

**Learning Outcomes based Curriculum Framework (LOCF)  
for  
Bachelor of Social Work (BSW)/  
Bachelor of Arts Honors (BA Honors)  
Undergraduate Programme: A Template  
2019**



**UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI – 110 002**

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## **The Preamble**

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people assisting them at individual, group, and community levels to fulfil their unmet/felt needs and find the solutions to the problems which inhibit them to lead a meaningful and satisfying life in the society. The profession is especially concerned with the advancement of economic interest of the people with social justice and at the same time it helps to seek a deeper source of happiness i.e. self-realisation. Social workers view people and their environment as integrally intertwined and interdependent. As service professionals and change agent social workers not only work with individuals to effect personal changes, but also share a commitment to working towards changes in institutions and society. The profession is committed to encourage the people to take a broad view of the issues and challenges confronting any person, group or their organisation; and thus places emphasises on taking a holistic view of human life.

Strong foundation of social work education and practice is based on its three primary (Social Casework, Social Group Work and Community Organisation) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Alongwith its theory inputs in the class room settings, the support of strong field work orientation, it promotes social change and social development, by professionals working towards empowering people. Social work believes in the individual freedom, human rights and individual and collective responsibility where the welfare of the people is at the centre stage i.e. there is no clash of interest between society and its units. It prepares the human beings at different stages of their life to face and address the challenges and for this it draws the knowledge, theories, skills, values and norms from many other social sciences.

Social work firmly believes in the inherent and hidden potential of the people and the need based optimum use of the available resources in the environment. It focuses on the individual wellbeing in a social context that would consequently lead to larger collective growth and wellbeing. As a profession, social work believes in the interplay of individual and environmental resources that impact each other contributing positively to the growth and development of the people and society. Professional social workers are always aware and sensitive to the cultural and ethnic diversities and crunch of resources that leads to discrimination, poverty,

unemployment, deprivation, and injustice. It therefore strives to enable people to fight against these. Social work activities are found in form of direct and indirect services like direct practice, supervision, consultation, administration, counselling, advocacy, social action, extension work, policy planning and development, education, research and evaluation. Each has its arena of practice; in seclusion or as is mostly seen in conjunction. Theories of Social Work practice have made sense of a lot of unknown social phenomenon, and over decades to come up with a vivid picture of social realities.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: in terms of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Society is not a static entity as change is the law of nature. With the changes taking place in the society, the nature of the human needs and the ways and means to satisfy them also change, the social reality diversifies and the economic social and technological advancement create new challenges, new issues and new problems. Social work which is deemed to be a panacea for all social problems has to be abreast of all these realities and social work educators and practitioners should also change them accordingly. It is against this back drop that the University Grants Commission (UGC), New Delhi, has appointed an Expert Committee for drafting Learning Outcomes based Curriculum Framework (LOCF) for Social Work Syllabus at undergraduate level intending to prepare a uniform pattern in terms of Model Syllabus for the institutions imparting social work education at the UG level.

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all

human beings and understanding of diverse conditions would be practiced. It respects individual uniqueness and offers a professional program to build a foundation for practice with population groups, keeping the larger goal in mind.

The learning outcomes-based curriculum framework (LOCF) for undergraduate education is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study and holder of a qualification. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. This Z to A approach is important from the standpoint of the urgency with which professional social work needs to respond to the challenges of an ever changing society. Describing the desirable outcomes more clearly and more specifically, aligning them to the professional abilities needed, has been the basic mandate of the task undertaken by the Committee. Each of the components, namely Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes has been delineated and given a location in the curriculum. The matrix thereby created has been the framework for Committee members to use as a frame of reference. It has evolved from the earlier ones presented in previous Curriculum development exercises, to be now redefined with added experiences of teaching and practice of social work. The realities have changed, the context has changed, the practice is changing and therefore the approach of learning has to alongside change.

The CBCS approach as an integral part of the LOCF enlarges the students' choices and enables them to select from the prescribed courses (core/elective or skill enhancement). In conformity with the UGC guidelines the curriculum for BSW has incorporated certain new inputs/learning and its salient features make it relevant to the contemporary practice mode.

The Committee hopes that the prepared LOCF for BSW syllabus will be of immense relevance to the prospective graduates having interest in social work education and practice. It will be very useful to make BSW students more vibrant and versatile by enhancing their skills and leading to their increased employability and in shaping their overall personality to take on the challenges of a competitive society - nationally and internationally. For the teachers, it has direction and an inbuilt flexibility. It has learning that is incremental, and will help hone the abilities of students

who come from varied backgrounds. Also it gives them an opportunity to build on individual potential and produce a pool of better professionals each year.

# 1. Introduction

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes.

Contemporary India is unique in terms of having more than 50 percentage of its population below the age of 25 years. The country needs to address the needs of students aspiring for professional education and for them to be well equipped with knowledge and skills to take up employment. 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 endeavours 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. Over years, all professions have grown, and with expansion of knowledge, the boundaries between different disciplines have become porous. It therefore emerges (a) that curricula need to be revisited and revised; (b) supportive knowledge

areas and skill demands for practice be addressed in the curriculum; (c) employability of young professionals should be kept in view; (d) pedagogies should be innovative and evolving out of the profession and (e) assessment and evaluation need to have a wide coverage of the knowledge and skills acquired during the course of study.

## **The Process**

The University Grants Commission constituted a three member Committee under the Chairpersonship of Prof. Raj Kumar Singh to take up this task. Two more members were co-opted after the first meeting in Delhi.

The UGC firstly conducted a meeting of the Core Committee members and briefed them on the TOR and mandate of the LOCF. In the first phase there was exhaustive discussion among the committee members on the expected outcomes in view of the changing realities in the new socio-economic-cultural and technological milieu. Graduate attributes and descriptors were deliberated and listed in the context of Social Work practice. This was done to work upon the specific curricular inputs, both theoretical and practical, for the graduate program.

The task for development of the components of the semesters was undertaken, and exhaustive perusal of the available syllabus outlines was done with the aim of identifying the areas that may be incorporated to bring relevance to the goals of social work practice and education. Alongside the Committee crystallised the Vision, Mission and Objectives of the new curriculum. As expected this process was enriching for all members to further take up the task of collating information, shaping it to design the papers. Full attention was kept on the guidelines provided by UGC and the mandate of the CBCS. A public notice was issued by the UGC to seek the suggestions of the public and to gather wider opinion from the professional fraternity. These emails were shared in the meetings of the Committee. While most meetings were held in Delhi, a longer discussion meeting of three days was held in Lucknow. The period in between was engagement of the members with developing the papers which were intensively discussed in face to face meetings. The field work component required brainstorming and a new format evolved to give it a stronger foundation right from the Semester I. The Committee reiterated in its thoughts and actions the core elements that needed to flow through the curriculum as the following:



- (a) The values and ethics of professional social work practice,
- (b) The theory guiding the profession, and
- (c) The skills that are necessary for practice and the ability to be engaged in lifelong learning.

The content and flow of the semester-wise papers indicate a balance between each of these. The Committee also reviewed the subject wise pedagogy and other transaction concerns. Lecture methods, case study, assignments, class presentations, computer based learning, art and craft, etc. have all been considered. Also learner centric pedagogies have been incorporated where possible. Internal assessment and final examination, evaluation have been detailed. The emphasis on research runs in the syllabus with a special component of dissertation being added with the process and format lay out. The strength of the program gets added with the choice it gives to the students in terms of the learning opportunity. General electives and discipline specific electives have been prescribed by the UGC. However, the latter have been designed to offer to the student a wide selection. The formulated curriculum outline is as under:

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	Nomenclature of Paper
<b>Semester I</b>					
C-1	4	A	8	32	Foundations of Social Work
C-2	4	B+	7	28	Social Science Concepts and Social Work
AECC-1	4	B	6	24	Communicative English
GE-1	4	B	6	24	As per University Choice
FWP-1	6	B+	7	42	Field Work Practice 1
<b>Total</b>	<b>22</b>			<b>150</b>	
<b>Semester II</b>					
C-3	4	B	6	24	Social Casework
C-4	4	C	5	20	Social Group Work
AECC-2	4	B+	7	28	Social Work Practice and MIL
GE-2	4	A+	9	36	As per University Choice
FWP-2	6	B+	7	42	Field Work Practice 2
<b>Total</b>	<b>22</b>			<b>150</b>	
<b>Semester III</b>					
C-5	4	A+	9	36	Community Organization and Social Action
C-6	4	O	10	40	Psychology and Social Work
C-7	4	A	8	32	Contemporary Social Problems and Concerns
SEC-1	4	A	8	32	Programme Media and Its Application
GE-3	4	O	10	40	As per University Choice
FWP-3	6	O	10	60	Field Work Practice 3
<b>Total</b>	<b>26</b>			<b>240</b>	
<b>Semester IV</b>					
C-8	4	B	6	24	Social Work Research
C-9	4	A+	9	36	Human Rights and Social Justice
C-10	4	B	6	24	Social Legislation in India
SEC-2	4	A+	9	36	Skill Development and Entrepreneurship
GE-4	4	A	8	32	As per University Choice
FWP-4	6	B+	7	42	Field Work Practice 4
REC	2	C	5	10	Rural Educational Camp
FWVV	2	C	5	10	Viva Voce based on Field Work
<b>Total</b>	<b>30</b>			<b>214</b>	

<b>Semester V</b>					
<b>C-11</b>	4	B	6	24	Social Policy, Planning and Development
<b>C-12</b>	4	B+	7	28	Areas of Social Work Practice -1
<b>DSE-1</b>	4	O	10	40	<ul style="list-style-type: none"> <li>• Health: Issues and Concerns or</li> <li>• Disaster Management or</li> <li>• Environmental Social Work</li> </ul>
<b>DSE-2</b>	4	A	8	32	<ul style="list-style-type: none"> <li>• Social Deviance or</li> <li>• NGO and Project Formulation or</li> <li>• Counselling and Guidance</li> </ul>
<b>FWP-5</b>	6	B+	7	42	Field Work Practice 5
<b>Total</b>	<b>22</b>			<b>166</b>	
<b>Semester VI</b>					
<b>C-13</b>	4	A+	9	36	Social Welfare Administration
<b>C-14</b>	4	A	8	32	Areas of Social Work Practice -2
<b>DSE-3</b>	4+2	B+	7	42	Dissertation +Viva voce (Discipline Specific Elective)
<b>DSE-4</b>	4	A	8	32	<ul style="list-style-type: none"> <li>• Social Work and Marginalised Populations or</li> <li>• Corporate Social Responsibility or</li> <li>• Social Work Practice with Differently Abled</li> </ul>
<b>FWP-6</b>	6	B+	7	42	Field Work Practice
<b>FWVV</b>	2	C	5	10	Viva Voce based on Field Work
<b>Total</b>	<b>26</b>			<b>194</b>	
<b>Grand Total</b>	<b>148 Credits</b>			<b>1114 (CGPA)</b>	

Further the Vision and Mission of the new curriculum are presented below:

## **Vision**

The LOCF-Social Work envisions the creation of a just and humane environment where professionally trained social workers having a quest for life-long learning and deeper sense of service, help people in enhancing their capacity and efficacy in finding lasting solutions to their problems and fulfilment of diversified needs, and thus work towards making this world liveable in a free and fair manner in harmony with nature.

## **Mission**

The Mission of Learning Outcomes based Curriculum Framework for Social Work is to ensure quality education to the aspirants foreseeing the developmental trends in higher education, incorporating multi-disciplinary skills, making professional education and practice of social work more attractive, preparing the youth for life-long learning in a competitive world and ultimately increasing the chances of their employability on the one hand and shaping their personality to take up new challenges, new assignments and new responsibilities comfortably on the other, and thus ultimately contributing in the mitigation of the problems of suffering humanity.

## **2. Learning Outcomes-based Approach to Curriculum Planning**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. They provide general guidance for articulating the essential learning associated with programmes of study and courses within a programme.

The learning outcomes-based curriculum framework is well intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and

- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

## **2.1 Nature and Extent of the BSW/ BA Honors in Social Work**

Social work is very old as a service, and relatively new as a profession. Since the dawn of human civilization, it has been practiced as a humanitarian service. In its endeavour to serve human concerns, social work practitioners applied knowledge and techniques derived from varied fields of art and science to the resolve the social problems besetting individuals, groups and communities. Gradually, its arduous attempts to the service of humanity led to the dawn of Social Work as the discipline, scientific in method and artful in manner

Somehow the very nomenclature, 'social work' has also created some confusion in the minds of people. After 'social welfare' was institutionalized under the auspices of 'welfare state' that social work was recognized as a profession due to the demand of social welfare institution's to carry out the welfare programmes.

Overcoming the debates surrounding social work as a profession, scientific knowledge base comprise of (a) tested knowledge, (b) hypothetical knowledge requiring transformation into tested knowledge, and (c) assumptive knowledge requiring transformation into hypothetical and then into tested knowledge. Therefore, the responsibility of a profession is to insure that it has tested and verified knowledge and addresses the concerns of society and develops young social work professionals with the best of knowledge, skills and attitudes

In the course of helping, social work professionals uses a wide range of social work methods through the application of skills and techniques. Therefore social work graduates are expected to learn primary methods of social work that includes case work, group work and community work and auxiliary methods that includes social work research, social action and social welfare administration. In practice of the different methods, techniques and skills are used to assess problems and develop interventions. These are to be imbibed among students by acquiring various social work attributes such as having disciplinary knowledge, Communication Skills, Problem solving, Analytical reasoning, research skill, team work, reflective thinking, diversity management, moral and ethical awareness and lifelong learning.

Skill development of the students is a qualitative aspect where they not only learn to explore and employ their growing acumen in real life fields but also build capacity for lifelong learning. In this direction, Social Work is a dynamic profession and always endeavours to respond to fresh challenges. The LOCF visualizes that graduate training needs to attend to the following considerations.

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through field work training.
2. Knowledge of Media and Information Literacy in the context of Social Work practice
3. Application of Programme Media in social work practice
4. Skill development and Entrepreneurship abilities to be taught at undergraduate levels
5. Development of research and analytical abilities through dissertation as a separate paper
6. Responding to dynamic socio-cultural milieu, restructuring of discipline specific papers for students.
7. Field work has been made an integral part of the syllabus, giving an opportunity to the students for practice in diverse settings
8. Selection of courses from range of electives allows in built flexibility, for students.

The central aim of undergraduate programme in social work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions would be practiced. It respects individual uniqueness and offers a professional programme to build a foundation for practice with population groups, keeping the larger goal in mind.

## **2.2 Aims of Bachelor's Degree Programme in Social Work**

The specific aims of learning outcomes-based curriculum framework (LOCF) in social work are:

- a. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
- b. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
- c. To inculcate in the students values of enquiry and research; and thereby develop problem solving and decision making abilities;
- d. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population;
- e. To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
- f. To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
- g. To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also thrust on national policies directed towards achieving sustainable development
- h. To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work- thereby developing in them the vision to work towards an egalitarian society.



### 3. 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.

**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.

**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 re-skilling in diverse areas

## 4. Qualification Descriptors

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification (e.g. a bachelor's degree or a bachelor's degree with honours). The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

### **Qualification Descriptors for a Bachelor's Degree with Honours in Social**

**Work:** The students who complete three years of full-time study of an undergraduate programme of study will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include the following:

- Demonstrate (i) a fundamental/systematic or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of multidisciplinary professionals including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study; (iv) Professional and behavioural competencies.
- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of

sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

- Meet one's own learning needs, drawing on a range of current research and development work and professional materials;
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, and demonstrate knowledge to work with individuals, groups and communities.

## 5. 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.

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Table 1														
Programme Outcomes	Core Course													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	FSW	SSC SW	SCW	SGW	COSA	PSW	CSP C	SWR	HR SJ	SLI	SPP D	ASW P1	SW A	ASWP 2
Academic Aptitude														
1.1 Understanding of Concept, Nature and Importance	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 Theoretical Understanding	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Professional Knowledge & Attitude	X		X	X	X	X		X				X	X	X
1.4 Knowledge of Programme Media & Information Literacy	X				X	X								
1.5 Understanding of Individual/Group/Community Issues	X		X	X	X			X				X	X	X
1.6 Application of Scientific Knowledge & Skills	X		X	X	X		X		X	X		X		X
1.7 Critical Evaluation Social Work Theory and Practice	X		X	X	X			X				X	X	X

'X' denotes yes outcomes of the course.

**Table 2**

Programme Outcomes	Core Course													
	CC 1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC 9	CC 10	CC1 1	CC12	CC 13	CC14
	FS W	SSCS W	SCW	SGW	COSA	PSW	CSP C	SWR	HR SJ	SLI	SPP D	ASW P1	SW A	ASW P2
<b>Personal and Professional Aptitude</b>														
2.1 Understanding Self & Self Guiding Principles	X		X	X	X	X		X				X	X	X
2.2 Ability to Develop Professional Skills	X	X	X	X	X	X		X				X	X	X
2.3 Ethical & Psycho-Social Sensibility	X	X	X	X	X	X		X	X	X		X	X	X
2.4 Application of Social Work Skills & Techniques	X	X	X	X	X	X		X	X	X		X	X	X
2.5 Ability to Work With Individual, Group & Community	X	X	X	X	X	X		X				X	X	X

'X' denotes yes outcomes of the course.



**Table 3**

Programme Outcomes	Core Course													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC 9	CC 10	CC1 1	CC12	CC 13	CC14
	FSW	SSCS W	SC W	SGW	COS A	PSW	CSP C	SWR	HR SJ	SLI	SPP D	ASW P1	SW A	ASW P2
Societal Aptitude														
3.1 Moral, Ethical & Cultural Issues	X	X	X	X	X	X	X	X	X	X		X	X	X
3.2 Understanding Social Issues, Problems & Fields	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3 Cooperation, Collaboration & Participation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4 Ecological & Sustainable Development		X	X	X	X	X				X	X	X		X
3.5 Professional & Social Responsibility	X	X	X	X	X	X		X	X	X		X	X	X
3.6 Community Welfare & Social Wellbeing	X	X	X	X	X		X	X	X	X	X	X	X	X

'X' denotes yes outcomes of the course.

<b>Table 4</b>				
<b>Programme Outcomes</b>	<b>Ability Enhancement Compulsory Course / Skill Enhancement Course</b>			
	<b>AECC 1</b>	<b>AECC 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
	<b>Communicative Eng.</b>	<b>SWPMIL</b>	<b>Prog. Media &amp; Its Appl.</b>	<b>Skill Development Entr.</b>
<b>Academic Aptitude</b>				
4.1 Understanding of Concept, Nature and Importance	X	X	X	X
4.2 Theoretical Understanding	X	X	X	X
4.3 Professional Knowledge & Attitude	X	X	X	X
4.4 Knowledge of Programme Media & Information Literacy		X	X	
4.5 Understanding of Individual/Group/Community Issues	X	X	X	X
4.6 Application of Scientific Knowledge & Skills	X	X	X	X
4.7 Critical Evaluation Social Work Theory and Practice		X	X	X

'X' denotes yes outcomes of the course.

<b>Table 5</b>				
<b>Programme Outcomes</b>	<b>Ability Enhancement Compulsory Course / Skill Enhancement Course</b>			
	<b>AECC 1</b>	<b>AECC 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
	<b>Communicative Eng.</b>	<b>SWPMIL</b>	<b>Prog. Media &amp; Its Appl.</b>	<b>Skill Development Entr.</b>
<b>Personal and Professional Aptitude</b>				
5.1 Understanding Self & Self Guiding Principles	X	X	X	X
5.2 Ability to Develop Professional Skills	X	X	X	X
5.3 Ethical & Psycho-Social Sensibility		X	X	X
5.4 Application of Social Work Skills & Techniques		X	X	X
5.5 Ability to Work With Individual, Group & Community		X	X	X

'X' denotes yes outcomes of the course.

<b>Table 6</b>				
<b>Programme Outcomes</b>	<b>Ability Enhancement Compulsory Course / Skill Enhancement Course</b>			
	<b>AECC 1</b>	<b>AECC 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
	<b>Communicative Eng.</b>	<b>SWPMIL</b>	<b>Prog. Media &amp; Its Appl.</b>	<b>Skill Development Entr.</b>
<b>Societal Aptitude</b>				
6.1 Moral, Ethical & Cultural Issues	X	X	X	X
6.2 Understanding Social Issues, Problems & Fields		X	X	X
6.3 Cooperation, Collaboration & Participation		X	X	X
6.4 Ecological & Sustainable Development			X	X
6.5 Professional & Social Responsibility	X	X	X	X
6.6 Community Welfare & Social Wellbeing		X	X	X

'X' denotes yes outcomes of the course.

Table 7										
Programme Outcomes	Discipline Specific Elective									
	DSE 1	DSE 2	DSE 3	DSE 4	DSE 5	DSE 6	DSE 7	DSE8	DSE 9	DSE10
	HIC	DM	ESW	SD	NPF	CG	Disst .	SWM P	CSR	SWD A
Academic Aptitude										
7.1 Understanding of Concept, Nature and Importance	X	X	X	X	X	X	X	X	X	X
7.2 Theoretical Understanding	X	X	X	X	X	X	X	X	X	X
7.3 Professional Knowledge & Attitude		X	X		X		X	X	X	
7.4 Knowledge of Programme Media & Information Literacy		X		X	X	X	X		X	
7.5 Understanding of Individual/Group/Commu nity Issues	X	X	X	X		X	X	X	X	X
7.6 Application of Scientific Knowledge & Skills	X	X	X		X	X	X		X	
7.7 Critical Evaluation Social Work Theory and Practice	X	X	X		X	X	X	X	X	X

'X' denotes yes outcomes of the course.

**Table 8**

Programme Outcomes	Discipline Specific Elective									
	DSE1	DSE2	DSE3	DSE4	DSE5	DSE6	DSE7	DSE8	DSE9	DSE10
	HIC	DM	ESW	SD	NPF	CG	Disst.	SWMP	CSR	SWDA
<b>Personal and Professional Aptitude</b>										
8.1 Understanding Self & Self Guiding Principles		X	X		X	X	X	X		X
8.2 Ability to Develop Professional Skills	X	X	X		X	X		X	X	X
8.3 Ethical & Psycho-Social Sensibility	X	X	X	X		X	X	X	X	X
8.4 Application of Social Work Skills & Techniques	X	X	X	X	X	X	X	X	X	X
8.5 Ability to Work With Individual, Group & Community	X	X	X	X		X	X	X	X	X

'X' denotes yes outcomes of the course.

**Table 9**

Programme Outcomes	Discipline Specific Elective									
	DSE1	DSE2	DSE3	DSE4	DSE5	DSE6	DSE7	DSE8	DSE9	DSE10
	HIC	DM	ESW	SD	NPF	CG	Dissertation	SWM P	CSR	SWDA
Societal Aptitude										
9.1 Moral, Ethical & Cultural Issues	X	X	X	X		X		X	X	X
9.2 Understanding Social Issues, Problems & Fields	X	X	X	X	X	X	X	X	X	X
9.3 Cooperation, Collaboration & Participation	X	X	X	X		X		X	X	X
9.4 Ecological & Sustainable Development		X	X			X			X	
9.5 Professional & Social Responsibility	X	X	X		X	X		X	X	X
9.6 Community Welfare & Social Wellbeing	X	X	X	X		X	X	X	X	X

'X' denotes yes outcomes of the course.

<b>Table 10</b>							
<b>Programme Outcomes</b>	<b>Field Work Practicum</b>						
	FW 1	FW2	FW3	FW4	FW5	FW6	FW7
	FWP 1	FWP 2	FWP 3	FWP 4	FWP 5	FWP 6	REC
<b>Academic Aptitude</b>							
10.1 Understanding of Concept, Nature and Importance	X	X	X	X	X	X	X
10.2 Theoretical Understanding	X	X	X	X	X	X	X
10.3 Professional Knowledge & Attitude	X	X	X	X	X	X	X
10.4 Knowledge of Programme Media & Information Literacy	X	X	X	X	X	X	X
10.5 Understanding of Individual/Group/Community Issues	X	X	X	X	X	X	X
10.6 Application of Scientific Knowledge & Skills	X	X	X	X	X	X	X
10.7 Critical Evaluation Social Work Theory and Practice	X	X	X	X	X	X	X

'X' denotes yes outcomes of the course.



**Table 11**

Programme Outcomes	Field Work Practicum						
	FW 1	FW2	FW3	FW4	FW5	FW6	FW7
	FWP 1	FWP 2	FWP 3	FWP 4	FWP 5	FWP 6	REC
<b>Personal and Professional Aptitude</b>							
11.1 Understanding Self & Self Guiding Principles	X	X	X	X	X	X	X
11.2 Ability to Develop Professional Skills		X	X	X	X	X	X
11.3 Ethical & Psycho-Social Sensibility		X	X	X	X	X	X
11.4 Application of Social Work Skills & Techniques	X	X	X	X	X	X	X
11.5 Ability to Work With Individual, Group & Community	X	X	X	X	X	X	X

'X' denotes yes outcomes of the course.

**Table 12**

Programme Outcomes	Field Work Practicum						
	FW 1	FW2	FW3	FW4	FW5	FW6	FW7
	FWP 1	FWP 2	FWP 3	FWP 4	FWP 5	FWP 6	REC
<b>Societal Aptitude</b>							
12.1 Moral, Ethical & Cultural Issues	X	X	X	X	X	X	X
12.2 Understanding Social Issues, Problems & Fields		X	X	X	X	X	X
12.3 Cooperation, Collaboration & Participation		X	X	X	X	X	X
12.4 Ecological & Sustainable Development		X					X
12.5 Professional & Social Responsibility	X	X	X	X	X	X	X
12.6 Community Welfare & Social Wellbeing		X	X	X	X	X	X

'X' denotes yes outcomes of the course.

## **6. Structure of BSW/BA Honors in Social Work**

### **Core Course (CC)**

CC 1: Foundations of Social Work (FSW)

CC 2: Social Science Concepts and Social Work (SSCS)

CC 3: Social Casework (SCW)

CC 4: Social Group Work (SGW)

CC 5: Community Organization and Social Action (COSA)

CC 6: Psychology and Social Work (PSW)

CC 7: Contemporary Social Problems and Concerns (CSPS)

CC 8: Social Work Research (SWR)

CC 9: Human Rights and Social Justice (HRSJ)

CC 10: Social Legislation in India (SLI)

CC 11: Social Policy, Planning and Development (SPPD)

CC 12: Areas of Social Work Practice -1 (ASWP 1)

CC 13: Social Welfare Administration (SWA)

CC 14: Areas of Social Work Practice -2 (ASWP2)

### **Ability Enhancement Compulsory Course (AECC)**

AECC 1: Communicative English (CE)

AECC 2: Social Work Practice and Media Information Literacy (SWPMIL)

### **General Elective Course (GEC)**

GE 1: As per University Choice

GE 2: As per University Choice

GE 3: As per University Choice

GE 4: As per University Choice

## **Field Work Practice (FWP)**

FWP 1: Field Work Practice 1 (FWP1)

FWP 2: Field Work Practice 2 (FWP2)

FWP 3: Field Work Practice 3 (FWP3)

FWP 4: Field Work Practice 4 (FWP4)

FWP 5: Field Work Practice 5 (FWP5)

FWP 6: Field Work Practice 6 (FWP6)

REC: Rural Educational Camp (REC)

## **Skill Enhancement Course (SEC)**

SEC 1: Programme Media and Its Application (PMA)

SEC 2: Skill Development and Entrepreneurship (SDE)

## **Discipline Specific Elective (DSE) - 1**

- Health: Issues and Concerns (HIC)
- Disaster Management (DM)
- Environmental Social Work (ESW)

## **Discipline Specific Elective (DSE) - 2**

- Social Deviance (SD)
- NGO and Project Formulation (NPF)
- Counselling and Guidance (CG)

## **Discipline Specific Elective (DSE) - 3**

- Dissertation and Viva Voce (DVV)

## **Discipline Specific Elective (DSE) - 4**

- Social Work and Marginalised Populations (SWMP)

- Corporate Social Responsibility (CSR)
- Social Work Practice with Differently Abled (SWPDA)

## 6.1 Course Learning Outcomes

The programme learning outcomes are attained by learners through the essential learning acquired on completion of selected courses of study within a programme. The term 'course' is used to mean the individual courses of study that makes up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of individual student.

Course-level learning outcomes are aligned to programme learning outcomes. Course-level learning outcomes are specific to a course of study within a given programme of study. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes. Each course has these learning outcomes detailed.

The format of the LOCF Social Work curriculum includes the following:

1. **Core Course (CC):** Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.
2. **Generic Elective Course (GEC):** A Generic Elective course focuses on those courses which add generic proficiency to the students. An elective may be 'Discipline Centric' or an 'Open Elective.' The latter may be chosen from an unrelated discipline and gives flexibility to the departments to select in the University.
3. **Ability Enhancement Compulsory Course (AECC):** In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose two subjects of their liking for additional knowledge and building their competencies outside

their main subjects of study. These subjects termed as AECC consist of the courses in Communicative English and another on Social Work and Media and Information Literacy. The latter includes study conventional and contemporary media to be used in working with communities.

4. **Skill Enhancement Course (SEC):** The social work stream offers skill enhancement courses that help the students to enhance their knowledge and develop their skills for getting employment or for self-employment related to social welfare, development and allied areas. The two new papers in the LOCF curriculum are (i) Programme Media and its application, and (ii) Skill Development and Entrepreneurship.
5. **Discipline Specific Elective (DSE):** Students will have to opt for DSEs that will equip them with practical knowledge. These DSE courses are value addition to the students of social work in strengthening their knowledge and skills and in doing so be able to follow their interest. One DSE course is on writing of a dissertation in Semester Six and to give an experience of hands-on learn of the techniques and skills of research. The other three DSE courses (two in Semester V and One in Semester VI) give the student the choice to pick from a basket. These clusters are furthering their knowledge of streams of social work practice and therefore help them pursue their individual learning needs. These clusters of courses are:

### **Discipline Specific Elective (DSE) -1**

- a. Health: Issues and Concerns
- b. Disaster Management
- c. Environmental Social Work

### **Discipline Specific Elective (DSE) -2**

- a. Social Deviance
- b. NGO and Project Formulation
- c. Counselling and Guidance

### **Discipline Specific Elective (DSE) -3**

- a. Dissertation and Viva Voce

### **Discipline Specific Elective (DSE) -4**

- a. Social Work and Marginalised Populations
- b. Corporate Social Responsibility
- c. Social Work Practice with Differently Abled

**6. Field Work Practice (FWP):** Concurrent fieldwork placement aims at on going learning through integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real life situations. In structuring the field work, the essence of learning has been of making it incremental over the six semesters. The first semester has now a theory paper on field work which includes self awareness, ethics of practice, report writing, and skills and techniques. It is considered that a theory paper will develop a deeper understanding among the students of importance of field work and make them ready for working in agency/community. The Semester 2 also has a different format with observation visits to different settings of Social Work practice. Programme media workshops will develop their skills for practice in settings in forthcoming semesters.

**7. Rural Educational Camp (REC):** The 8-10 day camp will acquaint the students with rural and tribal scenario and their socio-economic aspects. They will in this manner get familiarized with group dynamics and power structures in a rural Community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The camp trains students in the art of organizing and managing activities and events relating to camp.

**8. Dissertation:** In Semester Six of the programme, the students will be required to work on a dissertation apart from their theory and fieldwork courses. The topic for the dissertation will be decided in consultation with the concerned faculty supervisor on any

relevant and contemporary social issue or social problem. It will give them an opportunity to develop their research skills.



## 6.2 Paper wise Contents

**Level: Semester I**

**Course: C-1**

**Title of the Paper: Foundations of Social Work**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand history and evolution of social work profession, both in India and the West 2. To develop insights into the origin and development of ideologies and approaches to social change 3. To develop Skills to understand contemporary reality in its historical context	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand social work as a profession 2. Able to understand various ideologies of social work 3. Able to demonstrate awareness of values and ethics of the social work profession.	A. Semester end examination : 80 marks B. Internal Assessment:20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

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

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

4. Development of Social Work Education in India

## **Unit II: Values and Ethics in Social Work Practice**

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

## **Unit III: Social Work Profession in India**

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

## **UNIT IV: Approaches and Ideologies**

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

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

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**Level: Semester I**

**Course: C-2**

**Title of the Paper: Social Science Concepts and Social Work**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand basic sociological concepts and notions of society 2. To know the basic concepts of economics and structure of economy 3. To understand the political framework for social welfare	1. Lecture method 2. Assignment 3. Individual and Group Presentation	1. Able to understand the basic sociological concepts and notions of society 2. Able to know the basic concept of economics and structure of economy 3. Able to explore the knowledge about political framework in the context of social welfare	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit 1: Introduction to Sociological Concepts**

1. Society, Man and Society and its Relationships.
2. Caste, Class, Power and Authority.
3. Social Values, Norms, Customs, Mores and Culture.
4. Social Institutions: Family, Marriage and Religion.

## **Unit 2: Notions of Society**

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

## **Unit 3: Basics of Economics**

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

## **Unit 4: Introduction to Political Concepts**

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

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

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- Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers
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**Level: Semester I**

**Course: AECC-1**

**Title of the Paper: Communicative English**

**Marks/Credits: 100/4**

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

### **Course Outline**

#### **Unit I: Communication and Grammar Skills**

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

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

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

## **Unit III: Writing Skills**

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

## **Unit IV: Spoken English**

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

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



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- Adair, John. (2003), Effective Communication. London: Pan Macmillan Ltd.
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**Level: Semester I**

**Course: FW-1**

**Title of the Paper: Introduction to Field Work Practice 1**

**Marks/Credits: 100/4**

<b>Objectives</b>	<b>Teaching learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the basics of field work 2. To understand the concept of self, developing self-awareness and orientation to field work 3. To be familiarized with the professional role of Social Workers	1. Lecture method 2. Assignment 3. Individual and Group presentation	1. Able to understand the concept and place of field work in Social Work education 2. Able to understand and develop self-awareness and orientation to field work 3. Able to explore role of Social Worker in different settings 4. Able to develop skills in Field Work like report writing, observation and Analysis	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Course Outline**

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

1. Understanding Self: Self Concept, Dimension, Component

2. Field Work: Concept, Definition, Purpose and Component.
3. Self-Awareness and Self-Management.
4. Goal Setting and Time Management in Field Work

### **Unit II: Field Work Practice and Ethics**

1. Field work Learning Plan: Need and Importance
2. Planning for Programmes: Objectives and Process
3. Participative Techniques in Field Work: Social and Resource Mapping
4. Ethical Considerations: Sense of Responsibility, Commitment and Conduct.

### **Unit III: Field Work and Record Writing**

1. Record Writing: Purpose and Importance
2. Record Writing: Different Styles
3. Record Writing: Orientation and Concurrent Field Work Report Writing
4. Field Work Record Writing with Individual, Group and Community

### **Unit IV: Skills and Techniques in Field Work**

1. Rapport Building, Observation and Analysis
2. Public Relation and Advocacy
3. Lobbying and Networking
4. Use of Programme Media and Mass Media

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

## References:

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**Level: Semester: II**

**Course: C-3**

**Title of the Paper: Social Casework**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the individual, family and their problems and the social contextual factors affecting them 2. To understand Social Casework as a method of Social Work practice 3. To gain knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals 4. To develop an understanding of application of case work in diverse settings	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice. 2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit I: Introduction to Social Casework**

1. Social Casework: Concept, Nature, Scope, Objectives and Importance

2. Historical Development of Social Casework
3. Components of Social Casework (Person, Place, Problem and Process)
4. Principles of Social Casework

## **Unit II: Understanding Individuals and Problems**

1. Individual: Nature and Needs
2. Problems Faced by Individuals and Families
3. Concept of Social Role, Functioning and Coping
4. Casework Practice in different settings: Medical, School, Elderly care Homes, Correctional, and Rehabilitation Centres.

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

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

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

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

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

## References:

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**Level: Semester: II**

**Course: C-4**

**Title of the Paper: Social Group Work**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the nature and types of groups 2. To understand Social Group Work as a method of Social Work practice 3. To know the basic concepts, tools, techniques, processes and Skills of working with groups 4. To develop an understanding of process of group development and group dynamics 5. To develop an understanding of application of group work in diverse settings	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice 2. Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups	A. Semester end examination: 80 marks.  Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

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

1. Social Groups: Meaning, Characteristics and Importance

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

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

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

## **Unit III: Group Process and Dynamics**

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

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

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

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

## References:

- Balgopal, P.R.and Vassil, T.V. (1983) Groups in Social Work: An Ecological Perspective. New York: Macmillan.
- Brown, Allan (1994). Group Work. Hampshire: Ashgate.
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- David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
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**Level: Semester II**

**Course: AECC-2**

**Title of the Paper: Social Work Practice and Media Information  
Literacy**

**Marks/ Credits: 100/4**

<b>Course objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
<p>1. To understand the elements, models and types of communication, media literacy, information literacy, and digital literacy</p> <p>2. To describe the effect of media and information on the process of communication</p> <p>3. To understand competencies required by social workers for addressing social issues using media and information literacy</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Able to understand the concept, Importance and relevance of media and information literacy</p> <p>2. Able to understand social realities and issues from the lens of social media</p> <p>3. Able to explore the roles of media and other information providers</p> <p>4. Able to understand how knowledge of media and information literacy is helpful for social workers for critically attending social issues</p> <p>5. Able to develop and sharpen skills for using media, information and digital communication.</p>	<p>A. Semester end examination : 80 marks</p> <p>B. Internal Assessment: 20 marks(Assignment: 10, Presentation: 05, Class Participation: 05)</p>

## **Course Outline**

### **Unit I: Introduction to Communication**

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

### **Unit II: Media and Information Literacy**

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

### **Unit III: Communication Tools**

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

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

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

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

## References:

- Barker, A. (2010), Improve your Communication Skills, The Sunday Times, 2<sup>nd</sup> ed.
- <http://unesco.mil-for-teachers.unaoc.org/modules/module-1/unit-3/>
- Lata, P., Kumar, S. (2010), Communicate to Conquer. New Delhi: PHI Learning Private Ltd.
- Mohan, K. Banerji, M. (1990). Developing Communication Skills. Birla Institute of Technology and Science, Pilani.
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**Level: Semester II**

**Course: FW-2**

**Title of the Paper: Field Work Practice 2**

**Marks/Credits: 200/8**

<b>Objectives</b>	<b>Expected Outcomes</b>	<b>Course Evaluation</b>
1. To provide an exposure to and understanding about the various agency settings to the students	1. Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them	Total Marks: 200
2. To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations.	2. Able to understand role of professional Social Workers in different settings	Field work evaluation: 150
3. To understand the skilful application of programme media	3. Able to understand programme media Skills in planning Social Work interventions	Field work viva voce: 50
4. To develop Skills in record writing and use of supervision	4. Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions	
<b>Field Work Tasks /Activities</b>		
1. Observation Visits to the governmental or non-governmental organizations. At least five Observation Visits should be organized highlighting the role of Social Work Profession		

in the given area. Some of the Social Work areas where visits can be organized are:

- 1.1 Health Setting- Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments, Clinics, and HIV Guidance Centres etc.
- 1.2 Educational Setting - Formal schools, non-formal/adult education centres, income generating skill development centres, vocational training facilities, etc.
- 1.3 Community Services - Skill development programme centres, vocational training centres, environment improvement centres, family service centres, Community development projects in urban and rural settings, etc.
- 1.4 Institutional and Non-institutional Services for Special Groups - the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centres, Labour Welfare Centres/workers education centres etc.
- 1.5 Criminal Justice System- Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.
- 1.6 Civic Administration Centres- Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.
2. Organize Programme Media classes for students which are as follows:
  - 2.1 Art and Craft (Best out of waste)
  - 2.2 Music (Vocal and Instrumental, folk and Community Singing)
  - 2.3 Group Games (Indoor and Outdoor)
  - 2.4 Street Theatre
3. Group Conference with field work supervisor after observation visits
4. Report Writing



**Level: Semester III**

**Course: C-5**

**Title of the Paper: Community Organization and Social Action**

**Marks/Credits: 100/4**

<b>Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<p>1. To understand the fundamental concepts and components of community, community organization and social action</p> <p>2. To understand the models of community organization and social action</p> <p>3. To understand the relationship of community organization and social action with other methods of social work</p> <p>4. To understand various social movements in India.</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Able to demonstrate familiarity with community organization and social action as methods of social work profession</p> <p>2. Able to develop skills of collecting and collating information to understand community, its structure and components.</p> <p>3. Able to gain the experience and exposure to practice community organization and social action at micro and macro levels</p> <p>4. Able to understand the relationship of community organization and social action with other methods of social work</p>	<p>A. Semester end examination : 80 marks</p> <p>B. Internal Assessment: 20 marks(Assignment: 10, Presentation: 05, Class Participation: 05)</p>

## **Course Outline**

### **Unit I: Community**

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

### **Unit II: Community Organisation**

1. Community Organization: Concept, Meaning, Definition and Scope
2. Models, Principles and Process of Community organization
3. Community Organization and its relationship with other methods of Social Work
4. Role of Community organizer

### **Unit III: Social Action**

1. Social Action: Concept, Meaning, Definition and Scope
2. Social Action and its Relationship with Other Methods of Social Work
3. Principles and Strategies of Social Action
4. Models of Social Action- Popular and Elitist; Need Based and Right Based Approaches

### **Unit IV: Social Movements in India**

1. Social Movements: Concept, Meaning, Definition and Scope
2. Agrarian and Peasant Movements: Anthodia, Sarvodaya and Bhoodan
3. Environmental Movements: Narmada Bachao Andolan, Chipko, Silent Valley and Chilka Lake
4. Dalit movements, Women Movements, Bachpan Bachao Andolan

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

## References:

- Cox F ( 1987), Community Organisation, Michigan, FE Peacock Publishers
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**Level: Semester III**

**Course: C-6**

**Title of the Paper: Psychology and Social Work**

**Marks/Credits: 100/4**

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

## **Course Outline**

### **Unit I: Introduction to Psychology**

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

### **Unit II: Human Growth and Personality**

1. Human Growth and Development: Meaning and Stages
2. Personality: Concept and Determinants
3. Psychoanalytic Theories of Personality: Freud and Carl Jung
4. Behaviour and Humanistic Theories: B.F. Skinner and Carl Rogers

### **Unit III: Introduction to Social Psychology**

1. Social Psychology: Concept, Definition and Relevance to Social Work
2. Influence of Groups on individual behaviour
3. Social Perception and Social Cognition: Definitions, Features and Factors
4. Social Influence and Interpersonal Attraction: Definitions, Features and Factors

### **Unit IV: Social Attitude and Collective Behaviour**

1. Social Attitude: Meaning, Definition, Features and Formation
2. Collective Behaviour: Characteristics and Dynamics
3. Leadership: Meaning, Definitions, Traits and Functions
4. Stereotypes and Prejudices

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

## References:

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. and Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal.
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**Level: Semester III**

**Course: C-7**

**Title of the Paper: Contemporary Social Problems and Concerns**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the genesis and manifestation of social problems 2. To understand preventive and remedial measures for contemporary social problems 3. To understand the role of social work in addressing social problems	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand the genesis and manifestation of social problems 2. Able to understand preventive and remedial measures for contemporary social problems 3. Able to understand role of social work in addressing social problems	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks(Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Course Outline**

**Unit I: Understanding Social Problems**

1. Social Problems: Concept, Definition and Characteristics

2. Contemporary Social Problems: Nature and Causative Factors
3. Major Theories of Social Problems: Social, Psychological and Economic
4. Implications of Social Problems and Social Disorganization: Individual, family and society

### **Unit II Contemporary Social Problems I**

1. Alcoholism and Drug Addiction: Definition, Causes, Types and Impact
2. Alcoholism and Drug Addiction: Prevention, Remedy and Role of Social Workers
3. Terrorism and Extremism: Definition, types, causes, impact
4. Terrorism and Extremism: Prevention, Remedy and Role of Social Workers

### **Unit III: Contemporary Social Problems II**

1. Displacement and Migration: Definition, Causes, Types and Impact
2. Displacement and Migration: Prevention, Remedy and Role of Social Workers
3. Trafficking of Women and Children: Definition, Causes, Types and Impact
4. Trafficking of Women and Children: Prevention, Remedy and Role of Social Workers

### **Unit IV: Contemporary Social problems III**

1. Suicide: Definition, Causes, Types and Impact
2. Farmers and Student's Suicide: Prevention, Remedy and Role of Social Workers
3. Poverty and Unemployment: Definition, Causes, Types and Impact
4. Poverty and Unemployment: Prevention, Remedy and Role of Social Workers

***Key Words: Alcoholism, Terrorism, Migration, Trafficking, Suicide, Poverty and Unemployment***



## References:

- Anna Leon- Guerrero(2009) Contemporary reading in Social Problems: Pine Forge Press
- Deb, S. (2006).Contemporary Social Problems in India. New Delhi: Anmol Publication Pvt. Ltd.
- Donileen R. Loseke (2011): Thinking about Social Problems :Transaction Publishers
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- Joel Best (2001): How Claims Spread: Cross-national Diffusion of Social Problems: Aldine Transaction
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- Joel Best (2017): Images of Issues-Typifying Contemporary Social Problems , Routledge
- Joel Best, Scott R. Harris(2012): Making Sense of Social Problems: Lynne Rienner Publishers
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- Zastrow, C (1999): Social Problems, Issues and Solution. Canada: Wadsworth Thomson Learning Publication.

**Level: Semester III**

**Course: SEC-1 (Suggestive)**

**Title of the Paper: Programme Media and its Application**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the basics of programme media and its usage 2. To understand various types of programme media and their application in the various setting 3. To understand the role of social worker in use of programme media 4. To understand the skills required for programme media	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to develop skills to use basic programme media 2. Able to understand various types of programme media and their application in the various setting 3. Able to understand the role of social worker in use of programme media 4. Able to understand the skills required for programme media	A. Semester end examination : 80 marks C. Internal Assessment: 20 marks(Assignment: 10, Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit I: Basics of Programme Media**

1. Programme Media: Concept, Meaning, Definition and Purpose

2. Programme Media: Characteristics and Usage
3. Scope of Programme Media
4. Role of Programme Media in Social Work

### **Unit II: Types of Programme Media**

1. Types of Programme Media: Advertisement, Flip Chart, Flash Cards, Art and Craft
2. Types of Programme Media: Group Discussion, Talks, Interactive Games, Theatre, Drama, Mime Singing and Story-telling
3. Application of Programme Media in Various Settings
4. Programme Media: Role in Creating Propaganda and Public Opinion

### **Unit III: Essentials of Programme Media**

1. People-Centred Approach to Programme Media
2. People/Target Group Participation in Social Work Programme
3. Basic Principles of Programme Media
4. Planning Programme Media Activities: Role of Social Worker

### **Unit IV: Skills for Programme Media**

1. Self Awareness
2. Organizing
3. Planning
4. Listening

***Key Words: Propaganda, Public Opinion, People Centred Approach and Group Participation***

## References:

- Brown, A. (1994). *Group Work*. (3rd ed.). England: Ashgate Publishing Limited.
- Chen, H.T. (2005). *Practical Programme Evaluation- Assessing and Improving Planning, Implementation and Effectiveness*. California: Sage Publication.
- Fossard Estade (2005) *Writing and Producing Radio Drama*, Delhi: Sage Publication.
- Gulley, H.E. (1972). *Discussion, Conference and Group Process*, (2nd ed.). New Delhi: Amerind Publishing Co. Pvt. Ltd.
- Menon, Mridula, Gandhi, Ved Prakash (1997) *Media and Communications- Vol. I*. (New Information Order): New Delhi: Kanishka Publishers/Distributors.
- Phillips, H.U. (1962). *Essentials of Group Work Skills*. New York: Association Press.
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**Level: Semester III**

**Course: FW-3**

**Title of the Paper: Field Work Practice 3**

**Marks/Credits: 150/6**

<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"><li>1. To work in agencies working in different types of areas of Social Work practice</li><li>2. To develop work plan in consultation with agency supervisor</li><li>3. To develop capacity for observation and analysis of social realities</li><li>4. To practice the methods of working with individuals and groups</li><li>5. To develop understanding of the needs, problems and Programmes for different target groups</li><li>6. To develop understanding of the role of Social Workers in different settings</li><li>7. To develop Skills in report writing and use of supervision both at</li></ol>	<ol style="list-style-type: none"><li>1. Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them</li><li>2. Able to prepare work plan and its execution</li><li>3. Able to develop professional attitude conducive to deal with human problems</li><li>4. Able to develop sensitivity towards the needs and problems of different target groups</li><li>5. Able to develop understanding of the role of Social Workers in different settings.</li><li>6. Able to apply programme Media Skills in Social Work interventions.</li><li>7. Able to develop skills to write reports</li></ol>	Field work evaluation: 150

agency and faculty level	of work performed during field work and make use of supervision	
<p><b>Field Work Tasks and Activities</b></p> <ol style="list-style-type: none"> <li>1. Familiarisation with agency and develop an agency profile with focus on: <ol style="list-style-type: none"> <li>1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies</li> <li>1.2 Client group/s</li> <li>1.3 What problems are being focused</li> <li>1.4 What services are being provided</li> <li>1.5 What is the role of social worker</li> <li>1.6 Network with other agencies.</li> </ol> </li> <li>2. Observe agency functioning</li> <li>3. Practice the methods of working with individuals and groups in the agency</li> <li>4. Practice the Skills in observation, listening, group discussion and report writing.</li> <li>5. Assist the organization wherever desirable in its ongoing interventions.</li> <li>6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.</li> </ol>		

**Level: Semester IV**

**Course: C-8**

**Title of the Paper: Social Work Research/ Research in Social Work**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"><li>1. To gain understanding of nature and relevance of social science research and its application in the study of social phenomena</li><li>2. To learn steps and process of formulation of research design and carry out the same</li><li>3. To learn method of conducting a review of literature</li><li>4. To develop familiarity with qualitative and quantitative research methods</li><li>5. To learn how to prepare tools for collection of data</li><li>6. To learn process of data collection, organization, presentation, analysis and report writing</li></ol>	<ol style="list-style-type: none"><li>1. Lecture</li><li>2. Assignment</li><li>3. Individual and Group Presentation</li></ol>	<ol style="list-style-type: none"><li>1. Able to demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools</li><li>2. Able to develop skills of data collection, organization, presentation, analysis and report writing</li></ol>	<p>A. Semester end examination : 80 marks</p> <p>B. Internal Assessment: 20 marks(Assignment: 10, Presentation: 05, Class Participation: 05)</p>

## **Course Outline**

### **Unit I: Basic Concepts**

1. Social Research: Concept, Definition and Scope
2. Social Work Research: Concept, Definition and Scope
3. Qualitative Research, Quantitative Research and Mixed Methods
4. Ethics of research

### **Unit II: Social Work Research Methodology**

1. Identification and Steps in Formulation of a Research Proposal
2. Review of Literature
3. Research Questions and Hypothesis, and Variables
4. Types of Research Designs: Exploratory, Descriptive, Experimental and Evaluative

### **Unit III: Sampling Framework and Data Collection**

1. Concept of Universe, Sample, Sampling Unit and Types of Sampling Frame-Probability and Non-Probability
2. Sources of Data: Primary and Secondary
3. Tools of Data Collection (Quantitative): Survey, Interview Schedule, Interview Guide, Questionnaire
4. Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion

### **Unit IV: Data Processing and Basic Statistics**

1. Processing and Presentation of Data
2. Use of Statistics: Measures of Central tendency
3. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Correlation
4. Analysis, Interpretation and Report Writing

**Key Words:** *Social Research, Social Work Research, Research Methodology and Collection and Processing of Data*



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**Level: Semester IV**

**Course: C-9**

**Title of the Paper: Human Rights and Social Justice**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To help students understand the concept of human rights and its significance to the Social Work profession 2. To sensitize students for the application of human rights to the various practice domains of the profession 3. To develop Understanding on Human Right based Social Work interventions	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand the concept of human rights and its significance to the Social Work profession 2. Able to understand the application of human rights to the various practice domains of the profession 3. Able to Understand on Human Right based Social Work interventions	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks(Assignment: 10, Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit I: Human Rights: Concept and Origin**

1. Concept of Rights and its Origin
2. Understanding the Concept of Human Rights

3. Understanding the Principles of Human rights
4. Classification of Human rights

## **Unit II: Human Rights and Indian Constitution**

1. Human Rights and Indian Constitution
2. International Comments, Declarations, Various Commissions, Organizations
3. Situations of Human Rights: Indian and International Perspectives
4. Understanding Human Right Based Social Work Interventions in Various Field

## **Unit III: Concept of Social Justice**

1. Social Justice: Concept, Definitions and Scope
2. Relationship of Social Justice with Social Legislation; Civil Rights and Human Rights:  
Concept Definitions and Scope
3. Social Injustice: Concept of and Causes
4. Issues of Social Justice in India

## **Unit IV: Legislations to Promote Social Justice**

1. Legislations Pertaining to Women and Children
2. Legislations Pertaining to Social Defence, Social Security and Social Assistance
3. Legislations Pertaining to People with Disability, the Underprivileged and Health Related  
Legislations
4. Role of Social Worker in Promoting Social Legislation and Social Justice

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

## References:

- Alston, Philip, and Frederic Megret, eds. (2014), *The United Nations and Human Rights: A Critical Appraisal*. Second Edition. Oxford University Press.
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**Level: Semester: IV**

**Course: C-10**

**Title of the Paper: Social Legislation in India**

**Marks/Credits: 100/4**

<b>Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To study and understand legislative structure and frame	1. Lecture	1. Able to promote knowledge in understanding the cause and effect of discrimination and oppression	A. Semester end examination : 80 marks
2. To study and understand the Process of making legislation	2. Assignment		B. Internal Assessment: 20 marks(Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
3. To study and understand social legislation in the context of Social Justice	3. Individual and Group Presentation	2. Able to prepare modules and strategies for advocacy to bring sustainable social change	
4. To understand provisions of various social legislations in India			

### **Course Outline**

#### **Unit I: Legislation**

1. Legislation: Concept, Meaning and Definition
2. Functions of Legislation
3. Process of Making Legislation
4. Important Law Making Institutions in India

## **Unit II: Social Legislation**

1. Social Legislation: Concept, Meaning and Definition
2. Needs and Objectives of Social Legislation
3. Importance of Social Legislation in Welfare State; Legal-aid and Legal and Public Advocacy
4. Social Legislation as an Instrument of Social Change

## **Unit III: Social Legislations in India**

1. Salient Features of Dowry Prohibition Act (1961) and its Amendments; Salient Features of Protection of Women from Domestic Violence Act (2005);
2. Salient Features of Child Labour Prohibition and Regulation Act (1986) and its Amendments; Salient Features of Juvenile Justice Act (2015);
3. Laws Related to Marriage;
4. Salient Features of Right to Information Act (2005) and its Amendments.

## **Unit IV: Constitution of India**

1. History of Drafting of Indian Constitution
2. Preamble; Fundamental Rights and Duties; Directive Principles of State Policy
3. Salient Features of Indian Constitution
4. Important Constitutional Amendments in the Area of Social Welfare

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

## References:

- Bakshi PM (2007), Constitution of India, Delhi: Universal Law Publishing House
- Basu, D. D. (2015). Introduction to Constitution of India. 22<sup>nd</sup> Edition. Mumbai: LexisNexis.
- Gangrade KD (1978), Social Legislation in India, New Delhi, Concept pub
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- Naik G.P. (1992), Social Legislation in India, Bangalore: Lambani Publish Relevant BARE Acts. Print Well Publications.
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**Level: Semester IV**

**Course: SEC-2 (Suggestive)**

**Title of the Paper: Skill Development and Entrepreneurship**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To develop basic understanding on Skill and Entrepreneurship 2. To develop understanding on the qualities and attributes of entrepreneurs 3. To understand abilities and Skills of successful entrepreneur	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand the basics of Entrepreneurial Skill 2. Able to understand the qualities and attributes of a successful entrepreneurs 3. Able to understand the abilities and Skills of successful entrepreneurs	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks(Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit I: Skill Development in the Field of Entrepreneurship**

1. Introduction to Skill Development
2. Understanding Entrepreneurial Skills
3. Understanding the Functions of Skill Development Institutes

4. Entrepreneurship and Social Work

## **Unit II: Entrepreneurship: A Conceptual Framework**

1. Entrepreneurship: Concept, Definition, Scope and Purpose
2. Types and Approaches to Entrepreneurship
3. Importance of being an Entrepreneur
4. Entrepreneurial Qualities and Attributes

## **Unit III: Entrepreneurial Functions**

1. Functions of an Entrepreneur
2. Entrepreneurial Opportunities
3. Entrepreneurial Competencies
4. Entrepreneurial Motivation

## **Unit IV: Managing Start-Ups and Family Business**

1. Business Ideas, Methods of Generating Ideas, and Opportunity Recognition
2. Entrepreneurship Project Formulations
3. Resource Mobilizations and Financial Institutions
4. Success Stories

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

## References:

- Carsrud, A. L., and Brannback, M. E. (2007). *Entrepreneurship*. Westport, Connecticut: Greenwood Publishing Group.
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- Pandya, R. (2016). *Skill Development and Entrepreneurship in India*. New Delhi: New Century Publications.
- Sharma, S. (2016). *Entrepreneurship Development*. New Delhi: PHI Learning Pvt. Ltd.
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- Valeri, A., Parton, B., and Robb, A. (2014). *Entrepreneurship Education and Training Programs around the World: Dimensions for Success*. Washington, DC: World Bank Publications.

**Level: Semester IV**

**Course: FW- 4**

**Title of the Paper: Field Work Practice 4**

**Marks/Credits: 200/8**

<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
1. To develop work plan in consultation with agency supervisor	1. Able to understand social work interventions in different areas	Field work evaluation: 150
2. To continue practicing the methods of working with individuals and groups	2. Able to prepare work plan and its execution	Field work viva voce: 50
3. To identify and utilize human, material and financial resources	3. Able to form small groups with different age and gender groups	
4. To develop process-oriented skills of working with individuals, families and groups with special reference to social support system	4. Able to apply programme media skills in social work interventions	
5. To develop skills of observation, interviewing, group discussion and leadership	5. Able to write process oriented reports and engage in meaningful discussions during supervisory conferences	
6. To develop skills of report writing and use of supervision (both agency and faculty)	6. Able to develop the ability to link theoretical learning with practical realities	

## **Field Work Tasks and Activities**

1. Familiarisation with agency
  - 1.1 Client group
  - 1.2 What problems are being focused
  - 1.3 What services are being provided
  - 1.4 What is the role of social worker
  - 1.5 Network with other agencies.
2. Working with group using programme Media
  - 2.1 Organize programme media activities
  - 2.2 Observe group dynamics
  - 2.3 Practice skills in group discussion, programme planning and action.
3. Report writing
4. Individual conferences.

**Though it is proposed that the student's placement would be agency based in 3<sup>rd</sup> semester and 4<sup>th</sup> semester, however, if there are insufficient number of organizations for field work, then student could be placed in the community setting and in this case, the field work objectives of the 5<sup>th</sup> and 6<sup>th</sup> semester will be applicable.**

**Level: Semester IV**

**Course: REC**

**Title of the Paper: Rural Educational Camp**

**Marks/Credits: 50/2**

During Semester IV of the course, the Social Work department would organise a residential rural camp for 8-10 days duration in rural, semi-rural and Tribal areas. Every student is expected to attend it as a part of course requirement. The organizing of rural camp would acquaint the students with rural scenario, living conditions, problems and issues of rural society. The camp would be planned to provide ample opportunities for students to fine tune their interpersonal relationship Skills through the Process of group dynamics and achieve a harmonious blend of learning and work.

<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"><li>1. To provide exposure of realities of life in rural and semi-rural areas</li><li>2. To understand the rural social system, its culture, and livelihood patterns</li><li>3. To understand the geographical, economic and political features, needs and problems of rural Community</li><li>4. To observe living conditions, housing, water supply and other amenities in rural areas</li><li>5. To sharpen the Skills of rapport formation, situational analysis and awareness generation</li></ol>	<ol style="list-style-type: none"><li>1. Able to be acquainted with rural and tribal scenario and their socio-economic aspects</li><li>2. Able to be familiarized with group dynamics and power structures in a rural Community</li><li>3. Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living</li><li>4. Able to acquire and develop</li></ol>	Total Marks: 50

6. To experience group-living and develop attitudes conducive for effective team work	attitudes helpful for effective team work	
7. Acquire Skills in planning, organizing, implementing the camp	5. Able to learning the Skills and art of organizing and managing activities and events relating to camp	
8. To develop an understanding of group dynamics and power structures in a rural Community		

**\*Though it is proposed that camp will be organized in 4<sup>th</sup>sem, however, based on the local conditions, the camp can be organized during the period of the course.**

**Level: Semester V**

**Course: C-11**

**Title of the Paper: Social Policy, Planning and Development**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To develop understanding of the concept of social policy and social planning 2. To understand Concept and nature of Development and Human Development	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to develop understanding of concept of social policy and social planning 2. Able to understand Concept and nature of Development and Human Development	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit 1: Introduction to Social Policy**

1. Social Policy: Concept, Definitions, Characteristics and Objectives
2. Social Policy: Principles, Models, and Determinants
3. Social Policy and Indian Constitution
4. Social Policy in India

#### **Unit 2: Understanding Social Planning**

1. Social Planning: Concept, Definitions and Objectives



2. Social Planning: Principles, Functions and Types
3. Social and Economic Planning: Similarities and Dissimilarities
4. Planning Commission and Niti Aayog: Structure and Functions

### **Unit 3: Nature and Concept of Development**

1. Development: Concept, Definitions, Types and Objectives
2. Social Development: Concept, Definition, Objectives and Prerequisites
3. Economic Development: Concept, Definition, Objectives and Prerequisites
4. Sustainable Development: Concept, Definition, Objectives and Goals

### **Unit 4: Human Development**

1. Human Development: Concept, Definition and Objectives
2. UNDP and Human Development
3. Human Development Indicators
4. Approaches to Human Development

***Key Words: Social Policy, Social Planning, Development and Human Development***

## References:

- Adams, Robert (2002). *Social Policy for Social Work*, Basingstock: Palgraved Mac-Millan.
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**Level: Semester V**

**Course: C-12**

**Title of the Paper: Areas of Social Work Practice- 1**

**Marks/Credits: 100/4**

<b>Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand fundamental concepts of family welfare, child welfare, youth welfare and elderly welfare 2. To understand needs and problems of family, child, youth and elderly 3. To know various institutional and non-institutional provisions related to family, child, youth and elderly 4. To understand policy frame on family, child, youth and elderly and to practice social work intervention	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to gain opportunity in understanding contemporary fields of social work profession 2. Able to influence to practice, analyze and evaluate social work interventions	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks(Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

**Course Outline**

**Unit I: Family Welfare**

1. Family: Concept, Meaning, Definition, Importance and Functions

2. Types of families: Joint, Extended, Nuclear, Single Parent and Female Headed
3. Family Welfare: Concept, Definition , Scope and Importance
4. Family Welfare Programmes in India; Problems in Contemporary Families; Family Crisis Intervention; Role of Social Worker in Family Counseling

## **Unit II: Child Welfare**

1. Child: Concept and Definition and Stages of Childhood
2. Needs and Problems of Children; Types of Children
3. Personality Development: Role of Family, Peer Group, Neighbourhood, School
4. Child Neglect and Abuse; Juvenile Delinquency- Causes and Effects; Role of Social Worker in Mitigating the Issues of Children; National Policy on Children

## **Unit III: Youth Welfare**

1. Youth Welfare: Concept, Meaning, Definitions and Importance
2. Needs and Problems of Youth; Youth Unrest, Youth Conflict and Youth Crime
3. Profile of Youth in India; Youth Programmes and Services in India
4. National Youth Policy; Role of Social Worker in Mitigating the Issues of Youth

## **Unit IV: Elderly Welfare**

1. Elderly: Concept, Meaning and Definition
2. Needs and Problems of Elderly
3. Profile of Elderly; Constitutional and Legislative Provisions for the Welfare of the Aged
4. Neglect and Elderly Abuse; Institutional and Non-institutional Services for the Elderly  
National Policy on Older People; Geriatric Social Work

***Key Words: Family Welfare, Child Welfare, Youth Welfare and Elderly Welfare***

## References:

- Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication
- Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley
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**Level: Semester: V**

**Course: DSE 1A**

**Title of the Paper: Health: Issues and Concerns**

**Marks/Credits: 100/4**

<b>Course objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To acquire a basic understanding of the concept of health and well-being in the context of development 2. To build an understanding of the basic health care system in India and health care access 3. To develop a knowledge base of the national health policy and programs 4. To gain knowledge about common diseases	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to identify with the role of a professional social worker in diverse health settings	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit I: Concept of Health, Well being and Disease**

1. Health, Well being and Disease : Concept, Meaning and Definition
2. Health Indicators and Determinants

3. Communicable Diseases: Types and Prevention
4. Non-Communicable Diseases: Types and Prevention

## **Unit II: Health Concerns in India**

1. Health Concerns, Issues and Practices
2. Health Needs and Structure of Services
3. Social and Cultural Milieu and Impact on Health
4. PPP Model, Role of NGOs and Private Sector

## **Unit III: Health Policy, Planning and Programming**

1. Health Policy and Planning ( National Health Policy, NUHM, NRHM)
2. National Programs ( TB, Leprosy, Malaria, STIs, HIV/AIDS, Polio)
3. Primary Health and Community Health Services
4. Issues of Health Care Services and Access

## **Unit IV: Health Communication**

1. Health Communication: Concept, Types, Need and Significance
2. Mass Media: Definition, Types, Functions and Significance to Public Health Practice
3. Relevance of Information, Education and Communication (IEC) in Public Health
4. Role of Social Worker and Community Health

***Key Words: Health, Disease, Health Policy and Health Communication***

## References:

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**Level: Semester V**

**Course: DSE - 1B**

**Title of the Paper: Disaster Management**

**Marks/Credits: 100/4**

<b>Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
1. To understand key concepts and typologies of disasters 2. To understand Processes of disaster mitigation and disaster management 3. To develop Skills and promote intervention strategies to assess the vulnerability and prepare modules for the future eventualities 4. To develop capacity to work with different agencies at international, national and local levels	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand the impact of hazards and disasters 2. Able to respond in vulnerable and emergency management to restore the quality of life	A. Semester end examination : 80 marks C. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation : 05)

## **Course Outline**

### **Unit I: Introduction to Disasters**

1. Disaster: Concept, Meaning, and Definition
2. History of Major Disaster Events in India
3. Types of Disasters – Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake

4. Man-made Disasters: Riots, Blasts, Industrial, Militancy

## **Unit II: Disaster Mitigation and Disaster Management**

1. Profile, Forms and Reduction of Vulnerability
2. Disaster Mitigation: Concept and Principles
3. Disaster Management: Concept and Principles
4. Pre-disaster- Prevention and Preparedness

## **Unit III: Impact of Disaster**

1. Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts
2. During Disaster- Rescue and Relief
3. Post-disaster- Rehabilitation and Reconstruction
4. Victims of Disaster- Children, Elderly, and Women

## **Unit IV: Disaster Process and Intervention**

1. Displacement- Causes, Effects and Impact
2. Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation
3. Components of Rescue, Relief, Reconstruction; Rehabilitation
4. Disaster Policy in India; Disaster Management Authority- NDMA, SDMA, DDMA; Disaster Management Act, 2005

***Key Words: Disaster, Disaster Mitigation, Disaster Management and Disaster Process***

## References:

- Anil Sinha (2001), Disaster Management-Lessons Drawn and Strategies for Future. New Delhi, Jain Publications.
- Backer, C.W. and Chapman, W. (ed.). (1969), Man and Society in Disasters, New Delhi, Basic Books.
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- Cuny, Frederick (1984), Disasters and Development, Oxford, Oxford University Press.
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**Level: Semester V**

**Course: DSE 1C**

**Title of the Paper: Environmental Social Work**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand the causes and consequences of environmental degradation	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand various environmental issues	A. Semester end examination : 80 marks
2. To understand the various theoretical and ideological perspectives to environmental issues		2. Able to understand strategies of managing environmental degradation	B. Internal Assessment: 20 marks(Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
3. To understand the Importance of environmental Social Work as an emerging field of Social Work		3. Able to apply knowledge of Social Work to protect environment	

## **Course Outline**

### **Unit I: Environment - A Conceptual Framework**

1. Environment: Concept and Definitions
2. Environmental Pollution and Degradation
3. Causes and Consequences of Environmental Degradation
4. Impact of Environmental Degradation

### **Unit II: Environmental Issues**

1. Environmental Justice: International Treaties and Environmental Laws
2. Disaster: Typology and Management
3. Politics of Ecology and Development
4. Approaches to Conservation

### **Unit III: People and Environment**

1. Environmental Movements
2. Civil Society Organisations, Corporate Bodies and Environmental Action
3. Natural Resources and Climate Change Management
4. Indigenous Practices and Environment Conservation

### **Unit IV: Collective Action, Gender and Property Rights**

1. Impact on Women, Marginalized and Indigenous Populations
2. Common Property Resources
3. Environmental sustainability: Approaches and Challenges
4. Stakeholders Participation in Environment Conservation

***Key Words: Environment, Environmental Justice, Environmental Movements and Collective Actions***

## References:

- Basu, M., and Savarimuthu, X. (2017). *Fundamentals of Environmental Studies*. New Delhi: Cambridge University Press.
- Bharucha, E. (2005). *Textbook of Environmental Studies for Undergraduate Courses*. Hyderabad: Universities Press (India) Private Limited.
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- Erickson, C. L. (2018). *Environmental Justice as Social Work Practice*. New York: Oxford University Press.
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**Level: Semester V**

**Course: DSE - 2A**

**Title of the Paper: Social Deviance**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Pedagogy</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand key concepts of deviance and crime	1. Lecture	1. Able to understand the cause, effect and impact of deviant and criminal behavior	A. Semester end examination : 80 marks
2. To understand major forms of crime	2. Assignment		D. Internal Assessment: 20 marks
3. To gain knowledge about major theories of crime	3. Individual and Group Presentation	2. Able to associate with different services and delivery systems in resolving crisis situation	(Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
4. To understand process and the mechanism of social control			
5. To practice correctional Social Work in different institutional and non-institutional settings			

## **Course Outline**

### **Unit I: Introduction to Concepts**

1. Deviance: Concept, Meaning and Definition

2. Social Deviance and Crime: Concept, Meaning and Definition
3. Profile of Crime Statistics in India
4. Typology of Crime-professional Crime, Organised Crime, White Collar Crime, Female Crime and Cyber Crime

## **Unit II: Theories of Crime**

1. Anomie; Psycho-analytical
2. Differential Association
3. Labelling; Sub-culture
4. Strain and Opportunity

## **Unit III: Social Control**

1. Social Control: Concept, Meaning and Definition
2. Agencies of Social Control
3. Institutional and Non-institutional Services: Prison, Borstal School, Juvenile, Probation, Parole
4. Violence: Concept and Definition and Types- Violence Against Children, Violence Against Women, Violence Against Elderly

## **Unit IV: Correctional Social Work**

1. Corrections: Concept, Definition and Emergence
2. Role of Social Worker in Correctional Setting
3. Rehabilitation, Reformation and After Care Services
4. Social Defence: Concept, Definition , Emergence and Fields; National Institute of Social Defence

***Key Words: Crime, Deviance, Social Control and Correctional Social Work***



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- Barnes, H. E. and Teeters, N.K. (1960), New Horizons in Criminology, New Jersey, Prentice Hall
- Bhattacharya, S. K. (2003), Social Defence: An Indian Perspective, New Delhi, Regency Publishing
- Chakrabarthy, NK (1999), Institutional Corrections in the Administration of Criminal Justice, New Delhi, Deep and Deep
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- Shukla KS (1988), Collective Violence: Challenges and Response, New Delhi, IIPA

**Level: Semester V**

**Course: DSE - 2B**

**Title of the Paper: NGO and Project Formulation**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Pedagogy</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To develop the basic knowledge of NGOs 2. To understand the legal framework of NGOs 3. To understand the concept, basic features of project formulation and project cycles 4. To learn the Importance of project formulation in Social Work	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to know concept and basic features of NGO and project formulation 2. Able to develop legal understanding about the organisation 3. Able to understand how knowledge of project formulation is helpful for Social Workers	A. Semester end examination: 80 marks. B. Internal Assessment: 20 Marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

## **Course Outline**

### **Unit 1: Introduction to NGO**

1. NGO: Concept, Meaning, Objectives and Characteristics
2. Genesis and Present Status of NGOs at National and State Levels

3. NGO's Movement in Other Countries
4. Difference between NGO, VO and Civil Society Organisation

## **Unit 2: Understanding Legal Provisions**

1. The Societies Registration Act, 1860
2. The Charitable Endowments Act, 1890
3. The Indian Trust Act, 1882 and The Companies Act, 2013
4. FCRA and National and International Funding Agencies

## **Unit 3: Conceptual Framework of Project Formulation**

1. Project: Concept, Meaning, Characteristics and Types
2. Project Formulation: Concept, Meaning, Objectives and Scope
3. Requirements and Factors Affecting Project Formulation
4. Phases of Project Cycle

## **Unit 4: Process of Project Formulation**

1. Stages of Project Formulation
2. Project Monitoring
3. Project Evaluation
4. Project Report

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

## References:

- Batra, Promod and Mahendra, Deepak (1993) Management Ideas In Action Delhi: Think Line
- Chowdhary, S. (1990) Project Management. Delhi: Tata McGraw-Hill.
- Fernandes, W. (1989). Voluntary Action and Government Control, Indian Social Institute.
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- Wehrich,Haniz, Harold Koontz, Mc-Grew Hill (1993) Management – A global Perspective, New York: Mc Graw Hill .

**Level: Semester V**

**Course: DSE - 2C**

**Title of the Paper: Counseling and Guidance**

**Marks/ Credits: 100/4**

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

### **Course Outline**

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

1. Concept and Definitions of Counseling and Guidance
2. Nature and Scope of Counseling and Guidance
3. Principles of Counseling

4. Counseling Process (Assessment, Intervention, and Termination)

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

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

## **Unit III: Counseling With Special Groups**

1. Characteristics and Needs of Special Groups
2. Counseling with Socially and Economically Disadvantaged, Destitute and Orphans
3. Counseling and Guidance with Delinquents, School Drop-outs, HIV - AIDS Patients, Victims of Substance Abuse
4. Identifying Support Networks, Referral Processes and Social Work Intervention

## **Unit IV: Individual and Group Counseling and Guidance**

1. Understanding Group Dynamics and Group Process
2. Advantages and Characteristics of individual/Group Counseling and Guidance
3. Planning Individual/Group Counseling and Guidance Sessions
4. Skills of Group Facilitation (including dealing with conflict).

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

## References:

- Belack, A.S., Harson, H and Kazdin, A.E. (Ed), (1982). International Handbook of Behaviour Modification and Therapy. New York: Plenum Press.
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**Level: Semester V**

**Course: FW-5**

**Title of the Paper: Field Work Practice 5**

**Marks/Credits: 150/6**

<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<ol style="list-style-type: none"><li>1. To understand the agency set up in relation to service delivery system</li><li>2. To develop an understanding of Community (structure, needs, self- help system etc.)</li><li>3. To develop capacity for planning organising and implementing different Programmes for individuals and group</li><li>4. To improve Skills in Communication and networking with other organizations</li><li>5. To develop Skills in report writing and use of supervision.</li></ol>	<ol style="list-style-type: none"><li>1. Able to observe and analyse social realities</li><li>2. Able to understand the needs, problems and Programmes for different target groups</li><li>3. Able to understand Community as social structure and power dynamics operating in Community setting</li><li>4. Able to imbibe the ethics and values of Social Work profession including attributes for the same</li><li>5. Able to network with other organizations.</li></ol>	Field work evaluation: 150
<b>Field Work Tasks /activities</b>		
<ol style="list-style-type: none"><li>1. Familiarisation with agency, its objectives and Programmes.</li><li>2. Familiarisation with Community people and prepare Community profile.</li><li>3. Explore and analyze the needs, problems and resources of individuals, groups and communities.</li><li>4. Organize activities with groups of women, children, youth and other population groups.</li></ol>		

5. Mobilize resources and develop network with other institutions/organizations working in the neighbouring areas.
6. Understand power structure of surrounding area and of local Community leaders and stakeholders.

**Level: Semester VI**

**Course: C-13**

**Title of the Paper: Social Welfare Administration**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Pedagogy</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand concept of social welfare and social welfare administration 2. To understand Structure and components of social welfare administration 3. To understand relevance of social welfare administration for social workers	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand concept of social welfare and social welfare administration 2. Able to understand the Structure and components of social welfare administration 3. Able to understand the relevance of social welfare administration for social workers	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit 1: Introduction to Social Welfare**

1. Social Welfare: Concept, Definitions, Nature and Scope
2. Social Welfare Administration: Concept, Definitions, Objectives and Nature
3. Principles, Functions and Scope of Social Welfare Administration
4. Social Welfare Administration, Public Administration and Social Security Administration

## **Unit 2: Structure of Social Welfare Administration**

1. Social Welfare Agencies: Concept, Forms and Functions
2. Social Welfare Administration at State Level
3. Social Welfare Administration at Central level
4. Social Welfare Administration at International Level

## **Unit 3: Components of Social Welfare Administration I**

1. Planning: Concept, Definitions, Types and Objectives
2. Organization: Concept, Definitions, Types and Objectives
3. Manpower Planning, Recruitment and Selection
4. Training and Directing

## **Unit 4: Components of Social Welfare Administration II**

1. Coordination in Social Welfare Administration
2. Budget: Concept, Definitions Types
3. Recording and Documentation
4. Monitoring, Evaluation and Feedback

***Key Words: Social Welfare, Social Welfare Administration, Agencies and Components of Administration***

## References:

- Balsara Jal F., (1984). Perspectives on Social Welfare in India. New Delhi: S. Chand Co. Ltd.
- Bhattacharya, S. (2006). Social Work Administration and Development. Jaipur: Rawat Publications
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**Level: Semester VI**

**Course: C-14**

**Title of the Paper: Areas of Social Work Practice -2**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Pedagogy</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work	A. Semester end examination : 80 marks
2. To gain knowledge about the community and ecological development		2. Able to know about the community and ecological development	B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)
3. To understand the role and functions of social workers in different settings		3. Able to understand the role and functions of social workers in different settings	

### **Course Outline**

#### **Unit 1: Industrial and Correctional Social Work**

1. Organized and Unorganized Labour: Concept, Definition, Characteristics and Issues

2. Concept of Labour Welfare, Industrial Relations and Human Resource Management
3. Correctional Social Work: Concept, Definition, Characteristics and Problems
4. Social Work Practice in Correctional Institutions

## **Unit 2: Community and Ecological Development**

1. Community Development: Concept and Evolution
2. Rural and Urban Community Development Programmes and 73<sup>rd</sup> and 74<sup>th</sup> Amendment
3. Ecology and Development: Concept and Inter linkages
4. Stakeholders Participation in Environmental Conservation

## **Unit 3: Medical, Psychiatric and School Social Work**

1. Medical and Psychiatric Social Work: Concept, Meaning, Definitions and Scope
2. Role and Functions of Medical and Psychiatric Social Workers
3. School Social Work: Concept, Need and Challenges
4. Right to Education, Sarva Shiksha Abhiyan and Non-formal Education

## **Unit 4: Gender and Empowerment**

1. LGBTQ: Meaning, Characteristics and Challenges
2. Advocacy, Legal Rights and Human Rights Campaign
3. Women's Empowerment: Concept, Definition, and Current Status
4. Policies and Programmes for Women's Empowerment

***Key Words: Industrial Social Work, Medical and Psychiatric Social Work, Gender and Empowerment***

## References:

- Agnes, Flavia (1999) *Law and Gender Inequality – The Politics of Women’s Rights in India*, New Delhi: Oxford University Press.
- Bajpai, A. (2003). *Child Rights in India – Law, Policy and Practice*, Delhi: Oxford University Press.
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- Verma, Ratna (1991). *Psychiatric Social Work in India*, New Delhi: Sage Publications.

**Level: Semester VI**

**Course: DSE-3**

**Title of the Paper: DISSERTATION**

**Marks/Credits: 150/6**

Dissertation would be carried out by the students during 5<sup>th</sup> and 6<sup>th</sup> semester of BSW. It would be conducted simultaneously with the concurrent field work. The dissertation would be based on primary data, however, dissertation based on secondary data could also be undertaken by the student with due consultation of the field work supervisor. The dissertation work would enable the student to develop a clear understanding of the research and different steps associated with it. The topic for dissertation would be chosen based on a student's own area of interest in consultation with the field work/research supervisor. The student would work with a field work supervisor who would also provide guidance and support throughout the course of the research.

<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
1. To develop ability to initiate and conduct research 2. To develop research Skills of identifying and selecting a research area and preparing research proposal 3. To develop skills of doing literature review and steps of research methodology 4. To be familiarised with the process of data analysis and report writing, 5. To understand ethical considerations of research.	1. Able to understand how to initiate and conduct research 2. Able to understand research skills of identifying and selecting topic for research 3. Able to develop skill of doing literature review and data collection and accompanying drawbacks 4. Able to understand different steps in conducting research and associated limitations 5. Able to do data analysis and report writing 6. Able to understand ethics involved in research	Dissertation Report: 100  Viva Voce: 50

**The format for preparing framework for synopsis of the dissertation are:**

- ❖ Identification of issue and development of proposal
- ❖ Literature review
- ❖ Objectives
- ❖ Research methodology (Universe, Sampling, Tool Preparation)
- ❖ Data collection
- ❖ Analysis and interpretation of data
- ❖ Report writing

**The format for dissertation would be as per given below:**

- ❖ The dissertation shall normally be of 50-75 pages with proper references and scientific organization.
- ❖ The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.
- ❖ Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) in the concerned department.
- ❖ The references are to be written in the APA style.
- ❖ The responsibility for ensuring the originality of the dissertation is that of the student and the faculty supervisor.

# **FORMAT OF THE FRONT PAGE**

**PROJECT TITLE**

**Dissertation submitted to the Name of the Department/ College  
in partial fulfilment of the requirements  
for the award of the Degree of**

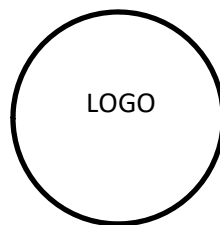
**BACHELOR OF SOCIAL WORK**

**BY**

**(NAME OF THE STUDENT)**

**under the supervision of**

**(NAME OF THE RESEARCH SUPERVISOR)**



**Department of Social Work  
Name of the College/University  
Place  
Year**

## **THE FORMAT OF THE CERTIFICATE**

**DATE: DD/MM/YYYY**

### **DECLARATION**

This is certify that the dissertation/ research report entitled, “*DISSERTATION TITLE*” submitted by me in partial fulfilment for the award of the Degree of BSW of this University has not been previously submitted for any other degree/diploma of this or any other University and is my original work.

(Name and Signature of the Student)

I recommend this dissertation be placed before the examiners for evaluation.

(Name and Signature of the Faculty Supervisor)

## **CERTIFICATE**

On the basis of the declaration submitted by Mr. /Ms.....student of **BSW (Semester-VI)**, year, I hereby certify that the dissertation titled “.....” which is being submitted to the ..... in partial fulfilment of the requirement for the award of the degree of BSW, is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for the award of any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.

Signature and Name of the Supervisor

Date: DD/MM/YEAR

Place:

**Level: Semester VI**

**Course: DSE - 4A**

**Title of the Paper: Social Work and Marginalized Groups**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<p>1. To develop the understanding of concept of marginalization</p> <p>2. To understand social exclusion and inclusion</p> <p>3. To be sensitized to the issues and concerns of the marginalized and minority groups</p> <p>4. To develop understanding of nature and types of marginalized and minority groups</p> <p>5. To gain information on the constitutional provisions and legislative measures for these groups</p> <p>6. To understand relevance and scope of Governmental and Non-Governmental efforts in welfare, development and</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Able to demonstrate familiarity with issues and concerns of the marginalized and a perspective towards their issues and problems</p> <p>2. Able to understand constitutional provisions and legal framework available for the marginalized groups</p> <p>3. Able to understand the scope of government and Non-governmental efforts in welfare, developmental and</p>	<p>A. Semester end examination : 80 marks</p> <p>B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)</p>

empowerment of marginalized sections in India		empowerment of marginalised sections	
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## **Course Outline**

### **Unit I: Marginalised Communities and Concerns**

1. Marginalisation: Concept, Definition and Concerns
2. Social Exclusion and Inclusion
3. Basis of Discrimination in India: Caste, Class, Religion, Race and Gender
4. Global Perspectives on Marginalisation

### **Unit II: Marginalised Groups in India**

1. Scheduled Castes: Problems and Issues
2. Scheduled Tribes: Problems and Issues
3. OBCs: Problems and Issues
4. Minority Groups: Religious, Linguistic, Ethnic, Sexuality

### **Unit III: Constitutional Provisions and Legal Framework**

1. Scheduled Castes: Constitutional Provisions and Legal Framework
2. Scheduled Tribes: Constitutional Provisions and Legal Framework
3. OBCs: Constitutional Provisions and Legal Framework
4. Minority Groups (Religious, Linguistic, Ethnic, Sexuality): Constitutional Provisions and Legal Framework

### **Unit IV: Policy, Programmes and Civil Society Response**

1. Scheduled Castes: Policy, Programmes and Civil Society Response
2. Scheduled Tribes: Policy, Programmes and Civil Society Response
3. OBCs: Policy, Programmes and Civil Society Response
4. Minority Groups: Policy, Programmes and Civil Society Response

***Key Words: Social Exclusion, Inclusion, Minority Groups and Legal Framework***



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**Level: Semester VI**

**Course: DSE - 4B**

**Title of the Paper: Corporate Social Responsibility**

**Marks/Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To introduce basic concepts and practices in the area of CSR  2. To enhance knowledge of policy, legal provisions of CSR in the Indian context  3. To understand best practices and role of Social Workers	1. Lecture  2. Assignment  3. Individual and Group Presentation	1. Able to understand the conceptual framework of CSR  2. Able to understand the legal framework of CSR  3. Able to understand the CSR practices and role of Social Workers	A. Semester end examination : 80 marks  B. Internal Assessment: 20 marks(Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

### **Course Outline**

#### **Unit I: Corporate Social Responsibility (CSR)**

1. CSR: Concept and Definition
2. Evolution of CSR
3. Nature and Scope of CSR
4. Principles of CSR

## **Unit II: Corporate Philanthropy**

1. Developing Philanthropic Endeavors
2. Potential Benefits of Philanthropic Model of CSR
3. Creating Community Awareness Regarding Patterns of Philanthropic CSR
4. Developing Networking with Philanthropic Organizations

## **Unit III: Provisions of CSR under Companies Act, 2013**

1. Introduction to CSR Mandate
2. Important Legal Provisions in Accordance to Schedule VII
3. Exclusions and Restrictions
4. Functions of CSR Committee

## **Unit IV: Best Practices of CSR**

1. Best Practices of CSR: Global and Indian Experiences
2. Integration of PPP in CSR
3. SDGs and CSR
4. Social Work Profession and CSR

***Key Words: CSR, Community Awareness, Networking and SDG***

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**Level: Semester VI**

**Course: DSE - 4C**

**Title of the Paper: Social Work Practice with Differently Abled**

**Marks/ Credits: 100/4**

<b>Course Objectives</b>	<b>Teaching Learning Process</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
1. To understand concepts and models of disability 2. To understand issues and challenges faced by disabled 3. To understand policies, programmes and legislation pertaining to disability	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to learn concepts and models of disability into social work practice 2. Able to understand issues and Challenges faced by disabled 3. Able to understand various policies, programmes and legislation pertaining to disability	A. Semester end examination : 80 marks B. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

## **Course Outline**

### **Unit 1: Concept, Type and Models of Disability**

1. Concept and Definitions of Disability
2. Concepts of Impairment, Handicapped, and Disability
3. Types of Disability: Physical, Mental, Intellectual and Learning
4. Models of Disability

## **Unit 2: Disability and Vulnerable Groups**

1. Different Disability Groups and their Issues
2. Children and Disability
3. Gender and Disability
4. Elderly and Disability

## **Unit 3: Disability and Role of Various Stakeholders**

1. Disabilities: Service Settings, Purposes and Functions
2. Role and Functions of NGOs Working in the Area of Disability
3. Role and Functions of Governmental Organisation in Addressing the Issue
4. Impact of Steps Taken up by the NGOs /GOs to Address the Issue

## **Unit 4: Policies, Programmes and Legislation Pertaining to Disability**

1. Acts and Policies Related to Differently Abled
2. Programmes and Schemes Related to Differently Abled
3. UN Convention on Persons with Disability
4. Social Work Interventions for Persons with Disabilities

***Key Words: Disability, Vulnerable Groups, Stakeholders and Social Work Interventions***

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**Level: Semester VI**

**Course: FW-6**

**Title of the Paper: Field Work Practice 6**

**Marks/Credits: 200/8**

<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Course Evaluation</b>
<p>1. To develop ability to analyze the service delivery system: problems and issues in execution and intervention</p> <p>2. To sharpen capacity for planning organising and implementing different Programmes for individuals and groups</p> <p>3. To develop Skills and ability to effect changes in individual, group and Community situation and functioning</p> <p>4. To learn to mobilize clients/beneficiaries to create awareness about needs, problems, resources, rights, responsibilities etc</p> <p>5. To develop Skills in report writing and use of supervision</p>	<p>1. Able to observe, analyse social realities and impact of Social Work intervention</p> <p>2. Able to learn to make use of professional relationship and referrals to deal with human problems</p> <p>3. Able to develop an ability to narrate the learning experiences, assessment of services and resources and participate in service delivery</p> <p>4. Able to imbibe the ethics and values of Social Work profession including attributes for the same</p> <p>5. Able to write Process oriented analytical reports</p> <p>6. Able to understand Skills in</p>	<p>Field Work Evaluation: 150</p> <p>Field Work Viva Voce: 50</p>



6. To develop dissertation or project report	preparing dissertation or project report	
<p><b>Field Work Tasks and Activities</b></p> <ol style="list-style-type: none"> <li>1. Continue to organize activities with groups of women, children, youth and other population groups.</li> <li>2. Mobilize resources and develop network with other institutions/organizations working in the neighbouring areas.</li> <li>3. Understand power structure of surrounding area and of local community stakeholders.</li> <li>4. Seek client's/beneficiary's and/or people's participation in utilizing agency and or community services.</li> <li>5. Continuous self-assessment of field work experiences and professional growth.</li> <li>6. Prepare and submit field work records for all the process involved.</li> <li>7. Integrate theoretical knowledge with field practice i.e. methods, principles, skills and techniques of social work etc.</li> </ol>		

## 7. 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 teacher-centric 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 groupwork 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.

## 8. Assessment Methods

The LOCF syllabus has brought to light the skill areas of Social Work across all courses. Graduate attributes and descriptors have been listed and kept foremost in designing papers and their desired outcomes. For the first time a course on Media Information Literacy in the context of Social Work practice has been designed with the aim of the graduates being able to understand the concept, importance and relevance of media and information literacy, able to understand social realities and issues from the lens of social media and how knowledge of media and information literacy is helpful to Social Workers for critically attending social issues. This would enhance their skills for using media, information and digital communication in their work. Application of Programme Media in Social Work practice is a rich area for learning and enhances student ability to work with diverse populations at the grassroots and this has been given adequate space. To enhance employability, papers such as “Skill development and Entrepreneurship” to be taught at undergraduate level is a desirable move. The cluster of DSEs to choose from (total of 9 courses) gives students a choice to pursue their interest. All the courses in this basket are relating to contemporary social work concerns.

For students the syllabus is bent towards skill enhancement and building capacity for lifelong learning. Alongside current concerns such as of CSR programs, LGBTQ groups, marginalized groups, environmental concerns have been taken into the paper construction process.

**For the Teachers**, the pedagogy makes a new demand. The LOCF syllabus is prepared for implementation across India; however regional concerns are widely diverse and should find space in the curriculum. This diversity would find place in the paper transaction where teachers will 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.

**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 three 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 I- Introduction to Field Work Practice 1 will be on the pattern of theory papers given above. While in Semester II assessment will be done out of 200 marks including field work viva voce of 50 marks. Field work evaluation in Semester III, IV, V and VI will be of 150 marks, 200 marks, 150 marks and 200 marks respectively. 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 150 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.