THE ASSAM ROYAL GLOBAL UNIVERSITY

GUWAHATI

ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

(RSHSS)

DEPARTMENT OF SOCIAL WORK

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

BACHELOR OF SOCIAL WORK

(4 YEARS SINGLE MAJOR)

W.E.F.

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Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy,

Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation."

1.1 Introduction

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.

ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.

iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.

iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.

v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.

vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.

viii.   Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2 Definitions

1.2.1 Academic Credit: An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework –

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.2.2 Course of Study: Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

- **Disciplinary Major:** The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

- **Disciplinary/interdisciplinary minors**: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an

interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

- **Courses from Other Disciplines (Interdisciplinary):** All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

  (i)   **Natural and Physical Sciences**: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

  (ii)   **Mathematics, Statistics, and Computer Applications**: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor 7 disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

  (iii)   **Library, Information, and Media Sciences**: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

  (iv)   **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

  (v)   **Humanities and Social Sciences**: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to

survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

- **Ability Enhancement Courses (AEC):** Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

- **Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands- on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

- **Value-Added Courses (VAC):**
  (i) **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

  (ii) **Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

  (iii) **Digital and technological solutions**: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

(iv) **Health & Wellness, Yoga education, sports, and fitness**: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking.

- **Summer Internship /Apprenticeship:** The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4- credit work-based learning/internship during the summer term to get a UG Certificate.

- **Community engagement and service:** The curricular component of 'community engagement and service' seeks to expose students to the socio- economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer

term activity or part of a major or minor course depending upon the major discipline.

- **Field-based learning/minor project**: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first- hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on study.

- **Indian Knowledge System:** In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP). The students may be encouraged to take these courses, preferably during the first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects. Wherever possible, the

students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.2.3 Experiential Learning: One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

- **Experiential learning as part of the curricular structure of academic or vocational program**. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

- **Experiential learning as active employment (both wage and self)** post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program. In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

2.1 Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes

(expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Hotel Management is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by 12 developing such outcomes that not only match the specific needs of the students but also expands their outlook and values

2.2 Nature and Extent of bachelor's degree Programme in Social Work

A bachelor's degree in Social Work (Honours with Research) is a 4-year degree course which is divided into 8 semesters as under.

Bachelor's Degree (Honours with Research) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills, and values that a student intends to acquire to look for professional avenues or move to higher education at the postgraduate level.

Bachelor's Degree (Honours with Research) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the field of study/profession. Thus, Bachelor's Degree (Honours with Research) Course in Social Work aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

2.3 Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

- **Undergraduate programmes** of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

- **UG Certificate in Social Work:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

- **UG Diploma in Social Work:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

- **3-year UG Degree:** Students who will undergo a 3-year UG programme will be awarded UG Degree in Social Work after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

- **4-year UG Degree (Honours):** A four-year UG Honours degree in Social Work will be awarded to those who complete a four-year degree programme with 160 credits and have

satisfied the credit requirements as given in Table 6 in Section 5.

- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the 4th year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded Bachelor of Social Work (Honours with Research) degree.

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x
4-year UG Degree(Honors with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

3.1 Aims of bachelor's degree Programme in Social Work:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for Bachelor of Social Work (Honours) degree are-

- To impart the basic knowledge of Social Work.
- To impart more multi-disciplinary and holistic course curriculum.
- To develop the learners providing research-based knowledge.
- To develop the learner into competent and efficient in the field of Social Work.

- To empower learners by communication, professional and life skills.
- To prepare socially responsible academicians, researchers, professionals with global vision.
- To provide and adapt curricula that prepare our graduates for employment and further as professional social workers.
- To provide the students with the opportunity to pursue courses that emphasize theoretical and practical of Social Work.
- To provide students with the opportunity to focus on areas that requires Social Work intervention.
- To provide programmes that allow the students to choose from a wide range of specialization pertaining to social work.

4.1 Graduate Attributes

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected ***Graduate Attributes*** acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors *(The graduates should be able to demonstrate the capability to:)*
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

GA 3	Analytical & Criticalthinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the argumentsof others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverseways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, andcapability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.

GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

6. 1 Programme Learning Outcomes (PLO) relating to Bachelor of Social Work

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:

PLO 1: **Knowledge of Social Work**

- Attain domain knowledge of social work theory and methods related to individuals, groups and community by demonstrating and illustrating ethical and professional behaviour in social work practice.
- The professional knowledge of social work can be classified into five main knowledge forms. These are theoretical, empirical, procedural, practice wisdom and personal knowledge.

PLO 2: Develop problem solving skills

- Enable 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.

- Social workers must have strong problem-solving skills, including a mix of logical thinking and intelligence with creativity and thoughtfulness. These skills come in handy especially when dealing with clients facing unique or uncommon challenges in their lives.

PLO 3: Develop skills for analytical and critical thinking

- Involves paying careful attention to what is going on in any situation in order to understand that situation and make recommendations for support.

- Applying critical thinking and analysis in social work helps social workers formulate a treatment plan or intervention for working with a client.

PLO 4: Develop suitable ability to create new ideas

- Create, perform, or think in different and diverseways about the classroom teaching and connect them to real life situations.

- It can helps find innovative solutions to complex and diverse problems, engage with clients and communities, and cope with stress and burnout.

- Social Worker's creativity is motivated by and directed to improving the lives and conditions of the people who need to be helped in society.

PLO 5: Develop effective communication skills

Effective communication lies at the heart of social work practice. Without effective communication skills social workers will be less able to:

- Find out what service users, carers or other professionals are thinking and feeling
- Provide the kind of information others need
- Interpret complex situations accurately

- Negotiate, mediate and intervene sensitively, authoritatively and appropriately

PLO 6: Develop research-related skills

Social workers with strong research skills can have the opportunity to work on various projects, and at higher levels of responsibility. Research in social work helps to:

- Assess the needs and resources of people in their environments
- Evaluate the effectiveness of social work services in meeting people's needs
- Demonstrate relative costs and benefits of social work services
- Advance professional education in light of changing contexts for practice

PLO 7: Develop skills for collaborative work/team work

Collaboration skills are competencies required when working with other team members on a joint objective. Examples include communication, open-mindedness, and conflict resolution. These skills are essential to work successfully with others, get more work done, move up the corporate ladder, and achieve better outcomes. The ability to work on a team and collaborate effectively is a necessary skill to succeed in the field of social work. Those stakeholders include:

- **Clients:** Individuals or communities.
- **Close client support system:** Family members or members of the community.
- **Extended client support system:** Experts from other disciplines.

PLO 8: Develop leadership readiness/qualities

Some of the areas in social work where a high-level of skill makes for the best leaders include the following.

- **Empathy**: Perhaps the most important skill for a social worker. Empathy involves the ability to understand the experiences of others, a key part of finding solutions to their issues.
- **Problem solving**: Finding solutions for clients' challenges requires someone who is skilled in critical thinking and problem solving. Social workers must have the ability to assess a situation and develop a reasonable plan to resolve conflicts and overcome challenges for their clients.

- **Interpersonal skills**: Social workers operate in an environment where people often feel very emotional or are under a great deal of stress. The ability to both listen and communicate with people who are experiencing a tough time in their life – all while maintaining a calm demeanour – is critical to the social worker's job.
- **Organizational skills**: Social workers also often have the task of juggling many different clients at once. This requires dealing with a diverse set of issues, often all on the same day.

PLO 9: Entrust evolving digital and technological skills

Social workers' use of digital and technological skills to:

- Conceptualise social work as taking place within the 'digital society';
- explore how information and communication technology (ICT) impacts on the individual, families and communities;
- provide information to the public;
- design and deliver services;
- gather, manage, store, and access information about clients; andeducate and supervise social workers.

PLO 10: Develop environmental awareness and suggestive actions

Environmental social work (ESW) is an approach and a perspective in social work focusing on ecological and environmental sustainability and justice within the context of sustainable development (SD). Social workers have a professional obligation and moral duty for creating conditions and mechanisms for a better living environment for all.

6.2 Programme Specific Outcomes (PSO)

Upon completion of Bachelor of Social Work (H) Degree Programme, the students will be able to:

PSO1	Demonstrate a comprehensive understanding of social work principles and theories, gaining proficiency in problem-solving, analytical thinking, and critical reasoning within the context of social work practice. Graduates will be

	equipped with the necessary skills and knowledge to address complex social issues and effectively support individuals, families, and communities in need
PSO2	Students will be equipped with essential skills and knowledge to excel in the field, including fostering creativity in social work practice, honing effective communication skills, and developing proficient research abilities. Graduates will be empowered to provide innovative solutions, engage effectively with diverse populations, and contribute to evidence-based practices, thereby making a lasting impact in the lives of individuals, families, and communities they serve.
PSO 3	Demonstrate exceptional capabilities in collaboration and leadership within the field of social work. Graduates will possess the necessary skills to work effectively in interdisciplinary teams, foster partnerships with diverse stakeholders, and exhibit strong leadership qualities to drive positive change and advocate for the welfare of individuals, families, and communities.
PSO 4	Equipped with advanced digital skills in social work and a heightened environmental awareness, enabling them to effectively harness technology to support their practice and integrate environmental considerations into their interventions. Graduates will be well-prepared to address the evolving challenges of the digital era and contribute to sustainable, environmentally conscious social work practices.

7.1 Teaching Learning Processes

Teaching and learning in this programme involve classroom lectures followed by tutorials and remedial classes.

- Classroom lecture is executed as per the designed course curriculum. After scheduled lecture hours as per the syllabus, tutorial classes are taken up to allow a closer interaction between the students and the teacher as each student gets individual attention.
- Written assignments and projects submitted by students.
- the project-based learning.
- Group discussion.

- Home assignments.

- Quizzes and class tests.

- PPT presentations, Seminars, interactive sessions.

- Socio-economic survey.

- Co-curricular activity etc.

- Industrial Tour or Field visit

- Experiential Learning

7.2 Assessment Methods

Theory Papers

Methods	Weightage
Semester End Examination	70%
Internal Assessment	30%
Total	**100%**

Internal assessment is based on – Mid-semester Examination, Class test, Assignment, Project, Viva-voce, attendance of the student, seminar, group discussion, field work etc.

	Components of Evaluation	Marks	Frequency	Code	Weightage (%)
A	**Continuous Evaluation**				
i	Analysis/Class Test	Combination	1 – 3	C	
ii	Home Assignments	of any three	1 – 3	H	
iii	Project	from (i) to	1	P	
iv	Seminar	(v) with 5	1 – 2	S	25%
v	Viva-voce/Presentation	marks each	1 – 2	V	
vi	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
		Attendance			

vii	Attendance	shall be of 5 marks	100%	A	5%
B	**Semester End Examination**		1	SEE	70%
	Total				**100%**

BACHELOR OF SOCIAL WORK

COURSE STRUCTURE

Sl. No.	Subject Code	Names of subjects	Course Level	Credits
1st semester				
Major (Core) Subjects				
1	SOW182M101	Introduction to Social Work	100	3
2	SOW182M112	Field Work Concurrent I	100	3
Minor Subjects (For others)				
3	SOW182N101	Fundamentals of Social Work	100	3
Interdisciplinary Subject				
4	IKS992K101	IKS-I	100	3
Ability Enhancement Courses (AEC)				
5	CEN982A101	Communicative English-I	100	1
6	BHS982A102	Behavioural Science - I	100	1
Skill Enhancement Courses (SEC)				
7	SOW182S101	Fields of Social Work Practice	100	3
Value Added Courses (VAC)				
8		To be selected from a basket of courses	100	3
Total Credit = 20				

Sl. No.	Subject Code	Names of subjects	Course Level	Credits
2nd Semester				
Major (Core) Subjects				
1	SOW182M201	Human Growth and Behaviour	100	3
2	SOW182M212	Field Work Concurrent II and Rural Camp	100	3
Minor Subjects (Others)				
3	SOW182N201	Basic Psychology for Social Work	100	3
Interdisciplinary Subject				
4	IKS992K201	IKS-II	100	3
Ability Enhancement Compulsory Courses (AECC)				

5	CEN982A201	Communicative English - II	100	1
6	BHS982A202	Behavioural Science - II	100	1
Skill Enhancement Courses (SEC)				
7	SOW182S201	Self and Society	100	3
Value Added Courses (VAC)				
8		To be selected from a basket of courses	100	3
Total credits = 20				

3rd Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	SOW182M301	Social Work and Social Welfare Administration	200	4
2	SOW182M312	Field Work Concurrent III	200	4
Minor Subjects (For others)				
3	SOW182N301	History and Ideologies of Social Work	200	4
Interdisciplinary Subject (For other programmes)				
4	SOW182I301	Community Organisation	200	3
Ability Enhancement Courses (AEC)				
5	CEN982A301	Communicative English-III	200	1
6	BHS982A302	Behavioural Science - III	200	1
Skill Enhancement Courses (SEC)				
7	SOW182S301	Methods of Social Work Practice-I	200	3
Total Credit = 20				

4th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	SOW182M401	Criminology and Correctional Justice System	200	4
2	SOW182M402	Methods of Social Work Practice-II	200	4
3	SOW182M413	Field Work Concurrent IV	200	4
Minor Subjects (For others)				

4	SOW182N401	Development in North East India	200	3
5	SOW182N402	Human Rights and Social Work	200	3
Ability Enhancement Courses (AEC)				
6	CEN982A401	Communicative English -IV	200	1
7	BHS982A402	Behavioural Science - IV	200	1
Total Credit = 20				

5th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	SOW182M501	Development Communication	300	4
2	SOW182M502	Community Health and Social Work	300	4
3	SOW182M503	Social Work and Legal Information	300	4
Minor Subjects (For others)				
3	SOW182N501	Working with Weaker Sections	300	4
Others				
4		Internship (Block Placement)	300	4
Total Credit = 20				

6th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	SOW182M601	Disaster Management	300	4
2	SOW182M602	Self and Society	300	4
3	SOW182M603	Scope of Social Work	300	4
4	SOW182M614	Field Work Concurrent V	300	4
Minor Subjects (For others)				
3	SOW182N601	Palliative Care in Social Work	300	4
Total Credit = 20				

7th Semester				
Sl. No.	Subject Code	Names of subjects		Credits
Major (Core) Subjects				
1	SOW182M701	Research Methodology	400	4
2	SOW182M702	Social Entrepreneurship	400	4
3	SOW182M703	Rural and Urban Community Development	400	4
4	SOW182M714	Field Work Concurrent VI	400	4
Minor Subjects (For others)				
3	SOW182N701	Social Work with Women, Children, Youth and Older Persons	400	4
Total Credit = 20				

8th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOW182M801	Child and Childhood in India	400	4
2	SOW182M812	Field Work (Block Placement)	400	4
Dissertation				
3		Dissertation	400	12
In lieu of Dissertation/Research Project				
4	SOW182M803	Livelihood and Sustainable Development	400	4
5	SOW182M804	Tribal Community Development	400	4
6	SOW182M805	Governance, Law and Social Work	400	4
Total Credit = 20				

Detailed Syllabus

Subject Name: Introduction to Social Work	
Subject Code: SOW182M101	
L-T-P-C: 2-1-0-3	
Credit Units: 3	
Level of the Course: 100	
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)	

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	**Social Work-Meaning and Concepts** Definitions of social work; Indian viewpoint; Objectives of Social Work; Social Work: Service Systems; Basic assumptions; Skills of Social Work; Tools and techniques of Social Work; Method of social work; Professional role of social worker; Functions of social work; Misconceptions of Social Work;	**15**
II	**History of Social Work:** History of social work in USA; Beginning of social work education and of the profession of social work; History of social work in England; Development of Social Work in India; Modern Social Work	**15**
III	**Fields of Social Work:** Child Development; Rural Development; Industrial development; Health; Mental Health; Education; Social Defence; Family Planning; Mental Retardation; Social Development; Environment;	**15**

	Methods of Social Work:	
III	Social Case Work; Social Group Work; Community Organisation; Social Welfare Administration; Social Action; Social Work Research	**15**
	TOTAL	**60**

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

NOTE:

Notional Hours of the paper, "Introduction to Social Work", will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organised to evaluate the knowledge they have acquired in the teaching and learning process within the classrooms.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours**

			• Field Visits to NGOs- 10 Hours
			• Volunteer Opportunities – 10 Hours
			• Guest Lectures– 5 Hours
			• Group Projects- 5 Hours

Subject Name: Field Work Concurrent I		
Subject Code: SOW182M112		
L-T-P-C –0-0-6-3		
Credit Units: 3		
Level of the Course: 100		
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 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

NOTE:

Notional Hours of the paper, "Concurrent Field Work-1", will include students visit to the NGOs and the communities to learn about the existing social problems and find out ways to address them. Student Social Workers to conduct field research in the form of ethnography, participant observation and case studies keeping in mind the principles of social work along with its methods.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
-	90 hours	

Minor Subject Name: Fundamentals of Social Work
Subject Code: SOW182N101
L-T-P-C: 2-1-0-3
Credit Units: 3
Level of the Course: 100
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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	15
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, Principles of Social Work	15
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.	15

	Values, Principles and Field of Social Work:	
III	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	15
	TOTAL	**60**

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

NOTE:

Notional Hours of the paper, "Fundamentals to Social Work", will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organised to evaluate the knowledge they have acquired in the teaching and learning process within

the classrooms. Assignment can be given to students to figure out the areas of the society that needs social work intervention.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Field Visits to NGOs- 10 Hours • Volunteer Opportunities – 10 Hours • Guest Lectures– 5 Hours • Group Projects- 5 Hours

Subject Name: CEN I (Introduction to Effective Communication)
Subject Code: CEN982A101
L-T-P-C: 1-0-0-1
Credit Units: 1
Level of the Course: 100
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *To understand the four major aspects of communication by closely examining the processes and figuring the most effective ways to communicate with interactive activities.*

Course Outcome:

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

CO1	**Identify** the elements and processes that make for successful communication and **recognise** everyday activities that deserve closer attention in order to improve communication skills	**BT-1**
CO2	**Contrast** situations that create barriers to effective communication and **relate** them to methods that are consciously devised to overcome such hindrance	**BT-2**
CO3	**Use** language, gestures, and para-language effectively to avoid miscommunication and **articulate** one's thoughts and build arguments more effectively	**BT-3**

Detailed Syllabus

Modules	Course Content	Periods
I	**Introduction to Effective Communication:** **Listening Skills** • The Art of Listening • Factors that affect Listening • Characteristics of Effective Listening • Guidelines for improving Listening skills	5
II	**Speaking Skills:** • The Art of Speaking • Styles of Speaking • Guidelines for improving Speaking skills • Oral Communication: importance, guidelines, and barriers	5

III	**Reading Skills:** • The Art of Reading • Styles of Reading: skimming, surveying, scanning • Guidelines for developing Reading skills	**5**
IV	**Writing Skills:** • The Art of Writing • Purpose and Clarity in Writing • Principles of Effective Writing.	**5**
	TOTAL	**20**

Text Books:

Business Communication by Shalini Verma

References:

1. Business Communication by P.D. Chaturvedi and Mukesh Chaturvedi
2. Technical Communication by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 Hours	-	**10 Hours** • Movie/ Documentary screening • Peer teaching • Seminars • Field Visit

Subject Name: Behavioural Sciences I	
Subject Code: BHS982A102	
L-T-P-C: 1-0-0-1	
Credit Units: 1	
Level of the Course: 100	
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)	

Course Objective:

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 Outcome:

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

CO1	Understand self & process of self-exploration	BT-1
CO2	Learn about strategies for development of a healthy self esteem	BT-2
CO3	Apply the concepts to build emotional competencies.	BT-3

Detailed Syllabus

Modules	Course Content	Periods
I	**Introduction to Behavioral Science** Definition and need of Behavioral Science,Self: Definition components, Importance of knowing self, Identity Crisis,Gender and Identity, Peer Pressure, Self-image: Self Esteem, Johari Window ,Erikson's model.	4
II	**Foundations of individual behavior** Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception.; Learning- Theories of learning: Classical, Operant and Social	4

III	**Behaviour and communication.** Defining Communication, types of communication, barriers to communication ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviou and communication.	4
IV	**Time and Stress Management** Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling.; Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	4
	TOTAL	16

Text Books:

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
3. K.Alex, Soft skills; S.Chand.

Subject Name: Fields of Social Work Practice
Subject Code: SOW182S101
L-T-P-C: 2-1-0-3
Credit Units: 3
Level of the Course: 100
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *The course aims to introduce the fields of social work practice to provide services to the people and to perform new and varied tasks.*

Course Outcome:

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

CO1	**Tell** other individuals to bring about healthy changes within themselves and their communities	**BT-1**
CO2	**Interpret** the areas or fields where social work can be applied using its methods	**BT-2**
CO3	**Identify** skills required for professional social work practice.	**BT-3**
CO4	**Categorize** the types of services that render to different individuals, groups and communities	**BT-4**

Detailed Syllabus

Modules	Course Content	Periods
I	**Social work with Family and Child:** Changing patterns of family in India; Needs and problems of families; Needs and challenges for children; Family and child welfare policies and programmes in India; emerging role of social workers in dealing with families and children in difficult circumstances	15
II	**Social Work with Differently Abled:** Understanding disability: concept, types, needs, problems and causative factors at the individual and societal level; major policies and programmes for differently abled in India; Services provided by voluntary and governmental organisations; institutional care vs. community-based rehabilitation and inclusion	15

III	**Social Work with Youth and Women:** Problems of youth in contemporary society; youth and youth welfare (major policies and programmes), factors influencing development of youth; Youth and Leadership, Role of youth in nation building, role of social workers in working with youth in difficulties Women and society: challenges to identity and status; problems of tribal, rural and urban women; legislations and programmes; role of social workers in empowerment of		15
IV	**Social Work in Education:** Education, Socialization and Social work; Flagship education programmes in India: SSA, RTE, non-formal education and adult education; working in schools to deal with school phobia, depressed, grieving, suicidal students, school community collaborative initiatives and home visiting; Historical overview of School Social Work in India; Role of professional organization; challenges in school social work practice.		15
	TOTAL		**60**

Text Books:

1. Hartman, Ann and Joan Laird. (1983) "Family -centred social work practice

2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.

3. Tata Institute of Social Sciences. Unit for Family Studies, India. Ministry of Welfare, & UNICEF. (1994). *Enhancing the Role of the Family as an Agency for Social and Economic Development*. Unit for Family Studies, Tata Institute of Social Sciences.

Reference Books:

1. Harris, J., & White, V. (2018). *A dictionary of social work and social care*. Oxford University Press.

2. Hanmer, J., & Statham, D. (1999). *Women and social work: Towards a woman-centred practice*. Bloomsbury Publishing.

Additional Readings:

1. Dupper, D. (2002). *School social work: Skills and interventions for effective practice*. John Wiley & Sons.

2. Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice*, *13*(2), 234-259.

3. Holland, S. (2010). Child and family assessment in social work practice. *Child and Family Assessment in Social Work Practice*, 1-240.

NOTE:

Notional Hours of the paper, "Fields of Social Work Practice" will include visit to the areas or fields where social work can be applied using its methods, tools and techniques. Social work as professional practice extends from a single individual to the most significant bodies (NGOs/INGOs/GOS). Students to present the types of services to be catered to different individuals, vulnerable groups and communities.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Field Visits to NGOs- 10 Hours • Collaborate with Schools– 10 Hours • Reflection Exercises– 5 Hours • Community Development - 5 Hours

Subject Name: Human Growth and Behaviour	
Subject Code: SOW182M201	
L-T-P-C –2-1-0-3	
Credit Units: 3	
Level of the Course: 100	
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)	

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: 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.	30
II	**Biological Bases of Behaviour:** Role of heredity, Role of endocrine glands, Role of central nervous systems	10
III	**Psycho-Social Bases of Behavior:** Role of environment: Pre-natal &Post-natal, Social factors affecting behavior, Socialization Process	10

	Basic psychological processes:	
IV	Learning, Motivation, Frustration & conflict, Coping / defense mechanisms, Personality development.	10
	TOTAL	60

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

NOTE:

Notional Hours will include tasks to be given to the student social workers to help those who are in need. In order to solve people's difficulties, students will collaborate with them. This might involve enabling people to live independently or shielding vulnerable persons from injury or abuse. Student Social Workers will interact with clients, their family, people in the immediate vicinity, and a variety of clientele, including the elderly. In a way, students will be able to comprehend how people behave and grow.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Role Playing Scenarios- 6 Hours • Reflective Journals – 6 Hours • Self-Care Workshops – 10 Hours • Simulations -8 Hours

Subject Name: Field Work Concurrent II and Rural Camp
Subject Code: SOW182M212
L-T-P-C –0-0-6-3
Credit Units:3
Level of the Course: 100
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

NOTE:

Notional Hours of the practical paper, "Concurrent Field Work and Rural Camp" will include student social workers exposure to rural village and to conduct a study on the different elements and structure of the village. Students will be required to make an analysis of the living condition of the people in the locality. Students to prepare a plan for social work practice and community development. Students to apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
-	90 Hours	-

Subject Name: Basic Psychology for Social Work	

Subject Name: Basic Psychology for Social Work

Subject Code: SOW182N201

L-T-P-C –2-1-0-3

Credit Units: 3

Level of the Course: 100

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *To make students familiar with the basic psychological concepts, processes and its scope and fields particularly relevant to social work practice.*

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	**Basic concepts and scope of psychology in Social Work:** Definition and scope of psychology; Branches and Fields of Psychology - Clinical, Educational, Social, Community, Developmental; Major theoretical orientations in psychology (Biological, Psychodynamic, Behaviorist, cognitive, evolutionary, Humanistic)	**30**
II	**Determinants of human behaviour:** Biological determinants: Genetics, Nervous System and Glandular System; Social-Cultural determinants: family, neighborhood, School, work, Norms. Etc; Role of Mass media, social media in determining behaviour.	**10**
III	**Basic Psychological Concepts:** Sensation and Perception; Emotions and Motivation; Memory and Forgetting; Learning; Intelligence; Personality, Values and Attitude	**10**
IV	**Application of Psychology in Social Work:** Psychopathology, Mental Health and the Psychosocial : Meaning and Definition, Causes of Psychopathology and Varieties, Concept of Health,	**10**

	Mental Health and Psychosocial Wellbeing; Developmental Hazards and Adjustment : Age related physical and psychological changes, Developmental Tasks, Hazards and Adjustments; Stress, coping and Well-being: Types of Stress and coping, Causes and Management of Stress, Mass Psychology; Psychology of Well-being; Positive psychology and happiness: Strength based approach, Subjective Well Being, Positive Thinking; Psychology of child; adolescence, elderly people: Problems, Prevention and Support.	
	TOTAL	**60**

Text Books:

1. Feldman,R.S(2014).Essentials of Understanding psychology, 11th Edition, Delhi: TATA McGraw-Hill.

2. Hurlock, E. (2007). Developmental Psychology life span approach,5th ed., 39th reprint

Reference Books:

1. Niraula, S. (201l). General Psychology with O.B. Emphasis. Buddha Academic Enterprises.

2. Nicolson, P. and Bayne, R. (1984). Applied Psychology for Social Workers. London: British Association of Social Workers.

3. Subba, S and Bhatt, K (2010), Invitation to Psychology. Psychosocial Multiverse, PVT. Ltd

Additional Readings:

1. Golightley, M. (2014). Social Work and Mental Health, Chapter II.

2. Baron, R.A. (1999). Psychology, Allyn & Bacon.

3. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi:McGraw Hill

NOTE:

Notional Hours will include tasks to be given to the student social workers to help those who are in need. In order to solve people's difficulties, students will collaborate with them. This might involve enabling people to live independently or shielding vulnerable persons from injury or abuse. Student Social Workers will interact with clients, their family, people in the immediate vicinity, and a variety of clientele, including the elderly. In a way, students will be able to comprehend how people behave and grow.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Role-Pay Scenarios- 6 Hours • Case Studies and Analysis – 10 Hours • Client Empathy and Perspective Taking – 6 Hours • Observational Field Visits – 8 Hours

Subject Name: CEN II (Approaches to Verbal and Von-Verbal Communication)	

Subject Name: CEN II (Approaches to Verbal and Von-Verbal Communication)

Subject Code: CEN982A201

L-T-P-C –1-0-0-1

Credit Units: 1

Level of the Course: 100

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.*

Course Outcomes:

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

CO1	**Identify** the different types of technical communication, their characteristics, their advantages and disadvantages.	BT-1
CO2	**Explain** the barriers to communication and ways to overcome them.	BT-2
CO3	**Discover** the means to enhance conversation skills.	BT-3
CO4	**Determine** the different types of non-verbal communication and their significance.	BT-4

Detailed Syllabus

Modules	Topics / Course content	Periods
I	**Technology Enabled Communication** Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organisations Telephone, Teleconferencing, Fax, Email, Instant messaging , Blog, podcast, Videos, videoconferencing, social media	4
II	**Communication Barriers** Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	4
III	**Conversation skills/Verbal Communication** Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic	4

	Conversation and Etiquette Dialogue Writing, Conversation Control		
IV	**Non-verbal Communication** Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation Proxemics , Haptics, Artifactics, Chronemics	**4**	
	TOTAL	**16**	

Text Books:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hil

2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication.*Pearson.

Reference Books:

1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking.* (5th edition). St. Martin's. ISBN-13:978-1457670404

2. Koneru, Aruna.(2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021

3. Raman, Meenakshi and Singh, Prakash.(2012). *Business Communication* (2nd Edition): Oxford University Press

Subject Name: Behavioural Sciences II
Subject Code: BHS982A202
L-T-P-C –1-0-0-1
Credit Units: 1
Level of the Course: 100
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *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	Develop an elementary level of understanding of culture and its implications on personality of people.	BT-1
CO2	Understand the concept of leadership spirit and to know its impact on performance of employees	BT-2
CO3	Understand and apply the concept of motivation in real life	BT-3

Detailed Syllabus

Modules	Topics / Course content	Periods
I	**Culture and Personality** Culture: Definition, Effect, relation with Personality, 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	4
III	**Motivation** Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory& Theory X and Y)	4
IV	**Leadership** Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
	TOTAL	16

Text Books:

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company

2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

3. Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

Subject Name: Self and Society
Subject Code: SOW182S201
L-T-P-C –2-1-0-3
Credit Units: 3
Level of the Course: 100
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *To understand the concept of self in society and how different ideologies identify the causative factors which cause social problems and suggest different solutions to solve them. This course also enlightens the students with the idea of how self is important in the society.*

Course Outcomes:

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

CO1	**Define** the concept of social problems and self in society	**BT-1**
CO2	**Explain** the magnitude, systemic causes and analysis of social problems	**BT-2**
CO3	**Identify** the rationale behind social defence measures through self	**BT-3**
CO4	**Examine** the impact of self and the programmes and services on the target groups	**BT-4**

Detailed Syllabus

Modules	Topics / Course content	Periods
I	**Introduction to concepts:** *Society*- Major elements of society- Individuals, groups, association, and Institution; Culture- characteristics, cultural lag, ethnocentricism, acculturation, assimilation, integration and cultural reversal; Social Chang-types and process- Urbanisation, Industrialisation, Westernisation, Sanskritization, Secularization, Resistance to change; Locating *Self* in Society, Self-Awareness, Behavior, Attitudes& Dignity, Equity, Prejudices & Stigmas Identity : Sources of identity, Collective & individual identities	20
II	**Contemporary Social Problems :** Social Problems- Introduction, HIV/AIDS; Environmental Degradation; Communalism, Youth Unrest; Corruption; Migration and Displacement;	10

	Introduction; Suicide; Substance Abuse; Adult Crime; Juvenile Delinquency; Issues faced by minorities, backward classes and women	
III	**Understanding the Self through:** In-group & Out-group. Reference groups. Looking glass self. Task groups. Self-help groups. F Tonnies: Gemeinschaft and Gesselschaft. Stereotypes; Bronfrenbrenner' 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	10
IV	**Role of a social worker for social problems** Setting Collective and Individual goals, Role of a worker- emergence of a professional social worker; Social Problems and practise of social work	20
	TOTAL	**60**

Text Books:

3. Ahuja, Ram (1992), Social Problems in India, Rawat Publications, Jaipur
4. Keneth, Henry (1978), Social Problems: Institutional and Interpersonal Perspectives, Scott, Fopresman and Company, Illinois, London.

Reference Books:

4. Memoria, Dr. C.B. (1960), Social Problems and Social Disorganisation in India, Kitab Mahal, Allahabad.
5. Cooley, C.H. (1902), Human Nature and Social order, Scribner, New York.
6. Ancel, Marc (1965), Social Defence – A Modern Approachto Criminal Problems, Routlege and Kegan Paul, London. Bhattacharya, S.K. (1981), "The Concept and Areas of Social Defence", in Readings in Social Defence edited by N.C. Joshi and V.B. Bhatia, Wheeler Publishing, Allahabad.

Additional Readings:

1. Ancel, Marc (1965), Social Defence – A Modern Approachto Criminal Problems, Routlege and Kegan Paul, London.
2. Bhattacharya, S.K. (1981), "The Concept and Areas of Social Defence", in Readings in Social Defence edited by N.C. Joshi and V.B. Bhatia, Wheeler Publishing, Allahabad.

NOTE:

Notional Hours will include field visit of Student Social Workers to work in problem-afflicted areas or with problem-afflicted people. They may try to resolve the problem individually i.e., by helping individuals to overcome the problem by themselves. For example, the social worker may encourage a drug addict to go for rehabilitation. A social worker may also tackle the problem at the community level. Some of the strategies can be influencing government policy, persuading the bureaucracy to take necessary action, conduct awareness campaigns etc. Whatever may be the strategy, the student social worker should have greater awareness about the dimensions and the causative factors of social problems.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Social Problem Debates- 12 Hours • Panel Discussions – 6 Hours • Social Policy Analysis – 6 Hours • Community Immersion – 6 Hours

Subject Name: **Social Work and Social Welfare Administration**

Subject Code: **SOW182M301**

L-T-P-C –3-1-0-4

Credit Units: 4

Level of the Course: 200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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.	13
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).	22

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	15
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, Labour welfare (Minimum wage law, social security, tea plantation act, contract law), 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	30
	Total	**80**

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

NOTE:

Notional Hours will include application of theories in social work practice, understanding social welfare policies and their impact on communities, analysis of social welfare programs, case studies and ethical dilemmas in practice. It will further encompass a blend of theoretical learning and practical application. Theoretical hours will delve into subjects such as social policy analysis, human behaviour theories, ethics in social work, and organizational dynamics within welfare systems. Practical activities will involve case studies, fieldwork or internships, where students apply theoretical concepts to real-world scenarios, engage in community service projects, participate in seminars or workshops on policy implementation, and undertake research on social issues impacting marginalized populations.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Case studies – 10 hours • Field Work – 15 hours • Social welfare programmes analysis – 6 Hours • Community Immersion –9 Hours

Subject Name: Field Work Concurrent III

Subject Code: SOW182M312

L-T-P-C –0-0-8-4

Credit Units:4

Level of the Course: 200

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.

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.

NOTE:

Notional Hours of the practical paper, "Concurrent Field Work III" involves a blend of theoretical learning and practical application, demanding a structured approach for effective time management. Notional hours for this endeavour typically allocate 50% to hands-on fieldwork, encompassing tasks like data collection, analysis, and problem-solving directly in the field setting. The remaining 50% is dedicated to theoretical activities such as pre-field preparation, literature review, reflective journaling, and post-fieldwork analysis. This balance ensures that learners grasp both the conceptual

foundations and real-world nuances of their subject, fostering a holistic understanding and skill development.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
-	120 Hours	-

Subject Name: History and Ideologies of Social Work
Subject Name: History and Ideologies of Social Work   **Subject Code: SOW182N301**   **L-T-P-C: 3-1-0-4**   **Credit Units: 4**   **Level of the Course: 200**   **Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

Course Objective: *To understand the history and ideologies of social work profession, both in India and West*

Course Outcomes:

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

CO1	**Label** social work as a profession	BT-1
CO2	**Illustrate** the need and importance of social work education	BT-2
CO3	**Apply** professional values and ethics in social work practice.	BT-3
CO4	**Analyze** the scope of social work applications in the modern context	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	**Concepts of Social Work:** Concepts, Definitions, Functions and Objectives of Social Work; 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	20
II	**Sources of Social Work Philosophy:** Moral and religious values in social work philosophy-Christianity, Hinduism, Islam, Jain and Buddhist ideologies; Ideologies- Liberalism, Humanism, socialism and democracy; Social Reformers- Jyotiba Phule, Raja Ram Mohan Roy, Swami Vivekanada, Gandhi, Ambedkar	20
III	**Historical development of Social Work:** Evolution of Social Work and Social Service. Social Service tradition in India, History of social Work in UK, USA and India	20

	Values, Ethics and Professional Social Work Associations	
IV	Goals, Values, Principles, International Code of Ethics, National Code of ethics (1979), Declaration of Ethics of Social Worker(1997), Indianization of social work education and practice, Role and Status of professional social work association-ISPSW, NAPSWI, NASW, IFSW, IFSSW	20
	TOTAL	**80**

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

NOTE:

Notional Hours of the paper, "History and Ideologies of Social Work", will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be

organised to evaluate the knowledge they have acquired in the teaching and learning process within the classrooms.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Field Visits to NGOs- 15 Hours • Volunteer Opportunities – 15 Hours • Guest Lectures– 5 Hours • Group Projects- 5 Hours

Subject Name: Community Organisation
Subject Code: SOW182I301
L-T-P-C: 2-1-0-3
Credit Units: 3
Level of the Course: 200
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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.	**15**
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	**15**
III	**Community Dynamics:** Community Power Structure and Relevance, Leadership in the community, Characteristics of a Good Community Organiser	**15**

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	**15**
	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 andUnwin, 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.

NOTE:

Notional hours for community organization typically encompass a range of activities aimed at fostering social cohesion and addressing communal needs. These might include planning and executing community events, conducting outreach and engagement efforts, facilitating meetings and workshops to gather community input, managing volunteers and resources, collaborating with local stakeholders and government entities, advocating for community interests, and evaluating the impact of initiatives. Effective time

management and prioritization are crucial in maximizing these notional hours to create meaningful and sustainable impacts within the community.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Need assessments -11 Hours • Volunteerism - 7 Hours • Fundraising for community service projects - 12 Hours • Evaluation of community programmes - 10 Hours

Subject Name: CEN III (Fundamentals of Business Communication)
Subject Code: CEN982A301
L-T-P-C: 1-0-0-1
Credit Units: 1
Level of the course: 200
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective*: To develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.*

Course Outcomes:

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

CO1	**Define** and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	**BT-1**
CO2	**Demonstrate** confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	**BT-2**
CO3	**Apply** effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	**BT-3**

Detailed Syllabus

Modules	Course Contents	Periods
I	**Business Communication: Spoken and Written** The Role of Business Communication; Classification and Purpose of Business Communication; The Importance of Communication in Management; Communication Training for Managers; Communication Structures in Organizations; Information to be Communicated at the Workplace; Writing Business Letters, Notice, Agenda and Minutes.	5
II	**Negotiation Skills in Business Communication** The Nature and Need for Negotiation; Situations requiring and not requiring negotiations; Factors Affecting Negotiation; Location, Timing, Subjective Factors; Stages in the Negotiation Process; Preparation, Negotiation,	5

	Implementation; Negotiation Strategies.	
III	**Ethics in Business Communication** Ethical Communication; Values, Ethics and Communication; Ethical Dilemmas Facing Managers; A Strategic Approach to Business Ethics; Ethical Communication on Internet; Ethics in Advertising	5
IV	**Business Etiquettes and Professionalism** Introduction to Business Etiquette; Interview Etiquette; Social Etiquette; Workplace Etiquette; Netiquette	5
	TOTAL	**20**

Text:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**

15 hours	-	10 hours
		  - Group Discussion
		  - Presentation
		  - Quiz
		  - Case Study

Subject Name: BHS III
Subject Code: BHS982A302
L-T-P-C: 1-0-0-1
Credit Units: 1
Level of the course: 200
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective*: 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 .To enable the students to understand the process of problem solving and creative thinking.*

Course Outcomes:

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

CO1	Understand the process of problem solving and creative thinking	BT-1
CO2	Develop and enhance of skills required for decision-making	BT-2

Detailed Syllabus

Modules	Course Contents	Periods
I	**Problem Solving Process** Defining problem, the process of problem solving, Barriers to problem solving(Perception, Expression, Emotions, Intellect ,surrounding environment)	4
II	**Thinking as a tool for Problem Solving** What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: Making Predictions and Reasoning.; Memory and Critical Thinking.; Emotions and Critical Thinking.	4
III	**Creative Thinking** Definition and meaning of creativity, The nature of creative thinking :Convergent and Divergent thinking, Idea generation and evaluation (Brain Storming) Image generation and evaluation. The six-phase model of Creative Thinking: ICEDIP model	4

IV	**Building Emotional Competence** Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions; Healthy and Unhealthy expression of emotions	**4**
	TOTAL	**16**

Text:

1. *J* William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company

2. *Blair J.* Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Subject Name: Methods of Social Work Practice - I	
Subject Code: SOW182S301	
L-T-P-C: 3-1-0-4	
Credit Units: 4	
Level of the course: 200	
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)	

Course Objective: *To integrate foundational knowledge of Social Case Work, Group Work, and Social Work Research to ethically engage with diverse populations, critically evaluate their professional identity, and apply appropriate skills and techniques across various practice settings.*

Course Outcomes:

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

CO1	**Recall** the basic concept in Social Case Work, Group Work and Social Work Research.	**BT-1**
CO2	**Demonstrate** various settings and target groups of Social Case Work and Group Work.	**BT-2**
CO3	**Apply** values, ethics, knowledge, attitudes, skills, and techniques essential for professional Social Work across various settings.	**BT-3**
CO4	Critically **analyze** the professional self and persona of a social worker.	**BT-4**

Detailed Syllabus

Modules	Course Contents	Periods
I	**Social Case Work:** Meaning, Definition, Objectives, Nature, and Scope of Social Case Work; Historical Development of Social Case Work as a method of Social Work Practice; Components of Social Case Work – The Person, The Problem, The Place & The Process; Principles of Social Case Work; Phases of Social Case Work – Intake, Study, Diagnosis, Treatment, Follow up, & Termination; Ethical issues in social case work practice; Role of Social case worker.	**20**
II	**Social Group Work:** Concept of group and its types; Definition, Objectives and Scope of Social Group Work; Evolution of the Group work method; Values and Principles in Group Work; Group Dynamics; Stages/Phases of Group Formation; Techniques and Skills of Group Work; Role of Group Worker.	**20**

III	**Settings & Target Groups of Social Case Work & Group Work:** Institutional Settings – Schools, Hospitals, Observation Homes, Juvenile Homes, Old Age Homes, Orphanage, Crisis Intervention Centre, Asylum, Rehabilitation Centre, Prisons; Non-institutional Settings - Rural and Urban, Slums, Streets; Target Groups – Children, Women, Youth, Elderly, Disabled, Substance Abusers.	**20**
IV	**Social Work Research:** Meaning, Nature, Importance, Objectives and Scope of Social Work Research; Research Methods; Types of Social Work Research – Need Assessment, Situational Analysis, Participatory research, Evidence based research, program evaluation; Ethics in Social Work Research.	**20**
	TOTAL	**80**

Text Books:

1. Matthew, G., *An Introduction to Social Casework*, 1992, TISS, Bombay
2. Siddiqui, H. Y. (2008). *Group Work: Theories and Practices: India, Pakistan, Bangladesh & Sri Lanka.* Jaipur: Rawat Publications.
3. Babbie, E. R. (2010). *Essential research methods for social work*. Boston, MA: Cengage Learning.

Reference Books:

1. Mishra, P.D. (1994). *Social Work Philosophy & Methods*, Inter India Publications.
2. Hamilton, G. (1950). *Theory and Practice in Social Case Work*. New York: Columbia University Press.
3. Richmond, M. E. (1917). *Social Diagnosis*. New York: Free Press.
4. Konopka, G., 1983: Social Group Work: A Helping Process.
5. Engel, R. and Schutt R. K. (2014). *Fundamentals of Social Work Research*. USA: Sage.

Additional Readings:

1. Kothari, C. R. (2004). *Research Methodology: Methods & Techniques*. New Delhi: New Age International.
2. Douglas, T. (1978). *Basic Group Work*. London: Tavistock.
3. Richmond, M. E. (1922). *What is Social Case Work? An Introductory Description*. New York: Sage Foundation.
4. Chetkow-Yanoov, B. H. (2014). *Social work practice: A systems approach*. Routledge.
5. LeCroy, C. W. (Ed.). (2014). *Case studies in social work practice*. Wiley.

Note: Notional Hours of the Paper, "Methods of Social Work Practice – I" encompass a variety of settings such as social service agencies, hospitals, schools, rehabilitation centres, old age homes, etc. where students can apply theoretical knowledge and develop practical skills. Students gain hands-on experience in case work, group work, assessment, intervention, advocacy, and ethical practice, aligning with course concepts and methods.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Institutional Visits -11 Hours • Case Work - 7 Hours • Group Work - 12 Hours • Case Study - 5 Hours • Reflection Exercises - 5 Hours

Subject Name: Criminology and Correctional Justice System	
Subject Code: SOW182M401	
L-T-P-C: 3-1-0-4	
Credit Units: 4	
Level of the Course: 200	
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)	

Course Objective: *The course aims to support students to understand the meaning and social context of crime and criminal behaviour, as well as corrective measures for prevention of the same.*

Course Outcomes:

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

CO1	**Define** crime as a concept	BT-1
CO2	**Categorize** criminality and the perspectives of crime	BT-2
CO3	**Integrate** the role of social work in criminology through the types of crime	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 of crime, causation, and its relation to social problems, Theories of crime, characteristics of crime Definition of criminology; evolution, scope and objectives of criminology, its relationship with other social sciences.	20
II	**Key concepts in criminology:** Crime in sociological and legal point of view, criminality, typology and characteristics of criminals	20
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)	20

	Criminal Justice System:	
IV	Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act, Juvenile Justice (Care and Protection of Children) Act 2015, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Act, Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act Criminal Justice System: Components, Processes and Perspectives – Police, Judiciary and Correctional institutions	**20**
TOTAL		**80**

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 Prabha Unnithan (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.

NOTE:

Notional Hours will include tasks to be given to the student social workers to understand the scope of social work in settings of criminal behavior and support those who are in need of rehabilitation as well as sensitization. Student Social Workers will interact with clients, their family, people in the immediate vicinity, and a variety of clientele, including those practicing law and advocating for human rights.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Role Playing Scenarios- 10 Hours • Reflective Journals – 10 Hours

		- Rights-based/ Advocacy Workshops – 10 Hours - Simulations - 10Hours

Subject Name: Methods of Social Work Practice-II	
Subject Code: SOW182M402	
L-T-P-C: 3-1-0-4	
Credit Units: 4	
Level of the course: 200	
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)	

Course Objective: *To equip social work students with advanced knowledge and skills in community organization, urban and rural community development, and social action.*

Course Outcomes:

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

CO1	**Understand** the theoretical foundations and principles of community organization and development	**BT-1**
CO2	**Analyse** the dynamics of rural and urban communities and identify their unique strengths and challenges	**BT-2**
CO3	**Examine** the strategies for initiating and sustaining the social action within communities	**BT-3**
CO4	**Reflect** on the role of social workers as change agents and advocates in promoting social justice and equity	**BT-4**

Detailed Syllabus

Modules	Course Contents	Periods
I	**Community Organization:** Community: Concept, Meaning and Definition; Components and Characteristics, functions, and major forms of community Community Organization: Concept, Meaning, definition and scope; Models, Principles, and process of Community Organization	12
II	**Rural and Urban Community Development:** **Rural Community Development:** Concept, Meaning, and Characteristics History of Rural Community Development in India, Indian Rural Economy, Rural Industries: Cottage and Village Industries. Policies and Programmes: MGNREGA, NRLM, PMGSY, DDUGKY, PMAYG; **Urban Community Development:** Concept, Meaning, and Characteristics; Industrialization and Urbanization, Urban Planning and	28

	Development, Urbanization in North-East India; Policies and Programmes: AMRUT, NULM, JNNURM, SBM (U), NERUDP	
III	**Social Action:** Concept, Meaning, Definition and Scope, Social Action and its relationship with other Methods of Social Work, Principles and Strategies of Social Action.; Models of Social Action -Popular and Elitist; Need Based and Right Based Approaches	**20**
IV	**Role of Social Worker:** Advocate, Educator, Researcher, Enabler, Mediator, Counsellor, Manager, Case Manager, Facilitator, Community Change Agent, and Broker	**20**
	TOTAL	**80**

Textbooks:

1. Ross, M.G. (1995). Community Organization: Theory and Principles. New York: Harper and Brot.

2. Social Work- An Integrated Approach, Bhattacharya Sanjay,2003, Deep &Deep Publications Pvt.Ltd.,New Delhi.

3. Mishar (1994). Social Work Philosophy & Methods. 1st edition,1994, Inter India Publications.

Reference Books:

1. Patil, A.R. (2013). Community Organization and Development: An Indian Perspective. PHI Private Learning Limited: Delhi

2. Desai, A.R. (1995). Rural Sociology in India: Bombay: Popular Prakasam

3. Savage, Mike, Wade & Alan (1993). Urban Sociology, Capitalism and Modernity. England: MacMillan Distributor Ltd.

Additional Readings:

1. Unger, M., Manuel, S., Mealy, S. Thomas, G., & Campbell, C. (2004). A study of community guides: Lessons for professionals practicing with and in communities. Social Work, 49 (4), 550-561.

2. Steen, J.A. (2006). The roots of human rights advocacy and a call to action. Social Work, 51(2), 101-105.

NOTE:

Notional hours will include students engaging in hands-on fieldwork in social service agencies, community organizations, or other relevant settings. They will apply theoretical knowledge learned in class to practical situations, working directly with individuals, families, groups, or communities under the supervision of experienced social workers. Through these placements, students will develop professional skills, build relationships with clients, and gain a deeper understanding of social work practice in diverse contexts.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Field Practicum- 12 Hours • Simulated Case Studies – 8 Hours • Group Discussions and Debates – 10 Hours • Reflective Journal or Logs – 10 Hours

| Subject Name: Field Work Concurrent IV |
| Subject Code: SOW182M413 |
| L-T-P-C –0-0-8-4 |
| Credit Units: 4 |
| Level of the Course: 200 |
| 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.

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.

NOTE:

Notional Hours of the practical paper, "Field Work Concurrent IV" will include student social workers exposure to the nearby communities and to conduct a study on the different elements and structure of the communities. Students will be required to make an analysis of the living condition of the people in the locality. Students to prepare a plan for social work practice and community development. Students to apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
-	120 Hours	-

Subject Name: Development in North- East India
Subject Code: SOW182N401
L-T-P-C –3-1-0-4
Credit Units:4
Level of the Course: 200
Scheme of Evaluation: Theory (Internal- 30% and Semester End Examination-70%

Course Objective: *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.	15
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	22
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;	22

	Infrastructure and Management of Environment	
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.	**21**
	TOTAL	**80**

Textbooks:

1. Baruah, S. (2009). *Beyond counter-insurgency: Breaking the impasse in Northeast India*. New Delhi: OUP.

2. Bhattacharya, N., &Pachuau, 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. McDuie-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.

NOTE:

Notional Hours will include field visit of Student Social Workers to work in problem-afflicted areas or with problem-afflicted people. They may try to resolve the problem individually i.e., by helping individuals to overcome the problem by themselves. For example, the social worker may encourage a drug addict to go for rehabilitation. A social worker may also tackle the problem at the community level. Some of the strategies can be influencing government policy, persuading the bureaucracy to take necessary action, conduct awareness campaigns etc. Whatever may be the strategy, the student social

worker should have greater awareness about the dimensions and the causative factors of social problems related to the north east region.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Social Problem Debates- 12 Hours • Panel Discussions – 6 Hours • Social Policy discussion– 6 Hours • Simulation exercises-6 Hours • Community Immersion – 10 Hours

Subject Name: Human Rights and Social Work	
Subject Code: SOW182N402	
L-T-P-C: 2-1-0-3	
Credit Units: 3	
Level of the course: 200	
Scheme of Evaluation: Theory (Internal- 30% and Semester End Examination-70%	

Course Objectives: *To gain a critical awareness of the social, political, and economic issues in society and to understand the problems with social justice and human rights that our society faces.*

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

CO1	**Define** the key concepts of human rights and the rise of the rights-based approach in social work practice	**BT-1**
CO2	**Explain** the background of human rights and rights-based framework to comprehend societal challenges and problems.	**BT-2**
CO3	**Develop** the information and abilities needed to work towards a just society and developing an appropriate attitudes and commitment required for this.	**BT-3**
CO4	**Examine** understanding of institutional mechanisms and systems for attainment of social justice and protection of human rights	**BT-4**

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I.	**Introduction to Social Justice and Human Rights - Theoretical Orientation:** Social Justice: Philosophy, Concept, and dimensions; Social Justice as a core value of social work profession; Concept and historical context of Human Rights; Theories and philosophy of human rights: Political systems and Paradigms; Constitutional base of social justice, positive and protective discrimination; Indian Constitution: Fundamental rights and duties	20
II.	**Marginalization and Human Rights Issues in India** Social injustice in the Indian context: Exclusion, oppression and marginalization among Marginalized groups in the Indian society: OBC, SC/ST and minorities; Occupations and Vulnerable groups: persons with disability, child workers, domestic workers, manual scavengers, commercial sex workers, Bonded Labour and Migrant workers; Human rights concerns of	**20**

	Refugees and victims of conflicts and violence; Human right issues under globalization, climate change and development with justice	
III.	**Instrument of Social Justice - Human Rights Declarations, Treaties and Conventions** The Universal Declaration of Human Rights, 1948; International Covenant on Civil and Political Right; International Covenant on Economic, Social and Cultural Right; Declaration on the Rights of the Child and Convention on the Rights of the Child; Declaration on the Elimination of all forms of intolerance and of discrimination based on religion or belief; Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols with specific reference to children and women; International human rights agencies: Amnesty International, Human Rights Watch.	20
IV.	**National Institutions for Protection of Social Justice and Human Rights** Indian Constitution: Fundamental rights, Directive Principles of State Policy and fundamental duties; Indian legal system and protection of marginalized section of society - case illustrations; Statutory bodies/organs for justice – NHRC, NCW, NCM, NC for SC/ST, OBC, Minority etc; legal literacy, free legal aid; Human rights activism and civil society initiatives in India - PUCL and PUDR; Human rights perspective in social work practice: ethnic sensitive practice, social work with diverse groups.; Social work practice with victims of human rights violations.	20
	TOTAL	**80**

Textbooks:

1. Krishna PS. (2017). *Social Exclusion and Justice in India*. Taylor & Francis.

2. Jodhka, Surinder S. (2015). *Caste in Contemporary India*. New Delhi: Routledge.

3. Kummitha R (2015) Social Exclusion: The European Concept for Indian Social Reality. *Social Change*, vol. 45(1) 1–23.

Additional Readings:

1. Singh A K (2014) *Human Rights and Social Justice*. VL Media Solutions, India

2. David G. (2013) *Confronting Injustice and Oppression: Concepts and Strategies for Social Workers* (Foundations of Social Work Knowledge Series).

3. Lorenzetti. L (2013) Developing a Cohesive Emancipatory Social Work Identity: Risking an Act of Love. *Critical Social Work*, *Vol. 14(2).*

Reference Books:

1. Alternate Report (NCDHR) 2008 The Implementation of International Covenant on Economic, Social and Cultural Rights (A Periodic Report Submitted by the State Parties under Articles 16 and 17 of the Covenant.

2. Bandyopadhyay. M (2006) Education of marginalised groups in India: From the perspective of social justice. *Social Change*, *Vol. 36(2).*

Note:

Notional Hours of the Paper, "Human Rights and Social Work" will incorporate different settings such as social service and human rights agencies, NGOs, Vulnerable groups, Caste groups, old age homes, etc. where students can apply theoretical knowledge and develop practical skills. Students gain hands-on experience in principles, methods of Human rights, and use social work methods like group work, case work etc, assessment, intervention, and ethical practice, aligning with course concepts and methods will be used for the course.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
80 Hours	-	**40 Hours** • Project Writing- 12 Hours • Presentation – 10 Hours • Movie Screening– 8 Hours • Article and Book review-10 Hours

Subject Name: CEN IV (Employability and Communication)

Subject Code: CEN982A401

L-T-P-C: 1-0-0-1

Credit Units: 1

Level of the course: 200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *To enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.*

Course Outcomes:

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

CO1	**Demonstrate** understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	**BT-1**
CO2	**Develop** professional documents to meet the objectives of the workplace	**BT-2**
CO3	**Define** and identify different life skills and internet competencies required in personal and professional life.	**BT-3**

Detailed Syllabus

Modules	Course Contents	Periods
I	**Presentation Skills** Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	**Business Writing** Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports; Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals; Technical articles: Types and structure	5
III	**Preparing for jobs** Employment Communication and its Importance, Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters; Interviews: Types of interviews, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5

IV	**Digital Literacy and Life Skills** **Digital literacy:** Digital skills for the '21st century', College students and technology, information management using Webspace, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. **Life Skills**: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem- solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking	**5**
	TOTAL	**20**

Textbooks:

1. Business Communication by PD Chaturvedi and Mukesh Chaturvedi

2. Business Communication by Shalini Verma

3. Technical Communication by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 hours	-	10 hours Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits

Subject Name: Behavioural Sciences IV

Subject Code: BHS982A402

L-T-P-C: 1-0-0-1

Credit Units: 1

Level of the course: 200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

Course Objective: *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	**Understand** the importance of individual differences	**BT-1**
CO2	**Develop** a better understanding of self in relation to society and nation	**BT-2**
CO3	**Facilitation** for a meaningful existence and adjustment in society	**BT-3**

Detailed Syllabus

Modules	Course Contents	Periods
I	**Managing Personal Effectiveness** Setting goals to maintain focus, Dimensions of personal effectiveness (self-disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions	4
II	**Positive Personal Growth** Understanding & developing positive emotions,Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth	4
III	**Handling Diversity** Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4

IV	**Developing Negotiation Skills** Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations.; Negotiation and interpersonal communication. Rapport Building – NLP.	**4**
	TOTAL	**16**

Textbooks:

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.