



THE ASSAM  
**ROYAL GLOBAL UNIVERSITY**  
— GUAHATI —

**ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**(RSHSS)**

**DEPARTMENT OF SOCIAL WORK**

**COURSE STRUCTURE & SYLLABUS**

**(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR**

**BACHELOR OF SOCIAL WORK**

**(4 YEARS SINGLE MAJOR)**

**W.E.F.**

**ACADEMIC YEAR: 2025 – 2026**

## STRUCTURE OF THE SYLLABUS FOR 4 YEAR UG PROGRAMME

**SCHOOL NAME** - Royal School of Humanities and Social Sciences  
**DEPARTMENT NAME** - Social Work  
**PROGRAMME NAME** - Bachelor of Social Work

<b>1<sup>st</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M101	Introduction to Social Work	100	3	2-1-0
	SOW182M112	Field Work Concurrent I	100	3	0-0-6
Minor	SOW182N101	Fundamentals of Social Work	100	3	2-1-0
Interdisciplinary (IDC)	IKS992K101	IKS-I	100	3	2-1-0
Ability Enhancement course (AEC)	CEN982A101	Communicative English-I	100	1	1-0-0
	BHS982A102	Behavioural Science - I	100	1	1-0-0
Skill Enhancement Course (SEC)	SOW182S101	Fields of Social Work Practice	100	3	0-0-6
Value Added Course (VAC)	VAC992V1003	Community Health & Social Work	100	3	
Swayam Course				3	
<b>TOTAL CREDIT FOR 1<sup>st</sup> SEMESTER</b>				<b>23</b>	

<b>2<sup>nd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M201	Human Growth and Behaviour	100	3	2-1-0
	SOW182M212	Field Work Concurrent II and Rural Camp	100	3	0-0-6
Minor	SOW182N201	Basic Psychology for Social Work	100	3	2-1-0
IDC	IKS992K201	IKS-II	100	3	2-1-0
AEC	CEN982A201	Communicative English - II	100	1	1-0-0
	BHS982A202	Behavioural Science - II	100	1	1-0-0
SEC	SOW182S201	Self and Society	100	3	0-0-6

VAC			100	3	
Swayam Course				3	
<b>TOTAL CREDIT FOR 2<sup>nd</sup> SEMESTER</b>				<b>23</b>	

<b>3<sup>rd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M301	Social Work and Social Welfare Administration	200	4	3-1-0
	SOW182M312	Field Work Concurrent III	200	4	0-0-8
Minor	SOW182N301	History and Ideologies of Social Work	200	4	3-1-0
IDC	SOW182I301	Community Organisation	200	3	2-1-0
AEC	CEN982A301	Communicative English-III	200	1	1-0-0
	BHS982A302	Behavioural Science - III	200	1	1-0-0
SEC	SOW182S301	Methods of Social Work Practice-I	200	3	0-0-6
Swayam Course				3	
<b>TOTAL CREDIT FOR 3<sup>rd</sup> SEMESTER</b>				<b>23</b>	

<b>4<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M401	Criminology and Correctional Justice System	200	4	3-1-0
	SOW182M402	Methods of Social Work Practice-II	200	4	3-1-0
	SOW182M413	Field Work Concurrent IV	200	4	0-0-8
Minor	SOW182N401	Development in Northeast India	200	3	3-1-0
	SOW182N402	Human Rights and Social Work	200	3	2-1-0
AEC	CEN982A401	Communicative English - IV	200	1	1-0-0

	BHS982A402	Behavioural Science - IV	200	1	1-0-0
Swayam Course				3	
<b>TOTAL CREDIT FOR 4<sup>th</sup> SEMESTER</b>				<b>23</b>	

<b>5<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M501	Development Communication	300	4	3-1-0
	SOW182M502	Community Health and Social Work	300	4	3-1-0
	SOW182M503	Social Work and Legal Information	300	4	3-1-0
Minor	SOW182N501	Working with Weaker Sections	300	4	3-1-0
Others	SOW182I511	Internship (Block Placement)	300	4	
<b>TOTAL CREDIT FOR 5<sup>th</sup> SEMESTER</b>				<b>20</b>	

<b>6<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M601	Disaster Management	300	4	3-1-0
	SOW182M602	Social Development and Social Work	300	4	4-0-0
	SOW182M603	Applications of Social Work	300	4	3-1-0
	SOW182M614	Field Work Concurrent V	300	4	0-0-8
Minor	SOW182N601	Palliative Care in Social Work	300	4	3-1-0
<b>TOTAL CREDIT FOR 6<sup>th</sup> SEMESTER</b>				<b>20</b>	

<b>7<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M701	Child and Childhood in India	400	4	3-1-0
	SOW182M702	Social Entrepreneurship	400	4	3-1-0
	SOW182M703	Rural and Urban Community Development	400	4	3-1-0
	SOW182M714	Field Work Concurrent VI	400	4	0-0-8
Minor	SOW182N701	Social Work with Women, Children, Youth and Elder Persons	400	4	3-1-0
<b>TOTAL CREDIT FOR 7<sup>th</sup> SEMESTER</b>				<b>20</b>	

<b>8<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOW182M811	Field Work (Block Placement)	400	4	0-0-8
Minor	SOW182N801	Research Methodology	400	4	3-1-0
Project / Dissertation	SOW182M822	Dissertation	400	12	
<b>In lieu of Dissertation/Research Project</b>					
	SOW182M803	Livelihood and Sustainable Development	400	4	3-1-0
	SOW182M804	Tribal Community Development	400	4	3-1-0
	SOW182M805	Governance, Law and Social Work	400	4	3-1-0
<b>TOTAL CREDIT FOR 8<sup>th</sup> SEMESTER</b>				<b>20</b>	

## Detailed Syllabus

**Subject Name: Introduction to Social Work**

**Subject Code: SOW182M101**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course Objective:** *To understand social work philosophy and inculcate values to work as human service professionals*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the imperatives of becoming professional social worker	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the Various Fields and Settings of Social Work Practice	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the professional self and persona of a professional social worker.	<b>BT-4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Social Work-Meaning and Concepts</b> Definitions of social work; Indian viewpoint; Objectives of Social Work; Social Work: Service Systems; Basic assumptions; Skills of Social Work; Tools and techniques of Social Work; Method of social work; Professional role of social worker; Functions of social work; Misconceptions of Social Work;	<b>15</b>
<b>II</b>	<b>History of Social Work:</b> History of social work in USA; Beginning of social work education and of the profession of social work; History of social work in England; Development of Social Work in India; Modern Social Work	<b>15</b>
<b>III</b>	<b>Fields of Social Work:</b> Child Development; Rural Development; Industrial development; Health; Mental Health; Education; Social Defence; Family Planning; Mental Retardation; Social Development; Environment;	<b>15</b>

<b>IV</b>	<b>Methods of Social Work:</b>	<b>15</b>
	Social Case Work; Social Group Work; Community Organisation; Social Welfare Administration; Social Action; Social Work Research	
<b>TOTAL</b>		<b>60</b>

**Text Books:**

1. *Social Work- An Integrated Approach*, Bhattacharya Sanjay, 2003, Deep & Deep Publications Pvt.Ltd., New Delhi
2. *Social Work Philosophy & Methods*, Mishra P D, 1<sup>st</sup> edition, 1994, Inter India Publications.

**Reference Books:**

1. Howe, D. (2009). *A brief introduction to social work theory*. Bloomsbury Publishing.
2. Glicken, M. D. (2010). *Social work in the 21st century: An introduction to social welfare, social issues, and the profession*. Sage.
3. Nicholas, L., Rautenbach, J., & Maistry, M. (Eds.). (2010). *Introduction to social work*. Juta and Company Ltd.

**Additional Readings:**

1. Lawrence, R. J. (2016). The Social Work Profession. In *Professional Social Work in Australia* (pp. 197–202). ANU Press. <http://www.jstor.org/stable/j.ctt1bgzbpk.16>
2. Minahan, A., & Pincus, A. (1977). Conceptual framework for social work practice. *Social Work*, 22(5), 347–352. <http://www.jstor.org/stable/23712811>
3. KalyanSankar Mandal. (1989). American Influence on Social Work Education in India and Its Impact. *Economic and Political Weekly*, 24(49), 2710–2712. <http://www.jstor.org/stable/4395683>

**NOTE:**

**Notional Hours of the paper, “Introduction to Social Work”, will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organised to evaluate the knowledge they have acquired in the teaching and learning process within the classrooms.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b>

		<ul style="list-style-type: none"><li>• Field Visits to NGOs- 10 Hours</li><li>• Volunteer Opportunities – 10 Hours</li><li>• Guest Lectures– 5 Hours</li><li>• Group Projects- 5 Hours</li></ul>
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<p><b>Subject Name: Field Work Concurrent I</b></p> <p><b>Subject Code: SOW182M112</b></p> <p><b>L-T-P-C –0-0-6-3</b></p> <p><b>Credit Units: 3</b></p> <p><b>Level of the Course: 100</b></p> <p><b>Scheme of Evaluation: Practical</b></p>
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**Course Objective:** *To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions	<b>BT-1</b>
<b>CO2</b>	<b>Classify</b> the programmes and projects of governmental and non-governmental organisation	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the methods of social work in the field settings	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in the programmes held at the communities.	<b>BT-4</b>

**Detailed Syllabus:**

The field work practice in the first semester would consist of orientation visits, lab sessions for skills training and placement. In the first semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible. Normally a student spends fifteen hours over two

days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

**Text Books:**

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

**Reference Books:**

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

**Additional Readings:**

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225- 243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.
3. Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (p. 304). Pearson a and B

**NOTE:**

**Notional Hours of the paper, “Concurrent Field Work-1”, will include students visit to the NGOs and the communities to learn about the existing social problems and find out ways to address them. Student Social Workers to conduct field research in the form of ethnography, participant observation and case studies keeping in mind the principles of social work along with its methods.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	90 hours	

<b>Minor Subject Name: Fundamentals of Social Work</b> <b>Subject Code: SOW182N101</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Level of the Course: 100</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To understand social work philosophy and inculcate values to work as human service professionals*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the imperatives of becoming professional social worker	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the Various Fields and Settings of Social Work Practice	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the professional self and persona of a professional social worker.	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Basic concepts related to Social Work: Social Work, Social Service, Social Welfare, Social reform, Social Justice, Social Security, Social Policy, Social Defense, Human Rights, Social Legislation, Social Administration	<b>15</b>
<b>II</b>	<b>Understanding Social Work:</b> Social Work: Meaning, Definition, Basic Assumptions, Scope, Objectives, and Functions of Social work: Preventive, remedial, developmental; Methods of Social Work, Goals of Social Work, Principles of Social Work	<b>15</b>
<b>III</b>	<b>Historical development of Social Work:</b> Evolution of Social Work and Social Service. Evolution of Social Work Methods, Social Service tradition in India, Interface between voluntary and professional social work in India. Rise of professional organization.	<b>15</b>

<b>IV</b>	<b>Values, Principles and Field of Social Work:</b> Basic values, Philosophy and Principles of social work; Fields of Social Work: Family and Child Welfare; Medical & Psychiatric Social work; Industrial social work; Correctional Administration, Community Development; Disability Studies, Public Health, Livelihood and Social Entrepreneurship, Mental Health. Social Work Values and Ethics	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

**Text Books:**

1. *Social Work- An Integrated Approach*, Bhattacharya Sanjay, 2003, Deep & Deep Publications Pvt.Ltd., New Delhi
2. *Social Work Philosophy & Methods*, Mishra P D, 1<sup>st</sup> edition, 1994, Inter India Publications.

**Reference Books:**

1. Howe, D. (2009). *A brief introduction to social work theory*. Bloomsbury Publishing.
2. Glicken, M. D. (2010). *Social work in the 21st century: An introduction to social welfare, social issues, and the profession*. Sage.
3. Nicholas, L., Rautenbach, J., & Maistry, M. (Eds.). (2010). *Introduction to social work*. Juta and Company Ltd.

**Additional Readings:**

1. Lawrence, R. J. (2016). The Social Work Profession. In *Professional Social Work in Australia* (pp. 197–202). ANU Press. <http://www.jstor.org/stable/j.ctt1bgzbpk.16>
2. Minahan, A., & Pincus, A. (1977). Conceptual framework for social work practice. *Social Work*, 22(5), 347–352. <http://www.jstor.org/stable/23712811>
3. KalyanSankar Mandal. (1989). American Influence on Social Work Education in India and Its Impact. *Economic and Political Weekly*, 24(49), 2710–2712. <http://www.jstor.org/stable/4395683>

**NOTE:**

**Notional Hours of the paper, “Fundamentals to Social Work”, will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organised to evaluate the knowledge they have acquired in the teaching and learning process within**

the classrooms. Assignment can be given to students to figure out the areas of the society that needs social work intervention.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Field Visits to NGOs- 10 Hours</li><li>• Volunteer Opportunities – 10 Hours</li><li>• Guest Lectures– 5 Hours</li><li>• Group Projects- 5 Hours</li></ul>

**Subject Name: CEN I (Introduction to Effective Communication)**

**Subject Code: CEN982A101**

**L-T-P-C: 1-0-0-1**

**Credit Units: 1**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course Objective:** *To understand the four major aspects of communication by closely examining the processes and figuring the most effective ways to communicate with interactive activities.*

**Course Outcome:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Identify</b> the elements and processes that make for successful communication and <b>recognise</b> everyday activities that deserve closer attention in order to improve communication skills	<b>BT-1</b>
<b>CO2</b>	<b>Contrast</b> situations that create barriers to effective communication and <b>relate</b> them to methods that are consciously devised to overcome such hindrance	<b>BT-2</b>
<b>CO3</b>	<b>Use</b> language, gestures, and para-language effectively to avoid miscommunication and <b>articulate</b> one's thoughts and build arguments more effectively	<b>BT-3</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Effective Communication: Listening Skills</b> <ul style="list-style-type: none"><li>• The Art of Listening</li><li>• Factors that affect Listening</li><li>• Characteristics of Effective Listening</li><li>• Guidelines for improving Listening skills</li></ul>	<b>5</b>
<b>II</b>	<b>Speaking Skills:</b> <ul style="list-style-type: none"><li>• The Art of Speaking</li><li>• Styles of Speaking</li><li>• Guidelines for improving Speaking skills</li><li>• Oral Communication: importance, guidelines, and barriers</li></ul>	<b>5</b>

<b>III</b>	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>• The Art of Reading</li> <li>• Styles of Reading: skimming, surveying, scanning</li> <li>• Guidelines for developing Reading skills</li> </ul>	<b>5</b>
<b>IV</b>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>• The Art of Writing</li> <li>• Purpose and Clarity in Writing</li> <li>• Principles of Effective Writing.</li> </ul>	<b>5</b>
<b>TOTAL</b>		<b>20</b>

**Text Books:**

Business Communication by Shalini Verma

**References:**

1. Business Communication by P.D. Chaturvedi and Mukesh Chaturvedi
2. Technical Communication by Meenakshi Raman and Sangeeta Sharma

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15 Hours	-	<b>10 Hours</b> <ul style="list-style-type: none"> <li>• Movie/ Documentary screening</li> <li>• Peer teaching</li> <li>• Seminars</li> <li>• Field Visit</li> </ul>

**Subject Name: Introduction to Indian Knowledge System - I**

**Course code: IKS992I101**

**L-T-P-C –2-1-0-3**

**Credit: 3**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course objectives:**

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

**Course Outcomes:** On completion of the course the students will be able to:

<b>CO1</b>	<b>Recall</b> the rich heritage of Indian knowledge systems	BT 1
<b>CO2</b>	<b>Describe</b> the contribution of Indian knowledge systems to the world	BT 2
<b>CO3</b>	<b>Demonstrate</b> knowledge of sociocultural and ethnolinguistic diversity that constitutes the soul of Bharatvarsha	BT 3
<b>CO4</b>	<b>Apply</b> traditional knowledge and techniques in day-to-day life	BT 4
<b>CO5</b>	<b>Distinguish</b> knowledge traditions that originated in the Indian subcontinent	BT 5

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<p><b><u>Introduction to Indian Knowledge Systems (IKS):</u></b></p> <ul style="list-style-type: none"><li>-What is the Indian Knowledge System?</li><li>-Definition of Indigenous/ Traditional Knowledge</li><li>-Scope, and Importance of Traditional Knowledge.</li></ul> <p><b><u>Ancient India- Bharat Varsha:</u></b></p> <ul style="list-style-type: none"><li>-People of Ancient Bharat Varsha</li><li>-Our great natural heritage: The great Himalayas and the rivers.</li><li>- The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley.</li><li>-Our coastal plains.</li><li>-Our Nature: Forests and Minerals</li><li>-Ancient Indian Traditional Knowledge and Wisdom about nature and climate.</li></ul>	<b>15</b>
<b>II</b>	<ul style="list-style-type: none"><li>-Epics and religious treaties of ancient Assam: Introduction to Madhav Kandali's <i>Ramayan</i> and Srimanta Sankardev's <i>Dasam Skandha Bhagavat</i> of the Puranas.</li><li>-Ancient Traditional Knowledge-The <i>Agamas</i></li><li>-The ancient Buddhist knowledge: <i>Tripitaka: Vinaya, Sutta</i> and <i>Abhidhamma Pitaka</i></li></ul>	<b>4</b>

	<p><b><u>Languages and language studies in India:</u></b></p> <p>-What is linguistics?</p> <p>-Script and Language</p> <p>-Alphabet of the Indian languages <i>Varnamala</i>: Origin, Evolution, and phonetic features.</p> <p>-Languages of India</p> <p>-Important texts of Indian languages: Skills <i>Siksha</i>, Expression/Pronunciation-<i>Nirukta</i>, Grammar-<i>Vyakarana</i>, Poetic rhythm-<i>Chandas</i>.</p> <p>-Paninian Grammar: A Brief Introduction</p> <p><b><u>Introduction to Fine Arts and Performing Arts of India:</u></b></p> <p>-Ancient Indian classical music and dance forms: The Science of Dramas-<i>Natyasastra</i> and the Science of Music-<i>Gandharva-Veda</i>.</p> <p>-Aesthetics in Indian Art and Culture.</p> <p>-Folk music and traditional dance forms of the Northeast.</p>	
III	<p><b><u>Indian Science &amp; Technology</u></b></p> <p>-Ancient India's contribution to Mathematics- Number System. Algebra and Arithmetic, Geometry and Trigonometry.</p> <p>-Origin of Decimal system in India; nomenclature of numbers in the Vedas. Zero and Infinity. Sulba-sutras. Contribution of Brahmagupta and Sridhar Acharya to Mathematics. Important texts of Indian mathematics.</p> <ul style="list-style-type: none"> <li>• <b><u>Indian Astronomy:</u></b> Planetary System. Motion of the Planets. Velocity of Light. Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies</li> <li>• <b><u>Indian Metal Works:</u></b> Mining Techniques. Types of Metals. Tools &amp; Techniques for Metal Smelting with examples. Metalworks in pre-modern India: Special reference to NE India.</li> </ul>	15
IV	<p><b><u>Contribution of Ancient India to Health Sciences:</u></b></p> <p>-Traditional Indigenous systems of medicines in India:</p> <p>- <i>Ayurveda</i> and <i>Yoga</i>: Elements of <i>Ayurveda</i>: <i>Gunas</i> and <i>Doshas</i>, <i>Pancha Mahabhuta</i> and <i>Sapta-dhatu</i>.</p> <p>-Concept of disease in <i>Ayurveda</i></p> <p>-<i>Ayurvedic</i> lifestyle practices: <i>Dinacharya</i> and <i>Ritucharya</i>.</p> <p>-Important <i>Ayurvedic</i> Texts</p> <p>-Hospitals in Ancient India</p> <p>-<i>Ayurveda</i>: Gift of India to the modern world.</p>	15

<b>EL</b>	<p>The experiential learning sessions may include:</p> <ul style="list-style-type: none"> <li>● Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems.</li> <li>● Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge.</li> <li>● Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System.</li> <li>● Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems.</li> </ul> <p>Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.</p>	<b>30</b>
<b>Total</b>		<b>90</b>

**Textbooks Books:**

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

**Reference Books:**

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrathana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

**Subject Name: Behavioural Sciences I**

**Subject Code: BHS982A102**

**L-T-P-C: 1-0-0-1**

**Credit Units: 1**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course Objective:**

*To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.*

**Course Outcome:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	Understand self & process of self-exploration	<b>BT-1</b>
<b>CO2</b>	Learn about strategies for development of a healthy self esteem	<b>BT-2</b>
<b>CO3</b>	Apply the concepts to build emotional competencies.	<b>BT-3</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Behavioral Science</b> Definition and need of Behavioral Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self-image: Self Esteem, Johari Window, Erikson's model.	<b>4</b>
<b>II</b>	<b>Foundations of individual behavior</b> Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception.; Learning- Theories of learning: Classical, Operant and Social	<b>4</b>
<b>III</b>	<b>Behaviour and communication.</b> Defining Communication, types of communication, barriers to communication ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	<b>4</b>

<b>IV</b>	<b>Time and Stress Management</b> Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling.; Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	<b>4</b>
<b>TOTAL</b>		<b>16</b>

**Text Books:**

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
3. K.Alex, Soft skills; S.Chand.

**Subject Name: Fields of Social Work Practice**

**Subject Code: SOW182S101**

**L-T-P-C: 0-0-6-3**

**Credit Units: 3**

**Level of the Course: 100**

**Scheme of Evaluation: Practical**

**Course Objective:** *The course aims to introduce the fields of social work practice to provide services to the people and to perform new and varied tasks.*

**Course Outcome:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Tell</b> other individuals to bring about healthy changes within themselves and their communities	<b>BT-1</b>
<b>CO2</b>	<b>Interpret</b> the areas or fields where social work can be applied using its methods	<b>BT-2</b>
<b>CO3</b>	<b>Identify</b> skills required for professional social work practice.	<b>BT-3</b>
<b>CO4</b>	<b>Categorize</b> the types of services that render to different individuals, groups and communities	<b>BT-4</b>

#### **Detailed Syllabus**

<b>Modules</b>	<b>Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Social work with Family and Child:</b> Changing patterns of family in India; Needs and problems of families; Needs and challenges for children; Family and child welfare policies and programmes in India; emerging role of social workers in dealing with families and children in difficult circumstances	<b>15</b>
<b>II</b>	<b>Social Work with Differently Abled:</b> Understanding disability: concept, types, needs, problems and causative factors at the individual and societal level; major policies and programmes for differently abled in India; Services provided by voluntary and governmental organisations; institutional care vs. community-based rehabilitation and inclusion	<b>15</b>

<b>III</b>	<p><b>Social Work with Youth and Women:</b></p> <p>Problems of youth in contemporary society; youth and youth welfare (major policies and programmes), factors influencing development of youth; Youth and Leadership, Role of youth in nation building, role of social workers in working with youth in difficulties Women and society: challenges to identity and status; problems of tribal, rural and urban women; legislations and programmes; role of social workers in empowerment of</p>	<b>15</b>
<b>IV</b>	<p><b>Social Work in Education:</b></p> <p>Education, Socialization and Social work; Flagship education programmes in India: SSA, RTE, non-formal education and adult education; working in schools to deal with school phobia, depressed, grieving, suicidal students, school community collaborative initiatives and home visiting; Historical overview of School Social Work in India; Role of professional organization; challenges in school social work practice.</p>	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Text Books:**

1. Hartman, Ann and Joan Laird. (1983) "Family -centred social work practice
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Tata Institute of Social Sciences. Unit for Family Studies, India. Ministry of Welfare, & UNICEF. (1994). *Enhancing the Role of the Family as an Agency for Social and Economic Development*. Unit for Family Studies, Tata Institute of Social Sciences.

**Reference Books:**

1. Harris, J., & White, V. (2018). *A dictionary of social work and social care*. Oxford University Press.
2. Hanmer, J., & Statham, D. (1999). *Women and social work: Towards a woman-centred practice*. Bloomsbury Publishing.

**Additional Readings:**

1. Dupper, D. (2002). *School social work: Skills and interventions for effective practice*. John Wiley & Sons.
2. Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice*, 13(2), 234-259.

3. Holland, S. (2010). Child and family assessment in social work practice. *Child and Family Assessment in Social Work Practice*, 1-240.

**NOTE:**

**Notional Hours of the paper, “Fields of Social Work Practice” will include visit to the areas or fields where social work can be applied using its methods, tools and techniques. Social work as professional practice extends from a single individual to the most significant bodies (NGOs/INGOs/GOS). Students to present the types of services to be catered to different individuals, vulnerable groups and communities.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<p><b>30 Hours</b></p> <ul style="list-style-type: none"> <li>• Field Visits to NGOs- 10 Hours</li> <li>• Collaborate with Schools– 10 Hours</li> <li>• Reflection Exercises– 5 Hours</li> <li>• Community Development - 5 Hours</li> </ul>

**Subject Name: Human Growth and Behaviour**

**Subject Code: SOW182M201**

**L-T-P-C –2-1-0-3**

**Credit Units: 3**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course Objective:** *To understand the human developmental concepts that will be beneficial to social workers to understand the human beings in better way*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> the factors contributing to the development of human behaviour.	<b>BT-1</b>
<b>CO2</b>	<b>Interpret</b> the concepts that will be beneficial to social workers to understand the human beings in better way	<b>BT-2</b>
<b>CO3</b>	<b>Interview</b> clients professionally keeping in mind the ethics.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the various personality theories of growth and development.	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction and concepts:</b> Concept of human growth, development and Understanding Human Behaviour: Factors affecting human behavior; Methods of study human behavior; Theories of development & behavior – Freud’s Psycho-sexual theory & Erikson’s Psychosocial theory; Human Growth & Development: Life span approach to the understanding of human growth & development, Principles of growth & development, Stages of development: from conception to old age.	<b>30</b>
<b>II</b>	<b>Biological Bases of Behaviour:</b> Role of heredity, Role of endocrine glands, Role of central nervous systems	<b>10</b>
<b>III</b>	<b>Psycho-Social Bases of Behavior:</b> Role of environment: Pre-natal & Post-natal, social factors affecting behavior, Socialization Process	<b>10</b>

<b>IV</b>	<b>Basic psychological processes:</b> Learning, Motivation, Frustration & conflict, Coping/ defense mechanisms, Personality development.	<b>10</b>
<b>TOTAL</b>		<b>60</b>

**Text Books:**

1. Elizabeth Hurlock, (2008), Human Growth and Development, Tata Mcgraw Hill Education Private Limited
2. Gibson, N., & Gibson, A. (2015). Human growth, behaviour and development: Essential theory and application in social work. *Human Growth, Behaviour and Development*, 1-240.

**Reference Books:**

1. Jordan, D. T. L. (2000). Human Behavior and the Social Environment I.
2. Howe, D. (1995). *Attachment theory for social work practice*. Bloomsbury Publishing.
3. Sekar, K. 2008, Psychosocial Care for Children in Difficult Circumstances- My Workbook, First Edition Published by: National Institute Mental Health and Neurosciences (NIMHANS), Bangalore.

**Additional Readings:**

1. Myers,D.G. 2010 Social Psychology (10th, Edition) McGraw-Hill, New York.
2. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi:McGraw Hill
3. Santrock, J.W. (2012). Life Span Development (13th ed.) New Delhi: McGraw Hill

**NOTE:**

**Notional Hours will include tasks to be given to the student social workers to help those who are in need. In order to solve people's difficulties, students will collaborate with them. This might involve enabling people to live independently or shielding vulnerable persons from injury or abuse. Student Social Workers will interact with clients, their family, people in the immediate vicinity, and a variety of clientele, including the elderly. In a way, students will be able to comprehend how people behave and grow.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<p><b>30 Hours</b></p> <ul style="list-style-type: none"> <li>• Role Playing Scenarios- 6 Hours</li> <li>• Reflective Journals – 6 Hours</li> <li>• Self-Care Workshops – 10 Hours</li> <li>• Simulations -8 Hours</li> </ul>

<b>Subject Name: Field Work Concurrent II and Rural Camp</b>
<b>Subject Code: SOW182M212</b>
<b>L-T-P-C –0-0-6-3</b>
<b>Credit Units:3</b>
<b>Level of the Course: 100</b>
<b>Scheme of Evaluation: Practical</b>

**Course Objective:** *To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	<b>BT-1</b>
<b>CO2</b>	<b>Classify</b> the programmes and projects of governmental and non-governmental organisation.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the methods of social work in the field settings.	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in the programmes held at the communities.	<b>BT-4</b>

**Detailed Syllabus:**

The field work practice consists of orientation visits, lab sessions for skills training and placement. In the second semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible. Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and

communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

The objective of the rural camp is to make the student experience group living and to initiate and participate in development work in a village identified by the faculty. The actual rural camp is preceded by two weeks of camp preparation. This will include pilot visits to the village for identification of projects and for liaison with various NGO's and government officials. The entire class will be divided into various groups called committees namely project, food, housing, medical, security and a faculty supervisor will facilitate and assist the working of each committee. Two students will be elected as camp leaders and will be assisted by two faculty members who will accompany the students for the camp and will monitor the entire process. Students are expected to submit reports periodically and when instructed by the faculty supervisor. Evaluation will be done after the camp.

#### **Text Books:**

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

#### **Reference Books:**

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

#### **Additional Readings:**

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225- 243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.

3. Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (p. 304). Pearson

**NOTE:**

**Notional Hours of the practical paper, “Concurrent Field Work and Rural Camp” will include student social workers exposure to rural village and to conduct a study on the different elements and structure of the village. Students will be required to make an analysis of the living condition of the people in the locality. Students to prepare a plan for social work practice and community development. Students to apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	90 Hours	-

**Subject Name: Basic Psychology for Social Work**

**Subject Code: SOW182N201**

**L-T-P-C –2-1-0-3**

**Credit Units: 3**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course Objective:** *To make students familiar with the basic psychological concepts, processes and its scope and fields particularly relevant to social work practice.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> the factors contributing to the development of human behaviour.	<b>BT-1</b>
<b>CO2</b>	<b>Interpret</b> the concepts that will be beneficial to social workers to understand the human beings in better way	<b>BT-2</b>
<b>CO3</b>	<b>Interview</b> clients professionally keeping in mind the ethics.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the various personality theories of growth and development.	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Basic concepts and scope of psychology in Social Work:</b> Definition and scope of psychology; Branches and Fields of Psychology - Clinical, Educational, Social, Community, Developmental; Major theoretical orientations in psychology (Biological, Psychodynamic, Behaviorist, cognitive, evolutionary, Humanistic)	<b>30</b>
<b>II</b>	<b>Determinants of human behaviour:</b> Biological determinants: Genetics, Nervous System and Glandular System; Social-Cultural determinants: family, neighborhood, School, work, Norms. Etc; Role of Mass media, social media in determining behaviour.	<b>10</b>
<b>III</b>	<b>Basic Psychological Concepts:</b> Sensation and Perception; Emotions and Motivation; Memory and Forgetting; Learning; Intelligence; Personality, Values and Attitude	<b>10</b>
<b>IV</b>	<b>Application of Psychology in Social Work:</b> Psychopathology, Mental Health and the Psychosocial: Meaning and Definition, Causes of Psychopathology and Varieties, Concept of Health,	<b>10</b>

	Mental Health and Psychosocial Wellbeing; Developmental Hazards and Adjustment : Age related physical and psychological changes, Developmental Tasks, Hazards and Adjustments; Stress, coping and Well-being: Types of Stress and coping, Causes and Management of Stress, Mass Psychology; Psychology of Well-being; Positive psychology and happiness; Strength based approach, Subjective Well Being, Positive Thinking; Psychology of child; adolescence, elderly people: Problems, Prevention and Support.	
<b>TOTAL</b>		<b>60</b>

**Text Books:**

1. Feldman,R.S(2014). Essentials of Understanding psychology, 11<sup>th</sup> Edition, Delhi: TATA McGraw-Hill.
2. Hurlock, E. (2007). Developmental Psychology life span approach,5<sup>th</sup> ed., 39th reprint

**Reference Books:**

1. Niraula, S. (2011). General Psychology with O.B. Emphasis. Buddha Academic Enterprises.
2. Nicolson, P. and Bayne, R. (1984). Applied Psychology for Social Workers. London: British Association of Social Workers.
3. Subba, S and Bhatt, K (2010), Invitation to Psychology. Psychosocial Multiverse, PVT. Ltd

**Additional Readings:**

1. Golightley, M. (2014). Social Work and Mental Health, Chapter II.
2. Baron, R.A. (1999). Psychology, Allyn & Bacon.
3. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi:McGraw Hill

**NOTE:**

**Notional Hours will include tasks to be given to the student social workers to help those who are in need. In order to solve people's difficulties, students will collaborate with them. This might involve enabling people to live independently or shielding vulnerable persons from injury or abuse. Student Social Workers will interact with clients, their family, people in the immediate vicinity, and a variety of clientele, including the elderly. In a way, students will be able to comprehend how people behave and grow.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<p><b>30 Hours</b></p> <ul style="list-style-type: none"> <li>• Role-Play Scenarios- 6 Hours</li> <li>• Case Studies and Analysis – 10 Hours</li> <li>• Client Empathy and Perspective Taking – 6 Hours</li> <li>• Observational Field Visits – 8 Hours</li> </ul>

**Subject Name: Introduction to Indian Knowledge System - II**

**Course code: IKS992I201**

**L-T-P-C -2-1-0-3**

**Credit: 3**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course objectives:** This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

**Course Outcomes:** On completion of the course the students will be able to:

<b>CO1</b>	<b>Recall</b> traditional Indian knowledge traditions constituting Indian culture	BT 1
<b>CO2</b>	<b>Summarize differences</b> between classical literature in Sanskrit and other Indian languages	BT 2
<b>CO3</b>	<b>Compare</b> knowledge traditions originating in NE India	BT 2
<b>CO4</b>	<b>Appreciate</b> the contribution of Indian Knowledge Systems to the world	BT 3

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
I	<p><b><u>Indian Classical Literature</u></b> Indian Classical Literature: A Brief Introduction. - Ancient Indian Spritual Poetics-<i>Kavya</i>: Contribution of Kalidasa</p> <p><b><u>Diversity and Indian Culture:</u></b> - Diversity and Indian Culture -Indigenous Faith and Religion -Preservation of culture and indigenous knowledge</p> <p><b><u>The Purpose of Knowledge</u></b> - Understanding Self-Awareness and Spirituality. -Indian concept and purpose of Knowledge and Education Understanding Spirituality and Materialism: <i>Para</i> and <i>Apara Vidya</i></p>	15
II	<p><b><u>Methodology of Indian Knowledge System:</u></b> - <i>Shruti</i> and <i>Smriti</i> traditions. -Intoduction to <i>Shastras</i>. -Manuscriptology: The art and science of documenting knowledge. - Repositories of ancient manuscripts with special reference to the Noreast India.</p> <p><b><u>Indian Architecture and Town Planning:</u></b> - Introduction ancient Indian architecture. - <i>Sthapatya-Veda</i>: An Introduction - Indigenous tools &amp; techniques for town planning &amp; Temple Architecture. Lothal, Mohan Jo Daro.</p>	15

	<ul style="list-style-type: none"> <li>- Temple Art: Lepakshi Temple, Jagannath Puri Temple, Konark Sun Temple.</li> </ul> <p>Vernacular architecture of Assam: Special reference to Brahmaputra Valley</p>	
III	<p><b><u>Indian Agriculture:</u></b></p> <ul style="list-style-type: none"> <li>- Agriculture: Significance in Human Civilization.</li> <li>- Sustainable Agriculture.</li> <li>- Historical significance of agriculture and sustainable farming in India.</li> <li>- Step Cultivation of India: Special reference to Northeast India.</li> <li>- Wet rice cultivation of Assam.</li> </ul> <p><b><u>Indian Textiles:</u></b> What is Textile?</p> <ul style="list-style-type: none"> <li>- Tradition of cotton and silk textiles in India.</li> <li>- The historical contribution of textile and weaving to the Indian economy.</li> </ul> <p>Varieties of textiles and dyes developed in different regions of India with special reference to Northeast India</p>	15
IV	<p><b><u>Indian Polity and Economy:</u></b></p> <ul style="list-style-type: none"> <li>- Understanding Kingdom and Chiefdom</li> <li>- Role of a king</li> <li>- The Indian idea of a well-organized polity and flourishing economy.</li> <li>- The <i>Chakravarti</i> System: Administrative System of Ancient Bharatvarsha.</li> <li>- Village administrative system: Northeast India.</li> <li>- <i>Arthashastra</i>: Brief synopsis</li> </ul> <p><b><u>The outreach of Indian Knowledge System across Geographical Boundaries</u></b></p> <ul style="list-style-type: none"> <li>- Indian Languages.</li> <li>- Scripts.</li> <li>- Linguistics.</li> <li>- Ayurveda.</li> <li>- Yoga and Meditation.</li> <li>- Textile</li> </ul> <p>Decimal value place system-based arithmetic, Algebra and Astronomy</p>	15
EL	<p>The experiential learning sessions may include:</p> <ul style="list-style-type: none"> <li>• Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems.</li> <li>• Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge.</li> </ul>	

<ul style="list-style-type: none"> <li>• Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System.</li> <li>• Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems.</li> </ul>	30
Total	90

**Textbooks Books:**

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

**Reference Books:**

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy and Polity in Eighteenth century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

<b>Subject Name: CEN II (Approaches to Verbal and Von-Verbal Communication) Subject</b> <b>Code: CEN982A201</b> <b>L-T-P-C –1-0-0-1</b> <b>Credit Units: 1</b> <b>Level of the Course: 100</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Identify</b> the different types of technical communication, their characteristics, their advantages and disadvantages.	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> the barriers to communication and ways to overcome them.	<b>BT-2</b>
<b>CO3</b>	<b>Discover</b> the means to enhance conversation skills.	<b>BT-3</b>
<b>CO4</b>	<b>Determine</b> the different types of non-verbal communication and their significance.	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Technology Enabled Communication</b> Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organisations Telephone, Teleconferencing, Fax, Email, Instant messaging, Blog, podcast, Videos, videoconferencing, social media	<b>4</b>
<b>II</b>	<b>Communication Barriers</b> Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	<b>4</b>
<b>III</b>	<b>Conversation skills/Verbal Communication</b> Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic	<b>4</b>

	Conversation and Etiquette Dialogue Writing, Conversation Control	
<b>IV</b>	<b>Non-verbal Communication</b> Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume. Pitch/Intonation/ Voice/ modulation Proxemics, Haptics, Artifacts, Chronemics	<b>4</b>
<b>TOTAL</b>		<b>16</b>

**Text Books:**

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.

**Reference Books:**

1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking*. (5th edition). St. Martin's. ISBN-13:978-1457670404
2. Koneru, Aruna.(2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021
3. Raman, Meenakshi and Singh, Prakash.(2012). *Business Communication* (2nd Edition): Oxford University Press

**Subject Name: Behavioural Sciences II**

**Subject Code: BHS982A202**

**L-T-P-C –1-0-0-1**

**Credit Units: 1**

**Level of the Course: 100**

**Scheme of Evaluation: Theory**

**Course Objective:** *To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Develop</b> an elementary level of understanding of culture and its implications on personality of people.	<b>BT-1</b>
<b>CO2</b>	<b>Understand</b> the concept of leadership spirit and to know its impact on performance of employees	<b>BT-2</b>
<b>CO3</b>	<b>Understand</b> and <b>apply</b> the concept of motivation in real life	<b>BT-3</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Culture and Personality</b> Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	<b>4</b>
<b>II</b>	<b>Attitudes and Values</b> Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organizational values	<b>4</b>
<b>III</b>	<b>Motivation</b> Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	<b>4</b>
<b>IV</b>	<b>Leadership</b> Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	<b>4</b>
<b>TOTAL</b>		<b>16</b>

**Text Books:**

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
3. Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

<b>Subject Name: Self and Society</b> <b>Subject Code: SOW182S201</b> <b>L-T-P-C –0-0-6-3</b> <b>Credit Units: 3</b> <b>Level of the Course: 100</b> <b>Scheme of Evaluation: Practical</b>
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**Course Objective:** *To understand the concept of self in society and how different ideologies identify the causative factors which cause social problems and suggest different solutions to solve them. This course also enlightens the students with the idea of how self is important in the society.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the concept of social problems and self in society	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> the magnitude, systemic causes and analysis of social problems	<b>BT-2</b>
<b>CO3</b>	<b>Identify</b> the rationale behind social defence measures through self	<b>BT-3</b>
<b>CO4</b>	<b>Examine</b> the impact of self and the programmes and services on the target groups	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to concepts:</b> <i>Society</i> - Major elements of society- Individuals, groups, association, and Institution; <i>Culture</i> - characteristics, cultural lag, ethnocentrism, acculturation, assimilation, integration and cultural reversal; <i>Social Change</i> - types and process- Urbanisation, Industrialisation, Westernisation, Sanskritization, Secularization, Resistance to change; <i>Locating Self in Society</i> , Self-Awareness, Behavior, Attitudes & Dignity, Equity, Prejudices & Stigmas <b>Identity : Sources of identity, Collective &amp; individual identities</b>	<b>20</b>
<b>II</b>	<b>Contemporary Social Problems:</b> Social Problems- Introduction, HIV/AIDS; Environmental Degradation; Communalism, Youth Unrest; Corruption; Migration and Displacement; Introduction; Suicide; Substance Abuse; Adult Crime; Juvenile Delinquency; Issues faced by minorities, backward classes and women	<b>10</b>

<b>III</b>	<b>Understanding the Self through:</b> In-group & Out-group. Reference groups. Looking glass self. Task groups. Self-help groups. F Tonnies: Gemeinschaft and Gessellschaft. Stereotypes; Bronfrenbrenner' ecological approach to development, Key concepts in Psychoanalysis, Erikson's Psychosocial Stages of Development, Types of behavioral theory, social learning, Humanistic and Existentialism- Roger's theory of Self	<b>10</b>
<b>IV</b>	<b>Role of a social worker for social problems</b> Setting Collective and Individual goals, Role of a worker- emergence of a professional social worker; Social Problems and practise of social work	<b>20</b>
<b>TOTAL</b>		<b>60</b>

**Text Books:**

3. Ahuja, Ram (1992), Social Problems in India, Rawat Publications, Jaipur
4. Keneth, Henry (1978), Social Problems: Institutional and Interpersonal Perspectives, Scott, Fopresman and Company, Illinois, London.

**Reference Books:**

4. Memoria, Dr. C.B. (1960), Social Problems and Social Disorganisation in India, Kitab Mahal, Allahabad.
5. Cooley, C.H. (1902), Human Nature and Social order, Scribner, New York.
6. Ancel, Marc (1965), Social Defence – A Modern Approach to Criminal Problems, Routlege and Kegan Paul, London. Bhattacharya, S.K. (1981), “The Concept and Areas of Social Defence”, in Readings in Social Defence edited by N.C. Joshi and V.B. Bhatia, Wheeler Publishing, Allahabad.

**Additional Readings:**

1. Ancel, Marc (1965), Social Defence – A Modern Approach to Criminal Problems, Routlege and Kegan Paul, London.
2. Bhattacharya, S.K. (1981), “The Concept and Areas of Social Defence”, in Readings in Social Defence edited by N.C. Joshi and V.B. Bhatia, Wheeler Publishing, Allahabad.

**NOTE:**

**Notional Hours will include field visit of Student Social Workers to work in problem-afflicted areas or with problem-afflicted people. They may try to resolve the problem individually i.e., by helping individuals to overcome the problem by themselves. For example, the social worker may encourage a drug addict to go for rehabilitation. A social worker may also tackle the problem at the community level. Some of the strategies can be influencing government policy, persuading the bureaucracy to take necessary action, conduct awareness campaigns etc. Whatever may be the strategy, the student social worker should have greater awareness about the dimensions and the causative factors of social problems.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Social Problem Debates- 12 Hours</li><li>• Panel Discussions – 6 Hours</li><li>• Social Policy Analysis – 6 Hours</li><li>• Community Immersion – 6 Hours</li></ul>

**Subject Name: Social Work and Social Welfare Administration**

**Subject Code: SOW182M301**

**L-T-P-C –3-1-0-4**

**Credit Units: 4**

**Level of the Course: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** *To understand the concept of social welfare administration and inculcate the process of administration in social work, explore the scope of social work in social welfare administration and know the registration process of non-government organization.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Recall</b> the evolution of social work administration.	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the legal aspects of social work administration.	<b>BT-2</b>
<b>CO3</b>	<b>Identify</b> various social welfare programmes implemented by central and state government.	<b>BT-3</b>
<b>CO4</b>	<b>Analyse</b> the scope of social work in social welfare administration and <b>design</b> social work interventions for weaker sections.	<b>BT-4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction and the related concepts:</b> Social Work Administration: Meaning, definition, Scope, Functions & principles.	<b>13</b>
<b>II</b>	<b>Basic Administration Processes:</b> Human Resource Management; Budgeting and Finance (programme cost, administration cost, auditing, balance sheet); Accountability, Monitoring, Evaluation and Learning (MEL); Accounting and Management; Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB).	<b>22</b>

<b>III</b>	<b>Introduction to non-governmental organization:</b> Registration of Societies and Trusts; Constitution and byelaws, Societies Registration Act; FCRA, Indian Trusts Act, Factors motivating voluntary action. National & international voluntary agencies; Problems of voluntary organizations	<b>15</b>
<b>IV</b>	<b>Social Welfare Schemes for different groups:</b> Welfare programmes for Women, Children, Youth, Aged, Destitute & differently abled (Institutional & Non- Institutional), Social Welfare Programmes for SCs & STs., Integrated Child Development Services, Labour welfare (Minimum wage law, social security, tea plantation act, contract law), Social security schemes of Central & State Social Welfare Administration in India-National level & State level Social Welfare Department: Programmes of Central Social Welfare Board; NIPCCD; Environment:(Vulnerable Groups) and (livelihood, education, 'green' sustainability)	<b>30</b>
	<b>Total</b>	<b>80</b>

**Text Books:**

1. Choudhary Paul (1992). *Social Welfare Administration*, Atma Ram & Sons
2. Sachdeva, D.R. (2018). *Social Welfare Administration in India*. Kitab Mahal.

**Reference Books:**

1. Qureshi, A. (2018). *Masterpiece of Social Work Welfare and Administration*. ABD Publishers
2. Day J Phyllis, (2012) *A new history of Welfare*, 7<sup>th</sup> edition, Pearson

**Additional Readings:**

1. Kaushik, A (2012) *Welfare and Development Administration in India*, Global Vision Publishing House, New Delhi.
2. Umesh, D.W (2020) *Social welfare administration*, current publication
3. Singh, M.K (2015) *Social Welfare administration and social policy*, JBC press

**NOTE:**

**Notional Hours will include application of theories in social work practice, understanding social welfare policies and their impact on communities, analysis of social welfare programs, case studies and ethical dilemmas in practice. It will further encompass a blend of theoretical learning and practical application. Theoretical hours will delve into subjects such as social policy analysis, human behaviour theories, ethics in social work, and organizational dynamics within welfare systems. Practical activities will involve case studies, fieldwork or internships, where students apply theoretical concepts to real-world scenarios, engage in community service projects, participate in seminars or workshops on policy implementation, and undertake research on social issues impacting marginalized populations.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<b>40 Hours</b> <ul style="list-style-type: none"><li>• Case studies – 10 hours</li><li>• Field Work – 15 hours</li><li>• Social welfare programmes analysis – 6 Hours</li><li>• Community Immersion –9 Hours</li></ul>

<b>Subject Name: Field Work Concurrent III</b>
<b>Subject Code: SOW182M312</b>
<b>L-T-P-C –0-0-8-4</b>
<b>Credit Units:4</b>
<b>Level of the Course: 200</b>
<b>Scheme of Evaluation: Practical</b>

**Course Objective:** *To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	<b>BT-1</b>
<b>CO2</b>	<b>Classify</b> the programmes and projects of governmental and non-governmental organisation.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the methods of social work in the field settings.	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in the programmes held at the communities.	<b>BT-4</b>

**Detailed Syllabus:**

The field work practice consists of orientation visits, lab sessions for skills training and placement. In the second semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible. Normally a student spends fifteen hours over two

days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

**Text Books:**

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

**Reference Books:**

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

**Additional Readings:**

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225- 243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.

**NOTE:**

**Notional Hours of the practical paper, “Concurrent Field Work III” involves a blend of theoretical learning and practical application, demanding a structured approach for effective time management. Notional hours for this endeavour typically allocate 50% to hands-on fieldwork, encompassing tasks like data collection, analysis, and problem-solving directly in the field setting. The remaining 50% is dedicated to theoretical activities such as pre-field preparation, literature review, reflective journaling, and post-fieldwork analysis. This balance ensures that learners grasp both the conceptual**

**foundations and real-world nuances of their subject, fostering a holistic understanding and skill development.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	120 Hours	-

**Subject Name: History and Ideologies of Social Work**

**Subject Code: SOW182N301**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 200 Scheme**

**of Evaluation: Theory**

**Course Objective:** *To understand the history and ideologies of social work profession, both in India and West*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Label</b> social work as a profession	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the need and importance of social work education	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> professional values and ethics in social work practice.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the scope of social work applications in the modern context	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Concepts of Social Work:</b> Concepts, Definitions, Functions and Objectives of Social Work; Basic concepts related to Social Work: Social Work, Social Service, Social Welfare, Social reform, Social Justice, Social Security, Social Policy, Social Defense, Human Rights, Social Legislation, Social Administration	<b>20</b>
<b>II</b>	<b>Sources of Social Work Philosophy:</b> Moral and religious values in social work philosophy-Christianity, Hinduism, Islam, Jain and Buddhist ideologies; Ideologies- Liberalism, Humanism, socialism and democracy; Social Reformers- Jyotiba Phule, Raja Ram Mohan Roy, Swami Vivekanada, Gandhi, Ambedkar	<b>20</b>
<b>III</b>	<b>Historical development of Social Work:</b> Evolution of Social Work and Social Service. Social Service tradition in India, History of social Work in UK, USA and India	<b>20</b>

<b>IV</b>	<b>Values, Ethics and Professional Social Work Associations</b> Goals, Values, Principles, International Code of Ethics, National Code of ethics (1979), Declaration of Ethics of Social Worker(1997), Indianization of social work education and practice, Role and Status of professional social work association- ISPSW, NAPSWI, NASW, IFSW, IFSSW	<b>20</b>
<b>TOTAL</b>		<b>80</b>

**Text Books:**

1. *Social Work- An Integrated Approach*, Bhattacharya Sanjay,2003, Deep &Deep Publications Pvt.Ltd.,New Delhi
2. *Social Work Philosophy & Methods*, Mishra P D, 1<sup>st</sup> edition,1994, Inter India Publications.

**Reference Books:**

1. Howe, D. (2009). *A brief introduction to social work theory*. Bloomsbury Publishing.
2. Glicken, M. D. (2010). *Social work in the 21st century: An introduction to social welfare, social issues, and the profession*. Sage.
3. Nicholas, L., Rautenbach, J., &Maistry, M. (Eds.). (2010). *Introduction to social work*. Juta and Company Ltd.

**Additional Readings:**

1. Lawrence, R. J. (2016). The Social Work Profession. In *Professional Social Work in Australia* (pp. 197–202). ANU Press. <http://www.jstor.org/stable/j.ctt1bgzbpk.16>
2. Minahan, A., &Pincus, A. (1977). Conceptual framework for social work practice. *Social Work*, 22(5), 347–352. <http://www.jstor.org/stable/23712811>
3. KalyanSankar Mandal. (1989). American Influence on Social Work Education in India and Its Impact. *Economic and Political Weekly*, 24(49), 2710–2712. <http://www.jstor.org/stable/4395683>

**NOTE:**

**Notional Hours of the paper, “History and Ideologies of Social Work”, will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be**

organised to evaluate the knowledge they have acquired in the teaching and learning process within the classrooms.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<b>40 Hours</b> <ul style="list-style-type: none"><li>• Field Visits to NGOs- 15 Hours</li><li>• Volunteer Opportunities – 15 Hours</li><li>• Guest Lectures– 5 Hours</li><li>• Group Projects- 5 Hours</li></ul>

**Subject Name: Community Organisation**

**Subject Code: SOW182I301**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3**

**Level of the Course: 200**

**Scheme of Evaluation: Theory**

**Course Objectives:** *To understand the concept of community and community organisation along with its different models and approaches.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the concept of community organisation	<b>BT-1</b>
<b>CO2</b>	<b>Demonstrate</b> the range of practice perspectives related to community work in the contemporary context.	<b>BT-2</b>
<b>CO3</b>	<b>Make use</b> of theoretical underpinnings and value orientation associated with community practice.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the concept, context and strategies of community work.	<b>BT-4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Understanding Community:</b> Definition, concept, structure and functioning, types of communities: urban, rural and tribal communities, Characteristics of various communities.	<b>15</b>
<b>II</b>	<b>Community Organization:</b> Concept, Objectives, Principles (Ross, Siddiqui); Historical Development of Community Organisation – India and the West; Process/stages of Community Organization; Skills for community organization	<b>15</b>
<b>III</b>	<b>Community Dynamics:</b> Community Power Structure and Relevance, Leadership in the community, Characteristics of a Good Community Organiser	<b>15</b>

<b>IV</b>	<b>Models of Community Organization:</b> Models by Jack Rothman.; Participatory Rural Appraisal (PRA). Community Development – Definition and Concept. Difference between Community Organization and Community Development	<b>15</b>
<b>TOTAL</b>		<b>36</b>

**Textbooks:**

1. Siddiqui, H. Y. (1997). Working with Communities: An introduction to Community Work. Delhi: Hira Publications.
2. Ross, M. G. (1955). Community Organization: Theories and Principles. New York: Harper and Brothers.

**Reference Books:**

1. Bottommore, T.B (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.
2. Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
3. Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan

**Additional Readings:**

1. Agnimitra, N., & Jha, M. K. (2021). Examining Ross's Community Organisation through the Gramscian Lens. *The International Journal of Community and Social Development*, 3(4), 319-334.
2. Twelvetrees, A. (1982). What is Community Work?. In *Community Work* (pp. 4-19). Palgrave, London.
3. Ferguson, I., & Woodward, R. (2009). *Radical social work in practice: Making a difference*. Policy Press.

**NOTE:**

**Notional hours for community organization typically encompass a range of activities aimed at fostering social cohesion and addressing communal needs. These might include planning and executing community events, conducting outreach and engagement efforts, facilitating meetings and workshops to gather community input, managing volunteers and resources, collaborating with local stakeholders and government entities, advocating for community interests, and evaluating the impact of initiatives. Effective time**

management and prioritization are crucial in maximizing these notional hours to create meaningful and sustainable impacts within the community.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<p style="text-align: center;"><b>40 Hours</b></p> <ul style="list-style-type: none"> <li>• Need assessments -11 Hours</li> <li>• Volunteerism - 7 Hours</li> <li>• Fundraising for community service projects - 12 Hours</li> <li>• Evaluation of community programmes - 10 Hours</li> </ul>

**Subject Name: CEN III (Fundamentals of Business Communication)**

**Subject Code: CEN982A301**

**L-T-P-C: 1-0-0-1**

**Credit Units: 1**

**Level of the course: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** *To develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	<b>BT-1</b>
<b>CO2</b>	<b>Demonstrate</b> confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	<b>BT-3</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Business Communication: Spoken and Written</b> The Role of Business Communication; Classification and Purpose of Business Communication; The Importance of Communication in Management; Communication Training for Managers; Communication Structures in Organizations; Information to be Communicated at the Workplace; Writing Business Letters, Notice, Agenda and Minutes.	<b>5</b>
<b>II</b>	<b>Negotiation Skills in Business Communication</b> The Nature and Need for Negotiation; Situations requiring and not requiring negotiations; Factors Affecting Negotiation; Location, Timing, Subjective Factors; Stages in the Negotiation Process; Preparation, Negotiation,	<b>5</b>

	Implementation; Negotiation Strategies.	
<b>III</b>	<b>Ethics in Business Communication</b> Ethical Communication; Values, Ethics and Communication; Ethical Dilemmas Facing Managers; A Strategic Approach to Business Ethics; Ethical Communication on Internet; Ethics in Advertising	<b>5</b>
<b>IV</b>	<b>Business Etiquettes and Professionalism</b> Introduction to Business Etiquette; Interview Etiquette; Social Etiquette; Workplace Etiquette; Netiquette	<b>5</b>
<b>TOTAL</b>		<b>20</b>

**Text:**

1. *Business Communication* by Shalini Verma

**References:**

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15 hours	-	10 hours - Group Discussion - Presentation - Quiz - Case Study

**Subject Name: BHS III**  
**Subject Code: BHS982A302**  
**L-T-P-C: 1-0-0-1**  
**Credit Units: 1**  
**Level of the course: 200**  
**Scheme of Evaluation: Theory**

**Course Objective:** *To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	Understand the process of problem solving and creative thinking	<b>BT-1</b>
<b>CO2</b>	Develop and enhance of skills required for decision-making	<b>BT-2</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Problem Solving Process</b> Defining problem, the process of problem solving, Barriers to problem solving (Perception, Expression, Emotions, Intellect, surrounding environment)	<b>4</b>
<b>II</b>	<b>Thinking as a tool for Problem Solving</b> What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: Making Predictions and Reasoning.; Memory and Critical Thinking.; Emotions and Critical Thinking.	<b>4</b>
<b>III</b>	<b>Creative Thinking</b> Definition and meaning of creativity, The nature of creative thinking: Convergent and Divergent thinking, Idea generation and evaluation (Brain Storming) Image generation and evaluation. The six-phase model of Creative Thinking: ICEDIP model	<b>4</b>

<b>IV</b>	<b>Building Emotional Competence</b>	
	Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions; Healthy and Unhealthy expression of emotions	<b>4</b>
<b>TOTAL</b>		<b>16</b>

**Text:**

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3,  
Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons  
Inc.

**Subject Name: Methods of Social Work Practice - I**

**Subject Code: SOW182S301**

**L-T-P-C: 0-0-8-4**

**Credit Units: 4**

**Level of the course: 200**

**Scheme of Evaluation: Practical**

**Course Objective:** *To integrate foundational knowledge of Social Case Work, Group Work, and Social Work Research to ethically engage with diverse populations, critically evaluate their professional identity, and apply appropriate skills and techniques across various practice settings.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Recall</b> the basic concept in Social Case Work, Group Work and Social Work Research.	<b>BT-1</b>
<b>CO2</b>	<b>Demonstrate</b> various settings and target groups of Social Case Work and Group Work.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> values, ethics, knowledge, attitudes, skills, and techniques essential for professional Social Work across various settings.	<b>BT-3</b>
<b>CO4</b>	Critically <b>analyze</b> the professional self and persona of a social worker.	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Social Case Work:</b> Meaning, Definition, Objectives, Nature, and Scope of Social Case Work; Historical Development of Social Case Work as a method of Social Work Practice; Components of Social Case Work – The Person, The Problem, The Place & The Process; Principles of Social Case Work; Phases of Social Case Work – Intake, Study, Diagnosis, Treatment, Follow up, & Termination; Ethical issues in social case work practice; Role of Social case worker.	<b>20</b>
<b>II</b>	<b>Social Group Work:</b> Concept of group and its types; Definition, Objectives and Scope of Social Group Work; Evolution of the Group work method; Values and Principles in Group Work; Group Dynamics; Stages/Phases of Group Formation; Techniques and Skills of Group Work; Role of Group Worker.	<b>20</b>

<b>III</b>	<b>Settings &amp; Target Groups of Social Case Work &amp; Group Work:</b> Institutional Settings – Schools, Hospitals, Observation Homes, Juvenile Homes, Old Age Homes, Orphanage, Crisis Intervention Centre, Asylum, Rehabilitation Centre, Prisons; Non-institutional Settings - Rural and Urban, Slums, Streets; Target Groups – Children, Women, Youth, Elderly, Disabled, Substance Abusers.	<b>20</b>
<b>IV</b>	<b>Social Work Research:</b> Meaning, Nature, Importance, Objectives and Scope of Social Work Research; Research Methods; Types of Social Work Research – Need Assessment, Situational Analysis, Participatory research, Evidence based research, program evaluation; Ethics in Social Work Research.	<b>20</b>
<b>TOTAL</b>		<b>80</b>

**Text Books:**

1. Matthew, G., *An Introduction to Social Casework*, 1992, TISS, Bombay
2. Siddiqui, H. Y. (2008). *Group Work: Theories and Practices: India, Pakistan, Bangladesh & Sri Lanka*. Jaipur: Rawat Publications.
3. Babbie, E. R. (2010). *Essential research methods for social work*. Boston, MA: Cengage Learning.

**Reference Books:**

1. Mishra, P.D. (1994). *Social Work Philosophy & Methods*, Inter India Publications.
2. Hamilton, G. (1950). *Theory and Practice in Social Case Work*. New York: Columbia University Press.
3. Richmond, M. E. (1917). *Social Diagnosis*. New York: Free Press.
4. Konopka, G., 1983: *Social Group Work: A Helping Process*.
5. Engel, R. and Schutt R. K. (2014). *Fundamentals of Social Work Research*. USA: Sage.

**Additional Readings:**

1. Kothari, C. R. (2004). *Research Methodology: Methods & Techniques*. New Delhi: New Age International.
2. Douglas, T. (1978). *Basic Group Work*. London: Tavistock.
3. Richmond, M. E. (1922). *What is Social Case Work? An Introductory Description*. New York: Sage Foundation.
4. Chetkow-Yanoov, B. H. (2014). *Social work practice: A systems approach*. Routledge.
5. LeCroy, C. W. (Ed.). (2014). *Case studies in social work practice*. Wiley.

**Note: Notional Hours of the Paper, “Methods of Social Work Practice – I” encompass a variety of settings such as social service agencies, hospitals, schools, rehabilitation centres, old age homes, etc. where students can apply theoretical knowledge and develop practical skills. Students gain hands-on experience in case work, group work, assessment, intervention, advocacy, and ethical practice, aligning with course concepts and methods.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<p style="text-align: center;"><b>40 Hours</b></p> <ul style="list-style-type: none"> <li>• Institutional Visits -11 Hours</li> <li>• Case Work - 7 Hours</li> <li>• Group Work - 12 Hours</li> <li>• Case Study - 5 Hours</li> <li>• Reflection Exercises - 5 Hours</li> </ul>

**Subject Name: Criminology and Correctional Justice System Subject**

**Code: SOW182M401**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** *The course aims to support students to understand the meaning and social context of crime and criminal behaviour, as well as corrective measures for prevention of the same.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> crime as a concept	<b>BT-1</b>
<b>CO2</b>	<b>Categorize</b> criminality and the perspectives of crime	<b>BT-2</b>
<b>CO3</b>	<b>Integrate</b> the role of social work in criminology through the types of crime	<b>BT-3</b>
<b>CO4</b>	<b>Examine</b> the correctional measures and programme for prevention of crime.	<b>BT-4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Crime &amp; Criminology:</b> Concept of crime, causation, and its relation to social problems, Theories of crime, characteristics of crime; Definition of criminology; evolution, scope and objectives of criminology, its relationship with other social sciences.	<b>20</b>
<b>II</b>	<b>Key concepts in criminology:</b> Crime in sociological and legal point of view, criminality, typology and characteristics of criminals	<b>20</b>
<b>III</b>	<b>Types of criminal behaviour:</b> Social crime, organized crime, political crime, public order crime, professional crime, conventional crime, white-collar crime, cyber-crime, Gender crime; Juvenile deviance (children in crime)	<b>20</b>

<b>IV</b>	<b>Criminal Justice System:</b> Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act, Juvenile Justice (Care and Protection of Children) Act 2015, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Act, Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act Criminal Justice System: Components, Processes and Perspectives – Police, Judiciary and Correctional institutions	<b>20</b>
<b>TOTAL</b>		<b>80</b>

**Text Books:**

1. Anil Kumar. 2011. Criminology: Principles & Concepts. New Delhi: Ancient Publishing House
2. Ahuja Ram, (2000), Criminology, Rawat Publications, New Delhi

**Reference Books**

1. N Prabha Unnithan (2013) Ed. Crime and Justice in India
2. Reid S.T. 2011. Crime and Criminology- problems and perspectives. Oxford University Press, 13<sup>th</sup> edition

**Additional Readings:**

1. Barlow H.D. 1978. Introduction to Criminology. Boston: Little Brown and Co
2. Mathur. M. K. 1994. Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.

**NOTE:**

**Notional Hours will include tasks to be given to the student social workers to understand the scope of social work in settings of criminal behavior and support those who are in need of rehabilitation as well as sensitization. Student Social Workers will interact with clients, their family, people in the immediate vicinity, and a variety of clientele, including those practicing law and advocating for human rights.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<b>40 Hours</b> Role Playing Scenarios- 10 Hours Reflective Journals – 10 Hours

		Rights-based/ Workshops – 10 Hours Simulations - 10Hours	Advocacy
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**Subject Name: Methods of Social Work Practice-II**

**Subject Code: SOW182M402**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the course: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** *To equip social work students with advanced knowledge and skills in community organization, urban and rural community development, and social action.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Understand</b> the theoretical foundations and principles of community organization and development	<b>BT-1</b>
<b>CO2</b>	<b>Analyse</b> the dynamics of rural and urban communities and identify their unique strengths and challenges	<b>BT-2</b>
<b>CO3</b>	<b>Examine</b> the strategies for initiating and sustaining the social action within communities	<b>BT-3</b>
<b>CO4</b>	<b>Reflect</b> on the role of social workers as change agents and advocates in promoting social justice and equity	<b>BT-4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Community Organization:</b> Community: Concept, Meaning and Definition; Components and Characteristics, functions, and major forms of community Community Organization: Concept, Meaning, definition and scope; Models, Principles, and process of Community Organization	<b>12</b>
<b>II</b>	<b>Rural and Urban Community Development:</b> <b>Rural Community Development:</b> Concept, Meaning, and Characteristics History of Rural Community Development in India, Indian Rural Economy, Rural Industries: Cottage and Village Industries. Policies and Programmes: MGNREGA, NRLM, PMGSY, DDUGKY, PMAYG; <b>Urban Community Development:</b> Concept, Meaning, and Characteristics; Industrialization and Urbanization, Urban Planning and	<b>28</b>

	Development, Urbanization in North-East India; Policies and Programmes: AMRUT, NULM, JNNURM, SBM (U), NERUDP	
<b>III</b>	<b>Social Action:</b> Concept, Meaning, Definition and Scope, Social Action and its relationship with other Methods of Social Work, Principles and Strategies of Social Action.; Models of Social Action -Popular and Elitist; Need Based and Right Based Approaches	<b>20</b>
<b>IV</b>	<b>Role of Social Worker:</b> Advocate, Educator, Researcher, Enabler, Mediator, Counsellor, Manager, Case Manager, Facilitator, Community Change Agent, and Broker	<b>20</b>
	<b>TOTAL</b>	<b>80</b>

**Textbooks:**

1. Ross, M.G. (1995). Community Organization: Theory and Principles. New York: Harper and Brot.
2. Social Work- An Integrated Approach, Bhattacharya Sanjay,2003, Deep &Deep Publications Pvt.Ltd.,New Delhi.
3. Mishar (1994). Social Work Philosophy & Methods. 1<sup>st</sup> edition,1994, Inter India Publications.

**Reference Books:**

1. Patil, A.R. (2013). Community Organization and Development: An Indian Perspective. PHI Private Learning Limited: Delhi
2. Desai, A.R. (1995). Rural Sociology in India: Bombay: Popular Prakasam
3. Savage, Mike, Wade & Alan (1993). Urban Sociology, Capitalism and Modernity. England: MacMillan Distributor Ltd.

**Additional Readings:**

1. Unger, M., Manuel, S., Mealy, S. Thomas, G., & Campbell, C. (2004). A study of community guides: Lessons for professionals practicing with and in communities. Social Work, 49 (4), 550-561.
2. Steen, J.A. (2006). The roots of human rights advocacy and a call to action. Social Work, 51(2), 101-105.

**NOTE:**

**Notional hours will include students engaging in hands-on fieldwork in social service agencies, community organizations, or other relevant settings. They will apply theoretical knowledge learned in class to practical situations, working directly with individuals, families, groups, or communities under the supervision of experienced social workers. Through these placements, students will develop professional skills, build relationships with clients, and gain a deeper understanding of social work practice in diverse contexts.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<b>40 Hours</b> Field Practicum- 12 Hours Simulated Case Studies – 8 Hours Group Discussions and Debates – 10 Hours Reflective Journal or Logs – 10 Hours

**Subject Name: Field Work Concurrent IV**

**Subject Code: SOW182M413**

**L-T-P-C –0-0-8-4**

**Credit Units: 4**

**Level of the Course: 200**

**Scheme of Evaluation: Practical**

**Course Objective:**

*To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	<b>BT-1</b>
<b>CO2</b>	<b>Classify</b> the programmes and projects of governmental and non-governmental organisation.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the methods of social work in the field settings.	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in the programmes held at the communities.	<b>BT-4</b>

**Detailed Syllabus:**

The field work practice consists of orientation visits, lab sessions for skills training and placement. In the second semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the

agency and community in whatever way possible. Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

**Text Books:**

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

**Reference Books:**

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

**Additional Readings:**

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225-243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.

**NOTE:**

**Notional Hours of the practical paper, “Field Work Concurrent IV” will include student social workers exposure to the nearby communities and to conduct a study on the different elements and structure of the communities. Students will be required to make an analysis of the living condition of the people in the locality. Students to prepare a plan for social work practice and community development. Students to apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	120 Hours	-

**Subject Name: Development in North- East India**

**Subject Code: SOW182N401**

**L-T-P-C –3-1-0-4**

**Credit Units:4**

**Level of the Course: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** *To develop a basic understanding on the demography, ethnicity and culture of North East India, gather critical insights on the political and socio-economic environments and examine the contemporary issues and concerns of North East India for Social Work Practice*

**Course Outcomes:**

After the completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the demography, ethnicity and culture of North East India.	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> the political and socio-economic conditions of the North-East India.	<b>BT-2</b>
<b>CO3</b>	<b>Develop</b> a perspective on contemporary issues and concerns related to various ethnic communities and draw critical <b>inferences</b> .	<b>BT-3</b>
<b>CO4</b>	<b>Examine</b> and demonstrate skills in identifying needs and <b>plan</b> social work interventions.	<b>BT-4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>A brief history of North East India:</b> Demographic details, ethnicity and culture of its states.	<b>15</b>
<b>II</b>	<b>Political Economy of NE India:</b> Political: Constitutional mechanism and emergence of the North-Eastern states. Economy: Scope for sustainable tourism in NE, Industrialization challenges, small scales and village industries, Act East policy and NE India	<b>22</b>
<b>III</b>	<b>Environmental issues of NE India:</b> Ecology and environment of the NE region, geographical and environmental determinants of development, environment Vs development debates; NEC and the Development Initiatives;	<b>22</b>

	Infrastructure and Management of Environment	
<b>IV</b>	<b>Problems and issues of NE India and Social Work Intervention:</b> Social problems for Social Work Practice: Ethnic, social and political violence. Witch hunting, alcoholism, immigration, gender related issues. Case studies on conflicts.	<b>21</b>
<b>TOTAL</b>		<b>80</b>

**Textbooks:**

1. Baruah, S. (2009). *Beyond counter-insurgency: Breaking the impasse in Northeast India*. New Delhi: OUP.
2. Bhattacharya, N., & Pachua, J. L. (Eds.). (2019). *Landscape, Culture and Belonging: Writing the History of Northeast India*. Cambridge University Press.

**Reference Books:**

1. Baruah, S. (2020). *In the Name of the Nation: India and its Northeast*. Stanford University Press.
2. Das, S. K. (2013). *Governing India's Northeast: Essays on Insurgency, Development and the Culture of Peace*. Springer Science & Business Media.
3. Hazarika, S. (2018). *Strangers No More: New Narratives from India's Northeast*. Aleph Book Company.

**Additional Readings:**

1. Baruah, S. (2007). Durable disorder: Understanding the politics of Northeast India.
2. Das, S. K. (2007). Conflict and peace in India's northeast: the role of civil society.
3. McDuie-Ra, D. (2009). *Civil society, democratization and the search for human security: The politics of the environment, gender, and identity in Northeast India*. Nova Science Pub Incorporated.

**NOTE:**

**Notional Hours will include field visit of Student Social Workers to work in problem- afflicted areas or with problem-afflicted people. They may try to resolve the problem individually i.e., by helping individuals to overcome the problem by themselves. For example, the social worker may encourage a drug addict to go for rehabilitation. A social worker may also tackle the problem at the community level. Some of the strategies can be influencing government policy, persuading the bureaucracy to take necessary action, conduct awareness campaigns etc. Whatever may be the strategy, the student social**

worker should have greater awareness about the dimensions and the causative factors of social problems related to the north east region.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<p><b>40 Hours</b></p> <ul style="list-style-type: none"> <li>• Social Problem Debates- 12 Hours</li> <li>• Panel Discussions – 6 Hours</li> <li>• Social Policy discussion– 6 Hours</li> <li>• Simulation exercises-6 Hours</li> <li>• Community Immersion – 10 Hours</li> </ul>

**Subject Name: Human Rights and Social Work**

**Subject Code: SOW182N402**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3**

**Level of the course: 200**

**Scheme of Evaluation: Theory**

**Course Objectives:** *To gain a critical awareness of the social, political, and economic issues in society and to understand the problems with social justice and human rights that our society faces.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the key concepts of human rights and the rise of the rights-based approach in social work practice	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> the background of human rights and rights-based framework to comprehend societal challenges and problems.	<b>BT-2</b>
<b>CO3</b>	<b>Develop</b> the information and abilities needed to work towards a just society and developing an appropriate attitudes and commitment required for this.	<b>BT-3</b>
<b>CO4</b>	<b>Examine</b> understanding of institutional mechanisms and systems for attainment of social justice and protection of human rights	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Introduction to Social Justice and Human Rights - Theoretical Orientation:</b> Social Justice: Philosophy, Concept, and dimensions; Social Justice as a core value of social work profession; Concept and historical context of Human Rights; Theories and philosophy of human rights: Political systems and Paradigms; Constitutional base of social justice, positive and protective discrimination; Indian Constitution: Fundamental rights and duties	20
<b>II.</b>	<b>Marginalization and Human Rights Issues in India</b> Social injustice in the Indian context: Exclusion, oppression and marginalization among Marginalized groups in the Indian society: OBC, SC/ST and minorities; Occupations and Vulnerable groups: persons with disability, child workers, domestic workers, manual scavengers, commercial sex workers, Bonded Labour and Migrant workers; Human rights concerns of	20

	Refugees and victims of conflicts and violence; Human right issues under globalization, climate change and development with justice	
<b>III.</b>	<p><b>Instrument of Social Justice - Human Rights Declarations, Treaties and Conventions</b></p> <p>The Universal Declaration of Human Rights, 1948; International Covenant on Civil and Political Right; International Covenant on Economic, Social and Cultural Right; Declaration on the Rights of the Child and Convention on the Rights of the Child; Declaration on the Elimination of all forms of intolerance and of discrimination based on religion or belief; Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols with specific reference to children and women; International human rights agencies: Amnesty International, Human Rights Watch.</p>	<b>20</b>
<b>IV.</b>	<p><b>National Institutions for Protection of Social Justice and Human Rights</b></p> <p>Indian Constitution: Fundamental rights, Directive Principles of State Policy and fundamental duties; Indian legal system and protection of marginalized section of society - case illustrations; Statutory bodies/organs for justice – NHRC, NCW, NCM, NC for SC/ST, OBC, Minority etc; legal literacy, free legal aid; Human rights activism and civil society initiatives in India - PUCL and PUDR; Human rights perspective in social work practice: ethnic sensitive practice, social work with diverse groups.; Social work practice with victims of human rights violations.</p>	<b>20</b>
<b>TOTAL</b>		<b>80</b>

**Textbooks:**

1. Krishna PS. (2017). *Social Exclusion and Justice in India*. Taylor & Francis.
2. Jodhka, Surinder S. (2015). *Caste in Contemporary India*. New Delhi: Routledge.
3. Kummitha R (2015) Social Exclusion: The European Concept for Indian Social Reality. *Social Change*, vol. 45(1) 1–23.

**Additional Readings:**

1. Singh A K (2014) *Human Rights and Social Justice*. VL Media Solutions, India
2. David G. (2013) *Confronting Injustice and Oppression: Concepts and Strategies for Social Workers* (Foundations of Social Work Knowledge Series).
3. Lorenzetti. L (2013) Developing a Cohesive Emancipatory Social Work Identity: Risking an Act of Love. *Critical Social Work, Vol. 14( 2)*.

**Reference Books:**

1. Alternate Report (NCDHR) 2008 The Implementation of International Covenant on Economic, Social and Cultural Rights (A Periodic Report Submitted by the State Parties under Articles 16 and 17 of the Covenant).
2. Bandyopadhyay. M (2006) Education of marginalised groups in India: From the perspective of social justice. *Social Change, Vol. 36(2)*.

**Note:**

**Notional Hours of the Paper, “Human Rights and Social Work” will incorporate different settings such as social service and human rights agencies, NGOs, Vulnerable groups, Caste groups, old age homes, etc. where students can apply theoretical knowledge and develop practical skills. Students gain hands-on experience in principles, methods of Human rights, and use social work methods like group work, case work etc, assessment, intervention, and ethical practice, aligning with course concepts and methods will be used for the course.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
80 Hours	-	<b>40 Hours</b> <ul style="list-style-type: none"><li>• Project Writing- 12 Hours</li><li>• Presentation – 10 Hours</li><li>• Movie Screening– 8 Hours</li><li>• Article and Book review-10 Hours</li></ul>

**Subject Name: CEN IV (Employability and Communication)**

**Subject Code: CEN982A401**

**L-T-P-C: 1-0-0-1**

**Credit Units: 1**

**Level of the course: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** *To enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Demonstrate</b> understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	<b>BT-1</b>
<b>CO2</b>	<b>Develop</b> professional documents to meet the objectives of the workplace	<b>BT-2</b>
<b>CO3</b>	<b>Define</b> and identify different life skills and internet competencies required in personal and professional life.	<b>BT-3</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	<b>5</b>
<b>II</b>	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports; Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals; Technical articles: Types and structure	<b>5</b>
<b>III</b>	<b>Preparing for jobs</b> Employment Communication and its Importance, Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters; Interviews: Types of interviews, what does a job interview assess, strategies of success at interviews, participating in group discussions.	<b>5</b>

<b>IV</b>	<p><b>Digital Literacy and Life Skills</b></p> <p><b>Digital literacy:</b> Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0.</p> <p><b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking</p>	<b>5</b>
	<b>TOTAL</b>	<b>20</b>

**Textbooks:**

1. Business Communication by PD Chaturvedi and Mukesh Chaturvedi
2. Business Communication by Shalini Verma
3. Technical Communication by Meenakshi Raman and Sangeeta Sharma

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15 hours	-	10 hours Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits

**Subject Name: Behavioural Sciences IV**

**Subject Code: BHS982A402**

**L-T-P-C: 1-0-0-1**

**Credit Units: 1**

**Level of the course: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** *To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Understand</b> the importance of individual differences	<b>BT-1</b>
<b>CO2</b>	<b>Develop</b> a better understanding of self in relation to society and nation	<b>BT-2</b>
<b>CO3</b>	<b>Facilitation</b> for a meaningful existence and adjustment in society	<b>BT-3</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Managing Personal Effectiveness</b> Setting goals to maintain focus, Dimensions of personal effectiveness (self-disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions	<b>4</b>
<b>II</b>	<b>Positive Personal Growth</b> Understanding & developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth	<b>4</b>
<b>III</b>	<b>Handling Diversity</b> Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	<b>4</b>

<b>IV</b>	<b>Developing Negotiation Skills</b> Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations.; Negotiation and interpersonal communication. Rapport Building – NLP.	<b>4</b>
	<b>TOTAL</b>	<b>16</b>

**Textbooks:**

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

**Subject Name: Development Communication**

**Subject Code: SOW182M501**

**L-T-P-C –3-1-0-4**

**Credit Units: 4**

**Level of the Course: 300**

**Scheme of Evaluation: Theory**

Course Objective:

*To understand the concept and fundamentals of development communication approaches. This course provides insights into various experiments in the field, enhancing knowledge of their practical applications. It also develops abilities in using innovative and participatory communication media for effective development.*

Course Outcomes:

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Why</b> the knowledge of development is necessary to understand development communication	<b>BT-1</b>
<b>CO2</b>	<b>Interpret</b> the role of mass media in development communication	<b>BT-2</b>
<b>CO3</b>	<b>Develop</b> communication planning strategies by reviewing projects	<b>BT-3</b>
<b>CO4</b>	<b>Make use of</b> communication skills for practise	<b>BT-4</b>

Detailed Syllabus:

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Development: meaning concept, process and models of development – theories (modernization theory and dependency theory)- origin–approaches to development (multidimensional approach, socio-economic & sustainable development) problems and issues in development, characteristic of developing societies, gap between developed and developing and under developed societies. Contemporary development issues on national and regional level	<b>20</b>
<b>II</b>	<b>Development communication:</b> Meaning – concept – definition; role of media (mass media and social media) in development communication: strategies in development communication: social cultural and economic barriers – case studies and experience – development communication strategies and action plans; Freedom of expression and censorship	<b>10</b>

<b>III</b>	<b>Communication Planning:</b> Meaning and scope of communication planning, Role of communication planner, Training on communication for development functionaries. Participatory approach in development communication: Fogo Island; SITE, Kheda Community	<b>10</b>
<b>IV</b>	<b>Development Communication in Practice:</b> Audio Visual Media, Folk Media, Electronic & print media; Communications skills for development workers: writing & verbal skills, planning, campaigns, interacting with mass media, extension education strategies; IEC Materials. Communication for development	<b>20</b>
<b>TOTAL</b>		<b>60</b>

### Textbook:

1. Mefalopulos, P. (2008). Development communication sourcebook: Broadening the boundaries of communication. World Bank Publications.
2. United Nations Development Programme. (2023). *Development communication strategies for sustainable growth*. UNDP. <https://www.undp.org/publications/development-communication>
3. United Nations Development Programme. (2021). *Human development report 2021/2022: Uncertain times, unsettled lives*. UNDP. <https://hdr.undp.org/system/files/documents/hdr2021-22overviewpdf>

### Reference Books:

1. Tufte, T., & Mefalopulos, P. (2009). *Participatory communication: A practical guide* (Vol. 170). World Bank Publications.
2. Kumar, K.J. Mass Communication in India, 3rd Edition, 2006 Mumbai: Jaico Publishing
3. Singh, D. Mass Communication and Social Development, 2004 Delhi: Adhyayan Publishers
4. Singh, S P., Media Psychology, 2005 Jaipur: Sublime Publications
5. Manyozo, L., Communicating Development with Communities (Rethinking Development), 1 edition, 2017, Routledge

### Additional Readings:

1. Servaes, L., & Servaes, J. (2021). Participatory communication for social change. In *Handbook of communication and development* (pp. 120-141). Edward Elgar Publishing.
2. Waisbord, S. (2020). Family tree of theories, methodologies, and strategies in development communication. *Handbook of communication for development and social change*, 93-132.

### NOTE:

Notional Hours will include field visit of Student Social Workers to work in communities with people to understand their communication style. They may try to resolve the problem individually i.e., by helping individuals to overcome the problem by themselves. For example, the social worker may

encourage a drug addict to go for rehabilitation. A social worker may also tackle the problem at the community level. Some of the strategies can be influencing government policy, persuading the bureaucracy to take necessary action, conduct awareness campaigns etc. Whatever the strategy may be, the student social worker should have greater awareness about the dimensions and the causative factors of social problems.

<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<p style="text-align: center;"><b>60 Hours</b></p> Making script for campaigns- 20 Hours Panel Discussions – 10 Hours Role play– 15 Hours Simulation exercises-5 Hours Community Immersion– 10Hours

**Subject Name: Community Health & Social Work**

**Subject Code: SOW182M502**

**L-T-P-C-3-1-0-4**

**CreditUnits:4**

**Level of the course: 300**

**Scheme of Evaluation: Theory**

**Course Objectives:** *To equip students with a comprehensive understanding of health-related concerns in society by exploring the fundamental concepts of health, major diseases, health systems, and policies in India. The course aims to develop analytical skills to assess health programs and policies, fostering a critical perspective on public health and community well-being.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the basic concepts pertaining to health.	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> the different communicable & non-communicable diseases in rural and urban communities.	<b>BT-2</b>
<b>CO3</b>	<b>Identify</b> the importance and relevance of health system in India	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> health specific programmes and policies	<b>BT-4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Community Health and Nutrition:</b> Health: Concept, Issues and Determinants, Wellbeing and Quality of life, Health as an aspect of social development, Health status indicators and mapping in the community, Nutrition and malnutrition; Hygiene; Community Health: Relevance, needs assessment, developing mechanisms for people's participation; Major communicable and non-communicable diseases in urban and rural communities, Community Mental Health	<b>10</b>
<b>II</b>	<b>Data and Strategies:</b> SDGs related to health (SDG 2 & 3) to discuss in details, targets and indicators, contextualize in the context of NER, NFHS, DLHS, DHS (Demographic and Health Surveys; Global Hunger Index.	<b>20</b>
<b>III</b>	<b>Health System in India:</b> Public health-concept and development in India; Organization and administration of health care at the center, state, district, municipality and village level; health planning in India; health committees; five-year plans in relation to healthcare	<b>10</b>
<b>IV</b>	<b>Health Policies and Programmes:</b> National Health Policy, 2017; Mental Health Policy, 2017, The Population Act, Current National Health Programmes; Maternal & Child health; Integrated Child DevelopmentScheme; Schools Health Programmes	<b>20</b>

	( <i>Menstrual Hygiene Management</i> ), National Health Mission.	
<b>TOTAL</b>		<b>60</b>

**Textbooks:**

1. K Park. (2021). *Park's Textbook of Preventive and Social Medicine*, 26<sup>th</sup> edition, BanarsidasBhanot Publishers.
2. Rahim A. (2017). *Principles and Practice of Community Medicine*, 2<sup>nd</sup> edition, Jaypee Brothers Medical Publishers

**Reference Books:**

1. Baig M. (2022). *Preventive and Social Medicine*. SIA Publishers & Distributors Pvt Ltd Mishra
- A. (2018). *Basics of Epidemiology*. Notion Press
2. Sahadulla MI. (2020). *Comprehensive Textbook of Infectious Diseases*. Jaypee Brothers Medical Publishers.

**Additional Readings:**

1. Bellows, B. (2021). *Advancing community health measurement, policy and practice*. Journal of Global Health, 10.7189/jogh.11.01001.
2. Shin, H. (2020). *Concept analysis of community health outreach*. BMC Health Services Research, 10.1186/s12913-020-05266-7.
3. Mattocks, K. (2021). *Innovations in Community Care Programs, Policies and Research*. Medical Care. 10.1097/MLR.0000000000001550

**NOTE:**

**Notional Hours will include will incorporate different settings such as healthcare institutions, community health centers, NGOs, government health agencies, and vulnerable population groups where students can apply theoretical knowledge and develop practical skills. Students will gain hands-on experience in understanding public health systems, community health initiatives, and social work interventions in healthcare, aligning with course concepts and methods.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>60 Hours</b> Field Visits & Case Study Analysis – 12 Hours Community Engagement & Awareness Programs – 10 Hours Simulation Exercises & Role Plays – 8 Hours Research-based Assignments & Policy Review – 10 Hours

**Subject Name: Social Work and Legal Information**

**Subject Code: SOW182M503**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course Objective:** *To equip students with a foundational understanding of social legislation, judicial processes, personal laws, and legal aid mechanisms relevant to social work practice and advocacy for social justice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Understand</b> the fundamental legal concepts and their relevance to social work.	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> legal frameworks related to personal laws, marginalized communities, and social justice.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> legal knowledge in social work interventions, advocacy, and casework.	<b>BT-3</b>
<b>CO4</b>	<b>Analyse</b> the role of the judiciary, legal aid, and human rights mechanisms in social welfare.	<b>BT-4</b>

Detailed Syllabus

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Social Legislation and Legal Systems:</b> Social Legislation - Meaning, and Scope; Human Rights & Social Justice; The Indian Constitution – Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties; Concept of Public Interest Litigation (PIL)	<b>10</b>
<b>II</b>	<b>Indian Judicial System</b> Indian Judicial System - Structure and Functions of Courts in India (Civil, Criminal, Family, and Juvenile Courts), Prisons, Probation, and Parole, Bharatiya Nyaya Sanhita	<b>15</b>
<b>III</b>	<b>Legal Aid, Human Rights, and Public Interest Litigation:</b> Concept of Free Legal Aid; Legal Aid Clinics and their Role in Social Work; Lok Adalats and Alternative Dispute Resolution; Human Rights and Protection Mechanisms - Concept of Human Rights in Social Work; National and State Human Rights Institutions - National Human Rights Commission (NHRC), National Commission for Women (NCW), National Commission for Protection of Child Rights (NCPCR).	<b>15</b>

<b>IV</b>	<b>Laws for Weaker Sections and Social Security Legislations:</b> Laws for the Protection of Women - The Protection of Women from Domestic Violence Act, 2005, The Dowry Prohibition Act, 1961, The Prohibition of Child Marriage Act, 2006; POSH, Nirbhaya Act; Laws for Child Welfare and Protection - The Juvenile Justice (Care and Protection of Children) Act, 2015, The Protection of Children from Sexual Offences (POCSO) Act, 2012; Laws for Scheduled Castes, Scheduled Tribes, and Persons with Disabilities - The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, The Rights of Persons with Disabilities Act, 2016; Social Security Legislations – The Maternity Benefits Act, 1961,	<b>20</b>
	<b>TOTAL</b>	<b>60</b>

**Text Books:**

1. Bakshi, P.M., (2007). *Constitution of India*. Delhi: Universal Law Publishing House
2. Gangrade, K.D. (2011). *Social Legislation in India*. Delhi: Concept Publishing Company

**Reference Books:**

1. Carr, H. &Goosey, D. (2017). *Law for Social Workers*.Oxford: Oxford University Press.
2. Singh, A. K. (2014). *Human Rights and Social Justice*.India VL Media Solutions.
3. Tripathy,R.N.(2019). *Human Rights Gender and Environment*. New Delhi: MKM Publishers pvt. Ltd.

**Additional Readings:**

1. Mallicot, S. L. (2012). *Women & Crime*. New Delhi: Sage Publication.
2. Mathew, P.D. (1998). *Public Interest Litigation*. NewDelhi: Indian Social Institute.
3. Mathew, P.D. (1995). *Family Court*. New Delhi: Indian Social Institute.
4. Stammers N. (2004). *Human Rights and Social Movements*. London & New York: Pluto Press.

**NOTE:**

**The students will engage in case study analyses of real-life legal interventions, along with guest lectures from legal experts, will provide practical insights. Students will conduct legal awareness campaigns, including street plays and public interest litigation (PIL) drafting exercises, to advocate for marginalized groups. Hands-on experience will be gained through fieldwork with NGOs and human rights institutions, as well as participation in Alternative Dispute Resolution (ADR) workshops. Additionally, students will undertake policy advocacy projects, reviewing social legislation and proposing reforms to bridge gaps in legal accessibility and social justice. These experiential components will equip students with practical legal knowledge, advocacy skills, and critical thinking essential for effective social work practice.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>60 Hours</b> Fieldwork with NGOs & Human Rights Institutions - 20 Hours Legislation Review & Policy Advocacy Project - 5 Hours Case Study Analysis -10 Hours Legal Awareness Campaigns & Street Plays - 15 Hours Reflection Exercises - 10 Hours

**Minor Subject Name: Working with Weaker Sections**

**Subject Code: SOW182N501**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 300**

**Scheme of Evaluation: Theory**

**Course Objective:** *To understand marginalized groups in society and develop specific social work interventions to different vulnerable sections and appraise legal measures for addressing the problems of the weaker sections.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> weaker sections and gather a critical understanding to the context, process and politics of their marginalisation	<b>BT-1</b>
<b>CO2</b>	<b>Summarise</b> the legal measures for the protection of weaker sections in the society	<b>BT-2</b>
<b>CO3</b>	<b>Identify</b> marginalization with on-field client communities	<b>BT-3</b>
<b>CO4</b>	<b>Plan</b> social work interventions with weaker sections of the society	<b>BT-4</b>

#### Course Outline

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	Weaker Sections: definition, concept; Classifying groups into Weaker Sections (women, children, aged, SCs and STs); Circumstances of problems faced by weaker sections-women and children-migration, displacement, exclusion; Planning interventions with women and children	<b>15</b>
<b>II</b>	Concept of Vulnerability & Marginalization; Categorizing human rights into national and international- for marginalized sections; Elder abuse and neglect: context, effects and legislations; Planning Intervention with elderly	<b>15</b>
<b>III</b>	Defining problems of the Vulnerable: social discrimination; Summarizing Legislations for weaker sections: aged, SC, and ST populations: 5th and 6th Schedule; SC and ST POA Act, 1989; The Maintenance and Welfare of Parents and Senior Citizens Act, 2007; Article 41	<b>10</b>
<b>IV</b>	Identifying Measures to safeguard the marginalized communities: UN Convention on the Rights of Child, 1989, Domestic Violence Act, 2005, Reservation Policy, Old Age Homes as an alternative to familial care Interventions with the marginalized: at individual and group levels (Social Casework and Group Work)	<b>20</b>
<b>TOTAL</b>		<b>60</b>

**Textbooks:**

1. Nahar, Emanuel, Social Exclusion and Discrimination with Weaker Sections of Society: An Inclusive Policy, 2016, Kalpaz Publications, New Delhi
2. Naqi, M., Social Work for Weaker Sections, 2005, New Delhi, Anmol Publications Ltd.

**Reference Books:**

1. Mahanti, N., Tribal Issues: A non-conventional Approach.1994, New Delhi: Inter-India Publications.
2. Dhavaleshwar, C. U., & Banasode, C. (2017). Dr. BR Ambedkar as a Social Worker for the Marginalised Sections. International Research Journal of Human Resources and Social Sciences, 4(10)

**Additional Readings:**

1. Gandhi, N. & Shah, N. Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, 1992, New Delhi: Kali for Women, New Delhi
2. Granville, A., (1999), The Indian Constitution: Cornerstone of A Nation (Classic Reissue), Oxford, England

**NOTE:**

**Notional Hours of the paper, "Working with Weaker Sections", will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organized to evaluate the knowledge they have acquired in the teaching and learning process within 36 the classrooms. Assignment can be given to students to figure out the areas of the society that needs social work intervention.**

<b>Credit Distribution</b>		
Lecture/ Tutorial	Practicum	Experiential Learning
60 Hours	-	60 hours Field Visit to NGOs/Moot Court- 15 hours Volunteer Opportunities- 15 hours Guest Lectures- 10 hours Group Projects- 5 hours Community Mapping- 15 hours

**Subject Name: Internship (Block Placement)**

**Subject Code: SOW182I511**

**L-T-P-C: 0-0-8-4**

**Credit Units:4**

**Scheme of Evaluation: Practical**

**Course Objective:** *To understand the functioning of the organizations of the social workers' specializations' interest and learn to work in the professional environment.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Translate</b> the theoretical knowledge into practise in the field.	<b>BT-1</b>
<b>CO2</b>	<b>Apply</b> values, ethics, knowledge, attitudes, skills and techniques as expected from a student social worker.	<b>BT-2</b>
<b>CO3</b>	<b>Analyse</b> the professional self and the organisation to <b>compare</b> and <b>contrast</b> previous fieldwork experiences.	<b>BT-3</b>
<b>CO4</b>	<b>Criticize</b> or <b>recommend</b> with constructive feedback from their on-field experience.	<b>BT-4</b>

**Detailed Syllabus:**

Block placement should be done in one organization/institute/social welfare agency for one month which is mandatory under the supervision of Field Supervisor. The Block Placement is required to be done under the guidance of the field work supervisor from the agency. The Student Social Workers are expected to practice exclusively any two of the methods viz; Case Work, Group Work, Community Organization, Social Welfare Administration, Social Action and Social Work Research during the placement in discussion with the field work supervisor from the agency.

**Text Books:**

1. Dash, M Bishnu, Roy S (2022). Field work In Social Work Education: Contemporary Practices and Perspectives, Atlantic Publishers & Distributors Pvt Ltd
2. Mishra, V., Botcha, R., & Roy, S. (2022). Fieldwork in Social Work Education During Coronavirus Disease 2019 Pandemic in India: Disruptions and Discoveries. *The International Journal of Community and Social Development*, 4(4), 442-463.

**Reference Books:**

1. Lareau, A. (2018). *Journeys through ethnography: Realistic accounts of fieldwork*. Routledge.
2. Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.
3. Baral, R., & Bhargava, S. (2011). HR interventions for work-life balance: evidences from organisations in India. *International Journal of Business, Management and Social Sciences*, 2(1), 33-42.

**Additional Readings:**

1. Srivastava, S. S., &Tandon, R. (2005). How Large Is India's Non-Profit Sector? *Economic and Political Weekly*, 1948-1952.
2. Baikady, R., Pulla, V., &Channaveer, R. M. (2014). Social work education in India and Australia. *International Journal of Social Work and Human Services Practice*, 2(6), 311-318.
3. Dhemba, J. (2012). Fieldwork in social work education and training: issues and challenges in the case of Eastern and Southern Africa. *Social Work & Society*, 10(1).

**NOTE:**

**The Notional Hours for the Block Placement will involve student social workers' full-time engagement in a selected organization, institute, or social welfare agency for one month under the supervision of a fieldwork supervisor. During this period, students will gain in- depth exposure to professional social work environments, study organizational structures, and actively participate in service delivery. They will be required to analyze the functioning of the agency, assess the needs of the communities they serve, and apply at least two social work methods in practice. Additionally, students will develop essential skills in responsibility-taking, management, program planning, and organizing community-based interventions.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
	90 Hours	<b>30 hrs</b> Field Immersion: 10 hrs Supervision: 10 hrs Practical Application of Social Work Method: 10 hrs

**Subject Name: Disaster Management**

**Subject Code: SOWI82M601**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course objectives:**

*To develop an understanding of key concepts of disasters management, typologies and impact of disasters on vulnerable constituency and develop an analytical viewpoint of the policy framework, institutional structures and programmes for disaster management.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the concepts, typology & impact of hazards and disasters.	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the processes of disaster mitigation and disaster management intervention & ethics	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> critical skills for Disaster management programme and community-based programmes	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the role of social work for rebuilding communities through different initiatives.	<b>BT-4</b>

**Course Outline:**

<b>Module</b>	<b>Topics and Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Understanding Concept of Disaster: Theories and Methods</b> Disaster related concepts: Hazard, Risk, Vulnerability, vulnerability, coping capacity, resilience and Disaster; forms of Disasters. Types of hazards: Natural and manmade disasters, Major disasters in India and Northeast India and its Impact; Vulnerable Groups and their Vulnerability (in Northeast context); factors enhancing vulnerability Impact of disasters; Role of Hazard, Risk and vulnerability assessment with special emphasis on participatory tools and techniques.	18
<b>II</b>	<b>Phase of Disaster Management &amp; Initiatives: Role of community</b> Disaster Management Cycle and its components; Pre-disaster, During & Post-disaster: Reconstruction, rehabilitation and recovery.; Gender impacts, Coping and resilience mechanism.; role of community in managing and mitigating disasters; Components of Community Based Disaster Preparedness (CBDP); preparation of CBDP response plans; Integrating of Indigenous Knowledge system in DRR.	12

<b>III</b>	<p><b>Policy and Programmes for Disaster Management:</b></p> <p>Global issues and initiatives - World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15), Sendai Framework for Action (2015 – 2030); Paradigmatic shift in disaster management, No Natural Disasters.; Disaster management policy &amp; programmes in India; Disaster Management Act; National Disaster Management Policy; Administrative and institutional structure for disaster management; Role of policy and programmes in disaster management, Coordinating, relief mobilization and management; Significance of policy and programmes for restoration and rehabilitation interventions, livelihood security, social justice.</p>	18
<b>IV</b>	<p><b>Social Work Intervention in Emergencies and Disasters Management</b></p> <p>Social work intervention: in crisis management, fund raising, mobilization &amp; management of human resources, Post-disaster trauma care and counselling including grief counselling, post-traumatic stress disorders, Specific psychosocial needs of vulnerable groups; Principles and techniques of psychosocial care in post disaster situations; Social care of orphans, disabled and those facing destitution; Role of methods of social work in Disaster Management</p>	12
	<b>TOTAL</b>	<b>60</b>

#### **Text books**

1. Baruah. M. 2022. *Slow Disaster: Political Ecology of Hazards and Everyday Life in the Brahmaputra Valley, Assam*. Routledge: London.
2. Gaillard. JC 2022. *The Invention of Disaster Power and Knowledge in Discourses on Hazard and Vulnerability (1<sup>st</sup> Edition)*. Routledge: London.
3. Singh. A 2018 *Disaster Law Emerging Thresholds (1st Edition)*. Routledge: London.

#### **Reference Books:**

1. Bhattacharya, T. (2017). *Disaster Science and Management*. Tata McGraw Hill: New Delhi
2. International Federation of Red Cross and Red Crescent Societies (2018). *World Disasters Report: Leaving No One Behind*. IFRC: Geneva
3. Pandey, M. (2014). *Disaster management*. Wiley: United Kingdom.

#### **Additional Readings:**

1. Saikia, A. 2019. *The Unquiet River: A Biography of the Brahmaputra*. New Delhi: Oxford University Press.
2. McFadden, D.L. (1985). *A Selected Bibliography on Hazardous Activities, Technology and the Law: Bhopal and Beyond. The International Lawyer*.
3. Devakumar, J. (2008). Internal displacement in contemporary India: homeless in their own state. *Proceedings of the Indian History Congress*.

**NOTE:**

**Notional Hours of the papers will include classes conducted by the faculty covering various facets of Concept of Disaster: Theories and Methods, Phase of Disaster Management& Initiatives, Role of community and community-based practices, Policy and Programmes for Disaster Management, Social Work Intervention in Emergencies and Disasters Management. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to vulnerable Groups and their Vulnerability (in Northeast), techniques/methods of building disaster resilient communities through community led initiatives, role of community in managing and mitigating disasters, Components of Community Based Disaster Preparedness (CBDP) etc. Independent work will be assigned to students on Gender impacts, Coping and resilience mechanism etc. Simulation exercises will be done wherein students will be engaged in role-play exercises to understand disasters its vulnerability to the community as well. Class test, viva-voice will be conducted to cover the various themes from the syllabus and movie/documentary screening like Village Rockstar, 2018: Everyone is hero movie etc. to explain the themes and regional complexities of disasters.**

<b>Class Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
<b>1 Credit = 15 Hours</b>  <b>Total = 60 Hours</b>	-	<b>60 hours</b>  Group Discussion – 4 Hours Home Assignment & Article Review – 10 Hours Project Report / Field, Movie Screening – 30 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours

**Subject Name: Social Development and Social Work**

**Subject Code: SOW182M602**

**L-T-P-C: 4-0-0-4**

**Credit Units: 4**

**Level of the Course: 300**

**Scheme of Evaluation: Theory**

**Course objectives:**

*This course provides an understanding of social development concepts, theories, and their relationship with social work practices. It covers various dimensions of development, social policies and strategies for inclusive and sustainable development. The course equips students with the knowledge and skills to engage in social development initiatives.*

Course Outcomes:

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Why</b> the knowledge of social development is necessary for social work	<b>BT-1</b>
<b>CO2</b>	<b>Interpret</b> the role of the social worker is dealing with developmental issues	<b>BT-2</b>
<b>CO3</b>	<b>Develop</b> strategies to achieve SDGs locally	<b>BT-3</b>
<b>CO4</b>	<b>Appraise</b> the developmental policies and programs laid out by the international and national policymakers.	<b>BT-4</b>

Course Outline:

<b>Module</b>	<b>Topics and Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Social Development: concept, process and models of development – theories- origin–approaches to development, Social Indicators and measures of development (GDP, HDI, GDI, MPI, GHI, QOL); Sustainable Development Goals; Theories and Models of Social Development: Modernization theory, Dependency theory, World-systems theory, Alternative development models (People-Centered Development, Participatory Development).	20
<b>II</b>	<b>Developmental issues and scope of Social work:</b> Third World problems: Poverty, Population explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization; Scope of Social Work in Developmental issues.	10

<b>III</b>	<b>Sustainable Developmental Goals:</b> Concept, Targets and Status of Goal 1 to Goal 17- International, Indian and regional context; critical gap in sustainable development education in South Asia.	10
<b>IV</b>	<b>Social Policies and Programs:</b> Welfare state and social policies; Key social development programs in health, education, and employment; International organizations and their role in social development (UN, WHO, ILO, World Bank); Rights-based approach to development.	20
	<b>TOTAL</b>	<b>60</b>

**Textbook:**

1. Patel, L. (2005). *Social Welfare and Social Development*. Oxford University Press.
2. Grusec, J. E., & Lytton, H. (2012). *Social development: History, theory, and research*. Springer Science & Business Media.
3. Midgley, J. O. (2013). *Social development: Theory and practice*.

**Reference Books:**

1. Katila, P., Colfer, C. J. P., De Jong, W., Galloway, G., Pacheco, P., & Winkel, G. (Eds.). (2019). *Sustainable development goals*. Cambridge University Press.

**Additional Readings:**

1. Khalid, A. M., Sharma, S., & Dubey, A. K. (2021). Concerns of developing countries and the sustainable development goals: Case for India. *International Journal of Sustainable Development & World Ecology*, 28(4), 303-315
2. Assembly, G. (2015). Sustainable development goals. *SDGs transform our world*, 2030(10.1186).

**NOTE:**

**Notional Hours will include field visit of Student Social Workers to work in communities with people to understand the realities of social developments. They may also develop discussions concerning sustainable development goals and its implications. They may explore UN SDG reports and India’s sustainability progress. The students should also indulge in group discussions Debating rights-based vs. welfare-based approaches.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group discussions- 12 Hours</li> <li>• Panel Discussions – 6 Hours</li> <li>• Role play– 3 Hours</li> <li>• Simulation exercises-6 Hours</li> <li>• Community Immersion – 3 Hours</li> </ul>

**Subject Name: Applications of Social Work**

**Subject Code: SOW182M603**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 300**

**Scheme of Evaluation: Theory**

**Course Objective:**

*To provide students with an understanding of the scope, relevance, and applications of Social Work.*

**Course Outcome:**

After completing this course, students will be able to:

<b>CO1</b>	<b>Define</b> the concept of Gender, Social Policy, Social Inclusion & Sustainable Development in Social Work	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> the primary methods in Social Work in relation to different groups	<b>BT - 2</b>
<b>CO3</b>	<b>Apply</b> knowledge of Social Work ethics, methods, and practice domains to real-world situations.	<b>BT - 3</b>
<b>CO4</b>	<b>Analyze</b> the role of Social Work in various fields and its relevance in addressing social issues.	<b>BT - 4</b>

**Course outline:**

<b>Modules</b>	<b>Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Social Work in Contemporary Contexts:</b> Social Work and Gender, Social Work and Social Policy, Social Work and Social Inclusion, Social Work and Sustainable Development.	<b>10</b>
<b>II</b>	<b>Application of Social Work Methods:</b> Case Work – Crisis Intervention, problem solving and behavioural modification; Group Work – Learning Groups, Curative Groups, Promotive Groups, and Development groups; Community organization: Community Mapping and Analysis, Problem Identification, Objective Planning and Evaluation.	<b>20</b>
<b>III</b>	<b>Fields of Social Work Practice:</b> Social Work in Family and Child Welfare, Health, Education, Criminal Justice, Industrial Social Work, and Mental Health; Role of Social Workers in different settings, challenges in various Social Work fields and contemporary issues in Social Work and emerging trends.	<b>15</b>
<b>IV</b>	<b>Social Work Ethics and Professionalism:</b> Social Work and the Code of Ethics; professional values and ethical dilemmas in practice, ethical decision-making in Social Work scenarios, impact of ethics on professional practice and policymaking.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Text books:**

1. Misra, P.D. (2018). *Social Work: Philosophy and Methods*. Rawat Publications.
2. Zastrow, C. (2019). *Introduction to Social Work and Social Welfare: Empowering People*. Cengage Learning.
3. Dasgupta, S. (2021). *Social Work and Its Scope: Theoretical and Practical Insights*. Sage Publications.

**Reference books:**

1. Payne, M. (2020). *Modern Social Work Theory*. Oxford University Press.
2. Johnson, L.C. (2017). *Social Work Practice: A Generalist Approach*. Pearson Education.
3. Dubois, B., & Miley, K.K. (2019). *Social Work: An Empowering Profession*. Pearson.

**Additional Readings:**

1. Journals: *The Indian Journal of Social Work, Social Work Research*.
2. Reports: *National Policy on Social Work Education in India*.
3. Government Publications: *Ministry of Social Justice and Empowerment Reports*.

**NOTE:**

**Notional Hours of the paper, “Scope of Social Work” will include visit to the areas or fields where social work can be applied using its methods, tools and techniques. Social work as professional practice extends from a single individual to the most significant bodies (NGOs/GOS). Students to present the types of services to be catered to different individuals, vulnerable groups and communities.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
<b>60 Hours</b>	-	60 Hours -Field Visits to NGOs- 15 Hours -Collaborate with Schools – 15 Hours -Reflection Exercises– 10 Hours -Community Development - 20 Hours

**Subject Name: Field Work Concurrent V**  
**Subject Code: SOW182M614**  
**L-T-P-C –0-0-8-4**  
**Credit Units: 4**  
**Level of the Course: 400**  
**Scheme of Evaluation: Theory**

Course Objective:

*To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

Course Outcomes:

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	<b>BT-1</b>
<b>CO2</b>	<b>Classify</b> the programmes and projects of governmental and non-governmental organisation.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the methods of social work in the field settings.	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in the programmes held at the communities.	<b>BT-4</b>

**Detailed Syllabus:**

Concurrent Field Work is an essential component of the BSW 7th Semester curriculum, designed to provide students with hands-on experience in social work practice. It enables students to integrate theoretical knowledge with practical application in real-life settings.

Students are required to engage in fieldwork for **21 days**, with a total of **6 hours per day**. The fieldwork involves working with individuals, groups, and communities under the guidance of faculty and field supervisors. Through this process, students develop professional skills, ethical understanding, and a deeper insight into social realities, preparing them for future roles in the field of social work.

**Text Books:**

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

**Reference Books:**

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class*

*identity*. UNC Press Books.

**Additional Readings:**

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225-243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.

**NOTE:**

**Notional Hours of the practical paper, “Field Work Concurrent VI” will include student social workers exposure to the nearby communities and to conduct a study on the different elements and structure of the communities. Students will be required to make an analysis of the living conditions of the people in the locality. Students prepare a plan for social work practice and community development. Students apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	90 Hours	30 hrs Presentation-10 hrs Viva- 15 hrs Report Preparation- 15 hrs

**Subject Name: Palliative Care in Social Work**

**Subject Code: SOW182N601**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 300**

**Scheme of Evaluation: Theory**

**Course Objective:**

*This course aims to provide students with an understanding of palliative care from a Social Work perspective. It will cover fundamental concepts, ethical considerations, psycho-social aspects, and intervention strategies in palliative care. The course will equip students with the skills necessary to support individuals and families facing life-limiting illnesses.*

**Course Outcome:**

After completing this course, students will be able to:

<b>CO1</b>	<b>Define</b> the fundamental concepts, scope, and principles of palliative care in Social Work.	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> the psychological, social, and ethical dimensions of palliative care.	<b>BT – 2</b>
<b>CO3</b>	<b>Apply</b> Social Work methods and intervention strategies in palliative care settings.	<b>BT – 3</b>
<b>CO4</b>	<b>Analyze</b> the role of Social Workers in palliative care and evaluate different models of palliative care services.	<b>BT - 4</b>

Detailed Syllabus

<b>Modules</b>	<b>Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Palliative Care and Social Work:</b> Palliative care: objectives, and role in Social Work; Historical evolution of palliative care and integration into Social Work practice. Palliative care in assessing the needs of terminally ill patients; Impact of cultural and societal perspectives on palliative care.	<b>20</b>
<b>II</b>	<b>Psychosocial Aspects of Palliative Care:</b> Psychosocial care and its significance in palliative settings; Grief, bereavement, and coping mechanisms for patients and families, counselling techniques and therapeutic interventions for emotional support, challenges faced by caregivers, families, and Social Workers in palliative care.	<b>10</b>
<b>III</b>	<b>Ethical and Legal Considerations in Palliative Care:</b> Ethical principles and legal frameworks governing palliative care, patients' rights, autonomy, and dignity in end-of-life care, ethical decision-making models in Social Work practice, ethical dilemmas and policy implications in palliative care services.; Debates around Euthanasia	<b>15</b>
<b>IV</b>	<b>Social Work Interventions and Models of Palliative Care:</b> Different models of palliative care (home-based, hospice, and hospital-based care). Role of interdisciplinary teams in palliative care settings; Methods of	<b>15</b>

	Social Work in palliative care interventions: Effectiveness of various Social Work interventions in improving palliative care outcomes.	
<b>Total</b>		<b>60</b>

**Text books:**

1. Ferrell, B.R., & Coyle, N. (2019). *Oxford Textbook of Palliative Social Work*. Oxford University Press.
2. Matzo, M.L., & Sherman, D.W. (2022). *Palliative Care Nursing: Quality Care to the End of Life*. Springer.
3. Payne, S., Seymour, J., & Ingleton, C. (2021). *Palliative Care Nursing: Principles and Evidence for Practice*. Open University Press.

**Reference books:**

1. Saunders, C. (2018). *Hospice and Palliative Care: The Essential Guide*. Routledge.
2. Doyle, D., Hanks, G.W., MacDonald, N. (2019). *Oxford Textbook of Palliative Medicine*. Oxford University Press.
3. Altilio, T., & Otis-Green, S. (2020). *Palliative Social Work: A Guide to Practice*. Oxford University Press.

**Additional Readings:**

1. Journals: *Palliative Medicine, Journal of Pain and Symptom Management*.
2. Reports: *WHO Guidelines on Palliative Care*.
3. Government Publications: *National Health Policy on Palliative Care*.

**NOTE:**

**Notional Hours of the paper, “Palliative Care in Social Work” will include visit to the areas or Fieldwork in Palliative Care Settings, Role-Playing Sessions, Crisis Intervention Drills, and Self-Reflection and Learning Journals.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	60 Hours Fieldwork in Palliative Care Settings - 20 Hours Role-Playing Sessions – 15 Hours Crisis Intervention Drills– 15 Hours Self-Reflection and Learning Journals- 10 Hours

<b>Subject Name: Research Methodology</b> <b>Subject Code: SOW182M801</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To equip students with the knowledge and skills to conduct ethical and systematic social work research.*

**Course Outcomes:**

After the completion of the course, the student will be able to:

<b>CO 1</b>	<b>Define</b> key research concepts, principles, and methodologies in social work research.	<b>BT 1</b>
<b>CO 2</b>	<b>Explain</b> the steps involved in the social work research process, including problem formulation, research design, and data collection methods.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> qualitative and quantitative techniques to collect and analyze data.	<b>BT 3</b>
<b>CO 4</b>	<b>Develop</b> a comprehensive research proposal addressing a social work issue.	<b>BT 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Social Work Research:</b> Concept, scope, and importance of research in social work; Characteristics of social work research; Types of social work research (basic, applied, action research, evaluation research); Ethical considerations in social work research.	<b>15</b>
<b>II</b>	<b>Research Process and Design:</b> Steps in social work research; Formulation of research problem, objectives, and hypothesis; Research designs - exploratory, descriptive, experimental, and case study; Sampling methods - probability and non-probability sampling.	<b>15</b>
<b>III</b>	<b>Data Collection and Analysis:</b> Methods of data collection - Primary data (surveys, interviews, focus groups, observation), Secondary data: official reports, records, published literature; Quantitative and qualitative data analysis techniques; Introduction to statistical tools for social work research (SPSS, Excel).	<b>15</b>
<b>IV</b>	<b>Research Proposal and Report Writing:</b> Structure and components of a research proposal; Writing research reports: structure, presentation, and formatting; Citation and referencing styles (APA, RGU); Use of reference management tools ( <i>Zotero, EndNote</i> ).	<b>15</b>
	<b>Total</b>	<b>60</b>

**Textbooks:**

1. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
2. Das, D. L. (2008). *Practice of Social Work Perspective*. Rawat Publications.
3. Padgett, D. T. (1998). *Qualitative Methods in Social Work Research*. Sage Publications.
4. Rubin, A., & Babbie, E. (2006). *Essential Research Methods for Social Work*. Wadsworth Inc.

**Reference Books**

1. Mauldin, R. L. (2020). *Foundations of Social Work Research*. Mavs Open Press.
2. Salkind, N. J. (2004). *Tests and Measurement for People Who Hate Tests and Measurements*. Sage Publications.
3. Kutsche, P. (1998). *Field Ethnography: A Manual for Doing Cultural Anthropology*. Prentice Hall.

**Additional Readings**

1. Kawulich, B. B. (2005). *Participant Observation as a Data Collection Method*. *Forum Qualitative Social Forschung*, 6, 52-60.
2. Curtis, E. A. (2019). *Importance and Use of Correlational Research*. *Europe PMC Plus*, 32-36.
3. Chose, B. N. (1997). *Scientific Method and Social Research*. Sterling Publication Pvt Ltd.

**NOTE:**

Students will undertake mini-research projects on social issues, applying qualitative and quantitative techniques through data collection, sampling, and analysis. They will gain hands-on experience with SPSS and Excel, performing data coding, descriptive statistics, and hypothesis testing. Case study-based learning will enhance their ability to analyze research methodologies, ethics, and applications. To strengthen community engagement, students will collaborate with NGOs and local groups, using Participatory Rural Appraisal (PRA) and Focus Group Discussions (FGD). The course will culminate in a peer-reviewed research proposal, fostering critical thinking and research refinement for social work practice.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>60 Hours</b> Field-Based Research Activities - 15 Hours Case Study Analysis - 15 Hours Data Handling & Analysis – 15 Hours Reflection Exercises - 15 Hours

**Subject Name: Social Entrepreneurship**

**Subject Code: SOW182M702**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 400**

**Scheme of Evaluation: Theory**

**Course Objective:** *This course introduces students to the fundamental concepts, models, and applications of social entrepreneurship within the field of social work.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Classify</b> the concepts and definitions of social entrepreneurship and relate them to the practice of social work	<b>BT - 1</b>
<b>CO2</b>	<b>Identify</b> the similarities and differences between social work practices and social entrepreneurship through case studies	<b>BT - 2</b>
<b>CO3</b>	<b>Distinguish</b> entrepreneurship at global and national levels by analyzing real-world case studies	<b>BT - 3</b>
<b>CO4</b>	<b>Examine</b> the significance of innovation in entrepreneurship and evaluate its impact on social change	<b>BT - 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Concept and Definition of Social Entrepreneurship, Evolution and Historical Milestones, Characteristics of Social Entrepreneurs, Differences and Similarities between Social Work and Social Entrepreneurship	<b>15</b>
<b>II</b>	<b>Business Models and Innovation in Social Enterprises:</b> Business Models for Social Enterprises (Non-Profit, For-Profit, Hybrid), Livelihood Innovation Models, Case Studies of Successful Social Enterprises, Role of Technology and Digital Transformation in Social Entrepreneurship	<b>15</b>
<b>III</b>	<b>Social Innovation and Problem-Solving:</b> Identifying Social Problems and Gaps, Design Thinking and Human-Centered Approaches, Sustainable Development Goals (SDGs) and Social Entrepreneurship, Impact-Driven Innovation and Scalability	<b>15</b>
<b>IV</b>	<b>Legal, Ethical, and Financial Aspects:</b> Legal and Regulatory Framework for Social Enterprises, Ethical Considerations in Social Entrepreneurship, Funding Sources: Grants, Crowdfunding, Impact Investing, Social Impact Bonds, Challenges and Risks in Social Entrepreneurship, Monitoring and Evaluation Strategies	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Textbook:**

1. Alex Nicholls, 2008, *Social Entrepreneurship: New Models of Sustainable Social Change*, New York: Oxford University Press.
2. Rama Krishna Kummitha, 2016, *Social Entrepreneurship: Working Towards Greater Inclusiveness*, SAGE Publications.
3. Mishra, S. (2019). *Social Entrepreneurship: Concepts and Cases*. SAGE Publications India.

**Reference Books:**

1. Peter Drucker, 2006 (reprint edition) *Managing the Non-Profits Organizations: Practices and Principles*, New York: HarperCollins.
2. Yunus, M. (2017). *A World of Three Zeros: The New Economics of Zero Poverty, Zero Unemployment, and Zero Net Carbon Emissions*. PublicAffairs.

**Additional Readings:**

1. Singh, A., Saini, G. K., & Majumdar, S. (2015). Application of social marketing in social entrepreneurship: Evidence from India. *Social Marketing Quarterly*, 21(3), 152-172.
2. Kotler, P., & Zaltman, G. (1971). Social marketing: an approach to planned social change. *Journal of marketing*, 35(3), 3-12.
3. Howorth, C., Smith, S. M., & Parkinson, C. (2012). Social learning and social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), 371-389.

**NOTE:**

**Notional Hours in the field of Social Entrepreneurship involve practical field visits by student social workers to interact with communities, analyze local socio-economic dynamics, and explore entrepreneurial solutions to social challenges. These visits enable students to gain firsthand insights into community needs, resource availability, and market opportunities, helping them develop sustainable and innovative business models that address social problems in both rural and urban settings.**

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>60 Hours</b> Making script for campaigns- 20 Hours Group discussions – 10 Hours Role play– 15 Hours Simulation exercises-5 Hours Community Immersion– 10Hours

**Subject Name: Rural and Urban Community Development**  
**Subject Code: SOW182M703**  
**L-T-P-C – 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 400**  
**Scheme of Evaluation: Theory**

**Course Objectives:** *This course provides students with a comprehensive understanding of rural and urban community development, focusing on theories, policies, and practices.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Identify</b> the fundamental concepts, principles, and approaches of rural and urban community development	<b>BT - 1</b>
<b>CO2</b>	<b>Classify</b> the characteristics, challenges, and policies related to rural and urban communities, analyzing their impact on social development	<b>BT – 2</b>
<b>CO3</b>	<b>Apply</b> participatory approaches, government schemes, and social work interventions to address rural and urban development challenges	<b>BT – 3</b>
<b>CO4</b>	<b>Analyze</b> real-world case studies and field-based data to assess the effectiveness of development initiatives in rural and urban settings	<b>BT - 4</b>

Detailed Syllabus

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Community Development:</b> Concept, Meaning, and Scope of Community Development, Principles and Approaches to Community Development, Role of Social Work in Community Development, Differences and Linkages between Rural and Urban Development	<b>15</b>
<b>II</b>	<b>Rural Community Development:</b> Characteristics and Structure of Rural Communities, Issues and Challenges in Rural Development (Poverty, Unemployment, Education, Health, Migration), Rural Development Policies and Programs in India (MGNREGA, NRLM, PMAY-G, Digital India in Rural Areas), Role of NGOs, SHGs, and Cooperatives in Rural Development	<b>15</b>
<b>III</b>	<b>Urban Community Development:</b> Characteristics and Structure of Urban Communities, Urbanization and Its Impact: Slums, Housing, Migration, Unemployment, Pollution, Urban Development Policies and Programmes, Role of Municipal Governance, Civil Society and Social Workers in Urban Development	<b>15</b>

<b>IV</b>	<b>Participatory Approaches and Sustainable Development:</b> Participatory Rural Appraisal and Community Mobilization, Sustainable Development Goals (SDGs) and Their Relevance in Community Development, Disaster Risk Reduction and Community Resilience, Role of Technology and Digital Inclusion in Community Development, Case Studies on Successful Rural and Urban Development Initiatives	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Textbooks:**

1. Siddiqui, H.Y. (1997). Working with Communities: An Introduction to Community Work. Hira Publications.
2. Desai, A.R. (1983). Rural Sociology in India. Popular Prakashan.
3. Sundaram, K. V. (2019). Rural Development: Principles, Policies, and Management. SAGE Publications.

**Reference Books:**

1. Sharma, R. N. (2017). Urban Development in India: Policies and Practices. Rawat Publications.
2. Bose, A. (2013). Urbanization in India: Challenges and Opportunities. Oxford University Press.
3. Christopher, A.J., and Thomas William, 2012, Community Organization and Social Action. New Delhi: Himalaya Publications.

**Additional Readings:**

1. Bhattacharjee, J.P. (1964). Interaction of urbanization and rural development in India. *Athens Centre of Ekistics*.
2. Sharma, S.K. (1980). Rural Development in India: Programmes, Strategies and Perspectives. *Community Development Journal*.
3. Breese, G. (1963). Urban Development Problems in India. *Annals of the Association of American Geographers*.

**NOTE:**

**Notional Hours in the field of Rural and Urban Community Development include practical field visits by student social workers to engage with communities, understand local dynamics, and work towards addressing social issues. These visits help students develop a deeper understanding of the communication styles, socio-economic conditions, and the structural factors contributing to social problems in both rural and urban settings.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>60 Hours</b> Making script for campaigns- 20 Hours Group discussions – 10 Hours Role play– 15 Hours. Simulation exercises-5 Hours, Community Immersion– 10Hours

**Subject Name: Field Work Concurrent VI**

**Subject Code: SOW182M714**

**L-T-P-C –0-0-8-4**

**Credit Units: 4**

**Level of the Course: 400**

**Scheme of Evaluation: Practical**

**Course Objective:**

*To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	<b>BT-1</b>
<b>CO2</b>	<b>Classify</b> the programmes and projects of governmental and non-governmental organisation.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the methods of social work in the field settings.	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in the programmes held at the communities.	<b>BT-4</b>

**Detailed Syllabus:**

Concurrent Field Work is an essential component of the BSW 7th Semester curriculum, designed to provide students with hands-on experience in social work practice. It enables students to integrate theoretical knowledge with practical application in real-life settings.

Students are required to engage in fieldwork for **21 days**, with a total of **6 hours per day**. The fieldwork involves working with individuals, groups, and communities under the guidance of faculty and field supervisors. Through this process, students develop professional skills, ethical understanding, and a deeper insight into social realities, preparing them for future roles in the field of social work.

**Text Books:**

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.

**Reference Books:**

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

**Additional Readings:**

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225-243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.

**NOTE:**

**Notional Hours of the practical paper, “Field Work Concurrent VI” will include student social workers exposure to the nearby communities and to conduct a study on the different elements and structure of the communities. Students will be required to make an analysis of the living condition of the people in the locality. Students prepare a plan for social work practice and community development. Students apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	90 Hours	30 hrs Presentation-10 hrs Viva- 15 hrs Report Preparation- 15 hrs

**Subject Name: Social Work with Children, Women, Youth and Elder Person**

**Subject Code: SOW182N701**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course objectives:** *This course is designed to understand the concepts of families, its life cycles and ascertaining the factors that affect families functioning. With an aim to comprehend implication of changes on child development and rights of children. Furthermore, familiarize with the policies, programmes and services related to family, children and elderly so that skills can be developed to work with these constituency.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the concept of families as social systems and factors affecting family functioning	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> changing structural and functional dynamics of family systems and its consequences on the well-being of its members, particularly children.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> and Learn assessment of family relations and design suitable interventions for ensuring family well-being & and learn skills in working with them.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> state of children and elderly in India, their vulnerabilities and efficacy of policies and programmes and social work response in family setting.	<b>BT-4</b>

Detailed Syllabus:

<b>Module</b>	<b>Topics and Course Contents</b>	<b>Periods</b>
I	<b>Child Development: Perspectives, issues and policy</b> Child development: concept, philosophy and historical context; State of children in India: Demographic profile, Education, Health, Nutrition and Protection; Early childhood care and development, emerging needs and programmes; Policies and Programmes for Children and elderly; international perspective and UN Convention on Rights of Children, Constitutional Provisions;; Children in need of care and protection; Legal provisions- JJ and POCSO Act; Programmes and legislative measures related to female feticide, adoption, foster care, guardianship and child marriages.	18

II	<b>Understanding Family systems: Women and gender issues</b> Family: concept, definitions, structures, functions; Marriage: concept, structures and functions; Family life cycle; Family dynamics and family interaction patterns, , Women's Movement and Rights, Gender specific crimes and Women in Crime; Legal Provisions for women in India: Domestic Violence Act, Sexual Harassment at Workplace-	<b>18</b>
III	<b>Social work response to Youth and their problems</b> Youth and the complexities of youth: physical, intellectual, emotional, social and economic needs. Adolescence: Definition and meaning; Problems related to education, work, family, marriage, relationships, and Behavioral, Emotional, Functional Problems; Eric Erickson's Model to understanding youth Social Work with youth in clinical and non-clinical settings; Youth in crimes and related interventions	<b>12</b>
IV	<b>Elderly in vulnerable situations:</b> Elderly in vulnerable situation: Caste, disabilities, trafficking, begging, Elderly destitute and abandoned; Form of abuse on elderly, Gerontology as a branch of Social Work, Erickson's Crisis of Old Age; Legislative measures and programmes for vulnerable population and social work intervention; Application of social work methods in working with the elderly: Identifying intervention needs, understanding the importance of counselling; Social work role and response to, elderly; role of counselling, therapy, skills and techniques in working with elderly.	<b>12</b>
<b>Total</b>		<b>60</b>

### **Text books**

1. Zimmerman, S.L. 1995 *Understanding Family Policy: Theories and Applications*, London: Sage Publications.
2. Desai, M. (ed.) 1994 *Family and Intervention: A Course Compendium*, Bombay: TISS.
3. Tata Institute of Social Sciences 1994 *Enhancing the Role of Family as an Agency for Social and Economic Development*. Mumbai: Unit for Family Studies, TISS.

### **Reference books**

1. Lynne, A.B. & Barry, M.W. 1998 *Families in Transition – Primary Prevention Programs that Work*, New Delhi: Sage Publications.
2. Patrick, C.M. 2005 *Families and Change (3rd Edition) Coping with Stressful Events and Transitions*, London: Sage Publications.
3. Maluccio, A.N., Pine, B.A. & Tracy, E.M. 2002 *Social Work Practice with Families and Children*, New York: Columbia University Press.

### **Additional Readings**

1. Ramachandran, V. 2003 *Getting children back to school – Case Studies in Primary Education*, New Delhi: Sage Publications

2. Bhargava, V. 2005 *Adoption in India*, New Delhi: Sage Publications
3. Seamus, H.& Mithu, A. (ed) 2002 *Education and Children with Special Needs: From Segregation to Inclusion*, New Delhi: Sage Publications.

**NOTE:**

Notional Hours of the papers will include classes conducted by the faculty covering various facets of Child Development: Perspectives, issues and policy, Understanding Family systems: Women and gender issues, social work response to Youth and their problems & Social Work response to Children, elderly in vulnerable situations. Also, groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to abused children and families with HIV/AIDS; Elderly destitute and abandoned people's issues and challenges. Independent work will be assigned to students on complexities of youth, children, elderly etc. through home assignment, presentation and article review. Simulation exercises will be done wherein students role-play as members of these constituencies as well. Class test, viva-voice will be conducted to cover the various themes from the syllabus.

<b>Class Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 Hours Total = 60 Hours	-	Group Discussion – 4 Hours Home Assignment & Article Review – 10 Hours Project Report / Field – 30 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours

**Subject Name: Child and Childhood in India**

**Subject Code: SOW182N701**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 400**

**Scheme of Evaluation: Theory**

**Course Objective:** *To gain a deep understanding of the children in our country and the various issues they face in society. This course equips students with the knowledge and sensitivity needed to analyze and address these challenges. It also fosters awareness to advocate for and contribute to the well-being of children effectively.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Understand</b> childhood as a stage	<b>BT-1</b>
<b>CO2</b>	<b>Identify</b> the issues concerning children in contemporary world	<b>BT-2</b>
<b>CO3</b>	<b>Classify</b> issues concerning children	<b>BT-3</b>
<b>CO4</b>	<b>Assess</b> the social work methods for planning intervention with children	<b>BT-4</b>

**Course Outline:**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Definition of child (various agencies); Child Welfare: Demographic profile of the child in India: Constitutional safeguards for children in India, National policy for children, UN. Charter on the rights of the child, advocacy of children's rights, laws relating to the child; Child Development and child Participation	<b>20</b>
<b>II</b>	<b>Health and Education of children:</b> Health, Nutrition & Educational Needs of the Child in India, Role of UNICEF & WHO. Role of NCERT, Samagra Shiksha Abhiyan; ASER	<b>10</b>
<b>III</b>	<b>Issues concerning children:</b> Social, cultural, economic and political with reference to UNCRC guidelines, Developmental Issues- Education, play, social and cultural, Survival Issues- Human rights, female feticide, Infant mortality,	<b>15</b>

	Nutritional rights, immunization rights, Child in need of care and protection; Protection Issues- Child marriage, child trafficking, gender discrimination, crime against children in armed conflict, child labor, child prostitution. Children in conflict with law; Participation Issues- Children's parliament, Bal panchayats, children's forums/associations etc.	
<b>IV</b>	<b>Children in Special Circumstances:</b> Destitute child: meaning of destitution, cause of destitution, services for the destitute child. Institutional and non-institutional services; The delinquent child: meaning of delinquency causes delinquency. The justice system in India. Institutions for juvenile offenders. Prevention of juvenile delinquency; Street and Working Children: Definition, nature, causes and effects of the problem, services for street children. Role of a social worker in children setting.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Textbook:**

1. Lascarides, V. C., & Hinitz, B. F. (2013). History of early childhood education. Routledge.
2. Garbarino, J. (2017). Children and families in the social environment: Modern applications of social work. Routledge.
3. Statistics on Children in India, 2018, National Institute of Public Cooperation & Child Development, New Delhi

**Reference Books:**

1. Bajpai, A., Child Rights in India - Law, Policy and Practice, 2017, Oxford, India
2. Mounsey, V., & Mounsey, P. (2006). Social Work with Children and Families: Getting into Practice edited by Ian Butler and Gwenda Roberts, Jessica Kingsley, London, 2004. 364pp.
3. Billington, T. (2006). Working with children: Assessment, representation and intervention.
4. Billington, T. (2012). Separating, losing and excluding children: Narratives of difference. Routledge.

**Additional Readings:**

1. Parveen, M. S. (2021). A Critical Analysis on National Commission for Protection of Child Rights. Indian JL & Legal Rsch., 2, 1.

**NOTE:**

**Notional hours will include field visits where students interact with children in various settings to understand their living conditions, educational opportunities, and social challenges. They may work individually by assisting children in accessing essential services such as healthcare or education, for example, guiding a child toward a scholarship or healthcare program. At the community level, students may engage in advocacy efforts, collaborate with NGOs, conduct awareness campaigns on child rights, or influence policy implementation. Whatever the approach, students must develop a comprehensive understanding of the issues affecting children**

and the interventions required to address them effectively.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>60 Hours</b> Interaction with children in different settings- 20 Hours Panel Discussions – 10 Hours Role play– 15 Hours Simulation exercises-5 Hours Community Immersion – 10 Hours

**Subject Name: Field Work (Block Placement)**

**Subject Code: SOW182M811**

**L-T-P-C: 0-0-8-4**

**Credit Units: 4**

**Scheme of Evaluation: Practical**

**Course Objective:** *To understand the functioning of the organisations of the social workers' specialisations' interest and learn to work in the professional environment.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Translate</b> the theoretical knowledge into practise in the field.	<b>BT-1</b>
<b>CO2</b>	<b>Apply</b> values, ethics, knowledge, attitudes, skills and techniques as expected from a student social worker.	<b>BT-2</b>
<b>CO3</b>	<b>Analyse</b> the professional self and the organisation to <b>compare</b> and <b>contrast</b> previous fieldwork experiences.	<b>BT-3</b>
<b>CO4</b>	<b>Criticize</b> or <b>recommend</b> with constructive feedback from their on-field experience.	<b>BT-4</b>

**Detailed Syllabus:**

Block placement should be done in one organization/institute/social welfare agency for one month which is mandatory under the supervision of Field Supervisor. The Block Placement is required to be done under the guidance of the field work supervisor from the agency. The Student Social Workers are expected to practice exclusively any two of the methods viz; Case Work, Group Work, Community Organization, Social Welfare Administration, Social Action and Social Work Research during the placement in discussion with the field work supervisor from the agency.

**Text Books:**

1. Dash, M Bishnu, Roy S (2022). Field work In Social Work Education: Contemporary Practices and Perspectives, Atlantic Publishers & Distributors Pvt Ltd
2. Mishra, V., Botcha, R., & Roy, S. (2022). Fieldwork in Social Work Education During Coronavirus Disease 2019 Pandemic in India: Disruptions and Discoveries. *The International Journal of Community and Social Development*, 4(4), 442-463.

**Reference Books:**

1. Lareau, A. (2018). *Journeys through ethnography: Realistic accounts of fieldwork*. Routledge.
2. Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.
3. Baral, R., & Bhargava, S. (2011). HR interventions for work-life balance: evidences from organisations in India. *International Journal of Business, Management and Social Sciences*, 2(1), 33-42.

**Additional Readings:**

1. Srivastava, S. S., &Tandon, R. (2005). How Large Is India’s Non-Profit Sector? *Economic and Political Weekly*, 1948-1952.
2. Baikady, R., Pulla, V., &Channaveer, R. M. (2014). Social work education in India and Australia. *International Journal of Social Work and Human Services Practice*, 2(6), 311-318.
3. Dhemba, J. (2012). Fieldwork in social work education and training: issues and challenges in the case of Eastern and Southern Africa. *Social Work & Society*, 10(1).

**NOTE:**

**The Notional Hours for the Block Placement will involve student social workers' full-time engagement in a selected organization, institute, or social welfare agency for one month under the supervision of a fieldwork supervisor. During this period, students will gain in- depth exposure to professional social work environments, study organizational structures, and actively participate in service delivery. They will be required to analyze the functioning of the agency, assess the needs of the communities they serve, and apply at least two social work methods in practice. Additionally, students will develop essential skills in responsibility-taking, management, program planning, and organizing community-based interventions.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	90 Hours	30 hrs Field Immersion: 10 hrs Supervision: 10 hrs Practical Application of Social Work Method: 10 hrs

**Subject Name: Dissertation**  
**Subject Code: SOW182M822**  
**L-T-P-C –0-0-12-24**  
**Credit Units: 12**  
**Level of the Course: 400**  
**Scheme of Evaluation: Practical**

**Course Objective:**

*To provide students with hands-on experience in conducting research related to social work. It enables students to apply theoretical knowledge to practical situations, develop research skills, and contribute to knowledge in the field of social work.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Identify</b> a relevant social work problem and formulate research questions	<b>BT-2</b>
<b>CO2</b>	<b>Apply</b> appropriate research methodologies for data collection and analysis	<b>BT-3</b>
<b>CO3</b>	<b>Develop</b> a structured research dissertation with academic rigor	<b>BT-4</b>
<b>CO4</b>	<b>Demonstrate</b> critical thinking and analytical skills in research writing	<b>BT-5</b>
<b>CO5</b>	<b>Present and defend</b> research findings through viva-voce	<b>BT-6</b>

Dissertation/Project is a twelve-credit compulsory core course undertaken by each student during the fourth semester of the programme. Purpose of dissertation/project is to help the student researcher to get an understanding about the steps in social work research and the application of the theory of research methodology in a systematic manner. It shall be carried out under the guidance of a faculty supervisor. Dissertation/Project work shall be completed by working outside the regular teaching hours.

The project work must be original work of the student and free from any kind of academic misconduct.

**Textbook:**

1. Kumar, R. (2018). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications.

**Reference Books:**

1. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
2. Babbie, E. (2020). *The Basics of Social Research*. Cengage Learning.

**Additional Readings:**

1. Bryman, A. (2015). *Social Research Methods*. Oxford University Press.
2. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.

**NOTE:**

**Notional Hours will include field visits where student social workers engage in research activities within communities to understand social issues and collect relevant data. They may conduct case studies, interviews, and focus group discussions to analyze real-world social problems. Students are expected to apply social work methods in identifying, assessing, and addressing community concerns. This may include interventions such as advocacy, policy recommendations, community mobilization, and awareness campaigns. The dissertation will enable students to critically engage with social issues and develop evidence-based solutions through research.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
	<b>300 hrs</b>	<b>60 Hours</b> Developing Research Tools (Questionnaire, Interview Guide, Observation Checklist, etc.) – 20 Hours Field Immersion & Data Collection (Surveys, Case Studies, Interviews) – 20 Hours Data Processing & Analysis (Quantitative and Qualitative Analysis) – 10 Hours Research Presentation & Defense (Mock Viva, Peer Reviews) – 10 Hours

**Subject Name: Livelihoods and Sustainable Development**

**Subject Code: SOW182M803**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course Objective:** *To provide a comprehensive understanding of livelihoods, sustainable development, and policy frameworks, focusing on livelihood models, sustainability principles, and national livelihood missions in the context of SDGs and social work practice.*

Course Outcomes:

After the completion of the course, the student will be able to:

<b>CO 1</b>	<b>Recall</b> the historical evolution and multidimensional nature of livelihoods, including the concepts of livelihood, income, and common property resources.	<b>BT 1</b>
<b>CO 2</b>	<b>Compare</b> and <b>contrast</b> the effectiveness of different livelihood strategies and diversification approaches in developing countries, considering their socio-economic and environmental implications.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> livelihood frameworks' principles to analyze interventions and outcomes using diverse models, enabling informed decision-making in sustainable development.	<b>BT 3</b>
<b>CO 4</b>	<b>Examine</b> the strategies for integrating sustainability into livelihood development initiatives and social work practice, contributing to holistic and equitable development outcomes by synthesizing knowledge of sustainable development principles, indicators, goals, national policies, and strategies.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Definition and Conceptualization of Livelihood: Multidimensional concept, livelihood and income; History of Livelihood Promotion in India; The Livelihood Triad; The Household Economy Approach; Livelihood strategies and diversification in developing countries; Livelihood resilience; Common Property Resources (CPRs).	<b>15</b>
<b>II</b>	<b>Sustainable Development:</b> Meaning, Nature and Scope of Sustainable Development; Indicators of Sustainable Development; Sustainable Development Goals; National Policies and Strategies for Sustainable Development; Sustainable Development – need and implications for Social Work Practice.	<b>15</b>
<b>III</b>	<b>Sustainable Livelihood Framework:</b> Understanding Livelihood Framework: Assets/Capitals - Human, Social, Physical, Natural and Financial, Vulnerability Context, Policies and Processes, Livelihood Strategies and Livelihood Outcomes; Different models – DfID and CARE.	<b>15</b>

<b>IV</b>	<b>Livelihood, Security, Programmes and Policies:</b> Livelihood and Sustainability; Livelihood Opportunities and Issues in Rural and Urban Areas; Gender and Livelihood constraints and struggles; Livelihood Intervention: Designing a livelihood intervention; Livelihood Adaptation Strategies – Local Knowledge Systems in Livelihood Adaptation; National Livelihood Missions: Deendayal Antyodaya Yojana – National Urban Livelihoods Mission (DAY-NULM), Aajeevika – Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM)	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

### **Textbooks:**

1. Chambers, R., & Conway, G. (1992). *Sustainable rural livelihoods: practical concepts for the 21st century*. Institute of Development Studies (UK).
2. Datta, S., & Sharma, V. (Eds.). (2011). *State of India's Livelihoods Report 2010: The 4P Report*. SAGE Publications India.
3. Phansalkar (2003) *Livelihoods: Promoting Livelihood Enhancement*, Mumbai: Sir Dorabji Tata Trust.
4. Singh, I. *et.al* (2019). *Livelihood and Sustainable Development in North East India*. Concept Publishing Company Pvt. Ltd.

### **Reference Books**

1. Morse, S., & McNamara, N. (2013). *Sustainable Livelihood Approach: A Critique of Theory and Practice*. Springer Science & Business Media.
2. Scoones, I. (2015). *Sustainable Livelihoods and Rural Development*. Practical Action Publishing.
3. Hussein, K., & Nelson, J. (1998). *Sustainable Livelihoods and Livelihood Diversification. IDS Working Paper*. Brighton: Institute of Development Studies.
4. Solesbury, W. (2003). *Sustainable Livelihoods: A Case Study of the Evolution of DFID Policy - ODI Working Papers*, London: Overseas Development Institute.

### **Additional Readings**

1. Scoones, I. (1998). *Sustainable Rural Livelihoods: A Framework for Analysis*.
2. DfID, U. K. (1999). *Sustainable livelihoods guidance sheets. London: DFID, 445*.
3. Ellis, F. (1998). Household strategies and rural livelihood diversification, *The Journal of Development Studies*, 35 (1), 1–38.
4. Ellis, F. (1999). *Rural Livelihood Diversity in Developing Countries. Evidence and Policy*

**NOTE:**

The notional hours include students' active participation in hands-on fieldwork within community settings, agencies, or other relevant environments, where they will apply theoretical knowledge to real-world situations. Guided by experienced faculty, students will work closely with individuals, families, groups, and communities, gaining firsthand experience in addressing livelihood and sustainability challenges. Through this immersive engagement, they will develop essential professional skills, including community assessment, policy analysis, and livelihood intervention planning. Additionally, they will cultivate meaningful relationships with clients and stakeholders, deepening their understanding of social work practice in diverse cultural and economic contexts while fostering a strong commitment to sustainable development.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>60 Hours</b> Field Visits - 30 Hours Case Study Analysis - 10 Hours Participatory Research - 10 Hours Reflection Exercises - 10 Hours

<b>Subject Name: Tribal Community Development</b> <b>Subject Code: SOW182M804</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 400</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To understand the tribal community, their issues and the policies aimed at their development*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Understand</b> tribes as diverse groups	<b>BT-1</b>
<b>CO2</b>	<b>Identify</b> the issues concerning tribes in contemporary world	<b>BT-2</b>
<b>CO3</b>	<b>Examine</b> the historical tribal movements in India	<b>BT-3</b>
<b>CO4</b>	<b>Appraise</b> the different legal measures for protection of tribes	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Defining Tribes and their classification through nomenclature:</b> Adivasi, Scheduled Tribe, De-notified Tribe, Indigenous People Summarizing the Distribution of Scheduled tribes in India: Racial, linguistic and geographical criteria Contrasting: the lived realities of tribes and their representation in media	<b>15</b>
<b>II.</b>	<b>Determining issues of Tribal Identity:</b> Globalization, Acculturation, Assimilation, Isolation, Sanskritization. Role of Social Work in Tribal Problems: Land Alienation; Deforestation; Migration; Exploitation. Scope of social work: understanding ‘developmental projects for tribes’	<b>15</b>
<b>III.</b>	<b>Distinguishing Tribal Movements in India:</b> Santhal movement, Tana Bhagat movement, Bri movement, Bodo and Naga movement Social Work Interventions and Tribal reform: social, economic and political Linking: United Nations Declaration on the Rights of Indigenous People to India.	<b>15</b>
<b>IV</b>	<b>Identifying:</b> Legislations, Tribal Welfare Policies, Role of Voluntary Organizations in Tribal Development. Social work intervention: Role of social worker in tribal community development.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Textbook:**

1. Nadeem, H. (1999). Tribal India. Palika Prakashan, Delhi.

2. Elwin, V. (Ed.). (1963). A new deal for tribal India. Ministry of Home Affairs.
3. Sah, D. C., & Sisodia, Y. S. (2004). Tribal issues in India. Tribal issues in India.

**Reference Books:**

1. Hasnain, N. (2022). Tribal Problem in Central India, State’s Response and Tribal Resistance. Tribal People of Central India: Problems and Prospects, 13.
2. Hasnain, N. (2015). Tribe and Caste. National Science Digital Library.

**Additional Readings:**

1. Ali, A. I., & Das, I. (2003). Tribal situation in north east India. Studies of Tribes and Tribals, 1(2), 141-148.

**NOTE:**

**Notional Hours of the paper, “Tribal Community Development”, will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organized to evaluate the knowledge they have acquired in the teaching and learning process within the classrooms. Assignment can be given to students to figure out the areas of the society that need social work intervention.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 hours	-	60 hours Field Visit to tribal communities- 15 hours Volunteer Opportunities- 15 hours Guest Lectures- 15 hours Simulation on Tribal Rights Convention- 15 hours

<b>Subject Name: Governance, Law, and Social Work</b> <b>Subject Code: SOW182M805</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To understand the role of legal system in India, the functioning of the government in policy formulation, the legal aid provided for the vulnerable sections of the society.*

**Course Outcomes:**

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Find</b> out the governance structures and its impact on the communities and development.	<b>BT 1</b>
<b>CO2</b>	<b>Relate</b> to the policy and legal frameworks and provisions of the various sections of the society.	<b>BT2</b>
<b>CO3</b>	<b>Apply</b> knowledge and information to educate different vulnerable sections of society by providing legal aid/ assistance.	<b>BT3</b>
<b>CO4</b>	<b>Analyze</b> the existing policy and legal structures that can be used in social work practice.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	Governance and Public Administration: Definition and importance of governance, Types of governance (democratic, authoritarian, participatory), federal framework – separation of powers; Centre state relations; executive, legislature and judiciary; local self-governance – rural and urban; revenue and development administration in India; planning and policy formulation in India (Five-year plans, NITI Ayog), understanding the budget – formulation process and outcome	<b>16</b>
<b>II</b>	Indian judicial system: Indian judicial system, Bharatiya Nyaya Sanhita, 2023, code of criminal procedure (knowledge about crime, criminal courts, FIR, investigation, arrest, complaint, confession), Human rights frameworks in governance.	<b>14</b>
<b>III</b>	Social Legislations: legal provisions for women: constitutional rights of women; {The Protection of Women from Domestic Violence Act, 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013}, Laws for socially disadvantaged and physically and mentally challenged (RPwD Act 2016); legal provisions for children; Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) ACT, 2015, POSCO	<b>18</b>

<b>IV</b>	Legal Aid, legal assistance, social advocacy, and role of social workers in human rights advocacy, Public Interest Litigation, Legal aid and access to justice, Case studies: Landmark legal cases affecting social work.	<b>12</b>
<b>TOTAL</b>		<b>60</b>

**Text Books:**

1. Basu, D. D., Manohar, V. R., Banerjee, B. P., & Khan, S. A. (2015). Introduction to the Constitution of India (pp. 87-9). Gurgaon: LexisNexis.
2. Perry, J. L., & Christensen, R. K. (2015). Handbook of public administration. John Wiley & Sons.
3. Nirmal, Chiranjivi J. (ed.), Human Rights in India: Historical, Social and Political Perspective (2002)

**Reference Books:**

1. Sastry, T. S. N. (Ed.). (2005). India and human rights: reflections. Concept Publishing Company.
2. Kumar, R. (Ed.). (2003). Essays on legal systems in India. Discovery Publishing House.
3. National Law School. 1991. Select Materials on Public Legal Education. Bangalore: National Law School of India University.

**Additional Readings:**

1. Taxmann, (2024), Bharatiya Nyaya Sanhita (BNS) 2023 | Law & Practice. Taxman Publishing
2. Comprehensive Textbook on Bharatiya Nyaya Sanhita 2023' by Kartik Kaushik
3. Gangrade, K. D. (1978). Social Legislation in India. Concept Publishing Company.
4. Lateef, S. (2019). Defining women through legislation. In Forging identities (pp. 38- 58). Routledge.
5. Laxmikanth. M. (202) Governance in India (3<sup>rd</sup> Ed). Mc Graw Hill

**NOTE:**

**Notional Hours of the Paper: For a Law, Governance, and Social Work paper, the notional hours will typically cover, Lectures covering key topics in law and governance. Explanation of legal concepts, case laws, and theoretical frameworks and interactive Q&A sessions to clarify doubts. Debates and discussions on legal principles and current governance issues. Case study analyses with peers and exchange of perspectives on judicial interpretations and policy matters. Research-based writing assignments on legal topics. Case law analysis and legal drafting exercises. Presenting legal topics before faculty and peers. Developing argumentative and analytical skills through structured presentations. Viva-voce/ Oral examinations to assess understanding of the subject. Questions on case laws, legal theories, and governance policies. Evaluation of critical thinking and application of legal knowledge. Periodic assessments to track students' progress. Short-answer and essay-type questions to test conceptual clarity. These activities collectively contribute to the total notional hours of study, ensuring a comprehensive understanding of law and governance beyond mere classroom learning.**

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
Credit = 15 Hours Total = 60 Hours	–	<b>60 Hours</b> Group Discussion- 4 Hours Assignment-10 Hours Project/ Field Study- 30 hours Seminar Presentation- 10 Hours Viva- Voce – 2 Hours Class test -4 Hours