Assam University, Silchar

Syllabus of Five Year Integrated Social Work Programme

Implemented under NEP 2020

Effective from the Academic Year 2023-24

Submitted by
Department of Social Work
Assam University, Silchar

Programme Specific Outcome

Bachelor of Social Work with Honours/Honours and Research (BSW)

And

Master of Social Work (MSW)

This proposed integrated Bachelor's and Master's curriculum in Social Work has been developed with a strong emphasis on the theoretical underpinnings and practice dimensions relevant to social work practice in diverse settings with a focus on issues of vulnerable and marginalised groups. It is aimed to gain a critical understanding of the major developmental debates and learn practice skills aimed at addressing them. The programme introduces the substantive problems, concepts, theories, strategies and key actors in the society with due attention to the socio-economic, political and cultural dimensions of Indian society. The programme lays emphasis on the disciplinary foundations; the methods of social work practice; and the attitudes, skills and knowledge which inform the practice dimensions. It attempts to integrate the macro with the underlying micro issues in the context of India with some emphasis on the development issues in the north-eastern region of the country.

Overall, the five-year Social Work course has been designed in a manner that students develop a basic knowledge of social work profession and its methods at bachelor's level and at the master's level they build advanced knowledge of the same at the master's level. Different areas of social work practice have been spread across the ten semesters and some areas have been repeated at the master's level but at a more in-depth and advanced level. The research content in the curriculum is designed in a manner that enables the students to write a dissertation in the final semester of their education and training. Fieldwork has been emphasised in all the semesters as social work is a practice-oriented discipline.

Programme Specific Outcomes

- To contextually understand the evolution of social work profession and its methods.
- To develop the ability to think critically and articulate the developmental issues, problems and debates encountered in social work practice.
- To further the skills of the students in dealing with people and their problems.
- To strengthen the ability of the students to integrate theory with practice.
- To develop analytical ability of the students through in-depth learning of research process.

Department of Social Work
Jadunath Sarkar School of Social Sciences
Assam University:: Silchar

UG Course (BSW) Structure and Syllabus (1ˢᵗ year) under NEP, 2020

BSW: Semester-1

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
BSW-DSC-101	Introduction to Social Work	Discipline Specific Course (DSC) **Core/Major**	3	3	100
BSW-DSC-102	Concurrent Field Work	Discipline Specific Course (DSC) **Core/ Major**	3	6	100
BSW-DSM-103	(A) Fields of Social Work Practice (B) Life Skills for Social Work Practice	Discipline Specific Minor (DSM)	4	4	100
BSW-IDC-104	Psychology for Social Workers	Inter-Disciplinary Courses (IDC)	3	3	100
BSW-AEC-101	(A) Bengali (B) Hindi (C) Sanskrit	Ability Enhancement Course (AEC)Language	2	2	50*
BSW-SEC-105	Digital Skills for Social Workers	Skill Enhancement Courses (SEC)	3	3	100
BSW-VAC-101	(A) NCC (B) NSS (C) Sports (D) Health and wellness and Yoga	Common Value Added Courses (VAC)	3	3	100*
Total Credits			**21**	**24**	**650**

*Concerned Department/Centre/Unit of University will prepare the syllabus.

BSW: Semester-2

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
BSW-DSC-151	Social Casework	Discipline Specific Course (DSC) **Core/Major**	3	3	100
BSW-DSC-152	Concurrent Field Work	Discipline Specific Course (DSC) **Core/ Major**	3	6	100
BSW-DSM-153	(A) Development Issues in NorthEast India (B) Social Movements in India	Discipline Specific Minor (DSM)	4	4	100
BSW-IDC-154	Social Science Concepts for Social Workers –I (Sociology)	Inter-Disciplinary Courses (IDC)	3	3	100
BSW-AEC-151	General English-1	Ability Enhancement Course (AEC)Language	2	2	50*
BSW-SEC-155	Programme Media and its Application	Skill Enhancement Courses (SEC)	3	3	100
BSW-VAC-151	(A) Environmental Science (EVS)	Common Value Added Courses (VAC)	3	3	100*
Total Credits			**21**	**24**	**650**
	Certificate in Social Work (one year)		**42**		**1300**

*Concerned Department/Centre/Unit of University will prepare the syllabus

BSW: Semester-3

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks

BSW-DSC-201	Social Group Work	Discipline Specific Course (DSC) **Core/Major**	3	3	100
BSW-DSC-202	Social Work with Families and Children – 1	Discipline Specific Course (DSC) **Core/ Major**	3	3	100
BSW-DSC-203	Concurrent Field Work	Discipline Specific Course (DSC) **Core/ Major**	3	6	100
BSW-DSM-204	(A) Social Work Practice with Elderly (B) Rural Development and Governance	Discipline Specific Minor (DSM)	4	4	100
BSW-IDC-205	Social Science Concepts for Social Workers–II (Economics &Political Science)	Inter-Disciplinary Courses (IDC)	3	3	100
BSW-AEC-201	(A) Bengali (Advanced course) (B) Hindi (Advanced course) (C) Sanskrit (Advanced course)	Ability Enhancement Course (AEC)Language	2	2	50*
BSW-SEC-206	Professional Communication	Skill Enhancement Courses (SEC)	3	3	100
Total Credits			**21**	**24**	**650**

*Concerned Department/Centre/Unit of University will prepare the syllabus

BSW: Semester-4

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
BSW-DSC-251	Working with Communities	Discipline Specific Course (DSC) **Core/Major**	3	3	100
BSW-DSC-252	Social Action: Different Ideological Perspectives	Discipline Specific Course (DSC) **Core/ Major**	3	3	100
BSW-DSC-253	Social Welfare Administration-1		4	4	100
BSW-DSC-254	Concurrent Field Work		4	8	100
BSW-DSM-255	(A) Community Health and Social Work (B) Urban Development and Governance	Discipline Specific Minor (DSM)	4	4	100
BSW-AEC-251	General English -2	Ability Enhancement Course (AEC)Language	2	2	50*
Total Credits			**20**	**24**	**550**
	UG Diploma in Social Work (2 years)		**83**		**2500**

*Concerned Department/Centre/Unit of University will prepare the syllabus

BSW: Semester-5

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
BSW-DSC-301	Human Rights, Social Justice and Social Work	Discipline Specific Course (DSC) **Core/Major**	3	3	100
BSW-DSC-302	Feminist Theory and Social Work Practice	Discipline Specific Course (DSC) **Core/ Major**	3	3	100
BSW-DSC-303	Social Legislations-1	Discipline Specific Course (DSC) **Core/ Major**	4	4	100
BSW-DSC-304	Concurrent Field Work	Discipline Specific Course (DSC) **Core/ Major**	4	8	100
BSW-DSM-305	(A) Social Work Practice with Youth (B) Social Work Practice with Differently - abled persons	Discipline Specific Minor (DSM)	4	4	100
Summer Internship			2	2	50
Total Credits			**20**	**24**	**550**

BSW: Semester-6

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
BSW-DSC-351	Social Work Research	Discipline Specific Course (DSC) **Core/Major**	4	4	100
BSW-DSC-352	Disaster Management-1	Discipline Specific Course (DSC) **Core/ Major**	4	4	100
BSW-DSC-353	Integrated Social Work Practice	Discipline Specific Course (DSC) **Core/ Major**	4	4	100
BSW-DSC-354	Concurrent Field Work	Discipline Specific Course (DSC) **Core/ Major**	4	8	100
BSW-DSM-355	(A) Social Work with Working Class (B) Social Policy and Planning	Discipline Specific Minor (DSM)	4	4	100
Total Credits			**20**	**24**	**500**
	BSW Degree (3 years)		**123**		**3550**

BSW: Semester-7

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
BSW-DSC-401	History and Perspectives of Social Work	Discipline Specific Course (DSC) **Core/Major**	4	4	100
BSW-DSC-402	Political Economy and Development	Discipline Specific Course (DSC) **Core/ Major**	4	4	100
BSW-DSC-403	Quantitative Research	Discipline Specific Course (DSC) **Core/ Major**	4	4	100
BSW-DSC-404	Concurrent Field Work	Discipline Specific Course (DSC) **Core/ Major**	4	8	100
BSW-DSM-405	(A) Livelihood and Social Entrepreneurship (B) Tribal Development	Discipline Specific Minor (DSM)	4	4	100
Total Credits			**20**	**24**	**500**

BSW: Semester-8

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
BSW-DSC-451	Qualitative Research	Discipline Specific Course (DSC) **Core/Major**	4	4	100
BSW-DSM-452	(A) Social Exclusion and Inclusion (B) Peace and Conflict Studies in North East India	Discipline Specific Minor (DSM)	4	4	100
BSW-RP-453	Dissertation	Research Project	12	24	300
BSW-OP-454	NGO Management	In lieu of Dissertation	4	4	100
BSW-OP-455	Crime and Correctional Administration	In lieu of Dissertation	4	4	100
BSW-OP-456	Medical and Psychiatric Social Work	In lieu of Dissertation	4	4	100
Total Credits			**20**	**28**	**500**
	BSW (Hons.) Degree [4 years]		**163**		**4550**

* For Ability Enhancement Course (AEC)Language and Value Added Courses (VAC), Assam University will prepare Common Course structure and Syllabus for all UG Departments.

NB:
1. Students need to pick up One Paper from each Basket for Discipline Specific Minor (DSM), Ability Enhancement Course (AEC) Language; and Value-Added Courses (VAC).

BSW: Semester-1

Course Title	Introduction to Social Work
Course Code	BSW-DSC-101
Semester	1st Semester
Credits	3

Rationale

This paper is an orientation seminar for first-year students enrolled in social work. It introduces students to the basic concepts including history of professional social work. Students are introduced to the scope and parameters of the social work profession, the diversity of levels and contexts of intervention, the range of methods and tools that guide social work practice. The contents of the paper will help the students in distinguishing between professional social work and other related concepts.

Objectives

- To acquire awareness of the tradition of social service in the society and the current professional approach to Social Work.
- To identify characteristics of effective social work and human service provision among people culturally different from themselves.
- To develop an understanding of the values, principles and goals of professional social work.
- To develop an understanding of the tools of social work intervention.

Learning Outcomes

- Students will be able to recognize social work as a professional practice.
- Students will be able to understand the nature and scope of social work.
- Students will be able to comprehend the understand the core mandates that guide professional social work practice.
- Students will be able to appreciate various social work tools.

Unit	Contents
1.	**Social Work:** Definitions; Emergence and historical development of social work in the West and in India.

2.	**Nature and Scope of Social Work:** Objectives; Methods; Values; Ethics; Principles; Functions
3.	**Social Work and Related Concepts:** Distinction between social services, social reform, social welfare, social change, social development and social work.
4.	**Social Work Tools:** Observation; Listening; Rapport Building; Interview; Home Visit; Recording.

Readings

Doel, M. (2012). *Social work: The basics.* Routledge.

Dubois, B. & Miley, K.K. (2011). *Social work: An empowering profession*. Allyn and Bacon.

Friedlander, W. A. (1964). *Concepts and methods of social work*. Prentice Hall.

Gore, M.S. (1965). *Social work and social work education*. Asia Publishing House.

Higham, P. (2006). *Introducing professional practice*. Sage Publications.

Moorthy, M.V. (1974). *Social work: Philosophy, methods and fields*. Karnataka University.

Piccard B.J. (1998). *Introduction to social work: A premier.* Dorsey Press.

Reamer, F.G. (2006). *Social work values and ethics.* Columbia University Press.

Skidmore, R. A. and Thackeray, M. G. (1982). *Introduction to social work*. Prentice Hall Englewood Cliffs.

Trevithick, P. (2011). *Social work skills and knowledge: A practice handbook*. McGraw-Hill Education.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√		√	√				

Course Title	Field Work
Course Code	BSW-DSC- 102
Semester	1st Semester
Credits	3

Objectives

1. To understand the basics of fieldwork, concept of self and fieldwork and the professional role of social workers.
2. To get first-hand information about its objectives, activities, procedures, processes and working of different government and non-governmental organizations.
3. To critically understand and appreciate programmes and projects of governmental and non-governmental organizations.
4. To enhance importance of skills in report writing and documentation

Learning Outcomes

1. Students will be able to understand the concept of field work education to develop self-awareness.
2. Students will be able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.
3. Students will be able to understand programmes and projects of governmental and non-governmental organization.

	Units	
	• **Orientation Lecture :** There shall be a minimum of 10 orientation lecture in the First semester Field work Practicum. This will focus on preparing the students about the field work, concept, definitions, purpose and components, understanding self-awareness and self-management, time management, goal setting, field work practice and ethics, fieldwork record and writing skills and techniques like rapport building, observation and analysis, advocacy, and networking with individual, group and community.	
	• **Orientation Visits:** There shall be orientation visits to provide exposure to and understanding of the services provided in responses to people's needs to governmental and non-governmental organization highlighting the role of social work profession (i.e. agencies in health setting, education, community, institutional and Noninstitutional services, criminal justice system, civic administration, rehabilitation, Local bodies, etc.). Soon after the completion of "orientation visits to	

| | fields of social work", a student conference shall be conducted to share the orientation visit experiences and learning. The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester. | |

References:

Subedar,I.S. (2001). *Field Work Training in Social Work*. Rawat Publications

Kadushin, Alfred Harkness, Daniel (2005). *Supervision in Social Work,* Rawat Publication

Kumar,S. (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. ITDG Publishing.

Tata Institute of Social Sciences (1998). *Field Work Manual for First Year Social Work*, Tata Institute of Social Sciences

IGNOU School of Social Work (2013), *Field Work Practicum in Social Work Part*, https://www.youtube.com/watch?v=a6u_YBsoKC

Course Title	**Fields of Social Work Practice**
Course Code	BSW-DSM-103 (A)
Semester	1st semester
Credits	4 Credits

Rationale:

Field setting of Social Work is diverse and therefore Social Work students need to be trained in different fields of social work Practice. Students of social work are trained to make Interventions in the fields of Family and child welfare, Medical and Psychiatric social work, Community Development, Sustainable development and social work and Disability and Social Work globally and in India. Issues of sustainable development is relevant in contemporary times in the context of climate change.

Objectives:

- Understand the concept, definition, objectives and functions and Fields of social work.
- Understand the current trends in Fields of social work practice in India.
- Develop understanding about the fields of social work.

Learning Outcomes:

- This course will also orient the students about the issues of contemporary relevance in these respective fields and provide them awareness of the broad canvas of social work practice.
- Education and training in various fields of Social Work Practice will enable learners to make successful intervention in these areas and develop the competence to address the problems in these diverse fields.

Unit	Contents
1.	**Family & Child Welfare:** Social work intervention in Child welfare and Development services; Functions of Juvenile Justice boards, Observation homes, Special homes, Child welfare committees. Duties and responsibilities of Social workers in Rehabilitation and Reintegration. Structure and Functions of Family Counselling Centres: Role of Social workers in providing Counselling Services
2.	**Medical & Psychiatric Social Work:**

		Concept of Patient as a Person. Social & Emotional factors involved in disease. Reaction to terminal illness. Role of medical social worker, role of psychiatric social worker
3.		**Community Development:** Contemporary Community development Programmes of government: MGNREGA, NRLM, National Health Mission, Sarva Siksha Abhiyan (SSA), Food security Act and Public Distribution System. Role of NGOs/CBOs in Community Development. Role of Social workers in effective implementation of Community Development Programmes.
4.		**Environment, Sustainable Development and Social work** Environment: Definition and components, impact of environmental degradation on marginalized groups, Climate change: Social implications and consequences such as disasters; food shortages; migration and conflict. Sustainable Development: Concept and challenges, Environmental movements in India.
5.		**Disability and Social Work** Concept and meaning: Disability, Impairment, Handicap, and differently abled, causes of disability, Categories of persons with disability: Physical, orthopaedic, visual, motor & sensory, intellectual and multiple disability, Needs and problems of persons with disability, Prevention of Disability, Rehabilitation programmes for the PWDs.

Readings:

Chowdhary, Paul. D. (1995), Introduction to Social Work: history, concept, methods and fields. Delhi, Atma Ram & Sons

Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) The Fields of Social Work, New York : Henry Holt and Company.

Friedlander, WA, (1959), Introduction to Social welfare, New York Prentice Hall.

Government of India (1980), Social Welfare in India, Planning Commission, New Delhi.

Jacob, K. K. (1965), Methods & Fields of Social Work in India, Bombay: Asia Publishing

Kulkarni, PD and MC Nanavati (1998), NGOs in the Changing Scenario, Uppal Publishing House, New Delhi.

Moorthy, M. V. (1974), Social Work - Philosophy, Methods and Fields, Dharwar, Karnatak University. Shastri, Rajaram: Samaj Karya(Varanasi: Kalyan Tatha Siksha Sansthan,1972) Bachelor of Social Work Degree Syllabus (CBCS), 2016-17--Surendra Singh (Chief Editor) (2012), Encyclopedia of Social work in India: New Royal Book Company, Lucknow, 2012

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√		√	√				

Course Title	**Life Skills for Social Work Practice**
Course Code	BSW-DSM-103(B)
Semester	1st Semester
Credits	4

Rationale

This course aims to orient the students to understand the importance of the "self" and the relevance of "self-awareness" for personal and professional development. The course offers a theoretical understanding of life skills as well as an overview of core life skills such as social skills, thinking and coping skills, and effective communication skills. It will also provide opportunities for developing practice-based skills aimed at enhancing competence in all walks of life. Moreover, social work interventions use these life skills to develop individual capacity to adjust with their immediate social environment. The course will make the students to understand the importance of life skills in social work practice.

Objectives

- Understand the concept of life-skills and its importance.
- Appreciate the significance of social skills for developing oneself and have meaningful personal as well as professional relationships.
- Understand and inculcate effective thinking skills.
- Learn how to deal with emotions and stress.
- Develop an overall improved personality.
- Develop professional competency required for effective social work practice.

Learning Outcomes
- Students will understand life skills and its importance to social workers.
- Students can learn to analyse their self-awareness through various tools.
- Students will develop critical thinking and creative problem solving ablities.
- Students will develop effective management of time, stress, emotions, and teams.
- Students will be able to hone writing and presentation skills.

Unit	Content
1	**Basics of Life Skills:** Concept, Core life skills, Importance of Life Skills in Social Work Practice.
2	**Social Skills:** Self-Awareness (Johari Window, SWOT Analysis); Sympathy, Empathy & Altruism; Socialization and Interpersonal Relationship.
3	**Thinking Skills:** Concept of Thinking, Elements of Thought and Types (Reasoning, Creative and Critical Thinking); Problem Solving Steps; Decision Making (Process, Models and Goal Setting).
4	**Coping Skills:** Coping with Emotions (Coping Strategies), Stress Management, Time

	Management, Team Work.
5	**Effective Communication Skills:** Active listening; Congruence between Verbal and Non-Verbal Communication; Writing Skills and Presentation skill.

Readings

Atkinson, J. (1993). *Better Time Management.* Indus.

Bishop, S. (1996). *Develop Your Assertiveness.* Kogan Page India.

Clements, P. (1998). *Be Positive.* Kogam Page India Pvt.

D'Souza, A. (1995). *Leadership.* Better Yourself Books.

Datar, S. (2010). *Skill Training for Social Workers.* Sage Publications.

Davar, S. R.. (1996). *Creative Leadership.* UBS Publishers.

Gupta, S. (2001). *Etiquette and Manners.* Pustak Mahal.

Hasks, H. (1995). *Motivating People.* Pustak Mahal.

Iyengar, B .K. S. (2005). *The Art of Yoga.* Harper Collins.

Johnson, D. and Johnson F. P. (1982). *Joining Together: Group Theory and Group Skills.* Prentice-Hall.

Lindenfield, G. (1997). *Assert Yourself.* Harper Collins Publishers India.

Lundlow, R. and Panton, F. (1995). *Effective communication.* Prentice- Hall of India Private.

Maheswari, G. D. (2000). *Complete Guide to Career Planning.* S. Chand & Company.

McGrath, E.H. (1997). *Training for Life and Leadership in Industry.* Prentice Hall of India.

Nelson, R and Jones. (1990). *Human Relationship Skills.* Better yourself Books.

Pestonjee, D.M. (1999). *Stress and Coping* (2nd Ed.). Sage Publications.

Rangnekar, S. (1996). *In the World of Corporate Managers.* Vikas Publishing House.

Sing, D. (2006). *Emotional Intelligence at work* (3rd Ed.). Response Books.

Stogdon, C. & Kiteley, R. (2010). *Study Skills for Social Workers.* Sage Publications.

Vas S.R. L. (2001). *Discover the power of your Inner Self.* Better Yourself Books.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√		√	√				

Course Title	Psychology for Social Workers
Course Code	BSW-IDC-104
Semester	1st Semester
Credits	3

Rationale:

Knowledge on psychology is essential for social workers to work effectively with individuals, groups and communities. This paper will enable the learners to develop a better understanding of theoretical and practical knowledge of psychology for effective social work practice.

Objectives

- To understand the importance of psychology for social work practice.
- To study the factors of heredity and environment that influence human development.
- To understand the human behaviour during the development stages in Indian context.
- To apply basic concepts and processes of psychology in social work practice.

Learning Outcomes

- Learners will understand the relevance of psychology in social work practice.
- Learners will study the fields and process of psychology and apply the knowledge in social work settings.
- Learners will observe the various factors that influence human behaviour.
- Learners will analyse the human growth and development during different stages of life-span.

Unit	Contents
1.	**Psychology:** Definition, nature and scope; Branches and fields of psychology; Methods of Psychology – Experimental, Observation, and Clinical; Relevance of psychology for social work practice. Factors influencing Human Behaviour: Heredity- Concept, mechanism and influence of heredity on human behaviour; Environment- Concept and influence of Social, physical and family environment;

2.	**Societal Behaviour:** Social perception –attitudes, prejudices, biases, stereotyping; Individuals in groups –group norms, group conformity vs. deviation; Crowd, mob, propaganda, rumours; Adjustment – Concept and factors, Stress and frustration, conflict.
3.	**Human Growth and Development:** Stages of development; Parental period, Infancy, babyhood, childhood, puberty, adolescence -. Growth, hazards, lifestyle effects; Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment; Aging - Characteristics, hobbies, adjustment, physical and mental health, death, dying and bereavement.
4.	**Basic Psychological Processes:** Perception, learning, language, thought, attention, memory, motivation, and emotion.

Readings

Cofer, C. N. and Applay M. H. (1980). *Motivation Theory and Research*. New Delhi: Wiley Eastern Ltd.

Daniel, R. S. (1965). *Contemporary Readings in General Psychology*. Boston: Houghton Mifflin Co.

Davidoff, L. (1981). *Introduction to Psychology*. New Delhi: Tata McGraw Hill- Edition.

Fairweather, G. W. (1964). *Social Psychology in Treating Mental Illness*. Sydney: John Wiley & Sons.

Floyd, L. R. (1970). *Psychology and Life.* Bombay: D.B. Taraporewala Sons and Co. Pvt. Ltd.

Gardner, M. (1964). *An Introduction to Psychology*. Calcutta: Oxford and IBH.

Gilbreth, L. M. (2007). *The Psychology Management*. New Delhi: Intellectual Book Bureau

Halleck, S. L. (1967). *Psychiatry and the Dilemmas of Crime*. New York: Harper & Row Publishers.

Hurlock, E. (1976). *Personality Development.* New Delhi: Tata McGraw Hill.

Kapur, M. (1955). *Mental Health of Indian Children*. New Delhi: Sage publication.

Mangal, S. K. (2007). *General Psychology*. New Delhi: Sterling Publisher Pvt. Ltd.

Morgan and King. (1993). *Introduction to Psychology.* New Delhi: Tata McGraw Hill- Edition.

Munn, N. (1962). *Introduction to Psychology.* Boston: Houghton Mifflin Company Publishing Co. Ltd.

Shariff, I. (2006). *Personality Development and Social Work*. Jaipur: Raj Publishing House.

Sherif, M. and Sherif, C. W. (1969). *Social Psychology*. New York: Harper and Row. Publishing Co. Ltd.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√		√	√				

Course Title	Digital Skills for Social Workers
Course Code	BSW-SEC-105
Semester	1st Semester
Credits	3

Rationale:

This course aims at understanding of digital technology and its application in Social Work practice. It helps to gain knowledge about various types of digital technology in different Social Work interventions. It further helps in developing various digital skills and competencies for working with individuals, groups and community in diverse settings.

Objectives:
- To enlighten the basics of Computer Applications
- To develop an understanding about the importance of technology in social work
- To develop and practice the digital skills in social work practice

Learning outcomes:
- Students will be able to learn basics of computer operation
- Students will be able to understand various digital skills and related ethical issues
- Students will be able to apply digital skills in social work practice.

Unit	Contents
1.	**Unit-I: Basic of Computer Applications:** Knowing computer: Computer, and its Basic Applications; Components of Computer System; Concepts of Hardware and Software; Concept of Computing, Data and Information; Applications of IECT – e-governance; Understanding and Use of Word Processing, Spread Sheets and Power Point; Making Small Presentation; Introduction to Internet, WWW and Web Browsers.
2.	**Unit–II Introduction to Digital Technology** Meaning, Types and importance of digital technology in Social Work Practice. Effective usage of Internet, Usage of Social Media for Social Campaign, Cyber Security and Ethical Risks.
3.	**Unit- III: Usage of Digital Technology in Social Work** Usage of Digital Technology in Case Work, Group Work And Community Organization; Digital Technology in Health Care; Online Courses; Tools – Google Drive, Google Form, Podcasts, COBO, Open Broadcaster Software, Mind Map, and Reference Management Software.
4.	**Unit–IV: Digital Social Work** Therapeutic Use: Digital Music and Therapeutic Song for treatment; Blog: A Tool for Social Justice; Online, Telephonic and Video Counseling; Cyber Therapy (avatar therapy), Self-guided web-based interventions, Electronic social networks, e-mail, and text messages Effective Usage of Digital Technology during Pandemic Situation: Zoom, Google Meet, Club House, and Microsoft Teams.

Readings:

1. Laurelet.al. (2019). Teaching Social Work with Digital Technology, CSWE Press.

2. Godfred Boahen (2020). *COVID-19:Using Digital Technology in Relationship-Based Practice to Bridge the Gapin Social Distancing*, Social care institute for excellence, *https://www.scie.org.uk/social-work/digital-capabilities/blogs/covid-digital-echnology*

3. John Hughes (2020). *Zoom vs Microsoft Teams vs Google Meet: Top Video Conferencing Apps Compared*, codinwp,

   https://www.codeinwp.com/blog/zoom-vs-microsoft-teams-vs-google-meet/

4. Frederic G. (2019). Social Work Education in a Digital World: Technology Standards for Education and Practice, *Journal of Social Work Education*, 55(2):1-13

Digital Reference:

5. Digital Technology and Social Work.

   https://www.basw.co.uk/digital-technology-and-social-work-webinar

6. 4 Ways to Use Digital Tools to Engage Clients

   https://www.socialwork.career/2014/02/4-ways-to-use-digital-tools-to-engage-clients.html

7. Hong Zhu & Synnøve,T. Andersen (2021). Digital competence in social work practice and education: experiences from Norway

   https://www.tandfonline.com/doi/full/10.1080/2156857X.2021.1899967

8. Digital capabilities for social workers. https://www.youtube.com/watch?v=ft6kW-GMmIE

9. Social work practice with digital communication technologies. https://www.youtube.com/watch?v=Oja8V5GcoTk

10. Digital technologies for social inclusion. https://www.un.org/development/desa/dspd/2021/02/digital-technologies-for-social-inclusion-2/

11. Digital Capabilities for Social Workers.

    https://www.scie.org.uk/social-work/digital-capabilities/resources/social-workers

12. A Review of the New Standards for Technology in Social Work Practice. https://www.youtube.com/watch?v=Gj8hjvikp44

13. Future is Bright for AI and Social Work.

    https://www.cais.usc.edu/news/future-is-bright-for-ai-and-social-work

14. Make Time for What Matters, Part 2: Using Technology to Improve Efficiency and Developing Strong Relationships

    https://schoolsocialwork.net/make-time-for-what-matters- part-2-using-technology-to-improve-efficiency-and-developing-strong-relationships/

Pedagogy: Lecture and Lab, Assignment, Individual and Group, Discussion/Presentation

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
L	**T**	**P**	**S**				

BSW: SEMESTER-2

Course Title	Social Casework
Course Code	BSW-DSC-151
Semester	2nd Semester
Credits	3

Rationale

Case Work is one of the Primary Method of Social Work. It is about the approaches, tools and techniques of working with individuals and families. It is concerned with the adjustment and development of individual towards more satisfying human relations. Social case work is one to one relationship which works in helping the individual for his adjustment and development. It signifies the value base of social work with both individuals and families. It will enable students to acquire knowledge of different intervention models and develop skills to utilize them selectively. It will also help students to develop self-awareness in the process of acquiring professional competence.

Objectives

- To understand casework as a method of social work.
- To gain knowledge about the values and principles of working with individuals and families
- To develop the ability to critically analyse problems of individuals and families and factors affecting them.
- To enhance understanding of the basic concepts, tools and techniques in working with individuals and families, in problem-solving and in developmental work.
- To develop appropriate skills and attitudes to work with individuals and families.

Learning Outcomes

- Students will be able to know the History, Principles and components of case work.
- Students will be able to understand the different applications of case work tools and components
- Students can relate social case work methods with other methods of social work.

- It will enhance the knowledge of the students to articulate clearly about the role and functions of the case worker.

Unit	Contents
1.	**Introduction to Social Casework:** Social case work: Meaning, Definitions, Nature and Objectives, scope, Values, Historical development of Case Work as a Method of Social work, Adjustment and mal adjustment.
2.	**Principles and Components of Casework:** Principles: Individualization, acceptance, non- judgmental attitude, control of emotions, effective communication of feeling, client self-determination, and confidentiality; Components: The person, the problem, the place and the process.
3.	**Process of Social Casework:** Process in casework: Intake, Rapport Building, Psycho-social study/ Investigation, Psycho-social diagnosis (Assesement),Intervention and Treatment (problem solving process) Monitoring and evaluation, Evaluation, follow-up, and termination.
4.	**Tools and Techniques of Casework:** Case work tools: Interview, home visit, observation, listening, Records- nature, purpose and principles of recording; Techniques of casework: Supportive, resource enhancement and counselling; Application of case work methods in educational settings, health settings, Community setting

Readings

Banerjee, G. R. (1967). Concept of Being and Becoming in the Practice of Social Work. *The IndianJournal of Social Work*.

Barba, J. G. (1991). *Beyond Casework*. London: Macmillan.

Biestek, F. P. (1957). *The Case Work Relationship*. London: George Allen and Unwin.

Hamilton, G. (1946). *Principles of Social Case Recording*. New York: Columbia University Press. Hartman, A. and Laird, J. (1983). *Family Centered Social Work Practice*. New York: The Free Press.Hollis, F. (1964). *Case Work - A Psychological Therapy*. New York: Random House.

Fisher, J. (1978). *Effective Case Work Practice - An Eclectic Approach*. New York: McGraw Hill.Mathew, G. (1992). *An Introduction to Social Case Work*. Bombay: Tata

Institute of Social Sciences.Nursten, J. (1974). *Process of Case Work*. G.B: Pitman Publications.

Perlman, H. H. (1957). *Social Case Work: A Problem-Solving Process*. Chicago: The University ofChicago Press.

Pippins, J. A. (1980). *Developing Case Work Skills*. California: Sage Publications.Richmond, M. E. (1917). *Social Diagnosis*. New York: Free Press.

Sainsbury, E. (1970). *Social Diagnosis in Case Work*. London: Routledge and Kegan Paul.

Sena, F. F. and Glass, P. H. (1996). *The First Helping Interview Engaging the Client and buildingTrust*. Sage Publication. '

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√		√	√				

Course Title	Concurrent Fieldwork
Course Code	BSW-DSC-152
Semester	2nd Semester
Credits	3

Objectives:

- To develop the ability to build rapport with the community people
- To develop the skill to practice social case work
- To develop understanding of identities of people, dynamics of relationships, resources and opportunities to deal with them.
- Develop an ability to critically examine and appreciate programmes and projects of governmental and non-governmental social welfare/developmental agencies/organizations in the community
- Develop understanding of principles, skills, techniques, programme Media and their application.

Learning Outcomes:

- Capable enough to critically examine the community structure, power dynamics and understand the community and identify the problems and felt needs of people and network with relevant agencies to solve the problems.
- Ability to practice Social Case Work
- Able to integrate theoretical knowledge with field practice (i.e. principles, skills,techniques etc.).
- Able to write field work records

Tasks/Activities:

1. Perform the assigned tasks during concurrent field work.
2. Regular reporting to supervisors duringscheduled meetings and supervisory/individual conferences in order to seek guidance.
3. Prepare and submit learning plan, agency/community profile in a timely and appropriatemanner.
4. Complete and submit weekly records of concurrent field work in a prescribed manner.
5. Rapport building with the contact person / community members.
6. Understanding and recording the community profile and its historical background.
7. Demographic profile (Population; Sex Ratio ; Livelihood Pattern ; Religion; Caste; Education etc.)
8. Community mapping (Geographical location; Settlement pattern; Connectivity; Resource mapping – both Institutional as well as natural)

9. Observing and understanding the community Institutions & their activities PRIs, SHGs, Health Centre, ICDS   Centre, Schools etc.)

10. Home Visits and Social Case Work

11. Identify specific social problems, Development issues   in the community and highlight the scope for social work intervention.

12. Develop the ability to use Programme Media for conducting various activities in the community

13. Continuous self-assessment of field work experiences.

Note:
- A minimum of 15 hours (including report writing) per week of concurrent field workwill be required for each student.
- Must strictly maintain the discipline as applicable for concurrent field work and relatedactivities, such as - completing compulsory hours (Minimum 225 hours each semester or a total of 450 hours for two consecutive semesters) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

Reading List:

Brown, S.C. &Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey.* London: Allen and Unwin.

Bhanti, R. (1996). *Field Work in Social Work Perspective.* Udaipur: Hiamanshu Publications. Garthwarf, E. (2005). *The Social Work Practicum.* Boston: Pearson Education.

Singh, R. R. (1985). *Field Work in Social Work Education.* New Delhi: ConceptPublishing Company.

Singh, A.P. (2017). *Strengthening Field Work in Social Work Education.* Lucknow,India: Rapid Book Service.

Subhedar, I. S. (2001). *Field Work Training in Social Work.* New Delhi: RawatPublications.

Tsui, M. (2005). *Social Work Supervision: Contexts and Concepts.* New Delhi: SagePublications.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√		√	√			√	√

Course Title	Development Issues in North-East
Course Code	BSW-DSM-153 (A)
Semester	2nd Semester
Credits	4

Rationale

Integration of North-Eastern states with the mainland has been a major concern post-independence. Moreover, the diversity of culture in the North-East coupled with geographic isolation has further pushed the region away from other parts of the country. In addition, the lack of understanding with regard to the diverse cultures and lifestyles has resulted in discrimination against these people in other parts of the country. Besides, the issue of ethnic identity has existed in the region for last many decades. Thus, this course will focus on the development issues as well as conflict and its resolution in the North-East. Finally, as a department of social work located in the North-East, this course adds the element of indigenous knowledge base within social work curriculum.

Objectives

- ☐To acquaint students with the challenges to development in the North-East.
- ☐To acquaint students with the possible alternatives for overcoming these challenges.
- ☐To acquaint students with major development issues in the North-East.
- ☐To help the students to understand the nature of conflict in the North-East.

Learning Outcomes

- Students will have in-depth knowledge about developmental issues in North-East .
- Students will gain knowledge about major development policies and programmes of government institutions.
- North-East is plagued with different types of conflicts, ethnic problem, and students will have wide knowledge about current situations in north-east India.
- Students will have better understanding about the importance of South-East Asia's and regional co-operation.
- It will give an impetus to the students about future directions, prospects and opportunities in north-east India.

Unit	Contents
1.	**Developmental Issues in Historical Perspective:**Economic & Politicalissues of NE States, Major Livelihoods, Discrimination and challenges.
2.	**Strategic and Developmental Imperatives**: Major Developmental Policies and Programmes of Central Government and Various Institutions. Dams development resistance

3.	**Conflict in North East India:**Issues, Causes and Concern. Land Alienation, EthnicProblem, Insurgency, Regional Dynamics, Social Work Intervention.
4.	**Act East Policy and India's North-East:**North Eastern Council and the Developmental Initiatives, Infrastructure and management of Environment, Regional Cooperation and sustainable development. Local Economic Development
5.	**Future Directions to Development in the North-East:**Prospect and opportunities in North East India, Investment in infrastructure, Tourism, Indigenous Medicine, Agriculture, Cottage Industries, Indigenous entrepreneurship.

Readings

Ahmad, R. and Biswas, P. (2004).Political Underdevelopment of Northeast India

Ahmed, J. U. (Ed.). (2010). Development Vision of North-East India

Bhambri, C.P. (1998). Politics in India 1947-1987

Biswas, P. (2006). Development as 'Complementary': A Political Economy Critique of

Policies and practices of Development in North-East India. In David R Syiemlich.et. al.

        (Eds.) Challenges of Development in North-East India.

Chakraborty, G. (2018). Look East Policy and Northeast India: Is It a Conjectured Vision.

        In Mainstreaming the Northeast in India's Look and Act East Policy (pp. 63-97).

Debbarma, M., Pala, N. A., Kumar, M., &Bussmann, R. W. (2017). Traditional knowledge

        of medicinal plants in tribes of Tripura in northeast, India. African Journal of
        Traditional,

Complementary and Alternative Medicines, 14(4), 156-168.

Fernandes, W. (2017). Land Alienation and Rural Development in Northeast India. IndSociol

        Soc, 1(1), 31-47.

Guite, J. (Ed.). (2018). Against State, Against History: Freedom, Resistance, and

        Statelessness in Upland Northeast India.

McDuie-Ra, D. (2008). Between national security and ethno-nationalism: The regional

        politics of development in Northeast India. Journal of South Asian Development, 3(2),
        185-210.

Mishra, D. K., &Upadhyay, V. (Eds.). (2017). Rethinking economic development in
    Northeast India: The emerging dynamics. Taylor & Francis.

Pulla, V., Bhattacharyya, R., & Bhatt, S. (Eds.). (2020). Discrimination, Challenge and
    Response: People of North East India.

Sharma, C. K. (2018). Dam,'development'and popular resistance in Northeast
    India.

Sharma, H. I. (2006). India's Look East Policy and Manipur's Economy: A Critical Scrutiny.
    Alternative Perspectives, 1(IV).

Ziipao, R. R. (2018). Look/Act east policy, roads and market infrastructure in North-East

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√		√				

Course Title	Social Movements in India
Course Code	BSW-DSM-153 (B)
Semester	2nd Semester
Credits	4

Rationale

Social work practice in India is complex and loaded with several dilemmas and contradictions. Hence, it is necessary to give a contextual grounding to the evolution of the various movements linked ideologically from global to local; thereby enabling students to locate the profession of social work in the social movements. Understanding the roots of social movements will pave a way towards contextualizing the emerging social movements in Indian context in relation to the macro realities.

Objectives

- To understand the concepts and context of Social Movements in India.

- To develop understanding and analyzing issues in a broader context in order to respond to critical Social realities.

- To develop a strong perspective and skills to engage themselves in struggles, protests and movements.

Learning Outcomes:

- Students will be able to distinguish the central principles/different theoretical perspectives of social movements.

- Learn to understand various theories and approaches of social movements and relate them to specific historical and empirical contexts.

- Understand the processes and mechanisms of social movements and comprehend the various dimensions of and mechanisms through which movements operate.

Unit	Contents
1.	**Introduction to Social Movements:** Social Movements- Concept, Characteristics of Social Movements; Social Movements and Social Change; History of Social Movements in India; Types of Social Movements (Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement).

2	**Perspectives on emergence of Social Movements:**
	Structural –functional; Marxist c. Resource Mobilization Theory; Gandhian Perspective, New Social Movement.
3	**Social Movements in India**:
	Peasant Movement, Labour Movement, Dalit Movement Women's Movement, Bhakti Movement, Sufi Movement, Tribal Movement, Human Rights Movement (Marx To Lenin, Mao, Friere & other Post-Modern Thinkers), Right to Information Movement, Nupi-Lan (Women's War of Manipur 1939 AD), Meira Paibi Movement. New Social Movements in India: Environmental Movement, Anti-Displacement Movements, LGBT Movements.
4	**Social Movements, Civil Society and Globalization**:
	Social Movement & it's Relationship with State and Civil Society (E.G. Jan Lokpal Bill), Information Technology, Trans-National Networks, Anti-Globalisation Social Movements
5	**Social Work and Social Movements:**
	Specific Functions of Social Worker/Change Agent in Social Action Movements. Role of Social Movements in Promoting Social Justice, Influences of Social Movements in the Development of Emancipatory forms of Social Work Practice.

Readings:

Baviskar A (2010). Social Movements in India, in N G Jayal and PB Mehta (EDs)-
    Oxford Companion to Politics in India. New Delhi: Oxford University Press.

Chakraborty, S. (1999). *A critique of social movements in India*. New Delhi : ISI
        Freire P (1997). *Pedagogy of the Oppressed*. New Delhi: Penguin Books..

Freire, P. (1970). *Pedagogy of the Oppressed*. New York Seaburg press. Gurr

T R (1970). *Why Men Rebel*. Princeton: Princeton University Press.

Jain, P. C. (1991). *Social Movements among Tribals*. New Delhi: Rawat Publication.

Ray, Ray and M F Katzenstein (EDs) (2005). *Social Movements in India-
    Poverty, Power and Politics*. Rowman and Little field.

Samuel, J. (ed.). (2000*). Social action: An Indian Panorama*. Pune : Vani,

Sharma S. (1985). *Social Movements of Social Change*. Delhi: B. R.Publishing House.

Shrivasta, S. K (1988) *Social Movements for Development.* Allahabad : Chugh Publications

Thompson, N. (2002). Social Movements, Social Justice and Social Work, *British Journal of SocialWork.* 32(6).

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√		√				

Course Title	Social Science Concepts for Social Workers – I (Sociology)
Course Code	BSW-IDC-154
Semester	2nd Semester
Credits	3

Rationale

Sociology examines all aspects of social relationships to help people comprehend the reasons for the development of a society and how to interact with individuals and groups. However, the primary focus of sociology is the diversity of human relationships, particularly in relation to social class, race, ethnicity, gender, age, and other factors. The students can learn more about sociology through scientific methods, which can contribute to the improvement of society. Besides, change is continuous and enduring which makes sociology an important subject to study.

Course Objectives

- To acquaint the students with fundamental sociological concepts and their relation to Social work.
- To acquaint the students with social processes, social change & social control.
- To familiarize the students with different social institutions, social divisions.
- To familiarise the students with various dimensions social Problems.

Learning Outcomes

- Students will be able to understand the sociological concepts required for better social work practice at the field level.
- Students will be able to understand a range of theoretical perspectives in sociology and its applicability in Social Work.
- Students will be able to understand the Nature and Genesis of Social Problems.

Unit	Contents
1.	**Introduction to Sociology:** Sociology-Meaning, Nature & Scope, Sociological Concepts- Society, Community, Social Structure, Social System, Social Group Culture, Relationship of Sociology with Social work.
2.	**Social Processes and Social Change:** Social Processes-Meaning, Types & Characteristics; Social Change- Concept; Theories & Factors; Sanskritization, Westernization and Modernisation;
3.	**Social Control and Social Institutions:** Social Control-Concept, Agencies of Social Control; Conformity and Deviance. Social Institution-Meaning, Characteristics and Functions of social institutions.

4.	**Social Stratification & Social Problems:** Social Stratification- Meaning, Characteristics & Forms; Social Problem- Meaning, Characteristics, Types, Factors and Approaches to study the nature and Genesis.

Readings

Ahuja, R. (1993). *Indian social system*. Jaipur: Rawat Publications.

Ahuja, R. (1999). *Society in India: concepts, theories, and changing trends*. Jaipur: Rawat Publications

Abraham, M. F. (2006). *Contemporary sociology: an introduction to concepts and theories,* Oxford, UK: Oxford University

Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth, Penguin.

Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*. India: Blackie and Sons India Ltd.

Bhatnagar, V. R. and Purohit, N. (2004-05). *Question Bank Sociology*. New Delhi: Dhillon Group of Publications.

Bauman, Z. (1990). *Thinking Sociologically*. London: Blackwell publication.

Davis, K. (2000). *Human Society*. India: Surjeet Publications

Dube, S. C. (1994). *Indian society*. New Delhi: National Book Trust.

Ghurye, G. S. (1969). *Caste and race in India* (5th ed.). Bombay: Popular Prakashan.

Giddens, A. (1993). *Sociology*. UK: Polity Press.

Harlambos, M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press.

Kapadia, K. M. (1966). *Marriage and family in India* (3d ed.). Bombay: Indian Branch, Oxford University Press.

Mills, C. W. (1967). *The Sociological Imagination*. New York: Oxford University Press.

Pandey, A. K. (1997), Tribal society in India. New Delhi: Manak Publications.

Srinivas, M. N. (1980), Indian Social structure. Delhi: Hindustan Pub. Corp. (India).

Sachdeva and Gupta. (1999–2000). *A Simple Study of Sociology* (Eighth Edition). Delhi: Ajanta Prakashan.

Srinivas, M. N. (1962). *Caste in Modern India and other Essays*. Bombay: Asia Publishing House.

Srinivas, M. N. (1966). *Social Change in Modern India*. Bombay: Allied Publishers.

Srinivas, M. N. (1996), Village, Caste, Gender, and Method: Essays in Indian Social Anthropology, Delhi: Oxford University Press.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√			√				

Course Title	**Programme Media and Its Application**
Course Code	BSW-SEC-155
Semester	2nd Semester
Credits	3

Rationale: The study of programme media and its application will help the students to develop knowledge on how the programme media play an important role in solving the community issues. The students will be sharpening their skills in using programme media in different settings. Thus, it is essential for students to understand the relevance of programme media in dealing with issues and social realities.

Objectives

- To acquaint the students with the fundamental concepts of Programme Media, characteristics and principles.
- To acquaint the students about the importance of programme Media, planning and role of Social Worker.
- To acquaint the students with the importance of application of programme media in community settings, educational settings, hospital setting.

Learning Outcomes
- Students will be able to learn concept, importance and relevance of programme media in dealing with social issues.
- Students will be able to understand types of Programme media and its uses in different situations.
- Students will be able to explore the roles of media and other information providers
- Students will be able to understand how knowledge of programme media is helpful for social workers for critically attending issues at individual, group and community level.
- Students will be able to apply different types of programme media in different settings.

Unit	Contents
1.	**Programme Media:** Programme Media: Concept, Characteristics, Components, principles and importance, Scope of Programme Media
2.	**Types of Programme Media and Its Uses:** Types of Programme Media: Puppets, Songs, Folklore, Street Theatre, Posters, Logos and Exhibitions, Advertisement, Flip Chart, storytelling, Group Discussion, Role Play, seminar, lecture, movies

3.	**Essentials of Programme Media:** Task Oriented Approach; People-Centred Approach; Target Group Participation Approach; Planning of Programme Media and Role of Social Worker.
4.	**Application of programme Media:** Application of Programme Media in Community Settings, Educational settings, Hospital settings.

Readings:

Melkote, S. R. (1991). *Communication for Development in the Third World*. Sage Publications

Menon, M. G; Ved. P. (1997) *Media and Communications- Vol. I.* (New Information Order): Kanishka Pubishers/Distributor

Siddiqui, H. Y. (2008). *Group Work: theories and Practice*s. Rawat Publications

Siddiqui, H. Y. (1984). *Social Work and Social Action*. Harnam Publications

Servaes, Jan (2008). *Communication for Development and Social Change*. Sage Publication.

Trecker, H.B. (1970). *Social Group Work- Principles and Practices*, Association Press

Toseland, R.W and Rivas, R. (1984). *An Introduction to Group Work Practice*. Mc Milian

Wholey, J. Hartry, S. Harry, P. Kathryn, E. (2004). *Hand Book of Practical Programme Evaluation. (2nd ed.)*. Jossey- Bass: A Wiley Imprint

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√		√	√			√	

CERTIFICATE COURSE IN SOCIAL WORK (ONE YEAR)

Department of Social Work
Jadunath Sarkar School of Social Sciences
Assam University:: Silchar

Two Years PG Course (MSW) Structure and Syllabus (1ˢᵗ Year) under NEP, 2020

Semester-1

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
MSW-O-500	Orientation	Orientation	Nil	-	
MSW-CC-501	History and Philosophy of Social Work	Core	4	4	100
MSW-CC-502	Working with Individuals	Core	4	4	100
MSW-CC-503	Working with Groups	Core	4	4	100
MSW-SEC-504	(A) Academic Writing and Documentation Skills (B) Skills for Social Work Practice (C) Project Proposal Writing Skills	SEC	3	3	100
MSW-ALIF-505	Concurrent Field Work	ALIF	4	8	100
MSW-CCEC-506	Rural Camp	CCEC	2	2	100
Total Credits			**21**	**25**	**600**

Semester-2

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
MSW-CC-551	Community Organization and Development Practice	Core	4	4	100
MSW-CC-552	Social Action, Advocacy and Social Movements	Core	4	4	100
MSW-CC-553	Social Welfare Administration-2	Core	4	4	100
MSW-IDC-554	(A) Dynamics of Human Behaviour (B) Social Legislations-2 (C) Feminist Thoughts and Discourses	IDC	3	3	100
MSW-ALIF-555	Concurrent Field Work	ALIF	4	8	100
MSW-VBC-556	(A) Geriatric Social Work (B) Spiritual Social Work (C) Youth and Nation Building	VBC	2	2	100
Total Credits			**21**	**25**	**600**

Semester-3

Paper Code	Paper's Name	Description	Credit	Hours/ Week	Marks
MSW-CC-601	Social Work Research and Statistics	Core	4	4	100
MSW-IDC-602	(A) Disaster Management-2 (B) Population and Development (C) Sustainable Development Goals and Social Work	IDC	4	4	100
MSW-ECC-603	(A) Health Service Systems in India (B) Social Work with Families and Children-2	ECC	4	4	100
MSW-ALIF-604	Concurrent Field Work	ALIF	4	8	100
MSW-RP-605	Dissertation (Research Project): Part-1	Dissertation	5	10	100
Total Credits			**21**	**30**	**500**

Semester-4

Paper Code	Paper's name	Description	Credit	Hours/ Week	Marks
MSW-CC-651	Qualitative Approach to Research	Core	4	4	100
MSW-CC-652	Generalist Social Work	Core	4	4	100
MSW-ECC-653	(A) Development Paradigms and Caste Based Marginalities (B) Corporate Social Responsibility and Social Work	ECC	4	4	100
MSW-RP-654	Dissertation (Research Project): Part-2	Dissertation	8	16	200
Total Credits			**20**	**28**	**500**

NB:
1. Students need to pick up One Paper from each Basket for Inter Disciplinary Courses (IDC), Discipline Elective Courses (ECC) and Value Based Courses (VBC).
2. In addition to PG Course Work, 6 Weeks Block Placement is mandatory after the final examination of PG 4th Semester. The Two (2) years PG Degree will be awarded only after successful completion of 6 weeks Block Placement.

MSW-SEMESTER:1

MSW-0-500: ORIENTATION

MSW-CC-501

Course Title	**History and Philosophy of Social Work**
Course Code	MSW-CC-501
Semester	1st Semester
Credits	4

Rationale

As a profession, social work has evolved from individualistic micro-oriented practice to macro practice aimed at structural change. Today social work education and practice involves diverse theoretical and ideological perspectives. Hence, it is necessary to give a contextual grounding to the evolution of the practice perspectives, thereby enabling students to locate the profession of social work in India and become practitioners sensitive to this context. The course will examine the historical evolution of the profession as also the ideational and normative basis of the same. Also, the analytical and reflective processes that would be inculcated in this course will enable the students to understand the debates with regard to professionalisation of social work.

Objectives

- To develop a contextualised understanding of the historical development of social work as a profession in India and abroad.
- To understand the diversity in social work education and practice.
- To develop sensitivity towards social work values and ethics and critically engage in the debates, contradictions and concerns related to social work.
- To envisage the future possibilities for professionalization of social work in India.

Learning Outcomes
- Students will be able to track continuities and changes in social work education and practice based on evolving definitions of social work that encompass indigenous knowledge and respect diversities in contemporary global context.

- Students will learn to categorize principles of social work profession based on the core mandates of social work profession.

- Students will learn to critically engage with the evolution and development of social work profession based on different ideological perspectives.

- Students will learn to critically engage with the theoretical perspectives that guide social work practice.

- Students will be able to critically examine the status of social work as a profession based on two different perspectives.

Unit	Contents
1.	**Introduction to Social Work:** Definitions, Principles, Goals, Functions and Ethical Principles of Social Work Profession.
2.	**Ideological Origins of Social Work Profession:** (i) Western History of Ideologies for Social Change – Medieval Period (Judeo-Christian ideologies, Secular humanism, Protestantism); Modern Period (Rationalism, Welfare, Liberalism, Democracy, Utilitarianism and Social Darwinism, Socialism, Human rights; Feminism; Post Modernism). (ii) Indian History of Ideologies of Social Change – Ancient Period (Vedic Religion, Jainism, Buddhism); Medieval Period (Zoroastrianism, Islam, Bhakti & Sufi Movements, Sikhism); Modern Period (Hindu Reform Movements; Periyarism).
3.	**Historical Development of Social Work Profession:** (i) Western History of the Social Work Profession – Organised and Scientific Charity, Beginning of Social Work Education, Settlement House Movement, Development of Social Work Methods; (ii) History of Social Work Profession in India; (iii) History of Social Work Profession in North-East India.
4.	**Theoretical Perspectives for Professional Social Work Practice:** (i) Maintenance of Regulation and Order in Society; (ii) Promoting Radical Structural Change in Society.
5.	**Professionalisation of Social Work in the West and in India:** Debates and Discussions on Professional Traits (Structural-Functionalist Perspective and Theory of Social Evolution Perspective); Professional Standards and Ethics; Professional Associations (National and International).

Readings

Bannerjee, G. R. (1967). Social welfare in ancient India. *The Indian Journal of Social Work*, 28 (2), 149–159.

Barbour, R. S. (1984). Social work education: Tackling the theory-practice dilemma. *British Journal of Social Work*, 14 (6), 557–577.

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Desai, M. (2002). *Ideologies and social work: Historical and contemporary analyses*. Rawat Publishers.

Desai, M., Jaswal, S. & Ganapathi, S. (2004). Issues and directions for promoting relevant social work knowledge. *The Indian Journal of Social Work, 65*(1), 151–170.

Dubois, B. & Miley, K.K. (2011). *Social work: An empowering profession*. Allyn and Bacon.

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——. (1980). *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

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Wadia, A. R. (1961). *History and philosophy of social work in India.* Allied Publishers.

Woodroofe, K. (1962). *From charity to social work*. Routledge and Kegan Paul.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Working with Individuals
Course Code	MSW-CC-502
Semester	1st Semester
Credits	4

Rationale

This is a basic method course of the curriculum. It is about the approaches, tools and techniques of work with individuals and families. It signifies the value base of social work with both individuals and families and the perspectives of this work. It will enable students to acquire knowledge of different intervention models and develop skills to utilize them selectively. It will also help students to develop self-awareness in the process of acquiring professional competence.

Objectives

- To understand the case work method and its application in practice
- To equip learners with theoretical knowledge for work with individuals and families
- To develop appropriate attitude and competencies in learners to use the method in practice while working with individual clients and families.
- To equip learners with values and skills necessary for working with individuals and families.

Learning Outcomes:

- Students will be able to demonstrate familiarity with casework process, tools, techniques and their application in professional social work practice.
- Students will be able to develop skills of Observation, Listening, Interviewing, Recording, Resource mobilization, Home visit and Rapport building
- Students will be able to understand various theoretical approach and their application in various practice settings.

Unit	Contents
1.	**Introduction to Social Casework:** History and Development of Social Case work in U.K., U.S.A and India; Concept, Definition, Objectives and Values, Principles; Social case work in Indian context; Components of case work (Perlman's 4P model): Person- Problem-Place-Process.

2.	**Casework Process:** Study - assessment and analysis – Psycho-social diagnosis – Intervention – Follow up – Termination.	
3.	**Tools and Techniques of Casework:** Case worker–Client relationship, Casework interview, Home Visit, Observation; Listening, Recording and its types – narrative, process, problem oriented record keeping; Skills, Techniques and Qualities of the Case Worker.	
4.	**Theories and Approaches:** Psycho-social approach, Functional approach, Problem solving approach, Crisis Theory, Family intervention, Behavioural modification, CBT, Transactional analysis and Holistic approach, Case work & Counselling – similarities and differences.	
5.	**Scope and Essentials of Working with Individuals:** Case work in Educational setting, Medical and psychiatric setting, Correctional setting, Family and Child Welfare settings, and Industrial setting.	

Readings:

Aptekar, H. (1955). *The Dynamics of Casework and Counselling*. Houghton Mifflin Co.

Barber, J. G. (1991). Beyond Case Work (Practical Social Work Series). Palgrave Macmillan.

Biestek, F. (1968). *The Casework Relationship*. Unwin University Book.

Fisher, J. (1978). *Effective Case Work Practice – An electric approach*. Mac-Graw Hill.

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Hamilton, G. (1970). *The New York School of Social Work: Theory and Practice of Social Case Work*. Columbia University Press.

Holis, F. and Woods, M. E. (1981). *Casework – A Psychosoical Therapy*, Fandom House.

Kadushin, A. (1990). *The Social Work Interview*. Colulmbia University Press.

Keats, D. (2002). *Interviewing – A Practical Guide for Students and Professionals*. Viva Books Pvt. Ltd.

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Mathew, G. (1992). *An Introduction to Social Case Work*. Tata Institute of Social Sciences.

Nelson, J. R. (1984). *Practical Counselling and Helping Skills*. Harper and Row.

Perlman, H. H. (1964). *Social Case Work – A Problem Solving Process*. University of Chicago Press.

Devi, R. and Prakash, R. (2004). *Social Work Methods, Practice and Perspectives (Models of Casework Practice),* (Vol. II). Mangal Deep Publication.

Richmond, M. (1917). *Social Diagnosis*. Free Press.

Sena, F. and Glass, P. H. (1966). *The First Helping Interview Engaging the Client & Building Trust*. Sage Publications.

Sheafor, B., Horejsi, C., and Horejsi, G. (1997). *Techniques and Guidelines for Social Work Practice*. Allyn and Bacon.

Thompson, N. (2006). People Skills (2nd Ed.). Palgrave Macmillan.

Timms, N. (1966). *Social Casework*. Routledge & Kegan Paul.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Working with Groups
Course Code	MSW-CC-503
Semester	1st Semester
Credits	4

Rationale: This course aims at understanding of Group Work as a method and its contributions as a method of social work intervention. It will gain knowledge about various dimensions of group processes and dynamics, stages of development and models of interventions. It further helps in developing skills for interventions. It develops competencies for working with groups in diverse settings.

Objectives:

- Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention,
- Gain knowledge about group formation and the use of a variety of group approaches.
- Develop understanding of concepts, dynamics, stages of development
- Identify the various situations and applications of different theories into social group work practice at different settings.

Learning outcomes:

- Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice
- Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups

Unit	Contents
1.	**Understanding Social Group Work** Definitions, characteristics, purpose and History of Group Work; Models of group work practice.
2.	**Factors of Group Formation:** Formulation of goals - Identification of problems for group work; Pre-group and Initial Phase: Characteristics of pre group phase; Group Processes and Group Dynamics: Importance of group processes - Bond, sub-groups, role, Leadership - Theories of leadership, roles and responsibilities of group leader - Isolation - Decision making - Conflict – Communication - Relationships.
3.	**Middle Phase and Use of Programme:** Characteristics of middle phase; Concept and principles of Program planning; group discussion, group counselling and programme media- importance of programme media in group work process, Skills of group worker
4.	**Evaluation in Groups and Termination Phase:** characteristics of termination phase, evaluation- Importance of evaluation, Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure.
5.	**Application of different theories of Group Work in different settings:** Gestalt therapy, Transactional Analysis, T-group; Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings, Older Persons and Persons with Disability.

Readings:

G.Wilson and Ryland, G. (1949). *Social Group Work Practice*. Cambridge, MA: Houghton Mifflin.

Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press.

Konopka, G. (1963). *Social Group Work: A Helping Process*. Englewood Cliff, NJ: Prentice Hall Inc.

Northen, H. (1969). *Social Work with Groups*. New York: Columbia University Press.

Kemp, C. G. (1970). *Perspectives on the Group Process*. Boston: Houghton Miffiin C.

Klein, A. F. (1970). *Social Work through Group Process: School of Social Welfare*. Albany: State University of New York.

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Douglas, T. (1978). *Basic Group Work*. London: Tavistock.

Alissi, A.S. (Ed.). (1980). *Perspectives on Group Work Practice*. New York: Macmillan.

Toseland, R. W. and Rivas, R. (1984). *An Introduction to Group Work Practice*. New York: McMillian.

Sundel, M., Glasser, Sarri, R., and Vinter, R. (1985). *Individual Change through Small Groups*. New York: The Free Press.

Garwin, C. (1987). *Contemporary Group Work*. New York: Prentice Hall Inc.

Corey, G. (1997). *Groups: Process and Practice. Pacific Grove*. CA: Brooks/Cole Publishing.

Garland, J. A. (Ed.). (1992) *Group Work Reaching Out: People, Places and Power*. New York: The Haworth Press.

Henry, S. (1992). *Group Skills in Social Work* (Second Edition). CA: Pacific Grove.

Geoffrey, L.G. and Ephross, P.H. (1997) Group Work with Population at Risk. New York: Oxford University Press.

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Battacharya S (2012): Social Work An integrated approach, Deep & Deep Publications Pvt.Ltd

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	**Academic Writing and Documentation Skills**
Course Code	MSW-SEC-504(A)
Semester	1ˢᵗ Semester
Credits	3

Rationale

Academic writing and documentation is an art that needs to be honed by every student. Whether it is a graduate/ post graduate dissertation paper, a review essay, or a study report, such skills help the student to perform the assignment better. Besides, it prepares the student for his/her higher studies in terms of doctoral and post-doctoral programmes in writing a thesis. It also enables the student to be trained for professional life as documentation is one aspect of any profession which cannot be undermined or avoided. Hence, developing such skills will help the student to be well prepared for his/ her academic and professional growth.

Objectives

- To enable the students to understand the fine art of academic writing and distinguish it from casual/ journalistic writing.
- To develop the ability to write critical reviews of other academic writings.
- To be able to synthesise what other authors/ researchers have written.
- To be able to assemble and arrange relevant documents as per need and hence be organised.

Learning Outcomes

- The students will be familiar with review of literature as it is an essence of academic writing.
- The students will have the confidence to write their own review essays.
- They will be trained to distinguish between journalistic and academic styles of writing.
- Students will also be trained in identifying, filing and arranging documents as per need.

Key Characteristics of Academic Writing

Accuracy, precision, conciseness etc. are the hallmarks of academic writing and this must be always ensured. Some major do's and don'ts are listed below.

Do's

- A formal tone
- Sound review and research
- Preferable use of the third person
- Clear focus on the issue or topic
- Precise word choice and concise writing
- Close adherence to the appropriate format and structure
- Well organized in appropriate paragraphs under suitable headings and sub headings
- Source citations using APA latest version

Don'ts

- Personal anecdotes/ opinions
- Slangs, jargons, idioms and cliches
- Long winding sentences and very long paragraphs

- Too much emotion

Additional Requirements and guidelines

A. Reading, Reviewing, Organising

Rigorous thinking, reading, and reviewing is very important before writing. Mark important texts and sources and write detailed outlines. If you have all the information you need to write and cite before you start writing, the starting will be good. Keep adding on to the reviews and sources as you progress to enrich your work. However, if all this information is not kept in an accessible manner, it will be pointless. So, organizing all thoughts and citations into one or relevant folders is important for easy access throughout the writing and documentation process.

B. Sentences and Paragraphs

Avoid very long sentences as they may confuse the reader. Similarly, an idea/ argument change must be reflected by a change in the paragraph in order to avoid extremely long paragraphs. Care must be taken to ensure that the contents of the paragraphs are relevant; and that all the paragraphs are well linked with each other in the overall text.

A paragraph can be thus arranged:
   a) Topic sentence
   b) Supporting information
   c) Reason
   d) Extra information
   e) Additional information

Dividing the text into paragraphs facilitates both the writer and reader to logically present and understand arguments or perspectives. There is no fixed length of a paragraph as it will differ based on the statements being taken up. However, usually a paragraph has a minimum of four to five sentences. The first sentence of the paragraph will introduce the topic or sub-topic. The subsequent sentences may state the definition, examples, reason, additional information, emphasize the point etc. However, it is extremely important to link paragraphs together continuously throughout the body of the text. To ensure this, suitable conjunctions and phrases may be adopted.

C. Introduction and Structure

Introductions usually must not form more than 10% of the total assignment. Opening sentences must also not be vague nor overly elaborate. There is no fixed standard pattern for an introduction and much depends upon the type of research being taken up and its length. However, a commonly observed structure comprises of:

   a) Definition of key terms, if required
   b) Relevant background information
   c) Review of work by other writers on the topic
   d) Purpose or aim of the paper

e) Your research methods
f) Limitations
g) Outline of the paper

D. Conclusions

Conclusions tend to be shorter and more varied than introductions. It maybe entitled "summary", "concluding remarks", or simply "conclusions". Whatever be the creativity used in labelling this subsection of the paper, care must be taken to ensure that this final section summarizes all the arguments and observations that have been presented above and that the objectives have been met. If not so, it may be pointed out what were the obstacles faced. It is also pertinent to ensure that the original research question is answered.

Here too, there is no fixed structure for a conclusion. However, the main components of a conclusion usually are:

a) Summary of main findings or results
b) Relinking to the original research question(s) and objectives to show how it has been answered/ achieved.
c) A brief reference to the geographical limits of your work
d) Suggestions for possible future research
e) Some comments about the implications of the work done

E. Clarity, Correctness, Consistency, and Conciseness

One should have the ability to develop sound and logical arguments, and present them in a rational manner. Grammar must be correct and there must be consistency in the usage of tense and singulars/ plurals. Correct in text citation and referencing are mandatory as not adhering to it will attract penalties in various forms. Students must follow the required format as per the kind of task/ writing that has been taken up.

Within the text, use of acronyms / abbreviations must remain consistent. Likewise, use of italics and/ or brackets must be to enhance readability of the writing. Use of appropriate punctuations must be followed as the nature of the argument can be completely altered by it, if not placed or used correctly. Proofread the work continuously or have someone else to read it for you if in doubt. Poor grammar and language can ruin the entire work.

F. Overall Steps to Remember

1. Title of the study and a brief outline by identifying and using suitable resources
2. Reading, reviewing, note-making and referencing while simultaneously maintaining a record of all the sources
3. Read, read, read. Review, paraphrase, summarise and refine outline.
4. Start writing the draft of the main body using suitable headings and sub-headings as per the initial outline planned.
5. Write the draft introduction and draft conclusion.
6. Finally rewrite everything including introduction, main body and conclusion (number of drafts required will vary based upon the students' performance).

7. Ensure that the final work has proper relevance to the original research problem, the title, and the entire body of work presents a systematic growth of ideas and relevance to the work done.
8. Double-check all references, citations, contents, list of figures/ tables, appendices etc. All references must follow the latest APA guidelines.
9. The paper must be formatted as Title; Contents; List of tables and / or figures, Introduction, Main body, and Conclusion.
10. Acknowledgements, List of references and Appendices must also be taken care of.

Course Title	Skills for Social Work Practice
Course Code	MSW-SEC-504(B)
Semester	1st Semester
Credits	3

Rationale

Social work practice demands a wide variety of skills. This course is aimed at orienting the students to acquire knowledge about various skills required for professional effectiveness. The course will broadly orient students about the social work knowledge domains, importance of practice skills, communication skills, counselling skills, and empowering skills. This will enable students to develop confidence while practising a range of social work interventions.

Objectives

- To understand social work skills required for effective professional practice.
- To orient students toward various communication skills
- To develop the ability to provide counselling and guidance
- To enable students to apply empowering skills in practice

Learning Outcomes

- Students will understand various skills required in the practice domain.
- Students will acquire communication, listening, and assessment skills.
- Students will be equipped with various skills required for counselling.
- Students will develop an understanding on empowering and enabling skills.

Unit	Content
1	**Social work skills:** concept, levels (basic, intermediate & advanced), types (generalist & specialist), domains of social work knowledge base.
2	**Communication skills:** Communication skills, observation skills, listening skills, interviewing skills, assessment skills, problem solving and decision-making skills, organisational and administrative skills, record keeping skills
3	**Counselling skills:** Giving advise, providing guidance, providing information/knowledge/explanation, providing care/support, modelling, re-framing, use of persuasion and encouragement
4	**Empowering skills:** Empowerment and enabling skills, negotiating skills, contracting skills, networking skills, partnership skills, mediation skills, advocacy skills, assertiveness skills

Readings

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education*, *37*(3), 493-505.

Cournoyer, B. R. (2016). *The social work skills workbook*. Cengage Learning.

Forrester, D., Kershaw, S., Moss, H., & Hughes, L. (2008). Communication skills in child protection: How do social workers talk to parents?. *Child & Family Social Work*, *13*(1), 41-51.

Fortune, A. E., Lee, M., & Cavazos, A. (2007). Does practice make perfect? Practicing professional skills and outcomes in social work field education. *The clinical supervisior*, *26*(1-2), 239-263.

Hennessey, R. (2011). *Relationship skills in social work*. SAGE publications.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom, K. (2016). *Empowerment series: Direct social work practice: Theory and skills*. Cengage Learning.

Koprowska, J. (2020). Communication and interpersonal skills in social work.*Communication and Interpersonal Skills in Social Work*, 1-248.

Lee, J. A. (2001).*The empowerment approach to social work practice*. Columbia University Press.

McLeod, J., & McLeod, J. (2007). *Counselling skill*. Maidenhead: Open University Press.

Miller, L. (2011). *Counselling Skills for Social Work*. SAGE.

Mumm, A. M. (2006). Teaching social work students practice skills. *Journal of Teaching in Social Work*, *26*(3-4), 71-89.

O'Hare, T. (2016). *Essential skills of social work practice: Assessment, intervention, and evaluation*. Lyceum Books.

Popple, P. R. (1984). Negotiation: A critical skill for social work administrators. *Administration in Social Work*, *8*(2), 1-11.

Seden, J. (2005). *Counselling skills in social work practice*. McGraw-Hill Education.

Trevithick, P. (2005). *Social work skills*. Berkshire: Open University Press.

Trevithick, P. (2011). *Social Work Skills And Knowledge: A Practice Handbook*. McGraw-Hill Education.

Trevithick, P., Richards, S., Ruch, G., & Moss, B. (2004). *Teaching and learning communication skills in social work education*. Social Care Institute for Excellence.

Watson, D., & West, J. (2006). *Social work process and practice: Approaches, knowledge and skills*. Bloomsbury Publishing.

Woodcock Ross, J. (2016). *Specialist Communication Skills for Social Workers*. Macmillan.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	**Project Proposal Writing Skills**
Course Code	MSW-SEC-504 (C)
Semester	1st Semester
Credits	3

Rationale

Practice is regarded as the one of the most fundamental characteristics of social work profession. As part of regular curriculum students of social work do concurrent fieldwork placements in government and non-government organisations. In addition, most students of social work are able to find job placements in various government and non-government organisations. Most of these organisations work on community development programmes through projects. Thus, it is important for students to develop both project proposal writing and project report writing skills as well as understand the different aspects about projects, project formulation and project implementation. Thus, this paper is designed to inculcate the necessary understanding regarding projects, project proposal and report writing skills in the students

Objectives.

- To understand the basic features of project formulation.
- To develop insights with regard to strategies in problem selection.
- To understand the elements of good proposal.
- To understand the importance of project proposal writing skills for professional social work practice.

Learning Outcomes
- Students will be able to develop a project proposal.
- Students will learn the process of monitoring and evaluation in project formulation and implementation.
- Students will be able to characterize a good appraisal system.
- Students will be able to analyse a model project proposal.
- Students will be equipped with necessary project proposal mechanics.

Unit	Contents
1.	**Conceptual Framework of Project Formulation:** Project (Concept, Meaning, Characteristics and Types); Project Formulation (Concept, Meaning Objectives and Scope).
2.	**Elements of Effective Proposal:** Formatting; Content Development; Programme Criteria; Programme Benefits; Funding Requirements; Expected Output; Referencing.
3.	**Project Monitoring and Evaluation:** Basic Aims of Monitoring and Evaluation; Mid-term and Ex-post Evaluation; Characteristics of Good Appraisal System.
4.	**Project Report Writing:** Structure; Features; Language; Content.

Readings

Fernando, F. & Emmanuel S. (1998). *Project from problems*. St. Xavier's Church, Mumbai.

Dale, R. (1998). *Evaluation frameworks for development programmes and projects*. Sage Publications.

Chowdhary, S. (1990). *Project management.* Tata McGraw-Hill.

Sussams, J.E. (1963). *How to wite effective reports.* Gower Publishing Company.

Fernandes, W. (1989). *Voluntary action and government control*. Indian Social Institute.

Hamper, R.J. & Baugh, L.S. (2011). *Handbook for writing proposals.* McGraw Hill.

Geever, J.C. (2007). *The foundation centre's guide to proposal writing*. The Foundation Centre.

Mathias, B., Schutt, B. & Amini, S. (2014). *Proposal writing for international projects*. DAAD.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Concurrent Fieldwork
Course Code	MSW-ALIF-505
Semester	1st Semester
Credits	4

Rationale

Learning is aided through community placement of students. Practicing social casework and group work in the community is essential in order to integrate classroom learning with actual practice. It also prepares them for their professional lives.

Objectives

- To understand the practical implications of the methods of social work
- To acquire skills for effective social work practice
- To provide learning opportunities to understand and analyze community life
- To enable student trainees to identify contemporary social problems in the community
- To help trainees to learn the skill of writing field reports.

Learning Outcomes

- Students will be able to practice social casework
- Students can apply social group work method in the community setting
- Students will acquire and utilise social work skills for effective professional practice
- Students can understand and assess problems in the community
- Students will develop an aptitude for team work

Guidelines:

- Student trainees will be placed in communities under a faculty supervisor.
- Every student is required to make minimum 80 percent fieldwork visits.
- Continuous assessment will be carried out on the basis of fieldwork reports and participation in individual and group conferences.
- Students must maintain attendance, regularity, and punctuality.
- Students will be required to study and understand the community where they are placed.
- They will be asked to conduct social casework and social groupwork in the community apart from the tasks assigned by the supervisor.
- They shall write their fieldwork report as per the suggestions and recommendations of concerned faculty supervisor.
- Active participation during IC/GC will help the students to develop a reflective critical thinking about the application of social work methods in the field setting.
- Some of the key areas for practice during this semester:
  - Help individuals to help themselves through social casework method
  - Carry out social groupwork among school children, adolescents, youth, women, elderly, persons with disability, etc.
  - Understand and analyse the community resources, real-needs of the community, problems of the community, social composition, demographic details, political affiliations, cultural identities etc.
  - Conduct awareness camps on various social issues.

- o Organise health camps
- o Disseminate information about available government and non-government services, schemes and programmes and facilitate them wherever possible.
- o Network with SHGs, Youth Clubs, etc.

Course Title	Rural Camp
Course Code	MSW-CCEC-506
Semester	1st Semester
Credits	2

The Department of Social Work organizes an educational camp for 10 days in a rural area for the students of M.A. Social Work - I Semester. The camp is organised keeping the following objectives in view:

1. To provide exposure of realities of life in rural and semi-rural areas

2. To sharpen the skills of rapport formation, situational analysis and awareness generation in the community

3. To develop an understanding of group dynamics and the power structures in a rural community

4. To sharpen the skills of group living and to initiate the development of attitudes conducive for effective team work.

MSW-SEMESTER:2

Course Title	**Community Organization and Development Practice**
Course Code	MSW-CC-551
Semester	2nd Semester
Credits	4

Rationale

With the advent of modernization, the experience of community life and expressions of community relations have undergone change. However, the relevance of community in the larger discourses on nationalism, citizenship, democracy and development has assumed much significance in contemporary times. While the inclusive nature of communities has weakened, the frames of identities are securing marked prominence in defining experiences of the people. The course would include theoretical perspectives on the idea of the community and consequently emerging model of community organization and development. The attempt would be to deconstruct and critique conventional notions of community. In addition, the ideas of contemporary relevance in community work such as citizenship and civil society would be discussed in the course.

Objectives

- To develop a thorough understanding about the relevance of Community Organization as a method in Social Work Practice.
- To enable the students in analysing issues of community development and respective solutions.
- To build and enhance the skills in community organization to develop participatory processes of community and social development.
- To understand different strategies and models of community organization and development practice with a specific focus on rural and tribal communities.

Learning Outcomes:

- Able to understand the importance and implications of community organization.

- Able to analyze the community development needs, issues and respective solutions for a given community.

- Able to demonstrate their skills and efficiency in community mobilization as a method of social work.

- Able to describe the need and significance of participation and participatory methods in community development process.

Unit	Contents
1.	**Community Organisation in India:** Concept, Historical Development, Scope, Objectives, Philosophy, Principles and Basic Assumptions and Theoretical Foundations; Community Organisation as a Method of Social Work.

2.	**Community Development Programmes**: Pre and Post-Independence, Neighbourhood Community, Urban and Rural Development Programmes, Difference between Community Development and Community Organization
3.	**Theories and Models of Community Organization:** Values, Ethics, of community organization; Theories of Community Organization- Systems Theory, Anti-Oppressive Practice, Cultural Humility and Safety, Indigenous Worldviews, Anti Racism. Models of Community Organization- Rothman's - Locality Development Model, Social Planning Model, Social Action Model; M.G. Ross's General Content, Specific Content and Process Content Objectives.
4.	**Practice of Community Organisation:** Application of Community Organisation in different Settings (Rural, Urban and Tribal) and Target Groups (Children Youth, Women, Aged, etc) Intervention Strategies in Community Settings: Awareness Buildings, Organising, Activating, Peoples Participation, Negotiating, Lobbying and Resource Mobilization, Resolving Group Conflicts, Programme Planning and Service Delivery, Developing Human Resource, Monitoring and Evaluation.
5.	**Role of a Community Worker:** Guide, Enabler, Therapist, Researcher, Analyst, ProjectManager, Organizer and Activist; Recording in Community Work, Current Trends in Community Work.

Readings

Andharia, J. (2009). Critical Explorations of Community Organization in India. *CommunityDevelopment Journal*, 44 (3), 276–290.

Bauman, Z. (2004). *Identity*. Cambridge: Polity Press.
Beteille, A. (1999). Citizenship, State and Civil Society. *Economic and Political Weekly*, 34(36),2588–2591.

Bhargava R. and Reifeld, H. (Eds.). (2005). *Civil Society, Public Sphere and Citizenship: Dialoguesand Perceptions.* New Delhi: Sage.

Chacko, M. P. (Ed.). (2005). *Tribal communities and Social Change.* New Delhi: Sage Publications.

Gaiha, R. and Kulkarni, V. (2002). Panchayats, Communities, and the Rural Poor in India. *Journal ofAsian and African Studies.* http://jas.sagepub.com/cgi/content/abstract/37/2/38

Isin, E. F. and Wood, P. K. (1999). *Citizenship and Identity.* London: Sage.

Mills, C.W. (1959). *The Sociological Imagination*. London: Oxford University Press.

Nash, M. et al. (2005). *Social Work Theories in Action*. London: JKP.

Rothman, J. (Ed.). (1999). *Reflections on Community Organization: Enduring Themes and CriticalIssues*. Itasca, IL: F.E. Peacock.

Sen, A. (2008). *The Idea of Justice*. New Delhi: Penguin.

Waters, M. (2001). *Globalization*. Special Indian Edition: Routledge.

Weil, M. (Ed.). (2005). *Handbook of Community Practice.* Thousand Oaks, California: Sage.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Social Action, Advocacy and Social Movements
Course Code	MSW-CC-552
Semester	2nd Semester
Credits	4

Rationale

Social work practice in India is complex and loaded with several dilemmas and contradictions. Hence, it is necessary to give a contextual grounding to the evolution of the various movements from global to local; thereby enabling students to locate the profession of social work in the social movements and advocacy. Understanding the roots of social movements will pave a way towards contextualising the emerging social movements in Indian context in relation to the macro realities.

Objectives

- Understand the concepts and context of Social Movements and Social Action.
- Develop understanding and analyzing issues in a broader context in order to respond to critical Social realities.
- Developing a strong perspective and skill to engage themselves in struggles, protests and movements.
- Acquire Knowledge on the Concepts, Processes and Techniques of Social Advocacy.
- To contextualize the social movements and advocacy initiatives.

Learning Outcomes

- Students will develop an understanding of the need for social work engagement in social action and social movements
- Students will be able to examine how to utilize policy advocacy in social work practice in order to better serve the needs of vulnerable populations, and
- Examine frameworks and strategies that can be used to analyze and advocate for solutions to social issues.

Unit	Contents
1.	**Introduction to Social Action:** Concepts of Social-Action, Social Action as a method of Social Work. Social Action for Social Reform and Social Development - Scope of Social Action in India. Principles of Social Action, Models of Social Action- Paulo Freire, Saul Alinsky, Gutiérreze; Different forms of Protest, Elitist Social Action Model, Popular Model of Social Action, Institutional /Non-Institutional Model, Gandhian Model of Social Action. Social Action in relation to other Methods Of Social Work.
2	**Introduction to Social Advocacy:** Meaning, Concept & Definitions of Social Advocacy, Type of Social Advocacy, Process of Social Advocacy, Social Advocacy, as a Tool for Social Change, Prerequisite for Social Advocacy : Leadership, Campaign Planning, Coalition & Network Building, Negotiations, Education, Public Interest Litigation, Policy Analysis, Budget Analysis,

		Communication, Media Advocacy.
	3	**Introduction to Social Movements:** Concept and Definitions of Social Action and Social Change; Social Movements: Types (Old and New) and Elements (Ideology, Structure, leadership, Processes and outcomes); Theories of Social Movement; Analysis of ideology and approach of: Gandhi, Ambedkar, Martin Luther King Jr., Frantz Fanon & Che Guevara; Social work intervention and social change.
	4	**Approaches for Social Action and Social Movements:** Rights Based Approach, Social Movements in India -their Identity and Political assertion; Religious and Sectarian Movements - Social Reforms Movements, Bhakti Movement, Peasant Movement, Dalit Movement, Women's Movement; Farmers Movement, Tribal Movement, Backward Classes Movement, Human Rights (Marx to Lenin, Mao, Friere and other Post-modern thinkers), Right to Information Movement in India.
	5	**Social Work, Social Action and Social Movements:** Specific Functions of Social Worker /Change Agent in Social Action Movements. Role of Social Movements in Promoting Social Justice, Influences of Social Movements in the Development of Emancipatory forms of Social Work Practice.

Readings:

Baviskar A (2010). Social Movements in India, in N G Jayal and PB Mehta (EDs)- *Oxford Companion to Politics in India*. New Delhi: Oxford University Press.

Chakraborty, S. (1999). *A critique of social movements in India*. New Delhi : SI Freire P (1997). *Pedagogy of the Oppressed*. New Delhi: Penguin Books..

Freire, P. (1970). *Pedagogy of the Oppressed.* New York : Seaburg press. Gurr T R (1970). *Why Men Rebel.* Princeton: Princeton University Press.

Jain, P. C. (1991). *Social Movements among Tribals.* New Delhi: Rawat Publication.

Ray, Ray and M F Katzenstein (EDs) (2005). *Social Movements in India- Poverty, Power and Politics.* Rowman and Little field.

Samuel, J. (ed.). (2000*). Social action: An Indian panorama*. Pune: Vani,

Sharma S. (1985). *Social Movements of Social Change*. Delhi: B. R. Publishing House.

Shrivasta, S. K (1988) *Social Movements for Development.* Allahabad : Chugh Publications

Thompson, N. (2002). Social Movements, Social Justice and Social Work,
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Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Social Welfare Administration – II
Course Code	MSW-CC-553
Semester	2nd Semester
Credits	4

Rationale

The study of Social Welfare Administration will help the student to develop knowledge about administrative functions in governmental and Non - governmental organizations. In the current scenario, the students of social work are expected to work widely in the field and organisation. Thus, it becomes essential for the student to build a strong understanding of how the various departments in the administration function.

Objectives

- To acquaint the students with the fundamental concepts of social policy, social welfare, and social welfare administration.
- To orient the students with the administration and management process required to run welfare organizations.
- To develop an understanding of the interaction between people in the organisation.
- To familiarise the students with the importance of public relations in social welfare.

Learning Outcomes

- Students will be able to understand different concepts related to social welfare administration.
- Students will be able to understand the concept of social welfare organisation and the importance of organisational behaviour & culture for the development of any organisation.
- Students will be able to understand the effectiveness of public relations tools for the promotion of any organisation.
- Students will be able to understand the role of social workers in policy-making.

Unit	Contents
1.	**Social Welfare Administration:** Concept of Social Welfare, Models of Social Welfare, Social Administration and Social Welfare Administration; Scope of Social Welfare Administration; Principles of Social Welfare Administration; Structure of Central and state Social Welfare Boards.
2.	**Basic Administration Processes**: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Decision-Making, Communication, Monitoring, Evaluation, Span of Control, Delegation of Authority & Management by Objectives.
3.	**Social Welfare Organisation:** Concept, Nature and Types of Social Welfare Organizations; Structure and Functions of Social Welfare Organizations; Staff

		Recruitment, Training and Development, Teamwork Communication and Leadership; Organisational Culture.
	4.	**Organisational Behaviour & Public Relations:** Concept, Elements, Approaches, Needs, Challenges & Models of Organisational Behaviour. Concept, Need & Significance of Promoting Public Relations; Tools of Public Relations.
	5.	**Social Policy & Social Welfare Administration:** Concept of Social Policy, Social Welfare Policies, Implementation of Social Policies; Welfare State, Social Protection; Social Workers in Policy Making.

Readings

Aswathappa, K., & Reddy, G. S. (2009). *Organisational behaviour*. Himalaya.

Khanka, S. S. (2006). *Organisational behaviour*. S. Chand.

Koontz, H. and Weihrich (1998). *Essentials of Management.* McGraw Hill.

Lauffer, A. (1977). *Understanding your social agency.* Sage.

Lauffer, A. (1982). *Grandmanship and Fund raising*. Sage.

Patti. R. (1983). *Social welfare Administration in India*. Prentice Hall.

Sachdeva, D. (1992). *Social Welfare Administration in India.* Kitab Mahal.

Siddiqui H.Y. (Ed.). (1983). *Social Work Administration, Dynamic management and Human Relationships.* Prentice Hall.

Skidmore. (1983). *Social work Administration*. Prentice Hall.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√			√				

Course Title	Dynamics of Human Behaviour
Course Code	MSW-IDC-554(A)
Semester	2nd Semester
Credits	3

Rationale

This course is designed to provide the students with the opportunity to understand the concepts of human mind and behaviour. The theoretical inputs will enhance the learners understanding on factors contributing to development of personality. It also provides an understanding of psychological disorders and its impact on society. This course will help the learners to aware with the concept of psychotherapy and counseling and its relevance to social work practice. It will also assist them in developing counseling skills and its application in real life situation.

Objectives

- To understand human mind and behaviour.
- To gain insight in to the concept, traits and theoretical under-pinning's of personality.
- To understand the perspective of abnormality and psychological disorder.
- To develop holistic understanding of psychotherapy and its relevance to social work practice.
- To acquire knowledge of processes and techniques of counselling.

Learning Outcomes

- Students will be able to understand various determinants of human behaviour and how they affect the social functioning of individuals.
- Students will be able to understand the types and theories of personality.
- Students will be able to acquire an in-depth understanding of life span approach to human development.
- Students will be able to distinguish various psychological disorders.
- Students will be able to use psychotherapies as a helping process.

Unit	Contents
1.	**Determinants of Human Behaviour:** Biological determinants: Genetics, Nervous System and Glandular System; Social-cultural determinants: Family, Neighbourhood, School, Work, Norms etc.
2	**Human Development and Personality:** Human Development Stages: Conception – Infancy and Babyhood – Childhood - Puberty - Adolescence – Adulthood – Middle Age – Old Age; Personality: Concept and Definition –

		Theories of Personality: Trait theories; Psychodynamic theories; Behavioural theories and Humanistic theories of personality development.
3		**Psychological Disorders:** Normality and abnormality; Concept of psychological disorder; Classification of disorders (DSM); Psychotic disorders; Mood disorders; Anxiety based disorders; Somatoform disorders; Dissociative disorders; Personality disorders; Sexual and gender identity disorders; Substance related disorders.
4		**Psychotherapy and Counselling:** Psychoanalysis; Existential Therapy; Gestalt Therapy; Behaviour Therapy; Rational Emotive Behaviour Therapy; Cognitive Therapy; Family Therapy.

Readings

Morgan and King. (1993). *Introduction to Psychology.* New Delhi: Tata McGraw Hill- Edition.

Mangal, S. K. (2007). *General Psychology.* New Delhi. Prentice – Hall of India Private Limited.

Colman, J. C. and William, B. E. (1972). *Abnormal Psychology and Modern life.* India: D. B. Taraporevala Sons and Co. Pvt. Ltd.

Gardner, M. (1964). *An Introduction to Psychology*. Calcutta: Oxford and IBH Publishing Co.

Davidoff, L. (1981). *Introduction to Psychology*. New Delhi: Tata McGraw Hill- Edition.

Dev, I. (1983). *The Basic Essentials of Counselling.* New Delhi: Sterling Publishers.

Palmer, S. (2004). *Introduction to Counselling and Therapy: The Essential Guide*. New Delhi: Sage Publications.

Munn, N. (1962). *Introduction to Psychology*. Boston: Houghton Mifflin Company.

Gilbreth, L. M. (2007). *The Psychology Management*. New Delhi: Intellectual Book Bureau.

Shariff, I. (2006). *Personality Development and Social Work*. Jaipur: Raj Publishing House.

Street, E. (1994). *Counselling for Family Problems*. London: Sage Publications.

Barnes, G. (2004). *Family Therapy in Changing Times*. New York: Palgrave Macmillan.

Atkinson, J. (1966). *An Introduction to Motivation*. New York: D.Van Nostrand Co.Inc.

Bee, H. L. and Mitchell, S. K. (1984). *The Developing Person: A Lifespan Approach.* New York: Harper and Row Publishers.

Berry, J. W., Mishra R. C. and Tripathi, R. C. (2003). *Psychology in Human and Social Development.* London: Sage Publications.

Bhattacharya, S. (1972). *Psychometrics and Behavioral Research*. New Delhi: Sterling (P) Ltd.

Bischof, L. J. (1970). *Interpreting Personality Theories.* New York: Harper International.

Norman, C. (1969). *Personality Development and Psychopathology*. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
✔		✔	✔				

Course Title	Social Legislations
Course Code	MSW-IDC-554 (B)
Semester	2nd Semester
Credits	3

Rationale

Some of the major roles of social workers are advocacy and referral services. Modern Social workers are supposed to work not only in various developmental sectors, but also with diverse clienteles. For playing such role, social workers must have an understanding about major existing social legislations pertaining to various clienteles such as children, women, disabled, etc. This paper tries to make them understand about major social legislations. Moreover, based on the recent developments, the course also tries to include recently enacted legislations.

Objectives

- To orient the students about common issues and terms related to social legislations.
- To acquire information about various legislations relevant to practice situations.
- To develop a critical understanding of the role of a social worker in the area of social legislation.

Learning Outcomes:

- Students will be able to understand provisions of various social legislations in India.
- Students will be able to promote knowledge in understanding the cause and effect of discrimination and oppression.
- Students will be able to prepare strategies for advocacy to bring sustainable social change.
- Students will be able to make referral services more effectively.

Unit	Contents
1.	**Basic Concepts:** Law, Social Justice and Social Change, Legislation, Customary Law, Indian Penal Code, Criminal Procedure Code, Petitioner, Respondent, Cognizable Offence & Non-Cognizable Offence, Legal Aid Service.
2.	**Social Legislations pertaining to Women:** Indecent representation of Women (Prohibition) Act, 1986; Prevention of Immoral Trafficking in Women Act, 1986; Dowry Prohibition Act, 1961; Protection of Women against Domestic Violence Act 2005; The Medical Termination of pregnancy act 1972; Section 198A and 304 B of IPC.
3.	**Social Legislations pertaining to Children:** Child Labour (Prohibition and Regulation) Act 1986; Juvenile Justice (Care and Protection) Act 2000 as amended in 2015; Hindu Adoption and Maintenance Act, 1956; The Protection of Children from Sexual Offence Act, 2012
4.	**Social Legislations pertaining to Succession:** Indian Succession Act; Hindu Succession Act, 1956; 1925, Hindu Minority and Guardianship Act.

5.	**Personal Laws:** Hindu Marriage Act, 1955; Special Marriage Act, 1954, Muslim Women (Protection of Rights on Divorce) Act, 1986; Indian Divorce Act, 1869.

Readings:

Basu, D. D. (1997). *Criminal Procedure Code, 1973*. Prentice-Hall.

Diwan, P. (1985). *Modern Hindu Law*. Law Agency.

Diwan, P. (1997). *Law relating to dowry, dowry deaths, bride burning and related offences*. Universal Publishers.

Gangade, K.D. (1978). *Social Legislation in India* (Vol. 1–2). Concept Publishing House.

GOI. (1987). *Encylopedia of Social Work in India* (Vol 1–4). Ministry of Information and Broadcasting.

Human Rights Watch. (2005). *Women Rights Project- 2000: The Human Rights Watch Global Report on women's Human Rights*. Oxford University Press.

Indian Social Institute. (1992). *Legal Education Series (1–34)*. Indian Social Institute.

Iyer, K. V. R. (1988). *Law and Urban Poor in India*. B. R. Publishing Corporation.

Madan, G. R. (1973). *Indian Social Problems* (Vol. 1&2). Allied Publishers.

Velayutham, K. S. (1998). *Social Legislation and Social Change*. Vazhgavalmudan Publishers.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Feminist Thoughts and Discourses
Course Code	MSW-IDC-554 (C)
Semester	2nd Semester
Credits	3

Rationale

Feminism is often misunderstood and misinterpreted by many people. This course aims to familiarise the students with the concept of feminism and how gender binaries have contributed to the feminist discourses. The intersectionality approach will also clarify ideas and notions about how women face oppression and discrimination due to a multitude of factors, namely, biological, social and cultural. It also tries to locate the portrayal of women in the media and its underpinnings with the feminist movement. Lastly, feminist research and its inter-relationships with the feminist movement will also be analysed. All of the above will be sought to be understood from a social work perspective.

Objectives

- Understand the history and concept of feminism.
- Appreciate how race, class and gender come together to act and react upon each other to create inequalities and exclusions.
- Be able to rationalise what it connotes to be a woman.
- Have a fair understanding of the media hypes related to masculinity and femininity.
- Introduce them to feminist research and feminist social work.

Learning Outcomes

- Students will be able to appreciate the notion of womanhood.
- Students will be able to understand the intersection of class, race, and gender.
- Students will be able to adopt an unbiased approach towards the gender binaries.
- Students will be able to imbibe a sense of the need to understand feminist approaches.

Unit	Content
1	**Gender and Feminism:** Gender and Sexuality; Cultural Construction of Gender; History of Feminism; Feminist Challenges to Cultural Construction of Gender; Media and Representation (victimization & empowerment)

2	**Gendered Perspectives:** Inequalities and exclusions; Division of Labour (Productive and Non-productive work); Women in Organised and Unorganised Sector; Livelihood; Environment
3	**Being a Woman:** Reproduction; Women's Health; Gender and Violence; Patriarchy and the burden of honour on women
4	**Feminist Research and Social Work:** Method, Methodology, and Epistemology, (Oral history, Content analysis, Feminist Ethnography, and Life history); Intersectionality; Feminist social work.

Readings

Agnes, F. (2008). *Law and Gender Inequality: The Politics of Women's Rights in India*. OUP.

Anastas, J. W. (2007). Theorizing (in)equity for women in social work. *Affilia*, 22(3), 235–239.

Andrews, J. (1990). Female social workers in the second generation. *Affilia*, 5(2), 46–59.

Basu, A. (Ed.) (1995). The *Challenge of Local Feminism: Women's Movement in Global perspective*. West view Press.

Beauvoir, de. S. (2009). *The Second Sex* (C. Borde & S. Malovany-Chevallier, Trans.). Ventage Books. (Original work published 1949).

Beverly, M. (2004). Setting the record straight: Social work is not a female-dominated profession. *Social Work*, 49(2), 323–326.

Bhavnani K. (Ed.). (2003). *Feminism and Race*. Oxford University.

Butalia, U. (2002). Confrontation and Negotiation: The women's Movement Responses to Violence Against Women. In K. Kapadia (Ed.), *The Violence of Development* (325-355). Palgrave-Macmillan.

Chakravarti U. (1994). *Rewriting History: Life and Times of Pandita Ramabai.* Kali for Women.

Chowdhry, P. (2007). *Contentious Marriages/Eloping Couples: Gender, Caste, and Patriarchy in Northern India.* OUP.

Clough, P. (1994). *Feminist Thought*. Blackwell.

Das, V. (2005). *Communities as Political Actors: The Question of Cultural Rights in Critical Events: An Anthropological Perspective on Contemporary India*. Oxford University Press.

Das. V. (2007). *Life and Words: Violence and the descent into the ordinary*. University of California Press.

Datar, C. (1995) *Struggle Against Violence*. Stree.

Dominelli, L. (2002). *Feminist Social work Theory and Practice*. Palgrave.

Escobar and Harcourt. (2002). Place Politics and Justice: Women Negotiating Globalization. *Development*, 45(1).

Foucault, M. (1972). *Archaeology of Knowledge*. Pantheon.

Foucault, M. (1978). *The History of Sexuality* (Vol. I). Pantheon Books.

Ghosh, J. (2009). *Never Done and Poorly Paid: Women's Work in Globalizing India*. Women Unlimited.

Gibelman, M. (2003). So how far have we come? Pestilent and persistent gender gap in pay. *Social Work*, 48(1), 22–32.

Harding, S. (Ed.). (1987). *Feminism and Methodology*. Indiana University Press.

Hesse-Biber S. (Ed.). (2006). *Handbook in Feminist Research: Theory and Praxis*. Sage Publications.

Illiah, K. (1998). *Why I am not a Hindu*. Samya.
Indian Social Institute. (2003). *Domestic Violence Bill: A campaign (2003)*. Indian Social Institute.
Kapadia, K. (Ed.). (2002). *Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. Zubaan.
Varghese, S. (2003). *Employment of Women in the unorganized manufacturing sector*. University Book House Private limited.
Kannabiran, K. & Vasantha, K. (1995). *De-Eroticising Violence: Essays in Modesty, Honour and Power*. Stree.
Visvesaran, K. (1999). *Fictions of Feminist Ethnography*. Oxford University Press.
Xaxa, V. (2004). Women and Gender in the Study of Tribes in India. *Indian Journal of Gender Studies*, 11 (3): 345–67.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Concurrent Fieldwork
Course Code	MSW-ALIF-555
Semester	2nd Semester
Credits	4

Rationale

Learning is aided through community placement of students. They will be required to practice the methods of community organisation, social action, and social welfare administration. This placement will enable students to understand various developmental/behavioural problems of the people.

Objectives

- To understand the practical implications of the methods of social work.
- To guide students to practice the methods of community organisation, social action, and social welfare administration in the community setting.
- To enable student trainees to identify developmental/behavioural problems of people in the community.
- To help trainees to develop an aptitude to work with youth, elderly, and other weaker sections.

Learning Outcomes

- Students will acquire practical knowledge about community organisation.
- Students can work as change agent through social action, advocacy, and social movements.
- Students will know the practical implications of the method of social welfare administration
- Students can work efficiently with elderly, women, adolescents, and other vulnerable sections

Guidelines:

- Student trainees will be placed in communities under a faculty supervisor.
- Every student is required to make minimum 80 percent fieldwork visits.
- Continuous assessment will be carried out on the basis of fieldwork reports and participation in individual and group conferences.
- Students must maintain attendance, regularity, and punctuality.
- Students will be asked to study and understand the community where they are placed.
- They will be asked to conduct social casework and social groupwork in the community apart from the tasks assigned by the supervisor.
- They shall write their fieldwork report as per the suggestions and recommendations of the concerned faculty supervisor.
- Active participation during IC/GC will help the students to develop a reflective critical thinking on the application of social work methods in the field setting.
- Some of the key areas for practice during this semester:
  - Conduct PRA and learn from people about their lives, problems, and solutions.
  - Explore the scope for social action.
  - Disseminate awareness about government and non-government services, schemes, and programmes and facilitate them wherever possible.

- o Conduct convergence programmes by liaising with government and non-government agencies for community people to access various services, schemes, and programmes.
- o Organise legal literacy camps, awareness camps etc.
- o Arrange health camps.
- o Work with youth, SHGs, elderly etc.
- o Conduct programmes on gender development, domestic violence, child labour, human trafficking, etc.

Course Title	Geriatric Social Work
Course Code	MSW-VBC-556(A)
Semester	2nd Semester
Credits	2

Rationale: This course aims at understanding of old age who are most vulnerable groups and its dimension. It will provide knowledge about various schemes, policies and programmes for elderly and models. It will help in developing skills for interventions. It develops competencies for working with older people.

Objectives:

• To comprehend the concept related to older Persons

• To gain insight into the emerging psychological, social and physical needs and problems of older persons

• To gain knowledge about mental health issues amongst older persons particularly depression and suicide

• Critically analyse various laws, policies, programmes and services available for the older persons

• To understand the nature of social work intervention with older persons

Learning Outcomes:

• Students will develop conceptual clarity regarding concepts of older persons

• Students will learn the Applicability of skills and knowledge in dealing with situations concerning older persons

• Students will be able to critically evaluate the effectiveness of the various policies and programmes for the older persons

• Students will be able to analyse the role of government and non-government intervention in dealing with the issues of older persons

• S tudents will enhance knowledge regarding the rights and legal entitlements of the older persons

• S tudents will develop knowledge regarding the nature of Social work intervention for empowerment of older persons.

Unit	Contents
1.	**Old age concerns and challenges:** Concept and definition of aged; demography of the ageing in India; changing roles; power and status of older persons psychological, social, physical needs and problems of older person; health and mental health consequences of ageing.
2.	**Policies, programmes for elderly:** Social security measures; welfare programmes/schemes for the aged; National Policy and legislative provisions for the aged; international resolutions; rights of older persons; agencies, institutional and Non-Institutional services for the Care of older persons.

3.	**Social work intervention:** Working at micro, meso and macro levels; geriatric counselling and intergenerational living: an approach for better life of senior citizens; sensitising, community resource building; spirituality faith and positive thinking- way forward to happy life in golden years; Empowerment of the older persons.

Readings:

Marshall, M. (1983). *Social work with old people*. Palgrave.

Chowdhury, P.D. (1992). *Aging and the aged: A source book*. Inter-India Publication.

Dhillon, P. K. (1992). *Psycho-social aspects of aging in India*. Concept Publishing Company.

Dandekar, K. (1996). *The elderly in India*. Sage publication

Desai, M & Siva Raju S. (2000). *Gerontological social work in India: Some issues & perspectives.* BR Publishers.

Ramamurti, P.V. & Jamuna, D. (2004). *Handbook of Indian gerontology*. Serials Publications.

B, James. & Schaie, K .W. (2005). *Handbook of the psychology of aging*. Academic Press.

Krishnan, P. & Mahadevan, K. (2008). *The elderly population in developed and developing world: Policies, problems, and perspectives.* BR Publishers.

Sander, S. & Kolomer, S.R. (2019). *Gerontological social work and the grand challenges*. Springer.

Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
✓	✓		✓				

Course Title	**Spirituality and Social Work**
Course Code	MSW-VBC-556 (B)
Semester	2nd Semester
Credits	2

Rationale: Spirituality is an important aspect of human experience and development. Spirituality reflects a holistic perspective for social work practice that addresses the interrelationship between spirituality and the biological, psychological and social dimensions of human experience. Spirituality may express itself through religious forms, or it may be independent of them. Religion is an institutionalized pattern of beliefs, behaviors and experienced, oriented toward spiritual concerns, and shared by a community and transmitted over time in traditions.

Objectives:

- Understanding the meaning and significance of Spirituality
- Understand ethical principles for spiritually sensitive social work
- Recognize spiritual diversity for social work practice
- Develop spiritually sensitive practice skills

Learning Outcomes:

- To understand and distinguish between spirituality and religion.
- To relate Spirituality with universal and fundamental aspect of human life
- To understand a holistic perspective of social work practice that connects the biological, psychological, social and spiritual dimensions of human experience

Unit	Contents
1.	Understanding the Meaning and Significance of Spirituality and Religion: Defining spirituality; Compassion the heart of spirituality; ethical principles for spiritually sensitive; Benefits of religious faith. Understanding and assessing spiritual development, Conceptualization of spirituality in social work;
2.	Ethnic Diversity and Spiritual: Ethnic, gender and sexual orientation diversity and spirituality; Connections between spirituality and social work; A holistic approach to social work practice; Religious traditions and social work practice
3.	Spiritually Sensitive Practice Skills and Techniques: The practice of mindfulness: the power of breathing; being in your body; Loving Kindness; The nature of mindfulness; Mindfulness and social work practice; meditation & its characteristics; potential of meditation for the social work practitioner and client

Readings:

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Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
√	√	-	√	-	-	-	-

Course Title	Youth and Nation Building
Course Code	MSW-VBC-556 (C)
Semester	2nd Semester
Credits	2

Rationale

This course is an orientation for the social work students about the role of youth in nation building. Youths are future leaders of the nation. They are to be oriented about the rich cultural heritage of the nation and the sacrifice of the freedom fighters for independence, and the importance of social harmony and national integration. This paper deals with the orientation on rights and duties of youth as a responsible citizen and various contributions of youth towards nation building.

Objectives

- To understand the fundamental rights and duties of citizen.
- To learn the Indian history, freedom struggle, and multi-culture for social harmony and national integration.
- To understand the role of youth in various nation building activities.

Learning Outcomes

- Students will be more responsible in following the rights and duties of citizens,
- Students will be more aware of Indian culture and
- Students will engage in some nation building activities like NSS, NCC, and sports in University campus and community engagement, youth clubs, sports, and environmental protection in communities.

Unit	Contents
1.	**Youth as a Responsible Citizen:** Understanding basic features of constitution of India; Fundamental Rights, Directive Principles of State Policy and Duties of Citizen, Human Rights and Right to Information (RTI) and Law abiding individual.
2	**Social Harmony and National Integration:** Indian history, freedom struggle, multi-culture, heritage, diversity, tolerance, peace building, interpersonal relationship, acceptance, unity in diversity, and patriotism.

3	**Role of Youth in Nation Building Activities:** Community engagement, healthy politics, NSS, NCC, NYK, sports and healthy life, youth clubs, peace and social harmony, leadership, advocacy on social and environmental protection, and service in armed forces for national security.

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Mode of Teaching

Lecture	Tutorial	Practicum	Seminar	Internship	Studio Activities	Field Practice	Community Engagement
✅		✅	✅				