

COURSE CURRICULUM

Rajiv Gandhi University

(NAAC Grade 'A' Accredited Central University)

**FOUR YEAR UNDERGRADUATE
PROGRAMME IN SOCIAL WORK
[FYUP- BSW]**

**With Multiple Entry and Exit System
Under
National Education Policy-2020**

**Effective From
2023-24**



Department of Social Work

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

UG Certificate in Social Work (One Year Exit)

[Programme Code: SOW-1001]

UG Diploma in Social Work (Two Year Exit)

[Programme Code: SOW-2001]

Bachelor of Social Work (Three Year Exit)

[Programme Code: SOW-3001]

Bachelor of Social Work (Hons.) with Research (Four Year Completion)

[Programme Code: SOW-4001 (without Research)/5001 (with Research)]

OVERVIEW

1.1 The Preamble

The four (4) years Bachelor's Degree in Social Work (BSW) comprises of eight (8) semesters with multiple categories of courses namely Major, Minor, Multi-Disciplinary, Ability Enhancement, Skill Enhancement, Value Added and Internship Courses.

Social Work as an academic discipline and practice-based profession is the most contemporary and versatile, as well as the most open and interdisciplinary of Social Sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. The course has been designed in response to a dynamic intellectual climate and shifting social concerns. Emphasis is also on ensuring familiarity with the elementary techniques of social investigation through training in evidence-based practice and vice-versa.

NEP 2020 aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of Curriculum and Credit Framework for Undergraduate Programmes developed as per the guidelines of NEP 2020 is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The revised Curriculum and Credit Framework for Undergraduate Programmes System consists of 9 types of courses:

1. **Major Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Major Course.
2. **Minor Course (MC):** It helps a student to gain a broader understanding beyond the major discipline.
3. **Multidisciplinary Course (MD):** All UG students are required to undergo 3 introductory-level courses. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class).
4. **Ability Enhancement Courses (AE):** Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with

special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.

5. **Skill Enhancement Course (SE):** SE courses are skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
6. **Value Added Course (VA):** These courses are designed to gain broader understanding of Indian values, constitution of India, environmental, ecological and health issues in India.
7. **Internship (IN):** A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term.
8. **Research Project (RP):** Students choosing a 4 - Year Bachelor's Degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. 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.
9. **Discipline Specific Elective Course (DE):** The courses offered by the main discipline/subject of study for developing specialization in desired area are referred to as Discipline Specific Elective.

All the courses are designed to impart disciplinary fundamentals of sociology through a careful choice of reading list that draws amply from the rich and diverse tradition of sociological writing –classical as well as contemporary. The teachers and learners may follow these reading to comprehend the topic in detail and develop critical insight into the subject.

The course curriculum contains an amalgamation of diversified and insights-oriented papers. BSW Course Curriculum incorporates Major, Minor, Supportive, Inter-Disciplinary, and Elective Courses etc. keeping in mind the global parameters as well as academic and professional needs of Social Work discipline. The inclusion of mandatory Research Project as envisioned in National Education Policy (NEP) 2020 is the latest highlights of the course curriculum. The sequence of papers is well thought out from

Major/Core Domain to Discipline Specific and Multi-Disciplinary Electives so as to build insights and ensure personal as well as professional development of the learners.

Field Work being our signature pedagogy will be mandatory component of course curriculum during each semester. For first semesters, the Field Work will be theoretical while from second semester the trainee social workers will go simultaneously with course work namely Concurrent Field Work Practicum. Students will be doing Social Work Practicum (SWP) in every semester as per the guidelines detailed in the course curriculum. During the fourth semester the students will go for Rural Educational Camp (REC) also known widely as Rural Immersion Camp as a mandatory component of Social Work Curricula. As another mandatory requirement, in partial fulfillment of the Bachelor of Social Work (BSW) (Hons.) the students in the fourth year will have Research Dissertation and Viva-Voce (DVV).

A Social Work graduate is expected to become an informed, conscious and responsible citizen and also be equipped for a variety of careers including but not limited to: Academics, Civil Services, Activism and Advocacy. A brief overview& the scheme of 4-year course and syllabus for BSW (Honours) under NEP 2020 to be implemented from academic session 2023-24 is presented in subsequent sections.

The evaluation and examination procedures shall be as per the regulations and guidelines imbibed in the Rajiv Gandhi University examination ordinance.

1.2 Programme Educational Objectives (PEOs)

The Under Graduate programme in Social Work aims to fulfill the following objectives:

PEO1: This programme aims to provide learning scopes by orienting the students towards scientific study of social processes and social change.

PEO2: Developing knowledge of basic concepts and methods of professional social work, and inculcating ability to appreciate the challenges in field settings.

PEO3: Promoting self-understanding, reflexivity and personal growth of the students.

PEO4: Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

PEO5: Developing respect for social diversity, cross cultural perspective and increasing social and cultural relevance of learning.

PEO6: Inculcating empathy oriented and value driven knowledge of social processes and social change for practice and professional development.

1.3 Programme Outcomes (POs)

PO1: Foundational Knowledge

The graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts.

PO2: Critical Thinking and Problem Solving

The graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.

PO3: Community Engagement & Service

The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

PO4: Indian Context and Good Citizenship

The graduates 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: Coping with Real Life Situations

The 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

The 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: Communication Skills

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

PO9: Research Related Skills

The graduates should be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

PO10: Leadership Qualities

The 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.

1.4 Programme Specific Outcomes (PSOs)

The learners who complete four years would earn an Under Graduate Honours/Honours with Research Degree in Social Work. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural, social and professional competencies as described below:

PSO1: To inculcate the basic theoretical understanding of Social Work within students and familiarize them with its application to positively influencing society, social processes and social change, along with sensitizing them with the current problems that human beings are facing nationally and globally.

PSO2: To equip the students with the epistemological understanding of Social Work as an academic discipline and practice based as well as value driven profession, and develop scientific attitude and rigor, inculcate strong methodological knowledge and build interpersonal competence.

PSO3: To enhance awareness and commitment to social concerns and vulnerable sections through application of disciplinary knowledge in various contexts, and train the students with necessary professional skills to cater for the needs of different sections of society.

PSO4: To encourage the students to be committed to global trends of the discipline along with a strong insight into indigenous and cultural knowledge systems of Indian Knowledge Traditions.

1.5 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: SOW-1001)-Students exiting the programme after securing 48 credits will be awarded UG Certificate in the Social Work provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: SOW-2001)-Students exiting the programme after securing 88 credits will be awarded UG Diploma in Social Work. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.

Three-Year UG Degree (Programme Code: SOW-3001)-Students who wish to undergo a three-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 132 credits.

Four-Year UG Degree (Honours) (Programme Code: SOW-4001)- A four-year UG Honours Degree in the major discipline (Social Work) will be awarded to those who complete a four-year degree programme with 172 credits.

Four-Year UG Degree (Honours with Research) (Programme Code: SOW-5001)- A four-year UG Degree in Honours with Research will be awarded to those students who complete a four-year degree programme with 172 credits, including 12 credits from a research project/dissertation in the major discipline.

1.6 Other Key Criteria for UG Programme

- **Selection of Minor Course:** Students of Social Work major would opt for minor courses from other majors being offered by other departments. Minor courses of Social Work will be offered to Non-Social Work Major Students except for VII and VIII Semesters.
- **Selection of Multidisciplinary Course:** Students in Social Work major would have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure. However, students of Social Work major would not be allowed to select multidisciplinary courses offered by the Department of Social Work.
- **Selection of Compulsory Value-Added Course:** Students in Social Work major would have to select a compulsory value-added course from the basket of value-based courses provided in the common structure.
- **Research at UG Programme:** Students who secure 75% marks and above in the first six semesters can undertake research at the undergraduate level/in the fourth year, as per NEP-2020.
- **For Honours students not undertaking Dissertation in VIII Semester:** Students in Social Work not undertaking research project/dissertation work will have to do 3 courses of 12 credits in lieu of research project/dissertation.
- **Exit and Re-entry:** Exit and re-entry option in the degree programme in Social Work will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the **stipulated maximum period of seven years**.

Semester Objective(s) and Learning Outcome(s)

The outcomes and attributes attained by students through learning acquired on completion of every semester during an undergraduate programme of study in Social Work have been detailed in this section. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Programme learning outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students should be able to demonstrate for the award of the Degree qualification. The programme learning outcomes clearly focus on knowledge, skills, attitude and aptitude that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates of Bachelor in Social Work (BSW) programme.

Adhering to the spirit of learner centric, flexible and skill oriented employable education, the semester-wise Programme Objectives and Outcomes of **Four-Year Undergraduate Programme in Social Work [BSW (Hons.)]** have been specified below:

Semester	Semester Objective(s) [SOs]	Learning Outcome(s)
I	1.1 To inculcate a contextualized foundational understanding of Social Sciences and Social Work as well as augment the Communicative Skills of learners.	1. Ability of learners to locate Social Work in the realm of Social Sciences. 2. Enhanced ability of learners to appreciate the foundational and fundamental pillars of Social Work. 3. Learner's ability to appreciate the basics and necessity for communication skills.
	1.2 To develop basic understanding of Field Work and its Components as a signature pedagogy in Social Work.	1. Awareness about distinctive features of field work in Social Work pedagogy. 2. Knowledge about objectives, structure and components of field work as signature pedagogy in Social Work.
II	2.1 To foster an evolved understanding of the individual, family, ecology and their problems.	1. Ability of learners to acknowledge the micro, mezzo and macro concerns of

		Individuals and the groups. 2. Enhanced understanding of learners to understand and intervene sustainably with issues of ecology.
	2.2 To impart knowledge and skills in Social Casework and Group Work as methods of Social Work Practice.	1. Knowledge, attitude and skills in enhancing the problem-solving ability of individuals, families and groups. 2. Ability to help Individuals and Groups through processes of Individual and Group Interactions.
	2.3 To provide an exposure to and understanding about the various agencies and welfare programmes.	1. Understanding about Social Workers role in different settings. 2. Skills development in programme media skills and planning social work interventions.

Exit 1: Certificate Course in Social Work (Upon Securing a Minimum of 48 Credits provided they secure 4 Credits in Work-Based Vocational Courses offered during the Summer Term or Internship / Apprenticeship)

III	3.1 To understand the basic concepts and processes in social psychology and its relevance to Social Work.	1. Able to understand psychological concepts and its relevance to Social Work. 2. Able to understand determinants and processes of personality development.
	3.2 To understand the role of social work in addressing social problems.	1. Understanding the preventive and remedial measures for contemporary social problems.
	3.3 To develop understanding of the needs, problems and programmes for different target groups.	1. Ability to prepare work plan and its execution. 2. Skills in professional writing and documentation.
IV	4.1 To gain understanding of nature and relevance of social work research and its applications in the study of social phenomena.	1. Understanding knowledge, skills and attitude in planning and conducting research for an evidence-based practice and vice-versa. 2. Learning in basics of research and systematic enquiry.
	4.2 To sensitize students for the	1. Able to understand the application of

	application of human rights to the various practice domains of the profession.	human rights to the various practice domains of the profession. 2. Knowledge and Skills to prepare modules and strategies for advocacy to bring sustainable social change.
	4.3 To develop process-oriented skills of working with individuals, families and groups with special reference to social support system.	1. Ability to write process-oriented reports and engage in meaningful discussions during supervisory conferences. 2. Able to hone skills of rapport formation, situational analysis and awareness generation through stimulating group living.

Exit 2: UG Diploma in Social Work (Upon Securing a Minimum of 88 Credits provided they secure additional 4 Credits in Skill-Based Vocational Courses offered during the First Year or Second Year Summer Term)

V	5.1 To develop understanding of the concept of social policy, social planning, health and well-being in the context of development.	1. Able to understand concept and nature of social and human development. 2. Skills in intervention strategies for assessing vulnerability and preparing modules for future eventualities.
	5.2 To understand policy frame on children, family, youth elderly and emerging domains to practice social work interventions.	1. Able to influence policy and practice as well as analyze and evaluate social work interventions. 2. Knowledge and skills in environmental social work as an emerging field of social work. 3. Ability to imbibe the ethics and values of social work profession and networking skills.
VI	6.1 To develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work.	1. Able to understand the scope of government and non-government efforts in welfare, developmental and empowerment of marginalised sections. 2. Knowledge, skills and attitude in evolving facets of professional social work.
	6.2 To develop ability to initiate and	1. Able to understand and conduct

	conduct research.	different steps in conducting research and associated limitations.
	6.3 To sharpen capacity to effect changes in individual, group and community situations for optimal functioning.	1. Able to observe, analyse and evaluate social realities as well as the sustainable impact of social work intervention.

Exit 3: Bachelor of Social Work (BSW- Upon Securing a Minimum of 132 Credits)

VII	7.1 Honours in Social Work (BSW-Hons.) will prepare graduates who develop their basic skills, are well- placed to apply for a wide range of jobs that are not just directly related to the subject matter of social work itself and will find themselves well-prepared to adapt to changing opportunities.	1. Get a holistic understanding of society. 2. Identify similarities and differences between societies and cultures. 3. Able to practice Integrated Methods of Social Work.
VIII	8.1 The BSW Honours Programme in Social Work is designed to equip and enable the learner with a strong foundation in the basic ideas, concepts, institutions and processes of society and their concerns. The study of Social Work with Research is a launching pad to exciting careers in research, policy analysis, development work, and other positions requiring a strong social science foundation.	1. Describe the past and look at possible future scenarios. 2. Explain complex phenomenon through its underlying structures. 3. Undertake Evidence Based Practice and Vice-Versa. 4. Establish their own Voluntary Organisations and/or practice any of the Professional Methods of intervention independently.

Course Completion: Bachelor of Social Work [BSW (Hons.) - Upon Securing a Minimum of 172 Credits]

COURSE SCHEMA: FOUR YEAR UNDERGRADUATE PROGRAMME IN SOCIAL WORK [BSW]

{Course Codes and Credit Schema of Courses Offered by Department of Social Work under FYUP}

N Cr F Credit Level	Semester	Major		Minor (Only for students other than Social Work Major, except in VII & VIII Semester)		Multidisciplinary Course (Only for students other than Social Work Major)		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Total Credit
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	
4.5	I	Major 1 (SOW-001-CC-1110)	4	Minor 1 (SOW-001-MC-1110)	4	MDC 1 (SOW-001-MD-1110)	3	AECC 1	4	SEC 1 (SOW-001-SE-0010)	3	VAC 1 (SOW-001-VA-0010)	2	24
		Major 2 (SOW-001-CC-1120): SWP-I	4											
	II	Major 3 (SOW-001-CC-1210)	4	Minor 2 (SOW-001-MC-1210)	4	MDC 2 (SOW-001-MD-1210)	3	AECC 2	4	SEC 2 (SOW-001-SE-0020)	3	VAC 2 (SOW-001-VA-0020)	2	24
		Major 4 (SOW-001-CC-1120): SWP-II	4											

Exit 1: Students exiting the programme after securing 48 credits will be awarded UG Certificate in Social Work provided they secure 4 Credits in Work-Based Vocational Courses offered during the Summer Term or Internship / Apprenticeship in addition to 6 Credits from Skill-Based Courses earned during the First and Second Semesters.

[Programme Code: SOW-1001]

N Cr F Credit Level	Semester	Major		Minor (Only for students other than Social Work Major, except in VII & VIII Semester)		Multidisciplinary Course (Only for students other than Social Work Major)		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Total Credit
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	
5.0	III	Major 5 (SOW-001- CC-2110)	4	Minor 3 (SOW-001- MC- 2110)/ VOC-1	4	MDC 3 (SOW- 001-MD- 2110)	3			SEC 3 (SOW- 001- SE- 0030)	3	VAC 3 (SOW- 001- VA- 0030)	2	20
		Major 6 (SOW-001- CC-2120): SWP-III	4											
	IV	Major 7 (SOW-001- CC-2210)	4	Minor 4 (SOW-001- MC- 2210)/ VOC-2	4									20
		Major 8 (SOW-001- CC-2220)	4											
		Major 9 (SOW-001- CC-2230)	4											
		Major 10 (SOW-001- CC-2240): SWP-IV	4											

Exit 2: Students exiting the programme after securing 88 Credits will be awarded UG Diploma in Social Work provided they secure additional 4 Credits in Skill-Based Vocational Courses offered during the First Year or Second Year Summer Term.

[Programme Code: SOW-2001]

Course Curriculum: Four Year Undergraduate Programme in Social Work, Rajiv Gandhi University

N Cr F Credit Level	Semester	Major		Minor (Only for students other than Social Work Major, except in VII & VIII Semester)		Multidisciplinary Course (Only for students other than Social Work Major)		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Total Credit
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	
5.5	V	Major 11 (SOW-001- CC-3110)	4	Minor 5 (SOW- 001-MC- 3110)/ VOC-3	4							SWP-V (SOW- 001- IN- 3110)	6	24
		Major 12 (SOW-001- CC-3120)	4											
		Major 13 (SOW-001- CC-3130)	4											
		Major 14 (SOW-001- CC-3140)	2											
	VI	Major 13 (SOW-001- CC-3210)	4	Minor 6 (SOW- 001-MC- 3210)/ VOC-4	4									20
		Major 14 (SOW-001- CC-3220)	4											
		Major 15 (SOW-001- CC-3230)	4											
		Major 16 (SOW-001- CC-3240): SWP-VI	4											

Exit 3: Students who want to undertake a 3-year UG programme will be awarded UG Degree in Social Work (BSW) upon securing 132 Credits.

[Programme Code: SOW-3001]

Course Curriculum: Four Year Undergraduate Programme in Social Work, Rajiv Gandhi University

N Cr F Credit Level	Semester	Major		Minor (Only for students other than Social Work Major, except in VII & VIII Semester)		Multidisciplinary Course (Only for students other than Social Work Major)		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Total Credit
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	
6.0	VII	Major 17 (SOW-001-CC-4110)	4	Minor 7 (Research Methodology) (SOW-001-RC-4110)/ MOOCs	4									20
		Major 18 (SOW-001-CC-4120)	4											
		Major 19 (SOW-001-CC-4130)	4											
		Major 20 (SOW-001-CC-4140): SWP-VII	4											
	VIII	Major 21 (SOW-001-CC-4210): SWP-VIII	4	Minor 8 (Research & Publication Ethics) (SOW-001-RC-4210)/ MOOCs	4									20
		Dept. Elective 1 (SOW-001-DE-42010)	4											
		Dept. Elective 2 (SOW-001-DE-42020)	4											
		Dept. Elective 3 (SOW-001-DE-42030)	4											
Total Credit			102		32		09		08		09		12	172

Award of Four Year Bachelor's Degree (Honours) in Social Work upon securing 172 Credits.
[Programme Code: SOW-4001]

Course Curriculum: Four Year Undergraduate Programme in Social Work, Rajiv Gandhi University

N Cr F Credit Level	Semester	Major		Minor (Only for students other than Social Work Major, except in VII & VIII Semester)		Multidisciplinary Course (Only for students other than Social Work Major)		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Total Credit
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	
6.0	VIII	Major 21 (SOW-001- CC-4210): SWP-VIII	4	Minor 8 (Research & Publication Ethics) (SOW- 001-RC- 4210)/ MOOCs	4									20
		Research Project SOW-001- RP-4210- Research Project	12											
Total Credit			102		32		09		08		09		12	172

Award of Four Year Bachelor's Degree (Honours with Research) in Social Work upon securing 172 Credits with mandatory 12 credits as Research Project Work during VIII Semester. [Programme Code: SOW-5001]

Course Coding Schema

1. In Course Codes First Digit refers to Year (e.g., 1 for 1st Year, 2 for 2nd Year, 3 for 3rd Year and 4 for 4th Year)
2. In Course Codes Second Digit (except for Skill Enhancement and Value-Added Courses) refers to Semester (e.g., 1 for 1st Semester, 2 for 2nd Semester in each year) (N.B.: Due to multiple Entry and Exit provisions there will be only first and second semesters for each year)
3. The 3rd & 4th digit refers to the Number of Courses in Sequence and the Last Digit refers to the Sequence of Revision of that particular course
4. Course Code for Skill Based Courses offered by Social Work Department: SOW-001-SE-0010, SOW-001-SE-0020, SOW-001-SE-0030, and so on
5. Course Code for Value Added Courses offered by Social Work Department: SOW-001-VA-0010, SOW-001-VA-0020, SOW-001-VA-0030, and so on
6. In the Course Code 001 is for BA, 002 for B.Sc. and 003 is for B. Com. programmes.

Credit Hours

7. **1 Credit for Lecture** = 15 Hours in a Semester
8. **1 Credit for Tutorial** = 15 Hours in a Semester
9. **1 Credit for Practicum** = 30 Hours in a Semester

COURSE STRUCTURE: FYUP-BSW

SEMESTER WISE CREDIT STRUCTURE FOR THE FOUR-YEAR UNDERGRADUATE PROGRAMME IN SOCIAL WORK {For the Learners of BSW Four Year Undergraduate Programme}

Semester I

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-1110	Foundations of Social Work (FSW)	20	80	100	3	1	0	4	60
SOW-001-CC-1120	Introduction To Field Work Practice – I (FWP-I)	20	80	100	3	1	0	4	60
XXX-DDD-MC-XXXX	Minor Course*-1	20	80	100	-	-	-	4	-
XXX-DDD-MD-XXXX	Multi-Disciplinary Course*-1	20	80	100	-	-	-	3	-
XXX-DDD-AE-XXXX	Ability Enhancement Course*-1	20	80	100	-	-	-	4	-
SOW-001-SE-0010	Human Behaviour and Social Change	20	80	100	2	1	0	3	45
XXX-DDD-VA-XXXX	Value-Added Course*-1	20	80	100	-	-	-	2	-
Full Marks				700	Total Credit			24	

* The title of the courses will be adopted by individual student(s) from the pool of papers provided by the University/Other Departments.

Semester II

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-1210	Social Case Work (SCW)	20	80	100	3	1	0	4	60
SOW-001-CC-1220	Field Work Practice – II (FWP-II)	75	25	100	0	1	3	4	105
XXX-DDD-MC-XXXX	Minor Course*-2	20	80	100	-	-	-	4	-
XXX-DDD-MD-XXXX	Multi-Disciplinary Course*-2	20	80	100	-	-	-	3	-
XXX-DDD-AE-XXXX	Ability Enhancement Course*-2	20	80	100	-	-	-	4	-
SOW-001-SE-0020	Social Group Work (SGW)	20	80	100	2	1	0	3	45
XXX-DDD-VA-XXXX	Value-Added Course*-2	20	80	100	-	-	-	2	-
Full Marks				700	Total Credit			24	

* The title of the courses will be adopted by individual student(s) from the pool of papers provided by the University/Other Departments.

Semester III

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-2110	Social Welfare Administration and Social Action (SWA & SA)	20	80	100	3	1	0	4	60
SOW-001-CC-2120	Field Work Practice – III (FWP-III)	150	50	200	0	0	4	4	120
XXX-DDD-MC-XXXX	Minor Course*-3	20	80	100	-	-	-	4	-
XXX-DDD-MD-XXXX	Multi-Disciplinary Course*-3	20	80	100	-	-	-	3	-
SOW-001-SE-0030	Community Organization (CO)	20	80	100	2	1	0	3	45
XXX-DDD-VA-XXXX	Value-Added Course*-3	20	80	100	-	-	-	2	-
Full Marks				700	Total Credit			20	

* The title of the courses will be adopted by individual student(s) from the pool of papers provided by the University/Other Departments.

Semester IV

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-2210	Social Work Research (SWR)	20	80	100	3	1	0	4	60
SOW-001-CC-2220	Tribal Social Work Practice (TSWP)	20	80	100	3	1	0	4	60
SOW-001-CC-2230	Social Policy, Planning and Development (SPP & D)	20	80	100	3	1	0	4	60
SOW-001-CC-2240	Field Work Practice – IV (FWP-IV)	150	50	200	3	1	0	4	120
XXX-DDD-MC-XXXX	Minor Course*-4	20	80	100	-	-	-	4	-
Full Marks				600	Total Credit			20	

* The title of the courses will be adopted by individual student(s) from the pool of papers provided by the University/Other Departments.

Semester V

Course Curriculum: Four Year Undergraduate Programme in Social Work, Rajiv Gandhi University

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-3110	Human Rights and Social Defence (HRSD)	20	80	100	3	1	0	4	60
SOW-001-CC-3120	Social Work Practice Domains	20	80	100	3	1	0	4	60
SOW-001-CC-3130	Rural and Urban Community Development (RUCD)	20	80	100	3	1	0	4	60
SOW-001-CC-3140	NGO Management and Project Formulation (NM & PF)	20	80	100	2	0	0	2	30
SOW-001-IN-3110	Internship	150	50	200	0	0	6	6	180
XXX-DDD-MC-XXXX	Minor Course*-5	20	80	100	-	-	-	4	-
Full Marks				700	Total Credit			24	

* The title of the courses will be adopted by individual student(s) from the pool of papers provided by the University/Other Departments.

Semester VI

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-3210	Conflict Mitigation and Peace Building	20	80	100	3	1	0	4	60
SOW-001-CC-3220	Family Centered Social Work	20	80	100	3	1	0	4	60
SOW-001-CC-3230	Livelihood, Skill Development and Entrepreneurship (LSD & E)	20	80	100	3	1	0	4	60
SOW-001-CC-3240	Field Work Practice – VI (FWP-VI)	150	50	200	0	0	4	4	120
XXX-DDD-MC-XXXX	Minor Course*-6	20	80	100	-	-	-	4	-
Full Marks				600	Total Credit			20	

* The title of the courses will be adopted by individual student(s) from the pool of papers provided by the University/Other Departments.

Semester VII

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-4110	Green Social Work and Disaster Management (GS & DM)	20	80	100	3	1	0	4	60
SOW-001-CC-4120	Social Work with Older Persons (SW OP)	20	80	100	3	1	0	4	60
SOW-001-CC-4130	Community Health and Counselling (CHC)	20	80	100	3	1	0	4	60
SOW-001-CC-4140	Field Work Practice – VII (FWP-VII)	150	50	200	0	0	4	4	120
XXX-DDD-RC-XXXX	Research Methodology* (MOOCs)	20	80	100	3	1	0	4	60
Full Marks				600	Total Credit			20	

*Students have to opt relevant course of 4 credits on Research Methodology from SWAYAM Platform.

Semester VIII (Without Research)

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-4210	Field Work Practice – VIII (FWP-VIII)	150	50	200	0	0	4	4	120
SOW-001-DE-42010	Social Work with Marginalised Groups (SWMG)	20	80	100	3	1	0	4	60
SOW-001-DE-42020	Occupational Social Work & Labour Welfare (OSW & LW)	20	80	100	3	1	0	4	60
SOW-001-DE-42030	Social Work Practice with Differently Abled (SWPDA)	20	80	100	3	1	0	4	60
SOW-001-RC-4210	Research & Publication Ethics (Offline/MOOCs)	20	80	100	3	1	0	4	60
Full Marks				600	Total Credit			20	

Semester VIII (With Research)

Course Curriculum: Four Year Undergraduate Programme in Social Work, Rajiv Gandhi University

Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
		Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
SOW-001-CC-4210	Field Work Practice – VIII (FWP-VIII)	20	80	100	0	0	4	4	120
SOW-001-RP-4210	Research Project	60	240	300	0	6	6	12	270
SOW-001-RC-4210	Research & Publication Ethics (Offline/MOOCs)	20	80	100	3	1	0	4	60
Full Marks				500	Total Credit			20	

Bouquet of Minor Courses offered by Department of Social Work

Semester	Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
			Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
I	SOW-001-MC-1110	Career Prospects in Social Work	20	80	100	3	1	0	4	60
II	SOW-001-MC-1210	National Service Scheme and Youth Development	20	80	100	3	1	0	4	60
III	SOW-001-MC-2110	Contemporary Social Concerns and Resolution Strategies	20	80	100	3	1	0	4	60
IV	SOW-001-MC-2210	Social Work: Knowledge and Skills	20	80	100	3	1	0	4	60
V	SOW-001-MC-3110	Gender and Development	20	80	100	3	1	0	4	60
VI	SOW-001-MC-3210	Social Justice and Empowerment	20	80	100	3	1	0	4	60
VII	SOW-001-RC-4110	Research Methodology (Offline/MOOCs)	20	80	100	3	1	0	4	60
VIII	SOW-001-RC-4210	Research & Publication Ethics (Offline/MOOCs)	20	80	100	3	1	0	4	60
Full Marks					800	Total Credit			32	

Bouquet of Multi-Disciplinary Courses offered by the Department of Social Work

Course Curriculum: Four Year Undergraduate Programme in Social Work, Rajiv Gandhi University

Semester	Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
			Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
I	SOW-001-MD-1110	Application of Social Sciences in Social Work	20	80	100	2	1	0	3	45
II	SOW-001-MD-1210	Social Legislations in India	20	80	100	2	1	0	3	45
III	SOW-001-MD-2110	Corporate Social Responsibility (CSR)	20	80	100	2	1	0	3	45
Full Marks					300	Total Credit			09	

Bouquet of Skill Enhancement Courses offered by the Department of Social Work

Semester	Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
			Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
I	SOW-001-SE-0010	Human Behaviour and Social Change	20	80	100	2	1	0	3	45
II	SOW-001-SE-0020	Social Group Work	20	80	100	2	1	0	3	45
III	SOW-001-SE-0030	Community Organization	20	80	100	2	1	0	3	45
Full Marks					300	Total Credit			09	

Bouquet of Value-Added Courses offered by the Department of Social Work

Semester	Paper Code	Paper Title	Maximum Marks			Credit Distribution			Total Credit	Contact Hours
			Internal Assessments	End Semester	Aggregate	Lecture	Tutorial	Practical		
I	SOW-001-VA-0010	Health, Wellness and Yoga (HWY)	20	80	100	2	0	0	2	30
II	SOW-001-VA-0020	Indian Knowledge System and Social Work (IKS & SW)	20	80	100	2	0	0	2	30
III	SOW-001-VA-0030	Social Deviance and Correctional Social Work (SD & CSW)	20	80	100	2	0	0	2	30
V	SOW-001-IN-3110	Internship	150	50	200	0	0	6	6	180
Full Marks					500	Total Credit			12	

SEMESTER -I

SEMESTER I

Major Course I

SOW-001-CC-1110: 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 understand history and evolution of social work profession, both in India and the West LO2: To develop insights into the origin and development of ideologies and approaches to social change LO3: To develop Skills to understand contemporary reality in its historical context	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand social work as a profession CO2: Able to understand various ideologies of social work CO3: Able to demonstrate awareness of values and ethics of the social work profession	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	An Introduction to Social Work 1.1 Social Work: Concept, Meaning, Definition and objectives 1.2 Social Work: Nature, Scope and Functions 1.3 Emergence of Social Work: UK, USA, India 1.4 Development of Social Work Education in India	15	1
2	Social Work Practicum and Practice Domains 2.1 Assumptions and Values of the Social Work 2.2 Code of Ethics 2.3 Principles of Social Work 2.4 Social Work and its Relation to Human Rights and Social Justice	15	3
3	Approaches and Methods of Social Work Intervention 3.1 Profession: Meaning, Definition and Attributes 3.2 Professionalization of Social Work in India 3.3 Issues and Challenges before Social Work Profession 3.4 Status of Social Work Profession in India	15	1
4	Approaches and Ideologies 4.1 Professional v/s Voluntary Approaches to Social Work 4.2 Ideology of Action Groups and social Movements 4.3 Generalist Approach to Social Work Practice 4.4 Influence of Political Ideology on Social Welfare policies and Programmes	15	2

Key Words: Professional Attributes and Social Work Practice, Values and Ethics.

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:

- Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge.
- Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
- Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.
- Desai, Murli, (2006). Ideologies and social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi.
- Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
- Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.
- Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.
- Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
- National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.
- O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice- A Practical Guide for Professionals, London.
- Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication.
- Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.
- Skidmore, Rex A. (1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.

- Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company.

SEMESTER I

Major Course II

SOW-CC-1120: INTRODUCTION TO FIELD WORK PRACTICE - 1(FWP-1)

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 basics of field work LO2: To understand the concept of self, developing self-awareness and orientation to field work LO3: To be familiarized with the professional role of Social Workers	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the concept and place of field work in Social Work education CO2: Able to understand and develop self-awareness and orientation to field work CO3: Able to explore role of Social Worker in different settings CO4: Able to develop skills in Field Work like report writing, observation and Analysis	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
Unit I:	Understanding Self and Field Work	15	1,2
1.	Understanding Self: Self Concept, Dimension, Component		
2.	Field Work: Concept, Definition, Purpose and Component		
3.	Self-Awareness and Self-Management		
4.	Goal Setting and Time Management in Field Work		
Unit II:	Field Work Practice and Ethics	15	1,2
1.	Field work Learning Plan: Need and Importance		
2.	Planning for Programmes: Objectives and Process		
3.	Participative Techniques in Field Work: Social and Resource Mapping		
4.	Ethical Considerations: Sense of Responsibility, Commitment and		

	Conduct		
Unit III:	Field Work and Record Writing	15	3,4
1.	Record Writing: Purpose and Importance		
2.	Record Writing: Different Styles		
3.	Record Writing: Orientation and Concurrent Field Work Report Writing		
4.	Field Work Record Writing with Individual, Group and Community		
Unit IV:	Skills and Techniques in Field Work	15	4
1.	Rapport Building, Observation and Analysis		
2.	Public Relation and Advocacy		
3.	Lobbying and Networking		
4.	Use of Programme Media and Mass Media		

Key Word: Field Work, Programme Media and Advocacy, Record Writing

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]

Suggested Readings:

- 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

Skill Enhancement Course I

SOW-001-SE-0010: HUMAN BEHAVIOUR AND SOCIAL CHANGE (HBSC)

Credit: 3 (2L+1T); Lecture: 2 Hrs. per week; Tutorial: 1 Hr. per week; Contact Hours: 45; Full Marks: 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To obtain knowledge on various sociological concepts and enhance ability to identify the vulnerable groups with social problems. LO 2: To educate on various psychological processes and human development through stages and theories.	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to understand Sociological concepts, Socially Vulnerable Groups and their relevance to Social Work CO2: Able to understand the basic concepts and processes in social psychology and its relevance to Social Work CO3: Able to understand determinants and processes of personality development CO4: Able to understand social attitudes and psycho-social behaviour	- 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	Society: Concepts, Institutions and Control	11	1

	1.1 Concepts of Society, Culture, socialization, social groups, social process, Caste, Class 1.2 Institutions of Marriage, Family, Religion, Education, Economics and Politics 1.3 Social Stratification, Social Differentiation, Social Mobility, Social Control and Social Change		
2	Socially Vulnerable Groups and Social Problems 2.1 Indigenous People (Tribal/Adivasi) 2.2 Minority, Dalits and OBCs 2.3 Disability and special group 2.4 Women, Children and LGBTQIA+ 2.5 Homeless, Migrants, Refugees 2.6 Social Problems in India and Northeast India	11	2
3	Psychological Process and Human Development 3.1 Intelligence, Motivation, Perception, Emotion, Learning and Attitude 3.2 Concept of Growth and Development 3.3 Hereditary and Environment 3.4 Life span stages: Prenatal stages, Infancy to Old Age 3.5 Developmental Tasks across the lifespan	12	3, 4
4	Theories of Human Development 4.1 Freud's Psychosexual Theory 4.2 Erickson's Psychosocial Theory 4.3 Piaget's Theory of Cognitive Development	11	4

Key Words: Collective Behaviour, Human Growth, Personality and Psychology

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]

Suggested Readings:

- Ahuja, Ram. 2014. Social Problems in India. New Delhi. Rawat Publications.
- Akhup, Alex. 2015. Tribal and Adivasi Studies Perspectives from within 2: Identities and their Struggles in North East. Kolkata: Adivasi and Tribal Intellectual Collective India.

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. and Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal.
- Baron, A. Robert. Introduction to Psychology. Pearson Publications.
- Bhaumik, Subir. 2009. Troubled Periphery Crisis of India's North east. New Delhi: Sage Publications India.
- Bhusan, Vidya and Sachdev, D. R. 1999. An Introduction to sociology. **Allahabad: Kitab Mahal.**
- Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications.
- Dube, S.C. 1990. Society in India, New Delhi: National Book Trust.
- Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill.
- Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw Hill.
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- Hall, C.S. Lindzey, G. and Cambell J.B. (2004). Theories of Personalities. New York: Wiley M.
- Kuppaswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.
- Madan, G. R. 1997. Indian Social problems (Vol I & II) New Delhi: Allied Publications
- Morgan, C.T., King, R.A. Weisz, J. R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw Hill.
- Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.
- Sinclair, David. 1978. Human Growth after Birth. London: Oxford Medical Publications.

SEMESTER II

Major Course III

SOW-001-CC-1210: SOCIAL CASE WORK (SCW)

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 individual, family and their problems and the social contextual factors affecting them LO2: To understand Social Casework as a method of Social Work Practice LO3: To gain knowledge about the basic concepts,	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice. CO2: Able to develop skills of Observation,	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation:

tools, techniques, processes and Skills of working with individuals LO4: To develop an understanding of application of case work in diverse settings		Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording. CO3: Able to strengthen inner capacity of individuals in distress.	05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Introduction to Social Casework 1.1 Social Casework: Concept, Nature, Scope, Objectives and Importance 1.2 Historical Development of Social Casework 1.3 Components of Social Casework (Person, Place, problem and Process) 1.4 Principles of Social Casework	15	1, 3
2	Understanding Individuals and Problems 2.1 Individual: Nature and Needs 2.2 Problems Faced by Individual and Families 2.3. Concept of Social Role, Functioning and Coping 2.4 Casework Practice in Different Contexts: Medical, School, Elderly Care Homes, Correctional, and Rehabilitation Centers	15	1, 3
3	Tools, Techniques and Skills of Social Casework 3.1 Casework Relationship, use of Authority and Advocacy 3.2 Communication: Observation, Listening, Interviewing and Home visits 3.3 Rapport Building and Resource Mobilization 3.4 Recording in casework	15	1,2, 3
4	Approaches and process of Social Casework 4.1 Task Centered Approach 4.2 Social Psychological Approach 4.3 Problem Solving Approach and Integrated Approach 4.4 Phases of Casework process: Study, Assessment, Intervention, Termination, Evaluation and Follow-up	15	1,2, 3

Key Word: Process and Approaches, Social Casework, Skills in Social Casework

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:

- Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York: Houghton Mifflin Co.
- Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press.
- Fisher, J. (1978). Effective Casework Practice: An Eclectic Approach, New York: McGraw Hill.
- Fuster, J.M. (2005). Personal Counselling, Better Yourself Books, Mumbai, Eleventh Edition.
- Hamilton, G. (1956): Theory and Practice of Social Casework. New York: Columbia University Press.
- Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi.
- Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals, New Delhi: Viva Books Pvt. Ltd.
- Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.
- Pearlman, H H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University of Chicago.
- Rameshwari Devi, Ravi Prakash. (2004) Social Work Methods, Practices and Perspectives (Models of Casework Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication.
- Richmond, Mary (1970) Social Diagnosis, New York: Free Press.
- Sainsbury, Eric. (1970). Social Diagnosis in Casework. London: Routledge & Kegan Paul.
- Skidmore, R.A. and Thakhary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice Hall.
- Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul.

- Timms, N. (1972): Recording in Social Work. London: Routledge and Kegan Paul.
- Upadhyay, R K. (2003). Social Case Work: A Therapeutic Approach. Jaipur: Rawat Publications.
- Werner, H.D. (1965): A Rational Approach to Social Casework. New York: Association Press.
- Young Husband, E. (1966): New Development in Casework. London: George Allen and Unwin.

SEMESTER II

Major Course IV

SOW-001-CC-1220- Field Work Practice-II (FWP-II)

Credit: 4 (1T+3P); **Tutorial:** 1 Hr. per week; **Practical:** 3 Hr. per week; **Contact Hours:** 105; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To provide an exposure to and understanding about the various agency settings to the students LO2: To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations LO3: To understand the skillful application of programme media LO4: To develop Skills in record writing and use of supervision	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them CO2: Able to understand role of professional Social Workers in different settings CO3: Able to understand programme media Skills in planning Social Work interventions CO4: Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions	1. Documentation, Regularity and Pro-Active Participation: 75 Marks 2. Term End Viva-Voce: 25 Marks

Course Contents

Unit No.	Contents	Contact Hours	CO
1	Observational Visits to the Government/Non-Governmental Organizations at-least Six Observational Visits to be organized from the following areas 1.1. Health Setting- Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, and HIV Guidance Centers etc.	36	1, 2

	1.2. Educational Setting - Formal schools, non-formal/adult education centers, income generating skill development centers, vocational training facilities, etc. 1.3. Community Services - Skill development programme centers, vocational training centers, environment improvement centers, family service centers, Community development projects in urban and rural settings, etc. 1.4. Institutional and Non-institutional Services for Special Groups - the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centers, Labour Welfare Centers /workers education centers etc. 1.5. Criminal Justice System- Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act. 1.6. Civic Administration Centers- Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.		
2	Organize Programme Media classes for students which are as follows 2.1 Art and Craft (Best out of waste) 2.2 Music (Vocal and Instrumental, folk and Community Singing) 2.3 Group Games (Indoor and Outdoor) 2.4 Street Theatre	24	3
3	Group Conference and Individual Conference 3.1 A mandatory one Individual Conference in a week 3.2 Group Conferences to be scheduled every fortnight with three different Roles among trainees as Presenter, Recorder and Chairperson 3.3 Recording of every Individual and Group Conference in prescribed format	21	4
4	Report Writing 4.1 An Orientation Recording, Observational Visits 4.2 Term Plan and Agency Profile 4.3 Weekly Report based on Process Recording 4.4 Midterm Evaluation and Term End Evaluation 4.5 A Summary Report Recording 4.6 IC and GC Recording	24	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]

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

Skill Enhancement Course II

SOW-001-SE-0020: SOCIAL GROUP WORK (SGW)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the nature and types of groups LO2: To understand Social Group Work as a method of Social Work practice LO3: To know the basic concepts, tools, techniques, processes and Skills of working with groups LO4: To develop an understanding of process of group development and group dynamics LO5: To develop an understanding of application of group work in diverse 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	Contents	Contac	CO
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No.		t Hours	
1	Introduction to Social Group Work 1.1 Social Groups: Meaning, Characteristics and Importance 1.2 Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal 1.3 Evolution of Social Group Work 1.4 Values of Social Group Work	11	1, 3
2	Social Group Work and its Practice 2.1 Assumptions and Objectives of Social Group Work 2.2 Models of Social Group Work Practice 2.3. Applications of Social Group work with Different Groups: Children, Adolescents, Older Persons, Women and Persons with Disability 2.4 Areas of Social Group Work Practice in Different Settings	11	1,2, 3
3	Group Process and Dynamics 3.1 Stages of Group Development 3.2 Group Dynamics 3.3 Principles of Social Group Work 3.4 Social Group Work Process: Facilitation, Role of Group worker, Leadership and Decision Making	11	1,2, 3
4	Skills and Techniques of Social Group Work Practice 4.1 Social Group Work skills: Facilitation, analytical Thinking and Leadership Building 4.2 Programme Planning and Evaluation 4.3 Use of Programme Media 4.4 Group Discussion, Group Counselling, Group Decision Making, and recording in Group Work	12	1,2, 3

Key Words: Group Dynamics, Leadership Building, Programme Planning, Social Group 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	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:

- Balgopal, P.R. and Vassil, T.V. (1983) Groups in Social Work: An Ecological Perspective. New York: Macmillan.
- Brown, Allan (1994). Group Work. Hampshire: Ashgate.

- Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
- David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
- Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan Wiley and Sons.
- Geoffrey, L.G. and Ephross, P.H. (1997) Group Work with Population at Risk. New York: Oxford University Press.
- H.Y. Siddiqui (2008) Group Work: Theories and Practices: Rawat Publications.
- Jarlath. F. Benson (1987) Working More Creatively with Groups: New York: Tavistock Publication.
- Kanopka, G. (1963): Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice.
- Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press.
- Toseland, R.W. and Rivas, R. (1984) An Introduction to Group Work Practice. New York: Mac Millian.
- Trecker, H.B. (1972) Social Group Work: Principles and Practice. New York: Association Press.
- Wilson, G. and Ryland, G. (1949) Social Group Work Practice. Cambridge: Houghton. Mifflin Company.

SEMESTER -III

SOW-001-CC-2110: 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 1.1 Social Welfare Administration as a Secondary Method of Professional Social Work 1.2 Management by Objectives as applied to Social Welfare Administration 1.3 Functions and Programs of Central Social Welfare Board and State Social Welfare Board 1.4 Registration of Societies and Trusts in India: Legislations and Process	15	1, 3
2	Social Welfare Administration as a Profession 2.1 Social Welfare Administration in India: Concept and Practice 2.2 Organizational Structure 2.3 P-O-S-D-Co-R-B 2.4 Project Proposal: Meaning and Components	15	1, 2, 3
3	Social Action 3.1 Social Action: Meaning and Concept 3.2 Theories of Social Action 3.3 Strategies and Tactics in Social Action 3.4 Social Action as a Secondary Method of Professional Social Work 3.5 Social Action and Social Movement 3.6 Tools of Social Action - RTI, PIL, Advocacy, Networking, etc.	15	4, 5
4	Social Action and Social Movements in Northeast India 4.1 Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People	15	4, 5

Key Word: Social Action, Social Movements, Social Welfare Administration, POSDCoRB

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 III

Major Course VI

SOW-001-CC-2120- Field Work Practice-III (FWP-III)

Credit: 4 (4P); Practical: 8 Hrs. per week, Practical Hours During Semester: 120; Full Marks: 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To work in agencies working in different types of areas of Social Work practice LO2: To develop work plan in consultation with agency supervisor LO3: To develop capacity for observation and analysis of social realities LO4: To practice the methods of working with individuals and groups LO5: To develop understanding of the needs, problems and Programmes for different target groups LO6: To develop	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them CO2: Able to prepare work plan and its execution CO3: Able to develop professional attitude conducive to deal with human problems CO4: Able to develop sensitivity towards the needs and problems of different target groups CO5: Able to develop understanding of the	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

understanding of the role of Social Workers in different settings LO7: To develop Skills in report writing and use of supervision both at agency and faculty level		role of Social Workers in different settings CO6: Able to apply programme Media Skills in Social Work interventions CO7: Able to develop skills to write reports of work performed during field work and make use of supervision	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Field Work Tasks and Activities 1.1 Familiarisation with agency and develop an Agency Profile 1.2 Organizational Genesis, Organizational Types and Structure, Ideological Orientation, Programmes and Policies 1.3 Client Group/s 1.4 Problems being focused and faced by the Agency 1.5 Services being provided 1.6 Specific Roles of Social Worker 1.7 Resource Mobilisation	30	1, 2
2	Observations and Analysis 2.1 Observe Agency Functioning 2.2 Rapport Building and Professional Assistance to Clientele Group	20	3, 4
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
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	7

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	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
Average	2.42	2.14	2	2	2.71	2.28	2.57	2.28	2.71	2.57	2.42	2.42	2.57	2.57

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 III

Skill Enhancement Course III

SOW-001-SE-0030: COMMUNITY ORGANISATION (CO)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the fundamental concepts and components of community, and social action LO2: To understand the models of community organization LO3: To learn various tools of PRA	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to demonstrate familiarity with community organization and social action as methods of social work profession CO2: Able to develop skills of collecting and collating information to understand community, its structure and components CO3: Able to gain the experience and exposure to practice community organization and PRA tools	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	Community 1.1 Community: Concept, Meaning and Definition 1.2 Components and Characteristics of Community 1.3 Functions of Community 1.4 Major Forms of Community: Tribal, Rural, Urban- their Features and Differences	15	1, 3
2	Community Organisation 2.1 Community Organization: Concept, Meaning, Definition and Scope	15	1,2, 3

	2.2 Models, Principles and Process of Community Organisation 2.3. Knowledge and Skills Pre-Requisite for Community Organisation 2.4 Role of Community Organizer		
3	Participatory Rural Appraisal 3.1 PRA & PLA: Concept, Purpose & Evolution 3.2 Principles of PRA 3.3 Tools of PRA 3.4 Community Organisation and Community Development	15	1,2, 3

Key Words: Community, Community Development, Community Organisation

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:

- Cox F. (1987). Community Organisation, Michigan, FE Peacock Publishers.
- Gangrade K.D. (1971). Community Organisation in India, Bombay, Popular Prakashan.
- Hardcastle, David A., Stanley Wenocur, & Patricia Powers. (1996). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.
- Ledwith, M. (2005). Community Development a Critical Approach. New Delhi: Rawat Publications.
- MacIver R.M. and Page, CH. (1985), Society: An Introductory Analysis, New Delhi, Macmillan Publishers.
- Marie Weil (ed.). (2005). The Hand Book of Community Practice, New Delhi, Sage Publication.
- Ross M.G. (1955). Community Organisation: Theory and Principles, New York, Harper & Brot.
- Shah, Ghanshyam. (2004). Social Movements in India: A Review of the Literature, New Delhi, Sage.
- Siddique, H. Y. (1997). Working with Communities – Introduction to Community Work. New Delhi: Hira Publications.
- Siddiqui, H.Y. (1985), Social Wok and Social Action, New Delhi, Harnam.

- Singh, R. (2001). Social Movements-Old and New: A Post-modern Critique, New Delhi, Sage.
- Somesh Kumar. (2002). Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication (Vistaar).
- Yadav C.P. (2007). Encyclopedia of social work and community organization. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER -IV

SEMESTER IV

Major Course VII

SOW-001-CC-2210: SOCIAL WORK RESEARCH (SWR)

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	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to 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	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10,

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		skills of data collection, organization, presentation, analysis and report writing CO3: Able to undertake evidence-based practice and identify practice with evidence	Assignment Presentation: 05, Class Participation : 05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Basic Concepts 1.1 Social Research: Concept, Definition and Scope 1.2 Social Work Research: Concept, Definition and Scope 1.3 Qualitative Research, Quantitative Research and Mixed Methods 1.4 Ethics in Social Sciences Research 1.5 Evidence Based Practice	15	1, 3
2	Social Work Research Methodology 2.1 Identification and Steps in Formulation of a Research Proposal 2.2 Review of Literature: Meaning, Purpose and Types 2.3 Research Questions, Hypothesis, and Variables 2.4 Types of Research Designs: Exploratory, Descriptive, Experimental and Evaluative	15	1, 2, 3
3	Sampling Framework and Data Collection 3.1 Concept of Universe, Sample, Sampling Unit and Types of Sampling Frame-Probability and Non-Probability 3.2 Sources of Data: Primary and Secondary 3.3 Tools of Data Collection (Quantitative): Survey, Interview Schedule, Interview Guide, Questionnaire 3.4 Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion	15	1, 2, 3
4	Data Processing and Basic Statistics 4.1 Processing and Presentation of Data	15	1, 2, 3

	4.2 Use of Statistics: Measures of Central Tendency 4.3 Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Correlation 4.4 Analysis, Interpretation and Report Writing		
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Key Word: Social Research, Social Work Research, Research Methodology and Collection and Processing of Data

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
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- Denzin, N.K. and Lincoln, Y.S. Eds. (2017). The Sage Handbook of Qualitative Research. Sage Pub.
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- Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.
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- Kothari, C.R. (1985). Research Methodology. New Delhi: Wiley Eastern.

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- 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 IV

Major Course VIII

SOW-001-CC-2220: 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 Process	Course Outcomes (CO's)	Course Evaluation
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LO1: To gain insights about the tribal communities and their social systems LO2: To understand the development programmes and their impact on the life of the tribal communities	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand tribal social fabric and their institutions CO2: Able to understand concerns of tribal communities and strategies of social work interventions in tribal development CO3: Able to appreciate indigenous culture and associated practices	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
1	Tribal Community 1.1 Meaning, Definitions, and Characteristics 1.2 Basic Concept: Adivasi, Indigenous, Aborigines, Clan 1.3 Tribal Social Institutions 1.4 Tribes in North East India 1.5 5th & 6th Schedules of Indian Constitution	15	1, 3
2	Tribal Institutions 2.1 Kinship 2.2 Marriage 2.3 Socialisation 2.4 Customs and Traditions 2.5 Religion	15	1, 2, 3
3	Issues of Tribal Communities 3.1 Social 3.2 Economic 3.3 Health 3.4 Impact of Social Change	15	1, 2, 3
4	Social Work Practice with Tribal Communities 4.1 Policies and Programmes 4.2 Social Justice and Empowerment 4.3 Indigenous Approaches to Development 4.4 Social Work Intervention Strategies	15	1, 2, 3

Key Word: Social Work, Tribal Community, and Development

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:

- Chaudhuri, B. (ed.) Tribal Development in India. Delhi: B.R. Publishing.
- 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.
- Madan, D.N. & T.N. Madan. ____ Social Anthropology. Noida: Mayur Publications.
- Shah, V.P and Patel, T. 1985. Social Contexts of Tribal Education. New Delhi: Concept Publishing Company.
- Singh, Ajit. 1984. Tribal Development in India. Delhi: Amar Prakashan.
- Singh, K.S. Tribal Movements in India. Vol. I and II.
- Singh, J.P, Vyas. M.N. Tribal Development: Past Efforts and New Challenges.
- Sudhir, H., & Hajarimayum, Jubita (ed.). 2007. Dimensions of Social Issues in India's North East. New Delhi: Akansha Publishing House.
- Tribal Development in 21st Century. New Delhi: Mittal Publications.
- Tribal Studies, Emerging Facts. New Delhi: Mittal Publications.

SEMESTER IV

Major Course IX

SOW-001-CC-2230: SOCIAL POLICY, PLANNING AND DEVELOPMENT (SPP & D)

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 concept of social policy and social planning LO2: To understand Concept and nature of Development and Human Development	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to develop understanding of concept of social policy and social planning CO2: Able to understand Concept and nature of Development and Human Development CO3: Able to appreciate the historical context of policy making issues in India	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	Introduction to Social Policy 1.1 Social Policy: Concept, Definitions, Characteristics and Objectives 1.2 Social Policy: Principles, Models, and Determinants 1.3 Social Policy and Indian Constitution 1.4 Social Policy in India	15	1, 3
2	Understanding Social Planning 2.1 Social Planning: Concept, Definitions and Objectives 2.2 Social Planning: Principles, Functions and Types 2.3 Social and Economic Planning: Similarities and Dissimilarities 2.4 Planning Commission and Niti Aayog: Structure and Functions	15	1, 2, 3
3	Nature and Concept of Development 3.1 Development: Concept, Definitions, Types and Objectives 3.2 Social Development: Concept, Definition, Objectives and Prerequisites 3.3 Economic Development: Concept, Definition, Objectives and Prerequisites	15	1, 2, 3

	3.4 Sustainable Development: Concept, Definition, Objectives and Goals		
4	Human Development 4.1 Human Development: Concept, Definition and Objectives 4.2 UNDP and Human Development 4.3 Human Development Indicators 4.4 Approaches to Human Development	15	1, 2, 3

Key Word: Human Development, Social Policy, Planning and Development, Social Change

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:

- Adams, Robert (2002). Social Policy for Social Work, Basingstock: Palgrave Mac- Millan.
- Bhartiya, A. K. (2010). Introduction to Social Policy. Lucknow: NRBC.
- Bhartiya, A. K., and Singh, D. K. (2010). Social Policy in India. Lucknow: NRBC.
- Biju, M. R (2005). Human Rights in a Developing Society, New Delhi: Mittal Prakashan.
- Booth, D. (1994). Rethinking Social Development: Theory, Research and Practice. Harlow: Orient Longman.
- Gore. M.S. (2005). Some Aspects of Social Development, Bombay. TISS.
- Hill, M. (2003). Understanding Social Policy. Oxford: Blackwell Publishing.
- Jacob, K.K. (Ed.) (1992) Social Development Perspectives, Udaipur: Himanshu Publications.
- Kabra Kamal Nayan. (2004) Development Planning in India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi.
- Kulkarni, P. D. (1979). Social Policy and Social Development in India, Madras: Association of Schools of Social Working India.
- Midgley, J (1995) Social Development: The Developmental Perspective in Social Welfare. New Delhi: Sage Publications.
- Rao, BD (ed). (1998), World Summit for Social Development, New Delhi: Discovery Publications.

- Rao, P K (2000), Sustainable Development, Economic and Policy, Oxford: Blackwell Publisher.
- Rastogi P. N. (1992) Policy Analysis and Problem-solving for Social Systems, New Delhi: Sage Publications.
- Sharma P. N. (1993), Social Planning: Concepts and techniques, Print House, Lucknow.
- Shukla, B. M. (1998). Law and Social Welfare. New Delhi: Rawat Publications.
- Sinha R K and Das D K, (2000). Development Paradigms: Indian Development Experience. Deep and Deep Publishers, New Delhi.
- UNDP (2007/8). Human Development Report. Fighting Climate Change: Human Solidarity in a Divided World, UNDP, and New York.

Major Course X

SEMESTER IV

SOW-001-CC-2240- Field Work Practice-IV (FWP-IV)

Credit: 4 (4P); Practical Hours During Semester: 120; Full Marks: 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To provide exposure of realities of life in rural and semi-rural areas LO2: To understand the rural social system, its culture, and livelihood patterns LO3: To understand the geographical, economic and political features, needs and problems of rural Community LO4: To observe living conditions, housing, water supply and other amenities in rural areas LO5: To sharpen the Skills of rapport formation, situational analysis and awareness generation LO6: To experience group-living and develop attitudes	- Field Visits - Report Writing - Individual and Group Conferences	CO1: Able to be acquainted with rural and tribal scenario and their socio-economic aspects CO2: Able to be familiarized with group dynamics and power structures in a rural Community 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 learning the Skills	- Full Marks: 200 - Documentation, Regularity and Pro-Active Participation: 150 Marks - Term End Viva-Voce: 50 Marks

conducive for effective team work LO7: Acquire Skills in planning, organizing, implementing the camp LO8: To develop an understanding of group dynamics and power structures in a rural Community LO9: To develop work plan in consultation with agency supervisor LO10: To continue practicing the methods of working with individuals and groups 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 develop skills of report writing and use of supervision (both agency and faculty)		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: Able to form small groups with different age and gender groups CO9: Able to apply programme media skills in social work interventions 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	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	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	30	1, 2, 3, 4, 5, 6,

	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.		7
2	Agency/Community Profile, Observations and Analysis 2.1 Develop Agency Profile and/or Community Biography 2.2 Observe Agency Functioning and/or Community Activities 2.2 Rapport Building and Professional Assistance to Clientele Group	20	3, 4, 6, 7, 8, 11
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
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

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	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

Average	2.46	2.18	2.09	2.27	2.46	2.4	2.46	2.36	2.46	2.55	2.28	2.46	2.46	2.46
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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.

SEMESTER V

Major Course XI

SOW-001-CC-3110: 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	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	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Human Right based Social Work interventions		interventions	
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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

Key Words: Human Rights, Indian Constitution, Social Justice and Legislation

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 V

Major Course XII

SOW-001-CC-3120: SOCIAL WORK PRACTICE DOMAINS

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 develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work LO2: To gain knowledge about the community and ecological development LO3: To understand the role and functions of social workers in different settings	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work CO2: Able to know about the community and ecological development CO3: Able to understand the role and functions of social workers in different settings	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
1	Industrial and Correctional Social Work 1.1. Organized and Unorganized Labour: Concept, Definition, Characteristics and Issues 1.2. Concept of Labour Welfare, Industrial Relations and Human Resource Management 1.3. Correctional Social Work: Concept, Definition, Characteristics and Problems 1.4. Social Work Practice in Correctional Institutions	15	1,2,3
2	Community and Ecological Development 2.1. Community Development: Concept and Evolution 2.2. Rural and Urban Community Development Programmes and 73rd and 74th Amendment 2.3. Ecology and Development: Concept and Inter linkages 2.4. Stakeholders Participation in Environmental Conservation	15	1,2,3
3	Medical, Psychiatric and School Social Work 3.1 Medical and Psychiatric Social Work: Concept, Meaning, Definitions and Scope 3.2 Role and Functions of Medical and Psychiatric Social Workers 3.3 School Social Work: Concept, Need and Challenges 3.4 Right to Education, Sarva Shiksha Abhiyan and Non-formal Education	15	1,2,3
4	Gender and Empowerment	15	1,2,3,4

	4.1. LGBTQ: Meaning, Characteristics and Challenges 4.2. Advocacy, Legal Rights and Human Rights Campaign 4.3. Women's Empowerment: Concept, Definition, and Current Status 4.4. Policies and Programmes for Women's Empowerment		
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Key Words: Industrial Social Work, Medical and Psychiatric Social Work, Gender and Empowerment

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

- Agnes, Flavia (1999) Law and Gender Inequality – The Politics of Women's Rights in India, New Delhi: Oxford University Press.
- Bajpai, A. (2003). Child Rights in India - Law, Policy and Practice, Delhi: Oxford University Press.
- Bhattacharya, S.K. (2003): Social Defence: An Indian Perspective. New Delhi: Regency Publications.
- Colin Pritchard (2006), Mental Health Social Work, USA: Routledge.
- Desai, Arvind (1988) : Psychiatric and Modern Life, New Delhi: Sterling Publishers Pvt. Ltd.
- Devasia, V.V. (1992): Criminology, Victimology and Corrections. New Delhi: Ashish Publishing House.
- Dora, Goldstien (1954) Expanding Horizons in Medical Social Work. Chicago: The University of Chicago Press.
- Dora, Goldstien (1954) Readings in Theory and Practice in Medical Social Work, Chicago: The University of Chicago Press.
- Drinka, T. J. K. & Clark, P.G. (2000). Health Care Teamwork: Interdisciplinary Practice and Teaching. Westport, CT: Auburn House.
- Gandhi, A. (1990). School Social Work, New Delhi: Commonwealth Publishers.
- Gaur, K.D. (2002): Criminal Law, Criminology and Criminal Administration. New Delhi: Deep and Deep Publications.

- Gelder, Michael Gath, et al (1996). Oxford Textbook of Psychiatry, Delhi: Oxford University Press.
- Germain, C.B. (1993). Social Work Practice in Health Care: An Ecological Perspective. New York: The Free Press.
- Joshi, S. (1996). Child Survival, Health and Social Work Intervention, New Delhi: Concept Publishing Company.
- Khan, M. A. (2006) Women and Human Rights, New Delhi: SBS Publishers & Distributors Pvt. Ltd.
- Kumari, V., Brooks, S.L. (2004). Creative Child Advocacy – Global Perspectives, New Delhi: Sage Publications.
- Lois Meredith French (1948). Psychiatric Social Work. New York: Commonwealth Fund.
- Macdonald, G. & Peterson, J. L. (Eds.) (1992). Health Promotion: Disciplines and Diversities. London: Routledge.
- McLaughlin, E., & Muncie, J. (Eds.) (2001). The SAGE Dictionary of Criminology. Sage Publications.
- McLeod, E., & Bywaters, P. (2000). Social Work, Health and Equality. London: Routledge.
- Mguire, L. (2002). Clinical Social Work: Beyond Generalist Practice with Individuals, Groups and Families. CA: Brooks/Cole.
- Panakal, J.J. and Gokhale, S.D. (1969). Crime & Corrections in India. Mumbai: Tata Institute of Social Sciences.
- Punekar, SD and Deodhar. (1981). Industrial Relations. Bombay: Himalayan Publishing House.
- Seth, Mira (2001). Women and Development- The Indian Experience, New Delhi: Sage Publications.
- Sheppard, M. (1991). Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing. New York: The Falmer Press.
- Shukla K.C. and Chand, T. (2005). Industrial Psychology, New Delhi: Commonwealth Publication.
- Siddique, Ahmad, (2004). Criminology, Delhi: Eastern Book Company.
- Surendra Singh (Chief Editor) (2012). Encyclopedia of Social work in India. Lucknow: New Royal Book Company.
- Turner, F. (ed.) (1978). Social Work Treatment: Interlocking Perspectives. New York: The Free Press.

- Varianides, A. (2012). The School Social Work Tools: Hands-on Counseling Activities and Workshop. London: NASW Press.
- Verma, Ratna (1991). Psychiatric Social Work in India, New Delhi: Sage Publications.

SEMESTER V

Major Course XIII

SOW-001-CC-3130: 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 approaches for rural and urban community development LO2: To appreciate the role of various stakeholders LO3: To develop skills and insights in working with rural and urban communities	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand approaches of rural and urban community development CO2: Able to understand the role of various stakeholders CO3: Able to acquire the basic knowledge and skills pre-requisite for social work practice in community development	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	Rural Community Development 1.1. Rural Community Development: Concept, Meaning, and Characteristics 1.2. History of Rural Community Development in India 1.3. Indian Rural Economy and Livelihood 1.4. Rural Industries: Cottage and Village Industries	15	1, 3
2	Urban Community Development 1.1. Urban Community Development: Concept, Meaning, and Characteristics 1.2. Industrialization and Urbanization 1.3. Urban Planning and Development 1.4. Urbanization in North-East India 1.5.	15	1, 3
3	Policies and Programmes 1.1. Local Self-Governance: PRI/PESA/ADC 1.2. Rural Development Programmes: MGNREGA, NRLM, PMGSY, DDUGKY, PMAYG, RURBAN, SBM (R) 1.3. Urban Development Programme: NERUDP, AMRUT, SBM (U), HRIDAY, NULM, JNNURM 1.4. Physical and Social Infrastructure Development	15	2, 3
4	Social Work Skills and Competence 4.1. Participatory Approaches 4.2. Awareness Building: IEC & BCC	15	2, 3

	4.3. Networking and Resource Mobilization 4.4. Documentation and Capacity Building		
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Key Words: Rural Community Development, Social Work, Local Self-Governance, Urban Community Development

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

- Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.
- Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
- Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.
- National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.
- O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice- A Practical Guide for Professionals, London.
- Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication.
- Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company.
- Agarwal, A.N. 2001. Indian Economy: Nature, Problem & Progress. New Delhi: Vikas Publishing House.
- Chambers, R. 1983. Rural development: putting the last first. Harlow: Longman.
- Desai, A.R. 1995. Rural Sociology in India. Bombay: New Delhi: Sage Publication.
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- Savage, Mike and Warde, Alan. 1993. Urban Sociology, Capitalism and Modernity. England: MacMillan Distributor Ltd.
- Sharma, C.L. 1992. Urban Power Structure. Udaipur: Shiva Publications.
- Shaw, Annapurna. 2012. Indian Cities: Oxford India Short Introductions. New Delhi: Oxford University Press.

SEMESTER V

Major Course XIV

SOW-001-CC-3140: NGO MANAGEMENT AND PROJECT FORMULATION (NM & PF)

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 the basic knowledge of NGOs LO2: To understand the legal framework of NGOs LO3: To understand the concept, basic features of project formulation and project cycles LO4: To learn the Importance of project formulation in Social Work	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to know concept and basic features of NGO and project formulation CO2: Able to develop legal understanding about the organization CO3: Able to understand how knowledge of project formulation is helpful for Social Workers	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	Introduction to NGO 1.1 NGO: Concept, Meaning, Objectives and Characteristics 1.2 Genesis and Present Status of NGOs at National and State Levels 1.3 NGO's Movement in Other Countries 1.4 Difference between NGO, VO and Civil Society Organisation	15	1
2	Understanding Legal Provisions 2.1 The Societies Registration Act, 1860 2.2 The Charitable Endowments Act, 1890 2.3 The Indian Trust Act, 1882 and The Companies Act, 2013 2.4 FCRA and National and International Funding Agencies	15	2
3	Conceptual Framework of Project Formulation 3.1 Project: Concept, Meaning, Characteristics and Types 3.2 Project Formulation: Concept, Meaning, Objectives and Scope	15	3

	3.3 Requirements and Factors Affecting Project Formulation 3.4 Phases of Project Cycle		
4	Process of Project Formulation 4.1 Stages of Project Formulation 4.2 Project Monitoring and Evaluation (M & E) 4.3 Project Report 4.4 Drafting a Project Proposal	15	3

Key Words: NGO, Legal Provisions, Project Formulation and Evaluation

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

- Batra, Promod and Mahendra, Deepak. (1993). Management Ideas in Action Delhi: Think Line.
- Chowdhary, S. (1990). Project Management. Delhi: Tata McGraw Hill.
- Fernandes, W. (1989). Voluntary Action and Government Control, Indian Social Institute.
- Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non-Profit Organizations, New York: Harper & Row.
- Frenda, M. (2005): Voluntary Actions and Local Development, Young India Foundation, New Delhi.
- Garain, S. (1998). Organizational Effectiveness of NGOs, Jaipur: University Book House.
- Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non-Profits – A Toolkit for Social Entrepreneurs, New York: John Wiley and Sons.
- Handy, Charles. (2000). Understanding Voluntary Organisations, London: Penguin Books.

- Harsey & Binchand K. (1992) Management of Organizational Behavior – Utilizing Human Recourses. Delhi: Prentice Hall.
- Ishwar Dayal. (1993) Designing HRD System Delhi: Concept Publication.
- Lalith, N.V. (2004). Voluntary Work in India, a Study of Volunteers in Welfare Agencies, New Delhi.
- Naik, B. M. (1985). Project Management: Scheduling and Monitoring, Delhi: Vani Educational Book.
- Peter Drucker (1990), Managing the Non-Profits Organizations: Practices and Principles, New York: Harper Collins.
- PRIA. (2001). NGOs in India, A Critical Study. Delhi: PRIA.
- Ralph Brody. (1993). Effectively Managing Human Service Organizations, Delhi: Sage Publication.
- Ranade, S.N. (2004). Voluntary Action and Social Welfare in India, Voluntary Action Research (David Horton Smith), London: Zexinton Books.
- Saksena, S. C. (1977). Business Administration and Management, Agra: Sahitya Bhavan.
- Sankaran & Rodrigues. (1983). Handbook for the Management of Voluntary Organisation' Madras: Alpha Publications.
- Sarkar, Ashok Kumar. (2008). NGOs and Globalisation Developmental and Organisational Facets, Mumbai: Rawat Publications.
- Weihrich, Haniz, Harold Koontz, Mc-Grew Hill. (1993). Management - A Global Perspective, New York: McGraw Hill.

SEMESTER V

SOW-001-IN-3110: INTERNSHIP

Value Added Course IV

Credit: 6 (6P); 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,	1. Field Visits 2. Report Writing 3. 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	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

implementing the social interventions LO8: To engage in research-informed practice and practice-informed research 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)		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 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 fifth 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	100	1, 2, 3, 4, 5, 6,

	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 - Term Plan - Process Reports-Recordings - Critical Reflections - Discussion/ Seminar/ Conferences - Field Instructor and Agency Supervisor Feedbacks - 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		7
2	Agency/Community Profile, Observations and Analysis 2.3 Develop Agency Profile and/or Community Biography 2.4 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

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	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

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 -VI

SEMESTER VI

Major Course XV

SOW-001-CC-3210- CONFLICT MITIGATION AND PEACE BUILDING

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 introduce concepts & evolution of conflict and strategies of Peace building LO2: To understand the process, dimension, and the mechanism of conflict resolution LO3: To acquire skills and techniques of conflict resolution and peace building	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the issues and concepts of Conflict Mitigation and Peace Building CO2: Able to understand various dimensions and sites of conflict CO3: Able to understand strategies and stakeholders of peace building CO4: Able to understand how Teaching students skills of managing and resolving conflicts and building peace through various mechanism.	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	Concepts of Conflict 1.1. Understanding Conflict 1.2. Conflict Management 1.3. Conflict Resolution, Conflict Transformation 1.4. The Othering Process: Us versus Them 1.5. Peace Building	15	1
2	Dimension of Conflict and Peace Building 2.1 Ideology: Meaning and Role 2.2 Economic and Resource Sharing Practice 2.3 Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) 2.4 Emerging Issues of Conflict 2.5 Peace Building: Meaning, Dimensions and Strategies	15	2
3	Sites of Conflict and Conflict Mitigation 3.1 Local 3.2 Sub-National 3.3 International 3.4 Conflict Mitigation: Strategies and Stakeholders 3.5 Formal and Informal Means of Peace Building	15	2
4	Conflict Responses: Skills and Techniques 4.1 Negotiations: Trust Building 4.2 Mediation: Skill Building; Active Listening 4.3 Track I, Track II & Multi Track Diplomacy 4.4 Gandhian Methods 4.5 Role of State and Non State Actors in Conflict and Peace	15	3, 4

Mapping Matrix of POs and PSOs with COs

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

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

1. B. Barsh and C. Webel. (2009). Peace and Conflict Studies, London Sage Publications pp. 91-117.
2. B. Sandole .(2003). "Typology" in S. Cheldelin, B. Bruckmanand L. Fast (eds.) Conflict: From Amylases to intervention , London: Continuum, PP, 39-54
3. O. Ramsbotham, T. Woodhouse and H. Miall,. (2011). 'Understanding Contemporary Conflict', in Contemporary Conflict Resolution, (Third Edition), Cambridge: Polity Press, pp.94-122.
4. OECD. 2007. Principles for good international engagement in fragile states. <https://www.oecd.org/dac/conflict-fragility-resilience/docs/38368714.pdf>. [Google Scholar](#)
5. W. Zartman, (1995) 'Dynamics and Constraints in Negotiations in Internal Conflicts', in William Zartman (ED.), Elusive Peace: Negotiating an End to Civil Wars, Washington: The Brookings Institute, pp. 3-29.
6. P. Wallenstein, (2012)'Armed Conflicts,'in Understanding Conflict Resolution, (Third Edition), London: Sage, pp. 13-28.
7. C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?' in Peace and Conflict Studies, 9:1 May, pp. 1-23.
8. S.Ryan, (1990) Conflict Management and Conflict Resolution,' in Terrorism and Political Violence, 2:1, pp. 54-71.
9. J. Lederch, (2003) the Little book of a conflict transformation, London: Good Books
10. I. Doucet, (1996) Thinking about conflict, Resource Pak for conflict reformation: International Alert
11. M. Lund, (2001) "a tool Box for responding to Conflicts and Building Peace, In L. Reyhlerand T. Paffenholz, eds. Peace Building A Field Guide, Bolder: Lynne Rienner, PP. 16-20
12. L. Schirch, (2004) The Little Book of Stretegic Peace- building, London: Good Books.
13. R. Rubenstein, (2003) "Source" in S. Cheldeln, D. Durckmen and L. Fast (eds.) Conflict: form Amylases to intervention, London: Continuum, PP.55-67
14. P. Le Billon, (2009) "Sources" Economic and Resource causes of Conflicts, In J. Bercovitch, V. Kremenjuk and I. Zartman (eds) the sage Hand Book of Conflict Resolution, London: Sage Publications, PP. 2010-2024.
15. S. Ayse Kdyific Orellana, (2009), Ethno-Religious Conflicts, Exploring the Role of Religion in Conflict Resolution, In J. Bercovitch, V. Kremenjuk and I. Zartman (eds.) the Sage Hands Book of Conflict Resolution, London: Sage Publications, PP. 264-284
16. P. Wallentein, (2007) Understanding Conflict Resolution (2nd -Ed.) London: Sage Publications
17. H. Saunders, (1999) A Public Pace Process: Sustained dialogue to Transform Racial and Ethnic Conflicts, Palgrave Macmillan: New York, PP1-30

SEMESTER VI

Major Course XVI

SOW-001-CC-3220: FAMILY CENTERED SOCIAL WORK

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 changing trends in families and the scope for Family- centered Practice LO2: To develop an understanding of structures, the problems, dynamics and issues for effective intervention LO3: To build skills and insights in Family Welfare and Social Work Intervention	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the changing trends in families and the scope for Family- centered Practice CO2: Able to develop an understanding of structures, the problems, dynamics and issues for effective intervention CO3: Able to build skills and insights in Family Welfare and Social Work Intervention	1. Semester End Examination: 100 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
1	Basic Concepts 1.1 Theoretical and conceptual frame works to study family 1.2 Origin and evolution of family and marriage 1.3 Ideology of family rights and responsibilities 1.4 Normative family and marriage functions and structure 1.5 Family-Centered Social Work 1.6 Ethnicity and socio-economic background 1.7 Social changes and family – implications for the family and its members	15	1
2	Alternative Family and Marriage Patterns and Structures 2.1 Dual earner/ Career Driven Families, Single-Parent, Women-Headed, Childless Families 2.2 Reconstituted / Step Families; Consensual Unions; Families with Same-sex Partners	15	2
3	Child & Family 3.1 Socialization of the Child in the Family 3.2 Family interactions	15	2

	3.3 Family development 3.4 Family life- cycle 3.5 Contemporary problems in the Family 3.6 Family Assessment and family problem assessment		
4	Family Welfare & Social Work Intervention 4.1 Programmes and Policies 4.2 Family Therapy 4.3 Awareness building and advocacy 4.4 Life enrichment programme 4.5 Developmental approach 4.6 Problems related to Northeast India	15	3, 4

Mapping Matrix of POs and PSOs with COs

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

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

Recommended Books/References

- Desai, M. (ed.), 1994. Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
- Engles, F. 1994. Origin of the Family, Private Property and the Status. Bombay: People's Publishing House.
- Haritman. A. and J. Laird. 1982. Family Centered Social Work Practice. New York: Free Press.
- Horchschild. A, 1989. The Second Shift: working parents and the revolution at home. New York: Viking.
- India: Ministry of welfare 1994. India's Commitment of Family well being, and overview of the report of national seminars on the international year of the family. Bombay: Tata Institute of Social Sciences.
- Khasgiwala, A. 1993. Family dynamics: social work perspectives. New Delhi: Anmol Publishers.

- Klein, D. M. and while, J.M. 1996. FAMILY Theories: An Introduction. Landon: Sage Publications.

SEMESTER VI

Major Course XVII

SOW-001-CC-3230: 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 4.4 Entrepreneurial Motivation	15	3
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		

Key Words: *Entrepreneurship, Start-Ups, Resource Mobilisation and Financial Institutions*

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 VI

Major Course XVIII

SOW-001-CC-3240- Field Work Practice-IV (FWP-IV)

Credit: 4 (4P); **Practical:** 8 Hrs. per week; **Practical Hours During Semester:** 120; **Full Marks:** 200

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To develop ability to analyze the service delivery system: problems and issues in execution and intervention LO2: To sharpen capacity for planning organising and implementing different Programmes for individuals and groups LO3: To develop Skills and ability to effect changes in individual, group and Community situation and functioning LO4: To learn to mobilize clients/beneficiaries to create awareness about needs, problems, resources, rights, responsibilities etc. LO5: To develop Skills in report writing and use of supervision LO6: Acquire Skills in planning, organizing, implementing the camp	1. Field Visits 2. Report Writing 3. Individual and Group Conferences	CO1: Able to observe, analyse social realities and impact of Social Work intervention CO2: Able to learn to make use of professional relationship and referrals to deal with human problems CO3: Able develop an ability to narrate the learning experiences, assessment of services and resources and participate in service delivery CO4: Able to imbibe the ethics and values of Social Work profession including attributes for the same CO5: Able to learning the Skills	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

LO7: To develop an understanding of group dynamics and power structures in a rural Community LO9: To develop work plan in consultation with agency supervisor LO10: To continue practicing the methods of working with individuals and groups 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 develop skills of report writing and use of supervision (both agency and faculty)		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: Able to write Process oriented analytical reports CO9: Able to understand Skills in preparing dissertation or project report 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	
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Concurrent/Block Field Work Depending upon feasibility the students will do either concurrent field work putting 8 hours per week in the field or 15 days of Block Field Work. The Block Field Work scheduled for this Semester comprises a consolidated	30	1, 2, 3, 4, 5, 6, 7

	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. 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. Detailed Process as well as Summary Reports are submitted at the end.		
2	Agency/Community Profile, Observations and Analysis 2.5 Develop Agency Profile and/or Community Biography 2.6 Observe Agency Functioning and/or Community Activities 2.2 Rapport Building and Professional Assistance to Clientele Group	20	3, 4, 6, 7, 8, 11
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
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

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	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
Average	2.46	2.18	2.09	2.27	2.46	2.4	2.46	2.36	2.46	2.55	2.28	2.46	2.46	2.46

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 VII**Major Course XIX****SOW-001-CC-4110-Green Social Work and Disaster Management (GS & 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 the key concepts and understand the issues related to environment LO2: To understand the green social work LO3: To understand the disaster management and its phases of intervention	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: To develop an understanding of the Environment and the changes affecting it CO2: Able to understand Concept and nature of Development and Human Development CO3: To understand the nature of disasters, its magnitude and impact CO4: To gain knowledge of the methods and processes of disaster management, relief and rehabilitation	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 1.1. Ecology and Environment: Meaning and Implications 1.2. Disaster: Meaning, Definition and Related Concepts 1.3. Vulnerability, Risk, Hazard, Disaster, 1.4. Models of Disaster – Crunch Model and Release Model 1.5. Natural Resource Management 1.6. Human- Animal Conflict 1.7. Bio-Diversity Hotspot 1.8. Eco-Sensitive Zones	15	1
2	Issues and Challenges 2.1. Environmental Pollution: Meaning, Types, Emerging Issues and Challenges 2.2. Environmental Impact Assessment 2.3. National Green Tribunal 2.4. Carbon Trading	15	1,2

	2.5. Global Warming 2.6. Natural and Anthropogenic Disasters: Types and Case Studies 2.7. Effect of Disasters: Physical, Social, Economic, Psychological, Spatial 2.8. Social Advocacy for Environmental Protection and Disaster Risk Reduction		
3	Environmental Consciousness and Disaster Risk Assessment 3.1. Green Social Work: Descriptive and Prescriptive Implications 3.2. Eco-feminism 3.3. Global Climate Agreements 3.4. Participatory Assessment of Disaster Risk (PADR)– Preparation, Hazard Assessment, Vulnerability Assessment, Capacity Assessment, Key Informant Interviews and Action Planning	15	3
4	Disaster Management: Phases & Intervention 4.1. Disaster Management Cycle: Meaning, Components and Implications 4.2. Early Warning System 4.3. Institutional and Non-Institutional Framework for Disaster Management in India 4.4. Policies and Legislations pertaining to Disaster Management in India 4.5 Role and Skills of Social Work Professionals at Different Levels: Resources Mobilization, Working with Other Professionals, Working with Government and Voluntary Organizations	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. Abarquez and Murshed Z. 2004. Community-Based Disaster risk management:

Field practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.

2. Anderson M and Woodrow P. 1998. Rising From The Ashes: Development strategies in times of disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.
3. Blaikie p, Cannon T, Davis Land Wisner B.2004. At Risk: Natural Hazards, People's Vulnerability and Disaster. London: Routledge.
4. Carter I. 2002. Preparing for disaster, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
5. Carter I. 2003. Mobilising the Community, Pillars Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz.
6. Deshpande, B.G. 1996. Earthquakes. Animals And Man. Gurgaon: JAC Trust.
7. Guha, Ramachandra. (2006). Environmentalism: A global history. New York: Longman.
8. Guha, Ramachandra.(2006). How Much Should a Person Consume? Environmentalism in India and the United States. Berkeley: University of California Press,\
9. Heijmans A and Victoria L 2001. Citizenry-Based and development – Oriented disaster response. Philippines: centre for disaster preparedness.
10. Mohan, Munasinghe and Clarke Caroline. 1992. Disaster prevention for sustainable development. Economic and policy issues. Geneva: world Bank.
11. Murthy, D.B.N. 2007. Disaster Management: Text and case studies. New Delhi: Deep & Deep.
12. 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 VII**Major Course XX****SOW-001-CC-4120-Social Work with Older Persons (SWOP)****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 Older Persona and their issues LO2: To understand the role of GOs & NGOs in working with Elderly LO3: To learn Skills and strategies of Social Work Intervention with Elderly	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: To understand the needs of the Older Person from a holistic perspective CO2: To develop an understanding of challenges faced by older persons CO3: To understand government and non-government initiatives for the care of older persons CO4: To examine the scope of Social Work Intervention with older persons	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	Understanding Older Persons 1.1. Older Persons: Meaning and Definitions 1.2. Gerontological Social Work 1.3. Geriatrics Care	15	1
2	Issues of Older Persons 2.1. Elder Abuse, Neglect, Dependency, Violence and Isolation 2.2. Economic and Social Issues 2.3. Health & Emotional Issues 2.4. Support System, Social Security	15	1,2
3	Role of Governmental and Non-Governmental Agencies to Elder Care 3.1. Government Organisations: Objectives, Functions, Programmes and Policies 3.2. Non-Governmental Organisations: Objectives, Functions, Roles and Programmes	15	3
4	Social Work Intervention with Elderly 4.1 Need and Scope for Social Work Intervention	15	4

	4.2 Role of the Social Worker 4.3 Skills and Techniques 4.4 Strategies		
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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 Recommended

1. Gangrade, K.D. (1988). *The Ageing in India: Problems and Potentialities*. New Delhi: Abhinav.
2. Bali, A. P. (2001). *Care of the Elderly in India: Changing Configurations*. Shimla: Indian Institute of Advanced Study.
3. Bartlett, H. M. (1970). *The Common Base of Social Work Practice*. New York: NASW.
4. Biswas, S. K. (1987). *Aging in Contemporary India*. Calcutta: Indian Anthropological Society.
5. Cox, Enid O and J Parson Ruth (1994). *Empowerment Oriented Social Work Practice with the Elderly*. California: Brooks Cole Publishing Company.
6. Chowdhry, D. P. (1992). *Aging and the Aged*. New Delhi: Inter India Publication.
7. Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage.
8. Desai, M. and Siva Raju (2000). *The Elderly in India*. New Delhi: Sage Publication.
9. Govt. of India. (2011). *Situational Analysis of the Elderly in India*. Central Statistic Office, Ministry of Statistics & Programme Implementation.
10. Havighurst, R. J. (1961). *Successful Aging*. *Gerontologist* 1, pp. 4-7.
11. Irudaya Rajan et al. (1997). *Indian Elderly: Assets or Liability*. New Delhi: Sage Publications.
12. Khan, M. Z. (1997). *Elderly in Metropolis*. New Delhi: Inter India Publishers.
13. Krishnan, P. & K. Mahadevan (eds.) (1992). *The Elderly Population in the Developed World: Policies, Problems and Perspectives*. New Delhi: B. R. Publishing.
14. Lowy, L. (1979). *Social Work with the Aging*. New York: Harper & Row.
15. Singh, K.P. (2017). *Working with Elderly*. New Delhi: Shipra Publication.
16. Siporin, M. (1974). *Introduction to Social Work Practice*. New York: Macmillan.
17. Ward, R. A. (1979). *The Aging Experience - An Introduction to Social Gerontology*. New York: J. B. Lippincott Company.

SEMESTER VII

Major Course XXI

SOW-001-CC-4130-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 counseling process with application of various skills, techniques and approaches CO4: To gain knowledge and skills in practice of counseling 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 1.1. Concept: Public health and Community Health 1.2. Organisation and Administration of Health Care Form Centre to The Village Level 1.3. Health Care Systems in India: Primary, Private and Indigenous Systems 1.4. Health Status and Health Problems in India	15	1

	1.5.Health Planning, Health Committees, Five Year Plans In Relation to Health Care 1.6.Emerging Dimensions and Commodification of Health		
2	Legislations, Policies and Programmes 2.1.Health Legislation: ESI Act (1948, Amendment 1975), MTP Act 1971, DPCP Act 1986, PWD and Equal Opportunities Act 1995 2.2.Health Policies: NHP 1983, 2002; National Mental Health Policy 2014 2.3.National Health Programmes: NEMP, NLEP, NTP, RHM	15	1,2
3	Introduction to Counselling 3.1.Guidance, Psychotherapy and Counselling 3.2.Qualities of an effective counselor 3.3.Characteristics of clients: voluntary and involuntary 3.4.Counseling Relationships and skills, Process	15	3
4	Practicing Counseling: Theoretical Perspectives and Skill Lab 4.1.Theoretical Bases- Psychoanalytical, Humanistic Theories, Behavioural and Cognitive Theories 4.2.Scope of Counselling Across Settings 4.3.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 PTee 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 VII

Major Course XXII

SOW-001-CC-4140-Field Work Practice – VII (FWP-VII)

Credit: 4 (4P); **Practical:** 8 Hrs per week; **Practical Hours During Semester:** 120; **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	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	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

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)		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	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	90	1, 2, 3, 4, 5, 6, 7, 8, 9

	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		
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 VII

Minor Course VII

XXX-DDD-RC-XXXX -Research Methodology (MOOCs)

Students are required to complete an Online Course through SWAYAM Platform of 4 Credits on Research Methodology

SEMESTER -VIII

{Without Research}

SEMESTER VIII

Major Course XXIII

SOW-001-CC-4210: Field Work Practice – VIII (FWP-VIII)

Credit: 4 (4P); Practical: 8 Hrs. per week; Practical Hours During Semester: 120; 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	- Field Visits - Report Writing - 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	- Full Marks: 200 - Documentation, Regularity and Pro-Active Participation: 150 Marks - Term End Viva-Voce: 50 Marks

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)		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 can accept an honorarium in case the agency so decides.	100	1, 2, 3, 4, 5, 6, 7, 8, 9

	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. 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		
2	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	20	1, 2, 3, 4, 5, 6, 7, 8, 9

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
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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 VIII

Departmental Elective I

SOW-001-DE-42010: Social Work with Marginalised Groups (SWMG)

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 demonstrate familiarity with issues and concerns of the marginalized and a perspective towards their issues and problems LO2: Able to understand constitutional provisions and legal framework available for the marginalized groups LO3: To understand the scope of government and Non-governmental efforts in welfare, developmental and empowerment of marginalised sections	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: To develop understanding of nature and types of marginalized and minority groups CO2: To gain information on the constitutional provisions and legislative measures for these groups CO3: To understand relevance and scope of Governmental and Non-Governmental efforts in welfare, development and empowerment of marginalized sections in India	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	Marginalised Communities and Concerns 1.1.Marginalisation: Concept, Definition and Concerns 1.2.Social Exclusion and Inclusion 1.3.Basis of Discrimination in India: Caste, Class, Religion, Race and Gender 1.4.Global Perspectives on Marginalisation	15	1

2	Marginalised Groups in India 2.1. Scheduled Castes: Problems and Issues 2.2. Scheduled Tribes: Problems and Issues 2.3. OBCs: Problems and Issues 2.4. Minority Groups: Religious, Linguistic, Ethnic, Sexuality	15	2
3	Constitutional Provisions and Legal Framework 3.1. Scheduled Castes: Constitutional Provisions and Legal Framework 3.2. Scheduled Tribes: Constitutional Provisions and Legal Framework 3.3. OBCs: Constitutional Provisions and Legal Framework 3.4. Minority Groups (Religious, Linguistic, Ethnic, Sexuality): Constitutional Provisions and Legal Framework	15	3
4	Policy, Programmes and Civil Society Response 4.1. Scheduled Castes: Policy, Programmes and Civil Society Response 4.2. Scheduled Tribes: Policy, Programmes and Civil Society Response 4.3. OBCs: Policy, Programmes and Civil Society Response 4.4. Minority Groups: Policy, Programmes and Civil Society Response	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
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]

Books/Journal Articles Recommended

1. Agrawal, A. and Sharma, M. (2012). Voices of minorities and the marginalized in Indian English literature. New Delhi: Author Press.
2. Ambedkar, B. R. (2017). State and Minorities: What are their Rights and how to Secure them in the Constitution of Free India. New Delhi: Kalpaz Publications.
3. Beteille, A. (1981). The Backward Classes and New Social Order. New Delhi: Oxford University Press.
4. Ghurey, G.S. (2000). Caste and Race in India. Bombay: Popular Prakashan.
5. Gupta, D. (Eds.). (1991). Social Stratification. New Delhi: Oxford University Press.
6. Hasan, Z., and Menon, R. (Eds.). (2005). In a Minority: Essays on Muslim women in India. New Delhi: Oxford University Press.

7. Jawaid, M. A., Jehangir, K. N., and Bose, S. (Eds.). (2007). Minorities of India: Problems and Prospects. Indian Council of Social Science Research in Association with Manak Publications.
 8. Joshi, V. (Ed.). (1998). Tribal Situation in India: Issues in Development: with Special References to Western India. Jaipur: Rawat Publications.
 9. Kumar, V. (2011). Status of Other Backward Classes in India, New Delhi: Alfa Publications.
 10. Michael, S.M. (2007). Dalit in Modern India. New Delhi: Sage Publication.
 11. Nalini, Rajan. (2002). Democracy and the Limits of Minority Rights. New Delhi: Sage Publications.
 12. Radhakrishna, M. (2016). First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India. New Delhi: Oxford University Press.
 13. Rath, G. C. (Ed.). (2006). Tribal development in India: The Contemporary Debate.
 14. Sharma, S. R. (2002). Protective Discrimination: Other Backward Classes in India.
 15. Sundar, N. (2016). The Scheduled Tribes and Their India: Politics, Identities, Policies, and Work. New Delhi: Oxford University Press.
- Taket, A., Crisp, B. R., Nevill, A., Lamaro, G., Graham, M., and Barter-Godfrey, S. (Eds.). (2009). Theorising Social Exclusion. Routledge.

SEMESTER VIII

Departmental Elective II

SOW-001-DE-42020-Occupational Social Work & Labour Welfare (OSW & LW)

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	Understanding Labour and its Concerns 1.1. Formal and Informal Sector 1.2. Industrial Relations: Meaning Scope and Approaches 1.3. Tripartite Machineries: ILC, SLC 1.4. Causes for Indiscipline And Misconducts – Hot Stove Rule And Principles of Natural Justice 1.5. Disciplinary Action: Show Cause Notices, Explanations, Domestic Enquiry 1.6. Penalties and Punishment: Fine, Demotion, Suspension, Discharge and Dismissal 1.7. Industrialization and Labour Problems in India 1.8. International Labour Organization 1.9. Corporate Social Responsibility	15	1
2	Grievance Redressal & Collective Bargaining 2.1. Working Conditions and Conditions of Work 2.2. Conflicts And Disputes: Meaning, Causes, Forms (Strikes And Lockouts) 2.3. Grievance Redressal Procedure	15	2

	2.4. Collective Bargaining: theories; principles; stages; strategies; skills of an effective bargaining agent 2.5. Trade Unions: Origin and growth of trade union movement in India; Indian Trade Union Act 1926; Major Trade Unions in India 2.6. Industrial Disputes Act, 1947 2.7. Industrial Employment (Standing Orders) Act 1946		
3	Labour Welfare & Labour Legislations 3.1. Labour Welfare Officer: Role and Qualifications 3.2. Theories of Labour Welfare 3.3. Historical Development of Labour Legislations in India 3.4. The Factories Act, 1948 3.5. Contract Labour (Regulations and Abolition) Act, 1970 3.6. Plantation Labour Act, 1951	15	3
4	Social Security Legislations 4.1. Workman's Compensation Act 1923 4.2. Employee's State Insurance Act 1948 4.3. Employee's Provident Fund Act 1952 4.4. Payment of Gratuity Act 1972 4.5. Maternity Benefit Act 1961 4.6. Payment of wages Act 1936 4.7. Minimum wages Act 1948 4.8. Payment of Bonus Act 1972 4.9. Employment Exchange (Notification of Vacancies) Act 1956 4.10. 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. Puneekar, 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 VIII

Departmental Elective III

SOW-001-DE-42030- Social Work Practice with Differently Abled (SWPDA)

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	15	1

	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		
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 programme	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. 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 VIII

Minor Course VIII

SOW-001-RC-4210- Research & Publication Ethics (Offline/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 1.1.Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches 1.2.Ethics: Definition, Moral Philosophy, Nature of Moral Judgments and Reactions	10	1
2	Scientific Conduct 2.1.Ethics with respect to science and research 2.2.Intellectual honesty and research integrity 2.3.Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) 2.4.Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing 2.5 Selective Reporting and Misrepresentation of Data	15	2

3	Publication Ethics 3.1. Publication Ethics: Definition, Introduction and Importance 3.2. Best Practices/ Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3. Conflicts of Interest 3.4. Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour and vice versa, types 3.5. Violation of publication ethics, authorship and contributionship 3.6. Identification of publication misconduct, complaints and appeals 3.7. Predatory publishers and journals	15	3
4	Practice 4.1. Open Access Publishing 4.2. Publication Misconduct 4.3. 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. *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN: 978-9387480865P. Chaddah, (2018)
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 programme at the University Campus are required to take at least one Research Course through MOOC's. For colleges, it is recommended that students should take at least one research course through MOOCs.

SEMESTER -VIII

{With Research}

SEMESTER VIII

Major Course XXI

SOW-001-CC-4210-Field Work Practice – VIII (FWP-VIII)

Credit: 4 (4P); Practical: 8 Hrs. per week; Practical Hours During Semester: 120; 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	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	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

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 can accept an honorarium in case the agency so decides.	100	1, 2, 3, 4, 5, 6, 7, 8, 9

	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. 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		
2	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	20	1, 2, 3, 4, 5, 6, 7, 8, 9

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 VIII

Research Project

SOW-001-RP-4210-Research Project (RP)

Credit: 12 (6T+6P); **Tutorial: 6 Hrs.** per week; **Practical: 6 Hrs.** per week; **Contact Hours: 270; Full Marks: 300**

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	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	1. Full Marks: 300 2. Assignments and Dissertation: 240 Marks 3. End-Semester Viva-Voce: 60 Marks

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		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	
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Broad Guidelines

Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a 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.

The students who secure 172 credits, including 12 credits from a Research Project/Dissertation, are awarded UG Degree (Honours with Research).

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.

SEMESTER VIII

Minor Course VIII

SOW-001-RC-4210- Research & Publication Ethics (Offline/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 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches 1.2 Ethics: Definition, Moral Philosophy, Nature of Moral Judgments and Reactions	10	1
2	Scientific Conduct 2.1 Ethics with respect to science and research 2.2 Intellectual honesty and research integrity 2.3 Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) 2.4 Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing 2.5 Selective Reporting and Misrepresentation of Data	15	2

3	Publication Ethics 3.1 Publication Ethics: Definition, Introduction and Importance 3.2 Best Practices/ Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3 Conflicts of Interest 3.4 Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour and vice versa, types 3.5 Violation of publication ethics, authorship and contributionship 3.6 Identification of publication misconduct, complaints and appeals 3.7 Predatory publishers and journals	15	3
4	Practice 4.1. Open Access Publishing 4.2. Publication Misconduct 4.3. 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 programme at the University Campus are required to take at least one Research Course through MOOC's. For colleges, it is recommended that students could take at least one research course through MOOCs.

SEMESTER I

Minor Course I

SOW-001-MC-1110-Career Prospects in Social Work

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 educate students about the various types of social work LO2: To familiarise students with the skills necessary for a career in social work LO3: To help students comprehend the job opportunities in social work	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate knowledge and understanding of career prospects in social work CO2: Able to develop understanding about requisite abilities for pursuing a profession in social work CO3: Able to understand various guidelines and regulation in publication ethics CO4: Able to develop an understanding of career trajectory in the field 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	Types of Social Work Practice 1.1. Administration and Management 1.2. Advocacy and Community Organisation 1.3. Ageing 1.4. Child Welfare 1.5. Developmental Disabilities 1.6. Health Care 1.7. Justice and Corrections 1.8. Mental Health and Clinical Social Work 1.9. Substance Use Social Work 1.10. Policy and Planning 1.11. Public Welfare	15	1

	1.12. School Social Work		
2	Skills for Professional Social Work 2.1. Communication Skills 2.2. Rapport Building 2.3. Networking 2.4. Report Writing and Documentation 2.5. Commitment and Integrity 2.6. Competence	15	1,2
3	Career Prospects in Social Work – I 3.1. Government Sector 3.2. Industry 3.3. Corporate	15	3
4	Career Prospects in Social Work – II 4.1. Social Entrepreneur 4.2. Non-Government Sector	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

- Doelling, C. N. (2004). Social Work Career Development: A Handbook for Job Hunting and Career Planning. United Kingdom: NASW Press.
- Koestler, F. A. (1965). Careers in Social Work. United States: H. Z. Walck.
- Ritter, J. A., Ritter, J. A., Obermann, A., Obermann, A., Danhoff, K., Danhoff, K. (2019). 101 Careers in Social Work. United States: Springer Publishing Company.
- Rosenberg, J. (2009). Working in Social Work: The Real World Guide to Practice Settings. Ukraine: Taylor & Francis.
- Wittenberg, R. (1988). Opportunities in Social Work Careers. United States: VGM Career Horizons.

SEMESTER II

Minor Course II

SOW-001-MC-1210-National Service Scheme and Youth 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 life skills and accelerate personality development LO2: To inculcate the values of NSS, Social Service and Community Living for preparing youth as agents of social change LO3: To understand the core values of Indian Constitution	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate Knowledge and Skills regarding the values of NSS, Social Service and Community Engagements CO2: Able to develop competency in Life Skills and Accelerate Personality Development CO3: Able to understand and nourish the core values of fraternity and national integrity CO4: Able to develop the sense of community engagement among youth	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	Introduction to NSS 1.1. Basic Concepts of NSS 1.2. History, Philosophy, Aim & Objectives 1.3. Emblem, Flag, Motto, Song, Badge 1.4. Organizational Structure, Roles and Responsibility of Various NSS Functionaries 1.5. NSS Programme and Activities 1.6. Volunteerism and Shramdan	15	1

2	Youth and Development 2.1. Youth Aspirations and Felt Needs 2.2. Life Competencies & Stress Management 2.3. Youth Development Programmes 2.4. National Youth Policy 2.5. Youth Focused and Youth-led Organizations	15	1,2
3	Youth and Nation Building 3.1. Social Capital 3.2. Core Values of Indian Constitution 3.3. Youth as Agents of Change 3.4. Citizenship	15	3
4	Skills and Capacity Building 4.1. Participatory Rural Appraisal (PRA) 4.2. Mobilization & Networking 4.3. Extension and Outreach Activities 4.4. Skills and Competence: Rapport Building, Problem Identification, Assessment, Planning, and Intervention	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

- Johnson, David, Johnson P. Frank, 1982. Joining Together: group theory and Group skills. New Jersey: Prentice-Hall Inc.
- Lindenfield Gael, 1997. Assert Yourself. New Delhi: Harper Collins Publishers India Pvt. Ltd.
- McGrath, E.H, 1997. Training for Life and Leadership in Industry. New Delhi: Prentice Hall of India Pvt. Ltd.
- Nelson, Richards & Jones. 1990. Human relationship Skills. Mumbai: Better Yourself Books.
- Rangnekar, Sharu.1996. in the world of Corporate managers. Delhi: Vikas Publishing House Pvt. Ltd.
- Bhattacharya, S. 2006. Social Work: An Integrated Approach. New Delhi: Deep & Deep Publications.

- Christopher, A.J. & Thomas, W. 2006. Community Organization and Social Action. New Delhi: Himalayan Publications.
- Dunham, A. 1970. The New community Organization. New York: Thomas, Y Crowell Company.
- Kumar, S. 2002. Methods of Community participation-A Complete Guide for practitioners. New Delhi: Vistaar Publications.
- Ralph, M.K. & Harry, S. 1975. Reading in Community Organization Practice. London: prentice Hall International.
- Siddqui, H.Y. 1997. Working with Communities. New Delhi: Hira Publication.
- Ministry of Sports and Youth Affairs.

SEMESTER III

Minor Course III

SOW-001-MC-2110-Contemporary Social Concerns and Resolution Strategies

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 evolution of social problems LO2: To understand the provisions to address the contemporary social problems LO3: To explore the knowledge and skills pre-requisite of social work in addressing social problems	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate Knowledge and Skills regarding the genesis and manifestation of social problems CO2: Able to develop competency in understanding causes of different types of social problems CO3: Able to understand and nourish the core preventive and remedial measures for contemporary social problems CO4: Able to understand the role of social work in addressing social problems	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	Understanding Social Problems 1.1. Social Problems: Concept, Definition and Characteristics 1.2. Contemporary Social Problems: Nature and Causative Factors 1.3. Major Theories of Social Problems: Social, Psychological and Economic 1.4. Implications of Social Problems and Social Disorganization: Individual, family and society	15	1
2	Contemporary Social Problems I 2.1. Alcoholism and Drug Addiction: Definition, Causes, Types and Impact 2.2. Alcoholism and Drug Addiction: Prevention, Remedy and Role of	15	1,2

	Social Workers 2.3. Terrorism and Extremism: Definition, types, causes, impact 2.4. Terrorism and Extremism: Prevention, Remedy and Role of Social Workers		
3	Contemporary Social Problems II 3.1. Displacement and Migration: Definition, Causes, Types and Impact 3.2. Displacement and Migration: Prevention, Remedy and Role of Social Workers 3.3. Trafficking of Women and Children: Definition, Causes, Types and Impact 3.4. Trafficking of Women and Children: Prevention, Remedy and Role of Social Workers	15	3
4	Contemporary Social problems III 4.1. Suicide: Definition, Causes, Types and Impact 4.2. Farmers and Student's Suicide: Prevention, Remedy and Role of Social Workers 4.3. Poverty and Unemployment: Definition, Causes, Types and Impact 4.4. Poverty and Unemployment: Prevention, Remedy and Role of Social Workers	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. Anna Leon- Guerrero.(2009) Contemporary reading in Social Problems: Pine Forge Press.
2. Deb, S. (2006). Contemporary Social Problems in India. New Delhi: Anmol Publication Pvt. Ltd.
3. Donileen R. Loseke. (2011): Thinking about Social Problems: Transaction Publishers.
4. H.S, Becker.(1966). Social Problems-A Modern Approach. New York: John Wiley andSons.
5. Joel Best (2001): How Claims Spread: Cross-national Diffusion of Social Problems: Aldine Transaction.

6. Joel Best (2016): Social Problems: W.W. Norton, Incorporated.
7. Joel Best (2017): Images of Issues-Typifying Contemporary Social Problems, Routledge.
8. Joel Best, Scott R. Harris(2012): Making Sense of Social Problems: Lynne Rienner Publishers.
9. Madan, G.R. (1981): Indian social problem, New Delhi: Allied Publication.
10. Malcolm Spector. (2017): Constructing Social Problems: Routledge.
11. Ram Ahuja. (2014): Social problems in India, Jaipur: Rawat Publication.
12. Zastrow, C. (1999): Social Problems, Issues and Solution. Canada: Wadsworth Thomson Learning Publication.

SEMESTER IV

Minor Course IV

SOW-001-MC-2210-Social Work: Knowledge and Skills

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 social work knowledge and practice LO2: To familiarize students with emerging debates on social work practice LO3: To make the learners understand about the applications of social work methods	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate social work-related updates and insights CO2: Able to develop competency in evidence-based practice and practice-based evidence CO3: Able to understand and nourish the skills in Methods of Social Work Intervention CO4: Able to develop the ability in practice and documentation aptitude of Primary and Secondary Methods of Social Work Intervention	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	Social Work: Knowledge and Practice 1.1. Social Work as a Value Based Profession 1.2. Evidence Based Practice 1.3. Strength Based Practice 1.4. Ontology, Axiology, Epistemology 1.5. Positivism, Constructivism, and Interpretivism	15	1
2	Social Work: Emerging Debates 2.1. Evolving facets of Social Work as an Academic Discipline and Practice based Profession 2.2. Issues of Social Work Intervention and Professional Associations: Continental Situations	15	1,2

	2.3. Recent Developments and Emerging Debates in Social Work Domain 2.4. The Praxis Debate: Optimizing the Benefits of Social Work Research 2.5. Regional Issues related to Northeast India.		
3	Application of Primary Methods 3.1. Social Case Work 3.2. Social Group Work 3.3. Community Organization	15	3
4	Application of Secondary Methods 4.1. Social Work Research 4.2. Social Welfare Administration 4.3. Social Action	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. Alinsky, Saul (1971). *Rules for Radicals*. Chicago: Knopf Doubleday Publishing Group.
2. Allan, June, Bob Pease & Linda Briskman (ed.) (2003). *Critical Social Work – An Introduction to Theories and Practices*. Jaipur: Rawat Publications.
3. Biestek, Felix P. (1987). *The Casework Relationship*. London: Unwin University Press.
4. Das. D.K. Lal. (2008). *Practice of Social Research: Social Work Perspective*. Jaipur: Rawat Publications.
5. Denzin, N.K. 1998. *Interpreting Qualitative Data*. London: Sage Publications.
6. Desai, M. (2002). *Ideologies and Social Work: Historical and Contemporary Analyses*. Jaipur: Rawat Publications.
7. Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. London: Polity Press.
8. Dunham, Arthur (1970). *The New Community Organization*. New York: Thomas, Y. Crowell Company.
9. Fink, Arthur et al. (1985). *The Fields of Social Work*. Beverly Hills, California: Sage Publications.

10. Freire, P. (2000). *Pedagogy of Oppressed*. New York: Continuum.
11. Goel SL & Jain R.K. (1998). *Social Welfare Administration*. Vol. I & II. New Delhi: Deep & Deep publications.
12. Gore, M. S. (1965). *Social Work and Social Work Education*. Bombay: Asia Publication House.
13. Gore, M. S. (1993). *The Social Context of Ideology, Ambedkar's Social and Political Thought*. New Delhi: Sage Publication.
14. Hamilton, Gordon. (1911). *Theory and Practice of Social Case work*. New York: School of Social Work & Columbia University Press.
15. Jeff Goodwin, James M. Jasper (2009). *The Social Movements Reader: Cases and Concepts*. USA: Willey-Blackwell.
16. Konopka, G. (1963). *Social Group Work – A Helping Process*. Engelwood: Prentice Hall.
17. Kothari, C.R. 1985, *Research Mythology*. New Delhi: Wiley Eastern.
18. Mathew, Grace. (1992). *An introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.
19. Padgett, D.L 1998. *Qualitative Methods in Social Work Research*. California: Sage Publications.
20. Payne, M. (2005). *Modern Social Work Theory*. Basingstoke: Palgrave Macmillan.
21. Perlman, H.H. (1974). *Social Case Work*. Chicago: The University of Chikago Press.
22. Richmond, M. E. (1917). *Social diagnosis*. New York: Russell Sage Foundation.
23. Ross, M. G. (1955). *Community Organization: Theories, Principles, and Practices*. New York: Helper and Row.
24. Roy, Bailey and Phil, Lee. (1982). *Theory and Practice in Social Work*. London: Oxford Pub. Ltd.
25. Rubin, Allen et. Al. 2006, *Essential Research Methods for Social Work*. California Wadsworth Inc.
26. Siddiqui, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
27. Siddiqui, H.Y. 2007. *Social Group Work*. Jaipur: Rawat Publications.
28. Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira Publication.
29. Singh, R.R. (1985). *Field Work in Social Work Education, a Perspective for Human Service Profession*. New Delhi: Concept Publishing Company.
30. Sussman, M. B. (1959). *Community Structure and Analysis*. New York: Thomas, Y. Crowell Company.
31. Toseland & Rivas. (2000). *An Introduction to Groups Work Practice*. Boston: Allyn & Bacon.
32. Trecker, H.B. (1975). *Social Group Work*. New York: Association Press.
33. Upadhyay, R.K. (2002). *Social Case Work*. Jaipur: Rawat Publications.

SEMESTER V

Minor Course V

SOW-001-MC-3110-Gender and 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 make students aware about the basic concepts of gender and development LO2: To familiarize students with different discourses on gender LO3: To make the learners understand about the various provisions on gender and development	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to inculcate a critical understanding of issues related to gender and development CO2: Able to develop an understanding of various laws, policies and programmes for gender and development CO3: Able to understand legislation, policy and programmes CO4: Able to build knowledge and skills in working with gender-based issues	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	Basic Concepts 1.1. Sex and Gender: Going beyond the Binary 1.2. LGBTQIA 1.3. Patriarchy and Matriarchy 1.4. Welfare, Development and Empowerment of Women 1.5. Gender Justice	15	1
2	Feminist Discourse and Perspectives 2.1. Waves and Types of Feminist Movements 2.2. Liberal Feminism 2.3. Radical Feminism 2.4. Eco- Feminism 2.5. Post-Modern Feminism.	15	1,2
3	Issues and Concerns 3.1. Gender: A Global Perspective	15	3

	3.2. Violence Against gender 3.3. Governance and Movement 3.4. Women Leaders and Unsung idols 3.5. Gender Empowerment Measure		
4	Legislation, Policy and Programmes 4.1. Legislation related to gender 4.2. Gender –sensitive Policies 4.3. Women's Empowerment 4.4. Gender-sensitive Programmes and Services	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

- _____. 2010. The Peripheral Centre: Voice from India's North East. (ed.). New Delhi: Zubaan.
- _____. 2001. Women and Human Development: The Capabilities Approach. New Delhi. Cambridge University Press.
- Beauvoir, S.D. 1989. The Second Sex, Vintage Books.
- Bhuyan, Ratna and Dutta, Anirudha. 2008. Women and Peace: Chapter from North East India. (ed.). New Delhi. Akansha.
- Calman, I.J. 1992. Toward Empowerment Women and Movement Policies in India, West View Press.
- Deka, Meena. 2013. Women's Agency and Social Change: Assam and Beyond. New Delhi: Sage Publication.
- Dutta, Anirudha. 2015. Half Billion Rising: The Emergence of the India Woman. New Delhi. Rupa Publications India/ RainLight.
- Gill, Preeti. 2010. Troubled Zones: Women's Voice's in North East India. Zubaan an Association of Kali Women.
- John, Mary E. 2008. Women Studies in India: A Reader. New Delhi: Penguin India.
- Mandal, Ram Khishna and Ete Minto. 2010. Women in North East India: Role and Status of Arunachal Women. New Delhi: Mittal Publications.
- Mehrotra, Deepti. Priya. 2012. Burning Bright: Irom Sharmila and the Struggle for Peace in Manipur. New Delhi. Penguin Books India.
- Menon, Nivedita. 2012. Seeing Like a Feminist. New Delhi. Penguin India.
- Mibang, Tamo and Abraham, P. T. 2003. Arunachal Women and Education. Himalayan Publisher.
- Nussbaum, Martha. C. 2011. Creating Capabilities: The Human Development Approach. Ranikhet: Permanent Balck.
- NyishiNyemAcham. 2013. Nyishi Marriage Systems, Laws and Property Rights of Women and Girl Child. NyishiNyemAcham.

16. Phillips, A. (Ed) 1987. Readings in Social and Political Theory Feminism and Equality, New York: Oxford University Press.
17. Roberts, A. R. (Ed.) Handbook of Domestic Violence: Intervention Strategies, Policies, Programs and Legal Remedies, New Delhi: Oxford University Press.
18. Seth, M. 2011. Women and Development: The Indian Experience. New Delhi: Sage Publications.
19. Talukdar, Daisy. Bora. 2012. Gender, Peace and Development in North East India. Guwahati: DVS.
20. Tamuli, S. B. 2014. Women Empowerment in North-East India. Guwahati. EBH Publisher.
21. Walter, Margaret. 2006. Feminism: A Very Short Introduction. UK. OUP UK.
22. Wollstonecraft, Mary. 2004. A Vindication of the Rights of Women. New Delhi: Penguin Books.

SEMESTER VI

Minor Course VI

SOW-001-MC-3210-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	15	1

	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		
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 VII

Minor Course VII

XXX-DDD-RC-XXXX -Research Methodology (MOOCs)

Students are required to complete an Online Course through SWAYAM Platform of 4 Credits on Research Methodology

SEMESTER VIII

Minor Course VIII

SOW-001-RC-4210- Research & Publication Ethics (Offline/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 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches 1.2 Ethics: Definition, Moral Philosophy, Nature of Moral Judgments and Reactions	10	1
2	Scientific Conduct 2.1 Ethics with respect to science and research 2.2 Intellectual honesty and research integrity 2.3 Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) 2.4 Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing 2.5 Selective Reporting and Misrepresentation of Data	15	2
3	Publication Ethics	15	3

	3.1 Publication Ethics: Definition, Introduction and Importance 3.2 Best Practices/ Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3 Conflicts of Interest 3.4 Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour and vice versa, types 3.5 Violation of publication ethics, authorship and contributionship 3.6 Identification of publication misconduct, complaints and appeals 3.7 Predatory publishers and journals		
4	Practice 4.1. Open Access Publishing 4.2. Publication Misconduct 4.3. 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 programme at the University Campus are required to take at least one Research Course through MOOC's. For colleges, it is recommended that students should take at least one research course through MOOCs.

**Bouquet of Multi-
Disciplinary Courses
offered by the Department
of Social Work**

SEMESTER I

Multi-Disciplinary Course I

SOW-001-MD-1110: APPLICATION OF SOCIAL SCIENCES IN SOCIAL WORK (ASSSW)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To bring awareness about basic sociological concepts and notions of society LO2: To know the basic concepts of economics and structure of economy LO3: To identify and understand the political framework for social welfare	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the basic sociological concepts and notions of society CO2: Able to know the basic concept of economics and structure of economy CO3: Able to explore the knowledge about political framework in the context of social welfare	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	Introduction to Sociological Concepts 1.1 Society, Man and Society and its Relationships. 1.2 Caste, Class, Power and Authority 1.3 Social Values, Norms, Customs, Mores and Culture. 1.4 Social Institutions: Family, Marriage and Religion.	15	1

2	Notions of Society 2.1 Social Process: Concept, Importance and Types. 2.2 Social Change: Concept, Characteristics and Factors. 2.3 Social Control: Concept, Importance and Agencies. 2.4 Socialization: Concept, Importance and Agencies.	15	1,2
3	Basics of Economics 3.1 Micro: Demand and Supply, Cost, Production, Revenue and Market. 3.2 Macro: National Income, Inflation, Money and Banking. 3.3 Public Finance: Public Revenue, Expenditure, Debt, and Budget 3.4 Economic System: Capitalist, Socialist and Mixed.	15	3
4	Introduction to Political Concepts 4.1 State: Origin, Concept and its Organs. 4.2 Concepts of Welfare State. 4.3 Constitution of India and its Salient Features. 4.4 Fundamental Rights, Directive Principles of State Policy	15	4

Key Words: Society, Social Institution, Economic System and Welfare State

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]

Books/Journal Articles Recommended

- Ahuja, Ram (1997) Social Problem in India, Rawat Publishers, Jaipur.
- Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi: Commonwealth Publishers.
- Bhusan, Vidya & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad: Kitab Mahal.
- Crawford, K. (2004). Social Work and human development: Transforming Social Work practice. Exeter: Learning Matters.
- Flippo, Osella and Katy, Gardner (2003) Contraventions to Indian Sociology, Migration Modernity and Social Transformation in South Asia, New Delhi: Sage Publication.

- Gandhi P. Jagadish (1982) Indian Economy – Some Issues, Institute of Social Sciences and Research, Vellore.
- Koutsoyiannis (2008), Modern Micro Economics, 2nd Edition, London: Macmillan Press Ltd.
- Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.
- Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi: Sage Publication.
- Singh, Yogendra (1997) Social Stratification & Change in India, New Delhi: Manohar Publication.
- Srinivas, M.N. (1991) Indian Social Structure. New Delhi: Hindustan Publishing House.
- Stroup, H.H. (1960). Social Work Education – An Introduction to the Field. New Delhi: Urasia Publishing.

SEMESTER II

Multi-Disciplinary Course II

SOW-001-MD-1210: SOCIAL LEGISLATION IN INDIA (SLI)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To study and understand legislative structure and frame LO2: To study and understand the Process of making legislation LO3: To identify and understand social legislation in the context of Social Justice LO4: To	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to promote knowledge in understanding the cause and effect of discrimination and oppression CO2: Able to prepare modules and strategies for advocacy to bring sustainable social change CO3: Able to explore the knowledge about Legal provisions in the context of social welfare	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

understand provisions of various social legislations in India			
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Course Contents

Unit No.	Contents	Contact Hours	CO
1	Legislation 1.1 Legislation: Concept, Meaning and Definition 1.2 Functions of Legislation 1.3 Process of Making Legislation 1.4 Important Law-Making Institutions in India	15	1
2	Social Legislation 2.1 Social Legislation: Concept, Meaning and Definition 2.2 Needs and Objectives of Social Legislation 2.3 Importance of Social Legislation in Welfare State; Legal-aid and Legal and Public Advocacy 2.4 Social Legislation as an Instrument of Social Change	15	1,2
3	Social Legislations in India 3.1 Features of Protection of Women from Domestic Violence Act (2005); 3.2 Salient Features of Dowry Prohibition Act (1961) and its Amendments; Salient 3.3 Salient Features of Child Labour Prohibition and Regulation Act (1986) and its Amendments; Salient Features of Juvenile Justice Act (2015); 3.4 Laws Related to Marriage; 3.5 Salient Features of Right to Information Act (2005) and its Amendments.	15	3
4	Constitution of India 4.1 History of Drafting of Indian Constitution 4.2 Preamble; Fundamental Rights and Duties; Directive Principles of State Policy 4.3 Salient Features of Indian Constitution 4.4 Important Constitutional Amendments in the Area of Social	15	4

	Welfare		
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Key Words: Law Making Institutions, Legal Aid, Social Legislation and Constitutional Amendments

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]

Books/Journal Articles Recommended

- Bakshi, PM. (2007), Constitution of India, Delhi: Universal Law Publishing House.
- Basu, D. D. (2015). Introduction to Constitution of India. 22nd Edition. Mumbai: Lexis Nexis.
- Gangrade KD (1978), Social Legislation in India, New Delhi, Concept pub.
- Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.
- Government of India. (1956), Social Legislation, New Delhi, Govt of India.
- Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.
- Naik G.P. (1992), Social Legislation in India, Bangalore: Lambani Publish Relevant BARE Acts. Print Well Publications.
- Relevant BareActs.
- Vyas, R. N. (1998), The Soul of Indian Constitution: A Critical Evaluation, Jaipur: Rawat Publication.

SEMESTER III

Multi-Disciplinary Course III

SOW-001-MD-2110: CORPORATE SOCIAL RESPONSIBILITY (CSR)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
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LO1: To introduce basic concepts and practices in the area of CSR LO2: To study and enhance knowledge of policy, legal provisions of CSR in the Indian context LO3: To identify and understand best practices and role of Social Workers	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the conceptual framework of CSR CO2: Able to understand the legal framework of CSR CO3: Able to understand the CSR practices and role of Social Workers	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
1	Corporate Social Responsibility (CSR) 1.1 CSR: Concept and Definition 1.2 Evolution of CSR 1.3 Nature and Scope of CSR 1.4 Principles of CSR	15	1
2	Corporate Philanthropy 2.1 Developing Philanthropic Endeavors 2.2 Potential Benefits of Philanthropic Model of CSR 2.3 Creating Community Awareness Regarding Patterns of Philanthropic CSR 2.4 Developing Networking with Philanthropic Organizations	15	1,2
3	Provisions of CSR under Companies Act, 2013 3.1 Introduction to CSR Mandate 3.2 Important Legal Provisions in Accordance to Schedule VII 3.3 Exclusions and Restrictions 3.4 Functions of CSR Committee	15	3
4	Best Practices of CSR 4.1 Best Practices of CSR: Global and Indian Experiences 4.2 Integration of PPP in CSR 4.3 SDGs and CSR 4.4 Social Work Profession and CSR	15	4

Key Words: CSR, Community Awareness, Networking and SDG

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]

Books/Journal Articles Recommended

- Aguinis, H., and G. Ante. (2012). "What We Know and Don't Know about Corporate Social Responsibility: A Review and Research Agenda." Journal of Management 38, no. 4, p.933.
- Andal, N. B. (2011). Corporate Social Responsibility in India. Haryana: Global Vision Publishing House.
- Authers, J. (2013.) "Today's Liquid Markets Are Open to Hayekian Criticism." Financial Times, p.12.
- B Al Gore and D. Blood. (2006) "For People and Planet." The Wall Street Journal, p.A20.
- Baxi, C. V., and Prasad, A. (2005). Corporate Social Responsibility Concept and Causes The Indian Experience. New Delhi: Anurag Jain for Excel Books.
- Katamba, D., Zipfel, C., and Haag, D. (2012). Principles of Corporate Social Responsibility (CSR): A Guide for Students and Practicing Managers in Developing and Emerging Countries. Durham: Strategic Book Publishing, Durham(USA).
- Kaushik, K. V. (2017). CSR in India - Steering Business Towards Social Change.
- Kotler, P., and Lee, N. (2008). Corporate Social Responsibility Doing the Most Good for Your Company and Your Cause. New Jersey: John Wiley and Sons, Inc., Hoboken, New Jersey.
- Werther, W. B., and Chandler, D. (2010). Strategic Corporate Social Responsibility. New Delhi: SAGE Publications India Pvt. Ltd. New Delhi.
- Rams, F.W. (1951). "Management's Responsibilities in a Complex World." Harvard Business Review 29, no. 3, pp. 29–30.

**Bouquet of Skill-
Enhancement Courses
offered by the Department
of Social Work**

SOW-001-SE-0010: HUMAN BEHAVIOUR AND SOCIAL CHANGE (HBSC)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To obtain knowledge on various sociological concepts and enhance ability to identify the vulnerable groups with social problems. LO 2: To educate on various psychological processes and human development through stages and theories.	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to understand Sociological concepts, Socially Vulnerable Groups and their relevance to Social Work CO2: Able to understand the basic concepts and processes in social psychology and its relevance to Social Work CO3: Able to understand determinants and processes of personality development CO4: Able to understand social attitudes and psycho-social behaviour	- 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	Society: Concepts, Institutions and Control 1.1 Concepts of Society, Culture, socialization, social groups, social process, Caste, Class 1.2 Institutions of Marriage, Family, Religion, Education, Economics and Politics 1.3 Social Stratification, Social Differentiation, Social Mobility, Social Control and Social Change	11	1
2	Socially Vulnerable Groups and Social Problems 2.1 Indigenous People (Tribal/Adivasi) 2.2 Minority, Dalits and OBCs 2.3 Disability and special group 2.4 Women, Children and LGBTQIA+ 2.5 Homeless, Migrants, Refugees 2.6 Social Problems in India and Northeast India	11	2

3	Psychological Process and Human Development 3.1 Intelligence, Motivation, Perception, Emotion, Learning and Attitude 3.2 Concept of Growth and Development 3.3 Hereditary and Environment 3.4 Life span stages: Prenatal stages, Infancy to Old Age 3.5 Developmental Tasks across the lifespan	12	3, 4
4	Theories of Human Development 4.1 Freud's Psychosexual Theory 4.2 Erickson's Psychosocial Theory 4.3 Piaget's Theory of Cognitive Development	11	4

Key Words: *Collective Behaviour, Human Growth, Personality and Psychology*

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]

Suggested Readings:

- Ahuja, Ram. 2014. Social Problems in India. New Delhi. Rawat Publications.
- Akhup, Alex. 2015. Tribal and Adivasi Studies Perspectives from within 2: Identities and their Struggles in North East. Kolkata: Adivasi and Tribal Intellectual Collective India.
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. and Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal.
- Baron, A. Robert. Introduction to Psychology. Pearson Publications.
- Bhaumik, Subir. 2009. Troubled Periphery Crisis of India's North east. New Delhi: Sage Publications India.
- Bhusan, Vidya and Sachdev, D. R. 1999. An Introduction to sociology. Allahabad: Kitab Mahal.
- Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications.
- Dube, S.C. 1990. Society in India, New Delhi: National Book Trust.
- Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill.
- Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw Hill.
- Feldman, R.S. (1997). Understanding Psychology. New Delhi: McGraw Hill.

- Hall, C.S. Lindzey, G. and Cambell J.B. (2004). Theories of Personalities. New York: Wiley M.
- Kuppaswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.
- Madan, G. R. 1997. Indian Social problems (Vol I & II) New Delhi: Allied Publications
- Morgan, C.T., King, R.A. Weisz, J. R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw Hill.
- Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.
- Sinclair, David. 1978. Human Growth after Birth. London: Oxford Medical Publications.

SEMESTER II

Skill Enhancement Course II

SOW-001-SE-0020: SOCIAL GROUP WORK (SGW)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the nature and types of groups LO2: To understand Social Group Work as a method of Social Work practice LO3: To know the basic concepts, tools, techniques, processes and Skills of working with groups LO4: To develop an understanding of process of group development and group dynamics LO5: To develop an understanding of application of group work in diverse 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	CO
1	Introduction to Social Group Work 1.1 Social Groups: Meaning, Characteristics and Importance 1.2 Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal 1.3 Evolution of Social Group Work 1.4 Values of Social Group Work	11	1, 3
2	Social Group Work and its Practice 2.1 Assumptions and Objectives of Social Group Work 2.2 Models of Social Group Work Practice 2.3. Applications of Social Group work with Different Groups: Children, Adolescents, Older Persons, Women and Persons with Disability 2.4 Areas of Social Group Work Practice in Different Settings	11	1,2, 3
3	Group Process and Dynamics 3.1 Stages of Group Development 3.2 Group Dynamics 3.3 Principles of Social Group Work 3.4 Social Group Work Process: Facilitation, Role of Group worker, Leadership and Decision Making	11	1,2, 3
4	Skills and Techniques of Social Group Work Practice 4.1 Social Group Work skills: Facilitation, analytical Thinking and Leadership Building 4.2 Programme Planning and Evaluation 4.3 Use of Programme Media 4.4 Group Discussion, Group Counselling, Group Decision Making, and recording in Group Work	12	1,2, 3

Key Words: Group Dynamics, Leadership Building, Programme Planning, Social Group 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	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:

- Balgopal, P.R. and Vassil, T.V. (1983) Groups in Social Work: An Ecological Perspective. New York: Macmillan.

- Brown, Allan (1994). Group Work. Hampshire: Ashgate.
- Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
- David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
- Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan Wiley and Sons.
- Geoffrey, L.G. and Ephross, P.H. (1997) Group Work with Population at Risk. New York: Oxford University Press.
- H.Y. Siddiqui (2008) Group Work: Theories and Practices: Rawat Publications.
- Jarlath. F. Benson (1987) Working More Creatively with Groups: New York: Tavistock Publication.
- Kanopka, G. (1963): Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice.
- Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press.
- Toseland, R.W. and Rivas, R. (1984) An Introduction to Group Work Practice. New York: Mac Millian.
- Trecker, H.B. (1972) Social Group Work: Principles and Practice. New York: Association Press.
- Wilson, G. and Ryland, G. (1949) Social Group Work Practice. Cambridge: Houghton. Mifflin Company.

SEMESTER III

Skill Enhancement Course III

SOW-001-SE-0030: COMMUNITY ORGANISATION (CO)

Credit: 3 (2L+1T); **Lecture:** 2 Hrs. per week; **Tutorial:** 1 Hr. per week; **Contact Hours:** 45; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To understand the fundamental concepts and components of community, community organization and social action LO2: To understand the models of community organization LO3: To learn various tools of PRA	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to demonstrate familiarity with community organization and social action as methods of social work profession CO2: Able to develop skills of collecting and collating information to understand community, its structure and components CO3: Able to gain the experience and exposure to practice community organization and PRA tools	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	Community 1.1 Community: Concept, Meaning and Definition 1.2 Components and Characteristics of Community 1.3 Functions of Community 1.4 Major Forms of Community: Tribal, Rural, Urban- their Features and Differences	15	1, 3
2	Community Organisation 2.1 Community Organization: Concept, Meaning, Definition and Scope 2.2 Models, Principles and Process of Community Organisation 2.3. Knowledge and Skills Pre-Requisite for Community Organisation 2.4 Role of Community Organizer	15	1,2, 3
3	Participatory Rural Appraisal 3.1 PRA & PLA: Concept, Purpose & Evolution 3.2 Principles of PRA 3.3 Tools of PRA 3.4 Community Organisation and Community Development	15	1,2, 3

Key Words: *Community, Community Development, Community Organisation*

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:

- Cox F. (1987). Community Organisation, Michigan, FE Peacock Publishers.
- Gangrade K.D. (1971). Community Organisation in India, Bombay, Popular Prakashan.
- Hardcastle, David A., Stanley Wenocur, & Patricia Powers. (1996). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.
- Ledwith, M. (2005). Community Development a Critical Approach. New Delhi: Rawat Publications.
- MacIver R.M. and Page, CH. (1985), Society: An Introductory Analysis, New Delhi, Macmillan Publishers.

- Marie Weil (ed.). (2005). The Hand Book of Community Practice, New Delhi, Sage Publication.
- Ross M.G. (1955). Community Organisation: Theory and Principles, New York, Harper & Brot.
- Shah, Ghanshyam. (2004). Social Movements in India: A Review of the Literature, New Delhi, Sage.
- Siddique, H. Y. (1997). Working with Communities – Introduction to Community Work. New Delhi: Hira Publications.
- Siddiqui, H.Y. (1985), Social Wok and Social Action, New Delhi, Harnam.
- Singh, R. (2001). Social Movements-Old and New: A Post-modern Critique, New Delhi, Sage.
- Somesh Kumar. (2002). Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication (Vistaar).
- Yadav C.P. (2007). Encyclopedia of social work and community organization. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER I

Value-Added Course I

SOW-001-VA-0010: HEALTH, WELLNESS AND YOGA (HWY)

Credit: 2 (2L); **Lecture:** 2 Hrs. per week; **Contact Hours:** 30; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To acquire a basic understanding of the concept of health and well-being in the context of development LO2: To build an understanding of the basic health care system in India and health care access an understanding of the basic health care system in India and health care access	- Lecture - Assignment - Individual and Group Presentation	CO1: Able to identify with the role of a professional social worker in diverse health settings CO2: Able to know the basic concept and benefits of Yoga CO3: Able to explore the knowledge about healthy practices and	- Semester End Examination: 80 Marks - Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class

LO3: To identify and develop a knowledge base of Life Skills LO4: To gain knowledge about Yoga		importance of health	Participation: 05)
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Course Contents

Unit No.	Contents	Contact Hours	CO
I	Concept of Health, Well-Being and Disease 1.1 Health, Well-being and Disease: Concept, Meaning and Definition 1.2 Health Indicators and Determinants 1.3 Communicable Diseases: Types and Prevention 1.4 Non-Communicable Diseases: Types and Prevention	15	1, 3
II	Health Care and Social Work Practice 2.1 Health Concerns, Issues and Practices 2.2 Relevance of Information, Education and Communication (IEC) in Public Health 2.3 Life Skills: Knowledge and Relevance for Social Workers 2.4 Yoga: Meaning, Relevance and Application in Personal & Professional Life 2.5 Role of Social Worker and Community Health	15	2, 3

Key Words: Community Health, Disease, Life Skills, Health Communication, and Yoga

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:

- Carol Holtz, (2008). Global Health Care: Issues & Policies. USA: Jones and Bartlett Publisher.
- Clark DW, MacMahon B (eds). (2012). Preventive and Community Medicine, 2nd edit. Boston: Little Brown.
- James F. McKenzie, Robert R. Pinger, Jerome E. Kotecki, (2005). An Introduction to Community Health (Fifth edition). USA: Jones and Bartlett Publisher.
- Kumar R. (1992). Social and Preventive Health Administration, New Delhi: Ashish Publications.
- Mary Jane Schneider, (2004). Introduction to Public Health, USA: Jones and Bartlett Publisher.
- Mc Kee, N, Bertrand, J.T., Benton, A.B. and Becker, B.L. (Eds.) (2004). Strategic Communication in the HIV/AIDS Epidemic, New Delhi. Sage Publications.
- Mohd. Akram. (2014). Sociology of Health. New Delhi: Rawat Publications.
- Par, K. (2015). Preventive and Social Medicine. New Delhi: Bhanot Publisher.
- Piyush Gupta, O.P. Ghai, (2007). Textbook of Preventive & Social Medicine. New Delhi: CBS Publishers.
- Sharon D.P., (2011). Social Work and Community Practice, Florida: Apple Academic Press.
- Surendra Singh, P.D. Mishra (2000). Health and Disease: Dynamics and Dimensions, New Royal Book Company.

SEMESTER II

Value-Added Course II

SOW-001-VA-0020: INDIAN KNOWLEDGE SYSTEM AND SOCIAL WORK (IKS & SW)

Credit: 2 (2L); **Lecture:** 2 Hrs. per week; **Contact Hours:** 30; **Full Marks:** 100

Learning Objectives	Teaching Learning	Course Outcomes (CO's)	Course Evaluation
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	Process		
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	Concept of Welfare and Social Service in India 1.1 Welfare and Social Service in Ancient India 1.2 Practices of Welfare in Medieval India 1.3 Protection and Promotion of Weaker Sections in Indian Constitution 1.4 Welfare State in India: values and Provisions	15	1, 3
II	Indian Philosophy and Social Work 2.1 Indian Culture and Social Work 2.2 Philosophy of Social Work in Indian Religions 2.3 Indian Freedom Struggle and Social Work 2.4 Focus on Social Capital in Indian Civilisation	15	2, 3

Key Words: Charity, Social Service, Welfare State, Indian Culture, Indian Philosophy

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
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).

SOW-001-VA-0030: SOCIAL DEVIANCE AND CORRECTIONAL SOCIAL WORK (SD & CSW)

Credit: 2 (2L); **Lecture:** 2 Hrs. per week; **Contact Hours:** 30; **Full Marks:** 100

Learning Objectives	Teaching Learning Process	Course Outcomes (CO's)	Course Evaluation
LO1: To acquire a basic understanding of key concepts of deviance and crime LO2: To understand major forms of crime LO3: To practice correctional Social Work in different institutional and non-institutional settings LO4: To understand process and the mechanism of social control	1. Lecture 2. Assignment 3. Individual and Group Presentation	CO1: Able to understand the cause, effect and impact of deviant and criminal behavior CO2: Able to associate with different services and delivery systems in resolving crisis situation CO3: Able to explore, identify and develop a knowledge base of Correctional 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
I	Social Deviance and Social Control 1.1 Deviance: Concept, Meaning and Definition 1.2 Social Deviance and Crime: Concept, Meaning and Definition 1.3 Profile of Crime Statistics in India 1.4 Typology of Crime-professional Crime, Organised Crime, White Collar Crime, Female Crime and Cyber Crime 1.5 Social Control: Concept, Meaning and Definition, Agencies of Social Control 1.6 Violence: Concept and Definition and Types-Violence Against Children, Violence Against Women, Violence Against Elderly	15	1, 3

II	Correctional Social Work 2.1 Corrections: Concept, Definition and Emergence 2.2 Role of Social Worker in Correctional Setting 2.3 Rehabilitation, Reformation and After Care Services 2.4 Social Defence: Concept, Definition, Emergence and Fields; National Institute of Social Defence 2.5 Institutional and Non-institutional Services: Prison, Borstal School, Juvenile, Probation, Parole	15	2, 3
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Key Words: *Crime, Deviance, Social Control and Correctional 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	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:

- Barnes, H. E. and Teeters, N.K. (1960), *New Horizons in Criminology*, New Jersey, Prentice Hall.
- Bhattacharya, S. K. (2003), *Social Defence: An Indian Perspective*, New Delhi, Regency Publishing.
- Chakrabarthi, NK (1999), *Institutional Corrections in the Administration of Criminal Justice*, New Delhi, Deep and Deep.
- Clinard, M.B. et. al. (1964). *Anomie and Deviant Behaviour*, New York, Free Press.
- Cohen, A.K. (1970), *Deviance and Control*, New Delhi, Prentice Hall.
- Devasia V V (1992) *Criminology, Victimology and Corrections*, New Delhi, Ashish Publishing.
- Maguire M, et. al. (ed.) (1994). *The Oxford Handbook of Criminology*, London, Clarendon Press.
- Vernon Fox (1972), *Introduction to Corrections*, New Jersey, Prentice Hall.
- Vold, G. B. (1958), *Theoretical Criminology*. New York, Oxford University Press.
- Reckless Walter C (1970), *The Crime Problem*, Bombay, Vakils, Feffer and Simons.
- Shukla K S (1988), *Collective Violence: Challenges and Response*, New Delhi: IIPA.

SEMESTER V

Value-Added Course IV

SOW-001-IN-3110: INTERNSHIP

Credit: 6 (6P); 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	1. Field Visits 2. Report Writing 3. 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	1. Full Marks: 200 2. Documentation, Regularity and Pro-Active Participation: 150 Marks 3. Term End Viva-Voce: 50 Marks

planning, organizing, implementing the social interventions LO8: To engage in research-informed practice and practice-informed research 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)		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 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 fifth semester written examinations, students are required to do a four-week internship. For a period of one month (a total of four weeks),	100	1, 2, 3, 4,

	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 - Term Plan - Process Reports-Recordings - Critical Reflections - Discussion/ Seminar/ Conferences - Field Instructor and Agency Supervisor Feedbacks - 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		5, 6, 7
2	Agency/Community Profile, Observations and Analysis 2.7 Develop Agency Profile and/or Community Biography 2.8 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	20	1, 2, 3, 4, 5, 6, 10, 11, 12

4.6 IC and GC Recording

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	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

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.

BSW FYUP RGU Syllabus 2024: Contributors

Sl. No.	Semester	Contributed By
1.	I & II Semesters	Ms. Chaphiak Lowang Assistant Professor Department of Social Work, RGU
2.	Preamble & Structure, III, IV & VI Semesters, Bouquet of -Multi-Disciplinary Courses (MDC), Value Added Courses (VAC) & Skill Enhancement Courses (SEC)	Dr. Ravi Ranjan Kumar Assistant Professor & Officiating Head, Department of Social Work, RGU
3.	V Semester & VI Semester (SOW-001-CC-3230)	Dr. John G. Gangmei Assistant Professor Department of Social Work, RGU
4.	VII & VIII Semesters (with Research & without Research), Bouquet of Minor Courses	Dr. Kaushalendra Pratap Singh Associate Professor Department of Social Work, RGU

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