

# **Rajiv Gandhi University**

**(A Central University)**

## **COURSE CURRICULUM**

### **FOUR YEAR UNDERGRADUATE PROGRAMME IN SOCIAL WORK [BSW (Hons.)]**

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

**Certificate Course in Social Work (One Year Exit)**  
**UG Diploma in Social Work (Two Year Exit)**  
**Bachelor of Social Work (Three Year Exit)**  
**Bachelor of Social Work (Hons.) with Research (Four Year Completion)**

*Effective From*  
**2023-24**



## **Department of Social Work**

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

## OVERVIEW

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:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Major Course.
- 2. Minor Course:** It helps a student to gain a broader understanding beyond the major discipline.
- 3. Multidisciplinary Course:** 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 (AEC):** 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:** SEC courses are skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
6. **Value Added Course:** These courses are designed to gain broader understanding of Indian values, constitution of India, environmental, ecological and health issues in India.
7. **Internship:** 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:** 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 (DSE) Course:** The courses offered by the main discipline/subject of study for developing specialization in desired area is 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.

## Programme Objective(s) and Learning Outcome(s)

The outcomes and attributes attained by students through learning acquired on completion of a 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	Programme Objective(s)	Programme 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 application of human rights to the	1. Able to understand the application of human rights to the various practice

	various practice domains of the profession.	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 96 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 conduct research.	1. Able to understand and conduct 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.
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**Exit 3: Bachelor of Social Work (BSW- Upon Securing a Minimum of 142 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.	<ol style="list-style-type: none"> <li>1. Get a holistic understanding of society.</li> <li>2. Identify similarities and differences between societies and cultures.</li> <li>3. Able to practice Integrated Methods of Social Work.</li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Describe the past and look at possible future scenarios.</li> <li>2. Explain complex phenomenon through its underlying structures.</li> <li>3. Undertake Evidence Based Practice and Vice-Versa.</li> <li>4. Establish their own Voluntary Organisations and/or practice any of the Professional Methods of intervention independently.</li> </ol>

**Course Completion: Bachelor of Social Work [BSW (Hons.) - Upon Securing a Minimum of 190 Credits]**



## COURSE SCHEMA: FOUR YEAR UNDERGRADUATE PROGRAMME IN SOCIAL WORK [BSW (Hons.)]

N Cr F Credit Level	Sem	Major		Minor		Multidisciplinary Course		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Social Work Practicum/ Research Project		Total Credit	
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit		
4.5	1st	Major 1 (SOW- CC-1110)	4	Minor 1 (SOW- MC- 1110)	4	MDC 1 (SOW- MD- 1110)	3	AEC 1 (ENG-AE- 1110)	4	SEC 1 (SOW- SE-0010)	3	VAC 1 (SOW- VA- 0010)	2	SWP 1 (SOW- CC- 1120)	4	24	
	2nd	Major 2 (SOW- CC-1210)	4	Minor 2 (SOW- MC- 1210)	4	MDC 2 (SOW- MD- 1210)	3	AEC 2 (HIN-AE- 1210)	4	SEC 2 (SOW- SE-0020)	3	VAC 2 (SOW- VA- 0020)	2	SWP 2 (SOW- CC- 1220)	4	24	
<b>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.</b>																	
5.0	3rd	Major 3 (SOW- CC-2310)	4	Minor 3 (SOW- MC- 2310)	4	MDC 3 (SOW- MD- 2310)	3			SEC 3 (SOW- SE-0030)	3	VAC 3 (SOW- VA- 0030)	2	SWP 3 (SOW- CC- 2330)	4	24	
		Major 4 (SOW- CC-2320)	4														
	4th	Major 5 (SOW- CC-2410)	4	Minor 4 (SOW- MC- 2410)	4										SWP 4 (SOW- CC- 2450)	4	24
		Major 6 (SOW- CC-2420)	4														
		Major 7 (SOW- CC-2430)	4														
		Major 8 (SOW- CC-2440)	4														
<b>Exit 2: Students exiting the programme after securing 96 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.</b>																	

**Four Year BSW Course Curriculum: Rajiv Gandhi University**

5.5	<b>5th</b>	Major 9 <b>(SOW-CC-3510)</b>	4	Minor 5 <b>(SOW-MC-3510)</b>	4									SWP 5 <b>(SOW-CC-3550)</b>	4	<b>22</b>
		Major 10 <b>(SOW-CC-3520)</b>	4													
		Major 11 <b>(SOW-CC-3530)</b>	4													
		Major 12 <b>(SOW-CC-3540)</b>	2													
	<b>6th</b>	Major 13 <b>(SOW-CC-3610)</b>	4	Minor 6 <b>(SOW-MC-3610)</b>	4									SWP 6 <b>(SOW-CC-3650)</b>	4	<b>24</b>
		Major 14 <b>(SOW-CC-3620)</b>	4													
		Major 15 <b>(SOW-CC-3630)</b>	4													
		Major 16 <b>(SOW-CC-3640)</b>	4													
<b>Exit 3: Students who want to undertake a 3-year UG programme will be awarded UG Degree in Social Work (BSW) upon securing 142 Credits.</b>																
6.0	<b>7th</b>	Major 17 <b>(SOW-CC-4710)</b>	4	Minor 7 (Research Methodology) <b>(SOW-MC-4710)</b>	4									SWP 6 <b>(SOW-CC-4750)</b>	4	<b>24</b>
		Major 18 <b>(SOW-CC-4720)</b>	4													
		Major 19 <b>(SOW-CC-4730)</b>	4													

**Four Year BSW Course Curriculum: Rajiv Gandhi University**

		Major 20 (SOW-CC-4740)	4													
<b>8th</b>		Major 21 (SOW-CC-4810)	4	Minor 8 (Research & Publication Ethics) (SOW-MC-4810)	4								RP (SOW-RP-0010)	4	<b>24</b>	
		Major 22 - Elective (SOW-DE-4810)	4													
		Major 23 - Elective (SOW-DE-4820)	4													
		Major 24 - Elective (SOW-DE-4830)	4													
			<b>94</b>		<b>32</b>		<b>9</b>		<b>8</b>		<b>9</b>		<b>6</b>		<b>32</b>	<b>190</b>

**Course Coding Schema**

- 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)
- In Course Codes Second Digit refers to Semester (e.g., 1 for 1st Semester, 2 for 2nd Semester, 3 for 3rd Semester and 4 for 4th Semester)
- The 3<sup>rd</sup> & 4<sup>th</sup> digit refers to the Number of Courses in Sequence and the Last Digit refers to the Sequence of Revision of that particular course
- Course Code for Skill Based Courses offered by Social Work Department: SOW-SE-0010.SOW-SE-0020, SOW-SE-0030, ...
- Course Code for Value Added Courses offered by Social Work Department: SOW-VA-0010.SOW-VA-0020, SOW-VA-0030, ...
- Course Code for Research Project of Social Work Department: SOW-RP-0010
- Internship will carry a three-letter code **INT** followed by category of Internship (**CO** for *Compulsory Internship* and **OP** for *Optional Internship*)

# COURSE STRUCTURE

Sl. No.	Paper Code and Title	Marks			Credit	Hours per Week
		Internal Assessments	End Semester	Aggregate		

Semester I		650	24			
<b>Major Course (CC)</b>						
1.	<b>SOW-CC-1110:</b> Foundations of Social Work (FSW)	20	80	100	4	4
<b>Minor Course (MC)</b>						
2.	<b>SOW-MC-1110:</b> Application of Social Sciences in Social Work (ASSSW)	20	80	100	4	4
<b>Multi-Disciplinary Course (MD)</b>						
3.	<b>SOW-MD-1110:</b> Human Behaviour and Social Change (HBSC)	20	80	100	3	3
<b>Ability Enhancement Course (AE)</b>						
4.	<b>ENG-AE-1110:</b> Communicative English (CE)	20	80	100	4	4
<b>Skill Enhancement Course (SE)</b>						
5.	<b>SOW-SE-0010:</b> Community Organization (CO)	20	80	100	3	3
<b>Value Added Course (VA)</b>						
6.	<b>SOW-VA-0010:</b> Health, Wellness and Yoga (HWY)	20	30	50	2	2
<b>Field Work Practice (FWP)</b>						
7.	<b>SOW-CC-1120:</b> Introduction to Field Work Practice - I (FWP-I)	20	80	100	4	4

Semester II		650	24			
<b>Major Course (CC)</b>						
1.	<b>SOW-CC-1210:</b> Social Case Work (SCW)	20	80	100	4	4
<b>Minor Course (MC)</b>						
2.	<b>SOW-MC-1210:</b> Social Group Work (SGW)	20	80	100	4	4
<b>Multi-Disciplinary Course (MD)</b>						
3.	<b>SOW-MD-1210:</b> Tribal Social Work Practice (TSWP)	20	80	100	3	3
<b>Ability Enhancement Course (AE)</b>						
4.	<b>SOW-AE-1210:</b> Social Work Practice And Media Information Literacy (SWPMIL)	20	80	100	4	4
<b>Skill Enhancement Course (SE)</b>						
5.	<b>SOW-SE-0020:</b> Counselling and Guidance (CG)	20	80	100	3	3
<b>Value Added Course (VA)</b>						
6.	<b>SOW-VA-0020:</b> Human Rights and Social Justice (HRSJ)	20	30	50	2	2
<b>Field Work Practice (FWP)</b>						
7.	<b>SOW-CC-1220:</b> Field Work Practice – II (FWP-II)	20	80	100	4	16

**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)**

# **SEMESTER -I**

**SEMESTER I**

**Major Course**

**SOW-CC-1110: FOUNDATIONS OF SOCIAL WORK (FSW)**

**Marks/ Credits/(L:T:P): 100/4/(3:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand history and evolution of social work profession, both in India and the West 2. To develop insights into the origin and development of ideologies and approaches to social change 3. To develop Skills to understand contemporary reality in its historical context	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand social work as a profession 2. Able to understand various ideologies of social work 3. 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)

**Unit I: An Introduction to Social Work**

1. Social Work: Concept, Meaning, Definition and Objectives
2. Social Work: Nature, Scope and Functions
3. Emergence of Social Work: UK, USA, India
4. Development of Social Work Education in India

**Unit II: Social Work Practicum and Practice Domains**

1. Assumptions and Values of the Social Work
2. Codes of Ethics
3. Principles of Social Work
4. Social Work and its Relation to Human Rights and Social Justice

**Unit III: Approaches and Methods of Social Work Intervention**

1. Profession: Meaning Definition and Attributes
2. Professionalization of Social Work in India
3. Issues and Challenges before Social Work Profession
4. Status of Social Work Profession in India

**Unit IV: Approaches and Ideologies**

1. Professional v/s Voluntary Approaches to Social Work
2. Ideology of Action Groups and Social Movements
3. Generalist Approach to Social Work Practice
4. Influence of Political Ideology on Social Welfare Policies and Programmes

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

**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**

**Minor Course**

**SOW-MC-1110: APPLICATION OF SOCIAL SCIENCES IN SOCIAL WORK (ASSSW)**

**Marks/ Credits/(L:T:P): 100/4/(3:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand basic sociological concepts and notions of society  2. To know the basic concepts of economics and structure of economy  3. To understand the political framework for social welfare	1. Lecture method  2. Assignment  3. Individual and Group Presentation	1. Able to understand the basic sociological concepts and notions of society  2. Able to know the basic concept of economics and structure of economy  3. 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)

**Unit I: Introduction to Sociological Concepts**

1. Society: Meaning, Concept and Evolutionary Traits
2. Caste, Class, Power and Authority
3. Social Values, Norms, Customs, Mores and Culture
4. Social Institutions: Family, Marriage and Religion

**Unit II: Notions of Society**

1. Social Process: Concept, Importance and Types
2. Social Change: Concept, Characteristics and Factors
3. Social Control: Concept, Importance and Agencies
4. Socialization: Concept, Importance and Agencies

**Unit III: Basics of Economics**

1. Micro: Demand and Supply, Cost, Production, Revenue and Market
2. Macro: National Income, Inflation, Money and Banking
3. Public Finance: Public Revenue, Expenditure, Debt, and Budget
4. Economic System: Capitalist, Socialist and Mixed



**Unit IV: Introduction to Political Concepts**

1. State: Origin, Concept and its Organs
2. Concepts of Welfare State
3. Constitution of India and its Salient Features
4. Fundamental Rights, Directive Principles of State Policy

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

**Suggested Readings:**

- 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*, 2<sup>nd</sup> 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 I**

**Multi-Disciplinary Course**

**SOW-MD-1110: HUMAN BEHAVIOUR AND SOCIAL CHANGE (HMSC)**

**Marks/ Credits/(L:T:P): 100/3/(2:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand psychological concepts and its relevance to Social Work  2. To understand the basic concepts and processes in social psychology and its relevance to Social Work  3. To understand determinants and processes of personality development  4. To understand social attitudes and psychosocial behaviour	1. Lecture  2. Assignment  3. Individual and Group Presentation	1. Able to understand psychological concepts and its relevance to Social Work  2. Able to understand the basic concepts and processes in social psychology and its relevance to Social Work  3. Able to understand determinants and processes of personality development  4. Able to understand social attitudes and psycho-social behaviour	1. Semester end examination: 80 Marks  2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Unit I: Introduction to Psychology**

1. Psychology: Concept, Definition and Relevance to Social Work
2. Perception and Learning: Definition, Perspective and Factors
3. Motivation: Concept and Factors affecting Motivation
4. Emotion and Intelligence: Concept, Factors affecting Emotion and Intelligence
5. Stereotypes and Prejudices

**Unit II: Human Growth and Personality**

1. Human Growth and Development: Meaning and Stages
2. Personality: Concept and Determinants
3. Psychoanalytic Theories of Personality: Freud and Carl Jung
4. Behaviour and Humanistic Theories: B.F. Skinner and Carl Rogers
5. Social Attitude: Meaning, Definition, Features and Formation

**Unit III: Introduction to Social Psychology**

1. Social Psychology: Concept, Definition and Relevance to Social Work
2. Influence of Groups on Individual Behaviour
3. Social Perception and Social Cognition: Definitions, Features and Factors
4. Social Influence and Interpersonal Attraction: Definitions, Features and Factors
5. Collective Behaviour: Characteristics and Dynamics
6. Leadership: Meaning, Definitions, Traits and Functions

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

**Suggested Readings:**

- 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.
- Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications.
- 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.
- Kuppuswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.
- 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.

**SEMESTER I**

**Ability Enhancement Course**

**ENG-AE- 1110: COMMUNICATIVE ENGLISH (CE)**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To develop communicative competence  2. To impart knowledge of the technicalities of proper pronunciation, structure, appropriate use and style of English Language  3. To develop English writing and speaking Skills	1. Lecture  2. Assignment  3. Individual and Group Presentation	1. Able to develop communicative competence  2. Able to understand the technicalities of proper pronunciation, structure, appropriate use and style of English Language  3. Able to develop English writing and speaking Skills	1. Semester end examination: 80 Marks  2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Unit I: Communication and Grammar Skills**

1. Language and Communication
2. Differences between Speech and Writing and Distinct Features of Writing
3. Use of Tense, Prepositions and Adverbs, Adjectives, Voice change
4. Proverbs, Vocabulary and Idioms

**Unit II: English for Special and Technical Purpose**

1. Letters, Circulars and Memos
2. Resume Writing
3. Email: Features and functions
4. Minutes of Meeting

**Unit III: Writing Skills**

1. Writing Skills
2. Types of Writing: Descriptive, Narrative, Expository and Analytical
3. Paragraphs, Comprehensive and Content writing
4. Writing Report

**Unit IV: Spoken English**

1. Basics of Communication Skills
2. Public Speaking Skills and Etiquettes
3. Voice, Accent and Presentation Skills
4. Group Discussion, Role Play and Interview

**Key Words:** *Communication Skills, Grammar Skills, Speaking Skills and Writing Skills*

**Suggested Readings:**

- Adair, John. (2003), *Effective Communication*. London: Pan Macmillan Ltd.
- Ajmani, J. C. (2012), *Good English: Getting it Right*. New Delhi: Rupa Publications.
- Amos, Julie-Ann. (2004), *Handling Tough Job Interviews*. Mumbai: Jaico Publishing.
- Bonet, Diana. (2004), *The Business of Listening: Third Edition*. New Delhi: Viva Books.
- Bovee, Courtland L, John V. Thill and Barbara E. Schatzman. (2010), *Business Communication Today: Tenth Edition*. New Jersey: Prentice Hall.
- Brown, Michele and Gyles Brandreth. (1994), *How to Interview and be Interviewed*. London: Sheldon Press.
- Carnegie, Dale. (1997) *The Quick and Easy Way to Effective Speaking*. New York: Pocket Books.
- Collins, Patrick. (2009), *Speak with Power and Confidence*. New York Sterling.
- Guffey, Mary Ellen. (2000), *Essentials of Business Writing*. Ohio: South Western College Pubg.
- Thill, John V. and Courtland L. Bovée, (2013), *Excellence in Business Communication, 10<sup>th</sup> edition*. Boston: Pearson.
- Wren and Martin, (1998), *English Grammar and Composition*, S. Chand Publication, New Delhi.

**SEMESTER I**

**Skill Enhancement Course**

**SOW-SE-0010: COMMUNITY ORGANISATION (CO)**

**Marks/ Credits/(L:T:P): 100/3/(2:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the fundamental concepts and components of community, community organization and social action  2. To understand the models of community organization  3. To learn various tools of PRA	1. Lecture  2. Assignment  3. Individual and Group Presentation	1. Able to demonstrate familiarity with community organization and social action as methods of social work profession  2. Able to develop skills of collecting and collating information to understand community, its structure and components  3. 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)

**Unit I: Community**

1. Community: Concept, Meaning and Definition
2. Components and Characteristics of Community
3. Functions of Community
4. Major Forms of Community: Tribal, Rural, Urban- their Features and Differences

**Unit II: Community Organisation**

1. Community Organization: Concept, Meaning, Definition and Scope
2. Models, Principles and Process of Community organization
3. Knowledge and Skills Pre-requisite for Community Organisation
4. Role of Community Organizer

**Unit III: Participatory Rural Appraisal**

1. PRA & PLA: Concept, Purpose & Evolution
2. Principles of PRA

3. Tools of PRA
4. Community Organisation and Community Development

**Key Words:** *Community, Community Organisation, Social Action and Social Movement*

**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.

**SEMESTER I**

**Value Added Course**

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

**Marks/ Credits/(L:T:P): 50/2/(2:0:0)**

<b>Course objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To acquire a basic understanding of the concept of health and well-being in the context of development  2. 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  3. To develop a knowledge base of Life Skills  4. To gain knowledge about Yoga	1. Lecture  2. Assignment  3. Individual and Group Presentation	1. Able to identify with the role of a professional social worker in diverse health settings	1. Semester end examination: 30 Marks  2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Unit I: Concept of Health, Well-Being and Disease**

1. Health, Well-being and Disease: Concept, Meaning and Definition
2. Health Indicators and Determinants
3. Communicable Diseases: Types and Prevention
4. Non-Communicable Diseases: Types and Prevention

**Unit II: Health Care and Social Work Practice**

1. Health Concerns, Issues and Practices
2. Relevance of Information, Education and Communication (IEC) in Public Health
3. Life Skills: Knowledge and Relevance for Social Workers
4. Yoga: Meaning, Relevance and Application in Personal & Professional Life
5. Role of Social Worker and Community Health

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



**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. shra, (2000). Health and Disease: Dynamics and Dimensions, New Royal Book Company.

**SEMESTER I**

**Compulsory Field Work Course**

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

**Marks/ Credits/(L:T:P): 100/4/(3:0:1)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the basics of field work  2. To understand the concept of self, developing self-awareness and orientation to field work  3. To be familiarized with the professional role of Social Workers	1. Lecture  2. Assignment  3. Individual and Group Presentation	1. Able to understand the concept and place of field work in Social Work education  2. Able to understand and develop self-awareness and orientation to field work  3. Able to explore role of Social Worker in different settings  4. 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)

**Unit I: Understanding Self and Field Work**

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**

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**

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**

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*

**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 -II**

**SEMESTER II**

**Major Course**

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

**Marks/ Credits/(L:T:P): 100/4/(3:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"> <li>1. To understand the individual, family and their problems and the social contextual factors affecting them</li> <li>2. To understand Social Casework as a method of Social Work Practice</li> <li>3. To gain knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals</li> <li>4. To develop an understanding of application of case work in diverse settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Assignment</li> <li>3. Individual and Group Presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.</li> <li>2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording</li> </ol>	<ol style="list-style-type: none"> <li>1. Semester end examination: 80 Marks</li> <li>2. Internal Assessment: 20 Marks (Assignment : 10, Assignment Presentation: 05, Class Participation : 05)</li> </ol>

**Unit I: Introduction to Social Casework**

1. Social Casework: Concept, Nature, Scope, Objectives and Importance
2. Historical Development of Social Casework
3. Components of Social Casework (Person, Place, Problem and Process)
4. Principles of Social Casework

**Unit II: Understanding Individuals and Problems**

1. Individual: Nature and Needs
2. Problems Faced by Individuals and Families
3. Concept of Social Role, Functioning and Coping

4. Casework Practice in different settings: Medical, School, Elderly care Homes, Correctional, and Rehabilitation Centers.

**Unit III: Tools, Techniques and Skills of Social Casework**

1. Casework Relationship, Use of Authority and Advocacy
2. Communication: Observation, Listening, Interviewing and Home Visits
3. Rapport Building and Resource Mobilization
4. Recording in Casework

**Unit IV: Approaches and Process of Social Casework**

1. Task Centered Approach
2. Social Psychological Approach
3. Problem Solving Approach and Integrated approach
4. Phases of Casework Process: Study, Assessment, Intervention, Termination, Evaluation and Follow-up

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

**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**

**Minor Course**

**SOW-MC-1210: SOCIAL GROUP WORK (SGW)**

**Marks/ Credits/(L:T:P): 100/4/(3:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"> <li>1. To understand the nature and types of groups</li> <li>2. To understand Social Group Work as a method of Social Work practice</li> <li>3. To know the basic concepts, tools, techniques, processes and Skills of working with groups</li> <li>4. To develop an understanding of process of group development and group dynamics</li> <li>5. To develop an understanding of application of group work in diverse settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Assignment</li> <li>3. Individual and Group Presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice</li> <li>2. Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Semester End Examination: 80 Marks</li> <li>2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)</li> </ol>

**Unit I: Introduction to Social Group Work**

1. Social Groups: Meaning, Characteristics and Importance
2. Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal
3. Evolution of Social Group Work
4. Values of Social Group Work

**Unit II: Social Group Work and its Practice**

1. Assumptions and Objectives of Social Group Work
2. Models of Social Group Work Practice



3. Application of Social Group Work with Different Groups: Children, Adolescents, Older Persons, Women and Persons with Disability
4. Areas of Social Group Work Practice in Different Settings

**Unit III: Group Process and Dynamics**

1. Stages of Group Development
2. Group Dynamics
3. Principles of Social Group Work
4. Social Group Work Process: Facilitation, Role of Group worker, Leadership and Decision Making

**Unit IV: Skills and Techniques of Social Group Work Practice**

1. Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building
2. Programme Planning and Evaluation
3. Use of Programme Media
4. Group Discussion, Group Counselling, Group Decision Making, and Recording in Group work

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

**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: MacMillian.
- 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 II**

**Multi-Disciplinary Course**

**SOW-MD-1210: TRIBAL SOCIAL WORK PRACTICE (TSWP)**

**Marks/ Credits/(L:T:P): 100/3/(2:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To gain insights about the tribal communities and their social systems  2. To understand the development programmes and their impact on the life of the tribal communities	1. Lecture  2. Assignment  3. Individual and Group Presentation	1. Able to understand tribal social fabric and their institutions  2. Able to understand concerns of tribal communities and strategies of social work interventions in tribal development.	1. Semester end examination: 80 Marks  2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Unit I: Tribal Community**

1. Meaning, Definitions, and Characteristics
2. Basic Concept: Adivasi, Indigenous, Aborigines, Clan
3. Tribes in North East India
4. V & VI Schedules of Indian Constitution

**Unit II: Tribal Institutions**

1. Kinship
2. Marriage
3. Socialisation
4. Customs and Traditions
5. Religion

**Unit III: Social Work Practice with Tribal Communities**

1. Policies and Programmes
2. Social Justice and Empowerment
3. Indigenous Approaches to Development
4. Social Work Intervention Strategies

**Key Words:** *Social Work, Tribal Community and Development*

**Suggested Readings:**

- Chandhuri, 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 21<sup>st</sup> Century. New Delhi: Mittal Publications.
- Tribal Studies, Emerging Facts. New Delhi: Mittal Publications.

**SEMESTER II**

**Ability Enhancement Course**

**SOW-AE-1210: SOCIAL WORK PRACTICE AND MEDIA INFORMATION LITERACY  
(SWPMIL)**

**Marks/ Credits/(L:T:P): 100/4/(3:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"> <li>1. To understand the elements, models and types of communication, media literacy, information literacy, and digital literacy</li> <li>2. To describe the effect of media and information on the process of Communication</li> <li>3. To understand competencies required by social workers for addressing social issues using media and information literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Assignment</li> <li>3. Individual and Group Presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to understand the concept, Importance and relevance of media and information literacy</li> <li>2. Able to understand social realities and issues from the lens of social media</li> <li>3. Able to explore the roles of media and other information providers</li> <li>4. Able to understand how knowledge of media and information literacy is helpful for social workers for critically attending social issues</li> <li>5. Able to develop and sharpen skills for using media, information and digital communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Semester end examination: 80 Marks</li> <li>2. Internal Assessment: 20 Marks (Assignment : 10, Assignment Presentation : 05, Class Participation : 05)</li> </ol>

**Unit I: Introduction to Communication**

1. Communication: Concept, Meaning, Definition and Components
2. Principles and Process of Communication
3. Models and Factors in Communication
4. Types of Communication: Formal and Informal, Interpersonal and Mass, Verbal/Written and Non-Verbal

**Unit II: Media and Information Literacy**

1. Media: Concept, Components and Importance
2. Information and Digital Literacy: Concept, Components and Importance
3. Forms of Media, Information and Digital Literacy: Print and Audio–visual
4. Similarities, Differences and Inter-linkage between Media, Information Literacy and Digital Literacy

**Unit III: Communication Tools**

1. Conventional Communication Tools in Prevention and Resolving Community Issues: Puppets, Songs, Folklore, Street Theatre, Posters, Logos and Exhibitions.
2. Contemporary Communication Tools: Facebook, WhatsApp, Blogs, Instagram and twitter
3. Information Education and Communication: Means and Importance
4. Documentation for Media: Need and styles

**Unit IV: Communication and Social Work Practice**

1. Role of Media and Information in Perception Building of Social Issues
2. Use of Media, Information and Digital Literacy for Social Change
3. Competencies for Social Work Professionals for Using Media, Information and Digital Literacy
4. Communication in Social Work Practice: Agency Structure and Communication; Social Worker and the Communication System

**Key Words:** *Communication, Digital Literacy, Information Literacy, and Media*

**Suggested Readings:**

- Barker, A. (2010), Improve your Communication Skills, The Sunday Times, 2<sup>nd</sup>ed.
- <http://unesco.mil-for-teachers.unaoc.org/modules/module-1/unit-3/>.
- Lata, P., Kumar, S. (2010), Communicate to Conquer. New Delhi: PHI Learning Private Ltd.
- Mohan, K. Banerji, M. (1990). Developing Communication Skills. Birla Institute of Technology and Science, Pilani.
- Rayudu C.S. (2011). Communication. Mumbai: Himalaya Publishing House.
- Singh, K.N. and Singh, S.N. –Effective Communication media for Rural Audiences, Bombay: Dharmmal Morarji Chemical Co. Ltd.
- Singh, U.K. Sudarasan, K.N. Broadcasting Education. New Delhi: Discovery Publishing House.
- Tunitall. J (Ed): Media Sociology: Reader London Constable.
- Vittal, N. Communication for Rural Development in India: some facts, Hyderabad HIRD.

**SEMESTER II**

**Skill Enhancement Course**

**SOW-SE-0020: COUNSELLING AND GUIDANCE (CG)**

**Marks/ Credits/(L:T:P): 100/3/(2:1:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To develop an understanding about the basics of counseling and guidance 2. To understand the theories of counseling 3. To develop ability to apply appropriate counseling techniques with special groups	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand the basics of counseling and guidance 2. Able to understand the theories of counseling 3. Able to develop application of various counseling techniques with special groups 4. Able to understand linkages of counseling and guidance in Social Work	1. Semester End Examination: 80 Marks 2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Unit I: Introduction to Counseling and Guidance**

1. Concept and Definitions of Counseling and Guidance
2. Nature and Scope of Counseling and Guidance
3. Principles of Counseling
4. Counseling Process (Assessment, Intervention, and Termination)

**Unit II: Types and Theories of Counseling**

1. Types of Counseling
2. Theories of Counseling
3. Counseling Techniques
4. Ethical considerations in Counseling

**Unit III: Counseling With Special Groups**

1. Characteristics and Needs of Special Groups
2. Counseling with Socially and Economically Disadvantaged, Destitute and

Orphans

3. Counseling and Guidance with Delinquents, School Drop-outs, HIV - AIDS Patients
4. Identifying Support Networks, Referral Processes and Social Work Intervention

**Key Words:** *Counseling, Guidance, Special Groups and Group Facilitation*

**Suggested Readings:**

- Belack, A.S., Harson, H and Kazdin, A.E. (Ed), (1982). International Handbook of Behaviour Modification and Therapy. New York: Plenum Press.
- Brammer, L.M. and Shostron, E.L. (1982). Therapeutic Psychology – Fundamentals of Counseling and Psychotherapy (4th F.C) Englewood Chiffs: Prentice HallInc.
- Brown, D and Srebahus, D.j.(1988) An Introduction to Counselling Profession. Engle-Wood Cliffs, New Jersey: Prentice Hall.
- Corey, G. (1977) Theory and Practice of Counselling and Psychotherapy, Monterey, CA Book/Cole publishing Company.
- Cormier, L and Hackney, H (1995) The professional Counsellor. Englewood Cliffs, New Prentice Hall.
- Gladding, S.T. (1996) Counselling and Comprehensive Profession, New Delhi: Perntice Hall.
- Lazarus, R.S. and Folkna, S. (1984). Stress, Appraisal and Coping, New York: Soringes.
- May Rollo. (1977) The Art of Counsellig, Nashville: Abingdon.
- Mearns, D and Thome B (1988) Person- Centered Counselling in Action. New Delhi: Sage Publications.
- Nayak, A. K. (2007). Guidance and Counselling. New Delhi: APH Publishing.
- Nugent, F (1990) An Introduction to the profession of Counselling. Columbus, Ohio: Merill Publication Co.
- V.C. Pandey(2007) Educational Guidance and Counselling Paperback.
- Wolpe, J (1973) The Practice of Behaviour Therapy. New York: Pergamen Press.



**SEMESTER II**

**Value Added Course**

**SOW-VA-0020: HUMAN RIGHTS AND SOCIAL JUSTICE (HRSJ)**

**Marks/ Credits/(L:T:P): 50/2/(2:0:0)**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"> <li>1. To help students understand the concept of human rights and its significance to the Social Work profession</li> <li>2. To sensitize students for the application of human rights to the various practice domains of the profession</li> <li>3. To develop Understanding on Human Right based Social Work interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Assignment</li> <li>3. Individual and Group Presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to understand the concept of human rights and its significance to the Social Work profession</li> <li>2. Able to understand the application of human rights to the various practice domains of the profession</li> <li>3. Able to Understand on Human Right based Social Work interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. Semester End Examination: 30 Marks</li> <li>2. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)</li> </ol>

**Unit I: Human Rights**

1. Concept of Rights and its Origin
2. Understanding the Concept & Principles of Human Rights
3. Classification of Human Rights
4. Human Rights and Indian Constitution
5. Understanding Human Right Based Social Work Interventions in Various Fields

**Unit II: Social Justice**

1. Social Justice: Concept, Definitions and Scope
2. Relationship of Social Justice with Social Legislation

3. Issues of Social Justice in India
4. Legislations Pertaining to Social Defence, Social Security and Social Assistance
5. Role of Social Worker in Promoting Social Legislation and Social Justice

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

**Suggested Readings:**

- 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. (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.

**SEMESTER II**

**Compulsory Field Work Course**

**SOW-CC-1220: FIELD WORK PRACTICE - II (FWP-II)**

**Marks/ Credits/(L:T:P): 100/4/(0:0:4)**

<b>Objectives</b>	<b>Expected Outcomes</b>	<b>Course Evaluation</b>
1. To provide an exposure to and understanding about the various agency settings to the students	1. Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them	1. Total Marks: 100
2. To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations	2. Able to understand role of professional Social Workers in different settings	2. Field Work Evaluation: 75
3. To understand the skilful application of programme media	3. Able to understand programme media Skills in planning Social Work interventions	3. Field Work Viva Voce: 25
4. To develop Skills in record writing and use of supervision	4. Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions	

**Field Work Tasks /Activities**

1. Observation Visits to the governmental or non-governmental organizations. At least five Observation Visits should be organized highlighting the role of Social Work Profession in the given area. Some of the Social Work areas where visits can be organized are:
  - 1.1. Health Setting- Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, and HIV Guidance Centers etc.
  - 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
3. Individual and Group Conference with Field Work Supervisor after Observation Visits
4. Report Writing