



DIBRUGARH UNIVERSITY

Bachelor of Social Work (BSW) CBCS Course Curriculum

Under NEP

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Bachelor of Social Work (BSW) CBCS Course Curriculum
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| Year | Semester | Course | Title of the Course | Total Credit | |
|--|--------------------------|---------------------------------------|--|--------------|-----------|
| Year 01 | 1 st Semester | C - 1 | Introduction to Social Work | 4 | |
| | | Minor 1 | Basics of Social Work | 4 | |
| | | GEC - 1 | Social Work as a Profession | 3 | |
| | | AEC 1 | Modern Indian Language | 4 | |
| | | VAC 1 | Understanding India | 2 | |
| | | VAC 2 | Health and Wellness | 2 | |
| | | SEC 1 | Basic Life Skills | 3 | |
| | | | | | 22 |
| | 2 nd Semester | C - 2 | Methods of Social Work -I | 4 | |
| | | Minor 2 | Primary Methods of Social Work | 4 | |
| | | GEC 2 | Social Work in Disaster Setting | 3 | |
| | | AEC 2 | English Language and Communication Skills | 4 | |
| | | VAC 3 | Environmental Science | 2 | |
| | | VAC 4 | Yoga Education | 2 | |
| SEC 2 | | Social Work Practice in Mental Health | 3 | | |
| | | | | 22 | |
| The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during 1st and 2nd Semester | | | | | |
| Year 02 | 3 rd Semester | C - 3 | Methods of Social Work -II | 4 | |
| | | C - 4 | Introduction to Society for Social Work | 4 | |
| | | Minor 3 | Secondary Methods of Social Work | 4 | |
| | | GEC – 3 | Contemporary Social Concerns | 3 | |
| | | VAC 3 | Digital and Technological Solutions / Digital Fluency | 2 | |
| | | AEC – 3 | Communicative English / Mathematical Ability | 2 | |
| | | SEC – 3 | Livelihood and Social Entrepreneurship | 3 | |
| | | | | | 22 |
| | 4 th Semester | C - 5 | | 4 | |
| | | C - 6 | | 4 | |
| | | C - 7 | | 4 | |
| | | C - 8 | | 4 | |
| | | Minor 4 | | 4 | |
| | | | Community Engagement (NCC /NSS /Adult Education /Student mentoring / NGO /Govt. Institutions, etc) | 2 | |
| | | | | 22 | |
| Grand Total (Semester I, II, III and IV) | | | | 88 | |
| The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided, they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term | | | | | |
| | 5 th Semester | C – 9 | | 4 | |

| | | | | | |
|--|--------------------------|---|---|------------|-----------|
| Year 03 | | C – 10 | | 4 | |
| | | C – 11 | | 4 | |
| | | C – 12 | | 4 | |
| | | Minor 5 | | 4 | |
| | | Internship | | 2 | |
| | | | | 22 | |
| Year 03 | 6 th Semester | C – 13 | | 4 | |
| | | C – 14 | | 4 | |
| | | C – 15 | | 4 | |
| | | C – 16 | | 4 | |
| | | Minor – 6 | | 4 | |
| | | Project | | 2 | |
| | | Total | | 22 | |
| Grand Total (Semester I, II, III and IV, V and VI) | | | | 132 | |
| The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of Semester 6 | | | | | |
| Year 04 | 7 th Semester | C – 17 | | 4 | |
| | | C – 18 | | 4 | |
| | | C – 19 | | 4 | |
| | | Minor – 7 | | 4 | |
| | | Research Ethics and Methodology | | 4 | |
| | | Research Project – I (Development of Project / Research Proposal and Review of Related literature) / DSE Course in lieu of Research Project | | 2 | |
| | | | | | 22 |
| | 8 th Semester | C – 20 | | 4 | |
| | | C – 21 | | 4 | |
| | | C – 22 | | 4 | |
| Minor – 8 | | | 4 | | |
| Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 3 credits each in lieu of Dissertation | | | 6 | | |
| | | | | 22 | |
| Grand Total (Semester I, II, III and IV, V, VI, VII and VIII) | | | | 176 | |
| The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research) (4 years) after securing the requisite 176 Credits on completion of Semester 8 | | | | | |

Abbreviations Used:

- C = Major
- GEC = Generic Elective Course / Multi-Disciplinary Course
- AEC = Ability Enhancement Course
- SEC = Skill Enhancement Course
- VAC = Value Added Course

Preamble

The Preamble of the Undergraduate Curriculum Framework-2022 underlines the historical perspective, philosophical basis, and contemporary realities of higher education as enshrined in the National Education Policy 2020 and endeavors to synchronize these cornerstones while charting the road ahead for the state of higher education. Bachelor of Social Work (BSW) is an undergraduate programme/course aimed at preparing its learners to be Professional Social Workers at the grassroots levels.

Contemplating Social Work as a practice-based profession, BSW course is designed by incorporating both the theory and practicum (fieldwork) in the course. This course will help to imbibe right values, knowledge, attitudes, skills and sensitiveness required to meet the contemporary demands. In order to meet the challenges of the present scenario the programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human being and understanding of diverse conditions are practiced. Considering the contemporary/ present scenario the programme is strongly committed to diverse learning experiences, and practicing the respect, values and ideals. The CBCS provides a choice for students to select from the prescribed courses (core, elective or minor or soft skill courses). As per UGC guidelines, courses in a programme may be of three kinds: Core, Elective and Foundation.

Core Courses: Since, social work is a practice-based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will have to study total 22 major subjects at a deep level for Bachelor with Honours with Research in Social Work which are called Core Courses (CC). These major subjects include theory, methods and areas of social work and research-based project. In the research-based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, field work practicum is the back bone of the social work education which involves multiple learning pedagogies and activities in real life situations.

Ability Enhancement Course (AEC): In the CBCS scheme of Undergraduate Programme, students will choose total 2 mandatory subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects are called AEC shall have courses in English/MIL Communication, and Environmental Science.

Skill Enhancement Course (SEC): The social work stream offers a wide variety of courses as minor subjects those will help the students to learn about the national and global scenario of social work in an interdisciplinary mode and enhance their knowledge for getting employment or initiating for self-employment related to social welfare, development and allied areas.

Generic (GE): The “Generic Elective” focusing on those courses which add generic proficiency to the students and also engages interdisciplinary character of the subject.

Introduction

Social Work is a dynamic profession inculcating the values of social justice, equality and diversity at its core. The diverse and uniqueness in the profession allows- meaning, action and power to make difference for the individuals, families, groups and communities. Society’s wellbeing as a whole and having a focus on the development of the vulnerable sections of the society is the primary focus of Social Work. With the constant changes and demand in contemporary society the curricula also need to be more focused on skills and outcome oriented higher education systems that improves the employability of the graduates. Academic resources and technological aids used in the curriculum lead to more fruitful learning outcomes and raise the quality of teaching and research across all higher education institutions.

Contemporary India with the population of young generations below the age of 25 years, demands extra attention to the curriculum to meet the competency of the new era. The

curriculum should address the needs of students aspiring for professional education to make them well equipped with knowledge and skills needed for the job market.

There is a need to inculcate in them an attitude for life-long learning and understand the need for ongoing skill development. It therefore posits the need for paying attention to skill building and enhancing employability of these youth and to give them the direction for building the foremost nation of the world. In this direction, the institutions of higher education have an important role to play. Social Work is a dynamic profession and always endeavors to respond to fresh challenges. Located in the very depth of the socio-cultural milieu, its very existence depends on this response to a changing context. It addresses the concerns of society and develops young social work professionals with the best of knowledge, skills and attitudes. As is the case with other professions, Social Work too has a 'science' and an 'art' to it. Besides its core domains, it draws upon other disciplines.

Social work differs from any other helping profession as it emphasizes on the person-in-environment model and social justice. Social workers merely consider individuals's internal struggle as other helping professional might, they also work with people to examine their relationship, family histories, work environment, community environment and the structures and policies that impact them in order to identify ways to help address a problem or challenges. Social work practice is strength-based as social workers help clients identify their problems, determine their skills and capacities and then analyze that those strengths might be applied to overcome the identified problems.

Graduate Attributes

The graduate attributes reflect the particular quality and feature or characteristics of an

individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or

university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student

and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their

characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a Social Work graduate should demonstrate are as follows:

Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. Awareness of the social context, policies and programmes directed towards social

development; understanding of social problems, social legislations and the rights based approach.

Communication Skills: Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear

and concise manner to different groups. Develop skills in verbal and non-verbal communication,

preparation and presentation of documents/reports/PPTs. Skills of interpersonal communication,

use of IEC and programme media in working with diverse population groups. Able to use ICT in

a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to the professional needs.

Communicate effectively, with empathy and respect, across diverse practice contexts and with a

diversity of people, communities and organizations.

Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices,

policies and theories by following scientific approach to knowledge development.

Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

Analytical Reasoning: Ability to access secondary information as a consumer, identify right resources/ data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

Research-related Skills: As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation

of indigenous knowledge.

Cooperation and Team Work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player and be able to work effectively within supervisory groups, including social work teams, multi- and inter-disciplinary teams as well as multi-sectoral teams;

Reflective Thinking: Awareness of and ability to use one's professional skills and behavioural competencies that meet the need of the situation.

Self-motivated Learning: Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

Diversity Management and Inclusive Approach: Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of social work.

Lifelong Learning: Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also reskilling in diverse areas.

Programme Learning Outcomes

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. The programme learning outcomes are aligned with the

relevant qualification descriptors. Programme learning outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the Degree qualification. The programme learning outcomes clearly focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates of a given programme of study.

Teaching - Learning Process

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that

the teaching-learning processes are oriented towards enabling students to attain the defined

learning outcomes relating to the courses within a programme. The outcome - based approach, particularly in the context of undergraduate studies, requires a significant shift from teachercentric to learner-centric pedagogies and from passive to active/participatory pedagogies. Planning for teaching therein becomes critical. Every programme of study lends itself to well structured and sequenced acquisition of knowledge and skills. The expected outcomes are delineated below:

Able to understand social work as a profession, its various ideologies and awareness of

values and ethics of the social work profession.

Able to demonstrate familiarity with Casework processes, tools and techniques and their

application in Professional Social Work Practice.

Able to demonstrate familiarity with group work processes, tools and techniques and their

application in Professional Social Work Practice.

Able to demonstrate familiarity with Community work processes, tools and techniques and their application in Professional Social Work Practice.

Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them

Able to understand the sociological concepts and notions of society, of economics and

political framework in the context of social welfare

Able to understand concepts related to psychology and social psychology and its relevance to

Social Work

Able to understand theories related to sociology and psychology and their application in

developing social work interventions.

Able to understand concept and manifestation of social problems

Able to understand preventive and remedial measures for addressing contemporary social

problems and role of social work in addressing them

Able to conduct research and application of different methods and tools of data collection

Able to understand the concept of human rights and its significance to the Social Work

profession

Able to understand the application of human rights to the various practice domains of the

profession

Able to prepare modules and strategies for social advocacy to bring sustainable social change

Able to understand the basics of Entrepreneurial Skill

Able to form small groups with different age and gender groups

Able to undertake case work with different age and gender groups in different settings

Able to understand the basics of counseling and guidance and its theories

Able to develop application of various counseling techniques with special groups

Able to understand the basics of counseling and guidance

Able to understand the theories of counseling

Able to develop application of various counseling techniques with special groups

Able to understand various types of programme media and their application in the various setting

Able to develop understanding of concept of social policy and social planning

Able to understand Concept and nature of Development and Human Development

Able to understand contemporary fields of social work practice like health, disaster management, environment and identify the role of a professional social worker in these diverse settings

Able to develop skills of Observation, Listening, Interviewing, Home Visits, Rapport

Building, Resource Mobilization and Recording.

- Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme

Planning, Evaluation and using Programme Media in groups

- Able to develop and sharpen skills for using media, information and digital communication.

- Able to develop skills of data collection, organization, presentation, analysis and report

writing

- Able to know concept and basic features of NGO and project formulation

- Able to develop skills to use basic programme media and role of social workers in use of programme media.

- Able to understand the concept, importance and relevance of media and information literacy and develop understanding of social realities and issues from the lens of social media

- Able to understand the abilities and skills of successful entrepreneurs

- Able to develop professional attitude conducive to deal with human problems

- Able to understand the concept and place of field work in Social Work education and role of

Social Worker in different settings

- Able to develop skills in Field Work like report writing, observation and Analysis

- Able to understand programme media Skills in planning Social Work interventions

- Able to develop skills of collecting and collating information to understand community, its structure and components.

- Able to write process oriented reports and engage in meaningful discussions during supervisory conferences

Able to be acquainted with rural and tribal scenario and their socio-economic aspects through

exposure in rural camp.

Able to learning the Skills and art of organizing and managing activities and events relating to camp

Therefore, the outcome - based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher centric to learner-centric pedagogies and from passive to

active/participatory pedagogies. For the teachers, the pedagogy makes a new demand and are listed below:

Lecture by the course or teacher incharge

Assignment on a specific topic that would be given by the teacher incharge and would be completed by the student

Individual and Group Presentation could be envisaged after successful completion of the assignment and its sharing by means of presentation in small groups within a class. Planning for teaching therein becomes critical. The diversity in transaction would find place in the paper where teachers can also make use of case studies, best practices and NGO exposure visits as part of the teaching process. These have been highlighted in the appropriate places. Every programme of study lends itself to well-structured and sequenced acquisition of knowledge and skills as listed above. The teaching of courses under the LOCF curriculum has paid special attention to pedagogies and specified them course wise. The teaching of courses under the LOCF curriculum has paid special attention to pedagogies and specified them course wise.

Assessment methods:

The Assessment process is both internal and external and these have been detailed in subsequent paragraph. Assignments, and class presentations have been added to enhance student capability and an end semester exam will further evaluate the knowledge domain. A variety of assessment methods appropriate to a given disciplinary/ subject area and a programme of study are used to assess progress towards the course / programmes learning outcomes. In this curriculum a variety of assessment patterns have been incorporated which are formative in nature. A separate assessment pattern has been suggested for theory and field work which is mentioned below:

- a) Assessment of Theory Papers:** Each of the theory paper is of 100 marks. The learner will be assessed on the basis of examination having two components namely semester end examination and internal assessment. External assessments are designed, selected, and controlled by evaluator after the completion of the semester and semester end examination will consist of 80 marks. Depending on the local conditions and diversity among students long and short questions from related theory paper can be used for learner's assessment. Internal assessments will be used to make decisions about instruction and to understand progress to discipline related knowledge and skills. The internal assessment will be of 20 marks and will be further divided in 3 parts i.e. assignments of 10 marks, presentations of 5 marks and class participation of 5 marks. Besides, the listed pattern of evaluation, it can be calibrated according to students' knowledge, skills, and interests as well as the local conditions and diversity like Tests, quizzes, case studies, field exposure visits, examples of best practices, in-class work and peer reviews.
- b) Assessment of Field Work:** The assessment of the paper on field work in the Semester IV, V and VI will be of 100 marks. In Semester IV a Rural Educational Camp will be organised and learners will be assessed on 50 marks. In Semester V and VI students have to undertake a dissertation along with the concurrent fieldwork and the dissertation will be of 100 marks.

The Assessment process is both internal and external and these have been detailed. Assignments,

and class presentations will enhance student capability and an end semester exam will further evaluate the knowledge domain. To conclude, the eclectic flavour of the LOCF Social Work is designed to inculcate among the different stakeholders, teachers and students, a vision of the profession for the present and also the future; and in this affirmative path develop a quest for knowledge and lifelong learning. One can well state that in Social Work each day is a fresh beginning. To conclude, considering the eclectic flavour of the LOCF Social Work is designed to inculcate among the different stakeholders, teachers and students, a vision of the profession for the present and also the future; and in this affirmative path develop a quest for knowledge and lifelong learning. One can well state that in Social Work each day is a fresh beginning.

Title of the course : **Introduction to Social Work**
Course Code : **BSWC1**
Nature of the course : **Core**
Total Credits : **4**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Course Objectives:

- To understand the concept of Social Work and emergence of Social Work.
- To educate the learner about different intervention strategies adopted by social workers in different settings.
- To educate or familiarize the learners with field work.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|---|-----------|----------|----------|--------------------|
| 1 (25 Marks) | Introduction to Social Work: 1.1 Concept, Definition, Objective, Nature and Scope of Social Work 1.2 Functions and Methods of Social Work 1.3 Skills of Social Work 1.4 Social Work with Individuals & Groups 1.5 Community Practice in Social Work | 15 | 2 | - | 17 |
| 2 (20 Marks) | Social Work Profession: 2.1 Emergence of Social Work as a profession in Europe, US and UK 2.2 Social Work in India 2.3 Social Work in Contemporary Settings | 10 | 2 | - | 12 |
| 3 (10 Marks) | Values and Principles of Social Work Practice: 3.1 Ethics of Social Work 3.2 Principles and Values of Social Work | 10 | 1 | - | 11 |
| 4 (15 Marks) | Concepts in Social Work Practise: 4.1 Social Welfare, Social Action, Social Change, Social development, Social Exclusion, Empowerment and Occupational Social Work. 4.2 Conflict-Concept and Mitigation | 10 | 2 | - | 12 |

| | | | | | |
|-------------------------------|------------------------------------|-----------|----------|----------|-----------|
| 5 (10 Marks) | Social Work Practicum – I | 1 | 1 | 6 | 8 |
| | 5.1 Organization visit | | | | |
| | 5.2 Community interaction | | | | |
| | 5.3 Rural Practicum or Field Visit | | | | |
| | Total | 46 | 8 | 6 | 60 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcomes:

After the completion of the course the learner will be able to:

- Will be able to understand the concept, nature and ethics of Social Work.
- Will help learners understand the concept of Professional Social Work.
- Have practical insights about organizations, communities and develop skills of report writing documenting etc.

Suggested Reading-

- Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge,
- Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
- Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.
- Desai, Murli, (2006). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi
- Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd
- Heun, Linda R.,
- Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.
- Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.
- Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.

National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.

O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice A Practical Guide for Professionals, London

Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi : Rawat Publication

Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow:New Royal Book Company.

Skidmore, Rex A.(1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.

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

Title of the course : **Basics of Social Work**
Course Code : **MINBSW1**
Nature of the course : **Minor**
Total Credits : **4**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Course Objectives:

- To understand the concept of Social Work and emergence of Social Work.
- To educate the learner about different intervention strategies adopted by social workers in different settings.
- To educate or familiarize the learners with field work.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|---|-----------|----------|----------|--------------------|
| 1 (18 Marks) | Introduction to Social Work: 1.6 Concept, Definition, Objective, Nature and Scope of Social Work 1.7 Functions and Methods of Social Work | 10 | 3 | - | 13 |
| 2 (18 Marks) | Social Work Profession: 2.1 Emergence of Social Work as a profession in Europe, US and UK 2.2 Social Work in India 2.3 Social Work in Contemporary Settings | 10 | 3 | - | 13 |
| 3 (18 Marks) | Values and Principles of Social Work Practice: 3.1 Ethics of Social Work 3.2 Principles and Values of Social Work | 10 | 3 | - | 13 |
| 4 (18 Marks) | Concepts in Social Work Practise: 4.1 Social Welfare, Social Action, Social Change, Social development, Social Exclusion and Empowerment | 10 | 3 | - | 13 |
| 5 (8 Marks) | Social Work Practicum – I 5.1 Organization visit 5.2 Community interaction 5.3 Rural Practicum or Field Visit | 1 | 1 | 6 | 8 |

| | | | | | |
|--|--------------|-----------|-----------|----------|-----------|
| | Total | 41 | 13 | 6 | 60 |
|--|--------------|-----------|-----------|----------|-----------|

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcomes:

After the completion of the course the learner will be able to:

- Will be able to understand the concept, nature and ethics of Social Work.
- Will help learners understand the concept of Professional Social Work.
- Have practical insights about organizations, communities and develop skills of report writing documenting etc.

Suggested Reading-

- Annie Pullen-Sansfaçon (2013), *The Ethical Foundations of Social Work*, Stephen Cowden Routledge,
- Banks, S. (1995). *Ethics and Values in Social Work: Practical Social Work Series*, London: Macmillan Press Ltd.
- Compton, B. R. (1980). *Introduction to Social Welfare and Social Work*. Illinois: The Dorsey Press.
- Desai, Murli, (2006). *Ideologies and Social Work: Historical and Contemporary Analyses*, Rawat Publication, New Delhi
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- Heun, Linda R.,
- Heun, Richard E. (2001) *Developing Skills for Human Interaction*, London: Charles E. Merrill Co.
- Jacob, K. K. (Ed.) (1994) *Social Work Education in India – Retrospect and Prospect* Udaipur, Himansu Publications.
- Joseph, Sherry (Ed.) (2000) *Social Work: In the Third Millennium (Some Concerns and Challenges)*, Sriniketan, Department of Social Work, Visva-Bharati.
- National Association of Social Workers. (2008). *Code of Ethics of the National Association of Social Workers*. Washington, D.C.: NASW Press.
- O’ Hagan, Kieran, Kingsley, Jessica (2003) *Competence in Social Work Practice A Practical Guide for Professionals*, London
- Reamer & Fredric (2005) *Social Work Values and Ethics*, New Delhi : Rawat Publication
- Singh, D. K. and Bhartiya, A.K. (2010). *Social Work: Concept and Methods*. Lucknow:New Royal Book Company.
- Skidmore, Rex A.(1982), *Introduction to Social Work*, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.
- Surendra Singh (Chief Editor). (2012): *Encyclopedia of Social Work in India*. Lucknow:New Royal Book Company.

Title of the course : Social Work as a Profession
Course Code : GECBSW1
Nature of the course : Generic Elective Course (GEC)
Total Credits : 3
Distribution of marks : 80 (End Sem) + 20 (In Sem)

Course Objectives:

- To develop insights into the need of Social Work in various setups.
- To differentiate Social Work from a theory based subject to a practice-based profession.
- To understand the skills required to pursue Social Work as a profession.

| Units | Contents | L | T | P | Total Hours |
|---------------------|---|-----------|----------|----------|-------------|
| 1 (30 Marks) | Basic Introduction: 1.1 Concept of Profession and Social Work 1.2 Basic requirements of Profession 1.3 Characteristics of Social Work as a Profession 1.4 Scope of Social Work. | 12 | 3 | - | 15 |
| 2 (20 Marks) | Social Work Profession: 2.1 Skills of Social Work Practice 2.2 Methods used in Social Work 2.3 Issues and Challenges. | 12 | 3 | - | 15 |
| 3 (30 Marks) | Social Work in India: 3.1 Social Work in: <ul style="list-style-type: none"> • Correctional Setting • Health Setting • Educational Setting • Livelihood setting • Industrial Setting | 12 | 3 | - | 15 |
| | Total | 36 | 9 | - | 45 |

Modes of In-Semester Assessment:

- One internal examination 10 Marks
- Others (Any one) 10 Marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcomes:

After the completion of the course the learner will be able to:

- Able to understand the role of Social Work in different fields.
- Able to be aware about the challenges faced in pursuing the profession.
- Able to develop professional skills.
- Able to understand the work structure of Social Work.

Suggested Reading-

Annie Pullen-Sansfaçon (2013), *The Ethical Foundations of Social Work*, Stephen Cowden
Routledge,

Banks, S. (1995). *Ethics and Values in Social Work: Practical Social Work Series*, London:
Macmillan Press Ltd.

Compton, B. R. (1980). *Introduction to Social Welfare and Social Work*. Illinois: The Dorsey
Press.

Desai, Murlu, (2006). *Ideologies and Social Work: Historical and Contemporary Analyses*,
Rawat Publication, New Delhi

Friedlander, Walter A. (1977) *Concepts and Methods of Social Work*, New Delhi: Prentice
Hall of India Pvt. Ltd Heun, Linda R.,

Heun, Richard E. (2001) *Developing Skills for Human Interaction*, London: Charles E. Merrill
Co.

Jacob, K. K. (Ed.) (1994) *Social Work Education in India – Retrospect and Prospect* Udaipur,
Himansu Publications.

Joseph, Sherry (Ed.) (2000) *Social Work: In the Third Millennium (Some Concerns and
Challenges)*, Sriniketan, Department of Social Work, Visva-Bharati.

National Association of Social Workers. (2008). *Code of Ethics of the National Association of
Social Workers*. Washington, D.C.: NASW Press.

O' Hagan, Kieran, Kingsley, Jessica (2003) *Competence in Social Work Practice A Practical
Guide for Professionals*, London

Reamer & Fredric (2005) *Social Work Values and Ethics*, New Delhi : Rawat Publication

Singh, D. K. and Bhartiya, A.K. (2010). *Social Work: Concept and Methods*. Lucknow:New
Royal Book Company.

Skidmore, Rex A.(1982), *Introduction to Social Work*, New Jersey, Thackeray, Milton G.
Prentice-Hall, Englewood Cliffs.

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

Title of the course : **Basic Life Skills**
Course Code : **SEC102**
Nature of the course : **Skill Enhancement Course (SEC)**
Total Credits : **3**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Course Objectives:

1. To help the learners to understand the concept and significance of Life Skills.
2. To enhance one's ability to be fully self aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.
3. To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|--|-----------|----------|----------|--------------------|
| 1 (20 Marks) | 1.Overview of Life Skills 1.1 Meaning and significance of Life Skills 1.2 Social and Negotiation Skills 1.3 Thinking Skills and Coping Skills 1.4 Application of Life Skills | 12 | 3 | - | 15 |
| 2 (40 Marks) | 2. Life skills identified by WHO: 2.1 Self awareness 2.2 Empathy, 2.3 Critical thinking, 2.4 Creative thinking 2.5 Decision making, 2.6 Problem solving, 2.7 Effective communication, 2.8 Interpersonal relationship, 2.9 Coping with stress, 2.10 Coping with emotion. | 12 | 3 | - | 15 |
| 3 (20 Marks) | 3. Leadership Skills 3.1 Meaning of Leadership 3.2 Leadership styles 3.3 Leadership Functions 3.4Qualities of a good leader | 12 | 3 | - | 15 |
| | Total | 46 | 9 | - | 45 |

Modes of In-Semester Assessment:

- One internal examination

10marks

- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcomes-

By the end of the semester, the learners will be able to-

1. Define and Identify different life skills required in personal and professional life.
2. Develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.

Suggested Reading-

- *Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.*
- *WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations.5 Inter-Agency Meeting, WHO, Geneva.*
- *Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu.*
- *Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA*
- *Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.*
- *Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York*

Title of the course : **Methods of Social Work-I**
Course Code : **BSWC2**
Nature of the course : **Core**
Total Credits : **4**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Course Objectives:

- To understand the individual, family, Group and Community and their problems and the social contextual factors affecting them.
- To understand social Casework, Social Group Work and Community Organization as primary methods of Social Work practice.
- To gain Knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals, Groups and Communities.
- To develop an understanding on intervention of case work, group work and community organization in various setting.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|---|-----------|-----------|----------|--------------------|
| 1 (20 Marks) | 1.Social Casework 1.1 Individual and Family problems 1.2 Concept and Definitions of Social Case Work 1.3 Components of Case work 1.4Principles of Case Work. Tools and Techniques of Case Work. | 12 | 3 | - | 15 |
| 2 (20 Marks) | 2. Social Group Work 2.1 Group and Types of Group 2.2 Concept and Definitions of Social Group Work 2.3 Process of Social Group Work 2.4 Principles of group Work | 12 | 3 | - | 15 |
| 3 (20 Marks) | 3. Community Organization 3.1Community and Types 3.2 Definition of Community organization, process of community organization 3.3Principles of community organization. | 12 | 3 | - | 15 |
| 4 (20 Marks) | 4. Scope of Primary Methods of Social work 4.1 Various settings for Case Work 4.2 Various settings for Group Work 4.3 Various settings for Community Organization such as (Hospitals, Schools, Observation Home, SHG, NGOs working on community problems, De-addiction Centre, Prison, Centre working for women.) | 12 | 3 | - | 15 |
| | Total | 48 | 12 | - | 60 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcomes:

- Able to demonstrate familiarity with Case work , Group work , Community Organization processes, tools and techniques and their application in professional Social Work Practice.
- Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

Suggested Readings-

1. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York : Houghton Mifflin Co.
2. Babara, J. G. (1991) Beyond Case Work, London
3. Biestek, Felix (1968) The Casework Relationship, London : Unwin University Book
4. Fisher, Joe (1978) Effective Case Work Practice – An electric approach, New York : MacGraw Hill
5. Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York
6. Government of India (1987) Encyclopedia in Social Work, New Delhi : Publication Division (Social Welfare Ministry)
7. Hamilton, Gordon (1970) The New York School of Social Work : Theory and Practice of Social Case Work, New York and London : Columbia University Press
8. Holis, Florence and Woods, Mary E. (1981) Casework – A Psychosoical Therapy, New York : Fandom House
9. Bhatt R.M. (1960) Records of Group Work Practicain India, Baroda University : Baroda

10. Delhi School of Social Work (1958) Field Work Records in Group Work and Community organization, London : Tavistock Publication
11. Douglas, Tom (1976): Group Process in Social Work - a Theoretical Synthesis, New York : John Wiley & Sons
12. Douglas Tom (1978) Basic Group Work, London : Tavistock Publication
13. Barhard (1975) The Use of Groups in Social Work Practice, USA : Routledge & Kegan Paul Ltd
14. Klein Josphine (1967) The Study of Groups, London :Routledge and Kegan Paul Ltd
15. Konopka Gisela (1954) Group Work in Institution,New York : Associate Press
16. Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey :
Prentice Hall
17. Northen, Helen (1969) Social Work with Groups, New York : Columbia University Press
18. Northen, Helene, Roberts (1976) Theory of Social Work with Groups, New York : Columbia University Press
19. Phillips, Helen (1962) Essentials of Social Group Work Skills, New York : Associate Press
20. Reid E. Kenneth (1996) Social Work Practice with Groups - A Clinical Perspective, , USA : Brook/Cole Publishing Company
21. Ryland and Wilson (1949) Social Group Work Practice, USA : Houghton Mifflin Co.
22. Trecker, Herleigh (1955) Group Work-Foundations & Frontiers, New York : Whiteside & William Marrow & Co
23. Trecker, Herleigh (1970) Social Group Work-Principles and Practices, New York : Associate Press
24. Battacharya, Sanjay Social Work an Integrated Approach, New Delhi : Deep & Deep
Publicators Pvt. Ltd.
29. Siddiqui H.Y. (2014) Group Work Theories and Practices , Rawat Publications, Jaipur

30. Richmond, E. Mary. 1971. *Social Diagnosis*. New York: Russel Sage Foundation.
31. Tilbury. D.E.F. 1977. *Case Work in Context*. Oxford: Pergamon Press.
32. Perlman, H.H. 1974. *Social Case Work*. Chicago: The University of Chicago Press.
33. Chowdhry, D.P. 1976. *Introduction to Social Work*. New Delhi: Atma Ram.
34. Christopher, A.J., and Thomas William, 2006. *Community Organization and Social Action*. New Delhi: Himalaya Publications.

Title of the course : Primary Methods of Social Work
Course Code : MINBSW2
Nature of the course : Minor
Total Credits : 4
Distribution of marks : 80 (End Sem) + 20 (In Sem)

Course Objectives:

- To understand the individual, family, Group and Community and their problems and the social contextual factors affecting them.
- To understand social Casework, Social Group Work and Community Organization as primary methods of Social Work practice.
- To gain Knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals, Groups and Communities.
- To develop an understanding on intervention of case work, group work and community organization in various setting.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|---|-----------|-----------|----------|--------------------|
| 1 (20 Marks) | 1.Social Casework 1.1 Individual and Family problems 1.2 Concept and Definitions of Social Case Work 1.3 Components of Case work 1.4Principles of Case Work. Tools and Techniques of Case Work. | 12 | 3 | - | 15 |
| 2 (20 Marks) | 2. Social Group Work 2.1 Group and Types of Group 2.2 Concept and Definitions of Social Group Work 2.3 Process of Social Group Work 2.4 Principles of group Work | 12 | 3 | - | 15 |
| 3 (20 Marks) | 3. Community Organization 3.1Community and Types 3.2 Definition of Community organization, process of community organization 3.3Principles of community organization. | 12 | 3 | - | 15 |
| 4 (20 Marks) | 4. Scope of Primary Methods of Social work 4.1 Various settings for Case Work 4.2 Various settings for Group Work 4.3 Various settings for Community Organization such as (Hospitals, Schools, Observation Home, SHG, NGOs working on community problems, De-addiction Centre, Prison, Centre working for women.) | 12 | 3 | - | 15 |
| | Total | 48 | 12 | - | 60 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcomes:

- Able to demonstrate familiarity with Case work , Group work , Community Organization processes, tools and techniques and their application in professional Social Work Practice.
- Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

Suggested Readings-

1. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York : Houghton Mifflin Co.
2. Babara, J. G. (1991) Beyond Case Work, London
3. Biestek, Felix (1968) The Casework Relationship, London : Unwin University Book
4. Fisher, Joe (1978) Effective Case Work Practice – An electric approach, New York : MacGraw Hill
5. Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York
6. Government of India (1987) Encyclopedia in Social Work, New Delhi : Publication Division (Social Welfare Ministry)
7. Hamilton, Gordon (1970) The New York School of Social Work : Theory and Practice of Social Case Work, New York and London : Columbia University Press
8. Holis, Florence and Woods, Mary E. (1981) Casework – A Psychosoical Therapy, New York : Fandom House
9. Bhatt R.M. (1960) Records of Group Work Practicain India, Baroda University : Baroda

10. Delhi School of Social Work (1958) Field Work Records in Group Work and Community organization, London : Tavistock Publication
11. Douglas, Tom (1976): Group Process in Social Work - a Theoretical Synthesis, New York : John Wiley & Sons
12. Douglas Tom (1978) Basic Group Work, London : Tavistock Publication
13. Barhard (1975) The Use of Groups in Social Work Practice, USA : Routledge & Kegan Paul Ltd
14. Klein Josphine (1967) The Study of Groups, London :Routledge and Kegan Paul Ltd
15. Konopka Gisela (1954) Group Work in Institution,New York : Associate Press
16. Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey :
Prentice Hall
17. Northen, Helen (1969) Social Work with Groups, New York : Columbia University Press
18. Northen, Helene, Roberts (1976) Theory of Social Work with Groups, New York : Columbia University Press
19. Phillips, Helen (1962) Essentials of Social Group Work Skills, New York : Associate Press
20. Reid E. Kenneth (1996) Social Work Practice with Groups - A Clinical Perspective, , USA : Brook/Cole Publishing Company
21. Ryland and Wilson (1949) Social Group Work Practice, USA : Houghton Mifflin Co.
22. Trecker, Herleigh (1955) Group Work-Foundations & Frontiers, New York : Whiteside & William Marrow & Co
23. Trecker, Herleigh (1970) Social Group Work-Principles and Practices, New York : Associate Press
24. Battacharya, Sanjay Social Work an Integrated Approach, New Delhi : Deep & Deep
Publicators Pvt. Ltd.
29. Siddiqui H.Y. (2014) Group Work Theories and Practices , Rawat Publications, Jaipur

30. Richmond, E. Mary. 1971. *Social Diagnosis*. New York: Russel Sage Foundation.
31. Tilbury. D.E.F. 1977. *Case Work in Context*. Oxford: Pergamon Press.
32. Perlman, H.H. 1974. *Social Case Work*. Chicago: The University of Chicago Press.
33. Chowdhry, D.P. 1976. *Introduction to Social Work*. New Delhi: Atma Ram.
34. Christopher, A.J., and Thomas William, 2006. *Community Organization and Social Action*. New Delhi: Himalaya Publications.

Title of the course : **Social Work in Disaster Setting**
Course Code : **GECBSW2**
Nature of the course : **Generic Elective Course (GEC)**
Total Credits : **3**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Course Objectives:

- To enhance knowledge, capacities ,and perspective on disasters and understand the impact of disasters.
- To enhance awareness of Disaster Management institutional process in India
- To understand psycho social response to disasters.
- To understand scope of social work practice in disaster management

| Units | Content | L | T | P | Total Hours |
|-------------------------------|--|----------|----------|----------|--------------------|
| 1 (30 Marks) | Introduction to disasters, Disaster Management Disaster: 1.1 Meaning & Concept, Types and Causes 1.2 Impacts of disaster: Physical, Social, Economic, Political, Psychological and Ecological 1.3 Phases of Disaster management: Pre-Disaster, In- Disaster and Post- Disaster | 12 | 3 | | 15 |
| 2 (20 Marks) | Social Work Practice in Disaster Management: 2.1 Basic Introduction to Social Work 2.2 Community Based Disaster Management 2.3 Role of Social Workers | 12 | 3 | | 15 |
| 3 (30 Marks) | Role of different agencies in disaster management: 3.1 Role of Government, Administration and Media in Disaster Management 3.2 Role of Military, Para Military Forces, NSS, Citizens and Youths 3.3 Demonstrations by Emergency Responders | 12 | 3 | | 15 |
| | Total | 36 | 9 | | 45 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcome :

- Enhance knowledge, capacities and skills, and perspective on disasters.
- Understand the roles and responsibilities of different sectors on disaster management.
- Apply skills and principles of social work in disaster settings.

Suggested Reading:

- Abarquez I and Murshed Z .2004. Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center
- Anderson M and Woodrow P. 1998. Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, www.itdgpublishing.org.uk
- Blaikie P, Cannon T, Davis I and Wisner B. 2004. At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.
- Carter I. 2002. Preparing for disaster, PILLARS Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz
- Carter I. 2003. Mobilising the community, PILLARS Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz
- Deshpande, B.G. 1996. Earthquakes. Animals and Man. Gurgaon : JAC Trust.
- Heijmans A and Victoria L 2001. Citizenry-Based and Development-Oriented Disaster Response. Philippines: Centre for Disaster Preparedness.
- Mohan, Munasinghe and Clarke Caroline. 1992. Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank
- Murthy, D.B.N. 2007. Disaster Management: Text and Case Studies. New Delhi: Deep & Deep.

Title of the course : **Social Work Practice in Mental Health**
Course Code : **SEC202**
Nature of the course : **Skill Enhancement Course (SEC)**
Total Credits : **3**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Course Objectives:

- To understand mental health as a positive concept and as an important attribute of life
- To analyse the effect of class, culture and gender on mental health and wellbeing.
- To gain an insight into different types of mental disorders, their causes, manifestations and management
- To understand the nature and types of social work assessment and interventions in mental health
- To develop sensitivity, awareness and understanding of policy and practice issues in the field of mental health

| Name of the Unit | Contents | L | T | P | Total Hours |
|------------------|---|----|---|---|-------------|
| 1 (20 Marks) | Understanding Mental Health 1.1 Concept of mental health 1.2 Human rights perspective 1.3 Socio cultural determinants | 10 | 1 | - | 11 |
| 2 (20 Marks) | Classification of Mental Disorders 2.1 Concept of Mental disorders. 2.2 Basic understanding of DSM-5-TR and ICD- 11 2.3 Common mental disorders- Anxiety disorders, OCD, ADHD. 2.4 Severe mental disorders- Schizophrenia, Depression, Bipolar disorder. | 10 | 2 | - | 12 |
| 3 (20 Marks) | Mental Health Care Scenario 3.1 Mental Health Policy Programmes and Legislations in India 3.2 Community mental health | 10 | 1 | - | 11 |

| | | | | | |
|-----------------|---|----|---|---|----|
| | | | | | |
| 4 (20 Marks) | Social Work interventions in Mental Health 4.1 Practice in Institutional and Non institutional settings 4.2 Skills in mental health social work: Assessments and Interventions | 10 | 1 | - | 11 |
| TOTAL | | 40 | 5 | | 45 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning outcomes:

By the end of the course, students will be able to:

- Develop attitudes and values, knowledge and skills to work with individuals, families and small groups in mental health settings.
- Undertake assessment of client situations from the bio-psychosocial perspective.
- Analyse and evaluate conceptualisations of mental health and mental illness in relation to human rights and social justice
- Integrate knowledge of mental health and mental illness within theoretical frameworks
Develop appropriate skills and attitudes required for the practice of mental health social work

Suggested Reading:

1. Taylor, L.E. (2010). Mental health in social work: A casebook on diagnosis and strengths-based assessment. Boston: Pearson
2. Steen, M., & Thomas, M. (2016). Mental health across lifespan. New York: Rutledge
3. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2017). Abnormal psychology and modern life. New Delhi: Pearson Education.

4. Coppock, V., & Dunn, B. (2010). Understanding social work practice in mental health. Los Angeles/ London/ New Delhi: Sage
5. Bhugra, D., Tse, S., & Roger, N. G. (2015). Handbook of psychiatry in Asia. London and New York: Routledge
6. Sutherland, J. D. (ed.) (2003). Towards community mental health. London: Routledge.
7. Callicutt, J. W., & Lecca, P. J. (eds.) (1983). Social work and mental health. New York: The Free Press.
8. Patel, V., & Thara, R. (2002). Meeting the mental health needs of developing countries: NGO innovations in India. New Delhi: Sage Publications
9. Francis, A. (2014). Social work in mental health: Contexts and theories for practice. Sage
10. Rosenberg, J., & Rosenberg, S. (Eds.) (2018). Community mental health: Challenges for the 21st century. New York: Rutledge
11. King, R., Lloyd, C., & Meehan, T. (2007). Handbook of psychosocial rehabilitation. Oxford, UK: Blackwell Publishing.
12. Caplan, G. (2011). An approach to community mental health. Rutledge
13. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). Community mental health in India. New Delhi: Jaypee Brothers Medical Pub
14. Thornicroft, G., Szukler, G., Mueser, K. T., & Drake, R. E. (2011). Oxford textbook of community mental health. New York: Oxford

Weblinks:

1. Promoting Mental Health by WHO. Available at https://www.who.int/health-topics/mental-health#tab=tab_1
2. DSM 5-TR Classification –APA. Available at <https://www.psychiatry.org/psychiatrists/practice/dsm>
3. Report of the Technical Committee on Mental Health by NHRC. Available at http://nhrc.nic.in/Documents/Mental_Health_report_vol_I_10_06_2016.pdf
4. Journal: Social Work in Mental Health. Available at <https://www.tandfonline.com/loi/wsmh20>

Title of the course : **Methods of Social Work-II**
Course Code : **BSWC3**
Nature of the course : **Core**
Total Credits : **4**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Course Objectives:

- To understand the concept of Social Work. Emergence of Social Work.
- To educate the learner about different intervention strategies adopted by social workers in different settings.
- To educate or familiarize the learners with field work.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|---|-----------|-----------|----------|--------------------|
| 1 (30 Marks) | 1.Social Welfare Administration 1.1 Concept and Objective of Social Welfare 1.2 Concept, Objective, Principles and Functions of Social Welfare Administration, 1.3Basics of NGO Management- Concept, Registration, 1.4 Designing, Project Proposal, Funding, Implementation and Evaluation of Projects | 15 | 5 | | 20 |
| 2 (20 Marks) | 2. Social Work Research 2.1 Concept, Types and Scope of Social Research and Social Work Research 2.2 Basic Social Work Research Process | 15 | 5 | | 20 |
| 3 (30 Marks) | 3.Social action 3.1 Concept, meaning and objectives. Strategies of social action 3.2 Social action and social change | 15 | 5 | | 20 |
| | Total | 45 | 15 | | 60 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks

- Group Discussion
- Seminar Presentation
- Debate

Learning Outcomes

By the end of the semester, the learners will be-

- Able to understand the concept of social welfare and basics of social welfare administration including NGO Management.
- Able to develop the basic understandings on Social Work Research
- Able to develop their understanding on Social Action as a method of Social Work.

Suggested Readings-

- Bhattacharya, S (2006) *Social Work Administration & Development*, New Delhi: Rawat Publications
- Goel, S.L. & Jain, R.K (1988).*Social Welfare Administration*, Vol. I and II. New Delhi: Deep Publication.
- Goel& Kumar (2004) *Administration and Management of NGOs*, New Delhi : Deep and Deep publication.
- Rubin, A., & Babbie, E. (2011). *Research methods for social work*. Pacific Grove, CA: Brooks.
- Goode, W. J. & Hatt, P. K. (1952). *Methods in social research*. New York: McGraw Hills.
- Bordens, K. S.& Abbott, B. B.(2018): *Research Design and Methods: A Process Approach, 10th ed*. New York: McGraw-Hill.
- Bryman, A.(2012): *Social Research Methods, 4th ed*. New Delhi: Oxford.
- Siddiqui, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
- Bailey, R& Brake, M. (1975) *Radical Social Work*, London:Edward Arnold,. pp 1-11, 53-61, 76-95.
- Katherinevan W., Laura K., & Cindy J.(2012) *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. USA: CSWE Press*
- Porta D.D. & Diani, M. (Eds) (2015). *The Oxford Handbook of Social Movements*.New York: Oxford University Press
- Shah, G. (2002) *Social Movements and the State*,New Delhi:Sage Publications.

Title of the course : INTRODUCTION TO SOCIETY FOR SOCIAL WORK
Course Code : BSWC4
Nature of the course : Core
Total Credits : 4
Distribution of marks : 80 (End Sem) + 20 (In Sem)

Course Objectives:

- Understand and develop insight about sociological concepts for social work education and Practice
- Inculcate skills among students to understand and analyse social structure and social system

| Unit | Contents | L | T | P | Total Hours |
|-------------------------------|---|----|---|---|-------------|
| 1 (20 Marks) | 1.Basic Concepts 1.1 Social Groups, Community, Association and Institution 1.2 Culture: Meaning, components and relationship with individual and society 1.3 Social Structure | 12 | 3 | - | 15 |
| 2 (20 Marks) | 2. Understanding Society 2.1 Society: meaning and characteristics Approaches to understanding of society 2.3Relevance of Understanding Sociology for Social Work | 12 | 3 | - | 15 |
| 3 (20 Marks) | 3: Social Process 3.1 Meaning and types of social process 3.2 Social Control: Concept, Theories and agencies 3.3 Socialization: Meaning and Agencies | 12 | 3 | - | 15 |
| 4 | 4: Social Stratification | 12 | 3 | - | 15 |

| | | | | | |
|-------------------|--|----|----|--|----|
| (20 Marks) | 4.1 Concept and theories of social stratification | | | | |
| | 4.2 Forms of stratification: Caste, Class, Power, Gender | | | | |
| | 4.3 Social change and social mobility | | | | |
| | TOTAL | 48 | 12 | | 60 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning outcomes:

After the completion of the course the learner will be able to:

- Able to understand and develop insight about sociological concepts for social work education and Practice
- Able to inculcate skills among students to understand and analyse social structure and social system

Readings:

- Abraham, M. Francis (2010): Contemporary Sociology: An Introduction to Concepts & Theories. Oxford University Press.
- Anderson & Taylor (2007): Understanding Sociology. Wadsworth Cenage Learning India Private Ltd.
- Berger, P.L. (1963): An Invitation to Sociology: An Humanistic Perspective. Harmondsworth. Penguin.
- Bottommore, T.B. (1971): Sociology: A Guide to Problem and Literature. George Allen and Unwin. Bombay.
- Dipankar Gupta (1993): Social Stratification. (Ed.). OUP.
- Giddens, A. (1999): Sociology. Cambridge. Polity Press.
- MacIver & Page (1974): Society: An Introductory Analysis, Macmillan India Ltd. Jaipur.
- Mills, Theodor (1991): Sociology of Groups. Prentice Hall. New Delhi.
- Robertson Ian (1987): Sociology (3rd ed). Worth Publisher. USA.
- Sharma K. L. (1994): Social Stratification and Mobility. Rawat Publications. Jaipur.

Title of the course : Secondary Methods of Social Work
Course Code : MINBSW3
Nature of the course : Minor
Total Credits : 4
Distribution of marks : 80 (End Sem) + 20 (In Sem)

Course Objectives:

- To understand the concept of Social Work. Emergence of Social Work.
- To educate the learner about different intervention strategies adopted by social workers in different settings.
- To educate or familiarize the learners with field work.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|---|-----------|-----------|---|-------------|
| 1 (30 Marks) | 1.Social Welfare Administration 1.1 Concept and Objective of Social Welfare 1.2 Concept, Objective, Principles and Functions of Social Welfare Administration, 1.3Basics of NGO Management- Concept, Registration, 1.4 Designing, Project Proposal, Funding, Implementation and Evaluation of Projects | 15 | 5 | | 20 |
| 2 (20 Marks) | 2. Social Work Research 2.1 Concept, Types and Scope of Social Research and Social Work Research 2.2 Basic Social Work Research Process | 15 | 5 | | 20 |
| 3 (30 Marks) | 3.Social action 3.1 Concept, meaning and objectives. Strategies of social action 3.2 Social action and social change | 15 | 5 | | 20 |
| | Total | 45 | 15 | | 60 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks

- Group Discussion
- Seminar Presentation
- Debate

Learning Outcomes

By the end of the semester, the learners will be-

- Able to understand the concept of social welfare and basics of social welfare administration including NGO Management.
- Able to develop the basic understandings on Social Work Research
- Able to develop their understanding on Social Action as a method of Social Work.

Suggested Readings-

- Bhattacharya, S (2006) *Social Work Administration & Development*, New Delhi: Rawat Publications
- Goel, S.L. & Jain, R.K (1988).*Social Welfare Administration*, Vol. I and II. New Delhi: Deep Publication.
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- Bordens, K. S.& Abbott, B. B.(2018): *Research Design and Methods: A Process Approach, 10th ed*. New York: McGraw-Hill.
- Bryman, A.(2012): *Social Research Methods, 4th ed*. New Delhi: Oxford.
- Siddiqui, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
- Bailey, R& Brake, M. (1975) *Radical Social Work*, London:Edward Arnold,. pp 1-11, 53-61, 76-95.
- Katherinevan W., Laura K., & Cindy J.(2012) *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. USA: CSWE Press*
- Porta D.D. & Diani, M. (Eds) (2015). *The Oxford Handbook of Social Movements*.New York: Oxford University Press
- Shah, G. (2002) *Social Movements and the State*,New Delhi:Sage Publications.

Title of the course : **Contemporary Social Concerns**
Course Code : **GECBSW3**
Nature of the course : **Generic Elective Course (GEC)**
Total Credits : **3**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Objectives:

- To develop a critical perspective towards contemporary social problems and enhance the analytical and functional ability to work on those issues.

| Units | Contents | L | T | P | Total Hours |
|-----------------------------------|---|-----------|----------|----------|--------------------|
| 1 (25 Marks) | 1.Introduction to basic concepts 1.1 Understanding the concept of society and social structure 1.2 Social institutions and social groups: Marriage, family, religion, kinship, caste, class, occupation, polity, education and legal system. | 12 | 3 | - | 15 |
| 2 (30 Marks) | 2.Understanding contemporary Issues 2.1 Violence against Weaker Sections, viz Dalit, Adivasi, Women, and children, LGBTQIA, Elderly 2.2 Population policy 2.3 Stepping up private and public investment 2.4 Food and nutrition security 2.5 Economic crisis and recession 2.6 Early childhood care and education 2.7 Sustainable development goals 2.8 Global warming 2.9 Funding of election campaigns | 12 | 3 | - | 15 |
| 3 (25 Marks) | 3.Understanding the Indian Society and Issues 3.1 Understanding the Indian society using structural functionalist theory, symbolic interactionist theory 3.2 Social Construction 3.3 Social Changes: Concept, Processes, Agents of Social Change and Theories of Social Change. | 12 | 3 | - | 15 |

| | | | | |
|--|--------------|-----------|----------|-----------|
| | Total | 36 | 9 | 45 |
|--|--------------|-----------|----------|-----------|

Modes of In-Semester Assessment:

- One internal examination 10 Marks
- Others (Any one) 10 Marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcome

- To understand the contemporary social issues and required social work knowledge and competencies for interventions.

References:

- Haralambos. (2014). Sociology: Themes and perspectives. Harper Collins; Eight edition
- Deshpande, S. (2014). The problem of caste. New Delhi: Orient Blackswan. 12
- Nagla, B. K. (2013). Indian sociological thought: Rawat Publication
- Sudha, P. (2013). Dalit assertion: Oxford India Short Introductions
- Ritzer, G. (2012). Sociological theory: Tata McGraw Hill Education
- Surinder, S. J. (2012). Caste: Oxford India Short Introductions 7. Tabassum, H. (2011). Encyclopedia of contemporary social problems in India: Anmol
- Richard, T. S. (2010). Sociology: Tata McGraw-Hill Higher Education
- Rao, S. N. S. (2008). Sociology: Principles of sociology with an introduction to social thoughts; S Chand (2008)
- Menon, N., & Nigam, A. (2007). Power and contestation: India since 1989
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- Johnson, M.M. 1993. Sociology. A Systematic Introduction. New Delhi: Allied Publishers Ltd.
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- Madan, G.R. 1997. Indian Social Problems (Vol. I& II) New Delhi: Allied Publications
- Ram, Ahuja, 1993. Indian Social Systems. New Delhi: Rawat Publications.
- Sharma, K.L. 2007. Indian Social Structure and Change. Jaipur: Rawat Publications.
- Singh, Naunihal. 2002. Population and Poverty. New Delhi: Mittal Publications.
- 21. Srinivas, M.N., 1980. Social Structure, New Delhi: Hindustan Publishers Corporation

Title of the course : **Livelihood and Social Entrepreneurship**
Course Code : **SEC302**
Nature of the course : **Skill Enhancement Course (SEC)**
Total Credits : **3**
Distribution of marks : **80 (End Sem) + 20 (In Sem)**

Objectives

- To understand the concept of poverty and to analyse social, economic, cultural, and historical perspectives of livelihoods in Indian societies.
- To study the market and its connection with livelihood and social entrepreneurship
- To understand the inter-linkages between livelihood and social entrepreneurship.

| Units | Contents | L | T | P | Total Hours |
|-------------------------------|--|-----------|----------|---|-------------|
| 1 (20 Marks) | 1. Economy, Livelihood, and social entrepreneurship 1.1 Concept of livelihood and social entrepreneurship, 1.2 Application of the concepts in practice 1.3 Poverty, inequality, indicators of poverty, urban and rural poverty | 10 | 1 | | 11 |
| 2 (20 Marks) | 2. Entrepreneurship and development 2.1 Entrepreneurship- Concepts, theories and practices 2.2 Business models of Social Entrepreneurship 2.3 Social Entrepreneurship and Community development | 10 | 1 | | 11 |
| 3 (20 Marks) | 3. Practise models of Social Entrepreneurship 3.1 Milk Cooperatives, Microfinance, Self help group, Community farming and Corporate Social Responsibility | 10 | 2 | | 12 |
| 4 (20 Marks) | 4. Livelihood and Empowerment: 4.1 Livelihood promotional activities | 10 | 1 | | 11 |

| | | | | | |
|--|---|-----------|----------|--|-----------|
| | 4.2 Peoples participation in livelihood and development | | | | |
| | Total | 40 | 5 | | 45 |

Modes of In-Semester Assessment:

- One internal examination 10 marks
- Others (Any one) 10 marks
 - Group Discussion
 - Seminar Presentation
 - Debate

Learning Outcome

- This paper will assist in understanding subsistence livelihood issues in relation to the market economy.
- This paper will assist in establishing a symbiotic relationship between livelihood and social entrepreneurship.
- This paper will aid in reflecting on the various sustainable models of social entrepreneurship.

References:

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- Beck, Tony. 1994. The Experience of Poverty: Fighting for Respect and Resources in Village India. London: Intermediate Technology Publications.
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