

Rajiv Gandhi University

(NAAC 'A' Graded Central University)

COURSE CURRICULUM

MASTER OF ARTS IN SOCIAL WORK (MASW) **AS PER NATIONAL EDUCATION POLICY (NEP) – 2020**

**Effective From
2024-25**



Department of Social Work

Rajiv Gandhi University (A Central University)
Rono Hills, Doimukh, Arunachal Pradesh – 791112

ONE YEAR P.G. DIPLOMA in SOCIAL WORK

(Programme Code: SOW-1101)

ONE YEAR/TWO YEAR M.A. in SOCIAL WORK with RESEARCH

(Programme Code: SOW-2101)

ONE YEAR/TWO YEAR M.A. in SOCIAL WORK with COURSE WORK and RESEARCH

(Programme Code: SOW-3101)

ONE YEAR/TWO YEAR M.A. in SOCIAL WORK with COURSE WORK

(Programme Code: SOW-4101)

1.0 The Preamble

The Post Graduate Programme in Social Work at the Department of Social Work, Rajiv Gandhi University (Central University - Itanagar), Arunachal Pradesh is intended to provide a broad framework within which the discipline could respond to the changing needs of its various stakeholders in exclusivity in a more empathetic and pragmatic manner.

The Post Graduate (PG) Programme in Social Work is designed to prepare students for advanced professional practice in social work. This program integrates theoretical knowledge with practical experience, emphasizing the values of social justice, human rights, and the dignity and worth of the individual. Students will engage in rigorous academic coursework, field education, and research to develop the skills necessary to address the complex social issues and to work with diverse populations.

The Post Graduate (PG) Programme in Social Work aims to cultivate compassionate, competent, and ethical social workers who are committed to make a positive impact on individuals, families, communities, and society at large. Through this, students will be equipped to become leaders in the fields, advocating for social change and contributing to the betterment of humanity.

The curriculum is an initiative of new kind and is expected to assist in the building and maintenance of Post Graduate (PG) Programme in Social Work with innovative skill by holding a periodic review within a broad framework of an agreed structure as standard reference.

Adhering to the spirit of learner centric and flexible education, the MASW Course Curriculum at RGU incorporates Core, Supportive, Inter-Disciplinary, and Elective courses. The inclusion of Massive Open Online Courses (MOOCs) and Research Project as envisioned in National Education Policy (NEP) 2020 are the latest highlights of the course curriculum. The sequence of papers is well thought out from Core Domain to Skill and Research Oriented Courses followed by Discipline Specific Elective and Research Project so as to build insights and ensure personal as well as professional development of the learners.

Every theory paper consists of 100 marks which includes 20 marks for Internal Assessments and 80 marks for Term End Examinations. There will be three Internal Assessments per semester for each theory paper from which highest two will be considered for final evaluation. Students will have to secure minimum passing marks (45%) in their Internal Assessments for appearing in Term End Examinations.

Field Work being our signature pedagogy will be mandatory component of course curriculum during each semester. Hence, students will be doing Social Work Practicum (SWP) in every semester as per the guidelines given in the course curriculum. Apart from SWP, after the conclusion of 4th Semester Term End Examinations, students will have to accomplish four (4) weeks of mandatory Internship as per choices opted by them and finalised by the Department. It will be evaluated before the declaration of 4th semester examination results.

Credit Requirements and Eligibility for the Master's Programme

Sr. No.	Programme Name/Qualifications	Level	Credits	Credit Points
1	PG Diploma	6	40	240
2	1-Year PG after a 4-year UG	6.5	40	260
3	2-Year PG after a 3-year UG	6.5	40 + 40	260
4	2-Year PG after a 4-year UG such as B.E., B. Tech. etc.	7	40 + 40	280

1.1 Graduate Attributes of PG Programmes

Qualifications that signify completion of the post graduate degree will be awarded to students who:

- i) Would demonstrate knowledge and understanding that is based upon opportunity for originality in developing and/or applying ideas, often within a research context;
- ii) can apply their knowledge understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- iii) have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- iv) can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- v) have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

1.2 Curricular Components at Entry Level for a Post Graduate Programme

1-year PG Diploma in Social Work: Students entering after 1-year of 2-year of PG with a min. credit earned equivalent to 40 will be awarded with PG Diploma in Social Work.

1-year Master of Arts in Social Work: Students entering 1-year Master of Arts in Social Work after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research.

2-year Master of Arts in Social Work: Students entering 2-year Master of Arts in Social Work after a 3-year UG programme can choose to do (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

The programme is intended to sharpen the students' analytical abilities to optimally solve problems, the curriculum, in general, comprises advanced skills and real-world experience and less of a research component.

1.3 Credit Distribution

a) For 1-year Master of Arts in Social Work

Department of Social Work shall follow Coursework +Research Model for 1-year Master of Arts in Social Work

Curricular Components	One -Year Master of Arts in Social Work Programme Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	22	20	42

b) 2 Year Master of Arts in Social Work

Curricular Components		Two-Year Master of Arts in Social Work Programme Minimum Credits			
		Course Level	Coursework	Research Thesis/Project/ Patent	Total Credits
1 st Year (1 st & 2 nd Semester)		400 500	22 22	--	44
Students who exit after attending 1 st year shall be awarded a Postgraduate Diploma in Social Work					
2 nd Year (3 rd & 4 th Semester)	Course Work and Research	500	20	20	40

1.4 Exit Point

1.4.1 In case of M.A in Social Work (1 Year) programme, there shall be no exit point. All enrolled students have to complete their post-graduation within 1-year duration/two semesters.

1.4.2 In case of M.A in Social Work (2 Year) programme, there shall only be one exit point for those who join two-year PG programme. However, students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in Education and they shall have to complete their PG within duration of 4 years.

Course Levels

400-499: Advanced courses which would include lecture courses with practicum, seminar- based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses

500-599: For students who have graduated with a 4-year bachelor's degree. It provides an opportunity for original study or investigation in the major or field of specialization, on an individual and more autonomous basis at the postgraduate level

1.5 Flexibility

- Flexibility is one of the hallmarks of NEP 2020. The benefits of pursuing M.A. in Social Work is that it offers great flexibility viz. enrolling in online programmes, pursuing two postgraduate programmes simultaneously, crediting work experience, etc. Also, it is noticeable that postgraduate programmes which are entirely online, allow students to participate in the programme along with their current responsibilities. This makes earning a postgraduate degree while continuing to work easier and more accessible to individuals.
- Another opportunity for students is the facility to pursue two academic programmes simultaneously 1) in two full-time academic programmes in the physical mode provided that there is no overlapping of class timings between the two programmes. 2) A student

can pursue two academic programmes, one in full-time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.

- Credit is action of relevant work experience is another initiative to make education more holistic. The UGC-NCrF enables the assignment of credits for the experience attained by a person after undergoing a particular educational programme. In case a learner through employment gains experiences relevant to the PG programme he/she wants to pursue; the work experience can be credited after assessment. Accordingly, the duration can be adjusted by the RGU. The maximum weightage provided for under this dimension is two (2) i.e. a candidate/ trained person can at best earn credits equal to the credits acquired for the base qualification/ skill, provided he has more than a certain number of years of work experience. The redemption of credits so earned, however, shall be based on the principle of assessment bands given in the National Curriculum Framework (NCrF).
- The credit points may be redeemed as per Academic Bank of Credit (ABC) guidelines for entry or admission in higher education at multiple levels enabling horizontal and vertical mobility with various lateral entry options
- The principle of calculating credits acquired by a candidate by virtue of relevant experiential learning including relevant experience and professional levels acquired and attaining proficiency levels (post-completion of an academic grade/ skill-based program) gained by the learner/student in the industry is given in the Table 1.5.1 below.

1.5.1 Credit Assignment for Relevant Experience/Proficiency

Experience cum Proficiency Levels	Description of the relevant Experiential learning including relevant experience and professional levels acquired and attaining proficiency levels	Weightage/ Multiplication Factor	No. of years of experience (Only indicative)
Trained/ Qualification Attained	Someone who has completed the coursework/education/training and has been taught the skills and knowledge needed for a particular job or activity.	1	Less than or equal to 1 year
Proficient	Proficient would mean having the level of advancement in a particular profession, skill set, or knowledge.	1.33	More than 1 less than or Equal to 4
Expert	Expert means having high level of knowledge and experience in a trade or profession.	1.67	More than 4 less than or Equal to 7
Master	Master is someone having exceptional skill or knowledge of a subject/domain.	2	More than 7

1.6 Assessment Strategy

The NEP-2020 emphasizes upon formative and continuous assessment rather than summative assessment. Therefore, the scheme of assessment will have components of the set two types of assessments. Assessment has to have correlations with the learning outcomes that are to be achieved by a student after completion of the course. Therefore, the mode and system of assessments have to be guided by the learning outcomes.

1.6.1 Course Evaluation/Assessment

The evaluation system in the form of marks distribution for each course in Post Graduate Programme in Social Work is depicted in the credit system.

1.7 Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study. The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

1.7.1 Computation of SGPA and CGPA

UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA(S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

-where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

Example for Computation of SGPA is as follows:

Semester	Course	Credit	Letter Grade	Grade Point	(Credit x Grade)
1	Course1	3	A	8	3 x 8 = 24
1	Course1	4	B+	7	4 x 7 = 28
1	Course1	3	B	6	3 x 6 = 18
1	Course1	3	O	10	3 x 10 = 30
1	Course1	3	C	5	3 x 5 = 15
1	Course1	4	B	6	4 x 6 = 24
		20			139
SGPA					139/20=6.95

ii. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \sum (\text{Ci} \times \text{Si}) / \sum \text{Ci}$$

-where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester. Example for Computation of CGPA

Semester1	Semester2	Semester3	Semester4
Credit20 SGPA 6.9	Credit20 SGPA 7.8	Credit20 SGPA 5.6	Credit20 SGPA 6.0
CGPA = (20x6.9+20x7.8+20x5.6+20x6.0)/80 = 6.6			

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

2.0 Nomenclature Used in the Syllabus as per NEP-2020

▪ Programme Educational Objective (PEO)

PEOs are broad statements that describe the career and professional accomplishments that graduates of a programme are expected to achieve within a few years of graduation.

▪ Programme Outcome (PO)

POs are specific statements that describe what students are expected to know and be able to do by the time they complete a programme.

▪ Programme Specific Outcome (PSO)

PSOs are similar to POs but are more specific to a particular specialization or focus area within a programme.

▪ Course Outcome (CO)

COs are statements that describe the specific learning objectives of individual

courses within a programme.

2.1 PROGRAMME EDUCATIONAL OBJECTIVES(PEOs)

The Post Graduate programme in Social Work aims to fulfil the following goals and educational objectives:

PEO 1: In-depth Understanding: To develop a deep understanding of national security challenges, international relations, warfare dynamics, and strategic defence mechanisms to effectively analyse and address security issues.

PEO 2: Applied Knowledge: To equip students with the capability to apply knowledge of Defence and Strategic Studies to real-world scenarios, emerging security threats, and global conflicts, fostering practical problem-solving skills.

PEO 3: Strategic Thinking: To cultivate strategic thinking and leadership abilities essential for formulating and implementing defence and security strategies at national, regional, and international levels.

PEO 4: Ethical Decision-Making: To instil a sense of ethical responsibility and moral conduct, ensuring graduates make principled decisions in defence and strategic roles, upholding integrity in security-related decision-making.

PEO5: Professional Development: To support the professional development of students, enabling them to pursue advanced studies, research, and career paths in defence, national security, intelligence, and strategic analysis domains.

2.2 PROGRAMME OUTCOMES (POs)

PO1: Basic Foundational Knowledge

The post graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts with a blend of evidence based and theory driven practice.

PO2: Critical Thinking and Problem Solving

The post graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analysing, and evaluating complex problems and issues for arriving at effective solutions with value based interventions.

PO3: Research Orientation and Application

The post graduates would augment the capability to demonstrate understanding in acquisition of primary sources of knowledge and utilize research tools to investigate, analyses, interpret data and synthesize information to arrive at sound conclusions and enhance the capacity to use practical knowledge of appropriate tools and techniques, including the use of latest technology, to address issues and solve problems.

PO4: Indigenous Context and Idea of Good Citizenship

The post graduate students would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhance the capacity to apply knowledge and

skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PO5: Complex Problem Solving

The post graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PO6: Creativity and Diligence

The post graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO7: Language and Communication Skills

The post graduates should be able to demonstrate the skills that enable them to 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, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

PO8: Analytical Reasoning and Thinking

The post graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyse and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PO9: Empathy

The post graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

PO10: Leadership Qualities

The post graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

2.3 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learning outcomes that a student should be able to demonstrate on completion of the post graduate degree programme may involve academic, behavioural and social competencies as described below:

PSO1-Advanced Skills in Theory Driven and Evidence Based Practice: Graduates will demonstrate advanced skills in assessment, intervention, and evaluation with individuals, families, groups, organisations, and communities utilizing evidence- based practices and culturally responsive approaches.

PSO2-Ethical and Professional Behaviour: Graduates will exhibit a strong commitment to ethical practice and professional behaviour, adhering to the values and standards of the social work profession, and effectively managing ethical dilemmas in practice settings.

PSO3-Leadership and Advocacy: Graduates will be prepared to take on leadership roles in social work practice, advocating for social justice, human rights, and policy changes to improve the well-being of marginalized and vulnerable populations.

PSO4-Research and Constructive Thinking: Graduates will utilize research methodologies and critical thinking skills to inform practice, contribute to the knowledge base of the profession, and evaluate the effectiveness of social work interventions and programs.

PSO5- Interdisciplinary Collaboration: Graduates will effectively collaborate with professionals from other disciplines to enhance service delivery and outcomes for clients, understanding the importance of a holistic and integrated approach to addressing complex social issues.

2.4 Structure of the PG Diploma/One/Two Year Post-Graduate Programme in Social Work

***1 Credit for Lecture = 15 Hours in a Semester**

****1 Credit for Tutorial = 15 Hours in a Semester**

*****1 Credit for Practicum = 30 Hours in a Semester**

Course Structure for Postgraduate Programme in Social Work with Research

PG Diploma in Social Work (Programme Code: SOW-1101) & One Year/Two Year MA in Social Work with Research (Programme Code: SOW-2101)

N Cr F Credit Level	Semester	Course Code	Course Name	Course Level	Credit	Total Credit	Marks Distribution			Credit Distribution L+T+P	Contact Hours
							Internal	End Sem.	Total		
6.0	Semester I	SOW-101-CC-5110	Foundations of Social Work	400	4	22	20	80	100	3+1+0	60
		SOW-101-CC-5120	Human Behaviour and Working with Individuals	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5130	Social Systems and Working with Communities	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5140	Social Work Practicum - I	400	6		150	50	200	0+0+6	180
		SOW-101-RC-5110	Social Work Research/MOOCs	500	4		20	80	100	3+1+0	60
	Semester II	SOW-101-CC-5210	Social Work Practicum-II	400	6	22	150	50	200	0+0+6	180
		SOW-101-DE-52010*	Working with Groups	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52020*	Social Welfare Administration & Social Action	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52030*	Integrated Social Work, Social Policy and Social Legislation	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52040*	Rural and Urban Community Development	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52050*	Community Health and Counselling	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52060*	Social Work with Youth	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52070*	Gerontological Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52080*	Human Resources and Industrial Relations (HR& IL)	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52090*	Tribal Social Work Practice	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52100*	Green Social Work & Disaster Management	500	4		20	80	100	3+1+0	60
		SOW-101-RC-5210	Research and Publication Ethics/MOOCs	400	4		20	80	100	3+1+0	60
Total Credit (First Year)						44					
Exit option with Post-Graduate Diploma in Social Work on completion of courses with a minimum of 44 credits or Entry to One Year MA in Social Work with Research											
6.5	Semester III	SOW-101-RP-6110	Research Project	500	40	40	300	200	500	0+0+40	1200
	Semester IV										
Total Credit (Aggregate)						84					
Post-Graduate Degree (MA) in Social Work with Research on completion of courses with a minimum of 84 credits											

*Students will choose *three* courses out of the **Departmental Elective Courses** (II Semester) from the list.

Course Structure for Postgraduate Programme in Social Work with Course Work & Research

PG Diploma in Social Work (Programme Code: SOW-1101) & One Year/Two Year MA in Social Work with Course Work & Research (Programme Code: SOW-3101)

N Cr F Credit Level	Semester	Course Code	Course Name	Course Level	Credit	Total Credit	Marks Distribution			Credit Distribution L+T+P	Contact Hours
							Internal	End Sem.	Total		
6.0	Semester I	SOW-101-CC-5110	Foundations of Social Work	400	4	22	20	80	100	3+1+0	60
		SOW-101-CC-5120	Human Behaviour and Working with Individuals	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5130	Social Systems and Working with Communities	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5140	Social Work Practicum-I	400	6		150	50	200	0+0+6	180
		SOW-101-RC-5110	Social Work Research /MOOCs	500	4		20	80	100	3+1+0	60
	Semester II	SOW-101-CC-5210	Social Work Practicum-II	400	6	22	150	50	200	0+0+6	180
		SOW-101-DE-52010*	Working with Groups	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52020*	Social Welfare Administration & Social Action	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52030*	Integrated Social Work, Social Policy and Social Legislation	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52040*	Rural and Urban Community Development	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52050*	Indian Knowledge System and Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52060*	Human Resources and Industrial Relations (HR& IL)	500	4		20	80	100	3+1+0	60
		SOW-101-RC-5210	Research and Publication Ethics/MOOCs	400	4		20	80	100	3+1+0	60
Total Credit (First Year)						44					
Exit option with Post-Graduate Diploma in Social Work on completion of courses with a minimum of 44 credits or Entry to One Year MA in Social Work with Course Work Research											
6.5	Semester III	SOW-101-CW-61010	Community Health and Counselling	500	4	22	20	80	100	3+1+0	60
		SOW-101-CW-61020	Gerontological Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61030	Tribal Social Work Practice	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61040	Green Social Work & Disaster Management	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61050	Social Work Practicum-III	500	6		150	50	200	0+0+6	180
	Semester IV	SOW-101-RP-6110	Research Project	500	20	20	240	60	300	0+0+20	600
Total Credit (Aggregate)						86					
Post-Graduate Degree (MA) in Social Work with Coursework & Research on completion of courses with a minimum of 86 credits											

*Students will choose *three* courses out of the **Departmental Elective Courses** (II Semester) from the list.

Course Structure for Postgraduate Programme in Social Work with Course Work

PG Diploma in Social Work (Programme Code: SOW-1101) & One Year/Two Year MA in Social Work with Course Work (Programme Code: SOW-4101)

N Cr F Credit Level	Semester	Course Code	Course Name	Course Level	Credit	Total Credit	Marks Distribution			Credit Distribution L+T+P	Contact Hours
							Internal	End Sem.	Total		
6.0	Semester I	SOW-101-CC-5110	Foundations of Social Work	400	4	22	20	80	100	3+1+0	60
		SOW-101-CC-5120	Human Behaviour and Working with Individuals	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5130	Social Systems and Working with Communities	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5140	Social Work Practicum - I	400	6		150	50	200	0+0+6	180
		SOW-101-RC-5110	Social Work Research /MOOCs	500	4		20	80	100	3+1+0	60
	Semester II	SOW-101-CC-5210	Social Work Practicum-II	400	6	22	150	50	200	0+0+6	180
		SOW-101-DE-52010*	Working with Groups	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52020*	Social Welfare Administration & Social Action	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52030*	Integrated Social Work, Social Policy and Social Legislation	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52040*	Rural and Urban Community Development	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52050*	Indian Knowledge System and Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52060*	Human Resources and Industrial Relations (HR& IL)	500	4		20	80	100	3+1+0	60
		SOW-101-RC-5210	Research and Publication Ethics/MOOCs	400	4		20	80	100	3+1+0	60
Total Credit (First Year)						44					
Exit option with Post-Graduate Diploma in Social Work on completion of courses with a minimum of 44 credits or Entry to One Year MA in Social Work with Course Work											
6.5	Semester III	SOW-101-CW-61010	Community Health and Counselling	500	4	22	20	80	100	3+1+0	60
		SOW-101-CW-61020	Gerontological Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61030	Tribal Social Work Practice	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61040	Green Social Work & Disaster Management	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61050	Social Work Practicum-III	500	6		150	50	200	0+0+6	180
	Semester IV	SOW-101-CW-62010	Livelihood, Skill Development and Entrepreneurship	500	4	22	20	80	100	3+1+0	60
		SOW-101-CW-62020	Human Rights and Social Defence	500	4		20	80	100	3+1+0	60
		SOW-101-CW-62030	Social Work Practice with Differently Abled	500	4		20	80	100	3+1+0	60
		SOW-101-CW-62040	Social Justice and Empowerment	500	4		20	80	100	3+1+0	60
		SOW-101-CW-62050	Social Work Practicum-IV	500	6		150	50	200	0+0+6	180
Total Credit (Aggregate)						88					
Post-Graduate Degree (MA) in Social Work with Coursework on completion of courses with a minimum of 88 credits											

*Students will choose *three* courses out of the **Departmental Elective Courses** (II Semester) from the list.

Postgraduate Programme in Social Work with Research

PG Diploma in Social Work (Programme Code: SOW-1101) &
One Year/Two Year MA in Social Work with Research (Programme Code: SOW-2101)

N Cr F Credit Level	Semester	Core Papers (Core Course/Elective)	Course Level	Credit	Total Credit	Max. Marks			Credit Distribution	Contact Hours
		Course Name				Internal	End Sem	Total	L: T: P	
6	Sem-I	SOW-101-CC-5110: Foundations of Social Work	400	4	22	20	80	100	3+1+0	60
		SOW-101-CC-5120: Human Behaviour and Working with Individuals	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5130: Social Systems and Working with Communities	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5140: Social Work Practicum - I	400	6		150	50	200	0+0+6	180
		SOW-101-RC-5110: Social Work Research /MOOCs	500	4		20	80	100	3+1+0	60
	Sem-II	SOW-101-CC-5210: Social Work Practicum-II	400	6	22	150	50	200	0+0+6	180
		SOW-101-DE-52010*: Working with Groups	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52020*: Social Welfare Administration & Social Action	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52030*: Integrated Social Work, Social Policy and Social Legislation	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52040*: Rural and Urban Community Development	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52050*: Community Health and Counselling	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52060*: Social Work with Youth	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52070*: Gerontological Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52080*: Human Resources and Industrial Relations (HR& IL)	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52090*: Tribal Social Work Practice	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52100*: Green Social Work & Disaster Management	500	4		20	80	100	3+1+0	60
		SOW-101-RC-5210: Research and Publication Ethics/MOOCs	400	4		20	80	100	3+1+0	60
Total Credit (I Year)					44					
Exit option with Post-Graduate Diploma in Social Work on completion of courses with a minimum of 44 credits or Entry to One Year MA in Social Work with Research										
6.5	Sem-III	SOW-101-RP-6110:	500	40	40	300	200	500	0+0+40	1200
	Sem-IV	Research Project								
Total Credit (Aggregate)					84					
Post-Graduate Degree (MA) in Social Work with Research on completion of courses with a minimum of 84 credits.										

*Students will choose *three* courses out of the **Departmental Elective Courses** (II Semester) from the list.

SEMESTER -I

SEMESTER I

Core Course I

SOW-101-CC-5110: FOUNDATIONS OF SOCIAL WORK (FSW)

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To acquire an understanding of the conceptual and the theoretical foundations of Social Work LO2: To understand the nature of Social Work as a Profession and about Social Work education in India LO3: To develop an understanding on the scope of Social Work intervention in North East India	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Develop a comprehensive understanding of the conceptual and theoretical foundations of Social Work, enabling them to critically analyze and apply theoretical perspectives to real-world social work interventions. CO2: Able to demonstrate an understanding of Social Work as a profession, including its history, values, ethics, and standards, as well as the current state of Social Work education in India, preparing them for professional practice and further education. CO3: Able to identify and explain the scope of Social Work intervention in North East India, recognizing the unique social, cultural, and economic contexts and developing culturally sensitive and effective intervention strategies to address regional challenges. CO4: Equipped with a solid foundation in Social Work theory, practice, and profession, enabling them to navigate complex social issues, develop effective interventions, and contribute to the betterment of society, particularly in the North East Indian context.	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
I	Concepts and Introduction a. Social Work – Meaning, Evolving Global Definitions and Values b. Historical Evolution of Social Work Practice and Education: World; India; North-East India c. Concepts Related to Social Work – Philanthropy; Charity; Voluntary Action; Social Service; Social Welfare; Social Reform; Social Security;	15	1,5

	Social Policy; Social Justice and Human Rights d. Social Work as a Profession in India and North-East India: Scope and Challenges e. Social Work Education-Domains: Core; Supportive; Elective and Inter Disciplinary		
II	Social Work Practicum and Practice Domains a. Field Work: Importance; Components b. Purpose and Types of Field Recording c. Practice Domains and Specialisations: Child, Youth, Family, Women & Aged, Urban and Rural Community, Indigenous and Marginalised; Occupational Social Work; Social Defence; Differently abled, Health Social Work.	15	3,4
III	Approaches and Methods of Social Work Intervention a. Clinical and Critical Approaches b. Primary and Secondary Methods of Social Work: Nomenclature and Need c. Social Case Work, Working with Groups, Working with Communities d. Social Action, Social Work Research, Social Welfare Administration	15	2,3,4
IV	Theoretical Perspectives for Social Work Practice a. General System and Ecosystem Perspectives b. Strengths and Role Theory c. Evidence Based Practice d. Radical Social Work e. Feminist and Green Social Work f. Gandhian Social Work: Philosophy and Practice	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

- Alinsky, Saul. (1971). *Rules for Radicals*. Chicago: Knopf Doubleday Publishing Group.
- Allan, June, Bob Pease & Linda Briskman (ed.). (2003). *Critical Social Work – An Introduction to Theories and Practices*. Jaipur: Rawat Publications.
- Bhanti, Raj. (1996). *Field Work in Social Work Perspective*. New Delhi: Himanshu Publications.

- Choudhary, D. Paul. (1983). *Introduction to Social Work*. New Delhi: Atmaram & Sons.
- Cox, D. & Pawar, M. (2006). *International Social Work – Issues, Strategies and Programs*. New Delhi: Vistar Publications.
- Dasgupta, S. (1967). *Towards a philosophy of Social Work in India*. New Delhi: Popular Book Services.
- Desai, M. (2002). *Ideologies and Social Work: Historical and Contemporary Analyses*. Jaipur: Rawat Publications.
- Dinitto, Diana, M. (2008). *Social Work Issues and Opportunities in a challenging profession (3rd edition)*. Chicago: Lyceum Books.
- Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. London: Polity Press.
- Fink, Arthur et al. (1985). *The fields of Social Work*. Beverly Hills, California: Sage Publications.
- Freire, P. (2000). *Pedagogy of Oppressed*. New York: Continuum.
- Gilbert, Neil. et. al. (2002). *An Introduction to Social Work Practice*. New Jersey: Prentice Hall.
- Gore, M. S. (1965). *Social Work and Social Work Education, P. S. Jayasinghe*, Bombay: Asia Publication House.
- Gore, M. S. (1993). *The Social Context of Ideology, Ambedkar's Social and Political Thought*. New Delhi: Sage Publication.
- Government of India. (1987). *Encyclopedia of Social Work*. New Delhi: Publication Division (Social Welfare Ministry).
- Hepworth, Dean H. (2010). *Direct Social Work Practice - theory and skills (8th edition)*. New York: Brooks/Cole.
- Joshi, S. C. (2004). *The Handbook of Social Work*. New Delhi: Akansha Publishing House.
- McLunis-Dittrich, Kathlee. (1994). *Integrating Social Welfare Policy and Social Work Practice*.

New York: Brooks/Cole.

- Palackappilly, George & Felix T.D.(1998). *Religion & Economics, Gandhism, Buddhism*. AIDBES, Stroup SPCI House.
- Patel, C. (Ed.). (1999). *Religion – Philosophy of Social Work in India*. New Delhi.
- Payne, M. (2005). *Modern Social Work Theory*. Basingstoke: Palgrave Macmillan.
- Richmond, M. E. (1917). *Social diagnosis*. New York: Russell Sage Foundation.
- Roy, Bailey and Phil, Lee. (1982). *Theory and Practice in Social Work*. London: Oxford Pub. Ltd.
- Singh, R.R. (1985). *Field Work in Social Work Education, a Perspective for Human Service Profession*. New Delhi: Concept Publishing Company.
- Wadia, A. R. (Ed.). (1961). *History and Philosophy of Social Work in India*. Bombay: II Allied Publisher Private Ltd.

SEMESTER I

Core Course II

SOW-101-CC-5120: HUMAN BEHAVIOUR AND WORKING WITH INDIVIDUALS (HBWI)

Credit:4 (3L+1T); **Lecture:3** Hrs. per week; Tutorial: 1 Hr. per week **Contact Hours: 60; Full Marks:100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To inculcate the knowledge of Health and working with Individual LO2: To understand the values and principles of social case work and to develop the capacity to practice them LO3: To develop an understanding of human behaviour and personality LO4: To appreciate	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to Demonstrate a comprehensive understanding of health and wellness principles and apply them when working with individuals CO2: Able to apply the values and principles of social case work in practice, demonstrating an understanding of the ethical considerations and best practices in the field CO3: Able to analyze human behavior and personality, recognizing the complexities and nuances of individual differences	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

the basic Psychological processes and Theories.		CO4: Able to understand basic psychological processes and theories, and apply this knowledge to real-world scenarios, enhancing their ability to support individuals and communities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Health a. Concept of Health, Public Health and Community Health b. Disability, Communicable, Non-Communicable Diseases and Life style illnesses c. Health Care: Preventive, Curative, Rehabilitative and Re-integrative	15	1,2
II	Psychological Processes and Theories of Human Development a. Intelligence, Emotion, Perception, Motivation, Learning and Attitude b. Personality Development, Abnormal Behaviour c. Freud's Psychosexual Theory, Erikson's psychosocial Theory, Piaget's Theory of Cognitive Development	15	1,4
III	Working with Individuals a. Historical development, Process, Principles and Components of Case work b. Nature of problem to be addressed through Social Casework c. Client-Worker Relationship, Transference and Counter-transference in casework	15	1,2,3
IV	Theories, Approaches and Skills a. Psychoanalytical, Psycho-social, Problem Solving, Behavior Modification, Crisis Intervention b. Self-Awareness and Self Development Exercises, Counselling Techniques, Enhancing Resources techniques c. Life Coping Skills: Time, Stress, Anger Management, Problem Solving and Decision Making	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

Human Behaviour:

- Argle, Michael Ed. 1981. *Social Skills and Health*. London: Mazheum Publishers.
- Davies, J.M. 1979. *Community Health Preventive Medicine & Social Service*. London: Bailliere Tindal.
- Hurlcok, Elizabeth. 1972. *Child Development*. New Delhi: Tata McGraw Hill.
- Hurlock, Elizabeth B. 1978. *Child Growth and Development*, New Delhi, Tata McGraw Hill Publishing Company Ltd.
- Hurlock, Elizabeth. 1981. *Development Psychology – A Life Span Approach*. New Delhi: Tata McGraw Hill Ltd.
- Park, K. (2009). *Preventive and Social Medicine*. Jabalpur: M/s Banarsidas Bhanot.
- Robert A. Baron. *Introduction to Psychology*. Pearson Publications.
- Ruseel and Smart. 1975. *Readings in Child Development and Relationships*. New Delhi: Light & Life Publishers.
- Sarason, Irwin G. & Sarason Barbara R. (2009). *Abnormal Psychology*. New Delhi: PHI Learning Private Limited.
- Sinclair, David. 1978. *Human Growth after Birth*. London: Oxford Medical Publications.
- Steinberg, Laurance. 1993. *Adolescence*. New York: McGraw Hill Inc.
- Watson, Robert and Lingren Henry Clay. 1979. *Psychology of the Child and the Adolescent*. New York: MacMillan Publishing Company.

Working With Individuals:

- Nelson, Richards & Jones. 1990. *Human Relationship Skills*. Mumbai: Better Yourself Books.
- Bhattacharya, Sanjay. 2006. *Social Work an Integrated Approach*. New Delhi: Deep & Deep.
- Bishop Sue, 1996. *Develop your Assertiveness*. New Delhi: Kogan Page India Pvt. Ltd.
- Biestek, Felix P. 1987. *The Casework Relationship*. London: Unwin University Press.
- Perlman, H.H. 1974. *Social Case Work*. Chicago: The University of Chikago Press.
- Hamilton, Gordon. 1911. *Theory and Practice of Social Case work*. New York: School of Social Work & Columbia University Press.
- Upadhyay, R.K. 2002. *Social Case Work*. jaipur : Rawat Publications.
- Wasik, B.H. et al. 1990. *Home visiting Procedures for Helping Families*. California: sage Publications.
- Currie, Joe. 1976the Bare foot Counsellor. Bangalore: Asian Trading Corporation.
- Fuster, J.M. 1984. *Personal Counselling*. Bombay: St. Paul Publication.
- Lindenfield Gael, 1997. *Assert Yourself*. New Delhi: Harper Collins Publishers India Pvt. Ltd.

- Narramore, M. Cloyd. 1978. The psychology of Counselling. Michigan: Zondervan Publishing House.
- Nelson – Jones, Richard. 2008. Basic Counselling Skills. London: Sage Publications.
- Tilbury. D.E.F. 1977. Case Work in Context. Oxford: Pergamon Press.
- Hollis, Florence and Mary E. Woods. 1981. Case Work – Psychosocial Therapy. New York: Random House.
- Mathew, Grace. 1992. An introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
- Prashantham, B.J. 1975. Indian Case studies in Therapeutic Counselling. Vellore: Christian Counselling Centre.
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SEMESTER I

Core Course III

SOW-101-CC-5130: SOCIAL SYSTEMS AND WORKING WITH COMMUNITIES (SSWC)

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; Tutorial: 1 Hr. per week **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the concept of society, social institutions and social dynamics LO2: To gain insight into the Indian society, the changes therein and its problems LO3: To understand the concepts and perspectives related to development LO4: To understand community organization as a method of social work	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Define and explain the concepts of society, social institutions, and social dynamics, and their interrelationships. CO2: Analyze the structure, changes, and problems in Indian society, and identify areas for social intervention. CO3: Understand and apply concepts and perspectives related to development, including social, economic, and political development. CO4: Explain the principles and methods of community organization as a social work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

and as an effective tool for Development LO5: To enhance critical understanding of the models and strategies for community organization practice		approach, and its role in promoting development. CO5: Critically evaluate models and strategies for community organization practice, and develop skills to design and implement effective community organization programs.	
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Basic Concepts of Society and Social Systems a. To understand the concept of society, Elements and Features of Indian Society b. Social Institutions; Marriage, Family, Religion, Education, Economics and Politics c. Social Control, Social Change, Social Disorganization	15	1,3
II	Socially Vulnerable Groups and Developmental theories a. Indigenous Peoples (Tribal/Adivasi), Minority; Dalits & OBCs b. Differently Abled, Women; Children; LGBTQ c. Homeless; Migrants; Refugees d. Development Theories: Modernisation, Dependency, Neo-Liberal e. Liberalisation, Privatisation and Globalisation	15	1,2,3
III	Understanding Community and Community Organization a. Community: Urban, Rural, and Tribal Communities b. Principles, Scope and Philosophy of Community Organization c. Indigenous Approaches to Community Work, Process of Community Organization	15	1,5
IV	Models of Community Organization and Models of Community Development a. Models of Community Organization b. Models of Community Development c. Globalization and its impact on Community Practice d. Skills for Community Organization e. Participatory Approaches in Community Work	15	1,4

Mapping Matrix of POs and PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2

Average														
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The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

Social Systems:

- Ahuja, Ram. 1993. Indian Social Systems. New Delhi: Rawat Publications.
- .
- Akhup, Alex. 2015. *Tribal and Adivasi Studies Perspective from Within 2: Identities and their Struggles in North East*. Kolkata: Adivani and Tribal Intellectual Collective India.
- .
- Bhaumik, Subir. 2009. *Troubled Periphery Crisis of India's North East*. New Delhi: Sage Publications India.
- Bhushan, Vidya and Sachdev, D.R. 1999. *An Introduction to Sociology*. Allahabad: Kitab Mahal.
- Dube, S.C. 1990. *Society in India*, New Delhi: National Book Trust.
- Escobar, Arturo. 1994,1952. *Encountering Development: The Making and Unmaking of the Third World*, Princeton University: New Jersey.
- Giddens, Anthony, 2001. *Sociology, Polity*. New Delhi: Cambridge press.
- Hussain, Monirul. 2008. *Interrogation Development: State, Displacement and Popular Resistance in North East*. New Delhi: Sage Publication.
- Kamei, Gangmumei. 2008. *Ethnicity and Social Change: An Anthology of Essays*, New Delhi: Akansha Publishing House.
- .
- Madan, G.R. 1997. *Indian Social Problems (Vol. I & II)* New Delhi: Allied Publications.
- Nussbaum, Martha. C. 2011. *Creating Capabilities: The Human Development Approach*. Ranikhet: Permanent Black.
- 2001. *Women and Human Development: The Capabilities Approach*. New Delhi. Cambridge University Press.
- Nagardra, S.P. 1994- *Development and Change*, New Delhi: Concert Publishing Company.
- Pieterse, Jan Nederveen. 2009. *Development Theory: Deconstructions/ Reconstructions*.
- Rao, C.N. Shankar. *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi S. Chand & Company Ltd.
- Ritzer George. 2011. (5 edition). *Sociological Theory*. New Delhi: McGraw-Hill; Fifth edition
- Roy, Arundhati. 2015. *Annihilation of Caste: the Annotated Ctritical Edition B.R. Ambedkar with the Doctor and the Saint*, New Delhi: Navayana Pubishing.
- Sachs, Wolfgang.1992. *The Development Dictionary: A Guide to Knowledge as Power*. New Delhi: Orient Longman.
- Sen, Amartya, 1999. *Development as Freedom*, New York: Oxford University Press.

- Sen, Amartya and Dreze, Jean. 1997. *Indian Development Experiences: Selected Regional Perspectives*. New Delhi. Oxford University Press.
- Singh, Naunihal. 2002. *Population and Poverty*. New Delhi: Mittal Publications.
- Sonowal, C. J. 2014. *Religion and Ethnic Reconstruction Among the Tribes of North East India*. New Delhi: Akanksha Publication.
- .
- Srinivas, M. N. 1995. *Social Change in Modern India*. New Delhi: Orient Black Swan.
- Sudhir, H. et. al. (ed.) 2007. *Dimensions of Social Issues in India's North East*.
- Uberoi, Petricia, 1993. *Family, Kinship and Marriage in India*, New Delhi; Oxford University Press.
- Singh, Yogendra 1977, *Social Stratification and Change in India*, Manohar Publications, New Delhi.
- Wouters, Jelle J. P. 2018. *In the Shadow of Naga Insurgency: Tribes, State, and Violence in Northeast India*. New Delhi; Oxford University Press.
- Ziipao, Raile Rocky. 2020. *Infrastructure of Injustice*. New Delhi: Routledge & Taylor & Francis India.

Community Organisation:

- Arora R. K. (ed.) (1979). *People's Participation in Development Process: Essays in Honour of B. Mehta*. Jaipur: The HCM State Institute of Public Administration.
- Bhattacharya, Sanjay (2006). *Social Work: An Integrated Approach*. New Delhi: Deep & Deep Publications.
- Christopher, A. J. & Thomas, William (2006). *Community Organization and Social Action*. New Delhi: Himalaya Publications.
- Choudhary, D. P. (1976). *Introduction to Social Work*. New Delhi: Atmaram & Sons.
- Cox, F. M. et al. (1964). *Strategies of Community Organization*. Illinois: Peacock Publishers. Inc.
- Dunham, Arthur (1970). *The New Community Organization*. New York: Thomas, Y. Crowell Company.
- Gangrade, K.D. (1971). *Community Organization in India*. Bombay: Popular Prakashan.
- Kumar, Somesh (2002). *Methods for Community Participation – a Complete Guide for Practitioners*. New Delhi: Vistaar Publications.
- Prasad, Ankit. (2005). *Social Welfare and Social Action*. New Delhi: Mittal Publications.
- Ralph M Kramer & Harry Specht (1975). *Reading in Community Organization. Practice*. London: Prentice Hall International.
- Ross, M. G. (1955). *Community Organization: Theories, Principles, and Practices*. New York: Helper and Row.
- Siddiqui, H.Y. (ed.) (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.

- Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira Publication.
- Sussman, M. B. (1959). *Community Structure and Analysis*. New York: Thomas, Y. Crowell Company.

SEMESTER I

Core Course IV

SOW-101-CC-5140- Social Work Practicum – I (SWP-I)

Credit: 6 (6P); **Practical:** 15 Hrs. per week; **Practical Hours During Semester:** 180; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions; LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO5: To develop work plan in consultation with agency supervisor LO6: To continue practicing the methods of working with individuals and groups LO9: To identify and utilize human, material	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to understand social work interventions in different areas CO5: Able to prepare work plan and its execution CO6: Able to form small groups with different age and gender groups CO7: Able to apply programme media skills in social work	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

and financial resources LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership LO12: To develop skills of report writing and use of supervision (both agency and faculty)		interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1.	Orientation Programme The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to initiate work in the field. The orientation programme is of One Week duration for the MASW first year. Objectives of Orientation Programme 1. To introduce new entrants to the staff and senior students of the Department and also to various facilities and programmes of the Departments. 2. To induct students to the social work profession by orientating them to its philosophy, methods and areas of intervention. 3. To orient them to the fieldwork programme and its various components i.e. concurrent fieldwork, winter placement, rural camp and block placement. 4. To acquaint students with administrative framework and programme of field work.	25 (5 Working Days)	1, 2, 3, 4, 5, 6, 7, 8, 9
2	Concurrent Field Work (CFW) The students shall be placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in	120	1, 2, 3, 4, 5, 6, 7, 8, 9

	Hospitals, Rehabilitation Centres, Counselling Centres and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, family, children, youth and the elderly. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly. Agency/Community Profile, Observations and Analysis - Develop Agency Profile and/or Community Biography - Observe Agency Functioning and/or Community Activities - Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention - Networking and Programme Planning - Practice the methods of working with individuals and groups - Assist the organization wherever desirable in its ongoing interventions		
3	Field Study Tour (FST) During this semester students are taken out for a Field Study Tour (Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first-hand interactions with service providers and/or clientele groups.	25 (5 Working Days)	1, 2, 3
4	Report Writing, Individual Conference and Group Conference - Term Plan and Agency Profile - Weekly Reports based on Process Recording - Midterm Evaluation and Term End Evaluation - A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor - IC and GC Recording	10	1, 2, 3, 4, 5, 6, 7, 8, 9

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3
CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3

CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER I

Research Course-I

SOW-101-RC-5110: SOCIAL WORK RESEARCH (SWR)/MOOCs

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To gain understanding of nature and relevance of social science research and its application in the study of social phenomena LO2: To learn steps and process of formulation of research design and carry out the same LO3: To learn method of conducting a review of literature LO4: To develop familiarity with qualitative and quantitative research methods LO5: To learn how to prepare tools for collection of data LO6: To learn process of data collection, organization, presentation, analysis and report writing	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to conceptualise and demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools CO2: Able to develop knowledge and skills of data collection, organization, presentation, analysis and report writing CO3: Able to undertake evidence-based practice and evaluate practice with evidence	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Basic Concepts and Philosophical Orientations a. Social Research and Social Work Research b. Characteristics of Scientific Research c. Ontological, Axiological, Epistemological bases to research d. Positivism, Constructivism, and Interpretivism	15	1, 3

	e. Concept, Objectives, Variables, and Hypothesis f. Ethics in Research g. Participatory Methods, Action Research, and Mixed Methods		
2	Social Work Research Methodology a. Identification and Steps in Formulation of a Research Proposal b. Review of Literature: Meaning, Purpose and Types c. Research Questions, Hypothesis, and Variables d. Types of Research Designs: Exploratory, Descriptive, Experimental and Evaluative e. Conceptualizing and Designing Quantitative and Qualitative Research f. Methods & Tools of Data collection	15	1, 2, 3
3	Sampling Framework and Data Collection a. Concept of Universe, Sample, Sampling Unit and Types of Sampling Frame-Probability and Non-Probability b. Sources of Data: Primary and Secondary c. Tools of Data Collection (Quantitative): Survey, Interview Schedule, Interview Guide, Questionnaire d. Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion e. Levels of Measurement	15	1, 2, 3
4	Data Processing and Basic Statistics a. Processing and Presentation of Data b. Use of Statistics: Measures of Central Tendency c. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Correlation d. Parametric and Non-Parametric Tests e. Analysis, Interpretation and Report Writing	15	1, 2, 3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings:

- Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.: Wiley.
- Bryman, Alan. (2016), Social Research Methods. 5th Edition. London: Oxford University Press.
- Cook, Thomas D Cook and Reichardt, eds. (1979). Qualitative and Quantitative Methods in Evaluation Research. CA: Sage

- Creswell, J W. (1994). Research Design: Qualitative and Quantitative Approaches. CA: Sage Publications.
- Denzin, N.K. and Lincoln, Y.S. Eds. (2017). The Sage Handbook of Qualitative Research. Sage Pub.
- Gupta, S.C. (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi.
- Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.
- Jorgensen, D.L. (1989). Participant Observations: A Methodology of Human Studies. California: Sage Publications.
- Kerlinger, Fred. N. (1964). Foundation behavioral Research. New Delhi: Surjeet Publications.
- Kothari, C.R. (1985). Research Methodology. New Delhi: Wiley Eastern.
- Kothari, C. R. (2004). Research Methodology –Methods and Techniques, 2nd ed.
- Kumar, Ranjit. (2011). Research Methodology: A Step-by-Step Guide for Beginners. 3rd Edition. New Delhi: Sage.
- Laldas, D. K. (2000), Practice of Social Research, Rawat Publication, New Age International (P) Ltd., New Delhi.
- Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7th Edition. New Delhi: Pearson Education India.
- Padgett, D.L (1998). Qualitative Methods in Social Work Research. California: Sage Publications.
- Reissman, C.K. (1994). Qualitative Studies in Social Work Research. California: Sage Publications.
- Rubin, Allen et al. (2006). Essential Research Methods for Social Work. California: Wadsworth Inc.
- Rubin, A & Babbie, E.R. (2011). Research Methods for Social Work (Seventh Edition). USA: Brooks/Cole.
- Runin, Silen et. al. (2006). Research Methods for Social Work, California: Wadsworth Inc.
- Silverman, D. (1993). Interpreting Qualitative Research. California: Sage Publications.

SEMESTER -II

SEMESTER II

Core Course V

SOW-101-CC-5210: Social Work Practicum – II (SWP-II)

Credit: 6 (6P); **Practical:** 15 Hrs. per week; **Practical Hours During Semester:** 180; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To offer an opportunity of doing Field Work without Territorial Restrictions of the Institute's Location LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To gain insight in fields of specialization working with/at best of the institutions LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO5: To develop work plan in consultation with agency supervisor LO6: To continue practicing the methods of professional Social Work LO9: To inculcate aptitude for professional intervention and documentation	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through professional work experience CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to understand social work interventions in different areas CO5: Able to prepare work plan and its execution CO6: Able to form small groups with different age and gender groups CO7: Able to apply programme media skills in social work	▪ Full Marks: 200 ▪ Documentation, Regularity and Pro-Active Participation: 150 Marks ▪ Term End Viva-Voce: 50 Marks

LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership LO12: To develop skills of report writing and use of supervision (both agency and faculty)		interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Block Field Work (BFW)/ Concurrent Field Work (CFW) The Block Field Work scheduled for this Semester comprises a consolidated month long (04 weeks) Block Field Work on choice/interest of the learners and in accordance with their Field of Specialization/Soft Courses or 15 Weeks of Concurrent Field Work dedicating 8 Hour per Week. Students are required to undergo block placement for a minimum period of 30 days or 15 Weeks of Concurrent Field Work as per feasibility. The report of field work will be evaluated by external examiner. Keeping in mind the availability of learning opportunities for the students, the department selects agencies/projects spread all over the country from a list of carefully screened organizations. The purpose of Block Placement is to provide the students some pre – employment experience. It broadens the students' perspectives and also enables them to assume professional responsibilities after completing this Program. The Block Placement agencies are selected with the consent/choice of students No student is allowed to be on paid employment during the period of block placement. However, the students can accept an honorarium in case the agency so decides. The student is expected to start the Block/ Concurrent F.W. on the date specified by the Department. Any unauthorized delay in starting or discontinuation is dealt with seriously. If a student leaves Block Placement agency without prior approvable of the department or if the Block Placement performance is found to be unsatisfactory. In such circumstances, the department is not under any obligation to arrange for an alternate block placement immediately. The student may have to wait until the next year for completing the Block Placement. During Block Placement, student is required to submit a detailed report of the work done. The report must be submitted to the department after it is signed by the students and counter signed by the agency supervisor.	180	1, 2, 3, 4, 5, 6, 7, 8, 9

	They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly.		
2	Agency/Community Profile, Observations and Analysis - Develop Agency Profile and/or Community Biography - Observe Agency Functioning and/or Community Activities - Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention - Networking and Programme Planning - Practice the methods of working with individuals and groups - Assist the organization wherever desirable in its ongoing interventions	-	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Rural Immersion Camp A residential Rural Immersion Camp for one (01) week duration in rural, semi-rural and Tribal areas be organised. Every student is expected to attend it as a part of course requirement. The organizing of rural camp would acquaint the students with rural scenario, living conditions, problems and issues of rural society. The camp would be planned to provide ample opportunities for students to fine tune their interpersonal relationship Skills through the Process of group dynamics and achieve a harmonious blend of learning and work. Detailed Process as well as Summary Reports are submitted at the end.	30	1, 2, 3, 4, 5, 6, 7
4	Report Writing, Individual Conference and Group Conference - Term Plan and Agency Profile - Weekly Reports based on Process Recording - Midterm Evaluation and Term End Evaluation - A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor - IC and GC Recording	-	1, 2, 3, 4, 5, 6, 7, 8, 9

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3
CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3

CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER II

Department Specific Elective-I

SOW-101-DE-52010: WORKING WITH GROUPS (WG)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the concept of groups and its importance and influence on individuals LO2: To understand Social Group Work as a method of Social Work practice and its application in various settings LO3: To know the basic concepts, tools, techniques, processes and Skills of working with groups LO4: To develop an understanding of group dynamics and Skills LO5: To identify and acquire the skills needed to work with groups effectively across settings	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice CO2: Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups CO3: Able to help people in similar distressful situations through therapeutic process	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
1	Basic Concept of Group a. Group, Group Identity, Cohesion, Characteristics, Significance and Types b. Historical Evolution of Social Group Work, Social group work as a Method of Social Work	11	1, 3

	c. Assumptions & Principles, Characteristics and Purpose to Social Group Work, Values and Ethics d. Group Counseling, Group Therapy		
2	Approaches, Models and Process a. Approaches to Group Work b. Models of Group Work c. Phases of Group Formation d. Role of Group Worker	11	1,2,3
3	Group Dynamics and Skills a. Group Work related Knowledge and Skills b. Sociometry and Sociogram in Assessing Groups c. Social Group work in Different settings: Community, Institutions Like Hospitals, Rehabilitation Centers, Children's Home, Old Age Homes, Welfare, Educational and Youth Development	11	1,2,3
4	Group Work Practice and Skills Laboratory a. Stimulation Games and Exercises b. Group Discussion c. Documentary	12	1,2,3

Mapping Matrix of POs and PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Readings

- Balgopal, Pallassana R. and Vassil, Thomas V. 1983. Groups in Social Work. USA: Macmillan Publication.
- Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
- Day, Peter, R. 1987. Sociology in social work practice. London: Macmillan Education.
- Douglas, Tom. 1976. Group work Practice. London: Tavistock Publications.
- Douglas, Tom. 1978. Basic Group work. London: Tavistock Publications.
- Ely, P. J. and M. K. Mc Cullough. 1975. Social Work with Groups. London: Routledge and Kegan Paul.
- Heap Hen, 1977. Group Theory for Social Workers. England: Pergamon Press.
- Heap Hen. 1979. Process and Action in work with Groups. England: Pergamon Press.
- Heap Hen. 1985. The Practice of Social Work Groups A Systematic Approach. London: George Allen Unwin.
- Konopka G. 1963. Social Group Work – A Helping Process. Engelwoodcliff: Prentice Hall.
- Siddiqui, H.Y. 2007. Social Group Work. Jaipur: Rawat Publications.
- Toseland & Rivas. 2000. An Introduction to Groups Work Practice. Boston: Allyn & Bacon.

- Trecker, H.B. 1975. Social Group Work. New York: Association Press.

SEMESTER II

Department Specific Elective-II

SOW-101-DE-52020: SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION (SWA & SA)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To Acquire Knowledge of the Basic Principles and Process of Administration within the Framework of Social Work LO2: To Develop Skills to Participate in Management of Programmes, as a Part of the Inter-Disciplinary Team and Initiate as well as Develop New Programmes LO3: To Develop an Understanding of Conceptual and Theoretical Perspectives of Social Action as a Method of Social Work LO4: To Understand the Scope of Social Action in Northeast India	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand concept of social welfare and social welfare administration CO2: Able to understand the Structure and components of social welfare administration CO3: Able to understand the relevance of social welfare administration for social workers CO4: Able to demonstrate familiarity with social action as methods of social work profession CO5: Able to understand the relationship of social action with other methods of social work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Basic Concepts of Social Welfare Administration a. Social Welfare Administration as a Secondary Method of Professional Social Work b. Management by Objectives as applied to Social Welfare Administration	15	1, 3

	c. Functions and Programs of Central Social Welfare Board and State Social Welfare Board d. Registration of Societies and Trusts: Societies Registration Act XXI of 1860; Indian Trust Act, 1882; Foreign Contribution and Regulation Act, 1976		
2	Social Welfare Administration as a Profession a. Social Welfare Administration in India: Concept and Practice b. Organizational Structure c. P-O-S-D-Co-R-B b. Project Proposal: Meaning and Components	15	1, 2, 3
3	Social Action a. Social Action: Meaning and Concept b. Theories of Social Action c. Strategies and Tactics in Social Action d. Social Action as a Secondary Method of Professional Social Work e. Social Action and Social Movement f. Tools of Social Action - RTI, PIL, Advocacy, Networking, etc. g. Pedagogy of Oppressed h. Rules of Radicles	15	4, 5
4	Social Action and Social Movements in Northeast India a. Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People etc.	15	4, 5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO5	1	2	1	3	2	1	2	3	2	1	2	2	3	3
Average	2.2	2.2	1.6	2.2	2.8	2	2.6	2.4	2.8	2.4	2.6	2.6	2.8	2.8

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Alinsky, Saul (1971). Rules for Radicals. Chicago: Knopf Doubleday Publishing Group.
- Freire, P. (2000). Pedagogy of Oppressed. New York: Continuum.
- Banerjee, S. (1981). Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Bhattacharya, Sanjay. (2006). Social Work Administration and Development. Jaipur: Rawat Publications.

- Chambers, R. (1983) Rural Development: putting the last first. Harlow: Prentice Hall.
- Chowdhary, D. Paul. (1992). Social Welfare Administration. New Delhi: Atmaram and Sons.
- French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006). Organizational Development (6th Edn.) New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Goel SL & Jain R.K. (1998). Social Welfare Administration. Vol. I & II. New Delhi: Deep & Deep Publications.
- Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 – 310.
- Haimann, A. (1982). Professional Management and Practice, Delhi Eurasia Publication.
- Jackson, J. (1989). Evaluation for Voluntary Organizations. Delhi: Information and News Network.
- [Jeff Goodwin](#), [James M. Jasper](#). (2009). The Social Movements Reader: Cases and Concepts. USA: Willey-Blackwell.
- Kapoor, KK. (1986). Directory of Funding Organizations, Delhi: Information and News Network.
- Siddiqui, H.Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications.
- Lalitha NV. (1981). Financial assistance to Voluntary Organization for Development. New Delhi: NIPCCD.
- Sarita Sharma, Basotia G.R. Popalia A.K. (1997). Management, Function, Financial Planning and Policy. New Delhi: Kanishka Publishers.
- Shankaran R & Rodrigues: A Hand Book to the Management of Voluntary Organizations. Madras: Alpha Publishers.
- Skidmore, Rex and Miltons G. Thacheray. (1976). Introduction to Social Work. London: Prentice-Hall International.

SEMESTER II

Department Specific Elective-III

SOW-101-DE-52030: INTEGRATED SOCIAL WORK, SOCIAL POLICY, & SOCIAL LEGISLATION

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop understanding of Integrated Social Work, social policy and social legislation LO2: To understand the Policy and Legal Framework as well as provisions related to the Vulnerable Sections of the Society	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to develop understanding of Integrated Social Work, and related theoretical Framework CO2: Able to develop to develop Skills in Theory and Evidence Driven Models of Intervention in ISWP CO3: Able to develop Policy and Legal Structures which can be used in Social Work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Integrated Social Work as a Method of Intervention a. Integrated Social Work as a method of Intervention (ISWP): Meaning, Goals and Strategies b. ISWP: Descriptive and Prescriptive Implications c. Process of ISWP: Dialogue, Discovery, Development, Empowerment	15	1, 3
2	Theoretical Perspective for Integrated Social Work a. Client In and As a System b. Pincus – Minahan Model: Four basic Systems in Social Work Practice-Client, Target, Action and Change Agent System c. Structural Social Work; Critical Social Theory; Radical; Feminism d. Unitary Approach	15	1, 2, 3

3	Social Policy and Social Change - Social Policy: Sources Principles and Models - Social Policy and Social Justice - Planning and Policy Formulation in India - Decentralised Planning and Local Self Governance- Rural and Urban - Policies and Legislations pertaining to Socially Vulnerable Sections	15	1, 2, 3
4	Law & Social Work Practice - Indian Judicial System - Indian Penal Code (IPC) - Code of Criminal Procedure (CrPC) - Legal Aid - Role of Social Worker in Consumer Protection - Medical Negligence - Role of Social Worker in Promoting Social Legislation	15	1, 2, 3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Aranha, T. Social Advocacy- Perspective of Social Work, Bombay: College of Social Work.
- Chawla, Monica. 2006. Gender Justice- Women and Law in India. New Delhi: Deep & Deep.
- Chaturvedi, A.N. 1984. Rights of the Accused under Indian Constitution. Delhi: Deep & Deep.
- Constitution of India. 1991. Govt. Of India.
- Diwan, Paras et al. 1998. Human Rights and the Law. New Delhi: Deep & Deep.
- Dubois, Brenda L., Miley, Karla K. 2007. Social Work A Helping Profession, Social Work An Empowering Profession, Boston: Allyn and Bacon.
- Goel, S.L. 2007. Good Governance an Integral Approach. New Delhi: Deep & Deep.
- GOI. 2008. New Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India.
- Jacob, K.K. 1989. Social Policy in India. Udaipur: Himanshu Publications.
- Jain, N.K. 2007. Right to Information Concept, Law Practice. New Delhi: Regal Publications.
- Lavelett, Michael and Allen Prat. 2002. Social Policy Theoretical and Conceptual Framework. London: Sage Publications.
- Mathew, P.D. 1986. Family Courts. New Delhi: Indian Social Institute.
- Nair, T. Krishnan (ed.). 1986. Social work Education and Development of Weaker Sections Madras: Association of Schools of Social Work in India.

- National Law School. 1991. Select Materials on Public Legal Education. Bangalore: National Law School of India University.
- Pincus, A., Minahan, A. 1993. Four Basic Systems in Social Work practice: Model and Method. Illinois: F.E. Peacock.

SEMESTER II

Department Specific Elective-IV

SOW-101-DE-52040: RURAL AND URBAN COMMUNITY DEVELOPMENT (RUCD)

Credit: 4 (3L+1T); Lecture: 3 Hrs. per week; Tutorial: 1 Hr. per week Contact Hours: 60; Full Marks: 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the issues, strategies and approaches for rural and urban development LO2: To understand rural and urban community development principles, processes and theories LO3: To develop an understanding about the governance, structure, process and programmes with specific reference to North-East India	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to gain comprehensive understanding of the key theories, concepts, and frameworks in social and urban community development CO2: Able to develop the ability to critically analyse rural and urban community issues CO3: Able to understand the governance, structure process and programmes with specific reference to North-East India CO4: Able to develop roles, skills and competence in working with rural and urban communities and develop agencies	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
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I	Understanding Rural Development Approaches - Understanding Rural Development India - Rural Development – Concept and Approaches of India; Five-year Plans - Rural Local Self-Governance: Panchayati Raj System and Autonomous District Council - Administrative Setup of Rural Development - Globalisation and Rural Development	15	1,5
II	Rural Economy, Rural Problems, and Social Change - Indian Rural Economy; Rural Industries: Cottage and Village Industries - Pre and Post-Independence: Land System in India; Land Reforms - Rural Livelihood; NRLM/ SRLM; Microfinance and Microcredit; Rural Innovators & Entrepreneurs, Cooperative Societies - Rural Social Problems: Migration, Farmer Suicides, Human Trafficking, Child Labour, Bonded Labour, Unemployment and Indebtedness; - Rural Infrastructure, Health and Education, Sanitation. Scope, Role and Skills of Community Development Workers in Rural Settings - Rural Urban Continuum	15	3,4
III	Urban Society, Urban Planning and Development - Industrialisation and Urban Social Fabric - Urbanisation in India and North-East India - Theories of Urbanisation - Urban Development Policy - Urban Livelihood	15	2,3,4
IV	Urban Governance, Concerns and Scope of Social Work Practice - Urban Local Self – Government: Municipality and Municipal Corporation - Civic and waste Management - Urban Infrastructure: Physical and Social - Urban Services and Concerns: Transport	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings

- Agarwal, A.N. 2001. Indian Economy: Nature, Problem & Progress. New Delhi: Vikas publishing House.
- Ahluwalia, Isher Judge. 2014. Transforming Our Cities: Postcards of Change. Noida: HarperCollins India.
- Ahluwalia, Isher Judge. Kanbur, Ravi and Mohanty, P.K. 2014. Urbanisation in India: Challenges, Opportunity and the Way Forward. New Delhi: Sage Publication.
- Ashish, Bose. 2001. India's Urbanization, Institute of Economic Growth. New Delhi: McGraw Hill.
- Bagai, Krishnan. 2000. The Cooperative Movement in India. New Delhi: Vijaya Press.
- Bandyopadhyay, Rekha. 1993. Land System in India: A historical Review, Economic and Political Review Vol. 28, No. 52 (Dec. 25, 1993), pp A149-155.
- Bala. 2000. Trends in Urbanization in India. New Delhi: Patel Enterprises.
- Bansil, P.C. 1981. Agricultural Problems of India New Delhi: Vikas Publishing House.
- Bhattacharya, B. 2000. Urban Development in India. New Delhi: Shree Publishing House
- Chakravarty, Sukhamoy. 1987. Development planning. The Indian Experience. Oxford: Oxford Claredon Press.
- Chambers, Robert. 1983. Rural development: putting the last first. Harlow: longman.
- Chandra, Prasanna. 1988. Project: preparation, appraisal, budgeting and implementation. New Delhi: Tata Mc Graw Hill.
- Cherunilam, Francis. 1984. Urbanization in developing countries. Mumbai: Himalaya Publishing House.
- Datt & Sundaram. 2002. Indian Economy. New Delhi: S. Chand & Co.
- Desai, A.R. 1995. Rural Sociology in India. Bombay: ISAE.
- Desai, A.R. Ed. 1978. Rural Sociology in India. Bombay: Popular Prakasam.
- Desai, A.R & Devadas, Pillai (Ed.). 1970. Slums & Urbanization. Mumbai: Popular Prakashan Pvt. Ltd.
- Dubhashi, P.R. 2000. Rural Development Administration In India. Mumbai.
- Dutt & Sundaram. 2006. Indian Economy. New Delhi: S Chand & Co.
- Desai, Vasanth, 1988. Rural Development Vol. I & II. Bombay: Himalaya Publishers Kishen.
- Desai, Vasanth. 1988. Rural development. Vol. I to VI. Bombay: Himalaya Publishing House.
- Desai Vasant. 2010. Rural Development in India: Past, Present and Future (A Challenge in Crisis). New Delhi: Himalaya Publishing House.
- D'Souza, Alfred & Singh, A.M. 1998. The Urban Poor. New Delhi: Manohar Publications.
- Ghosh, Alak. 1984. Indian Economy. New Delhi: Asian Publication.
- Gupta, K.R. 2010. Rural Development in India (Vol. 1-4), New Delhi: Atlantic Publishing and Distributors Pvt. Ltd.
- Gurusamy, S. 1997. Social Demography process and perspectives. New Delhi: Sterling Publishers.

- Jain, S.C. 1998. Community development Institute and Panchayati Raj in India. Chennai: Allied Publisher Ltd.
- Jain, S.C. 1998. Rural Development Institute and Strategies. New Delhi: Rawat Publications.
- Kadekodi, G.K. and K. Chopra. 1999. Operational sing sustainable development. New Delhi: Sage Publications. India Pvt. Ltd.
- Mathur, B. 1998. Co-operative in India: A critical analysis of the Co-operative movement in India's planned economy. Agra: Sahitya Bhavan.
- Mohanty, Prasanna. K. 2014. Cities and Public Policy: An Urban Agenda for India. New Delhi: Sage Publication.
- Mukherji, B. 1967. Community Development in India. Bombay: Orient Longman.
- Ram. 2003. Management of Co-operatives. Mumbai: Jaico Publishing House.
- Riley, John M. 1995. Stakeholders in Rural development. New Delhi: Sage Publications.
- Sachinanda and Purnendu. 2001. Fifty Years of Rural Development in India. Kolkata: Firma KLM Pvt Ltd.
- Singh, Katar. 1986. Rural development – Principles, policies and management, New Delhi: Sage Publications.
- Thomas William, A and Christopher. 2011. Rural Development: Concept and Recent Approaches. New Delhi: Rawat Publications.
- Savage, Mike and Warde, Alan. 1993. Urban Sociology, Capitalism and Modernity. England: MacMillan Distributor Ltd.
- Sinha, Satish. 1995. Slum Eradication & Urban Renewal. New Delhi: Inter- Publications.
- Sharma, C.L. 1992. Urban Power Structure. Udaipur: Shiva Publications.
- Shaw, Annapurna. 2012. Indian Cities: Oxford India Short Introductions. New Delhi: Oxford University Press.
- Tha, S.S. 1986. Structure of Urban Poverty. Bombay: Popular Prakashan.
- Thudipara, Jacob Z. 1993. Urban Community Development. New Delhi: Rawat Publications.
- Yayamala, Diddee & Rangasamy, N. 1993. Urbanization Trends, Perspectives & challenges. Jaipur: Rawat Publications.
- Wiebe, Paul. 1998. Social Life in an Indian slum. New Delhi: Vikas Publishing House.

SEMESTER II

Department Specific Elective-V

SOW-101-DE-52050-Community Health and Counselling (CHC)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To make students aware about the public and community health care LO2: To familiarize students with legislations, policies and programmes pertaining to public and community health LO3: To make the learners understand about the significance of counselling and its techniques	- Lecture - Assignment - Individual and Group Presentation	CO1: To help the student gain understanding into the concept of community health and health systems CO2: To critically understand the policies, legislations and schemes for community health CO3: To understand counselling process with application of various skills, techniques and approaches CO4: To gain knowledge and skills in practice of counselling in different settings	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
1	Public Health and Community Health Care - Concept: Public health and Community Health - Organisation and Administration of Health Care Form Centre to The Village Level - Health Care Systems in India: Primary, Private and Indigenous Systems - Health Status and Health Problems in India - Health Planning, Health Committees, Five Year Plans In Relation to Health Care - Emerging Dimensions and Commodification of Health	15	1
2	Legislations, Policies and Programmes - Health Legislation: ESI Act (1948, Amendment 1975), MTP Act 1971, DPCP Act 1986, PWD and Equal Opportunities Act 1995 - Health Policies: NHP 1983, 2002; National Mental Health Policy 2014	15	1,2

	c. National Health Programmes: NEMP, NLEP, NTP, RHM		
3	Introduction to Counselling a. Guidance, Psychotherapy and Counselling b. Qualities of an Effective Counsellor c. Characteristics of Clients: Voluntary and Involuntary d. Counselling Relationships and Skills, Process	15	3
4	Practicing Counselling: Theoretical Perspectives and Skill Lab a. Theoretical Bases- Psychoanalytical, Humanistic Theories, Behavioural and Cognitive Theories b. Scope of Counselling Across Settings c. Skills Lab: Role Plays, Simulation Exercises, Therapy Intervention Video, Case Study Discussions	15	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books Recommended

1. Berriors G.E. and Dawson J.H. 1983. Treatment and Management in Adult Psychiatry. London: Bailliere Tindall.
2. Ellis, Albert. 1967. Reason and Emotion in Psychotherapy. New York: Lyle Stuart.
3. Gerald Caplin. 1961. An Approach to community mental health. New York: Grun & Stratton.
4. Gladding T. Samuel. 2010. Counselling: a comprehensive profession. New Delhi. Dorley Kindersley Pvt. Ltd.
5. Goldstein E. 1984. Ego Psychology and social work practice: New York: Free Press.
6. Goldstein H. 1979. SOCIAL Work practice a unitary approach: caroline: University of South Caroline Press.
7. Hartman and Lairdj. 1983. Family centered social work practice. New Y ORK: The Free Press.
8. Jay, Oee. 1994. Diagnostic and statistical manual of mental disorder. New Delhi: Jay P'Tee Brothers.

9. Jechu, Derek et al. 1972. behavior Modification in social work. London: Wiley Inter Science.
10. Kaplan, Sadock. 1994. synopsis of Psychiatry. 7th Ed. New Delhi: BI Waverly Pvt. Ltd.
11. Kinra, K. Asha. 2008. Guidance and Counselling. New Delhi: Dorley Kindersley Pvt. Ltd.
12. Lapworth, Phil, 2001 Integration in counseling and therapy: developing a personal approach. New Delhi: Sage Publications.
13. Levant, Ronald F. 1984. FAMILY therapy. New Delhi: Prentice Hall of India Pvt. Ltd.
14. Mane P. and Gandevia K. 1992. Mental health India, Issues and concerns. Bombay: Tata Institute of Social Sciences.
15. Mayor C.H. 1983. Clinical Social Work in the Eco-Systems perspective. Colombia: University Press.
16. S. S. Hough and Margaret, 2006 Counselling skills and theory. UK: Hodder Arnold Publishers.
17. Satir, V. 1967. Conjoint Family Therapy. America: Science and Behavior Books Inc.
18. Schopler, J.H. and Galinsky M.J. 1989. GROUPS In Health care setting. Landon: the Haworth Press.
19. Scully, James H. 1995. PSYCHIATRY. NEW Delhi: BI Waverly Pvt. Ltd.
20. World Health Organization 1990. Schizophrenia information for families – a manual prepared by the world schizophrenia fellowship for publication in cooperation with the WHO.
21. World health organization. 1986. Prevention of Mental Neurological Psychosocial Disorders. Geneva: WHO.
22. World Health Organization. 1988. Psychiatric Disability Assessment Schedule. Geneva: WHO.

SEMESTER II

Department Specific Elective-VI

SOW-101-DE-52060: SOCIAL WORK WITH YOUTH (SWY)

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; **Tutorial:** 1 Hr. per week **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand youth, their needs, issues and challenges LO2: To critically examine the schemes and programmes for youth in the country	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to demonstrate a comprehensive understanding of youth needs, issues, and challenges, and critically evaluate the effectiveness of existing schemes and programs for youth in the country. CO2: Able to apply basic skills and methods to work effectively with youth, including communication, facilitation, and	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 10)

LO3: To learn the basic skills and methods of working with youth		mentoring techniques, to support their development and empowerment. CO3: Able to design and implement programs that address the unique needs of young people, leveraging knowledge of youth issues and effective work methods.	05, Class Participation: 05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Understanding Youth and their Welfare a. Basic Concepts of youth and youth welfare b. Demographic profile of the youth in rural and urban India c. Needs of youth – physical, intellectual, emotional, social and religious needs d. Socialization of Youth – Influence of The Parents, Family Members, Peers, Neighbourhood, Reference Groups, Religion e. Impact of Westernization, Modernization And Urbanization on Youth	15	1,3
II	Youth Issues a. Education and Employment b. Family, Marriage and Relationship c. Drugs, Alcoholism and Suicide d. Functional Disorders and Emotional Problems	15	2,3
III	Youth and Social Change a. Youth in Politics b. Youth Welfare Programmes - NCC, NSS, Scouts, Guide, Youth Hostels, Youth Festivals, Career Counselling, AICUF, TRYSEM, NYK, Vishva Kendra, Bharat Seva Samaj and Servant of India Society c. Role of Youth in Social Change	15	1,2,3
IV	Social Work and Youth a. Application of Social Work Methods in Working With Youth and Youth Groups	15	1,3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2

Average													
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The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

- Arimpoor. J.P. 1983. Indian Youth in Perspective. Tirupattur: Sacred Heart College.
- Chowdhry D.P. 1988. Youth participation and development. New Delhi: Atmaram and Sons Publications.
- Gore, M.S. 1978. Indian Youth – Process Of Socialization. New Delhi: Veshva Yuvak Kendra.
- Harper and Malcolm. 1996. Empowerment Through Enterprise. London: Intermediate Technology Publications.
- Kenyon, et. al. 1996. Youth Policy 2000: Formulating And Implementing National Youth Policies, Chandigarh.: Module 9. CYP. Asia Regional Centre.
- Macwon'gi M- Zambia. 1998. Promoting Enterprise and Economic Development. Module 11. Chandigarh: CYP. Asia Regional Centre.
- Philip and Mc Michael 1996. Development and Social Change: A Global Perspective. Sage Publications. London.
- Santrock, John W. 2007. Adolescence. New Delhi: Tata Mc Graw- Hill Publishing Co. Ltd.
- Wyn J and R. Shite. 1997. Rethinking Youth. London: Sage Publications Limited.

SEMESTER II

Department Specific Elective-VII

SOW-101-DE-52070: GERONTOLOGICAL SOCIAL WORK (GSW)

Credit:4 (3L+1T); **Lecture:3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60; Full Marks:100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
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LO1: To Understand the needs of the Older Person from a holistic perspective LO2: To develop an understanding of challenges faced by older persons LO3: To examine the scope of Social Work Intervention with older persons	1. Presentation Lecture 2. Assignment 3. Individual and Group	CO1: Demonstrate a holistic understanding of the needs of older persons, encompassing physical, emotional, social, and spiritual aspects. CO2: Analyze the challenges faced by older persons, including social, economic, and health-related issues, and identify potential solutions. CO3: Design and implement effective social work interventions that address the unique needs of older persons, promoting their wellbeing, dignity, and quality of life. CO4: Evaluate and advocate for policies and programs that support the empowerment and inclusion of older persons in society.	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Understanding Older Persons a. Demographic profile of Older Persons b. Gerontological Social Work, Geriatrics c. Changes in Roles and Power d. Emerging Concerns and Current Status of Elderly	15	1,4
II	Issues of Older Persons a. Support System, Social Security b. Elder Abuse, Neglect, Dependency, Violence, and Isolation etc. c. Family, Social, Economic and Livelihood Issues d. Work participation and Livelihood challenges in the organized and unorganized sectors with specific reference to Northeast e. Health Issues of Older Persons	15	1,2,4
III	Policies and Role of Governmental and Non-Governmental Agencies to Elder Care a. Establishing the need for Elderly Care b. Government Organizations: Objectives, Functions, Roles, Programmes and Policies for Elderly Care c. Non- Governmental Organizations for Elderly Care: Objectives, Functions, Roles, Programmes d. Policies and Legislations pertaining to Elderly Care in India	15	2,3,4

IV	Social Work Intervention a. Need for Social Work Intervention b. Conceptualizing areas for Social Work Intervention c. Settings of Work d. Strategies, Skills and Techniques	15	1,3,4
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Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings

- Gangrade, K.D. (1988). *The Ageing in India: Problems and Potentialities*. New Delhi: Abhinav.
- Bali, A. P. (2001). *Care of the Elderly in India: Changing Configurations*. Shimla: Indian Institute of Advanced Study.
- Bartlett, H. M. (1970). *The Common Base of Social Work Practice*. New York: NASW.
- Biswas, S. K. (1987). *Aging in Contemporary India*. Calcutta: Indian Anthropological Society.
- Cox, Enid O and J Parson Ruth (1994). *Empowerment Oriented Social Work Practice with the Elderly*. California: Brooks Cole Publishing Company.
- Chowdhry, D. P. (1992). *Aging and the Aged*. New Delhi: Inter India Publication.
- Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage.
- Desai, M. and Siva Raju (2000). *The Elderly in India*. New Delhi: Sage Publication.
- Govt. of India. (2011). *Situational Analysis of the Elderly in India*. Central Statistic Office, Ministry of Statistics & Programme Implementation.
- Havighurst, R. J. (1961). *Successful Aging*. Gerontologist 1, pp. 4-7.
- Irudaya Rajan et al. (1997). *Indian Elderly: Assets or Liability*. New Delhi: Sage Publications.
- Khan, M. Z. (1997). *Elderly in Metropolis*. New Delhi: Inter India Publishers.
- Krishnan, P. & K. Mahadevan (eds.) (1992). *The Elderly Population in the Developed World: Policies, Problems and Perspectives*. New Delhi: B. R. Publishing.
- Lowy, L. (1979). *Social Work with the Aging*. New York: Harper & Row.
- Siporin, M. (1974). *Introduction to Social Work Practice*. New York: Macmillan.
- Ward, R. A. (1979). *The Aging Experience - An Introduction to Social Gerontology*. New York: J. B. Lippincott Company.

SEMESTER II

Department Specific Elective-VIII

SOW-101-DE-52080: Human Resources and Industrial Relations (HR& IL)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching	Course Outcomes	Course
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	Learning Process	(CO's)	Evaluation
LO1: To bring awareness about the labour and its concerns LO2: To make the learners understand about the labour welfare and its legislations LO3: To equip the learners about the social security legislations	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to promote theory-driven practice on approaches to Occupational Social Work CO2: Able to develop the knowledge of Grievance Redressal and Collective Bargaining CO3: Able to build understanding on social security legislations CO4: Able to appreciate scope and application of social work methods in formal and informal sector	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Content	Contact Hours	CO
1	Labour Problems - Formal and Informal Sector - Industrial Relations: Meaning Scope and Approaches - Tripartite Machineries: ILC, SLC - Causes for Indiscipline And Misconducts – Hot Stove Rule And Principles of Natural Justice - Disciplinary Action: Show Cause Notices, Explanations, Domestic Enquiry - Penalties and Punishment: Fine, Demotion, Suspension, Discharge and Dismissal - Industrialization and Labour Problems in India - International Labour Organization - Corporate Social Responsibility	15	1
2	Grievance Redressal & Collective Bargaining - Working Conditions and Conditions of Work - Conflicts And Disputes: Meaning, Causes, Forms (Strikes And Lockouts) - Grievance Redressal Procedure - Collective Bargaining: theories; principles; stages; strategies; skills of an effective bargaining agent - Trade Unions: Origin and growth of trade union movement in India; Indian Trade Union Act 1926; Major Trade Unions in India - Industrial Disputes Act, 1947 - Industrial Employment (Standing Orders) Act 1946	15	2
3	Labour Welfare & Labour Legislations - Labour Welfare Officer: Role and Qualifications - Theories of Labour Welfare - Historical Development of Labour Legislations in India - The Factories Act, 1948 - Contract Labour (Regulations and Abolition) Act, 1970 - Plantation Labour Act, 1951	15	3

4	Social Security Legislations - Workman's Compensation Act 1923 - Employee's State Insurance Act 1948 - Employee's Provident Fund Act 1952 - Payment of Gratuity Act 1972 - Maternity Benefit Act 1961 - Payment of wages Act 1936 - Minimum wages Act 1948 - Payment of Bonus Act 1972 - Employment Exchange (Notification of Vacancies) Act 1956 - Scope and application of social work method in Industry	15	4
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Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books/Journal Articles Recommended

- Agrawal, R.D. 1973. Dynamics of personnel management in India. New Delhi: Tata McGraw Hill Ltd.
- Dasgupta, S.K. 1983. Commercial & Industrial Law. New Delhi: Sterling publishers.
- Johnson, T.L. 1981. Introduction to Industrial Relation. Britain: MacDonald & Enerd. Great.
- Kapoor, N.D. 1993. Elements of Industrial law. New Delhi: Sultan Chand and Sons.
- Kapoor, N.D. 1995. Hand Book of Industrial Law. New Delhi: Sultan Chand and sons.
- Mamkootam, Kuriakose. 1982. Trade unions myth and reality. New Delhi: Oxford University Press.
- Mamoria, C.B. and Mamoria Satish. 1984. Industrial Labour. Social Security and Industrial peace in India. Allahabad: Kitab Mahal.
- Punekar, S.D. et. al. 1981. Labour Welfare: Trade unions and industrial relations. Bombay: Himalaya Publishing House.
- Ramassamy. E. A. and Uma Ramassamy, 1981. Industry and Labour An introduction. New Delhi: Oxford University Press.
- Redeost, Roger. 1972. Principles of Labour Law. London: Sweet and Maxwell.
- Tripathi, P.C. 1994. Personnel Management and Industrial Relations. New Delhi: Sultan Chand And Company.
- White, K. Head. 1977. Industrial Relations. London: odder & Sought.
- Yoder, Dale. 1976. Personnel Management and Industrial Relations. New Delhi: Prentice Hall of India Pvt. Ltd.

SEMESTER II

Department Specific Elective-IX

SOW-101-DE-52090: TRIBAL SOCIAL WORK PRACTICE (TSWP)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning	Course Outcomes (CO's)	Course Evaluation
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	Process		
LO1: To develop insights into the tribal communities and their communities and their social-economic, and political systems LO2: To Develop critical understanding of laws, policies, development programmes, globalization, and its impact on tribal communities LO3: To Develop the understanding about the concerns and issues of Tribal Communities LO4: To Develop Social Work skills and competence for Tribal Social Work Practice	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to understand the Tribal Communities and their socio-economic and political fabric CO2: Able to understand laws, policies, development programmes, globalization and its impact on Tribal Communities CO3: Able to understand how to advocate for social justice and policy changes that supports the rights and well-being of Tribal Communities CO4: Able to gain skills in developing, implementing, and evaluating social work programs that are culturally appropriate and effective in meeting the needs of Tribal Communities	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Tribe, Ethnicity, Identity and Tribal Social Institutions - State, Society and Tribe - Ethnicity, Identity & Ethnic Reconstruction among Tribes in India with special reference to North East India - Tribal worldview & Transformation: Language, Religion, Culture & Identity - Tribal Social Systems and Social Structures, Traditional Social Institutions - Customary Laws: Contestations, Change and Continuity	15	1, 3
2	Socio-Political Domain of Tribal Societies - Tribal situation in India and with special reference to North East India - Changing Dimension of Tribal World: Tribal Culture and Ecology - Tribal self-Governance: Fifth Schedule and Sixth Schedule, Autonomous District Councils, Autonomous Tribal Councils - Rethinking Tribal Movements	15	1, 2, 3

3	Tribal Development - Tribal Development: Pre and Post- Independence Period; Five-year Plans, TSP, CSP - Tribal Policy: Protective Measures & Development Policies - Globalisation, Sustainable Development, Anti-Colonial/ Decolonization Approaches - Gender and Development in Tribal Society	15	4, 5
4	Tribal: Law, Issues and Initiatives - SC/ST (Prevention of Atrocities) Act, 1989 - The Scheduled Tribes and Other Traditional Forest Dweller (Recognition of Forest Rights) Act 2006 (FRA) - Land Environment & Livelihood from Tribal Perspectives - Socio-economic and Political Concerns: Education, Health, Food Security, Land Rights, Land Alienation, Displacement, Migration - Social Work Practice Among Tribal Communities: Best Practice; Role and competence of the Social Worker	15	4, 5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO5	1	2	1	3	2	1	2	3	2	1	2	2	3	3
Average	2.2	2.2	1.6	2.2	2.8	2	2.6	2.4	2.8	2.4	2.6	2.6	2.8	2.8

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Allen, B. C. 1905. *Naga Hills and Manipur: Socio-Economic Survey*. Shillong: The Gazetteer of the Naga Hills.
- Akhup, Alex. 2015. *Tribal and Adivasi Studies Perspective from Within 2: Identities and their Struggles in North East*, Kolkata: Adivasi and Tribal Intellectual Collective India.
- Behera, M. C. 2004. *Globalization and Development Dilemma- Reflections from North-East India*, New Delhi: Mittal Publications.
- Biswas, Prasenjit. 2008. *Ethnic Life- Worlds in North-East India: An Analysis*. New Delhi: Sage Publication India.
- Bhaumik, Subir. 2009. *Troubled Periphery Crisis of India's North East*, New Delhi: Sage Publications India.
- Chaudhury, Sukant K. & S.M Patnaik. 2008. *Indian Tribes and the Mainstream*. Jaipur: Rawat Publications.
- Furer-Haimendorf, C.V. 1982. *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press.
- Galantar Marc. 1989. *Law and Society in Modern India*. New Delhi: Oxford University Press.
- Burman, B.K. Roy. 2020. 'Traditional Self-Governing Institutions Among the Hill Tribal Population Groups of North East India'. In *Traditional Self-Governing Institutions among the Hill Tribes of North-East India*, 1–21. New Delhi: Akansha Publication.

- Hussain, Monirul. 2008. *Interrogation Development: State, Displacement and Popular Resistance in North East*. New Delhi: Sage Publication.
- Jamir, Kilanga and Giribabu M. B. 2016. *Livelihood Promotion in North East India: Issues and Challenges*. New Delhi: Mittal Publication.
- Kamei, Gangmumei. 2006. *Essay on Primordial Religion*. New Delhi: Akansha Publication.
- Kamei, Gangmumei. 2008. *Ethnicity and Social Change: An Anthology of Essays*, New Delhi: Akansha Publishing House.
- Kamei, Samson. 2015. 'Zeliangrong Movement in North-East India: A Study of Perspectives from the Past and the Present'. Mumbai: Tata Institute of Social Sciences.
- Longkumer, Jungmayaangla. 2009. *Change and Continuity in Tribal Villages: A Sociological Study*. New Delhi: Akansha Publication.
- Longkumeer, Lanusashi, and Toshimenla Jamir. 2012. *Status of Adivasi/Indigenous Peoples Land Series-6*. Delhi: Aakar Books & The Other Media.
- Longkumer, Arkotong. 2016. *The Poetry of Resistance: The Heraka Movement of Northeast India*. Guwahati & New Delhi: North Eastern Social Research Centre & Indian Social Institute.
- Nyishi Nyem Acham. 2013. *Nyishi Marriage Systems, Laws and Property Rights of Women and Girl Child*. Nyishi Nyem Acham.
- Pereira, Melvil, R. P. Athpara, Sunumi Changmai, and Jyotikona Chetia. 2017. *Gender Implication of Tribal Customary Law: The Case of North East India*. Guwahati: NESRC.
- Ratan, T. 2006. *Encyclopedia of North-East India (Vol. 2.)* New Delhi. Kalpaz Publications.
- Sajal, Nag. 2002. *Contesting Marginality: Ethnicity, Insurgency and Sub-nationalism in Northeast India*. New Delhi: Manohar Publishers and Distributors.
- Sainath, Palagummi. 1996. *Every Love a Good Drought*. New Delhi: Penguin India.
- Shag, V.P and Patel, T. 1985. *Social Contexts of Tribal Education*. New Delhi: Concept Publishing Company.
- Singh, k. Suresh. 1972. *The Tribal Situation in India*. Shimla: Indian Institute of Advanced Studies.
- Singh, K. S. 1989. *Jawaharlal Nehru, Tribes and Tribal Policy*. Calcutta: Anthropological Survey of India.
- Singh, K. S. 1993. *Tribal Ethnography, Customary Law and Change*. New Delhi: Concept Publishing Company.
- Singh, K.S. 2006. *Tribal Movements in India*. Vol. I and II.
- Singh, M. Romen. 2006. *Tribal Development in 21st Century: An Experience from Manipur*. New Delhi: Mittal Publications.
- Sonowal, C. J. 2014. *Religion and Ethnic Reconstruction Among the Tribes of North East India*. New Delhi: Akansha Publication.
- Sudhir, H., & Hajarimayum, Jubita (Ed.). 2007. *Dimensions of Social Issues in India's North East*. New Delhi: Akansha Publishing House.
- _____. *Tribal Studies, Emerging Facts*. New Delhi: Mittal Publications.
- Xaxa, Virginiiues. 2008. *State, Society and Tribes: Issues in Post-Colonial India*. Noida: Pearson India Education Societies.
- Xaxa, Virginius. 2012. *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press.
- Yunuo, Asoso. n.d. *Naga Struggle Against the British Rule Under Jadonang and Rani Gaidinliu 1925-1947*. Nagaland: Leno Printing Press.
- Wouters, Jelle J. P. 2018. *In the Shadow of Naga Insurgency: Tribes, State, and Violence in Northeast India*. New Delhi; Oxford University Press.
- Ziipao, Raile Rocky. 2020. *Infrastructure of Injustice*. New Delhi: Routledge & Taylor & Francis India.

SEMESTER II

Department Specific Elective-X

SOW-101-DE-52100: GREEN SOCIAL WORK AND DISASTER MANAGEMENT (GSW & DM)

Credit:4 (3L+1T); Lecture:3 Hrs. per week; Tutorial: 1 Hr. per week Contact Hours: 60; Full Marks: 100

Learning Objectives	Teaching Learning	Course Outcomes (CO's)	Course Evaluation
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	Process		
LO1: To develop an understanding of the Environment and the changes affecting it LO2: To understand the nature of disasters, its magnitude and impact LO3: To gain knowledge of the methods and processes of disaster management, relief and rehabilitation	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to analyze the complex relationships between human and natural environments, and explain the changes affecting the environment, including climate change, pollution, and conservation. CO2: Able to describe the nature of disasters, including their types, magnitude, and impact on communities, ecosystems, and economies. CO3: Able to apply knowledge of disaster management methods and processes to design and implement effective relief and rehabilitation strategies, minimizing risk and promoting sustainable development. CO4: Develop a comprehensive disaster risk reduction plan, incorporating environmental sustainability, community resilience, and evidence-based practices.	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

COURSE CONTENTS

Unit No.	Contents	Contact Hours	CO
I	Basic Concepts - Ecology and Environment: Meaning and Implications - Disaster: Meaning, Definition and Related Concepts - Vulnerability, Risk, Hazard, Disaster, - Models of Disaster – Crunch Model and Release Model - Natural Resource Management - Human- Animal Conflict - Bio-Diversity Hotspot - Eco-Sensitive Zones	15	1,4
II	Issues and Challenges - Environmental Pollution: Meaning, Types, Emerging Issues Challenges - Environmental Impact Assessment - National Green Tribunal - Carbon Trading - Global Warming - Natural and Anthropogenic Disasters: Types and Case Studies	15	1,2

	g. Effect of Disasters: Physical, Social, Economic, Psychological, Spatial h. Social Advocacy for Environmental Protection and Disaster Risk Reduction		
III	Environmental Consciousness and Disaster Risk Assessment a. Green Social Work: Descriptive and Prescriptive Implications b. Eco-feminism c. Global Climate Agreements d. Participatory Assessment of Disaster Risk (PADR)– Preparation, Hazard Assessment, Vulnerability Assessment, Capacity Assessment, Key Informant Interviews and Action Planning	15	2,3,4
IV	Disaster Management: Phases & Intervention a. Disaster Management Cycle: Meaning, Components and Implications b. Early Warning System c. Institutional and Non-Institutional Framework for Disaster Management in India d. Policies and Legislations pertaining to Disaster Management in India e. Role and Skills of Social Work Professionals at Different Levels: Resources Mobilization, Working with Other Professionals, Working With Government And Voluntary Organizations	15	1,2,4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

- Guha, Ramachandra. (2006). Environmentalism: A global history. New York: Longman.
- Guha, Ramachandra.(2006). How Much Should a Person Consume? Environmentalism in India and the United States. Berkeley: University of California Press,\.
- AbarquezIandMurshed Z. 2004. Community-Based Disaster risk management: Field practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.
- Anderson M and Woodrow P. 1998. Rising From The Ashes: Development strategies in times of disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.
- Blaikie p, Cannon T, Davis Iand Wisner B.2004. At risk: natural hazards, people's vulnerability and disaster. London: Routledge.

- Carter I. 2002. Preparing for disaster, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
- Carter I. 2003. Mobilising the Community, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
- Deshpande, B.G. 1996. Earthquakes. Animals And Man. Gurgaon: JAC Trust.
- Heijmans A and Victoria L 2001. Citizenry-Based and development – Oriented disaster response. Philippines: centre for disaster preparedness.
- Mohan, Munasinghe and Clarke Caroline. 1992. Disaster prevention for sustainable development. Economic and policy issues. Geneva: world Bank.
- Murthy, D.B.N. 2007. Disaster Management: Text and case studies. New Delhi: Deep & Deep.
- Tearfund UK. 2004. Development and Risk Reduction in the Indian State of Andhra Pradesh a case study <http://tilz.tearfund.org/Topics/Disaster+Management>.

SEMESTER II

Research Course-II

SOW-101-RC-5210- Research & Publication Ethics /MOOCs

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To bring awareness about the publication ethics and publication misconducts LO2: To know the basics of philosophy of science and ethics, research integrity, publication ethics LO3: To identify research misconduct and predatory publications	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate knowledge and skills in publication ethics and misconducts CO2: Able to develop understanding about research integrity and publication guidelines CO3: Able to understand various guidelines and regulation in publication ethics CO4: Able to develop an understanding of research misconduct and predatory publications	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
1	Philosophy and Ethics a. Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches b. Ethics: Definition, Moral Philosophy, Nature of Moral Judgments and Reactions	10	1
2	Scientific Conduct a. Ethics with respect to science and research b. Intellectual honesty and research integrity c. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) d. Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing e. Selective Reporting and Misrepresentation of Data	15	2
3	Publication Ethics a. Publication Ethics: Definition, Introduction and Importance b. Best Practices/ Standards Setting Initiatives and Guidelines: COPE, WAME, etc. c. Conflicts of Interest d. Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour and vice versa, types e. Violation of publication ethics, authorship and contributionship f. Identification of publication misconduct, complaints and appeals g. Predatory publishers and journals	15	3
4	Practice a. Open Access Publishing b. Publication Misconduct c. Databases and Research Metrics	20	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books/Journal Articles Recommended

1. Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489 (7415), 179-179. <https://doi.org/10.1038/489179a>
2. Bird, A. (2006). *Philosophy of Science*. Routledge.
3. Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance* (2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Books.pdf
4. MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
5. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.
6. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN: 978-9387480865
7. Resnik, D.B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Note: Students enrolled in the MASW programme at the University Campus are required to take at least one Research Course through MOOC's.

SEMESTER -III & IV

SEMESTER III & IV

Research Project

SOW-101-RP-6110- Research Project (RP)

Credit: 40 (P); **Practical:** 40 Hrs. per week; **Contact Hours:** 1200; **Full Marks:** 500

Introduction

The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at postgraduate level. Such research project undertaken will obviously enhance the research productivity, collaboration at national and international level in various industries, government as well as community-based organizations and agencies. This is designed to equip students with advanced research skills and a deep understanding of contemporary issues of social work and commitment to evidence-based practice that underscores the importance of critical thinking and ongoing professional development in the social work field. Students will carry out research project or dissertation under the guidance of a faculty member of the Department of Social Work. The research project/dissertation will be in the major discipline.

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand how to initiate and conduct research LO2: To understand research skills of identifying and selecting topic for research LO3: To develop skill of doing literature review and data collection and accompanying drawbacks LO4: To understand different steps in conducting research and associated limitations LO5: To do data analysis and report writing LO6: To understand ethics involved in research	1. Brainstorming 2. Library Consultations 3. Assignments 4. Individual and Group Presentation	CO1: The learners would be able to demonstrate the ability to apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification CO2: The learners would work independently, identify appropriate resources required for a project, and manage a project through to completion CO3: The learners would exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces CO4: The learners should be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society	1. Full Marks: 500 2. Assignments and Dissertation: 300 Marks 3. End-Semester Viva-Voce: 200 Marks

Learning Assessment

Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Project work in Social work discipline would generally be carried out under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would 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. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.

Sr. No.	Semester	Tasks/Assignments for Research Project per Semester	Evaluation	Total Marks
1.	III	1. Within 15 days of commencement of the Semester, all students will be allocated Supervisors as per the norms of RGU or as per availability of faculty with mutual consent. 2. Topics will be submitted by such students within 30 days of commencement of the Semester to the HoD office forwarded duly by each allocated Supervisor. 3. Three sessional tests will be carried out by each student under the Supervision of the respective Supervisor. Average of these 3 sessional exams will be submitted before end semester examination by each supervisor to HoD Office to prepare the necessary cut-off-list, as per RGU norms. 4. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. 5. End Semester Examination will comprise of submission of Synopsis (at least 10 days prior to due date of Viva-voce to the HoD office, template of synopsis will be provided by HoD Office) and presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member duly nominated by HoD, and approved by CoE, RGU).	Internal: 300 Marks End Sem: 200 Marks	500
2	IV	1. After commencement of the 4th Semester, students are expected to collect data/sample from respective sites as proposed in the synopsis. However, they can also do the same in earlier semester, after approval from their respective Supervisor. 2. Sessional tests would be inclusive of overall		

Sr. No.	Semester	Tasks/Assignments for Research Project per Semester	Evaluation	Total Marks
		progress made by the student during the said semester/journal maintenance/journal article submission to Peer Reviewed/UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. Periodic assessment of data collection, analysis and report writing would be carried out by each allocated Supervisor. 3. End Semester Examination will comprise of submission of Project Work (at least 30 days prior to due date of Viva-voce to the HoD office) and power point presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member, duly nominated by HoD and approved by CoE, RGU)		

Norms

1. The students are placed under a supervisor for the research project work.
2. Each student identifies a research problem in the area of his/her interest, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, and constructs tool(s) for data collection.
3. Afterwards, the students undertake the data processing and presents his/her findings in a pre-submission seminar.
4. After incorporating inputs received during the pre-submission seminar in consultation with Research Supervisor, a student submits the final copy of dissertation for evaluation.
5. At the end of the semester the student will appear for the viva-voce examination as part of the evaluation.
6. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
7. The students are expected to complete the Research Project in the eighth semester. The learners will be encouraged to publish their research work and also to present in conferences /seminars
8. Evaluation will be based on continuous assessment, in which sessional work and the term end examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), presentations etc., as determined by the faculty in charge of the courses of study.
9. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
10. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

11. Students may be permitted to carry out a research project or dissertation in another department of RGU or another institution provided the required facilities are available.

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Postgraduate Programme in Social Work with Course Work & Research

PG Diploma in Social Work (Programme Code: SOW-1101) &
One Year/Two Year MA in Social Work with Course Work & Research (Programme Code: SOW-3101)

N Cr F Credit Level	Semester	Core Papers (Core Course/Elective)	Course Level	Credit	Total Credit	Max. Marks			Credit Distribution	Contact Hours
		Course Name				Internal	End Sem	Total	L: T: P	
		SOW-101-CC-5110:	400	4		20	80	100	3+1+0	60

6	Sem-I	Foundations of Social Work			22					
		SOW-101-CC-5120: Human Behaviour and Working with Individuals	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5130: Social Systems and Working with Communities	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5140: Social Work Practicum - I	400	6		150	50	200	0+0+6	180
		SOW-101-RC-5110: Social Work Research /MOOCs	500	4		20	80	100	3+1+0	60
	Sem-II	SOW-101-CC-5210: Social Work Practicum-II	400	6	22	150	50	200	0+0+6	180
		SOW-101-DE-52010*: Working with Groups	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52020*: Social Welfare Administration & Social Action	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52030*: Integrated Social Work, Social Policy and Social Legislation	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52040*: Rural and Urban Community Development	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52050*: Indian Knowledge System and Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52060*: Human Resources and Industrial Relations	500	4		20	80	100	3+1+0	60
		SOW-101-RC-5210: Research and Publication Ethics/MOOCs	400	4		20	80	100	3+1+0	60
Total Credit (I Year)					44					
Exit option with Post-Graduate Diploma in Social Work on completion of courses with a minimum of 44 credits or Entry to One Year MA in Social Work with Course Work & Research										
6.5	Sem-III	SOW-101-CW-61010: Community Health and Counselling	500	4	22	20	80	100	3+1+0	60
		SOW-101-CW-61020: Gerontological Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61030: Tribal Social Work Practice	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61040: Green Social Work & Disaster Management	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61050: Social Work Practicum-III	500	6		150	50	200	0+0+6	180
	Sem-IV	SOW-101-RP-6110: Research Project	500	20	20	240	60	300	0+0+20	600
Total Credit (Aggregate)					86					
Post-Graduate Degree (MA) in Social Work with Course Work & Research on completion of courses with a minimum of 86 credits.										

*Students will choose *three* courses out of the **Departmental Elective Courses** (II Semester) from the list.

SEMESTER -I

SEMESTER I

Core Course I

SOW-101-CC-5110: FOUNDATIONS OF SOCIAL WORK (FSW)

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To acquire an understanding of the conceptual and the theoretical foundations of Social Work LO2: To understand the nature of Social Work as a Profession and about Social Work education in India LO3: To develop an understanding on the scope of Social Work intervention in North East India	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Develop a comprehensive understanding of the conceptual and theoretical foundations of Social Work, enabling them to critically analyze and apply theoretical perspectives to real-world social work interventions. CO2: Able to demonstrate an understanding of Social Work as a profession, including its history, values, ethics, and standards, as well as the current state of Social Work education in India, preparing them for professional practice and further education. CO3: Able to identify and explain the scope of Social Work intervention in North East India, recognizing the unique social, cultural, and economic contexts and developing culturally sensitive and effective intervention strategies to address regional challenges. CO4: Equipped with a solid foundation in Social Work theory, practice, and profession, enabling them to navigate complex social issues, develop effective interventions, and contribute to the betterment of society, particularly in the North East Indian context.	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
I	Concepts and Introduction a. Social Work – Meaning, Evolving Global Definitions and Values b. Historical Evolution of Social Work Practice and Education: World; India; North-East India c. Concepts Related to Social Work – Philanthropy; Charity; Voluntary Action; Social Service; Social Welfare; Social Reform; Social	15	1,5

	Security; Social Policy; Social Justice and Human Rights d. Social Work as a Profession in India and North-East India: Scope and Challenges e. Social Work Education-Domains: Core; Supportive; Elective and Inter Disciplinary		
II	Social Work Practicum and Practice Domains a. Field Work: Importance; Components b. Purpose and Types of Field Recording c. Practice Domains and Specialisations: Child, Youth, Family, Women & Aged, Urban and Rural Community, Indigenous and Marginalised; Occupational Social Work; Social Defence; Differently abled, Health Social Work.	15	3,4
III	Approaches and Methods of Social Work Intervention a. Clinical and Critical Approaches b. Primary and Secondary Methods of Social Work: Nomenclature and Need c. Social Case Work, Working with Groups, Working with Communities d. Social Action, Social Work Research, Social Welfare Administration	15	2,3,4
IV	Theoretical Perspectives for Social Work Practice a. General System and Ecosystem Perspectives b. Strengths and Role Theory c. Evidence Based Practice d. Radical Social Work e. Feminist and Green Social Work f. Gandhian Social Work: Philosophy and Practice	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

- Alinsky, Saul. (1971). *Rules for Radicals*. Chicago: Knopf Doubleday Publishing Group.
- Allan, June, Bob Pease & Linda Briskman (ed.). (2003). *Critical Social Work – An Introduction to Theories and Practices*. Jaipur: Rawat Publications.
- Bhanti, Raj. (1996). *Field Work in Social Work Perspective*. New Delhi: Himanshu Publications.

- Choudhary, D. Paul. (1983). *Introduction to Social Work*. New Delhi: Atmaram & Sons.
- Cox, D. & Pawar, M. (2006). *International Social Work – Issues, Strategies and Programs*. New Delhi: Vistar Publications.
- Dasgupta, S. (1967). *Towards a philosophy of Social Work in India*. New Delhi: Popular Book Services.
- Desai, M. (2002). *Ideologies and Social Work: Historical and Contemporary Analyses*. Jaipur: Rawat Publications.
- Dinitto, Diana, M. (2008). *Social Work Issues and Opportunities in a challenging profession (3rd edition)*. Chicago: Lyceum Books.
- Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. London: Polity Press.
- Fink, Arthur et al. (1985). *The fields of Social Work*. Beverly Hills, California: Sage Publications.
- Freire, P. (2000). *Pedagogy of Oppressed*. New York: Continuum.
- Gilbert, Neil. et. al. (2002). *An Introduction to Social Work Practice*. New Jersey: Prentice Hall.
- Gore, M. S. (1965). *Social Work and Social Work Education, P. S. Jayasinghe*, Bombay: Asia Publication House.
- Gore, M. S. (1993). *The Social Context of Ideology, Ambedkar's Social and Political Thought*. New Delhi: Sage Publication.
- Government of India. (1987). *Encyclopedia of Social Work*. New Delhi: Publication Division (Social Welfare Ministry).
- Hepworth, Dean H. (2010). *Direct Social Work Practice - theory and skills (8th edition)*. New York: Brooks/Cole.
- Joshi, S. C. (2004). *The Handbook of Social Work*. New Delhi: Akansha Publishing House.
- McLunis-Dittrich, Kathlee. (1994). *Integrating Social Welfare Policy and Social Work Practice*.

New York: Brooks/Cole.

- Palackappilly, George & Felix T.D.(1998). *Religion & Economics, Gandhism, Buddhism*. AIDBES, Stroup SPCI House.
- Patel, C. (Ed.). (1999). *Religion – Philosophy of Social Work in India*. New Delhi.
- Payne, M. (2005). *Modern Social Work Theory*. Basingstoke: Palgrave Macmillan.
- Richmond, M. E. (1917). *Social diagnosis*. New York: Russell Sage Foundation.
- Roy, Bailey and Phil, Lee. (1982). *Theory and Practice in Social Work*. London: Oxford Pub. Ltd.
- Singh, R.R. (1985). *Field Work in Social Work Education, a Perspective for Human Service Profession*. New Delhi: Concept Publishing Company.
- Wadia, A. R. (Ed.). (1961). *History and Philosophy of Social Work in India*. Bombay: II Allied Publisher Private Ltd.

SEMESTER I

Core Course II

SOW-101-CC-5120: HUMAN BEHAVIOUR AND WORKING WITH INDIVIDUALS (HB & WI)

Credit:4 (3L+1T); **Lecture:3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60; Full Marks: 100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To inculcate the knowledge of Health and working with Individual LO2: To understand the values and principles of social case work and to develop the capacity to practice them LO3: To develop an understanding of human behaviour and personality	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to Demonstrate a comprehensive understanding of health and wellness principles and apply them when working with individuals CO2: Able to apply the values and principles of social case work in practice, demonstrating an understanding of the ethical considerations and best practices in the field CO3: Able to analyze human behavior and personality, recognizing the complexities and nuances of individual differences	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

LO4: To appreciate the basic Psychological processes and Theories.		CO4: Able to understand basic psychological processes and theories, and apply this knowledge to real-world scenarios, enhancing their ability to support individuals and communities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Health a. Concept of Health, Public Health and Community Health b. Disability, Communicable, Non-Communicable Diseases and Life style illnesses c. Health Care: Preventive, Curative, Rehabilitative and Re-integrative	15	1,2
II	Psychological Processes and Theories of Human Development a. Intelligence, Emotion, Perception, Motivation, Learning and Attitude b. Personality Development, Abnormal Behaviour c. Freud's Psychosexual Theory, Erikson's psychosocial Theory, Piaget's Theory of Cognitive Development	15	1,4
III	Working with Individuals a. Historical development, Process, Principles and Components of Case work b. Nature of problem to be addressed through Social Casework c. Client-Worker Relationship, Transference and Counter-transference in casework	15	1,2,3
IV	Theories, Approaches and Skills a. Psychoanalytical, Psycho-social, Problem Solving, Behavior Modification, Crisis Intervention b. Self-Awareness and Self Development Exercises, Counselling Techniques, Enhancing Resources techniques c. Life Coping Skills: Time, Stress, Anger Management, Problem Solving and Decision Making	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

Human Behaviour:

- Argle, Michael Ed. 1981. *Social Skills and Health*. London: Mazheum Publishers.
- Davies, J.M. 1979. *Community Health Preventive Medicine & Social Service*. London: Bailliere Tindal.
- Hurlcok, Elizabeth. 1972. *Child Development*. New Delhi: Tata McGraw Hill.
- Hurlock, Elizabeth B. 1978. *Child Growth and Development*, New Delhi, Tata McGraw Hill Publishing Company Ltd.
- Hurlock, Elizabeth. 1981. *Development Psychology – A Life Span Approach*. New Delhi: Tata McGraw Hill Ltd.
- Park, K. (2009). *Preventive and Social Medicine*. Jabalpur: M/s Banarsidas Bhanot.
- Robert A. Baron. *Introduction to Psychology*. Pearson Publications.
- Ruseel and Smart. 1975. *Readings in Child Development and Relationships*. New Delhi: Light & Life Publishers.
- Sarason, Irwin G. & Sarason Barbara R. (2009). *Abnormal Psychology*. New Delhi: PHI Learning Private Limited.
- Sinclair, David. 1978. *Human Growth after Birth*. London: Oxford Medical Publications.
- Steinberg, Laurance. 1993. *Adolescence*. New York: McGraw Hill Inc.
- Watson, Robert and Lingren Henry Clay. 1979. *Psychology of the Child and the Adolescent*. New York: MacMillan Publishing Company.

Working With Individuals:

- Nelson, Richards & Jones. 1990. *Human Relationship Skills*. Mumbai: Better Yourself Books.
- Bhattacharya, Sanjay. 2006. *Social Work an Integrated Approach*. New Delhi: Deep & Deep.
- Bishop Sue, 1996. *Develop your Assertiveness*. New Delhi: Kogan Page India Pvt. Ltd.
- Biestek, Felix P. 1987. *The Casework Relationship*. London: Unwin University Press.
- Perlman, H.H. 1974. *Social Case Work*. Chicago: The University of Chikago Press.
- Hamilton, Gordon. 1911. *Theory and Practice of Social Case work*. New York: School of Social Work & Columbia University Press.
- Upadhyay, R.K. 2002. *Social Case Work*. jaipur : Rawat Publications.
- Wasik, B.H. et al. 1990. *Home visiting Procedures for Helping Families*. California: sage Publications.
- Currie, Joe. 1976the Bare foot Counsellor. Bangalore: Asian Trading Corporation.
- Fuster, J.M. 1984. *Personal Counselling*. Bombay: St. Paul Publication.
- Lindenfield Gael, 1997. *Assert Yourself*. New Delhi: Harper Collins Publishers India Pvt. Ltd.

- Narramore, M. Cloyd. 1978. The psychology of Counselling. Michigan: Zondervan Publishing House.
- Nelson – Jones, Richard. 2008. Basic Counselling Skills. London: Sage Publications.
- Tilbury. D.E.F. 1977. Case Work in Context. Oxford: Pergamon Press.
- Hollis, Florence and Mary E. Woods. 1981. Case Work – Psychosocial Therapy. New York: Random House.
- Mathew, Grace. 1992. An introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
- Prashantham, B.J. 1975. Indian Case studies in Therapeutic Counselling. Vellore: Christian Counselling Centre.
- Richmond, E. Mary. 1971. Social Diagnosis. New York: Russel Sage Foundation.

SEMESTER I

Core Course III

SOW-101-CC-5130: SOCIAL SYSTEMS AND WORKING WITH COMMUNITIES (SS & WC)

Credit:4 (3L+1T); **Lecture:3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60**; **Full Marks:100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the concept of society, social institutions and social dynamics LO2: To gain insight into the Indian society, the changes therein and its problems LO3: To understand the concepts and perspectives related to development LO4: To understand community organization as a method of social work	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Define and explain the concepts of society, social institutions, and social dynamics, and their interrelationships. CO2: Analyze the structure, changes, and problems in Indian society, and identify areas for social intervention. CO3: Understand and apply concepts and perspectives related to development, including social, economic, and political development. CO4: Explain the principles and methods of community organization as a social work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

and as an effective tool for Development LO5: To enhance critical understanding of the models and strategies for community organization practice		approach, and its role in promoting development. CO5: Critically evaluate models and strategies for community organization practice, and develop skills to design and implement effective community organization programs.	
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Basic Concepts of Society and Social Systems a. To understand the concept of society, Elements and Features of Indian Society b. Social Institutions; Marriage, Family, Religion, Education, Economics and Politics c. Social Control, Social Change, Social Disorganization	15	1,3
II	Socially Vulnerable Groups and Developmental theories a. Indigenous Peoples (Tribal/Adivasi), Minority; Dalits & OBCs b. Differently Abled, Women; Children; LGBTQ c. Homeless; Migrants; Refugees d. Development Theories: Modernisation, Dependency, Neo-Liberal e. Liberalisation, Privatisation and Globalisation	15	1,2,3
III	Understanding Community and Community Organization a. Community: Urban, Rural, and Tribal Communities b. Principles, Scope and Philosophy of Community Organization c. Indigenous Approaches to Community Work, Process of Community Organization	15	1,5
IV	Models of Community Organization and Models of Community Development a. Models of Community Organization b. Models of Community Development c. Globalization and its impact on Community Practice d. Skills for Community Organization e. Participatory Approaches in Community Work	15	1,4

Mapping Matrix of POs and PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2

Average														
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The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

Social Systems:

- Ahuja, Ram. 1993. Indian Social Systems. New Delhi: Rawat Publications.
- Ahuja, Ram. 2014. Social Problems in India. New Delhi: Rawat Publication.
- Akhup, Alex. 2015. *Tribal and Adivasi Studies Perspective from Within 2: Identities and their Struggles in North East*. Kolkata: Adivani and Tribal Intellectual Collective India.
- Behera, M. C. 2004. *Globalisation and Development Dilemma- Reflections from North-East India*. New Delhi: Mittal Publications.
- Bhaumik, Subir. 2009. *Troubled Periphery Crisis of India's North East*. New Delhi: Sage Publications India.
- Bhushan, Vidya and Sachdev, D.R. 1999. *An Introduction to Sociology*. Allahabad: Kitab Mahal.
- Dube, S.C. 1990. *Society in India*, New Delhi: National Book Trust.
- Escobar, Arturo. 1994,1952. *Encountering Development: The Making and Unmaking of the Third World*, Princeton University: New Jersey.
- Giddens, Anthony, 2001. *Sociology, Polity*. New Delhi: Cambridge press.
- Hussain, Monirul. 2008. *Interrogation Development: State, Displacement and Popular Resistance in North East*. New Delhi: Sage Publication.
- Kamei, Gangmumei. 2008. *Ethnicity and Social Change: An Anthology of Essays*, New Delhi: Akansha Publishing House.
- Kikon, Dolly. 2019. *Living with Oil and Coal: Resources Politics and Militarisation in Northeast India: Culure, Place and Nature*. University of Washington Press.
- Madan, G.R. 1997. *Indian Social Problems (Vol. I & II)* New Delhi: Allied Publications.
- Nussbaum, Martha. C. 2011. *Creating Capabilities: The Human Development Approach*. Ranikhet: Permanent Black.
- 2001. *Women and Human Development: The Capabilities Approach*. New Delhi. Cambridge University Press.
- Nagardra, S.P. 1994- *Development and Change*, New Delhi: Concert Publishing Company.
- Pieterse, Jan Nederveen. 2009. *Development Theory: Deconstructions/ Reconstructions*.
- Rao, C.N. Shankar. *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi S. Chand & Company Ltd.
- Ritzer George. 2011. (5 edition). *Sociological Theory*. New Delhi: McGraw-Hill; Fifth edition
- Roy, Arundhati. 2015. *Annihilation of Caste: the Annotated Crtical Edition B.R. Ambedkar with the Doctor and the Saint*, New Delhi: Navayana Pubishing.
- Sachs, Wolfgang.1992. *The Development Dictionary: A Guide to Knowledge as Power*. New Delhi: Orient Longman.

- Sen, Amartya, 1999. *Development as Freedom*, New York: Oxford University Press.
- Sen, Amartya and Dreze, Jean. 1997. *Indian Development Experiences: Selected Regional Perspectives*. New Delhi. Oxford University Press.
- Singh, Naunihal. 2002. *Population and Poverty*. New Delhi: Mittal Publications.
- Sonowal, C. J. 2014. *Religion and Ethnic Reconstruction Among the Tribes of North East India*. New Delhi: Akanksha Publication.
- Srinivas, M.N., 1980. *Social Structure*, New Delhi: Hindustan Publishers Corporation.
- Srinivas, M. N. 1995. *Social Change in Modern India*. New Delhi: Orient Black Swan.
- Sudhir, H. et. al. (ed.) 2007. *Dimensions of Social Issues in India's North East*.
- Uberoi, Petricia, 1993. *Family, Kinship and Marriage in India*, New Delhi; Oxford University Press.
- Singh, Yogendra 1977, *Social Stratification and Change in India*, Manohar Publications, New Delhi.
- Wouters, Jelle J. P. 2018. *In the Shadow of Naga Insurgency: Tribes, State, and Violence in Northeast India*. New Delhi; Oxford University Press.
- Ziipao, Raile Rocky. 2020. *Infrastructure of Injustice*. New Delhi: Routledge & Taylor & Francis India.

Community Organisation:

- Arora R. K. (ed.) (1979). *People's Participation in Development Process: Essays in Honour of B. Mehta*. Jaipur: The HCM State Institute of Public Administration.
- Bhattacharya, Sanjay (2006). *Social Work: An Integrated Approach*. New Delhi: Deep & Deep Publications.
- Christopher, A. J. & Thomas, William (2006). *Community Organization and Social Action*. New Delhi: Himalaya Publications.
- Choudhary, D. P. (1976). *Introduction to Social Work*. New Delhi: Atmaram & Sons.
- Cox, F. M. et al. (1964). *Strategies of Community Organization*. Illinois: Peacock Publishers. Inc.
- Dunham, Arthur (1970). *The New Community Organization*. New York: Thomas, Y. Crowell Company.
- Gangrade, K.D. (1971). *Community Organization in India*. Bombay: Popular Prakashan.
- Kumar, Somesh (2002). *Methods for Community Participation – a Complete Guide for Practitioners*. New Delhi: Vistaar Publications.
- Prasad, Ankit. (2005). *Social Welfare and Social Action*. New Delhi: Mittal Publications.
- Ralph M Kramer & Harry Specht (1975). *Reading in Community Organization. Practice*. London: Prentice Hall International.
- Ross, M. G. (1955). *Community Organization: Theories, Principles, and Practices*. New York: Helper and Row.

- Siddiqui, H.Y. (ed.) (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
- Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira Publication.
- Sussman, M. B. (1959). *Community Structure and Analysis*. New York: Thomas, Y. Crowell Company.

SEMESTER I

Core Course IV

SOW-101-CC-5140- Social Work Practicum – I (SWP-I)

Credit: 6 (6P); **Practical:** 15 Hrs. per week; **Practical Hours During Semester:** 180; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions; LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO5: To develop work plan in consultation with agency supervisor LO6: To continue practicing the methods of working with individuals and groups LO9: To identify and utilize human, material and financial resources LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership LO12: To develop skills of report writing and use of supervision (both agency and faculty)		understand social work interventions in different areas CO5: Able to prepare work plan and its execution CO6: Able to form small groups with different age and gender groups CO7: Able to apply programme media skills in social work interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1.	Orientation Programme The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to initiate work in the field. The orientation programme is of One Week duration for the MASW first year. Objectives of Orientation Programme	25 (5 Working Days)	1, 2, 3, 4, 5, 6, 7, 8, 9

	1. To introduce new entrants to the staff and senior students of the Department and also to various facilities and programmes of the Departments. 2. To induct students to the social work profession by orientating them to its philosophy, methods and areas of intervention. 3. To orient them to the fieldwork programme and its various components i.e. concurrent fieldwork, winter placement, rural camp and block placement. 4. To acquaint students with administrative framework and programme of field work.		
2	Concurrent Field Work (CFW) The students shall be placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in Hospitals, Rehabilitation Centers, Counseling Centers and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, family, children, youth and the elderly. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly. Agency/Community Profile, Observations and Analysis ▪ Develop Agency Profile and/or Community Biography ▪ Observe Agency Functioning and/or Community Activities ▪ Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention ▪ Networking and Programme Planning ▪ Practice the methods of working with individuals and groups ▪ Assist the organization wherever desirable in its ongoing interventions	120	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Field Study Tour (FST) During this semester students are taken out for a Field Study Tour (Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first-hand interactions with service providers and/or clientele groups.	25 (5 Working Days)	1, 2, 3
4	Report Writing, Individual Conference and Group Conference ▪ Term Plan and Agency Profile ▪ Weekly Reports based on Process Recording ▪ Midterm Evaluation and Term End Evaluation	10	1, 2, 3, 4, 5, 6, 7, 8, 9

	- A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor - IC and GC Recording		
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Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3
CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER I**Research Course-I****SOW-101-RC-5110: SOCIAL WORK RESEARCH (SWR)/MOOCs**

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To gain understanding of nature and relevance of social science research and its application in the study of social phenomena LO2: To learn steps and process of formulation of research design and carry out the same LO3: To learn method of conducting a review of literature LO4: To develop familiarity with qualitative and quantitative research methods LO5: To learn how to prepare tools for collection of data	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to conceptualise and demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools CO2: Able to develop knowledge and skills of data collection, organization, presentation, analysis and report writing CO3: Able to undertake evidence-based practice and evaluate practice with evidence	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

LO6: To learn process of data collection, organization, presentation, analysis and report writing			
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Basic Concepts and Philosophical Orientations - Social Research and Social Work Research - Characteristics of Scientific Research - Ontological, Axiological, Epistemological bases to research - Positivism, Constructivism, and Interpretivism - Concept, Objectives, Variables, and Hypothesis - Ethics in Research - Participatory Methods, Action Research, and Mixed Methods	15	1, 3
2	Social Work Research Methodology - Identification and Steps in Formulation of a Research Proposal - Review of Literature: Meaning, Purpose and Types - Research Questions, Hypothesis, and Variables - Types of Research Designs: Exploratory, Descriptive, Experimental and Evaluative - Conceptualizing and Designing Quantitative and Qualitative Research - Methods & Tools of Data collection	15	1, 2, 3
3	Sampling Framework and Data Collection - Concept of Universe, Sample, Sampling Unit and Types of Sampling Frame-Probability and Non-Probability - Sources of Data: Primary and Secondary - Tools of Data Collection (Quantitative): Survey, Interview Schedule, Interview Guide, Questionnaire - Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion - Levels of Measurement	15	1, 2, 3
4	Data Processing and Basic Statistics - Processing and Presentation of Data - Use of Statistics: Measures of Central Tendency - Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Correlation - Parametric and Non-Parametric Tests - Analysis, Interpretation and Report Writing	15	1, 2, 3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2

CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings:

- Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.: Wiley.
- Bryman, Alan. (2016), Social Research Methods. 5th Edition. London: Oxford University Press.
- Cook, Thomas D Cook and Reichardt, eds. (1979). Qualitative and Quantitative Methods in Evaluation Research. CA: Sage
- Creswell, J W. (1994). Research Design: Qualitative and Quantitative Approaches. CA: Sage Publications.
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- Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7th Edition. New Delhi: Pearson Education India.
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- Reissman, C.K. (1994). Qualitative Studies in Social Work Research. California: Sage Publications.

- Rubin, Allen et al. (2006). Essential Research Methods for Social Work. California: Wadsworth Inc.
- Rubin, A & Babbie, E.R. (2011). Research Methods for Social Work (Seventh Edition). USA: Brooks/Cole.
- Runin, Sllen et. al. (2006). Research Methods for Social Work, California: Wadsworth Inc.
- Silverman, D. (1993). Interpreting Qualitative Research. California: Sage Publications.

SEMESTER -II

SEMESTER II**Core Course V****SOW-101-CC-5210: Social Work Practicum – II (SWP-II)****Credit:** 6 (6P); **Practical:** 15 Hrs. per week; **Practical Hours During Semester:** 180; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To offer an opportunity of doing Field Work without Territorial Restrictions of the Institute's Location LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To gain insight in fields of specialization working with/at best of the institutions LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through professional work experience CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to understand social work interventions in different areas	▪ Full Marks: 200 ▪ Documentation, Regularity and Pro-Active Participation: 150 Marks ▪ Term End Viva-Voce: 50 Marks

LO5: To develop work plan in consultation with agency supervisor LO6: To continue practicing the methods of professional Social Work LO9: To inculcate aptitude for professional intervention and documentation LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership LO12: To develop skills of report writing and use of supervision (both agency and faculty)		CO5: Able to prepare work plan and its execution CO6: Able to form small groups with different age and gender groups CO7: Able to apply programme media skills in social work interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Block Field Work (BFW)/ Concurrent Field Work (CFW) The Block Field Work scheduled for this Semester comprises a consolidated month long (04 weeks) Block Field Work on choice/interest of the learners and in accordance with their Field of Specialization/Soft Courses or 15 Weeks of Concurrent Field Work dedicating 8 Hour per Week. Students are required to undergo block placement for a minimum period of 30 days or 15 Weeks of Concurrent Field Work as per feasibility. The report of field work will be evaluated by external examiner. Keeping in mind the availability of learning opportunities for the students, the department selects agencies/projects spread all over the country from a list of carefully screened organizations. The purpose of Block Placement is to provide the students some pre – employment experience. It broadens the students' perspectives and also enables them to assume professional responsibilities after completing this Program. The Block Placement agencies are selected with the consent/choice of students No student is allowed to be on paid employment during the period of block placement. However, the students	180	1, 2, 3, 4, 5, 6, 7, 8, 9

	can accept an honorarium in case the agency so decides. The student is expected to start the Block/ Concurrent F.W. on the date specified by the Department. Any unauthorized delay in starting or discontinuation is dealt with seriously. If a student leaves Block Placement agency without prior approval of the department or if the Block Placement performance is found to be unsatisfactory. In such circumstances, the department is not under any obligation to arrange for an alternate block placement immediately. The student may have to wait until the next year for completing the Block Placement. During Block Placement, student is required to submit a detailed report of the work done. The report must be submitted to the department after it is signed by the students and counter signed by the agency supervisor. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly.		
2	Agency/Community Profile, Observations and Analysis - Develop Agency Profile and/or Community Biography - Observe Agency Functioning and/or Community Activities - Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention - Networking and Programme Planning - Practice the methods of working with individuals and groups - Assist the organization wherever desirable in its ongoing interventions	-	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Rural Immersion Camp A residential Rural Immersion Camp for one (01) week duration in rural, semi-rural and Tribal areas be organised. Every student is expected to attend it as a part of course requirement. The organizing of rural camp would acquaint the students with rural scenario, living conditions, problems and issues of rural society. The camp would be planned to provide ample opportunities for students to fine tune their interpersonal relationship Skills through the Process of group dynamics and achieve a harmonious blend of learning and work. Detailed Process as well as Summary Reports are submitted at the end.	30	1, 2, 3, 4, 5, 6, 7
4	Report Writing, Individual Conference and Group Conference - Term Plan and Agency Profile - Weekly Reports based on Process Recording - Midterm Evaluation and Term End Evaluation - A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual	-	1, 2, 3, 4, 5, 6, 7, 8, 9

	Conference and fortnightly Group Conference with Field Work Supervisor		
	▪ IC and GC Recording		

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3
CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER II

Department Specific Elective-I

SOW-101-DE-52010: WORKING WITH GROUPS (WG)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the concept of groups and its importance and influence on individuals LO2: To understand Social Group Work as a method of Social Work practice and its application in various settings LO3: To know the basic concepts, tools, techniques, processes and Skills of working with groups LO4: To develop an understanding of group dynamics and Skills	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice CO2: Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups CO3: Able to help	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

LO5: To identify and acquire the skills needed to work with groups effectively across settings		people in similar distressful situations through therapeutic process	
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Course Contents

Unit No.	Contents	Contact Hours	C O
1	Basic Concept of Group a. Group, Group Identity, Cohesion, Characteristics, Significance and Types b. Historical Evolution of Social Group Work, Social group work as a Method of Social Work c. Assumptions & Principles, Characteristics and Purpose to Social Group Work, Values and Ethics d. Group Counseling, Group Therapy	11	1, 3
2	Approaches, Models and Process a. Approaches to Group Work b. Models of Group Work c. Phases of Group Formation d. Role of Group Worker	11	1, 2, 3
3	Group Dynamics and Skills a. Group Work related Knowledge and Skills b. Sociometry and Sociogram in Assessing Groups c. Social Group work in Different settings: Community, Institutions Like Hospitals, Rehabilitation Centers, Children's Home, Old Age Homes, Welfare, Educational and Youth Development	11	1, 2, 3
4	Group Work Practice and Skills Laboratory a. Stimulation Games and Exercises b. Group Discussion c. Documentary	12	1, 2, 3

Mapping Matrix of POs and PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Readings

- Balgopal, Pallassana R. and Vassil, Thomas V. 1983. Groups in Social Work. USA: Macmillan Publication.
- Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
- Day, Peter, R. 1987. Sociology in social work practice. London: Macmillan Education.
- Douglas, Tom. 1976. Group work Practice. London: Tavistock Publications.

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- Ely, P. J. and M. K. Mc Cullough. 1975. Social Work with Groups. London: Routledge and Kegan Paul.
- Heap Hen, 1977. Group Theory for Social Workers. England: Pergamon Press.
- Heap Hen. 1979. Process and Action in work with Groups. England: Pergamon Press.
- Heap Hen. 1985. The Practice of Social Work Groups A Systematic Approach. London: George Allen Unwin.
- Konopka G. 1963. Social Group Work – A Helping Process. Englewoodcliff: Prentice Hall.
- Siddiqui, H.Y. 2007. Social Group Work. Jaipur: Rawat Publications.
- Toseland & Rivas. 2000. An Introduction to Groups Work Practice. Boston: Allyn & Bacon.
- Trecker, H.B. 1975. Social Group Work. New York: Association Press.

SEMESTER II

Department Specific Elective-II

SOW-101-DE-52020: SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION (SWA & SA)

Credit: 4 (3L+1T); **Lecture: 3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60**; **Full Marks: 100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To Acquire Knowledge of the Basic Principles and Process of Administration within the Framework of Social Work LO2: To Develop Skills to Participate in Management of Programmes, as a Part of the Inter-Disciplinary Team and Initiate as well as Develop New Programmes LO3: To Develop an Understanding of Conceptual and Theoretical Perspectives of Social Action as a Method of Social Work	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand concept of social welfare and social welfare administration CO2: Able to understand the Structure and components of social welfare administration CO3: Able to understand the relevance of social welfare administration for social workers CO4: Able to demonstrate familiarity with social action as methods of social work profession	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

LO4: To Understand the Scope of Social Action in Northeast India		CO5: Able to understand the relationship of social action with other methods of social work	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Basic Concepts of Social Welfare Administration a. Social Welfare Administration as a Secondary Method of Professional Social Work b. Management by Objectives as applied to Social Welfare Administration c. Functions and Programs of Central Social Welfare Board and State Social Welfare Board d. Registration of Societies and Trusts: Societies Registration Act XXI of 1860; Indian Trust Act, 1882; Foreign Contribution and Regulation Act, 1976	15	1, 3
2	Social Welfare Administration as a Profession a. Social Welfare Administration in India: Concept and Practice b. Organizational Structure c. P-O-S-D-Co-R-B d. Project Proposal: Meaning and Components	15	1, 2, 3
3	Social Action a. Social Action: Meaning and Concept b. Theories of Social Action c. Strategies and Tactics in Social Action d. Social Action as a Secondary Method of Professional Social Work e. Social Action and Social Movement f. Tools of Social Action - RTI, PIL, Advocacy, Networking, etc. g. Pedagogy of Oppressed h. Rules of Radicles	15	4, 5
4	Social Action and Social Movements in Northeast India a. Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People etc.	15	4, 5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO5	1	2	1	3	2	1	2	3	2	1	2	2	3	3

Average	2.2	2.2	1.6	2.2	2.8	2	2.6	2.4	2.8	2.4	2.6	2.6	2.8	2.8
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The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Alinsky, Saul (1971). Rules for Radicals. Chicago: Knopf Doubleday Publishing Group.
- Freire, P. (2000). Pedagogy of Oppressed. New York: Continuum.
- Banerjee, S. (1981). Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Bhattacharya, Sanjay. (2006). Social Work Administration and Development. Jaipur: Rawat Publications.
- Chambers, R. (1983) Rural Development: putting the last first. Harlow: Prentice Hall.
- Chowdhary, D. Paul. (1992). Social Welfare Administration. New Delhi: Atmaram and Sons.
- French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006). Organizational Development (6th Edn.) New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Goel SL & Jain R.K. (1998). Social Welfare Administration. Vol. I & II. New Delhi: Deep & Deep Publications.
- Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 – 310.
- Haimann, A. (1982). Professional Management and Practice, Delhi Eurasia Publication.
- Jackson, J. (1989). Evaluation for Voluntary Organizations. Delhi: Information and News Network.
- [Jeff Goodwin](#), [James M. Jasper](#). (2009). The Social Movements Reader: Cases and Concepts. USA: Willey-Blackwell.
- Kapoor, KK. (1986). Directory of Funding Organizations, Delhi: Information and News Network.
- Siddiqui, H.Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications.
- Lalitha NV. (1981). Financial assistance to Voluntary Organization for Development. New Delhi: NIPCCD.

- Sarita Sharma, Basotia G.R. Popalia A.K. (1997). Management, Function, Financial Planning and Policy. New Delhi: Kanishka Publishers.
- Shankaran R & Rodrigues: A Hand Book to the Management of Voluntary Organizations. Madras: Alpha Publishers.
- Skidmore, Rex and Miltons G. Thacheray. (1976). Introduction to Social Work. London: Prentice-Hall International.

SEMESTER II

Department Specific Elective-III

SOW-101-DE-52030: INTEGRATED SOCIAL WORK, SOCIAL POLICY, & SOCIAL LEGISLATION

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; **Tutorial:** 1 Hr. per week **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop understanding of Integrated Social Work, social policy and social legislation LO2: To understand the Policy and Legal Framework as well as provisions related to the Vulnerable Sections of the Society	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to develop understanding of Integrated Social Work, and related theoretical Framework CO2: Able to develop to develop Skills in Theory and Evidence Driven Models of Intervention in ISWP CO3: Able to develop Policy and Legal Structures which can be used in Social Work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Integrated Social Work as a Method of Intervention a. Integrated Social Work as a method of Intervention (ISWP): Meaning, Goals and Strategies	15	1, 3

	b. ISWP: Descriptive and Prescriptive Implications c. Process of ISWP: Dialogue, Discovery, Development, Empowerment		
2	Theoretical Perspective for Integrated Social Work a. Client In and As a System b. Pincus – Minahan Model: Four basic Systems in Social Work Practice-Client, Target, Action and Change Agent System c. Structural Social Work; Critical Social Theory; Radical; Feminism d. Unitary Approach	15	1, 2, 3
3	Social Policy and Social Change a. Social Policy: Sources Principles and Models b. Social Policy and Social Justice c. Planning and Policy Formulation in India d. Decentralised Planning and Local Self Governance- Rural and Urban e. Policies and Legislations pertaining to Socially Vulnerable Sections	15	1, 2, 3
4	Law & Social Work Practice a. Indian Judicial System b. Indian Penal Code (IPC) c. Code of Criminal Procedure (CrPC) d. Legal Aid e. Role of Social Worker in Consumer Protection f. Medical Negligence g. Role of Social Worker in Promoting Social Legislation	15	1, 2, 3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Aranha, T. Social Advocacy- Perspective of Social Work, Bombay: College of Social Work.
- Chawla, Monica. 2006. Gender Justice- Women and Law in India. New Delhi: Deep & Deep.
- Chaturvedi, A.N. 1984. Rights of the Accused under Indian Constitution. Delhi: Deep & Deep.
- Constitution of India. 1991. Govt. Of India.
- Diwan, Paras et al. 1998. Human Rights and the Law. New Delhi: Deep & Deep.
- Dubois, Brenda L., Miley, Karla K. 2007. Social Work A Helping Profession, Social Work An Empowering Profession, Boston: Allyn and Bacon.
- Goel, S.L. 2007. Good Governance an Integral Approach. New Delhi: Deep & Deep.

- GOI. 2008. New Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India.
- Jacob, K.K. 1989. Social Policy in India. Udaipur: Himanshu Publications.
- Jain, N.K. 2007. Right to Information Concept, Law Practice. New Delhi: Regal Publications.
- Lavelett, Michael and Allen Prat. 2002. Social Policy Theoretical and Conceptual Framework. London: Sage Publications.
- Mathew, P.D. 1986. Family Courts. New Delhi: Indian Social Institute.
- Nair, T. Krishnan (ed.). 1986. Social work Education and Development of Weaker Sections Madras: Association of Schools of Social Work in India.
- National Law School. 1991. Select Materials on Public Legal Education. Bangalore: National Law School of India University.
- Pincus, A., Minahan, A. 1993. Four Basic Systems in Social Work practice: Model and Method. Illinois: F.E. Peacock.

SEMESTER II

Department Specific Elective-IV

SOW-101-DE-52040: RURAL AND URBAN COMMUNITY DEVELOPMENT (RUCD)

Credit: 4 (3L+1T); **Lecture: 3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60**; **Full Marks: 100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the issues, strategies and approaches for rural and urban development LO2: To understand rural and urban community development principles, processes and theories LO3: To develop an understanding about the governance,	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to gain comprehensive understanding of the key theories, concepts, and frameworks in social and urban community development CO2: Able to develop the ability to critically analyse rural and urban community issues CO3: Able to understand the governance, structure process and programmes with specific reference to North-East India CO4: Able to develop roles, skills and competence in working with rural and urban communities and develop agencies	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

structure, process and programmes with specific reference to North-East India			
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Understanding Rural Development Approaches a. Understanding Rural Development India b. Rural Development – Concept and Approaches of India; Five-year Plans c. Rural Local Self-Governance: Panchayati Raj System and Autonomous District Council d. Administrative Setup of Rural Development e. Globalisation and Rural Development	15	1,5
II	Rural Economy, Rural Problems, and Social Change a. Indian Rural Economy; Rural Industries: Cottage and Village Industries b. Pre and Post-Independence: Land System in India; Land Reforms c. Rural Livelihood; NRLM/ SRLM; Microfinance and Microcredit; Rural Innovators & Entrepreneurs, Cooperative Societies d. Rural Social Problems: Migration, Farmer Suicides, Human Trafficking, Child Labour, Bonded Labour, Unemployment and Indebtedness; e. Rural Infrastructure, Health and Education, Sanitation. f. Scope, Role and Skills of Community Development Workers in Rural Settings g. f. Rural Urban Continuum	15	3,4
III	Urban Society, Urban Planning and Development a. Industrialisation and Urban Social Fabric b. Urbanisation in India and North-East India c. Theories of Urbanisation d. Urban Development Policy e. Urban Livelihood	15	2,3,4
IV	Urban Governance, Concerns and Scope of Social Work Practice a. Urban Local Self – Government: Municipality and Municipal Corporation b. Civic and waste Management c. Urban Infrastructure: Physical and Social d. Urban Services and Concerns: Transport	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
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CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings

- Agarwal, A.N. 2001. Indian Economy: Nature, Problem & Progress. New Delhi: Vikas publishing House.
- Ahluwalia, Isher Judge. 2014. Transforming Our Cities: Postcards of Change. Noida: HarperCollins India.
- Ahluwalia, Isher Judge. Kanbur, Ravi and Mohanty, P.K. 2014. Urbanisation in India: Challenges, Opportunity and the Way Forward. New Delhi: Sage Publication.
- Ashish, Bose. 2001. India's Urbanization, Institute of Economic Growth. New Delhi: McGraw Hill.
- Bagai, Krishnan. 2000. The Cooperative Movement in India. New Delhi: Vijaya Press.
- Bandyopadhyay, Rekha. 1993. Land System in India: A historical Review, Economic and Political Review Vol. 28, No. 52 (Dec. 25, 1993), pp A149-155.
- Bala. 2000. Trends in Urbanization in India. New Delhi: Patel Enterprises.
- Bansil, P.C. 1981. Agricultural Problems of India New Delhi: Vikas Publishing House.
- Bhattacharya, B. 2000. Urban Development in India. New Delhi: Shree Publishing House
- Chakravarty, Sukhamoy. 1987. Development planning. The Indian Experience. Oxford: Oxford Claredon Press.
- Chambers, Robert. 1983. Rural development: putting the last first. Harlow: longman.
- Chandra, Prasanna. 1988. Project: preparation, appraisal, budgeting and implementation. New Delhi: Tata Mc Graw Hill.
- Cherunilam, Francis. 1984. Urbanization in developing countries. Mumbai: Himalaya Publishing House.
- Datt& Sundaram. 2002. Indian Economy. New Delhi: S. Chand & Co.
- Desai, A.R. 1995. Rural Sociology in India. Bombay: ISAE.
- Desai, A.R. Ed. 1978. Rural Sociology in India. Bombay: Popular Prakasam.
- Desai, A.R & Devadas, Pillai (Ed.). 1970. Slums & Urbanization. Mumbai: Popular Prakashan Pvt. Ltd.
- Dubhashi, P.R. 2000. Rural Development Administration In India. Mumbai.
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- Desai, Vasanth, 1988. Rural Development Vol. I & II. Bombay: Himalaya Publishers Kishen.
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- D'Souza, Alfred & Singh, A.M. 1998. The Urban Poor. New Delhi: Manohar Publications.
- Ghosh, Alak. 1984. Indian Economy. New Delhi: Asian Publication.
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- Gurusamy, S. 1997. Social Demography process and perspectives. New Delhi: Sterling Publishers.
- Jain, S.C. 1998. Community development Institute and Panchayati Raj in India. Chennai: Allied Publisher Ltd.
- Jain, S.C. 1998. Rural Development Institute and Strategies. New Delhi: Rawat Publications.
- Kadekodi, G.K. and K. Chopra. 1999. Operational sing sustainable development. New Delhi: Sage Publications. India Pvt. Ltd.
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- Mohanty, Prasanna. K. 2014. Cities and Public Policy: An Urban Agenda for India. New Delhi: Sage Publication.
- Mukherji, B. 1967. Community Development in India. Bombay: Orient Longman.
- Ram. 2003. Management of Co-operatives. Mumbai: Jaico Publishing House.
- Riley, John M. 1995. Stakeholders in Rural development. New Delhi: Sage Publications.
- Sachinanda and Purnendu. 2001. Fifty Years of Rural Development in India. Kolkata: Firma KLM Pvt Ltd.
- Singh, Katar. 1986. Rural development – Principles, policies and management, New Delhi: Sage Publications.
- Thomas William, A and Christopher. 2011. Rural Development: Concept and Recent Approaches. New Delhi: Rawat Publications.
- Savage, Mike and Warde, Alan. 1993. Urban Sociology, Capitalism and Modernity. England: MacMillan Distributor Ltd.
- Sinha, Satish. 1995. Slum Eradication & Urban Renewal. New Delhi: Inter- Publications.
- Sharma, C.L. 1992. Urban Power Structure. Udaipur: Shiva Publications.
- Shaw, Annapurna. 2012. Indian Cities: Oxford India Short Introductions. New Delhi: Oxford University Press.
- Tha, S.S. 1986. Structure of Urban Poverty. Bombay: Popular Prakashan.
- Thudipara, Jacob Z. 1993. Urban Community Development. New Delhi: Rawat Publications.
- Yayamala, Diddee & Rangasamy, N. 1993. Urbanization Trends, Perspectives & challenges. Jaipur: Rawat Publications.
- Wiebe, Paul. 1998. Social Life in an Indian slum. New Delhi: Vikas Publishing House.

SEMESTER II

Department Specific Elective- V

SOW-101-DE-52050: INDIAN KNOWLEDGE SYSTEM AND SOCIAL WORK (IKS & SW)

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; **Tutorial:** 1 Hr. per week **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To acquire a basic understanding of the concept of Indian Knowledge System LO2: To build an understanding of the culture of welfare in India LO3: To identify and develop a knowledge base of Social Work and Social Service Traditions in Indian Culture	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to acquire a basic understanding of the concept of Indian Knowledge System CO2: Able to know the culture of welfare in India CO3: Able to explore, identify and develop a knowledge base of Social Work and Social Service Traditions in Indian Culture	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
I	Introduction to Indian knowledge system a. Introduction to Indian Knowledge System b. Pre-Vedic and Vedic Culture, c. Six Schools of Vedic Philosophy	15	1,3

	d. Buddhism and Jainism e. Charvaka and Ajivikas		
II	Concept of Welfare and Social Service in India a. Welfare and Social Service in Ancient India b. Practices of Welfare in Medieval India c. Protection and Promotion of Weaker Sections in Indian Constitution d. Welfare State in India: values and Provisions	15	1, 3
III	Indian Philosophy and Social Work a. Indian Culture and Social Work b. Philosophy of Social Work in Indian Religions c. Indian Freedom Struggle and Social Work d. Focus on Social Capital in Indian Civilisation	15	2, 3
IV	Indian Civil Society Organizations and Movements a. Narmada Bachao Aandolan, Mazdoor Kisan Shakti Sangathan, Association for Democratic Reforms b. Chipko Movement c. Social Reformers of Medieval India d. Social Reformers of Modern India: Sabitribai Phule, Jyotibha Phule, Ram Mohan Roy, B. R. Ambedkar, etc.	15	1,2,3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings:

- Dasgupta, S.(1967). *Towards a philosophy of Social Work in India*. New Delhi:Popular Book Services.
- Desai, M. (2002). *Ideologies and Social Work: Historical and Contemporary Analyses*. Jaipur: Rawat Publications.
- Dinitto, Diana, M. (2008). *Social Work Issues and Opportunities in a challenging profession (3rd edition)*. Chicago: Lyceum Books.
- Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. London: Polity Press.
- Fink, Arthur et al. (1985). *The fields of Social Work*. Beverly Hills, California: Sage Publications.
- Freire, P. (2000). *Pedagogy of Oppressed*. New York: Continuum.
- Gilbert, Neil. et. al. (2002). *An Introduction to Social Work Practice*. New Jersey: Prentice Hall.
- Gore, M. S. (1965). *Social Work and Social Work Education, P. S. Jayasinghe*, Bombay: Asia Publication House.

- Gore, M. S. (1993). *The Social Context of Ideology, Ambedkar's Social and Political Thought*. New Delhi: Sage Publication.
- Government of India (1987). *Encyclopedia of Social Work*. New Delhi: Publication Division (Social Welfare Ministry).
- Das, A., Gujre, N., Devi, R. J., & Mitra, S. (2021). A review on traditional ecological knowledge and its role in natural resources management: North East India, a cultural paradise. *Environmental management*, 1-22.
- Gómez-Baggethun, E., & Reyes-García, V. (2013). Reinterpreting change in traditional ecological knowledge. *Human Ecology*, 41(4), 643-647.
- Huntington, H. P. (2000). Using traditional ecological knowledge in science: methods and applications. *Ecological Applications*, 10(5), 1270-1274. Huntington, S. L., & Huntington, J. C. (2014). *The Art of Ancient India: Buddhist, Hindu, Jain*. Motilal Banarsidass.
- Majumdar, R. K. (2019). Traditional Technology of Fish Preservation in Northeast India. In *Technologies for Value Addition in Food Products and Processes* (pp. 127-162). Apple Academic Press.
- Perrett, R. W. (2016). *An introduction to Indian philosophy*. Cambridge University Press.
- Pujari, R. M., Kolhe, P., & Kumar, N. R. (2006). *Pride of India: a glimpse into India's scientific heritage*. Samskrita Bharati
- Rai, S. C. (2007). Traditional ecological knowledge and community-based natural resource management in northeast India. *Journal of Mountain Science*, 4, 248-258.
- Sharma, R. S. (2006). *India's ancient past*. Oxford University Press.
- Singh, R. K., Pretty, J., & Pilgrim, S. (2010). Traditional knowledge and biocultural diversity: learning from tribal communities for sustainable development in northeast India. *Journal of Environmental Planning and Management*, 53(4), 511-533.
- Sinha, J. (1985). *Indian Psychology*. Vol. 1 Cognition; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception. New Delhi: Motilal Banarasidas.
- Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*, Pondicherry: Sri Aurobindo Ashram Publication Department.
- Misra, G. & Mohanty, A. K. (2001). *Perspective on indigenous psychology*. New Delhi: Sage.
- Kim, U. & Berry, I.W. (1993). *Indigenous psychologies: Research and experience in cultural context*. New Delhi, India: Sage.
- Cortright, B. (2000). *Psychotherapy and Spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: State University of New York Press.
- Paranjpe, A.C.(1998). *Self and Identity in modern psychology and Indian thought*. New York: Plenum Press.
- Paranjpe, A. C. (1994). *Theoretical psychology. Meeting of east and west*. New York: Plenum Press.
- Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania:

The Himalayan International Institute of Yoga Science and Philosophy.

- Chaudhury, H. (1992). Yoga Psychology. In C.T. Tart (Ed.). Transpersonal psychologies. (2nd Ed.). New York: Harper Collins. Akhilananda, Swami. Hindu Psychology. London, Routledge, 1947.

SEMESTER II

Department Specific Elective-VI

SOW-101-DE-52060: Human Resources and Industrial Relations (HR& IL)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To bring awareness about the labour and its concerns LO2: To make the learners understand about the labour welfare and its legislations LO3: To equip the learners about the social security legislations	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to promote theory-driven practice on approaches to Occupational Social Work CO2: Able to develop the knowledge of Grievance Redressal and Collective Bargaining CO3: Able to build understanding on social security legislations CO4: Able to appreciate scope and application of social work methods in formal and informal sector	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Content	Contact Hours	CO
1	Labour Problems a. Formal and Informal Sector b. Industrial Relations: Meaning Scope and Approaches c. Tripartite Machineries: ILC, SLC d. Causes for Indiscipline And Misconducts – Hot Stove Rule And	15	1

	Principles of Natural Justice e. Disciplinary Action: Show Cause Notices, Explanations, Domestic Enquiry f. Penalties and Punishment: Fine, Demotion, Suspension, Discharge and Dismissal g. Industrialization and Labour Problems in India h. International Labour Organization i. Corporate Social Responsibility		
2	Grievance Redressal & Collective Bargaining a. Working Conditions and Conditions of Work b. Conflicts And Disputes: Meaning, Causes, Forms (Strikes And Lockouts) c. Grievance Redressal Procedure d. Collective Bargaining: theories; principles; stages; strategies; skills of an effective bargaining agent e. Trade Unions: Origin and growth of trade union movement in India; Indian Trade Union Act 1926; Major Trade Unions in India f. Industrial Disputes Act, 1947 g. Industrial Employment (Standing Orders) Act 1946	15	2
3	Labour Welfare & Labour Legislations a. Labour Welfare Officer: Role and Qualifications b. Theories of Labour Welfare c. Historical Development of Labour Legislations in India d. The Factories Act, 1948 e. Contract Labour (Regulations and Abolition) Act, 1970 f. Plantation Labour Act, 1951	15	3
4	Social Security Legislations a. Workman's Compensation Act 1923 b. Employee's State Insurance Act 1948 c. Employee's Provident Fund Act 1952 d. Payment of Gratuity Act 1972 e. Maternity Benefit Act 1961 f. Payment of wages Act 1936 g. Minimum wages Act 1948 h. Payment of Bonus Act 1972 i. Employment Exchange (Notification of Vacancies) Act 1956 j. Scope and application of social work method in Industry	15	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books/Journal Articles Recommended

14. Agrawal, R.D. 1973. Dynamics of personnel management in India. New Delhi: Tata McGraw Hill Ltd.
15. Dasgupta, S.K. 1983. Commercial & Industrial Law. New Delhi: Sterling publishers.
16. Johnson, T.L. 1981. Introduction to Industrial Relation. Britain: MacDonald & Enerd. Great.
17. Kapoor, N.D. 1993. Elements of Industrial law. New Delhi: Sultan Chand and Sons.
18. Kapoor, N.D. 1995. Hand Book of Industrial Law. New Delhi: Sultan Chand and sons.

19. Mamkootam, Kuriakose. 1982. Trade unions myth and reality. New Delhi: Oxford University Press.
20. Mamoria, C.B. and Mamoria Satish. 1984. Industrial Labour. Social Security and Industrial peace in India. Allahabad: Kitab Mahal.
21. Punekar, S.D. et. al. 1981. Labour Welfare: Trade unions and industrial relations. Bombay: Himalaya Publishing House.
22. Ramassamy. E. A. and Uma Ramassamy, 1981. Industry and Labour An introduction. New Delhi: Oxford University Press.
23. Redeost, Roger. 1972. Principles of Labour Law. London: Sweet and Maxwell.
24. Tripathi, P.C. 1994. Personnel Management and Industrial Relations. New Delhi: Sultan Chand And Company.
25. White, K. Head. 1977. Industrial Relations. London: odder & Sought.
26. Yoder, Dale. 1976. Personnel Management and Industrial Relations. New Delhi: Prentice Hall of India Pvt. Ltd.

SEMESTER II

Research Course-II

SOW-101-RC-5210- Research & Publication Ethics /MOOCs

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To bring awareness about the publication ethics and publication misconducts LO2: To know the basics of philosophy of science and ethics, research integrity, publication ethics LO3: To identify research misconduct and predatory publications	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate knowledge and skills in publication ethics and misconducts CO2: Able to develop understanding about research integrity and publication guidelines CO3: Able to understand various guidelines and regulation in publication ethics CO4: Able to develop an understanding of research misconduct and predatory publications	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
1	Philosophy and Ethics a. Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches b. Ethics: Definition, Moral Philosophy, Nature of Moral	10	1

	Judgments and Reactions		
2	Scientific Conduct - Ethics with respect to science and research - Intellectual honesty and research integrity - Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) - Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing - Selective Reporting and Misrepresentation of Data	15	2
3	Publication Ethics - Publication Ethics: Definition, Introduction and Importance - Best Practices/ Standards Setting Initiatives and Guidelines: COPE, WAME, etc. - Conflicts of Interest - Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour and vice versa, types - Violation of publication ethics, authorship and contributionship - Identification of publication misconduct, complaints and appeals - Predatory publishers and journals	15	3
4	Practice - Open Access Publishing - Publication Misconduct - Databases and Research Metrics	20	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books/Journal Articles Recommended

- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489 (7415), 179-179. <https://doi.org/10.1038/489179a>
- Bird, A. (2006). *Philosophy of Science*. Routledge.
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Books.pdf
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.

13. P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN: 978-9387480865
14. Resnik, D.B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Note: Students enrolled in the MASW programme at the University Campus are required to take at least one Research Course through MOOC's.

SEMESTER -III

SEMESTER III

Course Work - I

SOW-101-CW-61010-Community Health and Counselling (CHC)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To make students aware about the public and community health care LO2: To familiarize students with legislations, policies and programmes pertaining to public and community health LO3: To make the learners understand about the significance of counselling and its techniques	- Lecture - Assignment - Individual and Group Presentation	CO1: To help the student gain understanding into the concept of community health and health systems CO2: To critically understand the policies, legislations and schemes for community health CO3: To understand counselling process with application of various skills, techniques and approaches CO4: To gain knowledge and skills in practice of counselling in different settings	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
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1	Public Health and Community Health Care - Concept: Public health and Community Health - Organisation and Administration of Health Care Form Centre to The Village Level - Health Care Systems in India: Primary, Private and Indigenous Systems - Health Status and Health Problems in India - Health Planning, Health Committees, Five Year Plans In Relation to Health Care - Emerging Dimensions and Commodification of Health	15	1
2	Legislations, Policies and Programmes - Health Legislation: ESI Act (1948, Amendment 1975), MTP Act 1971, DPCP Act 1986, PWD and Equal Opportunities Act 1995 - Health Policies: NHP 1983, 2002; National Mental Health Policy 2014 - National Health Programmes: NEMP, NLEP, NTP, RHM	15	1,2
3	Introduction to Counselling - Guidance, Psychotherapy and Counselling - Qualities of an Effective Counsellor - Characteristics of Clients: Voluntary and Involuntary - Counselling Relationships and Skills, Process	15	3
4	Practicing Counselling: Theoretical Perspectives and Skill Lab - Theoretical Bases- Psychoanalytical, Humanistic Theories, Behavioural and Cognitive Theories - Scope of Counselling Across Settings - Skills Lab: Role Plays, Simulation Exercises, Therapy Intervention Video, Case Study Discussions	15	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books Recommended

Berriors G.E. and Dawson J.H. 1983. Treatment and Management in Adult Psychiatry. London: Bailliere Tindall.

Ellis, Albert. 1967. Reason and Emotion in Psychotherapy. New York: Lyle Stuart.

Gerald Caplin. 1961. An Approach to community mental health. New York: Grun & Stratton.

Gladding T. Samuel. 2010. Counselling: a comprehensive profession. New Delhi. Dorley Kindersley Pvt. Ltd.

- Goldstein E. 1984. Ego Psychology and social work practice: New York: Free Press.
- Goldstein H. 1979. SOCIAL Work practice a unitary approach: caroline: University of South Caroline Press.
- Hartman and Lairdj. 1983. Family centered social work practice. New Y ORK: The Free Press.
- Jay, Oee. 1994. Diagnostic and statistical manual of mental disorder. New Delhi: Jay PTee Brothers.
- Jehu, Derek et al. 1972. behavior Modification in social work. London: Wiley Inter Science.
- Kaplan, Sadock. 1994. synopsis of Psychiatry. 7th Ed. New Delhi: BI Waverly Pvt. Ltd.
- Kinra, K. Asha. 2008. Guidance and Counselling. New Delhi: Dorley Kindersley Pvt. Ltd.
- Lapworth, Phil, 2001 Integration in counseling and therapy: developing a personal approach. New Delhi: Sage Publications.
- Levant, Ronald F. 1984. FAMILY therapy. New Delhi: Prentice Hall of India Pvt. Ltd.
- Mane P. and Gandevia K. 1992. Mental health India, Issues and concerns. Bombay: Tata Institute of Social Sciences.
- Mayor C.H. 1983. Clinical Social Work in the Eco-Systems perspective. Colombia: University Press.
- S. S. Hough and Margaret, 2006 Counselling skills and theory. UK: Hodder Arnold Publishers.
- Satir, V. 1967. Conjoint Family Therapy. America: Science and Behavior Books Inc.
- Schopler, J.H. and Galinsky M.J. 1989. GROUPS In Health care setting. Landon: the Haworth Press.
- Scully, James H. 1995. PSYCHIATRY. NEW Delhi: BI Waverly Pvt. Ltd.
- World Health Organization 1990. Schizophrenia information for families – a manual prepared by the world schizophrenia fellowship for publication in cooperation with the WHO.

World health organization. 1986. Prevention of Mental Neurological Psychosocial Disorders. Geneva: WHO.

World Health Organization. 1988. Psychiatric Disability Assessment Schedule. Geneva: WHO.

SEMESTER III

Course Work - II

SOW-101-CW-61020: GERONTOLOGICAL SOCIAL WORK (GSW)

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; **Tutorial:** 1 Hr. per week **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
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LO1: To Understand the needs of the Older Person from a holistic perspective LO2: To develop an understanding of challenges faced by older persons LO3: To examine the scope of Social Work Intervention with older persons	1. Presentation Lecture 2. Assignment 3. Individual and Group	CO1: Demonstrate a holistic understanding of the needs of older persons, encompassing physical, emotional, social, and spiritual aspects. CO2: Analyze the challenges faced by older persons, including social, economic, and health-related issues, and identify potential solutions. CO3: Design and implement effective social work interventions that address the unique needs of older persons, promoting their wellbeing, dignity, and quality of life. CO4: Evaluate and advocate for policies and programs that support the empowerment and inclusion of older persons in society.	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Understanding Older Persons a. Demographic profile of Older Persons b. Gerontological Social Work, Geriatrics c. Changes in Roles and Power d. Emerging Concerns and Current Status of Elderly	15	1,4
II	Issues of Older Persons a. Support System, Social Security b. Elder Abuse, Neglect, Dependency, Violence, and Isolation etc. c. Family, Social, Economic and Livelihood Issues d. Work participation and Livelihood challenges in the organized and unorganized sectors with specific reference to Northeast e. Health Issues of Older Persons	15	1,2,4
III	Policies and Role of Governmental and Non-Governmental Agencies to Elder Care a. Establishing the need for Elderly Care b. Government Organizations: Objectives, Functions, Roles, Programmes and Policies for Elderly Care c. Non- Governmental Organizations for Elderly Care: Objectives, Functions, Roles, Programmes d. Policies and Legislations pertaining to Elderly Care in India	15	2,3,4

IV	Social Work Intervention a. Need for Social Work Intervention b. Conceptualizing areas for Social Work Intervention c. Settings of Work d. Strategies, Skills and Techniques	15	1,3,4
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Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings

- Gangrade, K.D. (1988). *The Ageing in India: Problems and Potentialities*. New Delhi: Abhinav.
- Bali, A. P. (2001). *Care of the Elderly in India: Changing Configurations*. Shimla: Indian Institute of Advanced Study.
- Bartlett, H. M. (1970). *The Common Base of Social Work Practice*. New York: NASW.
- Biswas, S. K. (1987). *Aging in Contemporary India*. Calcutta: Indian Anthropological Society.
- Cox, Enid O and J Parson Ruth (1994). *Empowerment Oriented Social Work Practice with the Elderly*. California: Brooks Cole Publishing Company.
- Chowdhry, D. P. (1992). *Aging and the Aged*. New Delhi: Inter India Publication.
- Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage.
- Desai, M. and Siva Raju (2000). *The Elderly in India*. New Delhi: Sage Publication.
- Govt. of India. (2011). *Situational Analysis of the Elderly in India*. Central Statistic Office, Ministry of Statistics & Programme Implementation.
- Havighurst, R. J. (1961). *Successful Aging*. Gerontologist 1, pp. 4-7.
- Irudaya Rajan et al. (1997). *Indian Elderly: Assets or Liability*. New Delhi: Sage Publications.
- Khan, M. Z. (1997). *Elderly in Metropolis*. New Delhi: Inter India Publishers.
- Krishnan, P. & K. Mahadevan (eds.) (1992). *The Elderly Population in the Developed World: Policies, Problems and Perspectives*. New Delhi: B. R. Publishing.
- Lowy, L. (1979). *Social Work with the Aging*. New York: Harper & Row.
- Siporin, M. (1974). *Introduction to Social Work Practice*. New York: Macmillan.
- Ward, R. A. (1979). *The Aging Experience - An Introduction to Social Gerontology*. New York: J. B. Lippincott Company.

SEMESTER III

Course Work-III

SOW-101-CW-61030: TRIBAL SOCIAL WORK PRACTICE (TSWP)

Credit: 4 (3L+1T); Lecture: 3 Hrs. per week; Tutorial: 1 Hr. per week; Contact Hours: 60; Full Marks: 100

Learning Objectives	Teaching	Course Outcomes	Course
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	Learning Process	(CO's)	Evaluation
LO1: To develop insights into the tribal communities and their communities and their social-economic, and political systems LO2: To Develop critical understanding of laws, policies, development programmes, globalization, and its impact on tribal communities LO3: To Develop the understanding about the concerns and issues of Tribal Communities LO4: To Develop Social Work skills and competence for Tribal Social Work Practice	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to understand the Tribal Communities and their socio-economic and political fabric CO2: Able to understand laws, policies, development programmes, globalization and its impact on Tribal Communities CO3: Able to understand how to advocate for social justice and policy changes that supports the rights and well-being of Tribal Communities CO4: Able to gain skills in developing, implementing, and evaluating social work programs that are culturally appropriate and effective in meeting the needs of Tribal Communities	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Tribe, Ethnicity, Identity and Tribal Social Institutions - State, Society and Tribe - Ethnicity, Identity & Ethnic Reconstruction among Tribes in India with special reference to North East India - Tribal worldview & Transformation: Language, Religion, Culture & Identity - Tribal Social Systems and Social Structures, Traditional Social Institutions - Customary Laws: Contestations, Change and Continuity	15	1, 3
2	Socio-Political Domain of Tribal Societies - Tribal situation in India and with special reference to North East India - Changing Dimension of Tribal World: Tribal Culture and Ecology - Tribal self-Governance: Fifth Schedule and Sixth Schedule, Autonomous District Councils, Autonomous Tribal Councils	15	1, 2, 3

	d. Rethinking Tribal Movements		
3	Tribal Development - Tribal Development: Pre and Post- Independence Period; Five-year Plans, TSP, CSP - Tribal Policy: Protective Measures & Development Policies - Globalisation, Sustainable Development, Anti-Colonial/ Decolonization Approaches - Gender and Development in Tribal Society	15	4, 5
4	Tribal: Law, Issues and Initiatives - SC/ST (Prevention of Atrocities) Act, 1989 - The Scheduled Tribes and Other Traditional Forest Dweller (Recognition of Forest Rights) Act 2006 (FRA) - Land Environment & Livelihood from Tribal Perspectives - Socio-economic and Political Concerns: Education, Health, Food Security, Land Rights, Land Alienation, Displacement, Migration - Social Work Practice Among Tribal Communities: Best Practice; Role and competence of the Social Worker	15	4, 5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO5	1	2	1	3	2	1	2	3	2	1	2	2	3	3
Average	2.2	2.2	1.6	2.2	2.8	2	2.6	2.4	2.8	2.4	2.6	2.6	2.8	2.8

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Allen, B. C. 1905. *Naga Hills and Manipur: Socio-Economic Survey*. Shillong: The Gazetteer of the Naga Hills.
- Akhup, Alex. 2015. *Tribal and Adivasi Studies Perspective from Within 2: Identities and their Struggles in North East*, Kolkata: Adivasi and Tribal Intellectual Collective India.
- Behera, M. C. 2004. *Globalization and Development Dilemma- Reflections from North-East India*, New Delhi: Mittal Publications.
- Biswas, Prasenjit. 2008. *Ethnic Life- Worlds in North-East India: An Analysis*. New Delhi: Sage Publication India.

- Bhaumik, Subir. 2009. *Troubled Periphery Crisis of India's North East*, New Delhi: Sage Publications India.
- Chaudhury, Sukant K. & S.M Patnaik. 2008. *Indian Tribes and the Mainstream*. Jaipur: Rawat Publications.
- Furer-Haimendorf, C.V. 1982. *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press.
- Galantar Marc. 1989. *Law and Society in Modern India*. New Delhi: Oxford University Press.
- Burman, B.K. Roy. 2020. 'Traditional Self-Governing Institutions Among the Hill Tribal Population Groups of North East India'. In *Traditional Self-Governing Institutions among the Hill Tribes of North-East India*, 1–21. New Delhi: Akansha Publication.
- Hussain, Monirul. 2008. *Interrogation Development: State, Displacement and Popular Resistance in North East*. New Delhi: Sage Publication.
- Jamir, Kilanga and Giribabu M. B. 2016. *Livelihood Promotion in North East India: Issues and Challenges*. New Delhi: Mittal Publication.
- Kamei, Gangmumei. 2006. *Essay on Primordial Religion*. New Delhi: Akansha Publication.
- Kamei, Gangmumei. 2008. *Ethnicity and Social Change: An Anthology of Essays*, New Delhi: Akansha Publishing House.
- Kamei, Samson. 2015. 'Zeliangrong Movement in North-East India: A Study of Perspectives from the Past and the Present'. Mumbai: Tata Institute of Social Sciences.
- Longkumer, Jungmayaangla. 2009. *Change and Continuity in Tribal Villages: A Sociological Study*. New Delhi: Akansha Publication.
- Longkumeer, Lanusashi, and Toshimenla Jamir. 2012. *Status of Adivasi/Indigenous Peoples Land Series-6*. Delhi: Aakar Books & The Other Media.
- Longkumer, Arkotong. 2016. *The Poetry of Resistance: The Heraka Movement of Northeast India*. Guwahati & New Delhi: North Eastern Social Research Centre & Indian Social Institute.
- Nyishi Nyem Acham. 2013. *Nyishi Marriage Systems, Laws and Property Rights of Women and Girl Child*. Nyishi Nyem Acham.
- Pereira, Melvil, R. P. Athpara, Sunumi Changmai, and Jyotikona Chetia. 2017. *Gender Implication of Tribal Customary Law: The Case of North East India*. Guwahati: NESRC.
- Ratan, T. 2006. *Encyclopedia of North-East India (Vol. 2.)* New Delhi. Kalpaz Publications.
- Sajal, Nag. 2002. *Contesting Marginality: Ethnicity, Insurgency and Sub-nationalism in Northeast India*. New Delhi: Manohar Publishers and Distributors.
- Sainath, Palagummi. 1996. *Every Love a Good Drought*. New Delhi: Penguin India.
- Shag, V.P and Patel, T. 1985. *Social Contexts of Tribal Education*. New Delhi: Concept Publishing Company.
- Singh, k. Suresh. 1972. *The Tribal Situation in India*. Shimla: Indian Institute of Advanced Studies.
- Singh, K. S. 1989. *Jawaharlal Nehru, Tribes and Tribal Policy*. Calcutta: Anthropological Survey of India.
- Singh, K. S. 1993. *Tribal Ethnography, Customary Law and Change*. New Delhi: Concept Publishing Company.
- Singh, K.S. 2006. *Tribal Movements in India*. Vol. I and II.
- Singh, M. Romen. 2006. *Tribal Development in 21st Century: An Experience from Manipur*. New Delhi: Mittal Publications.
- Sonowal, C. J. 2014. *Religion and Ethnic Reconstruction Among the Tribes of North East India*. New Delhi: Akansha Publication.
- Sudhir, H., & Hajarimayum, Jubita (Ed.). 2007. *Dimensions of Social Issues in India's North East*. New Delhi: Akansha Publishing House.
- _____ *Tribal Studies, Emerging Facts*. New Delhi: Mittal Publications.

- Xaxa, Virginiues. 2008. *State, Society and Tribes: Issues in Post-Colonial India*. Noida: Pearson India Education Societies.
- Xaxa, Virginius. 2012. *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press.
- Yunuo, Asoso. n.d. *Naga Struggle Against the British Rule Under Jadonang and Rani Gaidinliu 1925-1947*. Nagaland: Leno Printing Press.
- Wouters, Jelle J. P. 2018. *In the Shadow of Naga Insurgency: Tribes, State, and Violence in Northeast India*. New Delhi; Oxford University Press.
- Ziipao, Raile Rocky. 2020. *Infrastructure of Injustice*. New Delhi: Routledge & Taylor & Francis India.

SEMESTER III

Course Work-IV

SOW-101-CW-61040: GREEN SOCIAL WORK AND DISASTER MANAGEMENT (GSW & DM)

Credit:4 (3L+1T); **Lecture:3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60; Full Marks:100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop an understanding of the Environment and the changes affecting it LO2: To understand the nature of disasters, its magnitude and impact LO3: To gain knowledge of the methods and processes of disaster management, relief and rehabilitation	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to analyze the complex relationships between human and natural environments, and explain the changes affecting the environment, including climate change, pollution, and conservation. CO2: Able to describe the nature of disasters, including their types, magnitude, and impact on communities, ecosystems, and economies. CO3: Able to apply knowledge of disaster management methods and processes to design and implement effective relief and rehabilitation strategies, minimizing risk and promoting sustainable development. CO4: Develop a comprehensive disaster risk reduction plan, incorporating environmental sustainability, community resilience, and evidence-based practices.	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

COURSE CONTENTS

Unit No.	Contents	Contact Hours	CO
I	Basic Concepts - Ecology and Environment: Meaning and Implications - Disaster: Meaning, Definition and Related Concepts - Vulnerability, Risk, Hazard, Disaster, - Models of Disaster – Crunch Model and Release Model - Natural Resource Management - Human- Animal Conflict - Bio-Diversity Hotspot - Eco-Sensitive Zones	15	1,4
II	Issues and Challenges - Environmental Pollution: Meaning, Types, Emerging Issues Challenges - Environmental Impact Assessment - National Green Tribunal - Carbon Trading - Global Warming	15	1,2

	f. Natural and Anthropogenic Disasters: Types and Case Studies g. Effect of Disasters: Physical, Social, Economic, Psychological, Spatial h. Social Advocacy for Environmental Protection and Disaster Risk Reduction		
III	Environmental Consciousness and Disaster Risk Assessment a. Green Social Work: Descriptive and Prescriptive Implications b. Eco-feminism c. Global Climate Agreements d. Participatory Assessment of Disaster Risk (PADR)– Preparation, Hazard Assessment, Vulnerability Assessment, Capacity Assessment, Key Informant Interviews and Action Planning	15	2,3,4
IV	Disaster Management: Phases & Intervention a. Disaster Management Cycle: Meaning, Components and Implications b. Early Warning System c. Institutional and Non-Institutional Framework for Disaster Management in India d. Policies and Legislations pertaining to Disaster Management in India e. Role and Skills of Social Work Professionals at Different Levels: Resources Mobilization, Working with Other Professionals, Working With Government And Voluntary Organizations	15	1,2,4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

- Guha, Ramachandra. (2006). Environmentalism: A global history. New York: Longman.
- Guha, Ramachandra.(2006). How Much Should a Person Consume? Environmentalism in India and the United States. Berkeley: University of California Press,\.
- AbarquezlandMurshed Z. 2004. Community-Based Disaster risk management: Field practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.
- Anderson M and Woodrow P. 1998. Rising From The Ashes: Development strategies in times of disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.

- Blaikie p, Cannon T, Davis I and Wisner B.2004. At risk: natural hazards, people's vulnerability and disaster. London: Routledge.
- Carter I. 2002. Preparing for disaster, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
- Carter I. 2003. Mobilising the Community, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
- Deshpande, B.G. 1996. Earthquakes. Animald And Man. Gurgaon: JAC Trust.
- Heijmans A and Victoria L 2001. Citizenry-Based and development – Oriented disaster response. Philippines: centre for disaster preparedness.
- Mohan, Munasinghe and Clarke Caroline. 1992. Disaster prevention for sustainable development. Economic and policy issues. Geneva: world Bank.
- Murthy, D.B.N. 2007. Disaster Management: Text and case studies. New Delhi: Deep & Deep.
- Tearfund UK. 2004. Development and Risk Reduction in the Indian State of Andhra Pradesh a case study <http://tilz.tearfund.org/Topics/Disaster+Management>.

SEMESTER III

Course Work-V

SOW-101-CW-61050: Social Work Practicum-III (SPW-III)

Credit:6 (P); Practical: 15 Hrs. per week Contact Hours: 180; Full Marks:200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions; LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO5: To develop work plan in consultation with agency supervisor LO6: To continue practicing the methods of working with individuals and groups LO9: To identify and utilize human, material and financial resources LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership LO12: To develop skills of report writing and use of supervision (both agency and faculty)	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to understand social work interventions in different areas CO5: Able to prepare work plan and its execution CO6: Able to form small groups with different age and gender groups CO7: Able to apply programme media skills in social work interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Concurrent Field Work (CFW) The students shall be placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in hospitals, rehabilitation centers, counseling centers and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, family, children, youth and the elderly. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly. Agency/Community Profile, Observations and Analysis - Develop Agency Profile and/or Community Biography - Observe Agency Functioning and/or Community Activities - Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention - Networking and Programme Planning - Practice the methods of working with individuals and groups - Assist the organization wherever desirable in its ongoing interventions Report Writing, Individual Conference and Group Conference - Term Plan and Agency Profile - Weekly Reports based on Process Recording - Midterm Evaluation and Term End Evaluation - A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor - IC and GC Recording	90	1, 2, 3, 4, 5, 6, 7, 8, 9
2	Field Study Tour (FST) During this semester students are taken out for a Field Study Tour (Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first-hand interactions with service providers and/or clientele groups.	30 (5 Working Days)	1, 2, 3

Key Word: Professional Intervention, Rapport Building, Report Writing, Social Work

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3
CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER - IV

SEMESTER IV

Research Project

SOW-101-RP-6110- Research Project (RP)

Credit: 20 (P); **Practical:** 20 Hrs. per week; **Contact Hours:** 600; **Full Marks:** 300

Introduction

The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at postgraduate level. Such research project undertaken will obviously enhance the research productivity, collaboration at national and international level in various industries, government as well as community-based organizations and agencies. This is designed to equip students with advanced research skills and a deep understanding of contemporary issues of social work and commitment to evidence-based practice that underscores the importance of critical thinking and ongoing professional development in the social work field. Students will carry out research project or dissertation under the guidance of a faculty member of the Department of Social Work. The research project/dissertation will be in the major discipline.

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand how to initiate and conduct research LO2: To understand research skills of identifying and selecting topic for research LO3: To develop skill of doing literature review and data collection and accompanying drawbacks LO4: To understand different steps in conducting research and associated limitations LO5: To do data analysis and report writing LO6: To understand ethics involved in research	1. Brainstorming 2. Library Consultations 3. Assignments 4. Individual and Group Presentation	CO1: The learners would be able to demonstrate the ability to apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification CO2: The learners would work independently, identify appropriate resources required for a project, and manage a project through to completion CO3: The learners would exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces CO4: The learners should be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society	1. Full Marks: 300 2. Assignments and Dissertation: 240 Marks 3. End-Semester Viva-Voce: 60 Marks

Learning Assessment

Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Project work in Social work discipline would generally be carried out under

the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would 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. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.

Sr. No.	Semester	Tasks/Assignments for Research Project per Semester	Evaluation	Total Marks
1.	III	1. Within one week of commencement of the Semester, all students will be allocated Supervisors as per the norms of RGU or as per availability of faculty with mutual consent. 2. Topics will be submitted by such students within 15 days of commencement of the Semester to the HoD office forwarded duly by each allocated Supervisor. 3. Three sessional tests will be carried out by each student under the Supervision of the respective Supervisor. Average of these 3 sessional exams will be submitted before end semester examination by each supervisor to HoD Office to prepare the necessary cut-off-list, as per RGU norms. 4. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. 5. Sessional Tests will comprise of submission of Synopsis (at least 10 days prior to due date of Viva-voce to the HoD office, template of synopsis will be provided by HoD Office) and presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member duly nominated by HoD, and approved by CoE, RGU). 6. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to	Interna: 240 Marks End Sem: 60 Marks	300

		Peer Reviewed/UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. Periodic assessment of data collection, analysis and report writing would be carried out by each allocated Supervisor. 7. End Semester Examination will comprise of submission of Project Work (at least 15 days prior to due date of Viva-voce to the HoD office) and power point presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member, duly nominated by HoD and approved by CoE, RGU)		
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Norms

1. The students are placed under a supervisor for the research project work.
2. Each student identifies a research problem in the area of his/her interest, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, and constructs tool(s) for data collection.
3. Afterwards, the students undertake the data processing and presents his/her findings in a pre-submission seminar.
4. After incorporating inputs received during the pre-submission seminar in consultation with Research Supervisor, a student submits the final copy of dissertation for evaluation.
5. At the end of the semester the student will appear for the viva-voce examination as part of the evaluation.
6. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
7. The students are expected to complete the Research Project in the eighth semester. The learners will be encouraged to publish their research work and also to present in conferences /seminars
8. Evaluation will be based on continuous assessment, in which sessional work and the term end examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), presentations etc., as determined by the faculty in charge of the courses of study.
9. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
10. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.
11. Students may be permitted to carry out a research project or dissertation in another department of RGU or another institution provided the required facilities are available.

Postgraduate Programme in Social Work with Course Work

PG Diploma in Social Work (Programme Code: SOW-1101) &
One Year/Two Year MA in Social Work with Course Work (Programme Code: SOW-4101)

N Cr F Credit Level	Sem.	Core Papers (Core Course/Elective)	Course Level	Credit	Total Credit	Max. Marks			Credit Distribution	Contact Hours
		Course Name				Internal	End Sem	Total	L: T: P	
		SOW-101-CC-5110: Foundations of Social Work	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5120:	400	4		20	80	100	3+1+0	60

6	Sem-I	Human Behaviour and Working with Individuals			22					
		SOW-101-CC-5130: Social Systems and Working with Communities	400	4		20	80	100	3+1+0	60
		SOW-101-CC-5140: Social Work Practicum - I	400	6		150	50	200	0+0+6	180
		SOW-101-RC-5110: Social Work Research /MOOCs	500	4		20	80	100	3+1+0	60
	Sem-II	SOW-101-CC-5210: Social Work Practicum-II	400	6	22	150	50	200	0+0+6	180
		SOW-101-DE-52010*: Working with Groups	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52020*: Social Welfare Administration & Social Action	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52030*: Integrated Social Work, Social Policy and Social Legislation	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52040*: Rural and Urban Community Development	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52050*: Indian Knowledge System and Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-DE-52060*: Human Resources and Industrial Relations	500	4		20	80	100	3+1+0	60
		SOW-101-RC-5210: Research & Publication Ethics/MOOCs	400	4		20	80	100	3+1+0	60
Total Credit (I Year)					44					
Exit option with Post-Graduate Diploma in Social Work on completion of courses with a minimum of 44 credits or Entry to One Year MA in Social Work with Course Work										
6.5	Sem-III	SOW-101-CW-61010: Community Health and Counselling	500	4	22	20	80	100	3+1+0	60
		SOW-101-CW-61020: Gerontological Social Work	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61030: Tribal Social Work Practice	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61040: Green Social Work & Disaster Management	500	4		20	80	100	3+1+0	60
		SOW-101-CW-61050: Social Work Practicum-III	500	6		150	50	200	0+0+6	180
	Sem-IV	SOW-101-CW-62010: Livelihood, Skill Development and Entrepreneurship	500	4	22	20	80	100	3+1+0	60
		SOW-101-CW-62020: Human Rights and Social Defence	500	4		20	80	100	3+1+0	60
		SOW-101-CW-62030: Social Work Practice with Differently Abled	500	4		20	80	100	3+1+0	60
		SOW-101-CW-62040: Social Justice and Empowerment	500	4		20	80	100	3+1+0	60
		SOW-101-CW-62050: Social Work Practicum-IV	500	6		150	50	200	0+0+6	180
Total Credit (Aggregate)					88					
Post-Graduate Degree (MA) in Social Work with Course Work on completion of courses with a minimum of 88 credits.										

*Students will choose *three* courses out of the **Departmental Elective Courses** (II Semester) from the list.

SEMESTER -I

SEMESTER I

Core Course I

SOW-101-CC-5110: FOUNDATIONS OF SOCIAL WORK (FSW)

Credit:4 (3L+1T); **Lecture:3** Hrs. per week; **Tutorial: 1** Hr. per week; **Contact Hours: 60**; **Full Marks:100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
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LO1: To acquire an understanding of the conceptual and the theoretical foundations of Social Work LO2: To understand the nature of Social Work as a Profession and about Social Work education in India LO3: To develop an understanding on the scope of Social Work intervention in North East India	- Lecture - Assignment - Individual and Group Presentation	CO1: Develop a comprehensive understanding of the conceptual and theoretical foundations of Social Work, enabling them to critically analyze and apply theoretical perspectives to real-world social work interventions. CO2: Able to demonstrate an understanding of Social Work as a profession, including its history, values, ethics, and standards, as well as the current state of Social Work education in India, preparing them for professional practice and further education. CO3: Able to identify and explain the scope of Social Work intervention in North East India, recognizing the unique social, cultural, and economic contexts and developing culturally sensitive and effective intervention strategies to address regional challenges. CO4: Equipped with a solid foundation in Social Work theory, practice, and profession, enabling them to navigate complex social issues, develop effective interventions, and contribute to the betterment of society, particularly in the North East Indian context.	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Concepts and Introduction - Social Work – Meaning, Evolving Global Definitions and Values - Historical Evolution of Social Work Practice and Education: World; India; North-East India - Concepts Related to Social Work – Philanthropy; Charity; Voluntary Action; Social Service; Social Welfare; Social Reform; Social Security; Social Policy; Social Justice and Human Rights - Social Work as a Profession in India and North-East India: Scope and Challenges - Social Work Education-Domains: Core; Supportive; Elective and Inter Disciplinary	15	1,5

II	Social Work Practicum and Practice Domains - Field Work: Importance; Components - Purpose and Types of Field Recording - Practice Domains and Specialisations: Child, Youth, Family, Women & Aged, Urban and Rural Community, Indigenous and Marginalised; Occupational Social Work; Social Defence; Differently abled, Health Social Work.	15	3,4
III	Approaches and Methods of Social Work Intervention - Clinical and Critical Approaches - Primary and Secondary Methods of Social Work: Nomenclature and Need - Social Case Work, Working with Groups, Working with Communities - Social Action, Social Work Research, Social Welfare Administration	15	2,3,4
IV	Theoretical Perspectives for Social Work Practice - General System and Ecosystem Perspectives - Strengths and Role Theory - Evidence Based Practice - Radical Social Work - Feminist and Green Social Work - Gandhian Social Work: Philosophy and Practice	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

- Alinsky, Saul. (1971). *Rules for Radicals*. Chicago: Knopf Doubleday Publishing Group.
- Allan, June, Bob Pease & Linda Briskman (ed.). (2003). *Critical Social Work – An Introduction to Theories and Practices*. Jaipur: Rawat Publications.
- Bhanti, Raj. (1996). *Field Work in Social Work Perspective*. New Delhi: Himanshu Publications.
- Choudhary, D. Paul. (1983). *Introduction to Social Work*. New Delhi: Atmaram & Sons.
- Cox, D. & Pawar, M. (2006). *International Social Work – Issues, Strategies and Programs*. New Delhi: Vistar Publications.

- Dasgupta, S. (1967). *Towards a philosophy of Social Work in India*. New Delhi: Popular Book Services.
- Desai, M. (2002). *Ideologies and Social Work: Historical and Contemporary Analyses*. Jaipur: Rawat Publications.
- Dinitto, Diana, M. (2008). *Social Work Issues and Opportunities in a challenging profession (3rd edition)*. Chicago: Lyceum Books.
- Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. London: Polity Press.
- Fink, Arthur et al. (1985). *The fields of Social Work*. Beverly Hills, California: Sage Publications.
- Freire, P. (2000). *Pedagogy of Oppressed*. New York: Continuum.
- Gilbert, Neil. et. al. (2002). *An Introduction to Social Work Practice*. New Jersey: Prentice Hall.
- Gore, M. S. (1965). *Social Work and Social Work Education, P. S. Jayasinghe*, Bombay: Asia Publication House.
- Gore, M. S. (1993). *The Social Context of Ideology, Ambedkar's Social and Political Thought*. New Delhi: Sage Publication.
- Government of India. (1987). *Encyclopedia of Social Work*. New Delhi: Publication Division (Social Welfare Ministry).
- Hepworth, Dean H. (2010). *Direct Social Work Practice - theory and skills (8th edition)*. New York: Brooks/Cole.
- Joshi, S. C. (2004). *The Handbook of Social Work*. New Delhi: Akansha Publishing House.
- Mclunis-Dittrich, Kathlee. (1994). *Integrating Social Welfare Policy and Social Work Practice*. New York: Brooks/Cole.
- Palackappilly, George & Felix T.D.(1998). *Religion & Economics, Gandhism, Buddhism*. AIDBES, Stroup SPCI House.

- Patel, C. (Ed.). (1999). *Religion – Philosophy of Social Work in India*. New Delhi.
- Payne, M. (2005). *Modern Social Work Theory*. Basingstoke: Palgrave Macmillan.
- Richmond, M. E. (1917). *Social diagnosis*. New York: Russell Sage Foundation.
- Roy, Bailey and Phil, Lee. (1982). *Theory and Practice in Social Work*. London: Oxford Pub. Ltd.
- Singh, R.R. (1985). *Field Work in Social Work Education, a Perspective for Human Service Profession*. New Delhi: Concept Publishing Company.
- Wadia, A. R. (Ed.). (1961). *History and Philosophy of Social Work in India*. Bombay: II Allied Publisher Private Ltd.

SEMESTER I

Core Course II

SOW-101-CC-5120: HUMAN BEHAVIOUR AND WORKING WITH INDIVIDUALS

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; Tutorial: 1 Hr. per week **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To inculcate the knowledge of Health and working with Individual LO2: To understand the values and principles of social case work and to develop the capacity to practice them LO3: To develop an understanding of human behaviour and personality LO4: To appreciate the basic Psychological processes and Theories.	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to Demonstrate a comprehensive understanding of health and wellness principles and apply them when working with individuals CO2: Able to apply the values and principles of social case work in practice, demonstrating an understanding of the ethical considerations and best practices in the field CO3: Able to analyze human behavior and personality, recognizing the complexities and nuances of individual differences CO4: Able to understand basic psychological processes and theories, and apply this knowledge to real-world scenarios, enhancing their ability to support individuals and communities	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
I	Health a. Concept of Health, Public Health and Community Health b. Disability, Communicable, Non-Communicable Diseases and Life style illnesses c. Health Care: Preventive, Curative, Rehabilitative and Re-integrative	15	1,2
II	Psychological Processes and Theories of Human Development a. Intelligence, Emotion, Perception, Motivation, Learning and Attitude b. Personality Development, Abnormal Behaviour c. Freud's Psychosexual Theory, Erikson's psychosocial Theory, Piaget's Theory of Cognitive Development	15	1,4
III	Working with Individuals a. Historical development, Process, Principles and Components of Case work b. Nature of problem to be addressed through Social Casework c. Client-Worker Relationship, Transference and Counter-transference in casework	15	1,2,3
IV	Theories, Approaches and Skills a. Psychoanalytical, Psycho-social, Problem Solving, Behavior Modification, Crisis Intervention b. Self-Awareness and Self Development Exercises, Counselling Techniques, Enhancing Resources techniques c. Life Coping Skills: Time, Stress, Anger Management, Problem Solving and Decision Making	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

Human Behaviour:

- Argle, Michael Ed. 1981. *Social Skills and Health*. London: Mazheum Publishers.
- Davies, J.M. 1979. *Community Health Preventive Medicine & Social Service*. London: Bailliere Tindal.

- Hurlcok, Elizabeth. 1972. *Child Development*. New Delhi: Tata McGraw Hill.
- Hurlock, Elizabeth B. 1978. *Child Growth and Development*, New Delhi, Tata McGraw Hill Publishing Company Ltd.
- Hurlock, Elizabeth. 1981. *Development Psychology – A Life Span Approach*. New Delhi: Tata McGraw Hill Ltd.
- Park, K. (2009). *Preventive and Social Medicine*. Jabalpur: M/s Banarsidas Bhanot.
- Robert A. Baron. *Introduction to Psychology*. Pearson Publications.
- Ruseel and Smart. 1975. *Readings in Child Development and Relationships*. New Delhi: Light & Life Publishers.
- Sarason, Irwin G. & Sarason Barbara R. (2009). *Abnormal Psychology*. New Delhi: PHI Learning Private Limited.
- Sinclair, David. 1978. *Human Growth after Birth*. London: Oxford Medical Publications.
- Steinberg, Laurance. 1993. *Adolescence*. New York: McGraw Hill Inc.
- Watson, Robert and Lingren Henry Clay. 1979. *Psychology of the Child and the Adolescent*. New York: MacMillan Publishing Company.

Working With Individuals:

- Nelson, Richards & Jones. 1990. *Human Relationship Skills*. Mumbai: Better Yourself Books.
- Bhattacharya, Sanjay. 2006. *Social Work an Integrated Approach*. New Delhi: Deep & Deep.
- Bishop Sue, 1996. *Develop your Assertiveness*. New Delhi: Kogan Page India Pvt. Ltd.
- Biestek, Felix P. 1987. *The Casework Relationship*. London: Unwin University Press.
- Perlman, H.H. 1974. *Social Case Work*. Chicago: The University of Chicago Press.
- Hamilton, Gordon. 1911. *Theory and Practice of Social Case work*. New York: School of Social Work & Columbia University Press.
- Upadhyay, R.K. 2002. *Social Case Work*. Jaipur : Rawat Publications.
- Wasik, B.H. et al. 1990. *Home visiting Procedures for Helping Families*. California: Sage Publications.
- Currie, Joe. 1976. *The Bare foot Counsellor*. Bangalore: Asian Trading Corporation.
- Fuster, J.M. 1984. *Personal Counselling*. Bombay: St. Paul Publication.
- Lindenfield Gael, 1997. *Assert Yourself*. New Delhi: Harper Collins Publishers India Pvt. Ltd.
- Narramore, M. Cloyd. 1978. *The psychology of Counselling*. Michigan: Zondervan Publishing House.
- Nelson – Jones, Richard. 2008. *Basic Counselling Skills*. London: Sage Publications.
- Tilbury. D.E.F. 1977. *Case Work in Context*. Oxford: Pergamon Press.
- Hollis, Florence and Mary E. Woods. 1981. *Case Work – Psychosocial Therapy*. New York: Random House.
- Mathew, Grace. 1992. *An introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.

- Prashantham, B.J. 1975. Indian Case studies in Therapeutic Counselling. Vellore: Christian Counselling Centre.
- Richmond, E. Mary. 1971. Social Diagnosis. New York: Russel Sage Foundation.

SEMESTER I

Core Course III

SOW-101-CC-5130: SOCIAL SYSTEMS AND WORKING WITH COMMUNITIES

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; Tutorial: 1 Hr. per week **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the concept of society, social institutions and social dynamics LO2: To gain insight into the Indian society, the changes therein and its problems LO3: To understand the concepts and perspectives related to development LO4: To understand community organization as a method of social work and as an effective tool for Development LO5: To enhance critical understanding of the models and strategies for community organization practice	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Define and explain the concepts of society, social institutions, and social dynamics, and their interrelationships. CO2: Analyze the structure, changes, and problems in Indian society, and identify areas for social intervention. CO3: Understand and apply concepts and perspectives related to development, including social, economic, and political development. CO4: Explain the principles and methods of community organization as a social work approach, and its role in promoting development. CO5: Critically evaluate models and strategies for community organization practice, and develop skills to design and implement effective community organization programs.	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
I	Basic Concepts of Society and Social Systems - To understand the concept of society, Elements and Features of Indian Society - Social Institutions; Marriage, Family, Religion, Education, Economics and Politics - Social Control, Social Change, Social Disorganization	15	1,3
II	Socially Vulnerable Groups and Developmental theories - Indigenous Peoples (Tribal/Adivasi), Minority; Dalits & OBCs - Differently Abled, Women; Children; LGBTQ - Homeless; Migrants; Refugees - Development Theories: Modernisation, Dependency, Neo-Liberal - Liberalisation, Privatisation and Globalisation	15	1,2,3
III	Understanding Community and Community Organization - Community: Urban, Rural, and Tribal Communities - Principles, Scope and Philosophy of Community Organization - Indigenous Approaches to Community Work, Process of Community Organization	15	1,5
IV	Models of Community Organization and Models of Community Development - Models of Community Organization - Models of Community Development - Globalization and its impact on Community Practice - Skills for Community Organization - Participatory Approaches in Community Work	15	1,4

Mapping Matrix of POs and PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

Social Systems:

- Ahuja, Ram. 1993. Indian Social Systems. New Delhi: Rawat Publications.
- Ahuja, Ram. 2014. Social Problems in India. New Delhi: Rawat Publication.

- Akhup, Alex. 2015. *Tribal and Adivasi Studies Perspective from Within 2: Identities and their Struggles in North East*. Kolkata: Adivani and Tribal Intellectual Collective India.
- Behera, M. C. 2004. *Globalisation and Development Dilemma- Reflections from North-East India*. New Delhi: Mittal Publications.
- Bhaumik, Subir. 2009. *Troubled Periphery Crisis of India's North East*. New Delhi: Sage Publications India.
- Bhushan, Vidya and Sachdev, D.R. 1999. *An Introduction to Sociology*. Allahabad: Kitab Mahal.
- Dube, S.C. 1990. *Society in India*, New Delhi: National Book Trust.
- Escobar, Arturo. 1994,1952. *Encountering Development: The Making and Unmaking of the Third World*, Princeton University: New Jersey.
- Giddens, Anthony, 2001. *Sociology, Polity*. New Delhi: Cambridge press.
- Hussain, Monirul. 2008. *Interrogation Development: State, Displacement and Popular Resistance in North East*. New Delhi: Sage Publication.
- Kamei, Gangmumei. 2008. *Ethnicity and Social Change: An Anthology of Essays*, New Delhi: Akansha Publishing House.
- Kikon, Dolly. 2019. *Living with Oil and Coal: Resources Politics and Militarisation in Northeast India: Culure, Place and Nature*. University of Washington Press.
- Madan, G.R. 1997. *Indian Social Problems (Vol. I & II)* New Delhi: Allied Publications.
- Nussbaum, Martha. C. 2011. *Creating Capabilities: The Human Development Approach*. Ranikhet: Permanent Black.
- 2001. *Women and Human Development: The Capabilities Approach*. New Delhi. Cambridge University Press.
- Nagardra, S.P. 1994- *Development and Change*, New Delhi: Concert Publishing Company.
- Pieterse, Jan Nederveen. 2009. *Development Theory: Deconstructions/ Reconstructions*.
- Rao, C.N. Shankar. *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi S. Chand & Company Ltd.
- Ritzer George. 2011. (5 edition). *Sociological Theory*. New Delhi: McGraw-Hill; Fifth edition
- Roy, Arundhati. 2015. *Annihilation of Caste: the Annotated Crtical Edition B.R. Ambedkar with the Doctor and the Saint*, New Delhi: Navayana Pubishing.
- Sachs, Wolfgang.1992. *The Development Dictionary: A Guide to Knowledge as Power*. New Delhi: Orient Longman.
- Sen, Amartya, 1999. *Development as Freedom*, New York: Oxford University Press.
- Sen, Amartya and Dreze, Jean. 1997. *Indian Development Experiences: Selected Regional Perspectives*. New Delhi. Oxford University Press.
- Singh, Naunihal. 2002. *Population and Poverty*. New Delhi: Mittal Publications.
- Sonowal, C. J. 2014. *Religion and Ethnic Reconstruction Among the Tribes of North East India*. New Delhi: Akanksha Publication.
- Srinivas, M.N., 1980. *Social Structure*, New Delhi: Hindustan Publishers Corporation.

- Srinivas, M. N. 1995. *Social Change in Modern India*. New Delhi: Orient Black Swan.
- Sudhir, H. et. al. (ed.) 2007. *Dimensions of Social Issues in India's North East*.
- Uberoi, Petricia, 1993. *Family, Kinship and Marriage in India*, New Delhi; Oxford University Press.
- Singh, Yogendra 1977, *Social Stratification and Change in India*, Manohar Publications, New Delhi.
- Wouters, Jelle J. P. 2018. *In the Shadow of Naga Insurgency: Tribes, State, and Violence in Northeast India*. New Delhi; Oxford University Press.
- Ziipao, Raile Rocky. 2020. *Infrastructure of Injustice*. New Delhi: Routeledge & Taylor & Francis India.

Community Organisation:

- Arora R. K. (ed.) (1979). *People's Participation in Development Process: Essays in Honour of B. Mehta*. Jaipur: The HCM State Institute of Public Administration.
- Bhattacharya, Sanjay (2006). *Social Work: An Integrated Approach*. New Delhi: Deep & Deep Publications.
- Christopher, A. J. & Thomas, William (2006). *Community Organization and Social Action*. New Delhi: Himalaya Publications.
- Choudhary, D. P. (1976). *Introduction to Social Work*. New Delhi: Atmaram & Sons.
- Cox, F. M. et al. (1964). *Strategies of Community Organization*. Illinois: Peacock Publishers. Inc.
- Dunham, Arthur (1970). *The New Community Organization*. New York: Thomas, Y. Crowell Company.
- Gangrade, K.D. (1971). *Community Organization in India*. Bombay: Popular Prakashan.
- Kumar, Somesh (2002). *Methods for Community Participation – a Complete Guide for Practitioners*. New Delhi: Vistaar Publications.
- Prasad, Ankit. (2005). *Social Welfare and Social Action*. New Delhi: Mittal Publications.
- Ralph M Kramer & Harry Specht (1975). *Reading in Community Organization. Practice*. London: Prentice Hall International.
- Ross, M. G. (1955). *Community Organization: Theories, Principles, and Practices*. New York: Helper and Row.
- Siddiqui, H.Y. (ed.) (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
- Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira Publication.
- Sussman, M. B. (1959). *Community Structure and Analysis*. New York: Thomas, Y. Crowell Company.

SEMESTER I**Core Course IV****SOW-101-CC-5140- Social Work Practicum – I (SWP-I)****Credit:** 6 (6P); **Practical:** 15 Hrs. per week; **Practical Hours During Semester:** 180; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions; LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO5: To develop work plan in consultation with agency supervisor	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to understand social work interventions in different areas CO5: Able to prepare work plan and its execution CO6: Able to form	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

LO6: To continue practicing the methods of working with individuals and groups LO9: To identify and utilize human, material and financial resources LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership LO12: To develop skills of report writing and use of supervision (both agency and faculty)		small groups with different age and gender groups CO7: Able to apply programme media skills in social work interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1.	Orientation Programme The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to initiate work in the field. The orientation programme is of One Week duration for the MASW first year. Objectives of Orientation Programme 1. To introduce new entrants to the staff and senior students of the Department and also to various facilities and programmes of the Departments. 2. To induct students to the social work profession by orientating them to its philosophy, methods and areas of intervention. 3. To orient them to the fieldwork programme and its various components i.e. concurrent fieldwork, winter placement, rural camp and block placement. 4. To acquaint students with administrative framework and programme	25 (5 Working Days)	1, 2, 3, 4, 5, 6, 7, 8, 9

	of field work.		
2	Concurrent Field Work (CFW) The students shall be placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in Hospitals, Rehabilitation Centers, Counseling Centers and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, family, children, youth and the elderly. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly. Agency/Community Profile, Observations and Analysis - Develop Agency Profile and/or Community Biography - Observe Agency Functioning and/or Community Activities - Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention - Networking and Programme Planning - Practice the methods of working with individuals and groups - Assist the organization wherever desirable in its ongoing interventions	120	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Field Study Tour (FST) During this semester students are taken out for a Field Study Tour (Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first-hand interactions with service providers and/or clientele groups.	25 (5 Working Days)	1, 2, 3
4	Report Writing, Individual Conference and Group Conference - Term Plan and Agency Profile - Weekly Reports based on Process Recording - Midterm Evaluation and Term End Evaluation - A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor - IC and GC Recording	10	1, 2, 3, 4, 5, 6, 7, 8, 9

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3

CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER I

Research Course-I

SOW-101-RC-5110: SOCIAL WORK RESEARCH (SWR)/MOOCs

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To gain understanding of nature and relevance of social science research and its application in the study of social phenomena LO2: To learn steps and process of formulation of research design and carry out the same LO3: To learn method of conducting a review of literature LO4: To develop familiarity with qualitative and quantitative research methods LO5: To learn how to prepare tools for collection of data LO6: To learn process of data collection, organization, presentation, analysis and report writing	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to conceptualise and demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools CO2: Able to develop knowledge and skills of data collection, organization, presentation, analysis and report writing CO3: Able to undertake evidence-based practice and evaluate practice with evidence	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Basic Concepts and Philosophical Orientations	15	1, 3

	a. Social Research and Social Work Research b. Characteristics of Scientific Research c. Ontological, Axiological, Epistemological bases to research d. Positivism, Constructivism, and Interpretivism e. Concept, Objectives, Variables, and Hypothesis f. Ethics in Research g. Participatory Methods, Action Research, and Mixed Methods		
2	Social Work Research Methodology a. Identification and Steps in Formulation of a Research Proposal b. Review of Literature: Meaning, Purpose and Types c. Research Questions, Hypothesis, and Variables d. Types of Research Designs: Exploratory, Descriptive, Experimental and Evaluative e. Conceptualizing and Designing Quantitative and Qualitative Research f. Methods & Tools of Data collection	15	1, 2, 3
3	Sampling Framework and Data Collection a. Concept of Universe, Sample, Sampling Unit and Types of Sampling Frame-Probability and Non-Probability b. Sources of Data: Primary and Secondary c. Tools of Data Collection (Quantitative): Survey, Interview Schedule, Interview Guide, Questionnaire d. Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion e. Levels of Measurement	15	1, 2, 3
4	Data Processing and Basic Statistics a. Processing and Presentation of Data b. Use of Statistics: Measures of Central Tendency c. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Correlation d. Parametric and Non-Parametric Tests e. Analysis, Interpretation and Report Writing	15	1, 2, 3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings:

- Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.: Wiley.

- Bryman, Alan. (2016), Social Research Methods. 5th Edition. London: Oxford University Press.
- Cook, Thomas D Cook and Reichardt, eds. (1979). Qualitative and Quantitative Methods in Evaluation Research. CA: Sage
- Creswell, J W. (1994). Research Design: Qualitative and Quantitative Approaches. CA: Sage Publications.
- Denzin, N.K. and Lincoln, Y.S. Eds. (2017). The Sage Handbook of Qualitative Research. Sage Pub.
- Gupta, S.C. (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi.
- Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.
- Jorgensen, D.L. (1989). Participant Observations: A Methodology of Human Studies. California: Sage Publications.
- Kerlinger, Fred. N. (1964). Foundation behavioral Research. New Delhi: Surjeet Publications.
- Kothari, C.R. (1985). Research Methodology. New Delhi: Wiley Eastern.
- Kothari, C. R. (2004). Research Methodology –Methods and Techniques, 2nd ed.
- Kumar, Ranjit. (2011). Research Methodology: A Step-by-Step Guide for Beginners. 3rd Edition. New Delhi: Sage.
- Laldas, D. K. (2000), Practice of Social Research, Rawat Publication, New Age International (P) Ltd., New Delhi.
- Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7th Edition. New Delhi: Pearson Education India.
- Padgett, D.L (1998). Qualitative Methods in Social Work Research. California: Sage Publications.
- Reissman, C.K. (1994). Qualitative Studies in Social Work Research. California: Sage Publications.
- Rubin, Allen et al. (2006). Essential Research Methods for Social Work. California: Wadsworth Inc.
- Rubin, A & Babbie, E.R. (2011). Research Methods for Social Work (Seventh Edition). USA: Brooks/Cole.
- Runin, Silen et. al. (2006). Research Methods for Social Work, California: Wadsworth Inc.

- Silverman, D. (1993). Interpreting Qualitative Research. California: Sage Publications.

SEMESTER -II

SEMESTER II

Core Course V

SOW-101-CC-5210: Social Work Practicum – II (SWP-II)**Credit:** 6 (6P); **Practical:** 15 Hrs. per week; **Practical Hours During Semester:** 180; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To offer an opportunity of doing Field Work without Territorial Restrictions of the Institute's Location LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To gain insight in fields of specialization working with/at best of the institutions LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO5: To develop work plan in consultation with agency supervisor LO6: To continue practicing the methods of professional Social Work	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through professional work experience CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to understand social work interventions in different areas CO5: Able to prepare work plan and its execution CO6: Able to form small groups with different age and	▪ Full Marks: 200 ▪ Documentation, Regularity and Pro-Active Participation: 150 Marks ▪ Term End Viva-Voce: 50 Marks

LO9: To inculcate aptitude for professional intervention and documentation LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership LO12: To develop skills of report writing and use of supervision (both agency and faculty)		gender groups CO7: Able to apply programme media skills in social work interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Block Field Work (BFW)/ Concurrent Field Work (CFW) The Block Field Work scheduled for this Semester comprises a consolidated month long (04 weeks) Block Field Work on choice/interest of the learners and in accordance with their Field of Specialization/Soft Courses or 15 Weeks of Concurrent Field Work dedicating 8 Hour per Week. Students are required to undergo block placement for a minimum period of 30 days or 15 Weeks of Concurrent Field Work as per feasibility. The report of field work will be evaluated by external examiner. Keeping in mind the availability of learning opportunities for the students, the department selects agencies/projects spread all over the country from a list of carefully screened organizations. The purpose of Block Placement is to provide the students some pre – employment experience. It broadens the students' perspectives and also enables them to assume professional responsibilities after completing this Program. The Block Placement agencies are selected with the consent/choice of students No student is allowed to be on paid employment during the period of block placement. However, the students can accept an honorarium in case the agency so decides. The student is expected to start the Block/ Concurrent F.W. on the date specified by the Department. Any unauthorized delay in starting or discontinuation is dealt with seriously. If a student leaves Block Placement agency without prior approvable of the department or if the Block Placement performance is found to be unsatisfactory. In such circumstances, the department is not under any obligation to arrange for an alternate block placement immediately. The student may have to wait until the next year for	180	1, 2, 3, 4, 5, 6, 7, 8, 9

	completing the Block Placement. During Block Placement, student is required to submit a detailed report of the work done. The report must be submitted to the department after it is signed by the students and counter signed by the agency supervisor. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly.		
2	Agency/Community Profile, Observations and Analysis - Develop Agency Profile and/or Community Biography - Observe Agency Functioning and/or Community Activities - Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention - Networking and Programme Planning - Practice the methods of working with individuals and groups - Assist the organization wherever desirable in its ongoing interventions	-	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Rural Immersion Camp A residential Rural Immersion Camp for one (01) week duration in rural, semi-rural and Tribal areas be organised. Every student is expected to attend it as a part of course requirement. The organizing of rural camp would acquaint the students with rural scenario, living conditions, problems and issues of rural society. The camp would be planned to provide ample opportunities for students to fine tune their interpersonal relationship Skills through the Process of group dynamics and achieve a harmonious blend of learning and work. Detailed Process as well as Summary Reports are submitted at the end.	30	1, 2, 3, 4, 5, 6, 7
4	Report Writing, Individual Conference and Group Conference - Term Plan and Agency Profile - Weekly Reports based on Process Recording - Midterm Evaluation and Term End Evaluation - A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor - IC and GC Recording	-	1, 2, 3, 4, 5, 6, 7, 8, 9

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3

CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER II

Department Specific Elective-I

SOW-101-DE-52010: WORKING WITH GROUPS

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the concept of groups and its importance and influence on individuals LO2: To understand Social Group Work as a method of Social Work practice and its application in various settings LO3: To know the basic concepts, tools, techniques, processes and Skills of working with groups LO4: To develop an understanding of group dynamics and Skills LO5: To identify and acquire the skills needed to work with groups effectively across settings	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice CO2: Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups CO3: Able to help people in similar distressful situations through therapeutic process	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
1	Basic Concept of Group a. Group, Group Identity, Cohesion, Characteristics, Significance and	11	1, 3

	Types b. Historical Evolution of Social Group Work, Social group work as a Method of Social Work c. Assumptions & Principles, Characteristics and Purpose to Social Group Work, Values and Ethics d. Group Counseling, Group Therapy		
2	Approaches, Models and Process a. Approaches to Group Work b. Models of Group Work c. Phases of Group Formation d. Role of Group Worker	11	1,2, 3
3	Group Dynamics and Skills a. Group Work related Knowledge and Skills b. Sociometry and Sociogram in Assessing Groups c. Social Group work in Different settings: Community, Institutions Like Hospitals, Rehabilitation Centers, Children's Home, Old Age Homes, Welfare, Educational and Youth Development	11	1,2, 3
4	Group Work Practice and Skills Laboratory a. Stimulation Games and Exercises b. Group Discussion c. Documentary	12	1,2, 3

Mapping Matrix of POs and PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Readings

- Balgopal, Pallassana R. and Vassil, Thomas V. 1983. Groups in Social Work. USA: Macmillan Publication.
- Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
- Day, Peter, R. 1987. Sociology in social work practice. London: Macmillan Education.
- Douglas, Tom. 1976. Group work Practice. London: Tavistock Publications.
- Douglas, Tom. 1978. Basic Group work. London: Tavistock Publications.
- Ely, P. J. and M. K. Mc Cullough. 1975. Social Work with Groups. London: Routledge and Kegan Paul.
- Heap Hen, 1977. Group Theory for Social Workers. England: Pergamon Press.
- Heap Hen. 1979. Process and Action in work with Groups. England: Pergamon Press.
- Heap Hen. 1985. The Practice of Wocial Work Groups A Systematic Approach. London: George Allen Unwin.
- Konopka G. 1963. Social Group Work – A Helping Process. Engelwoodeliff: Prentice Hall.

- Siddiqui, H.Y. 2007. Social Group Work. Jaipur: Rawat Publications.
- Toseland & Rivas. 2000. An Introduction to Groups Work Practice. Boston: Allyn & Bacon.
- Trecker, H.B. 1975. Social Group Work. New York: Association Press.

SEMESTER II

Department Specific Elective-II

SOW-101-DE-52020: SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION (SWA & SA)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To Acquire Knowledge of the Basic Principles and Process of Administration within the Framework of Social Work LO2: To Develop Skills to Participate in Management of Programmes, as a Part of the Inter-Disciplinary Team and Initiate as well as Develop New Programmes LO3: To Develop an Understanding of Conceptual and Theoretical Perspectives of Social Action as a Method of Social Work LO4: To Understand the Scope of Social Action in Northeast India	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand concept of social welfare and social welfare administration CO2: Able to understand the Structure and components of social welfare administration CO3: Able to understand the relevance of social welfare administration for social workers CO4: Able to demonstrate familiarity with social action as methods of social work profession CO5: Able to understand the relationship of social action with other methods of social work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
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1	Basic Concepts of Social Welfare Administration a. Social Welfare Administration as a Secondary Method of Professional Social Work b. Management by Objectives as applied to Social Welfare Administration c. Functions and Programs of Central Social Welfare Board and State Social Welfare Board d. Registration of Societies and Trusts: Societies Registration Act XXI of 1860; Indian Trust Act, 1882; Foreign Contribution and Regulation Act, 1976	15	1, 3
2	Social Welfare Administration as a Profession a. Social Welfare Administration in India: Concept and Practice b. Organizational Structure c. P-O-S-D-Co-R-B d. Project Proposal: Meaning and Components	15	1, 2, 3
3	Social Action a. Social Action: Meaning and Concept b. Theories of Social Action c. Strategies and Tactics in Social Action d. Social Action as a Secondary Method of Professional Social Work e. Social Action and Social Movement f. Tools of Social Action - RTI, PIL, Advocacy, Networking, etc. g. Pedagogy of Oppressed h. Rules of Radicals	15	4, 5
4	Social Action and Social Movements in Northeast India a. Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People etc.	15	4, 5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO5	1	2	1	3	2	1	2	3	2	1	2	2	3	3
Average	2.2	2.2	1.6	2.2	2.8	2	2.6	2.4	2.8	2.4	2.6	2.6	2.8	2.8

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Alinsky, Saul (1971). Rules for Radicals. Chicago: Knopf Doubleday Publishing Group.
- Freire, P. (2000). Pedagogy of Oppressed. New York: Continuum.

- Banerjee, S. (1981). Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Bhattacharya, Sanjay. (2006). Social Work Administration and Development. Jaipur: Rawat Publications.
- Chambers, R. (1983) Rural Development: putting the last first. Harlow: Prentice Hall.
- Chowdhary, D. Paul. (1992). Social Welfare Administration. New Delhi: Atmaram and Sons.
- French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006). Organizational Development (6th Edn.) New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Goel SL & Jain R.K. (1998). Social Welfare Administration. Vol. I & II. New Delhi: Deep & Deep Publications.
- Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 – 310.
- Haimann, A. (1982). Professional Management and Practice, Delhi Eurasia Publication.
- Jackson, J. (1989). Evaluation for Voluntary Organizations. Delhi: Information and News Network.
- [Jeff Goodwin](#), [James M. Jasper](#). (2009). The Social Movements Reader: Cases and Concepts. USA: Willey-Blackwell.
- Kapoor, KK. (1986). Directory of Funding Organizations, Delhi: Information and News Network.
- Siddiqui, H.Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications.
- Lalitha NV. (1981). Financial assistance to Voluntary Organization for Development. New Delhi: NIPCCD.
- Sarita Sharma, Basotia G.R. Popalia A.K. (1997). Management, Function, Financial Planning and Policy. New Delhi: Kanishka Publishers.
- Shankaran R & Rodrigues: A Hand Book to the Management of Voluntary Organizations. Madras: Alpha Publishers.

- Skidmore, Rex and Miltons G. Thacheray. (1976). Introduction to Social Work. London: Prentice-Hall International.

SEMESTER II

Department Specific Elective-III

SOW-101-DE-52030: INTEGRATED SOCIAL WORK, SOCIAL POLICY, & SOCIAL LEGISLATION

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop understanding of Integrated Social Work, social policy and social legislation LO2: To understand the Policy and Legal Framework as well as provisions related to the Vulnerable Sections of the Society	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to develop understanding of Integrated Social Work, and related theoretical Framework CO2: Able to develop to develop Skills in Theory and Evidence Driven Models of Intervention in ISWP CO3: Able to develop Policy and Legal Structures which can be used in Social Work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Integrated Social Work as a Method of Intervention a. Integrated Social Work as a method of Intervention (ISWP): Meaning, Goals and Strategies b. ISWP: Descriptive and Prescriptive Implications c. Process of ISWP: Dialogue, Discovery, Development, Empowerment	15	1, 3

2	Theoretical Perspective for Integrated Social Work - Client In and As a System - Pincus – Minahan Model: Four basic Systems in Social Work Practice-Client, Target, Action and Change Agent System - Structural Social Work; Critical Social Theory; Radical; Feminism - Unitary Approach	15	1, 2, 3
3	Social Policy and Social Change - Social Policy: Sources Principles and Models - Social Policy and Social Justice - Planning and Policy Formulation in India - Decentralised Planning and Local Self Governance- Rural and Urban - Policies and Legislations pertaining to Socially Vulnerable Sections	15	1, 2, 3
4	Law & Social Work Practice - Indian Judicial System - Indian Penal Code (IPC) - Code of Criminal Procedure (CrPC) - Legal Aid - Role of Social Worker in Consumer Protection - Medical Negligence - Role of Social Worker in Promoting Social Legislation	15	1, 2, 3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Aranha, T. Social Advocacy- Perspective of Social Work, Bombay: College of Social Work.
- Chawla, Monica. 2006. Gender Justice- Women and Law in India. New Delhi: Deep & Deep.
- Chaturvedi, A.N. 1984. Rights of the Accused under Indian Constitution. Delhi: Deep & Deep.
- Constitution of India. 1991. Govt. Of India.
- Diwan, Paras et al. 1998. Human Rights and the Law. New Delhi: Deep & Deep.
- Dubois, Brenda L., Miley, Karla K. 2007. Social Work A Helping Profession, Social Work An Empowering Profession, Boston: Allyn and Bacon.
- Goel, S.L. 2007. Good Governance an Integral Approach. New Delhi: Deep & Deep.
- GOI. 2008. New Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India.
- Jacob, K.K. 1989. Social Policy in India. Udaipur: Himanshu Publications.
- Jain, N.K. 2007. Right to Information Concept, Law Practice. New Delhi: Regal Publications.

- Lavelett, Michael and Allen Prat. 2002. Social Policy Theoretical and Conceptual Framework. London: Sage Publications.
- Mathew, P.D. 1986. Family Courts. New Delhi: Indian Social Institute.
- Nair, T. Krishnan (ed.). 1986. Social work Education and Development of Weaker Sections Madras: Association of Schools of Social Work in India.
- National Law School. 1991. Select Materials on Public Legal Education. Bangalore: National Law School of India University.
- Pincus, A., Minahan, A. 1993. Four Basic Systems in Social Work practice: Model and Method. Illinois: F.E. Peacock.

SEMESTER II

Department Specific Elective-IV

SOW-101-DE-52040: RURAL AND URBAN COMMUNITY DEVELOPMENT

Credit: 4 (3L+1T); **Lecture: 3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60**; **Full Marks: 100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the issues, strategies and approaches for rural and urban development LO2: To understand rural and urban community development principles, processes and theories LO3: To develop an understanding about the governance, structure, process and programmes with specific reference to North-East India	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to gain comprehensive understanding of the key theories, concepts, and frameworks in social and urban community development CO2: Able to develop the ability to critically analyse rural and urban community issues CO3: Able to understand the governance, structure process and programmes with specific reference to North-East India CO4: Able to develop roles, skills and competence in working with rural and urban communities and develop agencies	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
I	Understanding Rural Development Approaches a. Understanding Rural Development India b. Rural Development – Concept and Approaches of India; Five-year Plans c. Rural Local Self-Governance: Panchayati Raj System and Autonomous District Council d. Administrative Setup of Rural Development e. Globalisation and Rural Development	15	1,5
II	Rural Economy, Rural Problems, and Social Change a. Indian Rural Economy; Rural Industries: Cottage and Village Industries b. Pre and Post-Independence: Land System in India; Land Reforms c. Rural Livelihood; NRLM/ SRLM; Microfinance and Microcredit; Rural Innovators & Entrepreneurs, Cooperative Societies d. Rural Social Problems: Migration, Farmer Suicides, Human Trafficking, Child Labour, Bonded Labour, Unemployment and Indebtedness; e. Rural Infrastructure, Health and Education, Sanitation. f. Scope, Role and Skills of Community Development Workers in Rural Settings g. fRural Urban Continuum	15	3,4
III	Urban Society, Urban Planning and Development a. Industrialisation and Urban Social Fabric b. Urbanisation in India and North-East India c. Theories of Urbanisation d. Urban Development Policy e. Urban Livelihood	15	2,3,4
IV	Urban Governance, Concerns and Scope of Social Work Practice a. Urban Local Self – Government: Municipality and Municipal Corporation b. Civic and waste Management c. Urban Infrastructure: Physical and Social d. Urban Services and Cocerns: Transport	15	1,5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings

- Agarwal, A.N. 2001. Indian Economy: Nature, Problem & Progress. New Delhi: Vikas publishing House.
- Ahluwalia, Isher Judge. 2014. Transforming Our Cities: Postcards of Change. Noida: HarperCollins India.
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- Ashish, Bose. 2001. India's Urbanization, Institute of Economic Growth. New Delhi: McGraw Hill.
- Bagai, Krishnan. 2000. The Cooperative Movement in India. New Delhi: Vijaya Press.
- Bandyopadhyay, Rekha. 1993. Land System in India: A historical Review, Economic and Political Review Vol. 28, No. 52 (Dec. 25, 1993), pp A149-155.
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- Bansil, P.C. 1981. Agricultural Problems of India New Delhi: Vikas Publishing House.
- Bhattacharya, B. 2000. Urban Development in India. New Delhi: Shree Publishing House
- Chakravarty, Sukhamoy. 1987. Development planning. The Indian Experience. Oxford: Oxford Claredon Press.
- Chambers, Robert. 1983. Rural development: putting the last first. Harlow: longman.
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- Datt & Sundaram. 2002. Indian Economy. New Delhi: S. Chand & Co.
- Desai, A.R. 1995. Rural Sociology in India. Bombay: ISAE.
- Desai, A.R. Ed. 1978. Rural Sociology in India. Bombay: Popular Prakasham.
- Desai, A.R & Devadas, Pillai (Ed.). 1970. Slums & Urbanization. Mumbai: Popular Prakashan Pvt. Ltd.
- Dubhashi, P.R. 2000. Rural Development Administration In India. Mumbai.
- Dutt & Sundaram. 2006. Indian Economy. New Delhi: S Chand & Co.
- Desai, Vasanth, 1988. Rural Development Vol. I & II. Bombay: Himalaya Publishers Kishen.
- Desai, Vasanth. 1988. Rural development. Vol. I to VI. Bombay: Himalaya Publishing House.
- Desai Vasant. 2010. Rural Development in India: Past, Present and Future (A Challenge in Crisis). New Delhi: Himalaya Publishing House.
- D'Souza, Alfred & Singh, A.M. 1998. The Urban Poor. New Delhi: Manohar Publications.
- Ghosh, Alak. 1984. Indian Economy. New Delhi: Asian Publication.

- Gupta, K.R. 2010. Rural Development in India (Vol. 1-4), New Delhi: Atlantic Publishing and Distributors Pvt. Ltd.
- Gurusamy, S. 1997. Social Demography process and perspectives. New Delhi: Sterling Publishers.
- Jain, S.C. 1998. Community development Institute and Panchayati Raj in India. Chennai: Allied Publisher Ltd.
- Jain, S.C. 1998. Rural Development Institute and Strategies. New Delhi: Rawat Publications.
- Kadekodi, G.K. and K. Chopra. 1999. Operational sing sustainable development. New Delhi: Sage Publications. India Pvt. Ltd.
- Mathur, B. 1998. Co-operative in India: A critical analysis of the Co-operative movement in India's planned economy. Agra: Sahitya Bhavan.
- Mohanty, Prasanna. K. 2014. Cities and Public Policy: An Urban Agenda for India. New Delhi: Sage Publication.
- Mukherji, B. 1967. Community Development in India. Bombay: Orient Longman.
- Ram. 2003. Management of Co-operatives. Mumbai: Jaico Publishing House.
- Riley, John M. 1995. Stakeholders in Rural development. New Delhi: Sage Publications.
- Sachinanda and Purnendu. 2001. Fifty Years of Rural Development in India. Kolkata: Firma KLM Pvt Ltd.
- Singh, Katar. 1986. Rural development – Principles, policies and management, New Delhi: Sage Publications.
- Thomas William, A and Christopher. 2011. Rural Development: Concept and Recent Approaches. New Delhi: Rawat Publications.
- Savage, Mike and Warde, Alan. 1993. Urban Sociology, Capitalism and Modernity. England: MacMillan Distributor Ltd.
- Sinha, Satish. 1995. Slum Eradication & Urban Renewal. New Delhi: Inter- Publications.
- Sharma, C.L. 1992. Urban Power Structure. Udaipur: Shiva Publications.
- Shaw, Annapurna. 2012. Indian Cities: Oxford India Short Introductions. New Delhi: Oxford University Press.
- Tha, S.S. 1986. Structure of Urban Poverty. Bombay: Popular Prakashan.
- Thudipara, Jacob Z. 1993. Urban Community Development. New Delhi: Rawat Publications.
- Yayamala, Diddee & Rangasamy, N. 1993. Urbanization Trends, Perspectives & challenges. Jaipur: Rawat Publications.
- Wiebe, Paul. 1998. Social Life in an Indian slum. New Delhi: Vikas Publishing House.

SEMESTER II

Department Specific Elective- V

SOW-101-DE-52050: INDIAN KNOWLEDGE SYSTEM AND SOCIAL WORK (IKS & SW)

Credit:4 (3L+1T); **Lecture:**3 Hrs. per week; **Tutorial:** 1 Hr. per week **Contact Hours:** 60; **Full Marks:**100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To acquire a basic understanding of the concept of Indian Knowledge System LO2: To build an understanding of the culture of welfare in India LO3: To identify and develop a knowledge base of Social Work and Social Service Traditions in Indian Culture	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to acquire a basic understanding of the concept of Indian Knowledge System CO2: Able to know the culture of welfare in India CO3: Able to explore, identify and develop a knowledge base of Social Work and Social Service Traditions in Indian Culture	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
I	Introduction to Indian knowledge system 1.1 Introduction to Indian Knowledge System 1.2 Pre-Vedic and Vedic Culture, 1.3 Six Schools of Vedic Philosophy 1.4 Buddhism and Jainism 1.5 Charvaka and Ajivikas	15	1,3

II	Concept of Welfare and Social Service in India 2.1 Welfare and Social Service in Ancient India 2.2 Practices of Welfare in Medieval India 2.3 Protection and Promotion of Weaker Sections in Indian Constitution 2.4 Welfare State in India: values and Provisions	15	1, 3
III	Indian Philosophy and Social Work 3.1 Indian Culture and Social Work 3.2 Philosophy of Social Work in Indian Religions 3.3 Indian Freedom Struggle and Social Work 3.4 Focus on Social Capital in Indian Civilisation	15	2, 3
IV	Indian Civil Society Organizations and Movements 4.1 Narmada Bachao Aandolan, Mazdoor Kisan Shakti Sangathan, Association for Democratic Reforms 4.2 Chipko Movement 4.3 Social Reformers of Medieval India 4.4 Social Reformers of Modern India: Sabitribai Phule, Jyotibha Phule, Ram Mohan Roy, B. R. Ambedkar, etc.	15	1,2,3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings:

- Dasgupta, S.(1967). *Towards a philosophy of Social Work in India*. New Delhi:Popular Book Services.
- Desai, M. (2002). *Ideologies and Social Work: Historical and Contemporary Analyses*. Jaipur: Rawat Publications.
- Dinitto, Diana, M. (2008). *Social Work Issues and Opportunities in a challenging profession (3rd edition)*. Chicago: Lyceum Books.
- Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. London: Polity Press.
- Fink, Arthur et al. (1985). *The fields of Social Work*. Beverly Hills, California: Sage Publications.
- Freire, P. (2000). *Pedagogy of Oppressed*. New York: Continuum.
- Gilbert, Neil. et. al. (2002). *An Introduction to Social Work Practice*. New Jersey: Prentice Hall.
- Gore, M. S. (1965). *Social Work and Social Work Education, P. S. Jayasinghe*, Bombay: Asia Publication House.
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- Das, A., Gujre, N., Devi, R. J., & Mitra, S. (2021). A review on traditional ecological knowledge and its role in natural resources management: North East India, a cultural paradise. *Environmental management*, 1-22.
- Gómez-Baggethun, E., & Reyes-García, V. (2013). Reinterpreting change in traditional ecological knowledge. *Human Ecology*, 41(4), 643-647.
- Huntington, H. P. (2000). Using traditional ecological knowledge in science: methods and applications. *Ecological Applications*, 10(5), 1270-1274. Huntington, S. L., & Huntington, J. C. (2014). *The Art of Ancient India: Buddhist, Hindu, Jain*. Motilal Banarsidass.
- Majumdar, R. K. (2019). Traditional Technology of Fish Preservation in Northeast India. In *Technologies for Value Addition in Food Products and Processes* (pp. 127-162). Apple Academic Press.
- Perrett, R. W. (2016). *An introduction to Indian philosophy*. Cambridge University Press.
- Pujari, R. M., Kolhe, P., & Kumar, N. R. (2006). *Pride of India: a glimpse into India's scientific heritage*. Samskrita Bharati
- Rai, S. C. (2007). Traditional ecological knowledge and community-based natural resource management in northeast India. *Journal of Mountain Science*, 4, 248-258.
- Sharma, R. S. (2006). *India's ancient past*. Oxford University Press.
- Singh, R. K., Pretty, J., & Pilgrim, S. (2010). Traditional knowledge and biocultural diversity: learning from tribal communities for sustainable development in northeast India. *Journal of Environmental Planning and Management*, 53(4), 511-533.
- Sinha, J. (1985). *Indian Psychology*. Vol. 1 Cognition; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception. New Delhi: Motilal Banarasidas.
- Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*, Pondicherry: Sri Aurobindo Ashram Publication Department.
- Misra, G. & Mohanty, A. K. (2001). *Perspective on indigenous psychology*. New Delhi: Sage.
- Kim, U. & Berry, I.W. (1993). *Indigenous psychologies: Research and experience in cultural context*. New Delhi, India: Sage.
- Cortright, B. (2000). *Psychotherapy and Spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: State University of New York Press.
- Paranjpe, A.C.(1998). *Self and Identity in modern psychology and Indian thought*. New York: Plenum Press.
- Paranjpe, A. C. (1994). *Theoretical psychology. Meeting of east and west*. New York: Plenum Press.
- Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.
- Chaudhury, H. (1992). *Yoga Psychology*. In C.T. Tart (Ed.). *Transpersonal psychologies*. (2nd

Ed.). New York: Harper Collins. Akhilananda, Swami. Hindu Psychology. London, Routledge, 1947.

SEMESTER II

Department Specific Elective-VI

SOW-101-DE-52060: Human Resources and Industrial Relations (HR& IL)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To bring awareness about the labour and its concerns LO2: To make the learners understand about the labour welfare and its legislations LO3: To equip the learners about the social security legislations	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to promote theory-driven practice on approaches to Occupational Social Work CO2: Able to develop the knowledge of Grievance Redressal and Collective Bargaining CO3: Able to build understanding on social security legislations CO4: Able to appreciate scope and application of social work methods in formal and informal sector	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Content	Contact Hours	CO
1	Labour Problems a. Formal and Informal Sector b. Industrial Relations: Meaning Scope and Approaches c. Tripartite Machineries: ILC, SLC d. Causes for Indiscipline And Misconducts – Hot Stove Rule And Principles of Natural Justice e. Disciplinary Action: Show Cause Notices, Explanations, Domestic Enquiry	15	1

	f. Penalties and Punishment: Fine, Demotion, Suspension, Discharge and Dismissal g. Industrialization and Labour Problems in India h. International Labour Organization i. Corporate Social Responsibility		
2	Grievance Redressal & Collective Bargaining a. Working Conditions and Conditions of Work b. Conflicts And Disputes: Meaning, Causes, Forms (Strikes And Lockouts) c. Grievance Redressal Procedure d. Collective Bargaining: theories; principles; stages; strategies; skills of an effective bargaining agent e. Trade Unions: Origin and growth of trade union movement in India; Indian Trade Union Act 1926; Major Trade Unions in India f. Industrial Disputes Act, 1947 g. Industrial Employment (Standing Orders) Act 1946	15	2
3	Labour Welfare & Labour Legislations a. Labour Welfare Officer: Role and Qualifications b. Theories of Labour Welfare c. Historical Development of Labour Legislations in India d. The Factories Act, 1948 e. Contract Labour (Regulations and Abolition) Act, 1970 f. Plantation Labour Act, 1951	15	3
4	Social Security Legislations a. Workman's Compensation Act 1923 b. Employee's State Insurance Act 1948 c. Employee's Provident Fund Act 1952 d. Payment of Gratuity Act 1972 e. Maternity Benefit Act 1961 f. Payment of wages Act 1936 g. Minimum wages Act 1948 h. Payment of Bonus Act 1972 i. Employment Exchange (Notification of Vacancies) Act 1956 j. Scope and application of social work method in Industry	15	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books/Journal Articles Recommended:

1. Agrawal, R.D. 1973. Dynamics of personnel management in India. New Delhi: Tata McGraw Hill Ltd.
2. Dasgupta, S.K. 1983. Commercial & Industrial Law. New Delhi: Sterling publishers.
3. Johnson, T.L. 1981. Introduction to Industrial Relation. Britain: MacDonald & Enerd. Great.
4. Kapoor, N.D. 1993. Elements of Industrial law. New Delhi: Sultan Chand and Sons.
5. Kapoor, N.D. 1995. Hand Book of Industrial Law. New Delhi: Sultan Chand and sons.
6. Mamkootam, Kuriakose. 1982. Trade unions myth and reality. New Delhi: Oxford University Press.
7. Mamoria, C.B. and Mamoria Satish. 1984. Industrial Labour. Social Security and Industrial peace in

India. Allahabad: Kitab Mahal.

8. Punekar, S.D. et. al. 1981. Labour Welfare: Trade unions and industrial relations. Bombay: Himalaya Publishing House.
9. Ramassamy. E. A. and Uma Ramassamy, 1981. Industry and Labour An introduction. New Delhi: Oxford University Press.
10. Redeost, Roger. 1972. Principles of Labour Law. London: Sweet and Maxwell.
11. Tripathi, P.C. 1994. Personnel Management and Industrial Relations. New Delhi: Sultan Chand And Company.
12. White, K. Head.1977. Industrial Relations. London: odder & Sought.
13. Yoder, Dale.1976. Personnel Management and Industrial Relations. New Delhi: Prentice Hall of India Pvt. Ltd.

SEMESTER II

Research Course-II

SOW-101-RC-5210- Research & Publication Ethics /MOOCs

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To bring awareness about the publication ethics and publication misconducts LO2: To know the basics of philosophy of science and ethics, research integrity, publication ethics LO3: To identify research misconduct and predatory publications	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate knowledge and skills in publication ethics and misconducts CO2: Able to develop understanding about research integrity and publication guidelines CO3: Able to understand various guidelines and regulation in publication ethics CO4: Able to develop an understanding of research misconduct and predatory publications	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
1	Philosophy and Ethics a. Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches b. Ethics: Definition, Moral Philosophy, Nature of Moral Judgments and Reactions	10	1

2	Scientific Conduct - Ethics with respect to science and research - Intellectual honesty and research integrity - Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) - Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing - Selective Reporting and Misrepresentation of Data	15	2
3	Publication Ethics - Publication Ethics: Definition, Introduction and Importance - Best Practices/ Standards Setting Initiatives and Guidelines: COPE, WAME, etc. - Conflicts of Interest - Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour and vice versa, types - Violation of publication ethics, authorship and contributionship - Identification of publication misconduct, complaints and appeals - Predatory publishers and journals	15	3
4	Practice - Open Access Publishing - Publication Misconduct - Databases and Research Metrics	20	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books/Journal Articles Recommended:

- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489 (7415), 179-179. <https://doi.org/10.1038/489179a>
- Bird, A. (2006). *Philosophy of Science*. Routledge.
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Books.pdf
- Mac Intyre, Alasdair (1967) *A Short History of Ethics*. London.
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.
- P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN: 978-9387480865
- Resnik, D.B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from

<https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Note: Students enrolled in the MASW programme at the University Campus are required to take at least one Research Course through MOOC's.

SEMESTER -III

SEMESTER III**Course Work - I****SOW-101-CW-61010-Community Health and Counselling (CHC)****Credit:** 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To make students aware about the public and community health care LO2: To familiarize students with legislations, policies and programmes pertaining to public and community health LO3: To make the learners understand about the significance of counselling and its techniques	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: To help the student gain understanding into the concept of community health and health systems CO2: To critically understand the policies, legislations and schemes for community health CO3: To understand counselling process with application of various skills, techniques and approaches CO4: To gain knowledge and skills in practice of counselling in different settings	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	C O
1	Public Health and Community Health Care - Concept: Public health and Community Health - Organisation and Administration of Health Care Form Centre to The Village Level	15	1

	c. Health Care Systems in India: Primary, Private and Indigenous Systems d. Health Status and Health Problems in India e. Health Planning, Health Committees, Five Year Plans In Relation to Health Care f. Emerging Dimensions and Commodification of Health		
2	Legislations, Policies and Programmes a. Health Legislation: ESI Act (1948, Amendment 1975), MTP Act 1971, DPCP Act 1986, PWD and Equal Opportunities Act 1995 b. Health Policies: NHP 1983, 2002; National Mental Health Policy 2014 c. National Health Programmes: NEMP, NLEP, NTP, RHM	15	1,2
3	Introduction to Counselling a. Guidance, Psychotherapy and Counselling b. Qualities of an Effective Counsellor c. Characteristics of Clients: Voluntary and Involuntary d. Counselling Relationships and Skills, Process	15	3
4	Practicing Counselling: Theoretical Perspectives and Skill Lab a. Theoretical Bases- Psychoanalytical, Humanistic Theories, Behavioural and Cognitive Theories b. Scope of Counselling Across Settings c. Skills Lab: Role Plays, Simulation Exercises, Therapy Intervention Video, Case Study Discussions	15	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books Recommended

1. Berriors G.E. and Dawson J.H. 1983. Treatment and Management in Adult Psychiatry. London: Bailliere Tindall.
2. Ellis, Albert. 1967. Reason and Emotion in Psychotherapy. New York: Lyle Stuart.
3. Gerald Caplin. 1961. An Approach to community mental health. New York: Grun & Stratton.
4. Gladding T. Samuel. 2010. Counselling: a comprehensive profession. New Delhi. Dorley Kindersley Pvt. Ltd.

5. Goldstein E. 1984. Ego Psychology and social work practice: New York: Free Press.
6. Goldstein H. 1979. SOCIAL Work practice a unitary approach: caroline: University of South Caroline Press.
7. Hartman and Lairdj. 1983. Family centered social work practice. New Y ORK: The Free Press.
8. Jay, Oee. 1994. Diagnostic and statistical manual of mental disorder. New Delhi: Jay P'Tee Brothers.
9. Jehu, Derek et al. 1972. behavior Modification in social work. London: Wiley Inter Science.
10. Kaplan, Sadock. 1994. synopsis of Psychiatry. 7th Ed. New Delhi: BI Waverly Pvt. Ltd.
11. Kinra, K. Asha. 2008. Guidance and Counselling. New Delhi: Dorley Kindersley Pvt. Ltd.
12. Lapworth, Phil, 2001 Integration in counseling and therapy: developing a personal approach. New Delhi: Sage Publications.
13. Levant, Ronald F. 1984. FAMILY therapy. New Delhi: Prentice Hall of India Pvt. Ltd.
14. Mane P. and Gandevia K. 1992. Mental health India, Issues and concerns. Bombay: Tata Institute of Social Sciences.
15. Mayor C.H. 1983. Clinical Social Work in the Eco-Systems perspective. Colombia: University Press.
16. S. S. Hough and Margaret, 2006 Counselling skills and theory. UK: Hodder Arnold Publishers.
17. Satir, V. 1967. Conjoint Family Therapy. America: Science and Behavior Books Inc.
18. Schopler, J.H. and Galinsky M.J. 1989. GROUPS In Health care setting. Landon: the Haworth Press.
19. Scully, James H. 1995. PSYCHIATRY. NEW Delhi: BI Waverly Pvt. Ltd.
20. World Health Organization 1990. Schizophrenia information for families – a manual prepared by the world schizophrenia fellowship for publication in cooperation with the WHO.

21. World health organization. 1986. Prevention of Mental Neurological Psychosocial Disorders. Geneva: WHO.

22. World Health Organization. 1988. Psychiatric Disability Assessment Schedule. Geneva: WHO.

SEMESTER III

Course Work - II

SOW-101-CW-61020: GERONTOLOGICAL SOCIAL WORK (GSW)

Credit: 4 (3L+1T); **Lecture: 3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60; Full Marks: 100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
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LO1: To Understand the needs of the Older Person from a holistic perspective LO2: To develop an understanding of challenges faced by older persons LO3: To examine the scope of Social Work Intervention with older persons	1. Presentation Lecture 2. Assignment 3. Individual and Group	CO1: Demonstrate a holistic understanding of the needs of older persons, encompassing physical, emotional, social, and spiritual aspects. CO2: Analyze the challenges faced by older persons, including social, economic, and health-related issues, and identify potential solutions. CO3: Design and implement effective social work interventions that address the unique needs of older persons, promoting their wellbeing, dignity, and quality of life. CO4: Evaluate and advocate for policies and programs that support the empowerment and inclusion of older persons in society.	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Understanding Older Persons - Demographic profile of Older Persons - Gerontological Social Work, Geriatrics - Changes in Roles and Power - Emerging Concerns and Current Status of Elderly	15	1,4
II	Issues of Older Persons - Support System, Social Security - Elder Abuse, Neglect, Dependency, Violence, and Isolation etc. - Family, Social, Economic and Livelihood Issues - Work participation and Livelihood challenges in the organized and unorganized sectors with specific reference to Northeast - Health Issues of Older Persons	15	1,2,4
III	Policies and Role of Governmental and Non-Governmental Agencies to Elder Care - Establishing the need for Elderly Care - Government Organizations: Objectives, Functions, Roles, Programmes and Policies for Elderly Care - Non- Governmental Organizations for Elderly Care: Objectives, Functions, Roles, Programmes - Policies and Legislations pertaining to Elderly Care in India	15	2,3,4

IV	Social Work Intervention a. Need for Social Work Intervention b. Conceptualizing areas for Social Work Intervention c. Settings of Work d. Strategies, Skills and Techniques	15	1,3,4
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Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings

- Gangrade, K.D. (1988). *The Ageing in India: Problems and Potentialities*. New Delhi: Abhinav.
- Bali, A. P. (2001). *Care of the Elderly in India: Changing Configurations*. Shimla: Indian Institute of Advanced Study.
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- Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage.
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- Irudaya Rajan et al. (1997). *Indian Elderly: Assets or Liability*. New Delhi: Sage Publications.
- Khan, M. Z. (1997). *Elderly in Metropolis*. New Delhi: Inter India Publishers.
- Krishnan, P. & K. Mahadevan (eds.) (1992). *The Elderly Population in the Developed World: Policies, Problems and Perspectives*. New Delhi: B. R. Publishing.
- Lowy, L. (1979). *Social Work with the Aging*. New York: Harper & Row.
- Siporin, M. (1974). *Introduction to Social Work Practice*. New York: Macmillan.
- Ward, R. A. (1979). *The Aging Experience - An Introduction to Social Gerontology*. New York: J. B. Lippincott Company.

SEMESTER III

Course Work-III

SOW-101-CW-61030: TRIBAL SOCIAL WORK PRACTICE

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching	Course Outcomes	Course
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	Learning Process	(CO's)	Evaluation
LO1: To develop insights into the tribal communities and their communities and their social-economic, and political systems LO2: To Develop critical understanding of laws, policies, development programmes, globalization, and its impact on tribal communities LO3: To Develop the understanding about the concerns and issues of Tribal Communities LO4: To Develop Social Work skills and competence for Tribal Social Work Practice	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the Tribal Communities and their socio-economic and political fabric CO2: Able to understand laws, policies, development programmes, globalization and its impact on Tribal Communities CO3: Able to understand how to advocate for social justice and policy changes that supports the rights and well-being of Tribal Communities CO4: Able to gain skills in developing, implementing, and evaluating social work programs that are culturally appropriate and effective in meeting the needs of Tribal Communities	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Tribe, Ethnicity, Identity and Tribal Social Institutions a. State, Society and Tribe b. Ethnicity, Identity & Ethnic Reconstruction among Tribes in India with special reference to North East India c. Tribal worldview & Transformation: Language, Religion, Culture & Identity d. Tribal Social Systems and Social Structures, Traditional Social Institutions e. Customary Laws: Contestations, Change and Continuity	15	1, 3
2	Socio-Political Domain of Tribal Societies a. Tribal situation in India and with special reference to North East India b. Changing Dimension of Tribal World: Tribal Culture and Ecology c. Tribal self-Governance: Fifth Schedule and Sixth Schedule, Autonomous District Councils, Autonomous Tribal Councils	15	1, 2, 3

	d. Rethinking Tribal Movements		
3	Tribal Development - Tribal Development: Pre and Post- Independence Period; Five-year Plans, TSP, CSP - Tribal Policy: Protective Measures & Development Policies - Globalisation, Sustainable Development, Anti-Colonial/ Decolonization Approaches - Gender and Development in Tribal Society	15	4, 5
4	Tribal: Law, Issues and Initiatives - SC/ST (Prevention of Atrocities) Act, 1989 - The Scheduled Tribes and Other Traditional Forest Dweller (Recognition of Forest Rights) Act 2006 (FRA) - Land Environment & Livelihood from Tribal Perspectives - Socio-economic and Political Concerns: Education, Health, Food Security, Land Rights, Land Alienation, Displacement, Migration - Social Work Practice Among Tribal Communities: Best Practice; Role and competence of the Social Worker	15	4, 5

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO5	1	2	1	3	2	1	2	3	2	1	2	2	3	3
Average	2.2	2.2	1.6	2.2	2.8	2	2.6	2.4	2.8	2.4	2.6	2.6	2.8	2.8

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Suggested Readings

- Allen, B. C. 1905. *Naga Hills and Manipur: Socio-Economic Survey*. Shillong: The Gazetteer of the Naga Hills.
- Akhup, Alex. 2015. *Tribal and Adivasi Studies Perspective from Within 2: Identities and their Struggles in North East*, Kolkata: Adivasi and Tribal Intellectual Collective India.
- Behera, M. C. 2004. *Globalization and Development Dilemma- Reflections from North-East India*, New Delhi: Mittal Publications.
- Biswas, Prasenjit. 2008. *Ethnic Life- Worlds in North-East India: An Analysis*. New Delhi: Sage Publication India.
- Bhaumik, Subir. 2009. *Troubled Periphery Crisis of India's North East*, New Delhi: Sage Publications India.
- Chaudhury, Sukant K. & S.M Patnaik. 2008. *Indian Tribes and the Mainstream*. Jaipur: Rawat Publications.

- Furer-Haimendorf, C.V. 1982. *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press.
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- Burman, B.K. Roy. 2020. 'Traditional Self-Governing Institutions Among the Hill Tribal Population Groups of North East India'. In *Traditional Self-Governing Institutions among the Hill Tribes of North-East India*, 1–21. New Delhi: Akansha Publication.
- Hussain, Monirul. 2008. *Interrogation Development: State, Displacement and Popular Resistance in North East*. New Delhi: Sage Publication.
- Jamir, Kilanga and Giribabu M. B. 2016. *Livelihood Promotion in North East India: Issues and Challenges*. New Delhi: Mittal Publication.
- Kamei, Gangmumei. 2006. *Essay on Primordial Religion*. New Delhi: Akansha Publication.
- Kamei, Gangmumei. 2008. *Ethnicity and Social Change: An Anthology of Essays*, New Delhi: Akansha Publishing House.
- Kamei, Samson. 2015. 'Zeliangrong Movement in North-East India: A Study of Perspectives from the Past and the Present'. Mumbai: Tata Institute of Social Sciences.
- Longkumer, Jungmayaangla. 2009. *Change and Continuity in Tribal Villages: A Sociological Study*. New Delhi: Akansha Publication.
- Longkumeer, Lanusashi, and Toshimenla Jamir. 2012. *Status of Adivasi/Indigenous Peoples Land Series-6*. Delhi: Aakar Books & The Other Media.
- Longkumer, Arkotong. 2016. *The Poetry of Resistance: The Heraka Movement of Northeast India*. Guwahati & New Delhi: North Eastern Social Research Centre & Indian Social Institute.
- Nyishi Nyem Acham. 2013. *Nyishi Marriage Systems, Laws and Property Rights of Women and Girl Child*. Nyishi Nyem Acham.
- Pereira, Melvil, R. P. Athpara, Sunumi Changmai, and Jyotikona Chetia. 2017. *Gender Implication of Tribal Customary Law: The Case of North East India*. Guwahati: NESRC.
- Ratan, T. 2006. *Encyclopedia of North-East India (Vol. 2.)* New Delhi. Kalpaz Publications.
- Sajal, Nag. 2002. *Contesting Marginality: Ethnicity, Insurgency and Sub-nationalism in Northeast India*. New Delhi: Manohar Publishers and Distributors.
- Sainath, Palagummi. 1996. *Every Love a Good Drought*. New Delhi: Penguin India.
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- Singh, k. Suresh. 1972. *The Tribal Situation in India*. Shimla: Indian Institute of Advanced Studies.
- Singh, K. S. 1989. *Jawaharlal Nehru, Tribes and Tribal Policy*. Calcutta: Anthropological Survey of India.
- Singh, K. S. 1993. *Tribal Ethnography, Customary Law and Change*. New Delhi: Concept Publishing Company.
- Singh, K.S. 2006. *Tribal Movements in India*. Vol. I and II.
- Singh, M. Romen. 2006. *Tribal Development in 21st Century: An Experience from Manipur*. New Delhi: Mittal Publications.
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- _____ Tribal Studies, Emerging Facts. New Delhi: Mittal Publications.
- Xaxa, Virginiiues. 2008. *State, Society and Tribes: Issues in Post-Colonial India*. Noida: Pearson India Education Societies.
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- Yunuo, Asoso. n.d. *Naga Struggle Against the British Rule Under Jadonang and Rani Gaidinliu 1925-1947*. Nagaland: Leno Printing Press.
- Wouters, Jelle J. P. 2018. *In the Shadow of Naga Insurgency: Tribes, State, and Violence in Northeast India*. New Delhi; Oxford University Press.
- Ziipao, Raile Rocky. 2020. *Infrastructure of Injustice*. New Delhi: Routledge & Taylor & Francis India.

SEMESTER III

Course Work-IV

SOW-101-CW-61040: GREEN SOCIAL WORK AND DISASTER MANAGEMENT**Credit:4** (3L+1T); **Lecture:3** Hrs. per week; **Tutorial: 1** Hr. per week **Contact Hours: 60; Full Marks: 100**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop an understanding of the Environment and the changes affecting it LO2: To understand the nature of disasters, its magnitude and impact LO3: To gain knowledge of the methods and processes of disaster management, relief and rehabilitation	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to analyze the complex relationships between human and natural environments, and explain the changes affecting the environment, including climate change, pollution, and conservation. CO2: Able to describe the nature of disasters, including their types, magnitude, and impact on communities, ecosystems, and economies. CO3: Able to apply knowledge of disaster management methods and processes to design and implement effective relief and rehabilitation strategies, minimizing risk and promoting sustainable development. CO4: Develop a comprehensive disaster risk reduction plan, incorporating environmental sustainability, community resilience, and evidence-based practices.	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

COURSE CONTENTS

Unit No.	Contents	Contact Hours	CO
I	Basic Concepts a. Ecology and Environment: Meaning and Implications b. Disaster: Meaning, Definition and Related Concepts c. Vulnerability, Risk, Hazard, Disaster, d. Models of Disaster – Crunch Model and Release Model e. Natural Resource Management f. Human- Animal Conflict g. Bio-Diversity Hotspot h. Eco-Sensitive Zones	15	1,4

II	Issues and Challenges - Environmental Pollution: Meaning, Types, Emerging Issues Challenges - Environmental Impact Assessment - National Green Tribunal - Carbon Trading - Global Warming - Natural and Anthropogenic Disasters: Types and Case Studies - Effect of Disasters: Physical, Social, Economic, Psychological, Spatial - Social Advocacy for Environmental Protection and Disaster Risk Reduction	15	1,2
III	Environmental Consciousness and Disaster Risk Assessment - Green Social Work: Descriptive and Prescriptive Implications - Eco-feminism - Global Climate Agreements - Participatory Assessment of Disaster Risk (PADR)– Preparation, Hazard Assessment, Vulnerability Assessment, Capacity Assessment, Key Informant Interviews and Action Planning	15	2,3,4
IV	Disaster Management: Phases & Intervention - Disaster Management Cycle: Meaning, Components and Implications - Early Warning System - Institutional and Non-Institutional Framework for Disaster Management in India - Policies and Legislations pertaining to Disaster Management in India - Role and Skills of Social Work Professionals at Different Levels: Resources Mobilization, Working with Other Professionals, Working With Government And Voluntary Organizations	15	1,2,4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	1	1	2	3	3	3	2	2	2	2	2
Average														

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -:No Correlation]

Suggested Readings:

- Guha, Ramachandra. (2006). Environmentalism: A global history. New York: Longman.
- Guha, Ramachandra.(2006). How Much Should a Person Consume? Environmentalism in India and the United States. Berkeley: University of California Press,\.
- AbarquezlandMurshed Z. 2004. Community-Based Disaster risk management: Field practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.

- Anderson M and Woodrow P. 1998. Rising From The Ashes: Development strategies in times of disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.
- Blaikie p, Cannon T, Davis I and Wisner B. 2004. At risk: natural hazards, people's vulnerability and disaster. London: Routledge.
- Carter I. 2002. Preparing for disaster, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
- Carter I. 2003. Mobilising the Community, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
- Deshpande, B.G. 1996. Earthquakes. Animals And Man. Gurgaon: JAC Trust.
- Heijmans A and Victoria L 2001. Citizenry-Based and development – Oriented disaster response. Philippines: centre for disaster preparedness.
- Mohan, Munasinghe and Clarke Caroline. 1992. Disaster prevention for sustainable development. Economic and policy issues. Geneva: world Bank.
- Murthy, D.B.N. 2007. Disaster Management: Text and case studies. New Delhi: Deep & Deep.
- Tearfund UK. 2004. Development and Risk Reduction in the Indian State of Andhra Pradesh a case study <http://tilz.tearfund.org/Topics/Disaster+Management>.

SEMESTER III

Course Work-V

SOW-101-CW-61050: Social Work Practicum-III

Credit:6 (P); Practical: 15 Hrs. per week **Contact Hours: 180; Full Marks:200**

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions; LO2: To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives LO3: To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance LO4: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO5: To develop work plan in consultation with agency supervisor LO6: To continue practicing the methods of working with individuals and groups LO9: To identify and utilize human, material and financial resources LO10: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO11: To develop skills of observation, interviewing, group discussion and leadership	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living CO2: Able to acquire and develop attitudes helpful for effective team work CO3: Able to learning the Skills and art of organizing and managing activities and events relating to camp CO4: Able to understand social work interventions in different areas CO5: Able to prepare work plan and its execution CO6: Able to form small groups with different age and gender groups CO7: Able to apply programme media skills in social work interventions CO8: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO9: Able to develop the ability to link theoretical learning with practical realities	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

LO12: To develop skills of report writing and use of supervision (both agency and faculty)			
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Concurrent Field Work (CFW) The students shall be placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in hospitals, rehabilitation centers, counseling centers and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, family, children, youth and the elderly. They are expected to understand the vision, mission, objectives and strategies & programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in working with people and situations. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization. The supervisor conducts individual and group field conferences (ICs/GCs) regularly. Agency/Community Profile, Observations and Analysis - Develop Agency Profile and/or Community Biography - Observe Agency Functioning and/or Community Activities - Rapport Building and Professional Assistance to Clientele Group Planning, Networking and Intervention - Networking and Programme Planning - Practice the methods of working with individuals and groups - Assist the organization wherever desirable in its ongoing interventions Report Writing, Individual Conference and Group Conference - Term Plan and Agency Profile - Weekly Reports based on Process Recording - Midterm Evaluation and Term End Evaluation - A Summary Report Recording - Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor - IC and GC Recording	90	1, 2, 3, 4, 5, 6, 7, 8, 9
2	Field Study Tour (FST) During this semester students are taken out for a Field Study Tour	30 (5 Working	1, 2, 3

(Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first-hand interactions with service providers and/or clientele groups.	Days)	
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Key Word: Professional Intervention, Rapport Building, Report Writing, Social Work

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO2	2	3	1	3	2	3	1	3	1	3	3	3	3	3
CO3	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO4	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO5	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO6	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO7	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO8	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
Average	2.22	2.33	2.11	2.44	2.11	2.44	2.44	1.88	2.22	2.56	2	2.33	2.33	2.44

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
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- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER - IV

SEMESTER IV

Course Work - VI

SOW-101-CW-62010- Livelihood, Skill Development and Entrepreneurship (LSD & E)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop basic understanding on Skill and Entrepreneurship LO2: To develop understanding on the qualities and attributes of entrepreneurs LO3: To understand abilities and Skills of a successful entrepreneur LO4: To understand different innovative practices and institutions enabling the poor and marginalized sections to access improved livelihood opportunities and resources	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the basics of entrepreneurial skill CO2: Able to understand the qualities and attributes of successful entrepreneurs CO3: Able to understand the abilities and skills of successful entrepreneurs CO4: Able to understand the complexities and dynamics of poor people's life and Livelihoods	1. Semester End Examination: 100 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Livelihood 1.1 Concept of Livelihood 1.2 Livelihood Frameworks 1.3 Poverty and Livelihoods: Poverty Dynamics, Vulnerability and Resilience 1.4 Different Types of Livelihood Activities and Strategies	15	1
2	Skill Development in the Field of Entrepreneurship 2.1 Introduction to Skill Development 2.2 Understanding Entrepreneurial Skills 2.3 Understanding the Functions of Skill Development Institutes 2.4 Entrepreneurship and Social Work	15	2
3	Entrepreneurship: A Conceptual Framework 3.1 Entrepreneurship: Concept, Definition, Scope and Purpose 3.2 Types and Approaches to Entrepreneurship 3.3 Importance of being an Entrepreneur 3.4 Entrepreneurial Qualities and Attributes	15	3
4	Entrepreneurial Functions 4.1 Functions of an Entrepreneur 4.2 Entrepreneurial Opportunities 4.3 Entrepreneurial Competencies	15	3

	4.4 Entrepreneurial Motivation		
5	Managing Start-Ups and Family Business 5.1. Business Ideas, Methods of Generating Ideas, and Opportunity Recognition 5.2. Entrepreneurship Project Formulations 5.3. Resource Mobilizations and Financial Institutions 5.4. Success Stories		

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	-	-	1	3	3	2	-
CO2	3	-	-	-	3	3	-	-	3	-	-	3	-	2
CO3	3	-	3	-	-	-	3	-	-	-	3	-	-	-
CO4	-	3	-	3	-	-	-	3	-	3	-	-	-	3
Average	2.25	1.5	0.75	0.75	1.5	1.5	0.75	0.75	0.75	1	1.5	1.5	0.5	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium; 1: Low; -: No Correlation]

Recommended Books/References

- Carsrud, A. L., and Brannback, M. E. (2007). Entrepreneurship. Westport, Connecticut: Greenwood Publishing Group.
- Chambers, R., & Conway, G. (1991). Sustainable Rural Livelihoods: Practical Concepts for the 21st Century. Institute of Development Studies.
- Drucker, P. (2014). Innovation and Entrepreneurship. Routledge: New York.
- Ellis, F. (1999). Rural Livelihoods and Diversity in Developing Countries. Overseas Developing Institute.
- Hisrich, R. (2011). Entrepreneurship 6/E. New Delhi: Tata McGraw Hill.
- Kumar, D. (2017). Micro Credit in Rural India with Reference to Poverty Reduction and Women Empowerment. International Journal of Social Sciences.
- Levine, S. (2014). How to study livelihoods: Bringing a sustainable livelihoods framework to life. Secure Livelihoods Research Consortium, Overseas Development 35 Institute.
- Lussier, R. N., Corman, J., and Kimball, D. (2014). Entrepreneurial New Venture Skills. New York: Routledge.
- Nieuwenhuizen, C. (2009). Entrepreneurial Skills. Lansdowne, Cape Town: Juta and Company Ltd.
- Pandya, R. (2016). Skill Development and Entrepreneurship in India. New Delhi: New Century Publications.
- Sharma, S. (2016). Entrepreneurship Development. New Delhi: PHI Learning Pvt. Ltd.
- Soota, A., and Gopalan, S. R. (2016). Entrepreneurship Simplified: From Idea to IPO. UK: Penguin.
- Vaidya, S. (2014). Developing Entrepreneurial Life Skills: Creating and Strengthening Entrepreneurial Culture in Indian Schools. New Delhi: Springer Science and Business Media.
- Valeri, A., Parton, B., and Robb, A. (2014). Entrepreneurship Education and Training Programs around the World: Dimensions for Success. Washington, DC: World Bank Publications.

SEMESTER IV

Course Work - VII

SOW-101-CW-62020-Human Rights and Social Defence (HRSD)

Credit: 4 (3L+1T); **Lecture:** 3 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop understanding of the human rights and its significance to the Social Work profession LO2: To understand application of human rights to the various practice domains of the profession LO3: To develop Understanding on Human Right based Social Work interventions	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to develop understanding of concept human rights and its significance to the Social Work profession CO2: Able to understand application of human rights to the various practice domains of the profession CO3: Able to appreciate the meaning and correlation between Social Defence, Human Right based Social Work interventions	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Human Rights: Concept and Origin 1.1. Concept of Rights and its Origin 1.2. Understanding the Concept of Human Rights 1.3. Understanding the Principles of Human rights 1.4. Classification of Human rights	15	1
2	Human Rights and Indian Constitution 2.1. Human Rights and Indian Constitution 2.2. International Comments, Declarations, Various Commissions, Organizations 2.3. Situations of Human Rights: Indian and International Perspectives 2.4. Understanding Human Right Based Social Work Interventions in Various Field	15	1
3	Concept of Social Defence 3.1 Social Defence: Concept, Definitions and Scope 3.2 Relationship of Social Defence with Social Legislation; Civil Rights and Human Rights: Concept Definitions and Scope 3.3 Issues of Social Defence in India	15	2
4	Legislations to Promote Social Defence 4.1. Legislations Pertaining to Women and Children 4.2. Legislations Pertaining to Social Defence, Social Security and Social Assistance 4.3. Legislations Pertaining to People with Disability, the Underprivileged and Health Related Legislations 4.4. Role of Social Worker in Promoting Social Legislation and Social Justice	15	2,3

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
Average	2.66	2.33	2	2	3	2.66	2.66	2.66	3	2.66	2.66	3	3	2.66

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Alston, Philip, and Frederic Megret, eds. (2014). The United Nations and Human Rights: A Critical Appraisal. Second Edition. Oxford University Press.
- Annan, Kofi. (2007). The Circle of Empowerment: Twenty-five Years of the UN Committee on the Elimination of Discrimination Against Women. Edited by Hanna Schopp-Schilling and Cees Flinterman. The Feminist Press at CUNY.
- Bassiouni, M. Cherif, and William A. Schabas, eds. (2011). New Challenges for the UN Human Rights Machinery: What Future for the UN Treaty Body System and the Human Rights Council Procedures? Intersentia.
- Brysk, Alison. (2009). Global Good Samaritans: Human Rights as Foreign Policy. Oxford University Press, USA.
- Bush, Gail and Meyer, Randy. (2013). Indivisible: Poems for Social Justice (Norwood House Press).
- Capeheart, Professor Loretta and Milovanovic, Professor Dragan. (2007). Social Justice: Theories, Issues, and Movements, Rutgers University Press.
- Clayton, Matthew and Williams, Andrew. (2004). Social Justice, Wiley-Blackwell.
- Crawford, James, and Martti Koskeniemi, eds. (2012). The Cambridge Companion to International Law. Cambridge University Press.
- Crawford, James. (2010). The Future of UN Human Rights Treaty Monitoring. Cambridge University Press.
- Dembour, Marie-Bénédicte. (2006). Who Believes in Human Rights? Reflections on the European Convention. 1st ed. Cambridge University Press.
- Eubanks, Virginia. (2011). Digital Dead End: Fighting for Social Justice in the Information Age, MIT Press.
- Fassin, Didier, and Mariella Pandolfi, eds. (2010). Contemporary States of Emergency: The Politics of Military and Humanitarian Interventions. Zone Books.
- Goodale, Mark, ed. (2010). Human Rights at the Crossroads. Oxford University Press, USA.
- Goodhart, Michael, ed. (2009). Human Rights: Politics and Practice. Oxford University Press, USA.
- Kalin, Walter, and Jorg Kunzli. (2010). The Law of International Human Rights Protection. Oxford University Press, USA.

- Keller, Helen, and Geir Ulfstein, eds. (2012). UN Human Rights Treaty Bodies: Law and Legitimacy. 1st ed. Cambridge University Press

SEMESTER IV

Course Work -VIII

SOW-101-CW-62030-Social Work Practice with Differently Abled

Credit: 4 (3L+1T); Lecture: 3 Hrs. per week; Tutorial: 1 Hr. per week; Contact Hours: 60; Full Marks: 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To bring awareness about the theoretical concepts on differently abled LO2: To know the policies, legislations, and programmes on differently abled persons LO3: To make the learners equipped with approaches and interventions for differently abled	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand basic concepts and theories related to disability, disabling and enabling environments CO2: Able to develop the knowledge and inculcate sensibility on disability CO3: Insight into psychosocial challenges faced by people with disability (PWDs) CO4: Able to develop an understanding of policies and programmes for PWDs	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Concept and Theories 1.1. Historical Overviews of Disability 1.2. Ecological perspective 1.3. Human Rights Perspective 1.4. Types and Causes of Disability 1.5. Disabling and Enabling Environment 1.6. The Gender Dimensions of Disability	15	1
2	Working with Disability 2.1. Disability Counselling: Individual, Groups and Families 2.2. Family- Centred Interventions with Families of Children and Adults with Disabilities. 2.3. Person with Disability and their Rehabilitation Contexts 2.4. Management of Rehabilitation Programme for PWDs. 2.5. Building Disability Awareness for Action	15	2
3	Policies, Legislations and Programmes 3.1. UN Convention on Rights of PWDs 3.2. National Policy on PWDs, 2006 3.3. PWD (EO, PR, & FP) 1995 3.4. National Trust for the Welfare of Persons with MR and CP, 1999 3.5. RCI Act	15	3
4	Approaches and Interventions 4.1. Certification processes: Disability Certificate 4.2. Government schemes for economic, educational, vocational training, mobility training, special aids and assistance and procedures for accessing entitlements. 4.3. International, Governmental, Non-Governmental, and Voluntary Initiatives/ Innovations 4.4. Role of NGO and social workers in service delivery, policy formulation, advocacy, implementation and evaluation of	15	4

	programme		
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Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books/Journal Articles Recommended:

1. Albrecht, G. L., Seelman, K. D., & Bury, M. (Eds.). (2001). *Handbook of Disability Studies*. Thousand Oaks, CA: Sage.
2. Baquer, A and Sharma A (2009) 2nd ed, *Disability: Challenges versus Response*, New Delhi: CAN.
3. Bakshi, P and Trani, J: *The Capability Approach to Understanding Disability: Increasing 'Comparability, Defining Efficient Programs*. <http://www.ucl.ac.uk/lc-ccr/lccstaff/jean-francois-trani/BakshiTraniAFD060306.pdf>.
4. Chaturvedi, T.N. (1981). *Administration for the Disabled: Policy and Organizational Issues*. New Delhi: I.I.P.A.
5. Chandra, K. (1994). *Handbook of Psychology for the Disabled and Handicapped*, New Delhi: Anmol Publications.
6. Compton B. & Galaway, B. (1994). *Theoretical Perspectives for Social Work Practice in Social Work Processes*. California: Brooks & Cole Publishing Co.
7. Desai, Capt. H.J.M. (1983). *U.N. Concern for the Disabled. U.N. World Programme of Action Concerning Disabled Persons*, France: Rehabilitation, Training and Employment Committee of the World Council for the Welfare of the Blind.
8. Mehrotra, N (2011). *Disability Rights Movement in India: Politics and Practice*, Economic and Political Weekly, Vol. XLVI no. 6, February, 05, 2011.
9. Mitra, Sophie (2006). *The Capability Approach and Disability*, *Journal of Disability Policy Studies*. VOL. 16/NO. 4/2006/PP. 236-247.
10. Mohsini, S.R. & Gandhi, P.K. (1982). *The Physically Handicapped*. Delhi: Seema Publications.
11. Mani, R.D. (1988). *The Physically Handicapped in India Policy and Programme*. New Delhi: Ashish Publishing.
12. Nussbaum, Martha. C. 2011. *Creating Capabilities: The Human Development Approach*. Ranikhet: Permanent Balck.
13. Narasimhan, M.S. and Mukherjee, A.K. (1988). *Disability: A Continuing Challenge*. New Delhi: Wiley Eastern Ltd.
14. Prasad, L. (1994). *Rehabilitation of the Physically Handicapped*. New Delhi: Konark Publishers.
15. Saleeby, P.W. (2007). *Applications of a Capability Approach to Disability and the International Classification of Functioning, Disability and Health (ICF) in Social Work Practice*, *Journal of Social Work in Disability & Rehabilitation*, 6(1-2), 217-232.
16. Sen, Amartya K. (2000) "A Decade of Human Development", *Journal of Human Development*, vol.1 no.1, pp. 17-23.
17. Sen, A. (1998). *Universal Truths: Human Rights & the Westernizing Illusion*. In *Harvard International Review*.
18. Sen, A. (2005). *Human Rights and Capabilities*. *Journal of Human Development* 6(2), 151-166.
19. Smith, S. R. (2008). *Social Justice and Disability: Competing Interpretations of the Medical and Social Models*. In *Arguing About Disability* (Ed). Routledge.

20. Weick A. & Chamberlain, R. (2002). Putting Problems in their place. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
21. General recommendation, CEDAW Committee
<http://www.un.org/womenwatch/daw/cedaw/recommendations/recomm.htm#recom18>.

SEMESTER IV

Course Work - IX

SOW-101-CW-62040- Social Justice and Empowerment

Credit: 4 (3L+1T); Lecture: 3 Hrs. per week; Tutorial: 1 Hr. per week; Contact Hours: 60; Full Marks: 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To make students aware about the basic concept of social justice and empowerment LO2: To understand the application of human rights to the various practice domains of the profession LO3: To understand on Human Right based Social Work interventions	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate Knowledge and Skills regarding the meaning and values of Social Justice CO2: Able to develop competency in Provisions of Social Justice CO3: Able to understand and nourish the attitude towards issues of Social Justice CO4: Able to hone skills in application of social justice to the various practice domains of the profession	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Contents

Unit No.	Content	Contact Hours	CO
1	Concept of Social Justice 1.1. Social Justice: Concept, Definitions and Scope 1.2. Relationship of Social Justice with Social Legislation; Civil Rights and Human Rights: Concept 1.3. Definitions and Scope 1.4. Social Injustice: Concept of and Causes 1.5. Issues of Social Justice in India	15	1
2	Legislations to Promote Social Justice 2.1. Legislations Pertaining to Women and Children 2.2. Legislations Pertaining to Social Defence, Social Security and Social Assistance 2.3. Legislations Pertaining to People with Disability, the Underprivileged and 2.4. Health Related Legislations 2.5. Role of Social Worker in Promoting Social Legislation and Social Justice	15	1,2
3	Human Rights: Concept and Origin 3.1. Concept of Rights and its Origin 3.2. Understanding the Concept of Human Rights 3.3. Understanding the Principles of Human rights 3.4. Classification of Human rights	15	3
4	Human Rights and Indian Constitution 4.1. Human Rights and Indian Constitution 4.2. International Comments, Declarations, Various Commissions, Organizations 4.3. Situations of Human Rights: Indian and International Perspectives 4.4. Understanding Human Right Based Social Work Interventions in Various Field	15	4

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
Average	2.5	2.25	1.75	2	3	2.25	2.75	2.25	3	2.75	3	2.75	2.75	2.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Books Recommended

1. Alston, Philip, and Frederic Megret, eds. (2014), The United Nations and Human Rights: A Critical Appraisal. Second Edition. Oxford University Press.
2. Annan, Kofi.(2007), The Circle of Empowerment: Twenty-five Years of the UN Committee on the Elimination of Discrimination Against Women. Edited by Hanna Schopp-Schilling and Cees Flinterman. The Feminist Press at CUNY.
3. Bassiouni, M. Cherif, and William A. Schabas, eds. (2011), New Challenges for the UN Human Rights Machinery: What Future for the UN Treaty Body System and the Human Rights Council Procedures? Intersentia.
4. Brysk, Alison.(2009), Global Good Samaritans: Human Rights as Foreign Policy. Oxford University Press, USA.
5. Bush, Gail and Meyer, Randy (2013). Indivisible: Poems for Social Justice (Norwood House Press.
6. Capeheart, Professor Loretta and Milovanovic, Professor Dragan. (2007), Social Justice: Theories, Issues, and Movements, Rutgers University Press.
7. Clayton, Matthew and Williams, Andrew (2004), Social Justice, Wiley-Blackwell.
8. Crawford, James, and Martti Koskeniemi, eds. (2012), The Cambridge Companion to International Law. Cambridge University Press.
9. Goodale, Mark, ed.(2010), Human Rights at the Crossroads. Oxford University Press, USA.
10. Goodhart, Michael, ed.(2009), Human Rights: Politics and Practice. Oxford University Press, USA.
11. Kalin, Walter, and Jorg Kunzli. (2010), The Law of International Human Rights Protection. Oxford University Press, USA.
12. Keller, Helen, and Geir Ulfstein, eds. (2012), UN Human Rights Treaty Bodies: Law and Legitimacy. 1st ed. Cambridge University Press.

SEMESTER IV

Course Work - X

SOW-101-CW-62050-Social Work Practicum-IV

Credit: 6 (P); **Practical:** 15 Hrs. per week; **Contact Hours:** 180; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To provide exposure of social realities and intervention strategies LO2: To learn the knowledge and skills required in professional social work interventions viz. communication, problem-solving skills, networking, advocacy, policies and programmes etc. LO3: To understand the geographical, economic and political features, needs and problems of socially marginalised sections LO4: To understand different innovative practices and institutions enabling well-being of society LO5: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO6: To advance understanding on human rights and social and economic justice LO7: Acquire Skills in planning, organizing, implementing the social interventions LO8: To engage in research-informed practice and practice-informed research	- Field Visits - Report Writing - Individual and Group Conferences	CO1: Able to show transition from student intern to professional CO2: Able to understand social equality for client/community/ populations and identify justice issues in policy and agency practice CO3: Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living CO4: Able to acquire and develop attitudes helpful for effective team work CO5: Able to learn the Skills and art of organizing and managing activities and events relating to camp CO6: Able to understand social work interventions in different areas CO7: Able to prepare work plan and its execution CO8: Integration from student into the staff and others in the practicum agency CO9: Able to evaluate policy and social pressures on	- Full Marks: 200 - Documentation, Regularity and Pro-Active Participation: 150 Marks - Term End Viva-Voce: 50 Marks

LO9: To develop work plan in consultation with agency supervisor LO10: To continue practicing the methods of professional social work LO11: To identify and utilize human, material and financial resources LO12: To develop process-oriented skills of working with individuals, families and groups with special reference to social support system LO13: To develop skills of observation, interviewing, group discussion and leadership LO14: To acknowledge and appreciate the abilities, skills, and ethics of professional social workers LO15: To develop skills of report writing and use of supervision (both agency and faculty)		client/target group/ community and agency CO10: Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences CO11: Able to develop the ability to link theoretical learning with practical realities CO12: Able to understand abilities, skills, and ethics of professional social workers	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Following their third semester written examinations, students are required to do a four-week internship. For a period of one month (a total of four weeks), the students are placed in environments pertinent to their area of special interest, which might include community-based organisations, hospitals, schools, NGOs, government agencies, counselling centres, reform/rehabilitation centres, welfare organisations, or service organisations. The student must engage in all organization-sponsored events, be a member of the group, and complete all the tasks given to them. Upon completion, the student must turn in a professionally formatted and thoroughly documented report to the department, signed by the agency's supervisor and the trainee. The student will be required to retake the internship before receiving their degree if a committee appointed by their department thoroughly reviews the report and determines that it does not fulfil the criteria needed to be recognised as a professional report. Assignments/Assessment that demonstrate accomplishment: - Weekly Log Entries - Agency and/or Community Profile	100	1, 2, 3, 4, 5, 6, 7

	c. Term Plan d. Process Reports-Recordings e. Critical Reflections f. Discussion/ Seminar/ Conferences g. Field Instructor and Agency Supervisor Feedbacks h. Summary of Professional Interventions All policies, procedures and decisions in the Field Education Program are based upon the following principles: • The Code of Ethics and the Guidelines for Ethical Practice as set out by the IFSW • Accountability • Professionalism • Equity • Suitability		
2	Agency/Community Profile, Observations and Analysis 1.1 Develop Agency Profile and/or Community Biography 1.2 Observe Agency Functioning and/or Community Activities 2.2 Rapport Building and Professional Assistance to Clientele Group	10	3, 4, 6, 7, 8, 11, 12
3	Planning, Networking and Intervention 3.1 Networking and Programme Planning 3.2 Practice the methods of working with individuals and groups 3.3 Assist the organization wherever desirable in its ongoing interventions	50	5, 6, 9, 10, 11, 12
4	Report Writing, Individual Conference and Group Conference 4.1 Term Plan and Agency Profile 4.2 Weekly Reports based on Process Recording 4.3 Midterm Evaluation and Term End Evaluation 4.4 A Summary Report Recording 4.5 Seek guidance from agency supervisor and attend weekly Individual Conference and fortnightly Group Conference with Field Work Supervisor 4.6 IC and GC Recording	20	1, 2, 3, 4, 5, 6, 10, 11, 12

Mapping Matrix of POs and PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	3	3	2	2	3	2	3	3	3	2
CO3	3	3	1	3	3	2	3	3	3	3	3	3	3	3
CO4	2	2	1	2	3	2	3	1	3	3	3	2	2	3
CO5	2	3	1	3	2	3	1	3	1	3	3	3	3	3
CO6	2	2	3	2	2	2	3	2	3	2	2	2	2	2
CO7	3	1	3	2	3	2	3	2	3	2	1	1	2	2
CO8	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO9	3	3	2	3	1	3	3	1	1	3	1	3	3	3
CO10	2	2	2	2	3	2	2	3	3	2	3	2	2	2
CO11	2	1	3	2	3	2	1	3	3	2	3	2	1	1
CO12	3	3	2	3	1	3	3	1	1	3	1	3	3	3

Average	2.5	2.25	2.08	2.33	2.33	2.42	2.5	2.08	2.33	2.58	2.17	2.5	2.5	2.75
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The Mapping Level Correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - :No Correlation]

Recommended Books

- Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work.
- Kadushin, Alfred Harkness, Daniel. (2005). Supervision in Social Work, New Delhi: Rawat Publication.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- O'Hagan, Kieran, et al. (2003). Competence in Social Work Practice – A Practical Guide for Professionals, London.
- Patri Vasantha. (2001). Counselling Psychology, New Delhi: Authors Press.
- Singh, R. R. ed. (1985). Field Work in Social Work Education, New Delhi: Concept Publishing Company.
- Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.