

MANIPUR UNIVERSITY  
CANCHIPUR, IMPHAL – 795003



**Program Structures and Syllabus for**

**Four Years**

**BACHELOR OF SOCIAL WORK (BSW)**

**(Bachelor Certificate, Bachelor Diploma, Bachelor Degree and Bachelor Honour)**

**As per National Education Policy (NEP) 2020 Ordinance**

(As Approved by the Academic Council vide Office Order No. 327 of 2022)

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

The specific aims of the Social Work Course are:

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

LEARNING OUTCOME OF BSW:

The Bachelor of Social Work program aims to impart the following knowledge, understanding, skills, attitudes and values, during Bachelor of Social Work degree course:

- (A) Identify as a professional Social Worker and conduct oneself accordingly
- (B) Apply social work ethical principles to guide professional practice
- (C) Apply critical thinking to inform and communicate professional judgments
- (D) Engage diversity and difference in practice
- (E) Advance human rights and social and economic justice
- (F) Engage in informed research practice and practice informed research
- (G) Apply knowledge of human behavior and the social environment
- (H) Engage in research informed practice to advance social and economic well being and to deliver effective social work services
- (I) Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities

## II. Courses of Bachelor of Social Work:

As per NEP Ordinance the following are components of BSW courses.

1. **Core Course (CC)** : Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.

Core (Credit)	Semester	Course Title	External & Internal
BSW C101(6)	I	Foundation of Social Work	
BSW C102(6)	I	<b>Fieldwork (Orientation Visit)</b>	
BSW C201 (6)	II	Introduction to Society for Social Work	
BSW C202(6)	II	<b>Fieldwork (Concurrent)</b>	
BSW C301(6)	III	Social Case Work	
BSW C302(6)	III	Social Group Work	
BSW C303(6)	III	<b>Field Work (Concurrent &amp; Block placement)</b>	
BSW C401(6)	IV	Community Organization	
BSW C402(6)	IV	Social Action and Movements	
BSW C403(6)	IV	<b>Fieldwork (Concurrent &amp; Rural Camp)</b>	
BSW C501(6)	V	Social Work Research	
BSW C502(6)	V	<b>Field Work (Concurrent &amp; Block placement)</b>	
BSW C601(6)	VI	Social Welfare Administration	
BSW C602(6)	VI	<b>Field Work (Concurrent &amp; Block placement)</b>	
BSW C701(6)	VII	Human Growth and Development	
BSW C702(6)	VII	<b>Field Work (Concurrent &amp; Block placement)</b>	
BSW C801(6)	VIII	Social Policy, Planning and Development	
BSW C802(6)	VIII	Law and Social Work	

## 2. Generic Elective Course (GEC):

A Generic Elective course focuses on those courses which add generic proficiency to the students. An elective may be 'Discipline Centric' or an 'Open Elective.' The latter may be chosen from an unrelated discipline and gives flexibility to the departments to select in the University.

GEC	Semester	Course Title	External & Internal
BSWG304(a)(6)	III	Understanding Persons with disability	
BSWG304(b)(6)		or Mental Health	
BSWG404(a)(6)	IV	Social Work with Elderly	
BSWG404(b)(6)		or Social Work with Youth	
BSWG504(a)(6)	V	Disaster Management	
BSWG504(b)(6)		or Regional Issues	
BSWG604(a)(6)	VI	Child rights	
BSWG604(b)(6)		or Human Development	
BSWG704(a)(6)	VII	Counseling Skills	

BSWG704(b)(6)		or Social legislation		
BSWG804(a)(6)	VIII	Social Issues		
BSWG804(b)(6)		or Corporate Social Responsibility		

### 3. Ability Enhancement Compulsory Course (AECC):

In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose two subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects termed as AECC consist of the courses in Communicative English and another on Social Work and Media and Information Literacy. The latter includes study conventional and contemporary media to be used in working with communities.

AECC	Semester	Course Title	External & Internal	
BSWA103(4)	I	English/MIL		
BSWA203(4)	II	Environmental Science		

### 4. Skill Enhancement Course (SEC):

The social work stream offers skill enhancement courses that help the students to enhance their knowledge and develop their skills for getting employment or for self-employment related to social welfare, development and allied areas.

SEC	Semester	Course Title	External & Internal	
BSW S104(a)(4)	I	Communication skills		
BSW S104(b)(4)		or Media and Social work		
BSW S204(a)(4)	II	Project Management		
BSW S204(b)(4)		or Social Entrepreneurship		

### 5. Discipline Specific Elective (DSE):

Students will have to opt for DSEs that will equip them with practical knowledge. These DSE courses are value addition to the students of social work in strengthening their knowledge and skills and in doing so be able to follow their interest.

One DSE course is on writing of a dissertation in Semester Six and to give an experience of hands-on learn of the techniques and skills of research. The other four DSE courses (two in Semester V and One in Semester VIII) give the student the choice to pick from a basket. These clusters are furthering their knowledge of streams of social work practice and therefore help them

pursue their individual learning needs.

DSE	Semester	Course Title	External & Internal	
BSW D503(a)(6)	V	Gender Studies		
BSW D503(b)(6)		or Tribal studies		
BSWD603(a)(6)	VI	Migration		
BSW D603(b)(6)		or Cross border issues		
BSW D703(a)(6)	VII	Urban Studies		
BSW D703(b)(6)		Or Public Health		
BSW D803(a)(6)	VIII	Project work/Dissertation		

#### 6. Field Work Practicum (FWP):

Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Field work is a practical experience which is deliberately arranged for the students through activities such as Orientation visit, Concurrent placement, Block placement and Rural camp. Rural camp will acquaint the students with rural and tribal scenario and their socio-economic and cultural aspects of life. They will in this manner get familiarized with group dynamics and power structures in a rural community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The camp trains students in the art of organizing and managing activities and events relating to camp.

In field work, field will be a situation (a social welfare and/or development agency or open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods, principles, skills and techniques under the guidance of faculty of the respective college and practitioner of the agency.

The field work practicum has been developed to achieve the following objectives:

Code	Field Work Assessment			
BSWC102	Semester I	Fieldwork(Orientation Visit)	Reports and viva voce	70%
			Presentation	30%
BSWC202	Semester II	Fieldwork (Concurrent)	Reports and viva voce	70%
			Presentation	30%
BSWC303	Semester III	Fieldwork (Concurrent & Block placement)	Reports and viva voce	70%
			Presentation	30%
BSWC403	Semester IV	Fieldwork (Concurrent & Rural Camp)	Reports and viva voce	70%
			Presentation	30%
BSWC502	Semester V	Fieldwork (Concurrent & Block placement)	Reports and viva voce	70%
			Presentation	30%
BSWC602	Semester VI	Fieldwork (Concurrent &	Reports and viva voce	70%

		Block placement)	Presentation	30%
BSWC702	Semester VII	Fieldwork (Concurrent & Block placement)	Reports and viva voce	70%
			Presentation	30%

### 7. Value Addition Courses (VAC):

These are courses that will help develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. It includes subjects like Yoga, Sports, Health Care, NCC, NSS, Ethics, Culture etc. VAC courses may be chosen from a pool of courses. Each VAC course shall carry 2 Credits.

8. **Dissertation:** In last Semester (Eight Semester) of the programme, the students will be required to work on a dissertation apart from their theory and fieldwork courses. The topic for the dissertation will be decided in consultation with the concerned faculty supervisor on any relevant and contemporary social issue or social problem. It will give them an opportunity to develop their research skills.

### III. Programme Structure and Distribution of Credits

As per Academic Council Manipur University the course structure with number of credit for the 4-year UG programme shall be as under:

Semester	Core (Credit)	DSE (Credit)	GEC (Credit)	AECC (Credit)	SEC (Credit)	VAC (Credit)	Semester Credit
I	BSW C101 (6)			BSW A103(4)	BSW S104(4)	BSW V105(2)	24
	BSW C102(6)					BSW V106(2)	
II	BSW C201(6)			BSW A203(4)	BSW S204(4)	BSW V205(2)	24
	BSW C202(6)					BSW V206(2)	
Exit option with Bachelor's Certificate in Discipline on completion of Courses equal to a minimum of 46 credit							
III	BSW C301 (6)		BSW G304(6)			BSW V305(2)	26
	BSW C302 (6)						
	BSW C303 (6)						
IV	BSW C401 (6)		BSW G404(6)			BSW V405(2)	26
	BSW C402 (6)						
	BSW C403 (6)						
Exit option with Bachelors' Diploma in Discipline on completion of Courses equal to a minimum of 96 credit							

V	BSW C501(6)	BSW D503(6)	BSW G504(6)			BSW V505(2)	26
	BSW C502 (6)						
VI	BSW C601(6)	BSW D603(6)	BSW G604(6)			BSW V605(2)	26
	BSW C602 (6)						
Exit option with Bachelors' Degree in Discipline on completion of Courses equal to a minimum of 140 credit							
VII	BSW C701(6)	BSW D703(6)	BSW G704(6)				24
	BSW C702(6)						
VIII	BSW C801(6)	BSW D803(6)	BSW G804(6)				24
	BSW C802 (6)						
Exit option with Bachelor's Degree in Discipline on completion of Courses equal to a minimum of 180 credit							

**(J) Bachelor's Certificate**

The Bachelor's Certificate in a discipline is obtainable after 1 year (two semesters) of study. A Bachelor's Certificate in a discipline may be awarded if a student studies 4 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Value Addition Courses (VAC), with the completion of courses equal to a minimum of 46 Credits.

**(K) Bachelor's Diploma**

The Bachelor's Diploma in a discipline is obtainable after 2 years (four semesters) of study. A Bachelor's Diploma in a discipline may be awarded if a student studies 10 core papers in that discipline, 2 Ability Enhancement Compulsory 5 Courses (AECC), 2 Skill Enhancement Courses (SEC), 6 Value Addition Courses (VAC) and 2 Generic Elective courses (GEC), with the completion of courses equal to a minimum of 96 Credits.

**(L) Bachelor's Degree**

The Bachelor's Degree in a discipline is obtainable after 3 years (six semesters) of study. A Bachelor's degree (i.e., B.Sc./ B.A./ B.Com.) in a discipline degree may be awarded if a student studies 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC), 8 Value Addition Courses (VAC), 2 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) courses, with the completion of courses equal to a minimum of 140 Credits.

### (M) Bachelor's Degree with Honours

The Bachelor's Degree with Honours in a discipline is obtainable after 4 years (eight semesters) of study. A Bachelor's degree with Honours (i.e., B.Sc.(Honours)/ B.A. (Honours)/ B.Com. (Honours)) in a discipline may be awarded if a student studies 18 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC), 8 Value Addition Courses (VAC), 4 Discipline Specific Elective (DSE) and 6 Generic Elective courses (GEC), with the completion of courses equal to a minimum of 180 Credits.

### SYLLABUS CONTENT

#### **BACHELOR OF SOCIAL WORK (BSW)**

**\*N.B-** The ratio of classroom teaching and tutorial/practical for all the papers shall be 5:1, except for core paper (fieldwork), for which, the ratio of classroom teaching and tutorial/practical shall be 1:5

**\*N.B-** The weightage for the end semester exam and internal assessment shall be at the ratio of 70%:30% for all the papers

<b>Semester I</b>			
<b>Course</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
Core	BSW C101	Foundation of Social Work	6
Core	BSW C102	<b>Fieldwork(Orientation Visit)</b>	6
AECC*	BSW A103	English/MIL (Compulsory MU)	4
SEC	BSW S104(a)	Communication skills	4
	BSW S104(b)	or Media and Social work	
VAC			2
VAC			2
		<b>TOTAL</b>	<b>24</b>
<b>Semester II</b>			
<b>Course</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
Core	BSW C201	Introduction to Society for Social Work	6
Core	BSW C202	<b>Fieldwork(Concurrent)</b>	4
AECC*	BSW A203	Environmental Studies(Compulsory MU)	4
SEC	BSW S204(a)	Project Management	4
	BSW S204(b)	Or Social Entrepreneurship	
VAC			2
VAC			2
		<b>TOTAL</b>	<b>24</b>
<b>Bachelor's Certificate</b> in Discipline on completion of Courses equal to a minimum of 46 credit			

**Note:** \* The details of AEC courses to be added as decided by University;

<b>Semester III</b>			
<b>Course</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>



Core	BSW C301	Social Case Work	6
Core	BSW C302	Social Group Work	6
Core	BSW C303	Fieldwork (Concurrent & Block placement)	6
GE1	BSWG 304(a) Or BSWG 304(b)	Understanding Persons with Disability Or Mental Health	6
VAC			2
		TOTAL	26
<b>Semester IV</b>			
<b>Course</b>	<b>Course Code</b>	<b>Course Title</b>	
Core	BSWC401	Community Organisation	6
Core	BSW C402	Social Action and Movements	6
Core	BSWC403	Fieldwork (Concurrent & Rural Camp)	6
GEC	BSWG404(a) Or BSWG404(b)	Social Work with elderly Or Social Work with youth	6
VAC			2
		TOTAL	26
<b>Bachelor's Diploma</b> in Discipline on completion of Courses equal to a minimum of 96 credit			

<b>Semester V</b>			
<b>Course</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
Core	BSWC501	Social Work Research	6
Core	BSWC502	Fieldwork (Concurrent & Block placement)	6
DSE	BSWD503 (a) or BSWD503 (b)	Gender Studies or Tribal studies	6
GEC	BSWG504(a) Or BSWG504(b)	Disaster Management Or Regional Issues	6
VAC			2
		TOTAL	26
<b>Semester VI</b>			
<b>Course</b>	<b>Course Code</b>	<b>Course Title</b>	
Core	BSWC601	Social Welfare Administration	6
Core	BSWC602	Fieldwork (Concurrent & Block placement)	6
DSE	BSWD603(a) Or BSWD603(b)	Migration Or Cross border issues	6
GEC	BSWG604 (a) or BSWG604 (b)	Child Rights or Human Development	6
VAC			2
		TOTAL	26
<b>Bachelor's Degree</b> in Discipline on completion of Courses equal to a minimum of 140 credit			

<b>Semester VII</b>			
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Course	Course Code	Course Title	Credit
Core	BSWC701	Human Growth and Development	6
Core	BSW C702	Fieldwork (Concurrent & Block placement)	6
DSE	BSWD703(a)	Urban studies	6
	BSWD703(b)	Or Public Health	
GEC	BSWG704(a)	Counseling skills	6
	BSWG704(b)	or Social Legislation	
TOTAL			24
<b>Semester VIII</b>			
Course	Course Code	Course Title	
Core	BSWC801	Social Policy, Planning and Development	6
Core	BSWC802	Law and Social Work	6
DSE	BSWD803	Project work/ Dissertation	6
GEC	BSWG804(a)	Social Issues	6
	BSWG804(b)	or Corporate Social Responsibility	
TOTAL			24
<b>Bachelor's Degree with Honours</b> on completion of Courses equal to a minimum of 180 credit			

### Bachelor of Social Work (BSW)

#### SEMESTER – I

#### AECC- 1: ENGLISH/MIL

<b>AECC- 1: ENGLISHMIL</b>	
Course Credits and Mark: 4/100	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

#### CORE COURSE

<b>BSWC101: Foundation of Social Work</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

#### Course Objectives

1. To understand history and evolution of social work profession, both in India and the West
2. To develop insights into the origin and development of Ideologies and approaches to social change
3. To develop Skills to understand contemporary reality in its historical context

#### Course Content

Unit I	An Introduction to Social Work	Lecture Hours
	<ul style="list-style-type: none"> <li>• Social Work Concept, Meaning and Objectives</li> <li>• Social Work Nature, Scope and Functions</li> </ul>	
Unit II	Emergence of Social Work	

	<ul style="list-style-type: none"> <li>• Emergence of Social work in UK, USA, India</li> <li>• Development of Social Work Education in India</li> </ul>	
<b>Unit III</b>	<b>Values and Ethics in Social Work Practice</b> <ul style="list-style-type: none"> <li>• Assumptions and Values of Social Work</li> <li>• Codes of Ethics</li> <li>• Principles of Social Work</li> </ul>	
<b>Unit IV</b>	<b>Social Work Profession in India</b> <ul style="list-style-type: none"> <li>• Professionalization of Social Work in India</li> <li>• Issues and Challenges before Social Work Profession</li> <li>• Status of Social Work Profession in India</li> </ul>	
<b>Unit V</b>	<b>Approaches and Ideologies</b> <ul style="list-style-type: none"> <li>• Professional v/s Voluntary Approaches to Social Work</li> <li>• Ideology of Action Groups and Social Movements</li> <li>• Generalist Approach to Social Work Practice</li> </ul>	

### References:

1. Desai, Murli, (2006). Ideologies and social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi
2. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd
3. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.
4. National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.
5. Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi : Rawat Publication
6. Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.

### CORE COURSE

<b>BSWC102: Field Work (Orientation Visit)</b>	
Course Credits and Marks: 6/ 150	
Field work Visit : 5 organizations	
Learning process (Pedagogy): Orientation visit to GO and NGO, report writing, presentation	

### **Objective, Expected Learning Outcome and Course Assessment**

<b>Course Objectives</b>	<b>Nature of Placement</b>	<b>Expected Learning Outcome</b>	<b>Course Assessment</b>
<ul style="list-style-type: none"> <li>❖ To understand the basic of field work, concept of self and fieldwork and the professional workers.</li> <li>❖ To critically understand and appreciate program and project of GO &amp; NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation visits to different government and non-government organisations.</li> <li>• Field visit and Case study</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the functioning of different welfare and development organisations.</li> <li>• To get exposure of contemporary social issues and intervention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End examination</li> <li>• Internal Assessment Mark</li> <li>• Assessment based on Timely submission of report, report quality, no. of attendance, viva voce, Presentation</li> </ul>

❖ To enhance importance of skills in report writing and documentation			
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### **SKILL ENHANCEMENT COURSE (SEC)**

#### **Communication skills or Media and Social work**

<b>BSW S104(a): Communication skills</b>	
Course Credits & Marks: 4/100	
Teaching Learning process: Lecture, Group task, presentation, live practice	

#### **Course Objectives**

1. Enable students to understand communication dynamics
2. Equip students with the desirable skills to maintain healthy relationship in personal and professional life
3. Develop competency in students to efficiently participate in civic activities in the society

<b>Unit I</b>	<b>Communication Process:</b> <ul style="list-style-type: none"> <li>• Importance and Scope of communication,</li> <li>• Communication cycle</li> <li>• Principles of effective communication,</li> <li>• Prerequisites for practicing effective communication.</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Nature of communication</b> <ul style="list-style-type: none"> <li>• Models of communication</li> <li>• Types of communication</li> <li>• Communication styles</li> </ul>	
<b>Unit III</b>	<b>Communication Skills</b> <ul style="list-style-type: none"> <li>• Effective listening and responding skill,</li> <li>• Presentation skill</li> <li>• Public speaking skill</li> <li>• Interview skill</li> </ul>	
<b>Unit IV</b>	<b>Facilitation Skills</b> <ul style="list-style-type: none"> <li>• Effective techniques of addressing groups</li> <li>• Methods of facilitating a participatory discussion within a group</li> </ul>	
<b>Unit V</b>	<b>Media Strategies</b> <ul style="list-style-type: none"> <li>• Types of media</li> <li>• Preparation and appropriate application of media</li> <li>• Strategies to aid communication while working with people</li> </ul>	

#### **References**

1. Dr. Nikunj Verma. Professional Communication, 1<sup>st</sup> edition, 2013
2. Kumkum Bhardwaj. Professional Communication, 2020
3. Radha Raj Business communication skills, third edition, 2021
4. Swaminathan V.D and Kaliappan K.V., "Psychology for Effective Living," The Madras Psychological Society, Chennai, 2001.
5. Robbins S.B., "Organizational Behavior," Prentice Hall of India, New Delhi, 2005

6. Mark L. Knapp Anita L. Vangelisti. Inter Personal Communication and Human relationships, 5<sup>th</sup> Edition

**SKILL ENHANCEMENT COURSE (SEC)**

<b>BSWS104(b): Media and Social work</b>	
Course Credits & marks: 4/ 100	
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Course Objectives:**

1. Understand the concept of programme media and its importance in social work practice.
2. Develop an understanding of various types of programme media and their effective use in social work realm.

**Course Contents:**

<b>Unit I</b>	<b>Basic Concepts of Programme Media</b> <ul style="list-style-type: none"> <li>• Media concept, characteristics</li> <li>• Basic principles of media planning</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Types of Media</b> <ul style="list-style-type: none"> <li>• Types of media : audio, visual, audio-visual</li> <li>• Interactive games and outdoor exposure, street play, role play</li> </ul>	
<b>Unit III</b>	<b>Scope of media</b> <ul style="list-style-type: none"> <li>• Application of media in various settings</li> <li>• Purpose or uses of media</li> </ul>	
<b>Unit IV</b>	<b>Essentials of Programme Media</b> <ul style="list-style-type: none"> <li>• People-centered approach to programme media</li> <li>• People/target group participation in programme</li> </ul>	
<b>Unit V</b>	<b>Media in Social Work</b> <ul style="list-style-type: none"> <li>• Significance of media in social work</li> <li>• Essential skills for effective use of media</li> <li>• Role of social worker in programme planning</li> </ul>	

**References**

1. Brown, A. 1994, Group Work, 3rd ed., Ashgate publishing limited, England. Cortright, R. & Hinds, G. 1959, Creative Discussion, TheMacmillian Company, New York.
2. Gulley, Halbert E. 1972, Discussion, Conference and group process, 2nd ed., Amerind Publishing Co. Pvt. Ltd., New Delhi
3. Phillips, Helen U. 1962 Essentials of group work skills, Association press, New York.
4. Trecker, Harleigh B. 1970, Social Group Work- Principles and practices, Association Press, New York.
5. Wholey Joseph S.,Hartry, Harry P.,and New comer Kathryn E (2004), Hand Book of Practical Programme evaluation, 2nd edn., Jossey- Bass , A Wiley Imprint
6. Wilson, G. & Ryland, G. 1949, Social Group Work Practice, Houghton Mifflin Company, TheRiberside Press Cambridge.

**VALUE ADDITION COURSE (VAC)**

<b>VAC-1</b>	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**VALUE ADDITION COURSE (VAC)**

<b>VAC-2</b>	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**Bachelor of Social Work (BSW)**

**SEMESTER – II**

**AECC- 2: ENVIRONMENTAL SCIENCE**

<b>AECC- 2: ENVIRONMENTAL SCIENCE</b>	
Number of Credits & mark: 4/100	
Teaching Learning process: Lecture Method (Prepared by Manipur University)	

**CORE COURSE**

<b>BSWC201: Introduction to Society for Social Work</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Course Objectives**

1. Understand and develop insight about sociological concepts for social work education and practice
2. Inculcate skills among students to understand and analyze social structure and social system

**Course Contents:**

Unit I	<b>Understanding Society</b> <ul style="list-style-type: none"> <li>• Society: meaning and characteristics</li> <li>• Composition and classification of Indian society</li> <li>• Relevance of understanding Society for Social Work</li> </ul>	Lecture hours
Unit II	<b>Culture</b> <ul style="list-style-type: none"> <li>• Culture: Meaning, characteristics</li> <li>• Components of culture</li> <li>• Importance and functions of culture</li> </ul>	
Unit III	<b>Social Process</b> <ul style="list-style-type: none"> <li>• Meaning and types of social process</li> <li>• Social Control: Concept, types, agencies, importance</li> <li>• Socialization: Meaning, agencies, importance</li> </ul>	
Unit IV	<b>Social Stratification</b> <ul style="list-style-type: none"> <li>• Concept of social stratification, characteristics,</li> </ul>	

	<ul style="list-style-type: none"> <li>importance/functions</li> <li>Forms of stratification: Caste, Class, Power, Gender</li> </ul>	
Unit V	<b>Social change and social mobility</b> <ul style="list-style-type: none"> <li>Definition and concept of social change and mobility</li> <li>Characteristics of social change and mobility</li> <li>Factors inducing social change and mobility</li> </ul>	

**References:**

1. Abraham, M. Francis (2010): Contemporary Sociology: An Introduction to Concepts & Theories. Oxford University Press.
2. Anderson & Taylor (2007): Understanding Sociology. Wadsworth Cenage Learning India Private Ltd.
3. Berger, P.L. (1963): An Invitation to Sociology: An Humanistic Perspective. Harmondsworth. Penguin.
4. Bottommore, T.B. (1971): Sociology: A Guide to Problem and Literature. George Allen and Unwin. Bombay.
5. Dipankar Gupta (1993): Social Stratification. (Ed.). OUP.
6. MacIver & Page (1974): Society: An Introductory Analysis, Macmillan India Ltd. Jaipur.
7. Sharma K. L. (1994): Social Stratification and Mobility. Rawat Publications. Jaipur.

**CORE COURSE**

<b>BSWC202: Field Work ( Concurrent)</b>	
Course Credits and Marks: 6/ 150	Concurrent : Twice a week
Total Contact Hours : 6 hrs per visit	
Learning process (Pedagogy): Orientation visit to GO and NGO, report writing, presentation	

**Objectives, expected learning outcomes and course assessment**

<b>Course objectives</b>	<b>Nature of placement</b>	<b>Tasks to be carried out</b>	<b>Course assessment</b>
<ul style="list-style-type: none"> <li>To provide purposeful learning experiences of working in real life situations in which social work interventions may be required by individuals, groups and community.</li> <li>To understand and make a commitment to humanistic values and principles of social work practice.</li> <li>To develop necessary skills in social work methods to help people in need.</li> <li>To enable students to develop and enhance the capacity to translate theory into practice and vice-versa</li> </ul>	<p>The students will be placed for field work in an approved agency or the community on two consecutive days (or as decided by the Department) in a week.</p>		<ul style="list-style-type: none"> <li>Semester End examination</li> <li>Internal Assessment Mark</li> <li>Assessment based on Timely submission of report, report quality, no. of attendance, viva voce, Presentation</li> </ul>

<ul style="list-style-type: none"> <li>To develop the professional self of the students for providing leadership in developmental pursuits.</li> </ul>			
<p><b>Tasks to be carried out by students:</b></p> <ul style="list-style-type: none"> <li>Initiate formation of new groups and organise them into effective functioning ones.</li> <li>Organise purposeful programmes to bring about solidarity and unity among the groups.</li> <li>Identify individuals who need assistance in handling concerns and reach out to them through planned interventions.</li> <li>Locating and tapping resources for the realization of individual or group goals.</li> <li>Collaborate and build networks with related organisations.</li> </ul>			

### **SKILL ENHANCEMENT COURSE (SEC)**

#### **Project Management or Social entrepreneurship**

<b>BSWS204(a): Project Management</b>	
Course Credits & Marks: 4/ 100	
Teaching Learning process: Lecture, Group task, presentation, live practice	

#### **Course Objectives**

- To develop the basic knowledge of NGOs
- To understand the concept, basic features of project formulation and project cycles
- To learn the Importance of project formulation in Social Work

#### **Course Content**

<b>Unit I</b>	<b>Introduction to NGO</b> <ul style="list-style-type: none"> <li>NGO: Concept, Meaning, Objectives and Characteristics</li> <li>Roles and status of NGOs</li> <li>Difference between NGO, VO and Civil Society Organisation</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Conceptual Framework of Project Formulation</b> <ul style="list-style-type: none"> <li>Project: Concept, Meaning, Characteristics and Types</li> <li>Requirements and Factors Affecting Project Formulation</li> </ul>	
<b>Unit III</b>	<b>Phases and Stages of Project Formulation</b> <ul style="list-style-type: none"> <li>Project designing &amp; planning</li> <li>Budgeting and accounting</li> <li>Project Monitoring &amp; Evaluation</li> <li>Project Report</li> </ul>	
<b>Unit IV</b>	<b>Proposal writing</b> <ul style="list-style-type: none"> <li>Checklist and guidelines for project proposal writing</li> <li>Participatory planning</li> </ul>	
<b>Unit V</b>	<b>Understanding Legal Provisions</b> <ul style="list-style-type: none"> <li>The Societies Registration Act, 1860</li> <li>The Charitable Endowments Act, 1890</li> <li>The Indian Trust Act, 1882 and The Companies Act, 2013</li> <li>FCRA and National and International Funding Agencies</li> </ul>	

#### **References**



1. Chowdhary, S. (1990) Project Management. Delhi: Tata McGraw-Hill.
2. Garain, S. (1998) : Organizational Effectiveness of NGOs, Jaipur : University Book House
3. Handy, Charles. (2000). Understanding Voluntary Organisations, London: Penguin Books.
4. Ishwar Dayal. (1993) Designing HRD System Delhi: Concept Publication.
5. Naik, B. M. (1985). Project Management: Scheduling and Monitoring, Delhi: Vani Educational Book.
6. Peter Drucker (1990), Managing the Non Profits Organizations: Practices and Principles, New York: HarperCollins.
7. PRIA. (2001). NGOs in India, a Critical Study, Delhi: PRIA.

### **SKILL ENHANCEMENT COURSE (SEC)**

<b>BSWS204(b): Social Entrepreneurship</b>	
Course Credits & Marks: 4/ 100	
Teaching Learning process: Lecture, Group task, presentation, live practice	

#### **Course Objectives**

1. To develop basic understanding on Entrepreneurship
2. To develop understanding on the qualities and attributes of entrepreneurs
3. To understand abilities and Skills of successful entrepreneur

#### **Course contents:**

<b>Unit I</b>	<b>Entrepreneurship: A Conceptual Framework</b>	<b>Lecture Hours</b>
	<ul style="list-style-type: none"> <li>• Entrepreneurship Concept , Scope and Purpose</li> <li>• Types and Approaches to Entrepreneurship</li> </ul>	
<b>Unit II</b>	<b>Entrepreneurial skills</b>	
	<ul style="list-style-type: none"> <li>• Characteristics of an Entrepreneur</li> <li>• Qualities/Attributes of an entrepreneur</li> <li>• Entrepreneurial skills</li> </ul>	
<b>Unit III</b>	<b>Factors influencing entrepreneurship</b>	
	<ul style="list-style-type: none"> <li>• Psychological factors, Social factors, Economic factors, Environmental factors</li> <li>• Entrepreneurial Motivation</li> </ul>	
<b>Unit IV</b>	<b>Skill Development in the Field of Entrepreneurship</b>	
	<ul style="list-style-type: none"> <li>• Introduction to Skill Development</li> <li>• Understanding Entrepreneurial Skills</li> <li>• Understanding the Functions of Skill Development Institutes</li> </ul>	
<b>Unit V</b>	<b>Managing Start-Ups and Family Business</b>	
	<ul style="list-style-type: none"> <li>• Business Ideas, Methods of Generating Ideas, and Opportunity</li> </ul>	

	<p>Recognition</p> <ul style="list-style-type: none"> <li>• Entrepreneurship Project Formulations</li> <li>• Resource Mobilizations and Financial Institutions</li> <li>• Success Stories</li> </ul>	
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**References:**

1. Vasant Desai (2014). The dynamics of entrepreneurial development and Management. Himalaya publishing house
2. Drucker, P. (2014). Innovation and Entrepreneurship. Routledge: New York.
3. Hisrich, R. (2011). Entrepreneurship 6/E. New Delhi: Tata McGraw-Hill.
4. Pandya, R. (2016). Skill Development and Entrepreneurship in India. New Delhi: New Century Publications.
5. Sharma, S. (2016). Entrepreneurship Development. New Delhi: PHI Learning Pvt. Ltd.
6. Vaidya, S. (2014). Developing Entrepreneurial Life Skills: Creating and Strengthening Entrepreneurial Culture in Indian Schools. New Delhi: Springer Science and Business Media.
7. B.S. Behera and G.S Mitra (2018). Fundamentals of Entrepreneurship. Balaji Publications
8. K.C. Sharma. Entrepreneurship Development. Regal publications

**VALUE ADDITION COURSE (VAC)**

<b>VAC-3</b>	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**VALUE ADDITION COURSE (VAC)**

<b>VAC-4</b>	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**Bachelor of Social Work (BSW)**

**SEMESTER – III**

**I. CORE COURSE**

<b>BSWC301: Social Case Work</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Objectives:**

1. Understand the meaning, concepts and definitions of Case Work as a Social Work method of helping people.

2. Develop capacities to enable clients to plan an eclectic case work intervention
3. Develop essential skills in communication and interviewing at the individual and family levels.

**Content:**

<b>Unit I</b>	<b>Social Case work as method of social work practice</b> <ul style="list-style-type: none"> <li>• Definition, basic assumptions and nature of Social case work</li> <li>• Principles of Social case work</li> <li>• Scope of social casework</li> </ul>	Marks 15 Lectures 10
<b>Unit II</b>	<b>Phases and components of social casework</b> <ul style="list-style-type: none"> <li>• Components: the 4 P,s</li> <li>• Intake, study, social diagnosis, treatment, rehabilitation</li> </ul>	
<b>Unit III</b>	<b>Causes of Human Problems</b> <ul style="list-style-type: none"> <li>• Lack of material resources, misconceptions about situations, illness, emotional distress, personality features or deficiencies</li> </ul>	
<b>Unit IV</b>	<b>The client-worker relationship</b> <ul style="list-style-type: none"> <li>• Purpose of the relationship</li> <li>• Attitudes and emotion</li> <li>• Psycho-social approach in social case work</li> <li>• Interview process in Social Case work</li> </ul>	
<b>Unit V</b>	<b>Recording in social case work</b> <ul style="list-style-type: none"> <li>• Purpose of casework recording</li> <li>• Principles of casework records</li> <li>• Aspects, nature and content of case work records</li> </ul>	

**References:**

1. Banerjee, G.R. 1967: Concept of Being and Becoming in the Practice of Social Work”. Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences
2. Fischer, Joel. 1978: Effective Case Work Practice: An eclectic Approach, New York: Mc Graw Hills Book Co.
3. Matthey G. 1987: Case Work in Encyclopaedia of Social Work in India. Delhi: Ministry of Social Welfare.
4. Nursten, J. 1974: Process of Case Work, GB: Pitman Publications
5. Perlman H. 1957: Social Case Work: A Problem Solving Process, Chigago University
6. Grace Mathew, “an introduction to Social CaseWork”, Tata Institute of Social Sciences, 1992
7. P.D. Mishra. Social Work Philosophy and Methods, 1994

**CORE COURSE**

<b>BSWC302: Social Group Work</b>	
Course Credits & marks: 6/150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Objectives:**

1. Gain awareness about the nature, significance and relevance of groups in an individual’s life.

2. Obtain an overview of Social Group Work and its scope in social work practice.
3. Learn the skills required for effective group work practice with an emphasis on interpersonal communication and relationship building skills.

**Content:**

<b>Unit I</b>	<b>Introduction to Group</b> <ul style="list-style-type: none"> <li>• Definition, characteristics of group</li> <li>• Types of groups</li> <li>• Stages of group formation</li> <li>• Importance/purpose of group</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Group Work process</b> <ul style="list-style-type: none"> <li>• Approaches of Group Work</li> <li>• Principles of Group Work</li> <li>• Values of Group Work</li> </ul>	
<b>Unit III</b>	<b>History of Group Work</b> <ul style="list-style-type: none"> <li>• Historical Development of Group Work in west</li> <li>• Historical Development of Group Work in India</li> </ul>	
<b>Unit IV</b>	<b>Social Group Work as a method of social work</b> <ul style="list-style-type: none"> <li>• Concept of Social Group Work</li> <li>• Scope of Social Group Work</li> <li>• Essentials for Social Group worker</li> </ul>	
<b>Unit V</b>	<b>Programmes in Group work</b> <ul style="list-style-type: none"> <li>• Meaning and importance of programme in group work</li> <li>• Role of group worker in programme planning</li> <li>• Group relations</li> <li>• Effective programme development process</li> </ul>	

**References:**

1. P.D. Mishra. Social Work Philosophy and Methods, 1994
2. Sanjay Bhattacharya, an integrated approach, 2003
3. Kurland, R. and Salmon, R. 1998: Teaching as Methods Course in Social Work with Groups, Alexandra: Council on Social Work Education
4. Klein, A.F. 1970: Social Work Through Group Process: School of Social Welfare- Albany: State University of New York
5. Sundel, M., Glaser P., Sarri, R., 1985: Individual Change through Small Groups, New York: The Free Press
6. Middleman, R.R. 1968: The Non-Verbal Method in Working with Groups

**CORE COURSE**

<b>BSWC303: Field Work ( Concurrent &amp; Block placement)</b>	
Course Credits and Marks: 6/ 150	Concurrent : Twice a week
Total Contact Hours : 6 hrs per visit	Block: Minimum 30 days
Learning process (Pedagogy): Orientation visit to GO and NGO, report writing, presentation	

### Objectives, expected learning outcomes and course assessment

Course objectives	Nature of placement	Tasks to be carried out	Course assessment
<ul style="list-style-type: none"> <li>• To provide purposeful learning experiences of working in real life situations in which social work interventions may be required by individuals, groups and community.</li> <li>• To understand and make a commitment to humanistic values and principles of social work practice.</li> <li>• To develop necessary skills in social work methods to help people in need.</li> <li>• To enable students to develop and enhance the capacity to translate theory into practice and vice-versa</li> <li>• To develop the professional self of the students for providing leadership in developmental pursuits.</li> </ul>	<p>The students will be placed for field work in an approved agency or the community on two consecutive days (or as decided by the Department) in a week.</p>		<ul style="list-style-type: none"> <li>• Semester End examination</li> <li>• Internal Assessment Mark</li> <li>• Assessment based on Timely submission of report, report quality, no. of attendance, viva voce, Presentation</li> </ul>
<p><b>Tasks to be carried out by students:</b></p> <ul style="list-style-type: none"> <li>• Initiate formation of new groups and organise them into effective functioning ones.</li> <li>• Organise purposeful programmes to bring about solidarity and unity among the groups.</li> <li>• Identify individuals who need assistance in handling concerns and reach out to them through planned interventions.</li> <li>• Locating and tapping resources for the realization of individual or group goals.</li> <li>• Collaborate and build networks with related organisations.</li> </ul>			

### GENERIC ELECTIVE COURSE (GEC)

Understanding Persons with disability or Mental Health

<b>BSWG304(a):</b> Understanding persons with Disability	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

#### Learning Objectives

1. To understand concepts and models of disability
2. To understand issues and challenges faced by disabled
3. To understand policies, programmes and legislation pertaining to disability

#### Course Contents:

<b>Unit I</b>	<b>Basic concepts on Disability</b> <ul style="list-style-type: none"> <li>• Impairment, Handicap, disability &amp; differently abled meaning , nature differences</li> <li>• Type of disability</li> <li>• Cause of disability</li> </ul>	Lecture Hours
<b>UnitII</b>	<b>Models of disability</b> <ul style="list-style-type: none"> <li>• The charity model, bio-centric model</li> <li>• Functional model and human rights model</li> <li>• Inclusive education models</li> </ul>	
<b>Unit III</b>	<b>Needs, Problems and Services</b> <ul style="list-style-type: none"> <li>• Needs and problems of persons with disability</li> <li>• Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion</li> <li>• National policy and services for the welfare of persons with disability</li> </ul>	
<b>Unit III</b>	<b>Prevention and Rehabilitation</b> <ul style="list-style-type: none"> <li>• Prevention of disease causing disability and safety measures to avoid disability.</li> <li>• Rehabilitation- concept nature and efforts by government and nongovernmental organization, Community based rehabilitation</li> </ul>	
<b>Unit IV</b>	<b>Disability: rights based perspective</b> <ul style="list-style-type: none"> <li>• UN declaration of Human rights and rights of person with disability</li> <li>• Human rights violations and protection of rights of persons with disability</li> </ul>	
<b>UNIT V</b>	<b>Social work intervention</b> <ul style="list-style-type: none"> <li>• Mainstreaming strategies</li> <li>• Influencing societal attitudes: Empowerment ideology as social work intervention</li> </ul>	

## References

1. Oliver, M. (1996), Understanding Disability: From Theory to Practice. Basingstoke, New York: Palgrave.
2. Rothman, J.C. (2003), Social Work Practice Across Disability. Boston: Allyn & Bacon.
3. Puri, M. & Abraham, G. (eds.) (2004) Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
4. World Health Organization (1980) International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases), Geneva: World Health Organization.
5. Karna, G.N. (2001), Disability Studies in India: Retrospect and Prospects, New Delhi: Gyan Publishing House.
6. Karna, G.N. (1999), United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi:
7. Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

<b>BSWD304(b): Mental Health</b>	
Course Credits & marks: 6/150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Course Objectives:**

1. To equip learners in recognizing mental health disorders and symptoms
2. To equip learners with the necessary skills to intervene mental health issues

**Course Contents**

<b>Unit I</b>	<p><b>Concepts of Mental Health and Illness</b></p> <ul style="list-style-type: none"> <li>• Definitions and perspectives of mental health; Mental health as a positive concept,</li> <li>• Components of mental health; Meaning of normal and abnormal behaviour.</li> <li>• Classification of mental and behavioural disorders</li> </ul>	Lecture Hours
<b>Unit II</b>	<p><b>Mental and Behaviour Disorders</b></p> <ul style="list-style-type: none"> <li>• Epidemiology, etiology, types, clinical manifestations and management of:</li> <li>• Psychoactive substance use disorders</li> <li>• Schizophrenia</li> <li>• Mood disorders</li> <li>• Neurotic, Stress related, Somatoform disorders</li> </ul>	
<b>Unit III</b>	<p><b>Mental Healthcare Services, Policy and Programmes</b></p> <ul style="list-style-type: none"> <li>• Mental Healthcare scenario in India</li> <li>• Policy related to mental health</li> <li>• Laws related to mental health</li> <li>• Innovative approaches to mental health care</li> </ul>	
<b>Unit III</b>	<p><b>Response and intervention</b></p> <ul style="list-style-type: none"> <li>• Family Interventions: Psycho educational and supportive interventions</li> <li>• Social skills training: Activities of daily living and vocational skills training</li> </ul>	
<b>Unit IV</b>	<p><b>Community and school mental health</b></p> <ul style="list-style-type: none"> <li>• Community mental health-preventive, promotive and remedial approaches</li> <li>• Various approaches in school mental health programmes</li> </ul>	
<b>Unit V</b>	<p><b>Role of social worker in different settings</b></p> <ul style="list-style-type: none"> <li>• Drug and addiction counseling</li> <li>• Mental health hospitals</li> <li>• Prison settings</li> <li>• Child guidance clinic</li> <li>• School counselor</li> </ul>	

**References**

1. Horwitz, A.V., & Scheid, T.L. (eds.) 1999 A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Cambridge: Cambridge University Press.

2. Gottlieb, B.H. 1983 Social Support Strategies: Guidelines for Mental Health Practice. New Delhi: Sage Publications.
3. Sahni, A. 1999 Mental Health Care in India: Diagnosis, Treatment and Rehabilitation. Bangalore: Indian Society of Health Administrators.
4. Mane, P., & Gandevia, K.Y. (eds.) 1993 Mental Health in India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
5. Patel, V., & Thara, R. 2002 Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications.
6. World Health Organization 1990 The Introduction of a Mental Health Component into Primary Health Care. Geneva.
7. Dhanda, A. 2000 Legal Order and Mental Disorder. New Delhi: Sage Publications.

**VALUE ADDITION COURSE (VAC)**

<b>VAC-5</b>	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**Bachelor of Social Work (BSW)**

**SEMESTER – IV**

**CORE COURSE**

<b>BSWC401: Community Organisation</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

***Learning Objectives***

1. Identify needs and develop skills as community organizers to work upon those needs
2. Understand the critical role of community participation and develop skills to involve communities in their own problem solving processes

***Course Content***

<b>Unit I</b>	<b>Understanding community</b> <ul style="list-style-type: none"> <li>• Concept of community, its structure and functions</li> <li>• Community organization as a method of social work practice</li> <li>• Scope for utilizing community organization in varied processes</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>History of community organization</b> <ul style="list-style-type: none"> <li>• Historical development of Community Organization practices abroad and in India</li> </ul>	
<b>Unit III</b>	<b>Community organization as a method of social work</b> <ul style="list-style-type: none"> <li>• Values and principles of community organization</li> <li>• Steps of community organization</li> </ul>	



	<ul style="list-style-type: none"> <li>• Understanding group dynamics and processes</li> <li>• Identifying community needs</li> </ul>	
<b>Unit IV</b>	<b>Roles and skills of a Community Organiser</b> <ul style="list-style-type: none"> <li>• Role and skills of community organizer: problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation</li> <li>• Attributes of Community Organization practitioner</li> </ul>	
<b>Unit V</b>	<b>Community Participation</b> <ul style="list-style-type: none"> <li>• Concept and scope of community participation</li> <li>• Stages of community participation.</li> <li>• Case studies of success and failure of community participation exercises in the Indian context</li> </ul>	

**References:**

1. Murray G Ross, Community organization, theory principles and practice
2. Arora, R.K. (Ed.) 1979: People's participation in development Process: Essays in honor of B. Mehta, Jaipur: The HCM State Institute of Public Administration
3. Batten, T.R. 1962: The Non-Directive Approach in Group and Community Work, London: Oxford University Press.
4. Brager, G. and Spect, H. 1969: Community Organisation, New York: Columbia University Press.
5. Batten, T.R. 1965: The Human Factor in Community Work, London: Oxford University Press.
6. Mayo H. Jones D. 1974: Community Work, London: Routledge and Kegan Paul.

**CORE COURSE**

<b>BSWC402: Social Action and Movement</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Objectives:**

1. Familiarize with the conceptual issues in defining social action and social movements.
2. Acquaint students with various theoretical perspectives on social movement.

**Course Content**

<b>Unit I</b>	<b>Understanding Social Action</b> <ul style="list-style-type: none"> <li>• Social action: Concept and meaning.</li> <li>• Models and strategies of social action.</li> <li>• Social action and social change.</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Social Work and Social Action</b> <ul style="list-style-type: none"> <li>• History of radical social work practice</li> <li>• Anti Oppressive Social Work practice.</li> <li>• Structural and Critical Social Work Social Work practice.</li> </ul>	
<b>Unit III</b>	<b>Approaches of Social Action</b> <ul style="list-style-type: none"> <li>• Concept of conscientisation and critical awareness.</li> <li>• Paulo Friere contribution to Social Action.</li> <li>• Saul Alinsky's contribution to Social Action.</li> </ul>	
<b>Unit IV</b>	<b>Social Movements</b>	

	<ul style="list-style-type: none"> <li>• Social Movements: Concept, nature and components.</li> <li>• Classification of Social Movements: Peasant, Women, Dalit, Tribal and environmental movements in India.</li> </ul>	
<b>Unit V</b>	<b>Understanding social movement in Indian perspective</b> <ul style="list-style-type: none"> <li>• Peasant, Dalit, Tribal and Environmental movements in India</li> </ul>	

**References:**

1. Alinsky, S. (1972) Rules for Radicals, Random House, New York.
2. Bailey, R & Brake, M. (1975) Radical Social Work, Edward Arnold, London.
3. Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
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5. Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique, Sage Publications, New Delhi.
6. Siddiqui, H.Y. (1984) Social Work and Social Action, Harnam Publications, New Delhi.
7. Siddiqui, H.Y. (1997) Analysis of Literature of Social Action, Indian Journal of Social Work, TISS, Mumbai.

**CORE COURSE**

<b>BSWC403: Fieldwork- (Concurrent &amp; Rural Camp)</b>	
Course Credits and Marks: 6/ 150	Concurrent : Twice a week
Total Contact Hours : 6 hours per day	Rural Camp : 7 -10 days
Learning process (Pedagogy): Visit rural Village, report writing, presentation	

**Objectives, expected learning outcomes and course assessment**

<b>Course objectives</b>	<b>Nature of placement</b>	<b>Tasks to be carried out</b>	<b>Course assessment</b>
<ul style="list-style-type: none"> <li>• To expose the students to rural realities/system.</li> <li>• To provide an experience of group living and understand its dynamics.</li> <li>• To provide an opportunity for the students to organise themselves in planning and execution of tasks.</li> <li>• To identify and bring out leadership initiatives.</li> <li>• To enable the students in identifying and mobilising resources.</li> </ul>	It shall be a residential camp in a rural setting.	<ul style="list-style-type: none"> <li>• Selection of a theme for rural camp.</li> <li>• Formation of committees and allocating work.</li> <li>• Planning the programmes to be executed during the camp.</li> <li>• Fund raising/resource mobilisation.</li> <li>• Implementation of the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End examination</li> <li>• Internal Assessment Mark</li> <li>• Assessment based on Timely submission of report, report quality, no. of attendance, viva voce, Presentation</li> </ul>

**GENERIC ELECTIVE COURSE (GEC)**

**Social work with Elderly or Social Work with Youth**

<b>BSWG404(a): Social work with Elderly</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Objectives**

1. To understand the basic needs and issues of elderly persons in contemporary society.
2. To understand the inter-relatedness of biological, psychological, social and cultural aspects of aging.
3. Understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

**Course Contents**

<b>Unit I</b>	<b>Understanding Old Age</b> <ul style="list-style-type: none"><li>• Introduction to basic terms: elderly, older person, ageing, greying population</li><li>• Theories of ageing- biological/developmental, psychological, sociological</li></ul>	Lecture Hours
<b>Unit II</b>	<b>Issues of elderly</b> <ul style="list-style-type: none"><li>• Needs and problems of elderly: physical, psychological, financial, social and environmental, Changing family norms, roles, power, status</li><li>• Myths and stereotypes to elderly</li></ul>	
<b>Unit III</b>	<b>Policy and Programmes</b> <ul style="list-style-type: none"><li>• Welfare programmes/schemes for the elderly, Social security measures</li><li>• National Policy for older persons 1999, international resolutions</li></ul>	
<b>Unit IV</b>	<b>Strategies for Active and Healthy Ageing</b> <ul style="list-style-type: none"><li>• Day care center, recreational center, self help/ support groups, involvement of elderly in community resource building</li><li>• Civil society response and their roles</li><li>• Rights of older persons against neglect, abuse, violence and abandonment</li></ul>	
<b>Unit V</b>	<b>Social Work Intervention</b> <ul style="list-style-type: none"><li>• Empowering elderly: Counseling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, Grief and bereavement counseling</li><li>• Family Interventions (caregivers) and social support strategies (environment)</li><li>• Social work interventions for enhancing wellbeing of the institutionalized elderly, Hospice and palliative care</li></ul>	

**References**

1. Bali, A.P. (ed.) 1999 Understanding Greying People of India, Inter India Publication New Delhi.
2. Binstock, R.H., & George, L.K. 2001 Handbook of Aging and Social Science, Academic Press New York.
3. Hareven, T.K. Adams, K.J. (eds.) 1982 Aging and Life Course Transitions: An Interdisciplinary Perspective, Guilford Press, New York.
4. Ramamurthi, P.V., Jamuna, D. (eds.) 2004 Handbook of Indian Gerontology, Serial Publication, New Delhi.
5. Rajan, S.I., Mishra, U.S., Sarma, P.S. (eds.) 1999 India's Elderly: Burden or Challenge, Sage Publications, New Delhi.
6. Marshall, M. 1983 Social Work with Old People, The Macmillan Press Ltd.
7. Krishnan, P., & Mahadevan, K. (eds.) 1992 The Elderly Population in Developed and Developing World: Policies, Problems and Perspectives, B.R. Publishing Corporation, Delhi.
8. Dhillon, P.K. 1992 Psychosocial Aspects of Ageing in India, Concept Publishing Company, New Delhi.

### **GENERIC ELECTIVE COURSE (GEC)**

<b>BSWG404(b): Social Work with Youth</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

#### **Course Objectives**

1. To enable the learners to understand youth better
2. To provide transformative insights to learners for social change

<b>Unit I</b>	<b>Understanding youths</b> <ul style="list-style-type: none"> <li>• Definition, concept- types of youth</li> <li>• The period of youth in the life cycle</li> <li>• Characteristics and Values of youth</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Problems and issues of Youth</b> <ul style="list-style-type: none"> <li>• Problems of urban and rural youth</li> <li>• Youth in the context of Education, Religion and politics</li> </ul>	
<b>Unit III</b>	<b>Roles of youth</b> <ul style="list-style-type: none"> <li>• Role of youth in National Development and social change</li> <li>• Role of youth against the social evils and involvement of youth in social services</li> </ul>	
<b>Unit IV</b>	<b>Programmes and policies for youth</b> <ul style="list-style-type: none"> <li>• Youth welfare programmes and policies</li> <li>• National youth welfare organizations: NCC, NSS, and NYK</li> </ul>	
<b>Unit V</b>	<b>Social work interventions with youth</b> <ul style="list-style-type: none"> <li>• Role of Social Workers in Youth welfare and development</li> <li>• Scope and skills</li> </ul>	

#### **References**

1. Gore, M.S.(1977) : Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, NDelhi,
2. Havighurst, R. J.: Youth; University of Chicago Press, Chicago, 1975.
3. John, V.V. : Youth and National Goals, Vishwa Youva Kendra, New Delhi, 1974.
4. Brew, J.M. : Youth and Youth Groups, London, 1968

5. Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on Youth Mouton, The Hague, 1976
6. Erikson, E.H. Youth, Change and Challenge, Firma KLM Pvt. Ltd. Calcutta,197

**VALUE ADDITION COURSE (VAC)**

<b>VAC-6</b>	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**Bachelor of Social Work (BSW)**

**SEMESTER – V**

**CORE COURSE**

<b>BSWC501: Social Work Research</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Learning Objectives:**

1. Understand the need for Scientific Approach to human inquiry in place of common sense.
2. Conduct simple interviews including use of observation skills.
3. Develop ability to use library and documentation for secondary data.

**Content**

<b>Unit I</b>	<b>Introduction to social research:</b> <ul style="list-style-type: none"> <li>• Definition, Nature and scope of social research</li> <li>• Types of Social research</li> <li>• Social work research as a method of social work.</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Research Process:</b> <ul style="list-style-type: none"> <li>• Problem Identification, review of literature, formulating research question, hypothesis, research design, collecting data, processing data, interpretation and report writing.</li> </ul>	
<b>Unit III</b>	<b>Research Design:</b> <ul style="list-style-type: none"> <li>• Definition, types of research design- Quantitative and qualitative</li> <li>• Sampling: Types of sampling- Probability and Non-probability sampling</li> </ul>	
<b>Unit IV</b>	<b>Methods and tools of data collection:</b> <ul style="list-style-type: none"> <li>• Observation, interview, questionnaire</li> <li>• Primary and secondary methods of data collection</li> <li>• Data processing: Editing, classifying, coding and tabulation, data analysis and interpretation of tables</li> </ul>	

	<ul style="list-style-type: none"> <li>• Report writing: Principles, format of report</li> </ul>	
<b>Unit V</b>	<b>Statistic:</b> <ul style="list-style-type: none"> <li>• Meaning of statistic</li> <li>• Measures of central tendencies</li> <li>• Importance of Statistics in Social Work Research</li> </ul>	

### References

1. Ahuja Ram-Research Methodology: Methods and techniques. Jaipur Rawat Publication 2003
2. Astana B.N- Elements of Statistics. Allahabad: Chaitanya Publishers 1976
3. Bajpai.S.R.- Methods of Social Survey and Research.Kanpur:Kitab Mahal 1976
4. Donald,R.cooper and Parmela,s.schindler (2003), Business Research Methods. Tata mc.graw hill.
5. Kothari C.R.(2004) Research Methodology Methods and Techniques. Wishwa Prkashan
6. Richard, I Levin (2003). Statistics for Management, PHI, Delhi.
7. S.D.Gupta, Advanced Statistical Methods, S. Chand, Delhi

### CORE COURSE

<b>BSWC502: Field Work (Concurrent &amp; Block placement)</b>	
Course Credits and Marks: 6/ 150	Concurrent : Twice a week
Total Contact Hours : 6 hours per visit	Block : Minimum 30 days
Learning process (Pedagogy): Orientation visit to GO and NGO, report writing, presentation	

#### **Objective, Expected Learning Outcome and Course Assessment**

<b>Course Objectives</b>	<b>Nature of Placement</b>	<b>Expected Learning Outcome</b>	<b>Course Assessment</b>
<ul style="list-style-type: none"> <li>• To understand the basic of field work, concept of self and fieldwork and the professional workers.</li> <li>• To critically understand and appreciate program and project of GO &amp; NGOs</li> <li>• To enhance importance of skills in report writing and documentation</li> </ul>	<p>The students will be placed for field work in an approved organization or agency or community for consecutive 30 days</p>	<ul style="list-style-type: none"> <li>• Students will develop understanding of the functioning of different organizations/Institution</li> <li>• Students will gain insight about contemporary social issues and intervention strategies, which would enable them develop their problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End examination:</li> <li>• Internal Assessment</li> <li>• Assessment will be based on Timely submission of report, report quality, no. of attendance, Viva Voce, Presentation</li> </ul>
<b>Tasks to be carried out by students:</b> <ul style="list-style-type: none"> <li>• Initiate formation of new groups and organise them into effective functioning ones.</li> <li>• Organise purposeful programmes to bring about solidarity and unity among the groups.</li> <li>• Identify individuals who need assistance in handling concerns and reach out to them through planned interventions.</li> </ul>			

- Locating and tapping resources for the realization of individual or group goals.
- Collaborate and build networks with related organisations.

### **DISCIPLINE SPECIFIC ELECTIVE (DSE)**

#### **Gender Studies or Tribal studies**

<b>BSWD503(a): Gender studies</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

#### **Learning Objectives**

1. To sensitize the students on cultural construction of femininity and masculinity
2. To enable students to understand gender specific issues
3. To introduce the learners the various initiatives of government and non-governmental organizations to bring Gender justice

#### **Course Content**

<b>Unit I</b>	<b>Gender basic Concepts</b>	<b>Lecture Hours</b>
	<ul style="list-style-type: none"> <li>• Sex and Gender, types of Gender, Masculinity and Femininity,</li> <li>• Gender roles and Division of Labour; Public Private Dichotomy</li> <li>• Gender stereotyping and gender discrimination</li> </ul>	
<b>Unit II</b>	<b>The Third Gender</b>	
	<ul style="list-style-type: none"> <li>• History of transgender in India</li> <li>• Issues and challenges faced by the third gender community</li> <li>• The third gender rights</li> </ul>	
<b>Unit III</b>	<b>Feminist theories</b>	
	<ul style="list-style-type: none"> <li>• Liberal, Radical, Socialist, Marxist</li> </ul>	
<b>Unit IV</b>	<b>Gender and contemporary issues</b>	
	<ul style="list-style-type: none"> <li>• Inequality in labor market &amp; Political participation</li> <li>• Prostitution, dowry deaths, domestic violence, Rape, Molestation, Eve-teasing, Witch hunting, Female Feticides &amp; Infanticide</li> </ul>	
<b>Unit V</b>	<b>Initiatives for Gender Justice</b>	
	<ul style="list-style-type: none"> <li>• National Perspective Plan for Women, 1988-2000</li> <li>• Shramshakti Report, 1998</li> <li>• National Commission For Women</li> <li>• National Plan of Action for the Girl Child (1991-2001)</li> <li>• National Policy for Empowerment of Women 2001</li> </ul>	

#### **References**

1. Evans Mary (1997): Introducing Contemporary Feminist Thought. Cambridge. Polity Press.
2. Patel Vibhuti (2002): Women's Challenges of the New Millennium. New Delhi. Gyan Publishing House.
3. Murthy N Linga (2007): Towards Gender Equality: India's Experience. New Delhi.
4. Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).
5. Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.
6. Miles Angela R & Finn Geraldine (2002). Feminism: From Pressure to Politics. Jaipur. Rawat

Publications.

7. Singh Surendra & Srivastava S P (2001). Gender Equality through Women's Empowerment: Strategies and Approaches. Lucknow. Bharat Book Centre.
8. Nanda Serena: The Third Gender: Hijra Community In India. (Manushi Vol. 1992, 72(01/Jan/1992) Page No: 9 - 16).

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**

<b>BSWD503(b): Tribal studies</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Objectives:-**

1. To develop ability to analyse the social, economic and political situation of the Tribals
2. To familiarize students with some of the important special programmes meant for dealing with problems and upliftment of tribals in India

**Content:**

<b>Unit I</b>	<b>Introduction to Tribal Studies:</b> <ul style="list-style-type: none"> <li>• Definition, nature, scope</li> <li>• Concepts and categories: tribes and indigenous people, Schedule Tribes, Primitive Tribes, De-notified or ex-criminal tribes in India</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Socio-Political Organizations:</b> <ul style="list-style-type: none"> <li>• Family, marriage, kinship</li> <li>• Types and functions of tribal polity</li> <li>• Customary laws and social sanction</li> <li>• Religion; faith, beliefs and practices</li> </ul>	
<b>Unit III</b>	<b>Contemporary Tribal Issues:</b> <ul style="list-style-type: none"> <li>• Economic issues; poverty, indebtedness, land alienation, unemployment, migration, displacement &amp; Rehabilitation</li> <li>• Social issue; health, education, alcoholism &amp; drug abuse, gender inequality</li> <li>• Language issues; preservation of language and Script</li> </ul>	
<b>Unit IV</b>	<b>Tribal rights</b> <ul style="list-style-type: none"> <li>• Land, forest &amp; water</li> <li>• Intellectual property rights</li> <li>• Human rights</li> </ul>	
<b>Unit V</b>	<b>Constitutional Provisions and tribal development programme in India</b> <ul style="list-style-type: none"> <li>• Constitutional provisions and safeguards</li> </ul>	



	<ul style="list-style-type: none"> <li>Provisions of the Panchayats ( extensions of Scheduled areas) Acts, 1996, Scheduled Tribes(Recognition of forest rights)Act 2000</li> </ul>	
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References:

1. Dalit in the Past and Present G.S. Rawat
2. Untouchables in India: Raigar Movement” by Syamlal Rawat
3. Scheduled Tribes by G.S. Ghurye Popular Press, Bombay
4. Indian Society by P.K. Kar, Kalyani Publishers, New Delhi(2006)
5. Bose, Kumar Nirmal – Tribal Life in India. New Delhi:National Book Trust, 1971
6. Castes and their struggle for Equality. New Delhi Ashish Publishing house 1984

**GENERIC ELECTIVE COURSE (GEC)**

Disaster Management or Regional Issues

<b>BSWG504(a): Disaster Management</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Learning Objectives**

1. To understand the concept and types of disaster
2. To enhance the skills for disaster management
3. To know role of various agencies in Disaster Management

**Content**

<b>Unit I</b>	<b>Disaster</b> <ul style="list-style-type: none"> <li>• Concept, definition, nature</li> <li>• Classifications and types of disaster</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Disaster Management Cycle</b> <ul style="list-style-type: none"> <li>• Pre disaster management stage- Prevention, preparedness and education</li> <li>• Post Disaster Management stage – Response, rescue, relief, rehabilitation and reconstruction</li> </ul>	
<b>Unit III</b>	<b>Mitigation</b> <ul style="list-style-type: none"> <li>• Guiding principles of Mitigation</li> <li>• Mitigation measures, risk Management, vulnerability analysis, risk reducing measures, formulation and implementation of mitigation programme</li> </ul>	
<b>Unit IV</b>	<b>Roles</b> <ul style="list-style-type: none"> <li>• Roles of Government , NGO’S and Voluntary agencies in Disaster Management</li> <li>• Role of Social worker in Disaster Management</li> </ul>	
<b>Unit V</b>	<b>Impacts</b> <ul style="list-style-type: none"> <li>• Impacts of disaster Disaster Management</li> </ul>	

	<ul style="list-style-type: none"> <li>• Discussion on recent issues</li> </ul>	
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**References:**

1. Krishna S. Vasta – The Bhuj earthquake 2001- Identification of priority issues, World Institute for disaster risk management, Alexandria, USA 2001
2. James Mann- Power, poverty and poison; disaster and responses in an Indian city, sage publication, New Delhi 1993
3. Naseem Ahamad- Managing disasters, Kilaso books New Delhi, 2003
4. Dr. AqueilAhamad- Disaster Management-preparedness, response, ASCI and ARTIC, Hyderabad, 1981
5. Dr. Vishal Hulsure. Disaster management and mitigation measures
6. S. vaidyanathan. Introduction to disaster management

**GENERIC ELECTIVE COURSE (GEC)**

<b>BSWG504(b): Regional Issues</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Learning Objectives**

1. To familiarize the region land and people of North East India
2. To understand the issues of the Region
3. To instill in learners the importance and need to further peace in our society

**Content**

<b>Unit I</b>	<p><b>Conflict:</b></p> <ul style="list-style-type: none"> <li>• Definition, types of conflict</li> <li>• conflict Analysis, Conflict Prevention, Conflict Management, Conflict Settlement, Conflict Transformation and Conflict Resolution,</li> <li>• North East India Experiences</li> </ul>	Lectures Hours
<b>Unit II</b>	<p><b>Peace:</b></p> <ul style="list-style-type: none"> <li>• Definition, Peace Initiatives, Reconciliation, Peace Making, Peacemaking, Peace building, Peace Education, Inter-Community Dialogue</li> <li>• North East India Experiences</li> </ul>	
<b>Unit III</b>	<p><b>Force migration:</b></p> <ul style="list-style-type: none"> <li>• Definition and Causes for Forced migration,</li> <li>• Understanding IDP and Refugee Camps with special reference to North East India</li> <li>• Understanding Women and Children in the camp, force migration in North East India</li> </ul>	
<b>Unit IV</b>	<b>Natural Resource and Conflict:</b>	

	<ul style="list-style-type: none"> <li>• Issue related to Water, Land and Natural gas, International financial Institutions,</li> <li>• Cases Studies: Tipaimuk , Loktak, Mapithel etc.</li> </ul>	
<b>Unit V</b>	<b>Trade and Development:</b> <ul style="list-style-type: none"> <li>• Look East Policy, Free Trade, Trans Asian Highways and Railways, Security and Development</li> <li>• Understanding South East Asia.</li> </ul>	

**References:**

1. Indian Society by P.K. Kar, Kalyani Publishers, New Delhi(2006)
2. Administration of Social Welfare Programmes in India by S.N. Dubey
3. Social Welfare Administration in India by Dr. D.R. Sachdev
4. Bose, Kumar Nirmal – Tribal Life in India. New Delhi:National Book Trust, 1971
5. Francis, D., and Chandu Subba Rao – Development of Weaker Sections. Jaipur Rawat Publication 2000
6. Publication 2000
7. Kamble M.D – Deprived Castes and their struggle for Equality. New Delhi Ashish Publishing house 1984

**VALUE ADDITION COURSE (VAC)**

<b>VAC-7</b>	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**Bachelor of Social Work (BSW)**

**SEMESTER – VI**

**CORE COURSE**

<b>BSWC601: Social Welfare Administration</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Learner Objectives:**

1. To understand the procedures and policies involved in establishing and maintaining social welfare organizations
2. To acquire knowledge pertaining to administration of social organizations

**Content:**

<b>Unit I</b>	<b>Understanding social welfare administration</b> <ul style="list-style-type: none"> <li>• Concepts, definition and features of social welfare administration</li> <li>• Social welfare agencies</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Functions, Principles and Scope of Social welfare Administration:</b> <ul style="list-style-type: none"> <li>• Functions of social welfare administration</li> <li>• Principles of social welfare administration</li> <li>• Scope of social welfare administration (POSDCORB)</li> </ul>	

<b>Unit III</b>	<b>Social Welfare Organisations</b> <ul style="list-style-type: none"> <li>Types of social welfare administration; Governmental Organisation, Non Governmental Organisations, Bilateral and International Organisation, Donor Agencies and UN bodies</li> </ul>	
<b>Unit IV</b>	<b>Management of Social Welfare Services</b> <ul style="list-style-type: none"> <li>Concepts of management</li> <li>Ingredients of management: communication and social marketing, public relations, fund raising, social auditing and SWOC analysis</li> </ul>	
<b>Unit V</b>	<b>Social policies and programmes</b> <ul style="list-style-type: none"> <li>Concept of Social policy</li> <li>Social welfare policies and programmes</li> </ul>	

**References:**

- Banerjee, Shyamal. 1981. Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt.Ltd.
- Bhattacharya, Sanjay. 2006. Social Work Administration and Development. Jaipur: Rawat Publications
- Chowdhry, D.Paul. 1992. Social Welfare Administration. New Delhi: Atmaram and Sons.
- Goel. S.L. & R.K. Jain. 1998. Social Welfare Administration. Vol. I & II. New Delhi: Deep &
- J.N. Morgin; Reading in Indian Labour & Social Welfare
- Dr. Prem Prakash; Education of Exceptional Children.
- National Institute of Public Co- operation & Child Development (New-Delhi); National Evaluation of Integrated Child Development Services.

**CORE COURSE**

<b>BSWC-602: Field Work (Concurrent &amp; Block placement)</b>	
Course Credits and Marks: 6/ 150	Concurrent : Twice a week
Total Contact Hours : 6 hours per day	Block : Minimum 30 days
Learning process (Pedagogy): Orientation visit to GO and NGO, report writing, presentation	

**Objective, Expected Learning Outcome and Course Assessment**

<b>Course Objectives</b>	<b>Nature of Placement</b>	<b>Expected Learning Outcome</b>	<b>Course Assessment</b>
<ul style="list-style-type: none"> <li>To understand the basic of field work, concept of self and fieldwork and the professional workers.</li> <li>To critically understand and appreciate program and project of GO &amp; NGOs</li> <li>To enhance importance of skills in report writing and</li> </ul>	<ul style="list-style-type: none"> <li>The students will be placed for field work in an approved organization or agency or community for consecutive 30 days</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop understanding of the functioning of different organizations/Institution</li> <li>Students will gain insight about contemporary social issues and intervention strategies, which would enable them develop their problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>Semester End examination:</li> <li>Internal Assessment</li> <li>Assessment will be based on Timely submission of report, report quality, no. of attendance, Viva Voce, Presentation</li> </ul>

documentation			
<b>Tasks to be carried out by students:</b>			
<ul style="list-style-type: none"> <li>• Initiate formation of new groups and organise them into effective functioning ones.</li> <li>• Organise purposeful programmes to bring about solidarity and unity among the groups.</li> <li>• Identify individuals who need assistance in handling concerns and reach out to them through planned interventions.</li> <li>• Locating and tapping resources for the realization of individual or group goals.</li> <li>• Collaborate and build networks with related organisations.</li> </ul>			

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**

**Migration or Cross Border issues**

<b>BSWD603(a): Migration</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Course Objectives**

1. To acquaint learners with the causes and consequences of migration
2. To develop the knowledge and understanding of the status and rights of migrants

**Course Content**

<b>Unit I</b>	<p><b>Understanding Migration</b></p> <ul style="list-style-type: none"> <li>• Definition of some basic terms related to migration</li> <li>• Types of Migration</li> <li>• Features of migration</li> </ul>	Lecture Hours
<b>Unit II</b>	<p><b>Causes of migration: Push and pull factors</b></p> <ul style="list-style-type: none"> <li>• Demographic and social factors</li> <li>• Economic factors</li> <li>• Political factors</li> <li>• Ecological factors</li> </ul>	
<b>Unit III</b>	<p><b>Causes and consequences of migration</b></p> <ul style="list-style-type: none"> <li>• Economic, social, political, environmental, demographic consequences of migration</li> <li>• Positive and negative impacts</li> </ul>	
<b>Unit IV</b>	<p><b>Migration in NE India</b></p> <ul style="list-style-type: none"> <li>• Issues of Migration in NE India</li> <li>• Movement against outsider in Assam</li> <li>• ILP movement in Manipur</li> <li>• Measures taken by the government</li> </ul>	
<b>Unit V</b>	<p><b>Migration and Human rights</b></p> <ul style="list-style-type: none"> <li>• Migrants' rights</li> <li>• Challenges and issues faced by migrants</li> </ul>	

**References:**

1. IOM international Organization for Migration, The human rights of Migrants
2. Migration and International Human Rights Law(2014)
3. BVS Prasad, S. Sivakamasundari. Rural migration in India: Issues and preventive measures
4. Deepak K. Mishra. Internal Migration in Contemporary India
5. Ajay Srivastya, et al (2022). Employment of migrant labourers: issues and challenges
6. Praveen Naik Bellampalli. Labour migration in India
7. Kaul K.(2006) Migration and society, Rawat Publications, New Delhi
8. Amish Tandon. Indian citizenship and immigration law
9. N.R. Prabhakara. Internal migration and population distribution in India

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**

<b>BSWD603(b): Cross Border issues</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Course Objectives**

1. To enhance knowledge and understanding of learners about the various border issues
2. To develop conflict management and resolution skills

**Course Content**

<b>Unit I</b>	<b>Basic Concepts</b> <ul style="list-style-type: none"> <li>• Definition, meaning and concept of Cross border studies</li> <li>• Importance of Cross border studies</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Cross Border Conflict and development</b> <ul style="list-style-type: none"> <li>• Border dispute; causes and consequences</li> <li>• Border Trade; opportunities and challenges</li> <li>• Border conflict and resource management</li> </ul>	
<b>Unit III</b>	<b>International Porous border &amp; Human trafficking</b> <ul style="list-style-type: none"> <li>• Definition and forms of human trafficking</li> <li>• Types of Victims of Human Trafficking</li> <li>• Growth and purpose of Human Trafficking</li> <li>• Preventive measures at the state, national and international level</li> </ul>	
<b>Unit IV</b>	<b>International Porous border &amp; Drug Smuggling</b> <ul style="list-style-type: none"> <li>• Definition and meaning of Drug and Drug Smuggling</li> <li>• Difference between Drug Smuggling and peddling; source and types</li> <li>• Threat to Society ; impacts on youths</li> </ul>	
<b>Unit V</b>	<b>Cross Border Immigration</b>	

	<ul style="list-style-type: none"> <li>• Definition and concept of immigration,</li> <li>• Causes and challenges of immigration</li> <li>• The future of cross border immigration India; population invasion, changing nature of work and employment</li> </ul>	
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**References:**

1. Bhattacharya, Biswa and Prabir De (2006) "Promotion of trade and investment between people's republic of China and India "Toward a regional Perspective", Asian Development Review, Vol.22. no1, Asian development bank Manila
2. Goshwami, H. and J.K Gogoi (2003): "Regional corporation between China, Myanmar, Bangladesh and India through bilateral trade; impact on NE India "Assam economic journal, XVI, Dibrugarh
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6. Ekaterina Stepanova, "addressing drug and conflicts in Myanmar; who will support alternative development?" SIPRI Policy brief, June 2009.
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8. N.R. Prabhakara. Internal migration and population distribution in India

**GENERIC ELECTIVE COURSE (GEC)**

**Child rights or Human Development**

<b>BSWG604(a): Child Rights</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Course Objectives**

1. To develop an understanding of legal framework and policies that support child protection
2. To enhance knowledge on National and International organizations to protect the rights of the child

**Course Content**

<b>Unit I</b>	<p><b>Understanding Child</b></p> <ul style="list-style-type: none"> <li>• Meaning of Child and concept of child (UNCRC )</li> <li>• Types of children</li> <li>• Problems of children</li> <li>• Demographic profile of the child in India</li> </ul>	Lecture Hours
<b>Unit II</b>	<p><b>Child Rights and laws</b></p>	

	<ul style="list-style-type: none"> <li>• Definition and concept of Child rights</li> <li>• Child Rights within the framework of Human Rights</li> <li>• Salient features of Child Rights Act, 2005</li> <li>• Constitutional safeguards for children in India; JJAct 2000 and amendment 2006,</li> <li>• Protection of Children from Sexual Offence act 2012 (POCSO)</li> <li>• Child marriage Act 2006</li> <li>• Child labor (prohibition and regulation) act 1986</li> </ul>	
<b>Unit III</b>	<b>Child Rights Commission</b> <ul style="list-style-type: none"> <li>• United Nations Convention on the Rights of the Child (UNCRC)</li> <li>• United Nations International Children’s Emergency Fund (UNICEF)</li> <li>• Child Rights and you(CRY)</li> <li>• National Commission for Protection of Child Rights (NCPCR)</li> <li>• National Human Rights Commission (NHRC)</li> </ul>	
<b>Unit IV</b>	<b>Services for Children</b> <ul style="list-style-type: none"> <li>• Integrated Child Development Service (ICDS)</li> <li>• Integrated child protection scheme (ICPS)</li> <li>• Child line</li> <li>• Crèche, Children Home, Shelter home, day care centers, special homes</li> </ul>	
<b>Unit V</b>	<b>Social work in protection of Child Rights</b> <ul style="list-style-type: none"> <li>• Role of Social workers in child protection</li> <li>• Scope of social work intervention</li> </ul>	

**References:**

1. Bajpai, Asha.(2006). Child rights India: Law, policy , and practice. Delhi: Oxford University Press.
2. Chopra, G. (2015). Child rights in India: Challenges and action. New Delhi: Springer.
3. Pillai, Michael vimal. (200). Child protection: challenges and initiatives. Hyderabad: The Icfai University Press.
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6. P.D. Mathew-know your rights-Nyay Darshan Vodorara.

**GENERIC ELECTIVE COURSE (GEC)**

<b>BSWG604(b): Human Development</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Learning Objectives**



1. To develop an understanding of the characteristics and developmental stages of human life
2. To develop an understanding of behaviour at different stages of development and the needs and tasks of the period.
3. To develop an understanding of the concept of personality and factors affecting it

#### Course Content

Unit I	<b>Understanding Human personality</b> <ul style="list-style-type: none"> <li>• Meaning, types, and dimensions of human personality</li> <li>• Development of human personality</li> <li>• Factors affecting personality</li> </ul>	<b>Lecture Hours</b>
<b>Unit II</b>	<b>Early stages of Human Development</b> <ul style="list-style-type: none"> <li>• <b>Prenatal Period</b> : Conception, Heredity Endowment-Determination of Sex, Germinal stage, Factors influencing Prenatal Development, Types of Birth and its consequences</li> <li>• <b>Post- Natal Period</b>: Characteristics of Infancy and Babyhood, Conditions influencing adjustment to Postnatal life</li> <li>• <b>Early Childhood</b>: Characteristics of Early Childhood, Importance of Early Developmental: Influence of School, Social Grouping &amp; Social behavior, Hazards of childhood.</li> </ul>	
<b>Unit III</b>	<b>Later stages of Human Development</b> <ul style="list-style-type: none"> <li>• <b>Puberty</b>: Physical &amp; Behavioural changes, Developmental tasks, Issues and problems of Adolescence</li> <li>• <b>Adulthood</b>: Characteristics, developmental tasks, Issues and problems in Adulthood</li> </ul>	
<b>Unit IV</b>	<b>Theory of Personality</b> <ul style="list-style-type: none"> <li>• Freud's Psycho-analytical theory</li> <li>• Erickson's Psycho social development theory</li> <li>• John B. Watson Theory of Behaviorism</li> </ul>	
<b>Unit V</b>	<b>Tools of Personality Assessment</b> <ul style="list-style-type: none"> <li>• Psychometric Test, Rating Scales, Questionnaires, Projective Techniques</li> <li>• Defense Mechanism: Concept, meaning and types of Defense Mechanism</li> </ul>	

#### References

1. Engler, Barbara- Personality Theories: an Introduction; Boston: Houghton Mifflin Company 1991
1. Agochiya, Devendra – Life Competencies for Adolescents. New Delhi: Sage Publications 2010
2. Berk E Laura- Child Development. 7th edition. New Delhi: Pearson 2007
3. Chaturvedi, Ramesh- Encyclopedia of Guidance and Counseling. New Delhi Crescent publication Corporation 2008
4. Garden Iraj- Human Development. Bombay: D.B. Taraoreval Sons Co Pvt Ltd 1970
5. Hurlock, Elizabeth B – Developmental Psychology 3rd Edition. New York Tata McGraw Hill Publishing Co Ltd 1997
6. Nand V.K. - Developmental Psychology. New Delhi Surjeet Publications 2004
7. Sharma R.N. – Developmental Psychology. New Delhi Surjeet Publication

#### VALUE ADDITION COURSE (VAC)

VAC-8

Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method ( Prepared by Manipur University)	

**Bachelor of Social Work (BSW)**

**SEMESTER – VII**

**CORE COURSE**

<b>BSWC701: Human Growth and Development</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Objectives**

1. Develop an overall understanding of the principles of growth and its relevance to understand behavior at various stages of life
2. Explain the developmental tasks and critical development periods across life cycle.
3. Identify areas of Intervention for social work practice

**Content:**

<b>Unit I</b>	<b>Understanding Human Growth and Development</b> <ul style="list-style-type: none"> <li>• Meaning of growth and development</li> <li>• Principles of Human Growth and Development</li> <li>• Stages of human development</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Theories</b> <ul style="list-style-type: none"> <li>• Life span perspective</li> <li>• Ecological approaches to understand human growth and behavior</li> </ul>	
<b>Unit III</b>	<b>Role of heredity and environment</b> <ul style="list-style-type: none"> <li>• Meaning heredity and environment</li> <li>• Differences between heredity and environment</li> <li>• Role of heredity and environment in human growth and development</li> </ul>	
<b>Unit IV</b>	<b>Developmental tasks</b> <ul style="list-style-type: none"> <li>• Developmental tasks related to psychosocial development, moral development and personality development</li> </ul>	
<b>Unit V</b>	<b>Influences of human growth and development</b> <ul style="list-style-type: none"> <li>• Influence of family, school and community on accomplishing the developmental tasks</li> <li>• Influence of social customs, traditions, values, socializing process, gender and deprivation on human development</li> </ul>	

**References:**

1. Bsicacre M. and Carlisle R. : The Illustrated Encyclopaedia of Human Development, London: Marshall Convendish Book Ltd.

2. Ghosh S: The Feeding and care of Infants and Young children, Delhi: Voluntary Health Association of India.
3. Hurlock E.B 1971: Developmental Psychology (5<sup>th</sup> Edition) New Delhi: Tata Mc Growth Hill
4. Human Development Index 2001: UNDP
5. S. Chand. Human development : a life span development approach
6. S.K. Sharma. Principles of growth and development
7. Dr. J. Nirmala. Psychology of learning and human development

### CORE COURSE

<b>BSWC-702: Field Work (Concurrent &amp; Block placement)</b>	
Course Credits and Marks: 6/ 150	Concurrent : Twice a week
Total Contact Hours : 6 hours per day	Block : Minimum 30 days
Learning process (Pedagogy): Orientation visit to GO and NGO, report writing, presentation	

#### Objective, Expected Learning Outcome and Course Assessment

Course Objectives	Nature of Placement	Expected Learning Outcome	Course Assessment
<ul style="list-style-type: none"> <li>❖ To understand the basic of field work, concept of self and fieldwork and the professional workers.</li> <li>❖ To critically understand and appreciate program and project of GO &amp; NGOs</li> <li>❖ To enhance importance of skills in report writing and documentation</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be placed for field work in an approved organization or agency or community for consecutive 30 days</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop understanding of the functioning of different organizations/Institution</li> <li>• Students will gain insight about contemporary social issues and intervention strategies, which would enable them develop their problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End examination:</li> <li>• Internal Assessment</li> <li>• Assessment will be based on Timely submission of report, report quality, no. of attendance, Viva Voce, Presentation</li> </ul>
<p><b>Tasks to be carried out by students:</b></p> <ul style="list-style-type: none"> <li>• Initiate formation of new groups and organise them into effective functioning ones.</li> <li>• Organise purposeful programmes to bring about solidarity and unity among the groups.</li> <li>• Identify individuals who need assistance in handling concerns and reach out to them through planned interventions.</li> <li>• Locating and tapping resources for the realization of individual or group goals.</li> <li>• Collaborate and build networks with related organisations.</li> </ul>			

### DISCIPLINE SPECIFIC ELECTIVE (DSE)

#### Urban Studies or Public health

<b>BSWD703(a): Urban Studies</b>	
Course Credits & Marks: 6/ 150	Theory and practical: 70:30
Teaching Learning process: Lecture, Group task, presentation, live practice	

### Course Objectives

1. To develop knowledge and understanding on urban ecology and problems
2. To provide opportunity to learners to deepen the knowledge and understanding of Urban Planning and development

### Course Content

<b>Unit I</b>	<b>Concepts of Urban community</b> <ul style="list-style-type: none"> <li>• Definition, meaning &amp; concept of urban community</li> <li>• Characteristics of urban Community/urbanism</li> <li>• Scope of urban studies</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Urbanization</b> <ul style="list-style-type: none"> <li>• Concept, causes and problems</li> <li>• Consequences of urbanization</li> </ul>	
<b>Unit III</b>	<b>Urban problems</b> <ul style="list-style-type: none"> <li>• Problems in Urban India</li> <li>• Urban crimes in India</li> <li>• Causes and solutions to Urban problems</li> </ul>	
<b>Unit IV</b>	<b>Approaches and barriers</b> <ul style="list-style-type: none"> <li>• Approaches to urban Community Development</li> <li>• Barriers to urban community development in India</li> </ul>	
<b>Unit V</b>	<b>Urban development programmes</b> <ul style="list-style-type: none"> <li>• Urban development programmes in India</li> <li>• Review of urban development projects</li> </ul>	

### References

1. Gore, M.S., Urbanization and family change, popular Prakashan, Bombay, 1968.
2. Clinard Marshall, sociology of deviant behavior, holt, Rinehart & Winston, new York, 1957
3. Ross, Aileen, Hindu Family in its urban setting, press, New Delhi, 1961.
4. Weber, Max, "The urban community", in Talcott parsons. Et.el. (eds), theories of societies, vol.1, the free press of Glencoy, New York, 1961.
5. Ram Ahuja, Social problems in India, first edition, 1992.

### **DISCIPLINE SPECIFIC ELECTIVE (DSE)**

<b>BSWD703(b): Public Health</b>	
Course Credits & Marks: 6/ 150	Theory and practical: 70:30
Teaching Learning process: Lecture, Group task, presentation, live practice	

### Course Objectives

1. To educate learners about the public health care system
2. To educate the learners about how to tackle challenging issues that affect community and work with people across sectors

### Course Content:

<b>Unit I</b>	<b>Principles and practices of Public health</b> <ul style="list-style-type: none"> <li>• Public health: definition, causation, prevention, social determinants</li> </ul>	Lecture
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	<ul style="list-style-type: none"> <li>• of health, health system and health policy</li> <li>• Health equity</li> <li>• Environment and health</li> <li>• Public health services</li> </ul>	Hours
<b>Unit II</b>	<b>Health programme, policy and planning</b> <ul style="list-style-type: none"> <li>a) Policy making: key components</li> <li>b) Policy framework</li> <li>c) Short term versus and long term policies</li> <li>d) Resource allocation to optimize health</li> </ul>	
<b>Unit III</b>	<b>Basic epidemiology</b> <ul style="list-style-type: none"> <li>• History of epidemiology</li> <li>• Incidence and prevalence</li> <li>• Causation and association</li> <li>• Disease surveillance</li> <li>• Outbreak investigation</li> <li>• Communicable and non communicable diseases</li> </ul>	
<b>Unit IV</b>	<b>Current issues in health policy</b> <ul style="list-style-type: none"> <li>• Current health issues</li> <li>• Impact of health threats</li> <li>• Interventions to counter health threats including crises management</li> </ul>	
<b>Unit V</b>	<b>Strategies and approaches of social work in public health</b> <ul style="list-style-type: none"> <li>• Health education and behavior change</li> <li>• Counseling and referral</li> <li>• Community needs assessment</li> <li>• Community mobilization and organization, rehabilitation</li> <li>• Capacity building and training</li> <li>• Resource mobilization and application</li> </ul>	

**Reference:**

1. Ajit (2005). Social dimensions of health, New Delhi: Rawat publications
2. Bajpai(1998), Social work perspectives on health, New Delhi: Rawat publications
3. Diatha Krishna Sundar, Shashank Garg, Isha Garg(2019). Public Health system in India
4. Manoranjan Mohanty. Social change in Contemporary: India Public Health in India
5. Bratati Banerjee(2022). Health Policies and Programmes in India
6. Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
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**GENERIC ELECTIVE COURSE (GEC)**

**Counseling skills or Social Legislation**

<b>BSWG704(a): Counseling skills</b>	
Course Credits & Marks: 6/ 150	Theory and practical: 70:30
Teaching Learning process: Lecture, Group task, presentation, live practice	

**Learning Objectives:**

1. To develop an understanding of counseling as a tool for helping people

2. Understanding conceptual and theoretical underpinnings of counseling
3. Understand the ethical principles associated with good Counseling practice
4. To develop Counseling skills for application to real life situations

**Course Contents:**

<b>Unit I</b>	<b>Conceptual Framework</b> <ul style="list-style-type: none"> <li>• Concept of counseling: Meaning, definitions, elements</li> <li>• Purpose and goal of counseling</li> <li>• Principles of Counseling</li> </ul>	<b>Lecture Hours</b>
<b>Unit II</b>	<b>Counseling as a professional</b> <ul style="list-style-type: none"> <li>• Skills, tools and techniques of Counseling</li> <li>• Ethics in counseling</li> <li>• Recent trends in counseling</li> </ul>	
<b>Unit III</b>	<b>Client system</b> <ul style="list-style-type: none"> <li>• Voluntary and non-voluntary clients</li> <li>• Individual counseling: Nature, process and situations</li> <li>• Group counseling: Nature, process and situation</li> <li>• Couple and family counseling: Nature, process and situation</li> </ul>	
<b>Unit IV</b>	<b>Types of counseling therapy</b> <ul style="list-style-type: none"> <li>• Cognitive Therapy</li> <li>• Behavioral therapy</li> <li>• Cognitive Behavioral therapy</li> <li>• Psychodynamic therapy</li> </ul>	
<b>Unit V</b>	<b>Approaches to counseling</b> <ul style="list-style-type: none"> <li>• Psycho-analytic approach</li> <li>• Humanistic approach</li> <li>• Behaviouristic approach, existential approach</li> <li>• Interpersonal approach.</li> </ul>	

**Reference**

1. Sharma, R. N. (2001). Guidance and Counseling. Surjeet Publication, New Delhi
2. Charles R. Ridley, Debra Mollen and Shannon M. Kelly, 2011, Beyond Microskills: Toward a Model of Counseling Competence, The Counseling Psychologist, XX(X) –40, 2011 SAGE Publications.
3. Dave, Indu (1983). The Basic Essentials of Counseling. Sterling Publishers Pvt. Ltd, New Delhi.
4. Gupta, M. (1979) Effective Guidance and Counseling. Mangal Deep Publications, Jaipur.
5. Nandha, S.K. (1982). Educational and Vocational Guidance. Parkash Brothers, Ludhiana
6. Narayana Rao, S. (2002). Counseling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
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**GENERIC ELECTIVE COURSE (GEC)**

<b>BSWG704(b): Social Legislations</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Course Objectives**

1. To develop understanding about the structure and Process of making legislation
2. To enrich the knowledge of students about the rights of various populations

### Course Content

<b>Unit I</b>	<b>Legislation</b> <ul style="list-style-type: none"> <li>• Legislation: Concept, Meaning and Definition</li> <li>• Functions of Legislation</li> <li>• Process of Making Legislation</li> <li>• Important Law Making Institutions in India</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Social Legislation</b> <ul style="list-style-type: none"> <li>• Social Legislation: Concept, Meaning and Definition</li> <li>• Needs and Objectives of Social Legislation</li> <li>• Legal-aid and Legal and Public Advocacy</li> </ul>	
<b>Unit III</b>	<b>Social legislation and Social Change</b> <ul style="list-style-type: none"> <li>• Impact of social legislation</li> <li>• Social Legislation as an Instrument of Social Change</li> </ul>	
<b>Unit IV</b>	<b>Social Legislations in India</b> <ul style="list-style-type: none"> <li>• Salient Features of Dowry Prohibition Act (1961)</li> <li>• Salient Features of Protection of Women from Domestic Violence Act (2005)</li> <li>• Salient Features of Child Labour Prohibition and Regulation Act (1986)</li> <li>• Salient Features of Juvenile Justice Act (2015)</li> <li>• Salient Features of Right to Information Act (2005)</li> </ul>	
<b>Unit V</b>	<b>Constitution of India</b> <ul style="list-style-type: none"> <li>• Preamble</li> <li>• Fundamental Rights and Duties</li> <li>• Directive Principles of State Policy</li> <li>• Salient Features of Indian Constitution</li> <li>• Important Constitutional Amendments in the Area of Social Welfare</li> </ul>	

### References:

1. Bakshi PM (2007), Constitution of India, Delhi: Universal Law Publishing House
2. Basu, D. D. (2015). Introduction to Constitution of India. 22<sup>nd</sup> Edition. Mumbai: LexisNexis.
3. Gangrade KD (1978), Social Legislation in India, New Delhi, Concept pub
4. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.
5. Government of India. (1956), Social Legislation, New Delhi, Govt of India
6. Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi:

Cambridge University Press

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8. Vyas, R. N. (1998), The Soul of Indian Constitution: A Critical Evaluation, Jaipur: Rawat Publication

### Bachelor of Social Work (BSW)

#### SEMESTER – VIII

#### CORE COURSE

<b>BSWC801: Social Policy, Planning and Development</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

#### Course Objectives

1. To develop understanding of the concept of social policy and social planning
2. To understand Concept and nature of Development and Human Development

#### Course Content

Unit	Content	Lecture Hours
Unit I	<b>Introduction to Social Policy</b> <ul style="list-style-type: none"><li>• Social Policy: Concept, Definitions, Characteristics and Objectives</li><li>• Social Policy: Principles, Models, and Determinants</li></ul>	
Unit II	<b>Social Policy in India</b> <ul style="list-style-type: none"><li>• Social policy and Indian Constitution</li><li>• Social Policy in India</li></ul>	
Unit III	<b>Understanding Social Planning</b> <ul style="list-style-type: none"><li>• Social Planning: Concept, Definitions and Objectives</li><li>• Social Planning: Principles, Functions and Types</li><li>• Planning Commission and Niti Aayog: Structure and Functions</li></ul>	
Unit IV	<b>Nature and Concept of Development</b> <ul style="list-style-type: none"><li>• Development: Concept, Definitions, Types and Objectives</li><li>• Social Development: Concept, Definition, Objectives and Prerequisites</li><li>• Economic Development: Concept, Definition, Objectives and Prerequisites</li><li>• Sustainable Development: Concept, Definition, Objectives and Goals</li></ul>	
Unit V	<b>Human Development</b> <ul style="list-style-type: none"><li>• Human Development: Concept, Definition and Objectives</li><li>• UNDP and Human Development</li><li>• Human Development Indicators</li><li>• Approaches to Human Development</li></ul>	

#### References:



1. Adams, Robert (2002). Social Policy for Social Work, Basingstock: Palgraved Mac- Millan.
2. Bhartiya, A. K., and Singh, D. K. (2010). Social Policy in India. Lucknow: NRBC
3. Gore. M.S. (2005). Some Aspects of Social Development, Bombay: TISS.
4. Hill, M. (2003). Understanding Social Policy. Oxford: Blackwell Publishing
5. Jacob, K.K. (Ed.) (1992) Social Development Perspectives, Udaipur: Himanshu Publications.
6. Kulkarni, P. D. (1979). Social Policy and Social Development in India, Madras: Association of Schools of Social Working India
7. Rastogi P. N. (1992) Policy Analysis and Problem-solving for Social Systems, New Delhi: Sage Publications,
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**CORE COURSE**

<b>BSWC802: Law and Social Work</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

**Course Objectives**

1. Understand the legal system and the role of the police, prosecution, judiciary and correction
2. Gain insight of the problems faced by the people belonging into different strata of society

**Course Content**

<b>Unit I</b>	<b>Law and Rights</b> <ul style="list-style-type: none"> <li>• Concept of Law: meaning, nature and types</li> <li>• Concept of Right: legal rights, civil rights, Fundamental rights, Human rights</li> <li>• Purpose and importance of Law and Rights</li> </ul>	Lecture Hours
<b>Unit II</b>	<b>Criminal Justice System</b> <ul style="list-style-type: none"> <li>• Criminal Justice System in india</li> <li>• Concepts, roles and purpose of Police, Prosecution, Correction, Judiciary and Courts</li> </ul>	
<b>Unit III</b>	<b>Legal Aid</b> <ul style="list-style-type: none"> <li>• Legal Aid; concept, need for legal aid, process, eligibility criteria, problems</li> <li>• History of Legal Aid Legal</li> <li>• Status of Legal Aid system in India</li> </ul>	

<b>Unit IV</b>	<b>Public Interest Litigation</b> <ul style="list-style-type: none"> <li>• Public interest litigation: concept, needs, process, eligibility criteria and problems</li> <li>• History of Public Interest Litigation</li> <li>• Status of Legal Aid system in India</li> </ul>	
<b>Unit V</b>	<b>Social Work intervention</b> <ul style="list-style-type: none"> <li>• Scope of social work intervention in the field of Law</li> <li>• Roles of social Worker</li> </ul>	

**References:**

1. Aranha T.: Social Advocacy – Perspective of Social Work, Bombay College of Social Work.
2. Desai A.e (Ed) 1987: Violeng of Democratic Rights in India, Vol 1
3. Iyer VRK 1984: Justice in Worlds and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute
4. Khanna H.R., 1980: The Judiciary Syatem, New Delh: II P.A
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6. Peak K.J., 1998: Justice Administration – Police Courts and Correction, New Jersey, Printice Hall.
7. GOI: Reports of the Legal Aid Committee 1917 – 1972 and others.

**DISSERTATION**

<b>BSWD803: Project Work/ Dissertation</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

Dissertation would be carried out by the students during 8<sup>th</sup> and 9<sup>th</sup> semester of BSW. It would be conducted simultaneously with the concurrent field work. The dissertation would be based on primary data, however, dissertation based on secondary data could also be undertaken by the student with due consultation of the supervisor. The dissertation work would enable the student to develop a clear understanding of the research and different steps associated with it. The topic for dissertation would be chosen based on a student’s own area of interest in consultation with the field work/research supervisor. The student would work with a field work supervisor who would also provide guidance and support throughout the course of the research.

**Course Objectives**

1. To develop ability to initiate and conduct research
2. To develop research Skills of identifying and selecting a research area and preparing research proposal
3. To develop skills of doing literature review and steps of research methodology
4. To be familiarised with the process of data analysis and report writing,
5. To understand ethical considerations of research.

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

**I. Introduction**

Background of the study, Context of the study, Statement of problem, Significance of the Study, Research questions and Objectives, Limitation of the study

**II. Literature review**

Thematic review based on dissertation title, objectives and Questionnaire

**III. Research methodology**

Research design, Universe, Sampling, methods and tools, data collection, Analysis

**IV. Analysis and interpretation**

Respondent profile, Thematic Analysis based on dissertation title, objectives and Questionnaire

**V. Summary and Conclusion**

Major finding of the study, Important conclusion of the study, suggestion for further study, social work intervention

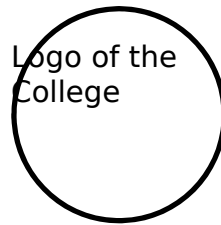
**The format for dissertation would be as per given below:**

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

**FORMAT OF THE FRONT PAGE**

**PROJECT TITLE**

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



**Submitted by**

**(Full name of the student, Roll No & Regd No.)**

**Under the supervision of**

**(Name of the Research Supervisor and Designation)**

**DEPARTMENT OF SOCIAL WORK  
Name of the Collge/ University, Place  
Year**

**THE FORMAT OF THE DECLARATION**

**DECLARATION**

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

Place:

(Name and Signature of the Student)

Date:

Class



**CERTIFICATE**

On the basis of the declaration submitted by Mr.  
/Ms.....

Student of **BSWGemester–VIII**), year, I hereby certify that the dissertation titled  
“..... ” which is being submitted to the  
.....

In partial fulfillment of the requirement for the award of the degree of BSW, is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for the award of any Degree or Diploma to this University or elsewhere

I consider this dissertation fit for submission and evaluation.

Place:

Signature and Name of the Supervisor

Date:

## **GENERIC ELECTIVE COURSE (GEC)**

### **Social issues or Corporate Social Responsibility**

<b>BSWG804(a): Social issues</b>	
Course Credits & marks: 6/ 150	
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

#### **Course Objectives**

1. To understand the genesis and manifestation of social problems
2. To understand preventive and remedial measures for contemporary social problems
3. To understand the role of social work in addressing social problems

#### **Course Content**

<b>Unit I</b>	<b>Understanding Social Problems</b> <ul style="list-style-type: none"><li>• Social Problems: Concept, Definition and Characteristics</li><li>• Major Theories of Social Problems: Social, Psychological and Economic</li></ul>	Marks 15 Lectures 15
Unit II	<b>Contemporary Social Problems I</b> <ul style="list-style-type: none"><li>• Alcoholism and Drug Addiction: Definition, Causes, Types and Impact</li><li>• Alcoholism and Drug Addiction: Prevention, Remedy and Role of Social Workers</li><li>• Terrorism and Extremism: Definition, types, causes, impact</li><li>• Terrorism and Extremism: Prevention, Remedy</li></ul>	
Unit III	<b>Contemporary Social Problems II</b> <ul style="list-style-type: none"><li>• Displacement and Migration: Definition, Causes, Types and Impact</li><li>• Displacement and Migration: Prevention, Remedy and Role of Social Workers</li><li>• Trafficking of Women and Children: Definition, Causes, Types and Impact</li><li>• Trafficking of Women and Children: Prevention, Remedy</li></ul>	
Unit IV	<b>Contemporary Social problems III</b> <ul style="list-style-type: none"><li>• Suicide: Definition, Causes, Types and Impact</li><li>• Farmers and Student's Suicide: Prevention, Remedy and Role of Social Workers</li><li>• Poverty and Unemployment: Definition, Causes, Types and Impact</li><li>• Poverty and Unemployment: Prevention, Remedy</li></ul>	

#### **References:**

1. Ram Ahuja (2014): Social problems in India, Jaipur: Rawat publication Zastrow, C (1999): Social Problems, Issues and Solution. Canada: Wadsworth Thomson Learning Publication.
2. H.S, Becker.(1966). Social Problems-A Modern Approach. New York: John Wiley and Sons.
3. Joel Best (2016): Social Problems: W.W.Norton, Incorporated.
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5. Malcolm Spector (2017): Constructing Social Problems: Routledge

<b>BSWD804(b): Corporate Social Responsibility</b>	
Course Credits & Marks: 6/ 150	
Teaching Learning process: Lecture, Group task, presentation, live practice	

### Course Objectives

1. To introduce basic concepts and practices in the area of CSR
2. To enhance knowledge of policy, legal provisions of CSR in the Indian context

### Course Content

<b>Unit I</b>	<b>Corporate Social Responsibility (CSR)</b> <ul style="list-style-type: none"> <li>• CSR: Concept and Definition</li> <li>• Nature and Scope of CSR</li> <li>• Types of CSR</li> <li>• Principles of CSR</li> </ul>	<b>Lecture Hours</b>
<b>Unit II</b>	<b>Scope of Corporate Social Responsibility (CSR)</b> <ul style="list-style-type: none"> <li>• Evolution of CSR</li> <li>• Functions of CSR Committee</li> </ul>	
<b>Unit III</b>	<b>Corporate Philanthropy</b> <ul style="list-style-type: none"> <li>• Developing Philanthropic Endeavors</li> <li>• Potential Benefits of Philanthropic Model of CSR</li> <li>• Developing Networking with Philanthropic Organizations</li> </ul>	
<b>Unit IV</b>	<b>Provisions of CSR under Companies Act, 2013</b> <ul style="list-style-type: none"> <li>• Introduction to CSR Mandate</li> <li>• Important Legal Provisions in Accordance to Schedule VII</li> <li>• Exclusions and Restrictions</li> </ul>	
<b>Unit V</b>	<b>Best Practices of CSR</b> <ul style="list-style-type: none"> <li>• Best Practices of CSR: Global and Indian Experiences</li> <li>• Integration of Public Private partnership( PPP) in CSR</li> <li>• Sustainable Developmental Goals (SDGs) and CSR</li> </ul>	

### References

1. Andal, N. B. (2011). Corporate Social Responsibility in India. Haryana: Global Vision Publishing House.
2. Aguinis, H., and G. Ante. (2012). "What We Know and Don't Know about Corporate Social Responsibility: A Review and Research Agenda." Journal of Management 38, no. 4, p. 933.
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4. Katamba, D., Zipfel, C., and Haag, D. (2012). Principles of Corporate Social Responsibility (CSR): A Guide for Students and Practicing Managers in Developing and Emerging Countries. Durham: Strategic Book Publishing, Durham (USA).
5. Kaushik, K. V. (2017). CSR in India - Steering Business Towards Social Change.
6. Kotler, P., and Lee, N. (2008). Corporate Social Responsibility Doing the Most Good for Your Company and Your Cause. New Jersey: John Wiley and Sons, Inc., Hoboken, New Jersey.
7. M Werther, W. B., and Chandler, D. (2010). Strategic Corporate Social Responsibility. New Delhi: SAGE Publications India Pvt. Ltd. New Delhi.