Puri, M. & Abraham, G. (eds.) (2004). Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications
2. Rothman, J.C. (2003). Social Work Practice Across Disability. Boston: Allyn & Bacon.
3. Batra, S. (2004). Rehabilitation of the Disabled: Involvement of Social Work Professionals. New Delhi: RCI
4. The World Bank (2007). Disability in India: From Commitments to Outcomes.

Subject Name: Social Work Research

Subject Code: SOW182D501

L-T-P-C-3-1-0-4

CreditUnits:4

Scheme of Evaluation: Theory

Course Objectives: *To develop skills in designing and administration of basic tools for research.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Choose and practice the skills necessary to conduct, review, and publish social work research	BT-1
CO2	Demonstrate the appropriate statistical methods required for a particular research design	BT-2
CO3	Develop the ability to apply the methods while working on a research project work	BT-3
CO4	Examine and criticize the main research methods that are typically applied in social sciences.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Introduction to Research: Goals of Research; Basic elements of social research: Concepts, Constructs, Variables, Hypothesis, theories, operational definition; Types of social work research; Steps in the process of research; Ethics and Plagiarism in Research.	12
II	Research Methodology: Research Design; Research Approaches; Data and Variables; Sampling	12
III	Quantitative Research: Measures of Central Tendency; Measures of Dispersion; Measures of correlation, Descriptive and Inferential Statistics; Introduction to data application and tools	12
IV	Qualitative Research: Approaches (Narrative, Phenomenology, Grounded Theory, Ethnography and Case Study); Qualitative Data : Nature and Types; Data Coding; Data Analysis (Narrative, Thematic and Discourse)	12
TOTAL		48

Textbooks:

1. D'cruz, H & Jones, M., *Social Work Research in Practice*, 2nd Edition, 2013, SAGE Publications Ltd.
2. Kothari C. R. (2009). *Research methodology: methods & techniques* (2nd ed.). New Delhi: New Age International Publishers.
3. Creswell, J & Poth, C.N (2017). *Qualitative Inquiry and Research Design. Choosing Among Five Approaches* (4th ed.). Sage Publication.

Reference Books:

1. Goode, W. J. & Hatt, P. K. (1952). *Methods in social research*. New York: McGraw Hills.
2. Gaur, A.S. & Gaur, S.S. (2006): *Statistical Methods for practice and research- a guide to data analysis using SPSS*, New Delhi. Response Books.
3. Kumar, R. (2006). *Research methodology* (2nd ed.). New Delhi: Pearson Education
4. Singleton, R. A., Straits, B. C., & Straits, M. (1999). *Approaches to Social Research*. New York and Oxford: Oxford University Press.

Additional Readings:

1. Tuckman, B. W. & Harper, B. E. (2012). *Conducting educational research* (6th ed.). Lanham, MD: Rowan & Littlefield Publishers.
2. Panneerselvam, R (2014) *Research Methodology*, PHI Pvt. Ltd, New Delhi.
3. Wilson J. (2010) *Essential of Research Methods*, SAGE Publication.
4. Chawla D. & Sondhi N. *Research Methodology Concepts and Cases*, S. Chand & Company Ltd.

Subject Name: Development Communication
Subject Code: SOW182D502
L-T-P-C- 3-1-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective: *This course aims to introduce the students to understand the concept and fundamental of developments in the context of approaches in development communication and develop abilities in using innovative and participatory communication media for development.*

Course Outcome:

After successful completion of the course, the student will be able to:

CO1	Define the concepts, processes and models concerned with development and its relation in the field of development communication	BT-1
CO2	Illustrate on the problems and issues relating to development on various levels	BT-2
CO3	Apply communication skills for development	BT-3
CO4	Analyze policies, strategies and action plans of development	BT-4

Detailed Syllabus

Modules	Course Content	Periods
I	Development: meaning concept, process and models of development – theories- origin –approaches to development, problems and issues in development, characteristic of developing societies, gap between developed and developing societies. Development issues on national and regional and local level.	12
II	Development communication: meaning – concept – definition; 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.	12
III	Communication Planning: Meaning and scope of communication planning, Role of communication planner, Training for effective communication of development functionaries. Review of experiments in Development Communication: Participatory approach in development communication: Fogo Island; SITE, Kheda Community	12

IV	Development Communication in Practice - Visual media Audio Visual Media, Audio visual, film clips/Video Films, Folk Media, Electronic media Communication skills for development workers: writing skills, verbal skill, planning, campaigns, interfacing with mass media, extension education strategies.	12
Total		48

Text Books:

1. Mefalopulos, P. (2008). Development communication sourcebook: broadening the boundaries of communication. Washington, D.C: World Bank.
2. Manyozo, L., Communicating Development with Communities (Rethinking Development), 1st edition, 2017, Routledge.
3. Kumar, K.J. Mass Communication in India, 3rd Edition, 2006 Mumbai: Jaico Publishing.

References:

1. Singh, D. Mass Communication and Social Development, 2004 Delhi: Adhyayan Publishers
2. Singh, S P., Media Psychology, 2005 Jaipur: Sublime Publications.

Additional Readings:

1. Fair, H. G. (1993). Development Communication and Popular Resistance in Africa: An examination of the struggle over tradition and modernity through media. *African Studies Review*, 91-114.
2. OECD . (2014). *Good practices in development communication*. OECD Development center.

Subject Name: Social Action and Social Movements

Subject Code: SOW182D501

L-T-P-C-3-1-0-4

Credit Units:4

Scheme of Evaluation: Theory

Course Objectives: *To develop understanding on the conceptual issues in defining social action and social movements.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the various theoretical perspectives on social movement.	BT-1
CO2	Compare the ideologies of social action and social movements.	BT-2
CO3	Experiment with the process of social action and social movements.	BT-3
CO4	Analyze the fundamental concepts for application of social action in addressing the social issues.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Understanding Social Action: Social Action: Concept and meaning; Models and strategies of social action; social action and social change	12
II	Social Work and Social Action: Radical Social Work Practice; Structural Social Work Practice; Critical Social Work Practice	12
III	Approaches of Social Action: Concept of Conscientisation and critical awareness; Paulo Friere and Saul Alinsky's contribution to Social Action; Gandhian and Ambedkar approach to social action and movement	12
IV	Social Movements: Social Movements : Concept, Nature, Components and Satges; Classification of Social Movements : Peasant, Women, Dalit, Tribal movement and environmental movements in India	12
TOTAL		48

Textbooks:

1. Alinsky, S. (1989) *Rules for Radicals: A Practical Primer for Realistic Radicals.*NewYork : Vintage Books,.
2. Freire, P (2005) *Pedagogy of the Oppressed.*NewYork : Continuum, pp 43-100

Reference Books:

1. Katherinevan W., Laura K., & Cindy J.(2012) *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. USA:* CSWE Press
2. Porta D.D. & Diani, M. (Eds) (2015). *The Oxford Handbook of Social Movements.*New York: Oxford University Press
3. Shah, G. (2002) *Social Movements and the State,*NewDelhi:Sage Publications.

4. Singh, R. (2001) *Social Movements, Old and New: A post- Modern Critique*. New Delhi: Sage Publications.

Additional Readings:

1. Berger, S. & Nehring, H. (Eds.) (2017). *The History of Social Movements in Global Perspective, A Survey*. London: Palgrave Macmillan.
2. Domeilli, L. (2002) *Anti Oppressive Social Work; Theory And Practice*. Basingstoke, UK: Macmillan Publications.
3. Laird, S. (2007) *Anti Oppressive Social Work*. London: Sage Publications.
4. Lakshmana, C. & Srivastava, R. (1990), *Social Action and Social Change*. Delhi: Ajanta Publications.

Subject Name: Social Legislation and Human Rights

Subject Code: SOW182D502

L-T-P-C-3-1-0-4

Credit Units:4

Scheme of Evaluation: Theory

Course Objectives: *To gain knowledge about concept and instruments of human rights, social justice and related social legislations.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the context of Human Rights.	BT-1
CO2	Interpret role and function of legal system and relevant legislations in protecting social justice and human rights.	BT-2
CO3	Develop insight into social legislations and Human Rights in dealing with different vulnerable groups.	BT-3
CO4	Analyze the emergence of rights based perspective in Social Work Practice.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Indian Legal System and Human Rights Instrument: Law, Society and Social Change, Constitution of India: The Preamble, Fundamental Rights, Duties and the Directive Principles; Human Rights Instruments and PIL	12
II	Social Legislations in India: Social Legislation : Nature, Scope and Impact ; Social Legislations for the women, children, elderly, differently abled and personal laws; Social Legislation for Marginalised Groups (SC,ST, OBC & Minorities). Refugees and migrants	12
III	Understanding of Human Rights: Concept and Historical Context of Human Rights; The Universal Declaration of Human Rights 1948, UN Convention of Human Rights: Civil, Political, Economic, Social and Cultural	12
IV	Human Rights in Indian Context: Human Rights movement in India : Initiatives of Civil Society; Statutory Provisions; National Human Rights Commission; Protection of Human Rights Act	12
TOTAL		48

Textbooks:

1. Bakshi, P.M., (2007)*Constitution of India*. Delhi: Universal Law Publishing House
2. Gangrade, K.D.(2011).*Social Legislation in India*. Delhi :Concept Publishing Company

Reference Books:

1. Carr, H. &Goosey, D. (2017).*Law for Social Workers*.Oxford: Oxford University Press.
2. Singh, A. K. (2014).*Human Rights and Social Justice*.India VL Media Solutions.
3. Teltumbde, A.(2017).*Dalit: Past, Present & Future*, London:Routledge.
4. Tripathy,R.N.(2019).Human Rights Gender and Environment. New Delhi: MKM Publishers pvt. Ltd.

Additional Readings:

1. Mallicot, S. L.(2012).*Women &Crime*.New Delhi :Sage Publication,.
2. Mathew, P.D. (1998)*Public Interest Litigation*.NewDelhi:Indian Social Institute,
3. Mathew, P.D. (1995).*FamilyCourt*.NewDelhi:Indian Social Institute.
4. Stammers N.(2004).*Human Rights and Social Movements*. London & New York:Pluto Press,

Subject Name: Block Placement (Internship)

Subject Code: SOW182I531

L-T-P-C: 0-0-12-6

Credit Units: 6

Scheme of Evaluation: Practical

Course Objective: *To understand the functioning of the organisations of the social workers' specialisations' interest and learn to work in the professional environment.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Translate the theoretical knowledge into practise in the field.	BT-1
CO2	Apply values, ethics, knowledge, attitudes, skills and techniques as expected from a student social worker.	BT-2
CO3	Analyse the professional self and the organisation to compare and contrast previous fieldwork experiences.	BT-3
CO4	Criticize or recommend with constructive feedback from their on-field experience.	BT-4

Detailed Syllabus:

Block placement should be done in one organization/institute/social welfare agency for one month which is mandatory under the supervision of Field Supervisor. The Block Placement is required to be done under the guidance of the field work supervisor from the agency. The Student Social Workers are expected to practice exclusively any two of the methods viz; Case Work, Group Work, Community Organization, Social Welfare Administration, Social Action and Social Work Research during the placement in discussion with the field work supervisor from the agency.

Text Books:

1. Dash, M Bishnu, Roy S (2022). Field work In Social Work Education: Contemporary Practices and Perspectives, Atlantic Publishers & Distributors Pvt Ltd
2. Mishra, V., Botcha, R., & Roy, S. (2022). Fieldwork in Social Work Education During Coronavirus Disease 2019 Pandemic in India: Disruptions and Discoveries. The International Journal of Community and Social Development, 4(4), 442-463.

Reference Books:

1. Lareau, A. (2018). *Journeys through ethnography: Realistic accounts of fieldwork*. Routledge.
2. Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.
3. Baral, R., & Bhargava, S. (2011). HR interventions for work-life balance: evidences from organisations in India. *International Journal of Business, Management and Social Sciences*, 2(1), 33-42.

Additional Readings:

1. Srivastava, S. S., & Tandon, R. (2005). How Large Is India's Non-Profit Sector? *Economic and Political Weekly*, 1948-1952.
2. Baikady, R., Pulla, V., & Channaveer, R. M. (2014). Social work education in India and Australia. *International Journal of Social Work and Human Services Practice*, 2(6), 311-318.
3. Dhemba, J. (2012). Fieldwork in social work education and training: issues and challenges in the case of Eastern and Southern Africa. *Social Work & Society*, 10(1).

SEMESTER VI

Subject Name: Community Health & Social Work

Subject Code: SOW182C601

L-T-P-C-3-1-0-4

CreditUnits:4

Scheme of Evaluation: Theory

Course Objectives: *To develop understanding of the health-related concerns in the society.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the basic concepts pertaining to health.	BT-1
CO2	Explain the different communicable & non-communicable diseases in rural and urban communities.	BT-2
CO3	Identify the importance and relevance of health system in India	BT-3
CO4	Analyze health specific programmes and policies	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Introduction: Health: Concept, Issues and Determinants, Wellbeing and Quality of life, Health as an aspect of social development, Health status indicators and mapping in the community, Nutrition and malnutrition; Hygiene	12
II	Community Health: Community Health: Relevance, needs assessment, developing mechanisms for people's participation; Major communicable and non-communicable diseases in urban and rural communities, Community Mental Health	12
III	Health System in India: Public health-concept and development in India; Organization and administration of health care at the center, state, district, municipality and village level; health planning in India; health committees; five year plans in relation to healthcare	12
IV	Health Policies and Programmes: National Health Policy. 1983, The Population Act, National Health Programmes: Family Welfare; Maternal & Child health; Integrated Child Development Scheme; Schools Health Programmes, NEMP; NLEP; NTP; National Rural Health Mission; Diarrhea disease control.	12
TOTAL		48

Textbooks:

1. K Park. (2021). *Park's Textbook of Preventive and Social Medicine*, 26th edition, BanarsidasBhanot Publishers.
2. Rahim A. (2017). *Principles and Practice of Community Medicine*, 2nd edition, Jaypee Brothers Medical Publishers.

Reference Books:

1. Baig M. (2022). *Preventive and Social Medicine*. SIA Publishers & Distributors Pvt Ltd
2. Mishra A. (2018). *Basics of Epidemiology*. Notion Press

3. Sahadulla MI. (2020). *Comprehensive Textbook of Infectious Diseases*. Jaypee Brothers Medical Publishers.

Additional Readings:

1. Bellows, B. (2021). *Advancing community health measurement, policy and practice*. Journal of Global Health, 10.7189/jogh.11.01001.
2. Shin, H. (2020). *Concept analysis of community health outreach*. BMC Health Services Research, 10.1186/s12913-020-05266-7.
3. Mattocks, K. (2021). *Innovations in Community Care Programs, Policies and Research*. Medical Care. 10.1097/MLR.0000000000001550

Subject Name: Concurrent Fieldwork - IV

Subject Code: SOW184C612

L-T-P-C: 0-0-8-4

Credit Units: 4

Scheme of Evaluation: Practical

Course Objective: *To understand the exposure to field activities to be carried out as a student social worker and to develop the student social workers to work in an open community and integrate theory into practice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Relate the classroom teaching into field setup.	BT-1
CO2	Illustrate the Various field realities	BT-2
CO3	Identify the community issues and work on it.	BT-3
CO4	Analyze the understanding of the theory and fieldwork practice	BT-4

Detailed Syllabus

The field work practice in the first semester would consist of orientation visits and community placement. In the first semester, the focus of the field work would be the community. The students would be placed in communities and in those settings, they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also would interact with the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the community in whatever way possible. Normally a student spends two days per week in field work. Every week after the visits, the students write a report of their activities and submit to the concerned fieldwork 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

Text Books:

1. Dash B & Roy S. (2019). Fieldwork Training in Social Work. Manohar Publishers & Distributors.
2. Wadds P. (2020). Navigating Fieldwork in the Social Sciences. Atlantic Publishers.

Reference Books:

1. Iqbal S. (2001). Fieldwork Training in Social Work. Rawat Publishers Pvt Ltd.
2. Mujawar W. (2009). Fieldwork Training in Social Work. Manglam Publishers & Distributors.
3. Pathak A. (2014). Field Work and Training in Social Work. Centrum Press.

Additional Readings:

1. Naveenkumar T. (2022). Fieldwork Training in Social Work Education Perceptions and Attitudes of Students. Independent Author.

Subject Name: Project Planning and Assessment

Subject Code: SOW182S621

L-T-P-C-2-0-0-2

CreditUnits:2

Scheme of Evaluation: Theory

Course Objectives: *To introduce the students about planning and implementation for development projects.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the importance and process of planning.	BT-1
CO2	Explain methodology for planning and formulating projects using the Logical Framework.	BT-2
CO3	Experiment with development projects on nay issues in any communities	BT-3
CO4	Analyze the impact of projects by applying various techniques	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Introduction and Project Identification: Characteristics and differences of Programmes and Projects, Planning and its importance, Overview of Project Cycle Management, The Project Cycle; Needs Assessment, Capacity Assessment, Final Assessment	4
II	Project Design and Implementation 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; Objective tree, Logical framework, Proposal, Action Planning, Budgeting, Timeline & Human Resource: Monitoring of the project and evaluation	8
III	Social Audit: Social Audit: Concept and Process, Issues/Challenges and Benefits; Need Assessment Survey (NAS), EIA, SIA and SWOT Analysis	4
IV	Project Writing: Justification of the Proposal, Layout of the Proposal, Proposal Presentation	4
TOTAL		24

Textbooks:

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.

Reference Books:

1. Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
2. Loehle, Craig. 2000. Thinking Strategically. New Delhi: Foundation Books.

Subject Name: Research Project Subject Code: SOW182D601 L-T-P-C: 0-0-16-8 Credit Units: 8 Scheme of Evaluation: Practical
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Course Objective: *To undertake a research project for investigating a social problem that has impact on the community as the social worker has hypothesized.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Translate the problem statement to academic writing	BT-1
CO2	Construct research queries and select objectives to understand the problem	BT-2
CO3	Inspect through referring various studies and literatures by different researchers.	BT-3
CO4	Evaluate and conclude the research study with analytical reasoning	BT-4

Detailed Syllabus:

Dissertation/Project is an eight-credit compulsory core course undertaken by each student during the fourth semester of the programme. Purpose of dissertation/project is to help the student researcher to get an understanding about the steps in social work research and the application of the theory of research methodology in a systematic manner. It shall be carried out under the guidance of a faculty supervisor. Dissertation/Project work shall be completed by working outside the regular teaching hours.

The project work must be original work of the student and free from any kind of academic misconduct.

Text Books:

1. Kothari, C. R. (2004). Research methodology.
2. Royse, D. D. (2004). Research methods in social work. Pacific Grove, CA: Brooks/Cole-Thomson Learning.

Reference Books:

1. Goddard, W., & Melville, S. (2004). Research methodology: An introduction. Juta and Company Ltd.
2. Gupta, A., & Gupta, N. (2022). Research methodology. SBPD Publications.
3. Thyer, B. (2009). The handbook of social work research methods. Sage Publications.

Additional Readings:

1. Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. Social sciences, 8(9), 255.
2. Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.
3. Wilcke, M. M. (2002). Hermeneutic phenomenology as a research method in social work. Currents: New Scholarship in the Human Services, 1(1), 1-10.

Subject Name: NGO Management and Social Work

Subject Code: SOW182D602

L-T-P-C-3-1-0-4

Credit Units:4

Scheme of Evaluation: Theory

Course Objectives: *To develop understanding about non-governmental organisations*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the concept of non-governmental organization (NGO)	BT-1
CO2	Outline the requirements to set up an NGO.	BT-2
CO3	Organise theoretical understanding to develop NGO to work with mission and vision.	BT-3
CO4	Discover skills and competence in managing NGOs.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Conceptual Framework of NGOs Voluntary initiatives in India: Pre/post-independence phase NGOs: Concept, characteristics, nature, forms Relationship between government and NGOs and their interface	9
II	Establishing an NGO Salient features of legal provisions: The Societies Registration Act, 1860; The Indian Trusts Act, 1882 and The Companies Act, 1956 Registering an NGO: Formation of society and registration process under appropriate legislation; National policy on voluntary sector	9
III	Management of NGOs Organizational Planning: Vision, mission, goals, formulation of objectives & strategies and manpower/human resource planning Management and functions of NGOs: Recruitment, selection, induction & placement, training & development, employee remuneration motivation and morale; Organizational environment & culture, leadership, coordination and employee discipline	10
IV	Organizational Management and Development Emerging issues in the Voluntary Sector (sustainability, carbon footprint, green social work); Project Cycle Approach, Logical Framework Approach, Project Formulation and its types	20
TOTAL		48

Textbooks:

1. Abraham, A. (2011). Formation and Management of NGOs. Delhi, India. Universal Law Publishing Co.
2. Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017): Designing and Managing Programs: An Effectiveness based Approach (5th Ed). Thousand Oaks : Sage Publications.

Reference Books:

1. Horton, D. & Anastasia, A. (2003). Evaluating Capacity Development. Canada: International Development Research Centre.
2. Levis, D. (2001). The Management of NGO Development Organization: An Introduction. London: Routledge.

Additional Readings:

1. Coley, S.M. & Schein, C.A. (1990). Proposal Writing (Sage Services Guides). New Delhi: Sage Publication.
2. Chandra, S. (2001). NGO: Structure, Relevance and Functions. New Delhi: Kanishka Publishers.
3. Chowdhary, S. (1990). Project Management. Delhi: Tata McGraw-Hill.
4. Dadrawala, N.H. (2004). The Art of Successful Fund Raising. New Delhi: CA Mukherjee, K.K. (1999). A Guide Book for Strengthening Voluntary Organization. Ghaziabad, India: Gram Nivajana Kandra.

Subject Name: Disaster Management

Subject Code: SOW182D602

L-T-P-C-3-1-0-4

Credit Units:4

Scheme of Evaluation: Theory

Course Objectives: *To understand the key concepts, typologies and impact of disasters.*

Course Outcomes:

After successful completion of the course, the student will be able to:

CO1	Define the impact of hazards and disasters.	BT-1
CO2	Explain the processes of disaster mitigation and disaster management social work intervention.	BT-2
CO3	Organize awareness programmes in the communities regarding preparedness to face a disaster.	BT-3
CO4	Simplify the national disaster management policy and initiatives in India.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Conceptual Framework: Disaster: Concept, hazard, risk, vulnerability (forms and reduction); Types of disasters: Natural (famine, drought, flood, cyclone, Tsunami, earthquake) and manmade disasters (riots, blasts, industrial, militancy), major disasters in India; Impact of disasters: Physical, socio-economic, ecological, political and psychological	12
II	Disaster Management in different phases: Pre-disaster: Prevention, mitigation and preparedness; During disaster: Search & rescue, relief mobilization and management, evacuation & camp management; Post-disaster: Reconstruction, rehabilitation and recovery	12
III	Disaster Management Policy and Programmes : Disaster management policy & programmes in India, National disaster management framework; administrative & institutional structure for disaster management; International and national Techno-legal framework: Hyogo Framework for Action, Yokohama Strategy, Sendai framework; Disaster Management Act, 2005; and national guidelines	12
IV	Social Work Intervention in Emergencies and Disasters : Social work intervention: Contingency planning & fund raising, mobilization & management of human resources, relief material procurement, crisis management, rapid health assessment & emergency health management; livelihood security & social justice concerns ;Community based disaster preparedness (CBOP) and management (CBDM); Post-disaster trauma care and counselling including grief counselling	12
TOTAL		48

Textbooks:

1. Abarquez, I. &Murshed, Z. (2004). *Community-Based Disaster Risk Management: Field Practitioners' Handbook*. New Delhi: Asian Disaster Preparedness Centre.
2. Maskrey, A. (1989). *Disaster Mitigation: A Community Based Approach*. Oxford: Oxfarm.

3. Miller J. L. (2012). *Psycho-Social Capacity Building in Response to Disasters*. New York: Columbia University Press.

Reference Books:

1. Kelman, I; Mercer, J; & Gaillard, J. (2017) *The Routledge Handbook of Disaster Risk Reduction Including Climate Change Adaptation*. London & New York: Routledge
2. López-Carresi, A, Fordham, M.& Wisner, B.(2013) *Disaster Management: International Lessons in Risk Reduction, Response and Recovery*. London: Routledge.
3. Mishra, A. & Singh, A. K. (2013). *New Dimensions of Disaster Management in India (Eds.), Vol. II*. New Delhi: Serials Publications.
4. Pal, I. & Shaw, R. (Eds) (2017) *Disaster Risk Governance in India and Cross Cutting Issues*, Singapore: Springer

Additional Readings:

1. Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). *At Risk: Natural Hazards, People's Vulnerability and Disaster*. London: Routledge.
2. CAPART. (1995). *Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction*. New Delhi.
3. Department of Social Work. (2010). *Monograph: University for Development and integrated Learning (UDAI-I) 2003 and (UDAI-II), Sahyatri*. New Delhi: Department of Social Work, University of Delhi.