

## BACHELOR OF SOCIAL WORK (BSW)

SEMESTER I					
Course Code	Paper Title	Credit	Int. Mark	Ext Mark	Max marks
BSW101	Communicative English	3	30	70	100
BSW102	Introduction to Social Work	3	30	70	100
BSW103	Understanding Indian Society	3	30	70	100
BSW104	Methods of Social Work	3	30	70	100
BSW105	Field Work Practicum and Viva Voce – I	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>
SEMESTER II					
Course Code	Paper Title	Credit	Int. Mark	Ext Mark	Max Marks
BSW201	Sociology for Social Work Practice	3	30	70	100
BSW202	Human Growth & Development	3	30	70	100
BSW203	Communication Skills for Effective Social Work Practice	3	30	70	100
BSW204	Counseling and Guidance	3	30	70	100
BSW205	Field Work Practicum and Viva Voce – II	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>
SEMESTER III					
Course Code	Paper Title	Credit	Int. Mark	Ext Mark	Max marks
BSW301	Urban & Rural Community Development	3	30	70	100
BSW302	Tribal Community Development in NER	3	30	70	100
BSW303	Peace & Development Studies	3	30	70	100
BSW304	Environmental Studies	3	30	70	100
BSW305	Field Work Practicum and Viva Voce – III	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

SEMESTER IV					
Course Code	Paper Title	Credit	Int. Mark	Ext Mark	Max marks
BSW401	Social Work in Different Settings	3	30	70	100
BSW402	Family and Child Welfare	3	30	70	100
BSW403	Youth and Society	3	30	70	100
BSW404	Culture and Gender	3	30	70	100
BSW405	Field Work Practicum and Viva Voce – IV	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

SEMESTER V					
Course Code	Paper Title	Credit	Int. Mark	Ext Mark	Max marks
BSW501	Fundamentals of Public Health	3	30	70	100
BSW502	Social Legislation	3	30	70	100
BSW503	Social Entrepreneurship Development	3	30	70	100
BSW504	Skills for Social Work Practitioner	3	30	70	100
BSW505	Social Work Research – I	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

<b>SEMESTER VI</b>					
<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>	<b>Int. Mark</b>	<b>Ext Mark</b>	<b>Max marks</b>
BSW601	Social Welfare Administration	3	30	70	100
BSW602	Emerging trends in Social Work	3	30	70	100
BSW603	NGO Management	3	30	70	100
BSW604	Social Work with Person with Disabilities	3	30	70	100
BSW605	Social Work Research – II	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

## **BSW 101 - COMMUNICATIVE ENGLISH**

### **OBJECTIVES**

- Helping students to develop interest on research
- Enabling students to have wide knowledge on one particular topic
- It will improve their writing skills

### **OUTCOMES**

- Students increase their knowledge on the topic they are doing documentation work
- Students can update their information by referring various resource
- Students can thrive themselves in higher studies

### **UNIT 1: GRAMMAR AND USAGES**

- Verbs: auxiliaries and modals, person and number, infinitive and participle, subject verb agreement, adverbs
- Tenses
- Transformation of sentences
- Adjective –possessive & definite

### **UNIT 2: WRITING SKILLS**

- Paragraph writing
- Paraphrasing
- Journalistic report writing
- Report writing – project report, case study, field work report

### **UNIT 3: DOCUMENTATION**

- Importance of documentation
- Types of recording – administrative, process, summary
- Types of documentation – hardcopy & softcopy
- Filing & storage

### **UNIT 4: RESEARCH SKILLS**

- Scholarly style of writing – research articles
- Book review, content analysis
- Recording and transcribing
- Bibliography/ referencing; footnotes/end note

### **UNIT 5: PRACTICAL**

- Oratorical speech

- Motivational speech
- Debate speech
- Mock interview

#### **SUGGESTED READINGS**

- C.A. Shepherd & David Reid Thomas. (1977). Grammar and Composition, Orient Longman.
- Das, Bikram K. (2010) Functional Grammar & Spoken and Written Communication in English. Hyderabad: Orient Longman.
- Dhanavel, S.P. (2010). English and Soft Skills. Hyderabad: Orient Blackswan. 4. E.Albert, History of English Literature, OUP.
- G.C Thornley & Gwyneth Roberts. (1991). An Outline of English Literature, Orient Longman. 6. Geetha Nagaraj. (2009). Write to Communicate. New Delhi: Cambridge University Press (Foundation Books).

### **BSW102 - INTRODUCTION TO SOCIAL WORK**

#### **OBJECTIVES**

- To know the basic concepts of Social Work
- To understand the professional ethics and values of Social Work
- To know about scopes of Social Work

#### **OUTCOMES**

- Students have basic knowledge of Social Work
- Students would recognize the religious value
- Students would imbibe the ethic and values of Social Work
- Students have knowledge on historical growth of Social Work

#### **UNIT-1: BASICS IN SOCIAL WORK**

- Social Work – meaning, definitions, objectives and functions
- Social welfare – meaning, scope and objectives
- Social Service – meaning, difference between social service and social services
- Social Reform – concept of social reform and social action

#### **UNIT-2: RELIGIOUS THOUGHTS AND SOCIAL WORK**

- Religious thoughts – Hinduism, Christianity, Muslim, Buddhism
- Modern Indian social thinkers: Swami Vivekananda, Gandhi and Ambedkar

#### **UNIT-3: BASIC VALUES OF SOCIAL WORK**

- Basic values of human life
- Philosophy of Social Work
- Professional ethics, skills, roles and functions of Social Worker

#### **UNIT-4: HISTORICAL DEVELOPMENT**

- Historical development - Social Work in the west and in India
- Voluntary Social Work and roles of Non-Governmental social welfare agencies

#### **UNIT-5: METHODS AND FIELD OF SOCIAL WORK**

- Methods of Social Work – case work, group work, community organization, social action, Social Work research and social welfare administration.
- Fields of Social Work: labour welfare, medical and psychiatric Social Work, community development, correctional Social Work, youth welfare and school Social Work.

#### **SUGGESTED READINGS**

- Gangrade, K.D., (1976), *Dimensions of Social Work*, New Delhi, Marwah Publications

- Paul Choudry(1964), Introduction To Social Work, Atma Ram and Sons
- Shaikh AzharIqbal,(2005), Principles and practices of Social Work, Sublime publications, Jaipur, India
- Gangrade, K.D,(1976),*Dimensions of Social Work*, New Delhi, Marwah Publications
- Mishra P.D.(1994),*Social Philosophy and Method*, New Delhi, Inter India Publications.

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## **BSW103 – UNDERSTANDING INDIAN SOCIETY**

### **OBJECTIVES**

- To understand the concept of society, social institutions and social dynamics
- To gain insight into the Indian society, the changes therein and its problems
- Understanding the importance of social institution for analysing social problem

### **OUTCOMES**

- Students are able to express conceptual differences between society and culture.
- Students have clear understanding of the dynamics functions of social institutions and structure and systems of the Indian society.
- Students are able to analyze and explain social problems by using theoretical frameworks: how and why social problems develop

### **UNIT I: SOCIETY AND CULTURE**

- Concept of society – definition, major elements of society, individuals, groups, association and institutions
- Definition, characteristic & function of culture
- Social process: competition, cooperation, conflict, accommodation and assimilation

### **UNIT II: SOCIAL INSTITUTIONS**

- Social Institutions – meaning, structure and functions
- Social control: concept and importance
- Agencies of social control – family, state, educational institutions, religion and administration.

### **UNIT III: URBAN AND RURAL SOCIAL PROBLEMS**

- Urban social problems – concept, problems of socialization and isolation, juvenile delinquency, child labour, prostitution, alcoholism, drug addiction, problems of housing and slums
- Rural social problems – concept, illiteracy, poverty, unemployment, untouchability, exploitation and bonded labour, caste dominance and communal riots

### **UNIT IV: SOCIAL CHANGE**

- Meaning, concept and process of social change
- Theories of social change
- Urbanization, industrialization, modernisation, westernization, sanskritization, secularization

### **UNIT V: SOCIAL ANALYSIS**

- Meaning & concept
- Gender analysis, conflict analysis framework,
- PRA – concept and tools of PRA

### **SUGGESTED READINGS**

- Ahuja, Ram. (1993). Indian Social Systems. New Delhi : Rawat Publications.

- Dube, S.C. (1990). Society in India. New Delhi : National Book Trust.
- Giddens, Anthony. (2001). Sociology. Polity: Cambridge Press.
- Johnson, M.M. (1993). Sociology. A Systematic Introduction. New Delhi: Allied Publishers Ltd.
- 5. Kingsley, Davis. (1995). Human Society. New Delhi: Surjeet Publications.

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## **BSW104 – METHODS OF SOCIAL WORK**

### **OBJECTIVES**

- To introduce all the methods in Social Work
- To enable the students to have knowledge on techniques in all the methods of Social Work
- To develop the skills needed in all the methods of Social Work

### **OUTCOMES**

- Students learn to solve the psycho-social problem of a individual
- Students learn to construct interplay of personalities
- Students learn to investigate, mobilizing resources and address the need of a community
- Prevent and evaluate the solution to the mass problem in society

### **UNIT 1: UNDERSTANDING SOCIAL WORK METHODS**

- Methods – concept and meaning
- Primary methods of Social Work
- Secondary methods of Social Work

### **UNIT 2: SOCIAL CASE WORK**

- Definition, objectives, scope, principles
- Components, phases
- Roles of a case worker

### **UNIT 3: SOCIAL GROUP WORK**

- Definition, objectives, scope, principles
- Types of social groups and stages of group work
- Roles of a group worker

### **UNIT 4: COMMUNITY ORGANISATION**

- Definition, objectives, scope, principles
- Steps in community organisation
- Roles of a community organizer

### **UNIT 5: SOCIAL ACTION**

- Definition, objectives, scope, principles
- Strategies and techniques of social action
- Roles of a Social Worker in social action

### **SUGGESTED READINGS**

- Gisalakonpka (1963) - Social group work – A helping process New Jercy: Prentice Hal
- M S Gore (1969)- Social Work Education Asia publishing House.
- Gangrade K D (1971) Community organization in India, Popular Prakasahn, Bombay

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## **BSW105 – FIELDWORK PRACTICUM & VIVA VOCE - I**

In Social work education, field work is very important for getting the professional social work skills. The field practicum will give students the opportunity to take on professional roles in order to learn skills, render services and participate in the provision and development of social work services. The hands-on experience reinforces the student's identification with the purposes, values and ethics of the profession; fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence.

Fieldwork as core component in social work education at a graduation level will give a reality check to the students as they are exposed to agency practice in which they are in a systematically, pre-planned approach to solving problem processes such as study, diagnosis & treatment. The students achieve self-awareness & discipline to use them as a helper & as an agent of change in an individual & group situation. The students develop facilities in the use of organizational structure. They understand structure & policy & how to facilitate such policy through practice. It helps the students to apply the theory & principle of social work into actual practice.

The students acquire social work knowledge & are given an opportunity to try a variety of social work methods, skills & techniques. The students become familiar with the administrative procedure & process. They learn how to run an office, what kind of routine needs to be established, how to facilitate the administrative arrangement, relevant to the discharge of the responsibilities of their own assignment. The students acquire significant substance substitute knowledge in the specified field of practice characterized by the agency. They become acquainted with the causes of the problem & with social welfare programs, agency structure, laws, & policies, related to its solution.

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<b>SEMESTER II</b>					
<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>	<b>Int. Mark</b>	<b>Ext Mark</b>	<b>Max marks</b>
BSW201	Sociology for Social Work Practice	3	30	70	100
BSW202	Human Growth & Development	3	30	70	100
BSW203	Communication Skills for Effective Social Work Practice	3	30	70	100
BSW204	Counselling and Guidance	3	30	70	100
BSW205	Field Work Practicum and Viva Voce – II	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

### **BSW201 – SOCIOLOGY FOR SOCIAL WORK PRACTICE**

#### **OBJECTIVES**

- To understand the basic concepts and theories about society
- To gain knowledge about the contributions of different sociological thinkers
- To acquire skills to identify and critically analyze existing and emerging social problems

#### **OUTCOMES**

- Ability to understand and apply sociological theories to practice
- Ability to analyze social problems and plan Social Work intervention more efficiently.

#### **UNIT I: INTRODUCTION TO SOCIOLOGY**

- Concept of society- meaning, types and characteristics
- Community – rural, urban and tribal communities

- Social organizations - meaning and forms, concept of associations - difference between society, community and association

#### **UNIT II: SOCIAL STRATIFICATION**

- Meaning and functions, caste, class and race
- Social mobility
- Social institutions
- Political institutions

#### **UNIT III: CONCEPT OF CULTURE**

- Culture and society - cultural lag
- Civilization - customs, mores, folkways
- Socialization, social control
- Social processes

#### **UNIT IV: SOCIOLOGICAL THEORIES**

- August Comte, Spencer, Weber, Durkheim, Karl Marx.
- Indian social thinkers - Gandhi, Aurobindo, Vivekanda, Radhakrishnan
- Social change – meaning, theories, causes and resistance.

#### **UNIT V: SOCIAL PROBLEM**

- Concept, and causes
- Social labelling
- Social deviance, social disorganization
- Major social problems - poverty, unemployment, HIV/AIDs, substance abuse, crime.

#### **SUGGESTED READINGS**

1. Bhusan, Vidya & Sachdev, (2006), An introduction to sociology. Allahabad, Kitab Mahal.
2. Harry. M. Johns, (1993). Sociology: A systematic introduction. Chennai: Allied Publications
3. Horton, P.S & Hunt, C. L. (2005). Sociology. New Delhi: Tata McGraw Hill
4. Papa, J.M. et al (2006). A dialectic journey of theory and practice. New Delhi: Sage Publications
5. Ramasamy, P. (2008). General and medical sociology. Chennai: New Millennium
6. Chowdhry, Paul, (1992). Introduction to Social Work. New Delhi: Atmaram & Sons
7. Cox, David & Pawar, M. (2006), International Social Work: Issues, strategies and programmes. New Delhi: Vistaar Publications
8. Friedlander, (2005). Concepts and methods of Social Work. New Delhi: Prentice Hall.

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### **BSW202 – HUMAN GROWTH & DEVELOPMENT**

#### **OBJECTIVES**

- To understand stages of human growth and development- birth to death
- To understand the developmental task of each stage
- To know the difficulties and hazards of each stage

#### **OUTCOMES**

- Students acquire knowledge about the heredity and development
- Students understand change in growth, strength and overall health during early adulthood
- Student learn how to resolve related to the body response to challenging life event during middle age stage

### **UNIT I: STAGES AND DEVELOPMENT OF HUMAN**

- Meaning of growth and development
- Developmental stages –conception, pregnancy and delivery
- Developmental tasks – infancy, childhood

### **UNIT II: PUBERTY**

- Causes and age of puberty- body changes at puberty- effects of puberty changes:
- Developmental tasks of adolescence

### **UNIT III: ADULTHOOD**

- Developmental task of early adult hood – vocational, marital, social adjustments, adjustments to parenthood

### **UNIT IV: MIDDLE AGE**

- Developmental tasks of middle age- social adjustment, adjustment to physical changes, vocational and marital hazards of middle age

### **UNIT V: OLD AGE**

- Characteristics of old age – developmental tasks of old age, adjustments to retirement- adjustment to loss of spouse – life hazards of old age

### **SUGGESTED READINGS**

- Hurlock E B (1975) Developmental Psychology, Tata McGraw-Hill.
- Linda L Davidoff (1976), Introduction to Psychology, McGraw-Hill
- Kuppaswamy B (1990), Child Behaviour and Development, Konark Publishers,

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## **BSW203 - COMMUNICATION SKILLS FOR EFFECTIVE SOCIAL WORK PRACTICE**

### **OBJECTIVE:**

- Obtain a comprehensive understanding of the nature and scope of effective communication while working with people.
- Gain insight into the importance and use of program media as a facilitative tool for effective communication.
- Develop competency in the preparation and appropriate utilization of media strategies to promote effective and goal-oriented communication in groups, and in society

### **OUTCOME:**

- Students are able to achieve a comprehensive understanding of effective communication while working with people.
- Students have a clear understanding of the utilization of media for Social Work practice.

### **UNIT I: COMMUNICATION PROCESS:**

- Meaning,
- Importance
- Scope
- Pre-requisites for practicing effective communication
- Communication attitude, values, and beliefs

## **UNIT II: NATURE, MODEL, AND TYPES:**

- Nature of Communication
- Models of communication
- Types of communication: verbal, writing, gestures, hidden, mass communication versus interpersonal communication
- One way and two-way communication
- Communication style

## **UNIT III: PRINCIPLES AND SKILLS:**

- Principles of effective communication
- Communication skills
- Effective listening and responding
- Understanding and promoting healthy communication patterns

## **UNIT IV: FACILITATION SKILLS:**

- Effective techniques of addressing a group,
- Management of a group
- Dynamics for the realization of a group, goal, and growth
- Methods of facilitating a participatory discussion within a group to take it forward into concrete action

## **UNIT V: MEDIA STRATEGIES:**

- Types of media: print, visual, audio-visual,
- Preparation and appropriate application of media
- Strategies to aid communication while working with people.

## **SUGGESTED READING:**

1. Simon, Christine, Naylor, Belinda, Effective Communication for Managers, 1<sup>st</sup> Edition Cassel, 1997.
2. Goddard, Ken, Informative Writing, 1<sup>st</sup> Edition, Cassel, 1995.
3. Harvard Business School, Effective Communication, United States of America
4. Foster John, Effective Writing Skills, Volume-7, First Edition, Institute of Public Relations (IPR), 2000.
5. Vangelist L. nit, Mark N. Knapp, Interpersonal Communication and Human Relationships, Third Edition, Allyn and Bacon
6. Beebe, Beebe, and Redmond: International Communication, Allyn and Bacon Publishers, 1996
7. ShrinivasanIyenger, Indian Writing English, Sterling Publishers Pvt Ltd

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## **BSW204 – COUNSELLING AND GUIDANCE**

### **OBJECTIVES**

- To let the students, acquire knowledge of the theoretical approaches to counselling.
- To sensitize the students to the attitudes required for the practice of counselling.
- To let students, gain knowledge of practice of Counselling in different settings.

### **OUTCOMES**

- Students show ability to articulate theoretical foundation of counselling in their expressions.
- Students are able to demonstrate peer counselling and guidance skills in classroom and community settings.
- Explore and understand the different theoretical approaches to counselling.

#### **UNIT 1: CONCEPTS AND PHILOSOPHICAL FOUNDATIONS OF COUNSELLING**

- Definition, elements, characteristics, and goals of counselling.
- Evolution of counselling- traditional to modern

#### **UNIT II: THERAPEUTIC COUNSELLING INTERVENTION**

- Psychoanalysis, Adlerian
- Rational emotive therapy
- Cognitive behavioural therapy

#### **UNIT III: COUNSELLING PROCESS AND SKILLS IN COUNSELLING**

- Stage – I – Problem exploration and clarification
- Stage – II – Integrative understanding – dynamic self-understanding
- Stage– III – Facilitation action; developing a new perspective, preferred scenario

#### **UNIT IV: COUNSELLING RELATIONSHIP**

- Qualities of an effective counsellor - regard and respects, authenticity, empathy
- Characteristics of clients, voluntary and non-voluntary clients
- Accepting personal responsibility, realistic levels of aspiration, self-actualization.

#### **UNIT V: SETTINGS OF COUNSELLING AND SOCIAL WORK**

- Community setting, family setting
- School/institutional setting, prison and correctional homes
- Hospital setting, crisis centers, trauma centers

#### **SUGGESTED READINGS**

- Currie, Fr. J. (1989). Barefoot Counselling – A Primer in building relationship. Bangalore: Asian Trading Corp
- Egan, Gerard. (2006). The skilled helper: A problem, management and opportunity, Development Approach to helping. Boston: Wadsworth publishers
- Hough & Margaret. (2006). Counselling skills and theory. UK: Hodder Arnold publishers
- Lapworth, Phil. (2001). Integration in Counselling and Psychotherapy: Developing a personal approach. New Delhi: Sage publications
- Mcleod & John. (2003). Introduction to Counselling. UK: Open university press,

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### **BSW205 – FIELDWORK PRACTICUM & VIVA – II**

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### **BSW301 – URBAN AND RURAL COMMUNITY DEVELOPMENT**

#### **OBJECTIVES**

- To understand the problems of urban community
- To know about urban local self-government and its types
- To understand the local self-administration of rural development and various development agencies working for rural development
- To learn about community development programmes in India and polices

#### **OUTCOMES**

- Better understanding of the urban governance and development issues
- Capable to work for community empowerment by initiating community-based awareness campaigns and advocacy activities
- Ability to promote the community by availing government program and schemes for rural development.
- Enhanced understanding of village governance, power structure, and the nature of community.

#### **UNIT I: COMMUNITY DEVELOPMENT**

- Urban development: meaning and need
- History of urban community development
- Types of urban centres: town, satellite towns, megacity, metropolitan city, parallel city.

#### **UNIT II: PROBLEMS AND CHALLENGES OF URBAN COMMUNITY**

- Prostitution: problems and protection
- Urban slum- causes, characteristics and problems
- Urban health, environment, sanitation problems

### **UNIT III: URBAN GOVERNANCE AND DEVELOPMENT AGENCIES**

- History of urban local self-government in India
- 74th Amendments in the constitution clause
- Types of urban local self-government in India- structure and functions

### **UNIT IV: HISTORY OF RURAL DEVELOPMENT IN INDIA**

- Concept of rural development, characteristics problems of rural communities
- Pre independence and post-independence
- Rural development in India and five-year plan

### **UNIT V: RURAL GOVERNANCE IN INDIA**

- Democratic decentralization: meaning, objective and importance
- PRI: power and functions of PRI, models of PRI (collector model and panchayat model)
- PESA (panchayat extension in scheduled areas) and village council and VDB in Nagaland; structure and functions

### **SUGGESTED READINGS**

- Bala. (2000). Trends in Urbanization in India. New Delhi: Patel enterprises.
- Bhattacharya, B. (2000). Urban Development in India. New Delhi: Shree Publishing House.
- Bhargava, Gopal (Ed.). (1981). Urban Problems and Policy Perspectives. New Delhi: Abhinav Publications.
- Debroy, & kaushik. (2005). Emerging Rural Development through Panchayats: Academics Foundation.
- Jain, S. C. (1967). Community development and Panchayati Raj in India: Allied Publishers.
- Mukerji, B. (1961). Community Development in India: Orient Longmans.

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## **BSW302 – TRIBAL COMMUNITY DEVELOPMENT IN NER**

### **OBJECTIVES**

- To understand the tribal communities and their social systems
- To understand about the socio-economic situation of the tribal communities in the North Eastern India
- To review the development programmes and their impact on the life of the tribal communities

### **OUTCOMES**

- Students have understanding of the working of tribal community and social system and are able to analyse impacts of development interventions
- Have an overall appreciation of socio-economic situations of tribal societies at international, national and local level and are able to identify development gaps and issues
- Ability to critically view on the current development programmes targeted to tribal communities and suggests appropriate strategies and directions.

### **UNIT I: UNDERSTANDING TRIBAL COMMUNITY**

- Concepts – Tribal, Adivasi, indigenous, aborigines
- Tribal social systems and structures - belief systems, culture, kinship, marriage, family, community, socialization

### **UNIT II: DEVELOPMENT ISSUES OF THE TRIBAL COMMUNITIES**

- Land rights, forest laws and tribal development
- Development, displacement and resettlement, migration
- Natural resource management and sustainable development, livelihood, markets.

### **UNIT III: TRIBAL COMMUNITIES AND THE PROCESS OF CHANGE**

- Social, economic, cultural and political process of change
- Globalization and the tribal communities

### **UNIT IV: SOCIO-POLITICAL ISSUES**

- Sixth schedule, autonomy, self-determination, governance and administration of the tribal areas
- Reservation; tribal sub-plan
- Social movements and protests - insurgency, militancy, conflicts and their impact in the North East

### **UNIT V: POLICY AND PROGRAMMES**

- Socio-economic development programmes for the tribal areas and their impact
- Government policy for tribal development
- Future prospects and the role of the Social Worker

### **SUGGESTED READINGS**

- Chandhuri, B. (ed.) *Tribal Development in India*. Delhi: B.R. Publishing
- Chaudhury, Sukant K. & S.M Patnaik. (2008). *Indian Tribes and the Mainstream*. Jaipur: Rawat Publications.
- Furer-Haimendorf, C.V. (1982). *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press
- Madan, D.N. & T.N. Madan. (nd) *Social Antropology*. Noida: Mayur Publications.
- Shah, V.P and Patel, T. (1985). *Social Contexts of Tribal Education*. New Delhi: Concept Publishing Company.

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## **BSW303 – PEACE AND DEVELOPMENT STUDIES**

### **OBJECTIVES**

- To understand the concept of peace and development.
- To familiarize with peace building efforts at international, national and local levels.
- To apply the theories of peace and conflict to the existing local context.

### **OUTCOMES**

- Students are able to have an understanding on peace and development.
- Students are able to map peace building efforts around the world and identify important conflicts in local areas.
- Students are able to identify and explain local conflicts by using theoretical frameworks.

### **UNIT I: PEACE AND CONFLICT ANALYSIS**

- History and evolution of peace and conflict studies and contributions of Marxists and sociologists in the fields: Karl Marx and Lewis Coser, etc.
- Definitions of peace and conflict, types, levels and dynamics of conflicts; conflict management, conflict resolution and conflict transformation
- Development as a strategy to prevent conflict: human basic needs, education, quality of life, etc

### **UNIT II: RELIGION AND PEACE**

- Islam and its approaches to peace
- Hinduism and its approaches to peace
- Buddhism and its peace building approaches
- Christian understanding of peace and approaches

### **UNIT III: GENDER, CONFLICT AND DEVELOPMENT**

- Understanding conflict through gender lenses
- Feminist response to conflict
- Role of women in conflict prevention and development in India
- Linking gender, violence, conflict and development

### **UNIT IV: PEACE AND DEVELOPMENT**

- Peace and sustainable development
- Conflict and development: conflict over land, water and forest
- Nagaland: development and preservation of traditions

### **UNIT V: COMMUNICATION AND CONFLICT MANAGEMENT**

- Communication: types, perception and importance of communication in peace building
- Conflict management skills: Dialogue, mediation, negotiation, litigation, arbitration a special stress on Harvard method of negotiation
- The importance of connectors and dividers in peace building and the principles of peace building.
- Trauma and trauma healing: Approaches to Trauma Healing
- Designing a conflict resolution simulation (practical session in the class room setting, a groups activity)

### **SUGGESTED READINGS**

- Conflict and Development: Arturo Escobar, "Power and visibility: Development and the invention and Management of the Third World", Cultural Anthropology Vol. 3 No 4 Nov, 1988.
- Elster, Jon. (2004). Closing the Books: Transitional Justice in Historical Perspective. Cambridge University Press. Chap. 5 & 6.
- Fisas, V. (1998). Escola de cultura de Pau. [Online] Available at: [http://escolapau.uab.cat/img/programas/cultura/una\\_cpaz.pdf](http://escolapau.uab.cat/img/programas/cultura/una_cpaz.pdf)
- Brauch, Hans Gunter, et al. (2008). Globalization and Environmental Challenges: Reconceptualizing Security in the 21st Century. Berlin: Springer Publication
- Carius, Alexander. (2007). 'Environmental Peacemaking : Conditions for Success.' Environmental Change and Security Project. Report, 12: 59-75

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## **BSW304 – ENVIRONMENTAL STUDIES**

### **OBJECTIVES**

- To understand inter relatedness of human life, living organisms, environment

### **OUTCOMES**

- Students show ability to analyse and understand the interactions between social and environmental processes through assignments

### **UNIT I: THE CONCEPTS AND PERSPECTIVES**

- Ecology, environment and society
- Perspective on environment: Marxist, Rama Chandra Guah
- Indian thought on environment - traditional and Gandhian

### **UNIT II: DEVELOPMENT PROCESSES, ENVIRONMENT ISSUES, AND CONSCIOUSNESS**

- Urbanization and Globalization
- Environment degradation and pollution of natural resources
- Deforestation and ecological imbalance- forestation programmes and policies

**UNIT III: ENVIRONMENT ACTION, MANAGEMENT AND LAW**

- Rio Summit and its implications
- Government policies and programmes for preservation of environment
- Role of traditional, people controlled and waste management

**UNIT IV: CLASSIFICATION OF DISASTER AND DISASTER MANAGEMENT**

- Meaning of natural and human made disasters
- Famine, drought, tsunami and earthquakes and floods, cyclone, storms, and land slides
- Riots, industrial accidents, and road-air-rail accidents and war

**UNIT V: DISASTER RESPONSES, MITIGATION, AND SOCIAL ACCOUNTABILITY**

- Prevention and preparedness: pre-disaster and post-disaster steps
- Social and political dimensions of aid for disasters
- Relief, damage and needs assessment

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**BSW305 – FIELD WORK PRACTICUM AND VIVA VOCE – III**

In Social work education, field work is very important for getting the professional social work skills. The field practicum will give students the opportunity to take on professional roles in order to learn skills, render services and participate in the provision and development of social work services. The hands-on experience reinforces the student's identification with the purposes, values and ethics of the profession; fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence.

Fieldwork as core component in social work education at a graduation level will give a reality check to the students as they are exposed to agency practice in which they are in a systematically, pre-planned approach to solving problem processes such as study, diagnosis & treatment. The students achieve self-awareness & discipline to use them as a helper & as an agent of change in an individual & group situation. The students develop facilities in the use of organizational structure. They understand structure & policy & how to facilitate such policy through practice. It helps the students to apply the theory & principle of social work into actual practice.

The students acquire social work knowledge & are given an opportunity to try a variety of social work methods, skills & techniques. The students become familiar with the administrative procedure & process. They learn how to run an office, what kind of routine needs to be established, how to facilitate the administrative arrangement, relevant to the discharge of the responsibilities of their own assignment. The students acquire significant substance substitute knowledge in the specified field of practice characterized by the agency. They become acquainted with the causes of the problem & with social welfare programs, agency structure, laws, & policies, related to its solution.

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<b>SEMESTER IV</b>					
<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>	<b>Int. Mark</b>	<b>Ext Mark</b>	<b>Max marks</b>
BSW401	Social Work in Different Settings	3	30	70	100
BSW402	Family and Child Welfare	3	30	70	100
BSW403	Youth and Society	3	30	70	100
BSW404	Culture and Gender	3	30	70	100
BSW405	Field Work Practicum and Viva Voce – IV	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

### **BSW401 – SOCIAL WORK IN DIFFERENT SETTINGS**

#### **OBJECTIVES**

- To enable students to understand the different Social Work settings
- To enable students how to identify needs and problems related to different Social Work settings
- To understand the roles of a Social Worker in different Social Work settings

#### **OUTCOMES**

- Students have understanding on different Social Work settings
- Students are able to identify needs and problems of different Social Work settings
- Students have clear knowledge on the roles of a Social Worker in different Social Work settings

#### **UNIT I: SOCIAL WORK IN COMMUNITY SETTING**

- Community – concept, characteristics, structures, systems
- Community organisation – principles, processes
- Programmes and schemes for community development
- Roles of a Social Worker in community setting

#### **UNIT II: SOCIAL WORK IN SCHOOL SETTING**

- Understanding students and their needs
- Students' Problems and its management - stress, infatuation, conflict with teachers, conflict with parents, conflict with peers
- Roles of a Social Worker in school setting

#### **UNIT III: SOCIAL WORK IN CORRECTIONAL SETTING**

- Concept, definition, structures
- Acts, Laws and other legal provisions related to correctional setting
- Rehabilitation and counselling
- Roles of a Social Worker in correctional setting

#### **UNIT IV: SOCIAL WORK IN HOSPITAL SETTING**

- Patient support from admission to discharge
- Family visit and counselling
- Resource linkages to Government agencies and other institutions, health insurance schemes
- Roles of a Social Worker in hospital setting

#### **UNIT V: SOCIAL WORK IN INDUSTRIAL SETTING**

- Understanding industrial setting
- Aging workforce, violence & harassments, occupational hazards
- Rights and duties of an employee and employer
- Roles of a Social Worker in industrial setting

## **SUGGESTED READINGS**

- Jessica Rosenberg. (2009), Working in Social Work: The RealWorld Guide to Practice Settings
- Mark Doel & Steven Shardlow. (2005), Modern Social Work Practice: Teaching and Learning In Practice Settings. Ashgate Publishing
- Kerson, Tabaschwaber, McCoy, Judith L.M. (2016), Social Work in Health Settings: Practice in Context. Routledge

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## **BSW402 – FAMILY AND CHILD WELFARE**

### **OBJECTIVES**

- To impart knowledge on the concept of family, its functions and significance to the society.
- To exchange thoughts on the present/modern trends of family and have understanding on the notions of good practice with children and families.
- To understand the National & International welfare plans meant for children and the families.

### **OUTCOMES**

- Students are able to recollect their position and roles in their family.
- Students have knowledge on the primary institution of the society
- Students have knowledge on the existing policies and programmes related to family and child welfare

### **UNIT I: CONCEPT OF FAMILY**

- The concept of family
- Family as a primary social unit, the functions of family
- Types of family

### **UNIT II: TRADITIONAL & MODERN FAMILY**

- Characteristics of traditional and modern family
- Cultural aspects and the present trends of family
- Effects of industrialisation, westernisation, modernisation and urbanisation on the family

### **UNIT III: SIGNIFICANCE OF CHILDREN AND THEIR ISSUES**

- Significance of children in the family
- Major problems of children in India - Child labour, Street Children, Juvenile Delinquents, Female infanticide, Sexual Abuse of Children

### **UNIT IV: UN DECLARATION FOR CHILDREN**

- The child rearing patterns, emerging philosophy of child development
- UN declaration of the rights of the child
- National policy for children in India

### **UNIT V: NATIONAL & INTERNATIONAL SERVICES**

- Family Welfare Services
- Child development services under the five year plan in India
- National and International agencies in Family Welfare & Child Welfare

## **SUGGESTED READINGS**

- Hurlock, Elizabeth B. (1956), Child Growth and Development. New York (330 West 42nd Street): McGraw-Hill Book Company

- C.N. Shankar Rao, (2006), Sociology Principles of Sociology, S Chand; 6th Rev. Edn. 2006 edition
- Handbook of Social Welfare in India, Profile of Child in India; Ministry of Social Welfare-Government of India
- Child Development in India, Vol. I. & II. – Kumar

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## **BSW403 – YOUTH AND SOCIETY**

### **OBJECTIVES**

- To help students to understand youth and their culture
- To enable students to know about the influential factors in the life of youth
- To improve the knowledge of students on national youth welfare programme

### **OUTCOMES**

- Students have understanding on youth welfare programmes
- Students develop their confidence level to perform as youth welfare officer at national level
- Students organise innovative training programme for youth
- Students develop critical approach in the field of youth welfare

### **UNIT I: YOUTH**

- Definition of youth, demographic profile of youth in India
- Youth welfare programmes
- Role of Social Workers in youth welfare

### **UNIT II: YOUTH CULTURE**

- The values and life styles of youth
- Westernisation, modernisation
- Youth trends – past and present

### **UNIT III: INFLUENTIAL FACTORS IN THE LIFE OF YOUTH**

- Peer influence, family influence, neighbourhood influence, religious influence, political influence
- Unemployment, poverty and youth
- Youth in social services – role of youth in nation building and social change

### **UNIT IV: PROBLEMS OF YOUTH**

- Problems of urban and rural youth
- Alcoholism and drug dependency among youth
- Youth and crime
- Exploitation of youth for communalism and terrorism

### **UNIT V: NATIONAL YOUTH POLICY AND PROGRAMMES**

- National Youth Policy
- National Sports Policy
- National Cadet Corps, National Service Scheme
- Youth hostels and youth clubs

### **SUGGESTED READINGS:**

- Ahuja Ram. 1992. Social problems in India. New Delhi: Rawat publications
  - Rajendra. J, 1992, Modernisation of youth in India, New Delhi: Rawat Publications Pvt. Ltd
  - Saraswathi. S, 1998, Youth in India, New Delhi: ICSSR.
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## **BSW404 – CULTURE AND GENDER**

### **OBJECTIVES**

- To familiarise the students with the concepts of sex and gender
- To introduce the areas of gender disparities prevailing in the society
- To explore how gender inequality intersects with other bases of inequality such as: race, ethnicity, caste class, religion, region, sexual identities, disability, age, etc

### **OUTCOMES**

- Students commit to work towards reconstruction of the gendered values embedded in social system
- Students have understanding on societal institutions and power structures impacting the material realities of women's lives and try to bring change.
- Students have understanding on the gender inequalities

### **UNIT I: CONCEPTUALIZING GENDER**

- Gender, sex and identity
- Gender socialization and gender stereotyping
- Gender stratification and gender discrimination

### **UNIT II: SOCIAL CONSTRUCTION OF MASCULINITY AND FEMININITY**

- Understanding masculinity and femininity
- Politics of masculinity and power
- Images of women in sports, arts, entertainment and fashion industry

### **UNIT III: HISTORY OF WOMEN'S MOVEMENTS**

- Women's movements in developed countries and developing countries
- Women's movements in pre-independence, post-independence and contemporary debates in India
- Women's movements and participation in North East India

### **UNIT IV: WOMEN EMPOWERMENT AND DEVELOPMENT**

- Women's Health – health status of women in India, factors influencing health and Nutritional status.
- Women's Education – gender diversities and disparities in enrolment, curriculum content, dropouts, profession and gender.
- Women Entrepreneurship- Self-help Groups and Micro Credit

### **UNIT V: WOMEN, LAW AND GOVERNANCE**

- International Conventions and Legislations related to women's rights
- Constitutional provisions for women in India.
- Crime against women and child: Child abuse, violence, human trafficking, Sexual Harassment at Workplace Act, 2013 – Legal protection

### **SUGGESTED READINGS**

- Holmes M (2007). "What is Gender". New Delhi, Sage Publications
- Kimmel S Michael (2004) "The Gendered Society: Reader". Oxford: Oxford University Press.
- Arora P (2011). "Gender and Power". Delhi, Pacific Publication.
- Thapar-Bejorkert, S. (2006) "Women in the Indian national movement: Unseen faces and unheard voices, 1930-1942". CA, Sage publications
- Gandhi, N. & Shah, N. (1992) "Theory of practice of contemporary women in India". New Delhi, Kali for Women.
- Sen, I. (1990) "A Space Within a Struggle – Women's Participation in Peoples Struggles". New Delhi, Kali for Women.

## BSW405 – FIELD WORK PRACTICUM AND VIVA VOCE - IV

In Social work education, field work is very important for getting the professional social work skills. The field practicum will give students the opportunity to take on professional roles in order to learn skills, render services and participate in the provision and development of social work services. The hands-on experience reinforces the student's identification with the purposes, values and ethics of the profession; fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence.

Fieldwork as core component in social work education at a graduation level will give a reality check to the students as they are exposed to agency practice in which they are in a systematically, pre-planned approach to solving problem processes such as study, diagnosis & treatment. The students achieve self-awareness & discipline to use them as a helper & as an agent of change in an individual & group situation. The students develop facilities in the use of organizational structure. They understand structure & policy & how to facilitate such policy through practice. It helps the students to apply the theory & principle of social work into actual practice.

The students acquire social work knowledge & are given an opportunity to try a variety of social work methods, skills & techniques. The students become familiar with the administrative procedure & process. They learn how to run an office, what kind of routine needs to be established, how to facilitate the administrative arrangement, relevant to the discharge of the responsibilities of their own assignment. The students acquire significant substance substitute knowledge in the specified field of practice characterized by the agency. They become acquainted with the causes of the problem & with social welfare programs, agency structure, laws, & policies, related to its solution.

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SEMESTER V					
Course Code	Paper Title	Credit	Int. Mark	Ext Mark	Max marks
BSW501	Fundamentals of Public Health	3	30	70	100
BSW502	Social Legislation	3	30	70	100
BSW503	Social Entrepreneurship Development	3	30	70	100
BSW504	Skills for Social Work Practitioner	3	30	70	100
BSW505	Social Work Research – I	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

## BSW501 – FUNDAMENTALS OF PUBLIC HEALTH

### OBJECTIVES

- Understand the concept of public health and related terminologies.
- Realize the evolution and structure of the public health system in India.
- Identify the public health issues and needs facing the country and design Social Work interventions.

### OUTCOMES

- The concept of public health and its multi-dimensional approaches
- The need and evolution of public health approach in the Indian context
- The structure and functioning of the public health system in the country
- The public health issues and its related challenges and interventions

### UNIT 1: CONCEPT OF PUBLIC HEALTH

- Community health, Preventive and Social Medicine (PSM), Health management
- Historical development of public health,

- Basics of epidemiology - distribution, determinants and basic measures of health, health indicators

#### **UNIT 2: HEALTH SYSTEM & SERVICES**

- Structure, function and organization of health services in India: primary, secondary and tertiary healthcare
- Voluntary sector organizations in the implementation of health services in India
- Overview of the various National health programmes.

#### **UNIT 3: NUTRITION AND HEALTH**

- Nutrition, deficiency and diseases
- Prevention and treatment of disease
- Approaches for prevention and promotion of health, curative and rehabilitative services.

#### **UNIT 4: HEALTH POLICIES AND HEALTH PLANNING**

- National Health Policy
- National Health Mission
- National Mental Health Program

#### **UNIT 5: STRATEGIES AND APPROACHES IN PUBLIC HEALTH**

- Health education and behaviour change communication strategies
- Capacity building and training
- Resource mobilization - National and International agencies

#### **SUGGESTED READINGS**

- National Health Policy. New Delhi: Ministry of Health and Family Welfare.(1983)
- National Health Policy. New Delhi: Department of Health Ministry of Health and Family Welfare.(2002).
- Ashton, J. and Seymour, H. (1988). The New Public Health. Philadelphia: Open University Press.
- Breslow, L. (2002). Encyclopedia of Public Health. New York: Macmillan Reference USA 5.
- Butrym, Zofia and Horder, John (1983). Health, Doctors and Social Workers, London: Routledge and Keagan Paul.

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### **BSW502 – SOCIAL LEGISLATION**

#### **OBJECTIVES**

- To acquire knowledge about social reforms, and social legislation and critically understand their role in controlling the social problems.
- This course is to help learners understand the legal systems and procedures of people welfare in India.

#### **OUTCOMES**

- It helps in understanding the processes in different legislations and develops skills for the same.
- Help students to understand the legal systems and procedures of people welfare in India
- Gain insight into the problems faced by women and children and remedial measures through legislation.

### **UNIT I: INTRODUCTION TO SOCIAL LEGISLATION**

- Concept, nature, scope of Social Legislation
- Social Welfare & Social Charge - Concepts of Social Justice - Social assistance - Social Security
- Directive Principles of State Policy

### **UNIT II: SOCIAL LEGISLATION AND SOCIAL CHANGE**

- PIL and RTI– Advocacy
- Legal Aid concept, need and schemes
- Consumer Protection Movement, Consumer Court

### **UNIT III: SOCIAL LEGISLATION FOR WEAKER SECTION**

- Social legislation relating to the physically, mentally & socially handicapped persons,
- Rights of SC/ST
- Legislations relating to the welfare of the children & women.

### **UNIT IV: LEGAL PROVISIONS**

- Dowry prohibition act
- Immoral Trafficking Act
- Domestic Violence Prevention Act

### **UNIT V: SOCIAL LEGISLATION AND SOCIAL WORK**

- Legislation and Social Work
- Role of Social Worker in promoting Social Justice.

### **SUGGESTED READINGS**

- Agarwal. R.K, (2016) Indian Law, Central Law Agency, Allagabad
- Gangrade K.D, (1978), Social legislation in India, Impact Social Legislation on social change. Concept Publishing Company
- Social Legislation - Its role in social welfare - Government of India, New Delhi, Publication Division.

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## **BSW503 – SOCIAL ENTREPRENEURSHIP DEVELOPMENT**

### **OBJECTIVES**

- To understand the concept and need of third sector in development.
- To develop understanding about social entrepreneurship.
- To get exposure to social enterprises.
- To strengthen the competence in social entrepreneurship.

### **OUTCOMES**

- Students have understanding on the need and importance of third sector in development.
- Students have knowledge and skills about social entrepreneurship.
- Students learn how to identify different types of social enterprises and its significance.
- Students are able to plan and develop strategies for financial management of social enterprises.

### **UNIT 1: CONCEPT AND DEFINITION**

- Concept, definition and types of entrepreneurships and social entrepreneurship
- Need and importance of social entrepreneurship.
- Networking between NGO and State

### **UNIT 2: SOCIAL ENTREPRENEURSHIP AND SOCIAL CHANGE**

- Social entrepreneurship Vs business entrepreneurship

- Social entrepreneurs and social change – qualities and traits of social entrepreneurs.
- Select case studies of Indian Magsasay award winners as social entrepreneurs – Ela Bhatt, M.S. Swaminathan, Vargheese Kurien

### **UNIT 3: SOCIAL ENTERPRISES**

- Concept, definition, importance of social enterprises
- Similarities and differences between social enterprises and Non-profit Organisation
- Types of social enterprises
- Case studies of Indian social enterprises.

### **UNIT 4 – FINANCIAL MANAGEMENT**

- Angel investors
- Accounting and book keepings
- Financial audit and reporting
- Income Tax

### **UNIT 5: SOCIAL MARKETING**

- Understanding social marketing–distinguishing social from commercial marketing
- Principles of social marketing
- Analysing social marketing environment- developing culturally sensitive interventions

### **SUGGESTED READING**

- Alex Nicholls, (2006), Social Entrepreneurship: New Models of Sustainable Social Change, New York: Oxford University Press.
- David Bornstein, (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas, New York: Oxford University Press.
- Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non-Profit Organizations, New York: Harper & Row.
- Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non-Profits – A Tool kit for Social Entrepreneurs, New York: John Wiley and Sons.
- Peter Drucker (1990), Managing the Non-Profits Organizations: Practices and Principles, New York: Harper Collins.

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## **BSW504 – SKILLS FOR SOCIAL WORK PRACTITIONER**

### **Objectives:**

- To help the student look into self as a person and a professional
- To enhance the personal qualities and capacities of the social work student
- To develop positive relationship skills of the student.

### **Outcome:**

- Students are guided to become aware of themselves as a person and a professional
- Students are formed to further develop their qualities and capacities as social workers
- Students learnt positive relationship skills to be able to develop relationship with community people and individuals

### **UNIT- 1: Basics of Life Skills**

- Definition, Need and importance of Life Skills, Types of Life Skills
- Methods of imparting Life Skills. Self Esteem and Self Efficacy.
- Self-Awareness and empathy through SWOT Analysis, Johari Window.
- Postitive Attitude towards oneself and others.

**UNIT- II: Coping with emotions**

- Emotional Intelligence & Empathy (Daniel Goleman).
- Handling Negative Criticism, Hurt feelings and Anger.
- Mind- Body relationship-Promoting wellness through Pranayama, Yoga, Meditation Exercises and Recreation. Developing Spirituality and Life Purpose.

**UNIT-III: Thinking & Coping Skills**

- Critical Thinking, Creative thinking, Problem Solving & Decision Making, Coping with Stress. Negotiation skills
- Managing diversity in cross cultural settings.

**UNIT- IV: Education**

- Goal setting, Time Management, Study skills and memory techniques, Examination preparation. Career choice.
- Work Ethics- Reliability, Self-presentation, Personal responsibility, sustaining motivation in work.
- Leadership skill, Team Work with colleagues, Enhancing team performance.

**UNIT- V: Effective communication and interpersonal skills**

- Exploring peer relations, Handling negative peer pressure.
- Managing relationship problems. Responsible sexual behaviour.
- Handling stigma & discrimination. Assertive behaviour. Etiquettes and Manners.

**Suggestive Readings:**

1. Atkinson, Jacqueline. 1993. Better Time Management. New Delhi: Indus.
2. Bishop Sue, 1996, Develop Your Assertiveness, New Delhi: Kogan Page India Pvt. Ltd.
3. Clements Phil, 1998, Be positive, New Delhi: Kogam Page India Pvt. Ltd.
4. D' Souza Anthony, 1995, Leadership, Mumbai: Better Yourself Books.
5. Davar S. Rustom, 1996, creative Leadership, New Delhi: UBS Publishers Ltd.
6. Gupta Seema, 2001, Etiquette and Manners, Delhi: Pustak Mahal.
7. Haski Hurt, 1995, Motivating People, Delhi, Pustak Mahal.
8. Iyengar, BKS. 2005. The Art of Yoga. New Delhi: Harper Collins.
9. Johnson David, Johnson P. Frank, 1982, Joining Together: Group Theory and Group Skills, New Jersey: Prentice- Hall Inc.
10. Lindenfield Gael, 1997, Assert Yourself, New Delhi: Harper Collins Publishers India Pvt. Ltd.
11. Lundlow, Ron & Fergus Panton. 1995. Effective communication. New Delhi: Prentice- Hall of India Private Ltd.
12. Maheswari, G.D.2000. Complete Guide to Career Planning. New Delhi: s. Chand & Company Ltd.
13. McGrath, E.H., 1997, Training for Life and Leadership in Industry, New Delhi: Prentice Hall of India Pvt. Ltd.
14. Nelson, Richards & Jones, 1990, Human Relationship Skills, Mumbai: Better Yourself Books.
15. Pestonjee, D.M. 1999. Stress and Coping 2nd Ed. New Delhi: Sage Publications Ltd.
16. Rangnekar Sharu, 1996, In the World of Corporate Managers, Delhi: Vikas Publishing House Pvt.Ltd.
17. Sing, Dalip. 2006. Emotional Intelligence at work 3rd Ed. New Delhi: Response Books.
18. Stogdon, Chris & Robin, Kiteley. 2010. Study Skills for Social Workers. New Delhi: Sage Publications Ltd.
19. Sudha, Datar. 2010. Skill Training for Social Workers. New Delhi: Sage Publications Ltd.
20. Vas S.R. Luis, 2001, Discover the power of your Inner Self, Mumbai: Better Yourself Books.

## **BSW505 – SOCIAL WORK RESEARCH – I**

### **Objectives**

- To enable students to recognize and utilize research as a problem solving process in Social Work practice
- To develop a scientific approach for a systematic procedure in the problem solving process
- To develop ability to utilize the research process in terms of conducting a simple and need based survey

### **Outcome**

- Ability to be an efficient and resourceful member of a research team in government and non-government organizations.
- Workable knowledge of conducting survey, analyse and present the report.

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

- Concept, meaning and nature of research
- Research as a method of Social Work
- Differences between Social Work research and social research
- Ethical Issues in social work research

### **Unit II: Approach, Types of research Design, and Research Process**

- Quantitative and qualitative research
- Types of research design- exploratory, descriptive, diagnostic, experimental etc
- Identification and formulation of research problem, objectives, formulation of research hypothesis

### **Unit III: Sampling methods, Sources of Data, Tolls of data collection**

- Probability and non-probability sampling methods and techniques
- Universe/ study population, sampling size
- Sources of data- primary and secondary
- Tools- questionnaire, interview schedule, interview guide- structured, unstructured, observation etc

### **Unit IV: Data analysis and processing of data**

- Editing and coding
- Classification, tabulation, frequency distribution
- Diagrammatic and graphic presentations
- Data analysis, interpretation, and report writing

### **Unit V: Importance of Statistics in social work research**

- Measures of central tendency- Mean, Median, Mode
- Measures of dispersion- range, interquartile range, and standard deviation
- Measures of correlation
- Introduction to SPSS- practical

### **Suggested Readings**

1. Ahuja Ram. (2003). Research Methodology: Methods and Techniques. Jaipur: Rawat Publication.
2. Alston, M. Bocoles, W. (2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
3. Andrews, Richard. (2005). Research questions. London: Continuum
4. Babbie, E. (ed) (2004). The practice of social research, Thomson Wadsworth, Belmont (USA).
5. Denzin, N.K., Lincoln, Y.S. (ed). (1994). Handbook of qualitative research. New Delhi: Sage Publications.
6. Gupta. S.P. (1985). Statistical Methods. New Delhi: Sultan Chand & Sons Publishers
7. Kidder, Louise H. (1981) Research Methods in Social Relations, New York: CBS
8. Kothari, C. R. (2004) Research Methodology: Methods & Techniques. New Delhi: New age International Publishers

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<b>SEMESTER VI</b>					
<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>	<b>Int. Mark</b>	<b>Ext Mark</b>	<b>Max marks</b>
BSW601	Social Welfare Administration	3	30	70	100
BSW602	Emerging trends in Social Work	3	30	70	100
BSW603	NGO Management	3	30	70	100
BSW604	Social Work with Person with Disabilities	3	30	70	100
BSW605	Social Work Research – II	10	30	70	100
<b>Total</b>		<b>22</b>	<b>150</b>	<b>350</b>	<b>500</b>

### **BSW601 – SOCIAL WELFARE ADMINISTRATION**

#### **OBJECTIVES**

- To acquire basic knowledge in Social Welfare Administration.
- To develop an understanding of Social Welfare Administration and its approaches.
- To know how to evaluate Social Welfare schemes and programmes.

#### **OUTCOMES**

- Students get acquainted with concept and scope of Social Welfare Administration.
- Students learn the qualities and skills of Social Welfare Administration.
- Students have understanding on the Government contributions towards social welfare.

#### **UNIT I: CONCEPT AND SCOPE OF SOCIAL WELFARE ADMINISTRATION**

- Social Welfare Administration – concept, definition, objectives, principles and scope

#### **UNIT II: FUNCTIONS OF SOCIAL WELFARE ADMINISTRATION**

- Administration – planning, organizing, staffing, direction, coordination, reporting, budgeting
- Decision making, leadership and communication
- Implementation of Social Policies and Schemes

#### **UNIT III: IMPORTANCE AND MAINTENANCE OF PERSONNELS**

- Personnel administration –concept, staff selection, orientation, placement, staff morale, supervision, evaluation, public relations, fund raising

#### **UNIT IV: VOLUNTARY SOCIAL WELFARE ORGANISATIONS**

- Voluntary social welfare organizations -structure, functions and problems of voluntary organizations in India
- Role of voluntary organizations in social change
- Functioning of boards and committees.

#### **UNIT V: SOCIAL WELFARE ORGANISATIONS**

- Central Social Welfare Board and State Social Welfare Advisory Board
- Departments of Social Welfare at the Centre and State levels – programmes, Activities, functions, aiding process.

#### **SUGGESTED READINGS**

- Batattacharianjay, (2009), Social Work administration and development, New Delhi, Rawat.
- Choudry .D. Paul, (1971), Voluntary Social welfare in India, New Delhi, sterling.
- Rameshwari Devi, (2001), Social Welfare Administration, Jaipur, Mangal deep publication
- Sachdeva D.R (1992), Social Welfare Administration in India, Allahabad, kitab Mahal

## **BSW602 – EMERGING TRENDS IN SOCIAL WORK**

### **OBJECTIVES**

- To understand the new ideas, concepts, and areas of Social Work practice.
- To gain knowledge, conceptual clarity and field-based reality of emerging issues and trends of Social Work.
- To generate awareness about changing scenario of Social Work field.

### **OUTCOMES**

- Students have understanding on how to effectively work with people belonging to different culture and background.
- Students have ability to adapt to and understand the role of Social Worker in different setting and deliver better services

### **UNIT I: APPROACHES TO SOCIAL WORK PRACTICE**

- Introduction of Gandhian Approach
- Western/ Christianity Approach
- Indigenous/Tribal Approach and professional approach of Social Work practice
- Spirituality and Social Work

### **UNIT II: MODELS OF SOCIAL WORK PRACTICE**

- Clinical model
- Ecological model
- Integrated model, Eclectic model
- Participatory model

### **UNIT III: TRENDS IN HEALTH AND SCHOOL SOCIAL WORK**

- Concept and role of medical Social Worker, and health counsellor
- Psychiatric Social Work.
- Concept of school Social Worker
- Role and responsibilities of warden, rector and superintendents of school hostels

### **UNIT IV: TRENDS RELATED TO PROTECTION AND SAFEGUARDS**

- Concepts of Advocacy, Social Legislative activism
- Child Rights, Human Rights, Legal Aid,
- Social Justice, Social Security
- Harmony and Humanity

### **UNIT V: EMERGING NEEDS OF SOCIAL WORK**

- Networking, Professional Identity
- Professional Association
- Uniformity in Practices
- Legal and ethical standards.

### **SUGGESTED READINGS:**

- Chaudhary D. P. (2000). Fields of Social Work. New Delhi: Sage Publication.
  - P. Vankata Rao. (2013). Social Work Emerging Concerns and Challenges. Delhi: Mangalam Publication.
  - Frederic G. Reamer. (2005). Social Work Values and Ethics (Second Edition). Jaipur: Rawat Publication.
  - Gautam P. R. and Singh R. S. (2011). Modern Trends in Social Work. New Delhi: Centrum Press.
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## **BSW603 – NGO MANAGEMENT**

### **OBJECTIVES**

- Acquire basic knowledge about NGO and its functions
- Develop an understanding about the project planning, formulation and implementation.
- Gaining knowledge about fund raising techniques and project proposal writing

### **OUTCOMES**

- Students have knowledge on NGO Management.
- Students have understanding about various challenges of Voluntary organisations.
- Students have the ability to find out the causes of the problem and develop intervention plan

### **UNIT I: NGO - HISTORY, TYPES AND NEEDS**

- Non-Government Organisation -definition, meaning, objectives, principles
- Historical development of NGOs in India.
- Need for NGOs, types of VOs, role of an NGO in nation building

### **UNIT II: REGISTRATION, BY LAWS PREPARATION AND MONITORING MECHANISM OF NGO**

- Registration and Establishment of NGOs: Societies Act, Trust Act, Company's Act (Sec. 25)
- Memorandum of Association, Rules and Regulations and Legal Status of NGO
- Monitoring Mechanism adopted by Governments – Audit, reporting to Registrar, Home Ministry

### **UNIT III: PROJECT MANAGEMENT**

- Project Identification –conceiving project idea, data collection, feasibility study, baseline data, data compilation and analysis
- Project Formulation – problem statement, project description, goal & objectives, strategies, expected results, activities, budget
- Project Implementation

### **UNIT IV: FUND RAISING AND RESOURCE MOBILIZATION**

- Budgeting - meaning, steps, important items in budget
- Resource Mobilization –Central and State Government Assistance, Income Generation Programmes (IGP), other assistance
- Financial Management

### **UNIT V: PROJECT MONITORING& EVALUATION**

- Project Monitoring& Evaluation - aims, objectives, purposes, process of conducting monitoring and evaluation
- Logical Frame Analysis (LFA)

### **SUGGESTED READINGS**

- Kumar.A. (2003), Social change through NGO'S, Anmol Publishers
  - Kandasamy.M 1998 Governance and Financial Management in Non – Profit Organization, New Delhi, Caritas India
  - Mukherjee, 1995 Participatory Rural Amitarva (Ed) Appraisal: Methods and Application In Rural Planning, New Delhi, Vikas
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## **BSW604 – SOCIAL WORK WITH PERSON WITH DISABILITIES**

### **OBJECTIVES**

- To expose to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.
- To become aware of society's perception and attitude towards disabled persons.
- To understand issues and challenges faced by disabled

### **OUTCOMES**

- Enable students to develop a positive approach towards people with disabilities.
- Students would have gained knowledge and understanding about disability history, rights, policies, and contemporary issues.
- Students will demonstrate improved skills in working with people with disabilities, and increased ability to understand individual and family concerns.

### **UNIT I: INTRODUCTION TO THE CONCEPT OF DISABILITY**

- Definition / meaning of impairment, disability, handicap, exceptional child and differently able
- Classification of disabilities, advantages, disadvantages, misconceptions and attitudes towards the disabled.
- Labelling, changing concept of disability

### **UNIT II: SENSORY IMPAIRMENTS**

- Definition, identification, classification, characteristics of visual impairment
- Causes and prevention of visual impairment
- Definitions, identification, classification, characteristics of hearing impairment
- Causes and prevention of hearing impairment.

### **UNIT III: DEVELOPMENTAL DISABILITIES**

- Definitions, misconceptions, identification and characteristics of mental retardation
- Causes, and classification of mental retardation
- Definitions, misconceptions, causes, identification and characteristics of autism and ADHD.

### **UNIT IV: LOCOMOTORS DISABILITIES**

- Definitions, causes, classification of physical disabilities.
- Misconceptions, identification and characteristics of physical disabilities

### **UNIT V: REHABILITATION OF PERSONS WITH DISABILITIES LEGAL PROVISIONS**

- PWD Act, Rehabilitation Council of India (RCI)
- Role of government (concessions, schemes) NGO, INGO, and Social Workers for persons with disability

### **SUGGESTED READINGS**

- M.N.G Mani & M.B. Jaiganesh, 2010. UDIS Forum, Coimbatore
  - Moore, (2005) Researching disability issues, Open University, London
  - Albrecht G.L, Katherine D Seelman & Michael Bury, (2001) Hand Book of disability Studies, Sage, London
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## **BSW605 – SOCIAL WORK RESEARCH - II**

Social Work is a practice-based profession. Despite good intentions and the pursuit of the “social good,” social work can often lack accurate measurements of effective practice. Considering these shortcomings, social work must develop more intervention research that emerges from practice in order to maintain competency and proficiency. In order to search answers to questions raised regarding instructions or treatment effectiveness in social work practice, research is essential.

Social work research in BSW course is all about application of research methods to the production of knowledge that the social workers need to solve problems they confront in the practice of social work. The knowledge is useful in appraising the effectiveness of methods and techniques of social work. It provides information that can be taken into consideration by social workers prior to making decisions that affect their clients, programmes or agencies such as use of alternative intervention techniques or change or modification of programme, and so forth.

Social work research offers an opportunity for all social workers to make a difference or modification in their practice. Social Work research seeks to accomplish the same humanistic goals, as does a social work method. Lastly, it explains the methodology of social research and illustrates its applications in social work settings.