

SALESIAN COLLEGE SILIGURI

DEPARTMENT OF SOCIAL WORK

Undergraduate Course in Social Work

**Under Credit Based Choice System
(CBCS)**

Ordinance and Syllabus

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CBCS Undergraduate Programme in Social Work Preamble

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human being and understanding of diverse conditions are practiced. The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).As per UGC guidelines, courses in a programme may be of three kinds: Core, Elective and Foundation.

1. Core Course:- There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

2. Elective Course:- Elective course is a course which can be chosen from a pool of papers. It may be:

- Supportive to the discipline of study
- Providing an expanded scope
- Enabling an exposure to some other discipline/domain
- Nurturing student’s proficiency/skill.

An elective may be “Generic Elective” focusing on those courses which add generic proficiency to the students. An elective may be “Discipline centric” or may be chosen from an unrelated discipline. It may be called an “Open Elective.”

Core Courses-I (14)

Since, social work is a practice based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will have to study total 14 major subjects at a deep level for Bachelor with Honours in Social Work

which are called Core Courses (CC). These major subjects include theory, methods and areas of social work and research based project. In the research based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, field work practicum is the back bone of the social work education which involves multiple learning pedagogies and activities in real life situations.

Ability Enhancement Compulsory Course (AECC) (2)

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

Skill Enhancement Course (SEC) (2)

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

Elective: Discipline Specific (DSE) (4)

Students will choose total 4 skill based subjects that will give practical knowledge which are called Discipline Specific (DSE). Social work itself is the applied stream of social science, which provides its students planned opportunities to apply theory in to actual field situations, which in turn enhances their learning. Hence, these DSE courses are value addition to the students of social work in strengthening their knowledge and skills and bringing about high quality standards in practice learning. Thus, the outcomes of these DSE courses are very useful for producing well trained professional social workers on the one hand and getting employment or initiating for self-employment in the field of social work and allied areas on the other.

Elective: Generic (GE) (4)

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

Undergraduate Course in Social Work under CBCS

1. Title of the Degree in Social Work

The nomenclature of the degree shall be Bachelor with Honours in Social Work (After 3 years)

2. Affiliation

The proposed programme shall be governed by the North Bengal University.

3. Mission

To ensure that Bachelor students have the knowledge, skills, techniques and attitude necessary for taking up the responsibilities both at grass-root and junior level management of social welfare and developmental services.

4. Objectives

- To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare and development.
- To familiarize the students and develop competencies with knowledge, skills and attitudes required for social work intervention.
- To develop the students as professional social worker with sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values.

5. Programme Structure

The undergraduate programme is divided into three years and each year will consist of two semesters to be known as Odd Semester and Even Semester which are as follows:

Year	Semester-Odd	Semester-Even
First Year	Semester – 1	Semester - 2
Second Year	Semester – 3	Semester - 4
Third Year	Semester – 5	Semester - 6

6. Distribution of Credits under CBCS for B.A. (Hons.) Social Work

The structure of the programme shall be as follows:

	Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (4)	Field Work
I	C 1 C 2	(English/MIL Communication) Environmental Science			GE-1	6 credits (225 Hrs)
II	C 3	(English/MIL			GE-2	6 credits

	C 4	Communication) Environmental Science				(225 Hrs)
III	C 5		SEC-1		GE-3	6 credits (225 Hrs)
	C 6					
	C 7					
IV	C 8		SEC-2		GE-4	6 credits (225 Hrs)
	C 9					
	C 10					
V	C 11			DSE-1		8 credits (250 Hrs)
	C 12			DSE-2		
VI	C 13			DSE-3		8 credits (250 Hrs)
	C 14			DSE-4		
CREDITS	14x4 =56	2x2= 4	2x2= 4	4x4= 16	4x4= 16	44

TOTAL CREDIT: 140

7. Schedule of Papers for Various Semesters

The schedule of papers prescribed for various semesters shall be as follows:

Semester -1	Semester -2
C-1: SW 101 Fundamentals of Social Work	C-3: SW 201 Contemporary Social Concerns
C-2: SW 102 Introduction to Society for Social Work	C-4: SW 202 Understanding Psychology for Social Work
AECC 1*: As per College/University	AECC 2*: As per College/University

Decision	Decision
GE1 : Any one of the followings: SW 111: Social Work with Youth SW 112: Disability and Social Work	GE2 : Any one of the followings: SW 211: Social Work Response to Health Care SW 213: Criminal Justice Social Work
FW 1: SW 106 (6 credits)	FW 2: SW 206 (6 credits)

Semester -3	Semester -4
C-5: SW 301 Working With Individuals	C-8: SW 401 Working With Communities
C-6 : SW 302 Working With Groups	C-9: SW 402 Social Psychology For Social Work
C-7: SW303 Social deviance and Social problems	C-10: SW 403 Areas of SW Practice
SEC 1: Any one of the followings SW 311: Communication for Development SW 312: Programme Media in Social Work	SEC 2: Any one of the followings SW 411: Application of Programme Media SW 412: Skill and Technique of Field Work Practice.
GE3 : Any one of the followings SW 321: Integrated Methods In Social Work Practice-I SW 322 : Palliative Care in Social Work	GE4 : Any one of the followings Any One of the two SW 421: Social Work with Older Persons SW 422: International Social work
FW3: SW306 (8 credit)	FW 4: SW406 (8 credit)

Semester -5	Semester -6
C-11: SW 501 Social Policy and Development	C-3: SW 601 Social Welfare Administration
C-12 : SW 502 Social Action and Movements	C-4: SW 602 Research in Social Work
DSE 1: Social Legislation and Human Rights	DSE 3: Social Work Practice in Different Settings
DSE 2: Health and Social Work	DSE 4: NGO Management
DSE 3: Social Work Intervention in Disaster	DSE 3: Counselling Skills in Social Work Practice
DSE 4: Social Work Response to Social Concerns	DSE 4: Project Work/Dissertation
FW5: SW 506 (8 credits)	FW6: SW 606 (8 credits)

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

**For theory papers: 75 marks for External evaluation and 25 marks for internal assessment;

*** For Field Work Practicum: 70 marks by internal college supervisors/instructors and 30 marks for Field Work Viva Voce by external examiner.

8. Eligibility

Admission to the undergraduate programme in Social Work course shall be open to both boys and girls having completed the XII standard examination or its equivalent. The eligibility criteria are as follows:

- a. Any person with minimum 60 % marks in the aggregate of best four subjects including at least one language in XII standard examination or its equivalent examination recognized by North Bengal University in any discipline shall be eligible to apply for this course.
- b. Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.

9. Admission Procedure

Admission procedure will take place as per North Bengal University decision.

10. Schedule for Theory Classes and Field Work

Four days for theory classes and two days for concurrent field work will be required in all the semesters. Concurrent field work shall be organized on Wednesdays and Fridays. These field work days may be changed as per the convenience of the respective College and field work agencies. During the theory classes, besides lectures, individual and/or group conferences will be held regularly in the afternoons.

11. Field Work Practicum

Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Thus, field work practicum is comprised of at least one-third weightage of the total marks scheme. Field work is a practical experience which is deliberately arranged for the students. 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.

Objectives of Field Work Practicum

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

Semester-1

1. To Orient students with social work lexicon and prepare the students with requisite value orientation
2. To develop understanding of field and field work; and attaching the students various types of agency
3. Develop understanding of social structure and social systems.

Semester-2

1. Place the students various types of agency , communities and with professionals
2. Give exposure to the students to various social welfare and development programmes and services.

3. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
4. Develop an understanding of agency's structure, function and service delivery system.

Semester-3

1. Provide an opportunity to practice the methods of working with individuals, groups and communities. to learn to make use of professional relationship and referrals to deal with human problems.
1. Imbibe the ethics and values of social work profession including attributes for the same.
2. Develop an ability to narrate of experience/learning, assessment of services & resources and participate in service delivery.

Semester-4

1. Learn to mobilize clients/beneficiaries to utilize the services provided by the agency.
2. Coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
3. Learn to apply theoretical base i.e. principles, approaches and skills of social work while working in the field.
4. Develop ability to assess own performance and improve it accordingly.
5. Develop capacity to prepare process/method-oriented records.

Semester-5

1. Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
2. Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
3. Develop ability to plan, organize and implement the activities within agency/community framework.

Semester-6

1. Develop ability to effect changes in improving service delivery by introducing innovations in practice.
2. Improve skills in communication and networking with other organizations.
3. Learn to make use of practice-learning instructions.

11.2 Components of Field Work

Field work in social work educational programme involves multiple learning pedagogies and activities. The components of field work are:

A. Observation Visits: Students of semester-1 will be given an opportunity to visit and observe

various agency/community setting in order to know about the initiatives of governmental and non-governmental organizations towards social problems.

B. Orientation Programme: Three-day orientation programme will be organized at the commencement of the course of the semester-1 of first year and at the beginning of semester-1, , semester-3, and semester-5 of second, and third years respectively before starting concurrent field work. No student will be admitted after the commencement of the orientation programme. Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

C. Concurrent Field Work: Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of all the semesters (both odd and even) of all three year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student. On the basis of 14 weeks of field experience per semester, the students should accumulate minimum 200 hours each semester or a total of 400 hours for two consecutive semesters.

D. Rural Camp: Five-day rural camp will be organized for the students of semester-5 & 6 of third year (preferably for semester-5 students) to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities,

E. Block Field Work: At the end of semester-6 of third year, students will be required to undergo four- week block field work training in a social welfare agency or project in or outside Delhi. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the department of respective College in the placement letter. Any unreasonable delay in joining block field work or discontinuation will be treated as misconduct. If a student leaves block field work agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will has to repeat the block field work.

During block field work, a student will be expected to submit weekly reports to the Department of respective College in a prescribed manner. Leave will be allowed during the entire period of block field work mainly on the ground of sickness. Successful completion of block field work is mandatory before the Bachelor with Honours in Social Work degree can be awarded.

F. Skill Development Workshops: The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to

develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

G. Urban Camp: 5 days urban camp will be organized for the students of semester-3 & 4 of the Second year to provide exposure to the students about the socio-economic, political and cultural situations and problems of urban life. The urban camp will be organized under the guidance of the faculty members. Attendance of urban camp is compulsory. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities,

Criteria for Selection of Field Work Agencies

Only faculty of the college and/or agency personnel can initiate the process to become a field work setting. The following criteria will be used for screening and selecting organizations for field work setting:

1. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
2. The Agency must be willing to accept and follow the requirements of the College for participation in the field work practicum.
3. The agency must provide experienced staff to act as field work supervisor/instructor and provide them with the time and resources necessary to fulfill his/her roles.
4. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

Field Work Placement

Placement process will be initiated soon after admissions are over. The students of all the semesters of will be placed under the supervision of a faculty member of the department of the respective College. One or two students will be placed with a field work agency by the college supervisor/instructor and a list of the same will be displayed accordingly. In the field work placement, preference of the students or faculty members for each other will not be considered. During the placement process, each student is required to attend pre-placement counseling with his/her respective college supervisor/instructor. Following points should be taken into consideration during the field work placement:

- a. Gender considerations;
- b. Agency's concerns/expectations about the placement; and
- c. Constraints of students such as - disability, language barrier etc.

Placement of students under the college supervisors/instructor will be done as per following modalities:

- a. Placement of students under the college supervisor/instructor should be done as per the 1:10 teacher-learner ratio;
- b. Ratio of girls and boys students should be appropriately distributed among all the college supervisors (in case of co-educational College);
- c. Student should not repeat the college supervisor/instructor; and
- d. Equal numbers of students from each class should be given to all the college supervisors/instructor.

The field work agency of the students will remain the same for two consecutive semesters of a year.

Change of Field Work Agency

Generally, a student should complete two consecutive semesters in the same agency. If a change of field work agency is needed, it should be done early in the beginning only in extreme circumstances for the betterment of student, agency and the college. Any such change can be made after discussion in the departmental meeting. The students are not allowed to change a placement in any circumstances.

Field Work Supervision/Instruction

Supervision is the most significant aspect of field work practicum. In fact, the goal of field work is achieved by placing the students under the supervision of a faculty member in the college as well as professionally trained social worker in the agency. The college supervisor/instructor must strive to:

1. Prepare a schedule of meeting with students;
2. Help the students in preparing learning plan;
3. Help the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;
4. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
5. Monitor continuously the progress of students and provide feedback to them about the performance;
6. Arrange periodic visits and meetings with agency supervisor/instructor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency ;
7. Read and check the field work reports and provide necessary guidelines to the students regarding report writing;
8. Develop insight into the process of social work intervention using social work philosophy, principles methods and skills;
9. Provide regular, timely and systematic inputs; and
10. Assessment of performance of students with a pass/fail recommendation.

Field work supervision inputs are made at different levels. Each student should get at least one hour of supervision per week with the respective college supervisor/instructor on a well planned basis and without any interruption. These hours of supervision will be essentially calculated in total teaching hours of a college supervisor/instructor as per the placement of students under him/her. Generally three major method of supervision/instruction are: Individual Conference; Group Conference; and Agency Visits.

Individual Conference is a tutorial approach to field work supervision. It is a medium through which the college supervisor/instructor provides the individually planned educational experience. Group Conference is organized with the intention to increase the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors. A schedule of group conference should be announced by the department of the college. The college supervisors/instructors must get in touch with the field work agencies under their supervision by making regular visits in order to be vigilant on the students' field work tasks and to meet agency supervisor (at least one visit per month to each agency under their supervision and more if necessary). The goals of such agency visits are to: (i) Review the students' assignments and tasks; (ii) Provide support for the students; (iii) Discuss students' learning experience with agency supervisor; (iv) Monitor that the students are receiving quality field work training; (v) Facilitate the integration of theory and practice; and (vi) Know about the performance of the students.

It is the responsibility of the college supervisor/instructor, in consultation with the agency supervisor, to assess the students' performance with a pass/fail recommendation.

Administration of Field Work

The administration of field work programme of the college will be ultimately responsibility of the field work coordinator. Any official correspondence with the field work agencies, agency supervisors/instructor, students, college etc. regarding all the aspects of field work programme will be done by the field work coordinator. Field work coordinator should be nominated through the unanimous decision of the departmental meeting of the respective College to be held with completing the corium. He/she will be responsible for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme. The position of field work coordinator shall be honorary and will keep on rotating among the faculty members of the department one year interval.

Field Work Attendance

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

1. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance. All leave applications should be addressed to the college supervisor/instructor. In case, a student is unable to attend field work due to physical problem, he/she must arrange to send message as soon as possible to the agency as well as college supervisor/instructor.
2. A student is not required to attend field work on college holiday, however, it may be

utilized as per the instructions of the college supervisor/instructor and all such days will be called additional field work.

3. Eighty percent (80%) attendance in the concurrent field work and seventy five percent (75%) attendance in theory classes is compulsory.
4. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, workshops, special lectures and seminars is also compulsory.
5. In case, a student is unable to attend scheduled thirty days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the college supervisor.

If the required hours of field work and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective college supervisor/instructor. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

Submission of Field Work Records/Assignments

The students are expected to meet the following responsibilities related to submission of records/assignments:

1. To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor/instructor.
2. To maintain a cumulative record of actual hours spent at the field work.
3. To complete and submit weekly records of concurrent field work in a prescribed manner.
4. To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
5. To complete and submit field work self-assessment form after termination of field work.

Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals. Following acts may be treated as misconduct during the field work:

1. Frequently late at the field work without intimating college and agency supervisors;
2. Absent from field work and/or individual or group conference without intimating college and agency supervisor;
3. Frequently late in completion of task assigned by agency and/or the college;
4. Missing appointments with the clients or agency supervisor without intimation;
5. Exploiting clients or client's family;
6. Breaching client's confidentiality;
7. Initiating physical confrontation with a client, client's family members, agency supervisor or agency staff;
8. Acting in a discriminatory manner towards a client;

9. Falsifying documentation in agency records and field work reports;
10. Exploiting the agency by misuse of agency services/resources;
11. Engaging in behavior that would constitute malpractice;
12. Engaging in abusive or degrading behavior towards a client, client's family, agency supervisor or agency staff;
13. Exhibiting disruptive or harmful behavior; acting in an unprofessional or inappropriate manner while at the field work such as – inappropriate display of emotions or immature behavior; and
14. Dressing in an inappropriate and or unprofessional manner.

If the complaint is received by the college supervisor against a student or if he/she feels or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:

1. Issuing show-cause notice to the student duly signed by college supervisor, field work coordinator and Teacher Incharge of the college;
2. Receiving written explanation from the student;
3. Holding inquiry into complaints by the Principal, field work coordinator and college supervisor (if not satisfied with the explanation);
4. Making decision for disciplinary action against the student including dismissal from the course; and
5. Issuing punishment order.

Assessment of Field Work

At the end of all the semesters, a field work assessment will be done both internally and externally. The students will submit all the reports to the respective college supervisors/instructors after the termination of field work. Students will have to prepare a field work self-assessment report as per the guidelines in a prescribed form and submit the same to the respective college supervisors/instructors. The college supervisors/instructors will also prepare an assessment report regarding the performance of the concerned students using the following:

Assessment of field work shall be on the basis of:

Field Work (Internal supervisors)	70 marks
Viva-Voce (External examiner)	30 marks

12 Internal Assessment of Field Work:

The student should be assessed for effort and progress towards task assigned from one point of stage to another in the learning process during the field work. The department supervisor is required to select the tasks systematically for the students. Then, the students with assistance from their respective college supervisor/instructor will develop a learning plan for field work that encompasses the activities those are specific to that agency. At the end of each semester, the students and their college supervisors/instructors will meet to review the students' progress and accomplishment. The marks should reflect the students' achievements in terms of completion of the tasks and assignments and demonstration of proficiencies required for field work. The marks

of 'pass' or 'fail' will be recommended by the college supervisor/instructor as per merit of the performance.

The following are the parameters of internal assessment of field work:

S. No.	Parameters	Reflections
1.	Personal Traits (0.5% weightage)	Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	Attendance (2.5% weightage)	Attentiveness in field work, individual & group conferences, workshops, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities etc.
3.	Theoretical Knowledge (1.0% weightage)	Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.
4.	Knowledge about Agency/Community (1.0% weightage)	Knowledge about agency and/or community, structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
5.	Performance in the Field (2.0% weightage)	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques) in accordance with learning plan; ability to utilize administrative skills etc.
6.	Professional Development (1.0% weightage)	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to remove them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work co-operatively etc.
7.	Quality of Reports (1.5% weightage)	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	Group Conferences (0.5% weightage)	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

Viva Voce: Viva-Voce will be conducted jointly by the Department of Social Work, North Bengal University and the respective college. Viva-voce will be held in the presence of Teacher-in-charge, Field Work Coordinator and one External Examiner appointed by the North Bengal University. The minimum marks required to pass in the field work will be forty (40%) percent. While awarding marks, the college supervisor/instructor and external examiner or both should

place reasons on record for awarding less than 45% marks or more than 75% marks to the students.

13. Scheme of Examination

Examination shall be conducted at the end of each Semester as per the academic calendar notified by the North Bengal University.

14. Promotion Rules :

1. The University shall make rules in this regard. However, Minimum marks required for passing each subject is 40 percent of the total marks.

2. A student should have cleared at least half of theory papers in the preceding semester for promotion to the next semester. A student who has failed to clear minimum three theory papers in a semester will be detained and will have to clear that semester for promotion to the next semester. Students failing in a paper in any semester will have an opportunity to clear the same when North Bengal University holds examination for that semester. There will be no separate supplementary examination arrangement other than the regular examination schedule. A student will be declared passed only if he/she has cleared all the papers in all the semesters.

3. Students will have to pass in all theory papers and field work separately to be declared passed. In case of failure in less than three theory papers and pass in field work, students will be promoted to the next semester. In case of failure in field work, even if the student clears all theory papers, the student has to repeat both practical and all theory papers of that semester for promotion to the next semester. In case of failure in a semester students will have to repeat all theory papers and field work of that semester by attending regular classes.

However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his/her choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

4. No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

5. **Semester to Semester:** Students shall be required to fulfill the year to year promotion criteria. Within the same year, students shall be allowed to be promoted from a semester to the next semester, provided she/he has passed at least three of the papers of the current semester.

6. **Year to Year (First to second, and second to third):** Admission to second year of the course shall be open to only those students who have successfully passed at least half of the papers offered for the first year comprising of Semester-I and Semester-II taken together. However, he/she will have to clear the remaining papers while studying in second year of the course. Student who failed in the field work shall not be promoted from second to third year.

15. Division Criteria

As per University decision

16. Infrastructural Requirement

1. The lack of infrastructure and facilities in the Department reduces college supervisor's interest in developing and implementing the field work programme. As a result, they may become de motivated after a few years. Ultimately this becomes a problem of the faculty members, students and also the Department. Therefore, the respective college should try to fulfill requirements such as- separate space for supervision, time and ratio requirements etc.
2. All the forms required for field work such as log-sheet, attendance sheet, self-assessment form will be made available by the respective College at the Department.
3. The College should help its Department develop community development projects so that students could be placed in these projects for field work training.
4. The facility of four wheeler vehicle may be made available to the Department. This vehicle will help the Department in organizing orientation visits, study tours, rural camps etc.
5. The Department should have its own magazine or periodical and the students should be encouraged to contribute their field experiences. Such collections will be useful for future students and will encourage them and boost their self-confidence.

17. Miscellaneous

1. Sometimes it is found that the agency takes the student as visitors in the organization and puts them in some clerical/ record keeping jobs as engagement and the student in social work find it easy to satisfy the agency staff to obtain a good feedback about them. The college supervisors have to keep a vigil on such unholy compromises and resolve such issues with the concerned agency administrative head in consultation with the agency supervisor.
2. There is a need to find out the right agencies providing a congenial environment for field work.

In addition, the Department of the college will organize seminars, workshops, cultural programmes, special lectures and skill building sessions for the students to develop professionalism among them.

SEMESTER I

LEVEL	: SEMESTER I
COURSE	: SW-101 (Core Course 1)
TITLE OF PAPER (C-1)	: FUNDAMENTALS OF SOCIAL
WORK MARKS	100
CREDITS	4

Objectives

- Understand the basic concepts of social work
- Give an overview of history of social work
- Provide orientation about professional social work

Course Contents:

Unit-1: History and Basic Concepts of Social Work

Concept and definitions of social work
Emergence of professional social work in Europe, U.S.A. and UK
Emergence of professional social work in India

Unit-2: Social Work and Inter-related Concepts

Social welfare and social development
Social service and social reform
Scope and concerns of social work practice

Unit-3: Fundamentals of Social Work

Values and Principles of social work
Basic skills of social work practice
Functions of social work

Unit-4: Professionalization and Challenges

Attributes of a profession
Social work as a profession and challenges
Roles of professional social worker

Readings:

- Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage London.
- Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW). Washington DC.
- Desai, Murli (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Rawat Publication.
- Dubois, Brenda and Kalra, Krogurnd, Micky (2011): Social Work: An Empowering Profession 7th Edition. Pearson.
- Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Allyn and Bacon.
- Higham, Patricia (2004): Social Work: Introducing Professional Practice. Sage.
- Kumar, Hajira (1994): Social Work: An Experience and Experiment in India. Gitanjali Publishing House
- Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.
- National Association of Social Worker (NASW). (1999): Code of ethics. Available at www.socialworkers.org/pubs/code/code.asp.1996; revised

LEVEL : SEMESTER I
COURSE : SW-102 (Core Course 2)
TITLE OF PAPER (C-2) : INTRODUCTION TO SOCIETY FOR SOCIAL

WORK MARKS **100**

CREDITS **4**

Objectives:

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

Course Contents:

Unit-1: Basic Concepts

Social Groups, Community, Association and Institution

Culture: Meaning, components and relationship with individual and society

Social Structure

Unit-2: Understanding Society

Society: meaning and characteristics

Approaches to understanding of society

Relevance of Understanding Sociology for Social Work

Unit-3: Social Process

Meaning and types of social process

Social Control: Concept, Theories and Agencies

Socialization: Meaning and Agencies

Unit-4: Social Stratification

Concept and theories of social stratification

Forms of stratification: Caste, Class, Power,

Gender 4.3 Social change and social mobility

Readings:

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

Required Reading

- Gore, M.S.(1977) : Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, NDelhi,
Havighurst, R. J.: Youth; University of Chicago Press, Chicago,1975.
- John, V.V. : Youth and National Goals, Vishwa Youva Kendra,New Delhi,1974.
Brew, J.M. : Youth and Youth Groups, London,1968
Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on Youth
Mouton, The Hague, 1976
Ross, Aileen D. Student Unrest in India- A Comparative Approach , McGill-
Queen's University Press, London, 1969.
Erikson, E.H. Youth, Change and Challenge, Firma KLM Pvt. Ltd. Calcutta, 1977.

LEVEL : SEMESTER I
COURSE : SW- GE 112 (GENERIC ELECTIVE
COURSE) TITLE OF THE PAPER : (GE 2) DISABILITY AND SOIAL
WORK MARKS : 100 MARKS
CREDITS 4

Course Contents:

Unit- 1: understanding Disability

Impairment, Handicap, disability & differently abled meaning nature and type.
Models of disability: The charity model, bio-centric model, functional model and human rights model, inclusive education models
Incidence and prevalence of disability: National and international perspectives, extent of disability in India
Various categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disability

Unit-2: Needs, Problems and Services

Needs and problems of persons with disability Disability movement-historical perspective, national and international milestones, from welfare to right based approach, PWD as consumer.
Institutional and non-institutional services for various groups, social institution in different phases- ancient, medieval, modern and contemporary India and worldwide.
Caustion of disabilities, disabled people in the society and societal responses.

Unit 3 Prevention and Rehabilitation

- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Prevention of disease causing disability and safety measures to avoid disability.
- Rehabilitation- concept nature and efforts by government and nongovernmental organization, Community based rehabilitation

Unit-4 Disability: rights based perspective

Human rights and person with disability- UN Declaration of human rights of

disabled persons
Human rights violations and protection of rights of differently abled
Mainstreaming: Philosophy and strategies.
Influencing societal attitudes: Empowerment ideology as social work intervention

References:

- Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach, Wardworthcongage Learning, publication., Canada.
- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001), Handbook of Disability Studies. California: Sage Publications.
- Oliver, M. (1996) ,Understanding Disability: From Theory to Practice.Basingstoke, New York: Pal grave.
- Rothman, J.C. (2003),Social Work Practice Across Disability. Boston: Allyn& Bacon.
- Robert, P., Marinelli, R.P. & Dell Orto, A.E. (1999),he Psychological and Social Impact of Disability. New York: Springer.
- Kundu C.L (ed) (2003), Disability status India, New delhi, Rehabilitation Council of India.
- Puri, M. & Abraham, G. (eds.) (2004) Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
- 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.
- Oliver, M., & Sapey, B. (eds.) (1998)Social Work with Disabled PeopleLondon: Palgrave Macmillan.
- Karna, G.N. (2001),Disability Studies in India: Retrospect and Prospects,New Delhi: Gyan Publishing House.
- Karna, G.N.(1999),United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi:
- Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

LEVEL	: SEMESTER I
COURSE	: SW 106
TITLE OF THE PAPER (FW)	: FIELD WORK
PRACTICUM-I MARKS	100
CREDITS	6

Objectives

1.To Orient students with social work lexicon and prepare the students with requisite value orientation 2.To develop understanding of field and field work; and attaching the students various types of agency 3.To Develop understanding of social structure and social systems.

Activities:

Plan orientation programme

Agency/ Community Visit

Placement for learning Agency Structures, Organisational Activities

Perspectives Building Workshop

Social Sensitisation Workshop

SEMESTER II

LEVEL : SEMESTER II
COURSE : SW 201 (Core Course3)
TITLE OF PAPER (CC-3) : CONTEMPORARY SOCIAL CONCERNS MARKS 100
CREDITS 4

Objectives:

- Understand contemporary social concerns
- Understand Genesis and Manifestation of social problems
- Develop an understanding on role of social work in dealing with contemporary social concerns..

Course Contents:**Unit-1:Understanding Social Problems**

Social problems: Concept and Nature

Types of social problems: Genesis and Manifestation

Social work response to social problems

Unit-2:Gender and Related Concerns

Understanding gender

Gender discrimination

Gender based violence: Domestic Violence, Sexual Harrasment, Rape,

Unit 3: Marginal and Vulnerable Groups

Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities

Street and working children

Problem of older persons: Nature and extent

Unit 4: Health Issues and Concerns

Reproductive and Child Health

Health education, HIV/AIDS and community health

Mental Health: Issues and concerns

Readings:

- Alvesson M and Billg Y.D.(1997) Understanding Gender and Organization,Sage publication Ltd. London.

- Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach, Wardworthcongage Learning, publication., Canada.
- Becker, H.S. (1966): Social Problems-A Modern Approach, New York, John Wiley & Sons.
- Bhasin, Kamla (2000) Understanding Gender, Published by Kali for women, New Delhi.
- Bottomore, T.B (1971): Sociology: A Guide to Problems and Literature, Blackie and Sons India Ltd.
- Butterflies-Programme with Street and Working Children, QuarterlyJournal “My Name is Today” published by Butterflies
- Byrne, L. (1999) The Human Rights of Street and Working Children.
- Dave A. and Solanki G.(2001) Journey from Violence to Crime.. TISS,Mumbai.
- Madan,G.R.(1966): Indian Social Problems,Allied publication Vol.1to 7(2009)(English and Hindi).
- Merton, R.K. (1971) Contemporary Social Problems, Harcourt Brace JovanovickandNisbet, NewYork
- Nehal, Ashraf (1997): Crime against Women, Commonwealth Publishers, New Delhi.
- Sharma S.L. (2000) Gender Discrimination and Human Rights, K.K. Publication, India
- Sharma, savita (1996): AIDS and Sexual Behaviour, APH Publishing Corporation, New Delhi.
- Thomas Gracious (1997): Prevention of AIDS: In Search of Answers, Shipra Publications, Delhi.
- Verma, R.B.S. & Singh, Atul Pratap (2012): Inclusive Development in India, New Royal Book Company, Lucknow.
- WHO Resource Book on Mental Health (2005): WHO Library Cataloguing in Publication Data.
- Wingood,Gina M.(Eds), (2002): Handbook of Women’s Sexual and Reproductive Health,Springer,India.
- Zastrow, C (1999): Social Problems, Issues and Solution, Wadsworth Thomson Learning Publication, Canada.

LEVEL : SEMESTER II
COURSE : SW202 (Core Course 4)
TITLE OF PAPER (CC-4) : UNDERSTANDING PSYCHOLOGY FOR SOCIAL
WORK MARKS 100
CREDITS 4

Objectives:

1. Understand the basic concepts and processes in psychology for social work practice
2. Develop understanding about personality development
3. Acquire knowledge for applying concepts of psychology in social work

Course Contents:

Unit 1: Basic Psychological Processes

Relevance of psychological processes for social work practice
 Learning and Motivation
 Intelligence

Unit 2: Growth and Development

Growth and development: Meaning and differences
Principles of growth and development
Developmental Tasks

Unit 3: Life Span Stages

Childhood
Adolescence
Adulthood

Unit 4: Personality Development

Concept of Personality
Determinants of Personality: Role of Heredity and Environment in Personality
Development
Freud's Psychoanalytical Theory

Readings:

- Barbara Rogoff 2003: *The Cultural nature of Human Development*, New York, Oxford University Press.
- Bocket, Chris (2002): *Human Growth and Development: A Psycho-social Introduction*, Sage, London.
- Brown, B. B., Larson, R. W., & Saraswathi, T. S. (Eds.). (2002). *The world's youth. Adolescence in eight regions of the globe*. Cambridge, UK: Cambridge University Press.
- Chowdhary, Richa (2006) "ManovigyanTathaManovagyanikPrakriyaen" New Delhi, Radha Publication.
- Chowdhary, Richa (2010) "VikasatmakManovigyan" New Delhi, NamanPrakashan
- Cicarrlli, S.K. and Meyer, G.E. (2006): *Psychology*, Pearson Publications.
- Dowling Marion (2005): *Young Childre's Personal, Social and Emotional Development*, Second Edition, Sage, London.
- Elizabeth B. Hurlock (1976): *Personality Development*, New Delhi, Tata McGraw Hill Publishing Co. Ltd.
- Gielen, U. P., & Roonarine, J. L. (Eds.). (2004). *Childhood and adolescence: Cross-cultural perspectives and applications*. Westport, CT: Praeger.
- Hall and Lindzey (2009): *Theories of Personality*. New York, John Wiley and Sons.
- Hurlock, B. Elizabeth (1981): *Developmental Psychology: A Lifespan Approach*, Tata McGraw Hill, publishing company Ltd. (Chapter III to VIII)
- Ingleby, Ewen (2010): *Applied Psychology for Social Work*, Sage Publication.
- Morgan and King (1993): *Introduction to Psychology*, New Delhi, Tata McGraw Hill, Publishing Company Ltd.
- Wayne Weiten (2013) 9th Edition: *Psychology: Themes and Variations Briefer Version*, Belmont, CA, Wadsworth /Cengage Learning.

**TITLE OF THE PAPER (AECC 2): English/MIL Communication Environmental Science
Syllabi as per University/College Decision**

LEVEL : SEMESTER II
COURSE : SW- GE: 211 (GENERIC ELECTIVE
COURSE) TITLE OF THE PAPER(GE3): SOCIAL WORK RESPONSE
TO HEALTHCARE MARK : 100 MARKS
CREDITS 4

Objectives:

- Build a basic understanding of the concept of health and mental health in the context of development.
- Develop orientation and understanding of the different areas of social work practice in health.
- Develop appropriate skills and approaches towards integrated social work practice in health.

Course Contents:

Unit: 1: Understanding Health

Health and Well-Being: Concepts, components, determinants
Understanding diseases and its classification
Indicators of health status of people in a community

Unit 2: Health Care and Development

Health scenario of India: Major health issues, problems and concerns
Social and cultural changes and its impact on health
Health and Mental Health needs and services

Unit 3: Health Care Social Work

Social work, Health and wellbeing, Public Health, Health education,
Social work intervention in health settings
Roles of social worker in community health settings

Unit 4: Emerging Concerns in Health Care

Environmental issues
Disaster management: Rescue, relief and rehabilitation
Media and Health

Readings:

- Ashdown, M., Brown, S.C., (1953), Social service & mental health, Routedledge&Kegan Paul Ltd., London
- Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford University Press, U.S.A.
- Bradley, K., (2011), Encyclopedia of Disaster Relief, Sage Publications, New Delhi
- Chauhan, Devraj,(1997), Health care in India: A profile, Mumbai, Foundation for

- Research in Community Health, India
- Das, Veena, (2000), Violence and subjectivity, Berkeley, University of California Press
 - Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
 - Denner, Bruce; Price, Richard H., (1973), Community mental health : social action and reaction, Routeledge&Kegan Paul Ltd., London
 - Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
 - Fort Cowles, L. A., (2000), Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press, Inc
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 - Kawta, K. (1961). Environmental Sanitation in India, Lucknow Publishing House, Lucknow.
 - Lankenster, T. (1992). A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan
 - Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
 - Park, K., (2006), Preventive and Social Medicine, BanarasidasBhanotPublishers, Jabalpur
 - Price,S., Andrew T.,(2002). Health of Nations : Infectious disease environment, Cambridge, MIT Press
 - Ramachandras, L. (1990), Health Education: A New Approach, Vikas Publishing House Pvt.Ltd.,New Delhi
 - Read, M., (1966), Culture, health and disease: Social and cultural, Tavistock, London
 - Ronald H. Rooney, G. [et.al.], (2010), Direct Social Work Practice: Theory and Skills, Cengage Learning, USA
 - Seaward, B. L., (1999), Principles and strategies for health and wellbeing, Boston, Jones and Bartlett Publishers.
 - Stevenson, George S., (1956), Mental health planning for social action, McGraw Hill Book Company, U. S. A.
 - Wallack, L., Media Advocacy and Public Health: Power for Prevention, sage Publications, New Delhi.

LEVEL : SEMESTER II
COURSE : SW- GE: 212 (GENERIC ELECTIVE
COURSE) TITLE OF THE PAPER(GE-4): CRIMINAL JUSTICE
SOCIAL WORK MARK : 100 MARKS
CREDITS 4

OBJECTIVES :

- Develop understanding of the concept and philosophy of social defence and correctional services.
- Develop practice skills in prevention, correction and rehabilitation work in social

defence.

- Understand the philosophy, approaches and relevance of community based programmes in social defence.

COURSE CONTENTS:

Unit I: Crime and Correctional Services

- Crime: concept, causation and its relation to social problems
- Theories of crime and punishment
- Changing dimensions of crime
- Correctional services: concept, philosophy and changing perspectives

Unit II: Concept, Nature and Scope of Social Defence

- Social Defence: Concept, Philosophy and changing dimensions
- Children in need of care and protection, Juveniles in conflict with law, Street and working children, older persons, offenders
- Crimes against children, women and older persons
- Alcoholism and drug abuse

Unit III: Social Defence Legislation and Criminal Justice System

- Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act
- Juvenile Justice (Care and Protection of Children) Act 2000, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts
- Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act
- Criminal Justice System: Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions

Unit IV: Correctional services

A. Institutional Correctional Services-structures, functions and limitations

- Prisons, Observation Homes, Children homes
- Special homes, Beggar homes, Rescue homes, Drop-in-shelters
- Short-stay homes, Protective homes, Half-way homes, De-addiction centres etc.

B. Non-institutional Services

- Probation and Parole
- Community correction programmes: Role of police, judiciary and voluntary organisations
- Community based programmes: Adoption, foster-care, sponsorship, child-guidance, family counselling, crisis intervention centres, helplines, neighbourhood and mutual-help groups.
- After care, intensive after care, reintegration and follow up.

Core Readings

1. Valier, C. 2001 Theories of Crime and Punishment. Essex: Longman.
2. Chakrabarti, N.K. (ed.) 1999 Institutional Corrections in the Administration of Criminal Justice. New Delhi: Deep & Deep Publications.
3. Kumari, V. 2004 Juvenile Justice in India: From Welfare to Rights. New Delhi: Oxford University Press.
4. Devasia, V.V. 1992 Criminology, Victimology and Corrections. New Delhi: Ashish Publishing House.
5. Gaur, K.D. 2002 Criminal Law, Criminology and Criminal Administration. New Delhi: Deep and Deep Publications.
6. Neshla 1997 Atrocities Against Women. New Delhi: Harman Publishing House.
7. Strang, H., & Braithwaite, J. 2001 Restorative Justice and Civil Society. Cambridge University Press
8. Bhattacharya, S.K. 2003 Social Defence: An Indian Perspective. New Delhi: Regency Publications.
9. Tandon, S.L. 1990 Probation: A New Perspective. New Delhi: Reliance Publishing.
10. United Nations 1985 Alternatives to Imprisonment and Measures for the Social Resettlement of Prisoners. New York: United Nations.
- 11.. United Nations 1980 Principles on Linking the Rehabilitation of Offenders to Related Social Services. New York: United Nations.
12. Sen, M. 2002 Death by Fire: Sati, Dowry Death, and Female Infanticide in Modern India. Rutgers University Press.

LEVEL : SEMESTER II
COURSE : SW 206
TITLE OF THE PAPER (FW): FIELD WORK
PRACTICUM-II MARKS 100
CREDITS 6

Objectives:

1. To develop understanding of field and field work
2. Place the students various types of agency , communities and with professionals
3. Develop understanding of methods and their practice, skills and techniques

Activities:

1. Placement in the communities

2. Village/ communities visit
3. Concurrent Field Work To be decided by Departmental Committee
4. Workshops on Attitude Building, personality development

SEMESTER III

LEVEL	: SEMESTER III
COURSE	: SW 301
TITLE OF PAPER (C-5)	: WORKING WITH
INDIVIDUALS MARKS	100
CREDITS	4

Objectives:

1. Understand social case work as a method of social work.
2. Develop abilities to critically analyze problems of individuals, families and factors affecting them.
3. Enhance understanding of the basic concepts, tools techniques skills and process.
4. Develop ability of establishing and sustaining a working relationship with the client.

Course Contents:

Unit-1: Introduction to Social Case Work

Concept of social casework: meaning, evolution, nature and objectives
 Principles of social case work
 Components of social case work: person, problem, place and process

Unit-2: Understanding Clients

Human needs and problems faced by individuals and families
 Factors impacting personality development of individuals
 Concept of social role and reasons for poor role performance

Unit-3: Tools, Techniques and Skills of Social Case Work

Client-worker relationship and use of authority
 Case work tools: listening, observation, interview and home visits
 Skills of case work: communication, resource mobilization, rapport building and case work recording

Unit-4: Process of Social Case Work Practice

Approaches to Case Work: psycho-social, problem solving and task-centered
 Phases of case work process: study, assessment, intervention, termination and evaluation
 Case work practice in different settings: family, hospital and mental health

Readings:

- Beistek, F.P. (1957): The Casework Relationship. Chicago: Loyola University Press.
- Hamilton, G. (1956): Theory and Practice of Social Casework. New York: Columbia

- University Press.
- Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.
 - Pearlman, H.H. (1957): Social Casework: A Problem Solving Process. Chicago: The University of Chicago Press.
 - Skidmore, R.A. & Thakary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice Hall.
 - Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul.
 - Timms, N. (1972): Recording in Social Work. London: Routledge and Kegan Paul.
 - Werner, H.D. (1965): A Rational Approach to Social Case Work. New York: Association Press
 - Younghusband, E. (1966): New Development in Case Work. London: George Allen and Unwin

LEVEL : SEMESTER III
COURSE : SW 302
TITLE OF PAPER (C-6) : WORKING WITH GROUPS
MARKS : 100
CREDITS : 4

Objectives

1. Develop understanding of group work as a method of social work.
2. Develop knowledge, skills and techniques to be used by the social worker in groups.
3. Understanding group as an instrument of change.

Course Contents:

Unit 1: Introduction to Social Group Work

Concept of group work: Evolution, Definition, and objectives
 Basic values and principles of group work
 Models of group work practice

Unit 2: Group Processes and Dynamics

Group behavior: Interaction patterns and Dynamics
 Stages of group work
 Role of group worker in different stages of group work practice

Unit 3: Techniques and Skills of Social Group Work

Group work skills: facilitation, analytical thinking, leadership building and recording in group work
 Techniques of group work: group counseling, group discussion, group decision-making and Program media.
 Programme planning and evaluation

Unit 4: Social Group Work Practice in Different Settings

Application of group work with different groups: children, adolescents, older persons, Women and

persons with disability

Areas of group work practice: Health and education

Working with Special Groups: Juvenile in conflict with law and Substance abuse.

Readings:

- Balgopal, P.R.&Vassil, T.V. (1983) Groups in Social Work: An Ecological Perspective. New York: Macmillan.
- Brown, Allan 1994 Group Work. Hampshire:Ashgate.
- Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
- Chowdhary, Richa (2013) SamajkaryaPrakiya, The Bookline Publications, Delhi
- David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
- Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis.Chicester: Johan Wiley & Sons.
- Geoffrey, L.G. &Ephross, P.H. (1997)Group Work with Population at Risk. New York: Oxford University Press.
- H.Y.Siddiqui(2008) Group Work: Theories and Practices: Rawat, Publications
- Jarlath. F. Benson (1987) Working More Creatively with Groups: New York: Tavistock Publication
- Konopka, G. (1963): Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice.
- Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press.
- Toseland, R.W.& Rivas, R. (1984) An Introduction to Group Work Practice. New York: MacMillian.
- Trecker, H.B. (1972) Social Group Work: Principles and Practice. New York: Association Press.
- Venkatasen,S., (2004), Children with Developmental Disabilities, Sage, New Delhi
- Wilson, G. & Ryland, G. (1949) Social Group Work Practice. Cambridge: Houghton. Mifflin Company.

LEVEL : SEMESTER III
COURSE : SW 303
TITLE OF PAPER (C-7) : SOCIAL DEVIANCE AND SOCIAL PROBLEMS
MARKS 100
CREDITS 4

Objectives:

1. Gain insight into the concept of social deviance and social change.
2. Identify the major factors contributing to the emergence of social problems.
3. Understand the role of social worker in dealing with the social problems

Course Contents:

Unit 1: Social Deviance

Social deviance, crime, and Theories of social deviance
social problem: Concept and nature; theories of social change
Contemporary social issues related to poverty, caste, crime and inequality

Unit 2: Social Problems

Drug addiction, suicide, and juvenile delinquency
Beggary, Commercial sex work (prostitution), and environmental degradation
Displacement and development

Unit 3: Violence in Indian Society

Concept and nature of violence in Indian society
Caste and Communal violence
Violence against women and children

Unit 4: Social Defence

Social defence: Concept, nature, and areas
Social defence services in Delhi and India
Social work interventions in social defence and correctional services

Readings:

- Baig, M. A.A. (1996). Environment, Law and Justice, Regency Publications, New Delhi
- Bhattacharya. S.K. (2003). Social Defence: An Indian Perspective, Regency Publications, New Delhi.
- Braithwaite, J. (1979) Inequality, Crime and Public Policy. London: Routledge.
- Clinar, M.B. (1963).Sociology of Deviant Behaviour Holt, Rinehart and Winston Inc., Holt.
- Cohen, A.K. (1968). Deviance and Control, Prentice Hall India, New Delhi.
- Domenech, J.M. *et al.* (1981) Violence and its causes. UNESCO; Paris,
- Jha, Manoj (2009), Riots as Rituals, Manak Publishers, Delhi
- Pierson, J. (2012). Understanding Social Work, History and Context, Rewat Publications, New Delhi.
- Prasad S.K. (2000). Social Problems in India, Mohit Publications Ltd., India.
- Saxena, S. (2004). Crime against Women and Protective Laws. Deep and Deep Publications, New Delhi.
- Sheafer.B.W. et.al (1997). Techniques and Guidelines for Social Work Practice, Allyn and Bacon, USA.
- Shukla, K.S., (1988). Collective Violence: Challenge and Response, Indian Institute of Public Administration, New Delhi
- Thukral, E.G. (1992). Big Dams, Displaced People: River of Sorrow, River of change, Sage Publications, New Delhi.
- Zastrow, C. (1999). Social Issues and Solutions. Wardworth Thomson Learning Publications. Canada.

LEVEL : **SEMESTER III**
COURSE : **SW SEC 311 (Skill Enhancement Courses)**
TITLE OF PAPER (SEC-1) : **COMMUNICATION FOR DEVELOPMENT**
MARKS : **100**
CREDITS : **2**

Objectives:

1. Locating communication in the context of development.
2. Acquire skills for effective communication.
3. Application of development communication tools in social work practice

Course Contents:

Unit 1: Understanding Communication

Communication: concept, principles and its significance for development
 Process of Communication
 Forms of communication

Unit 2: Communication Competencies

Self Awareness in communication
 Listening- stages, functions, barriers
 Develop communication competence to work in diverse settings

Unit 3: Communication in Social Work Intervention

Types of Communication: Intra personal, Interpersonal, group and mass Communication
 Barriers in Communication
 Information Education and Communication - types, relevance, effective usage

Unit 4: Mass Communication and Development

Means of mass communication
 Propaganda, public opinion and role of mass communication in social Change
 Development Communication in Social Work Profession

Readings:

- Association of Business, 2010, Self awareness and personal Development British, Partners Business Professional Skills Development
- Bhatnagar, P , 2008, Verbal and Nonverbal Communication Rajat Publications
- Gamble, Gamble , 2010 ,Communication Works.Tata McGraw Hill.
- Hoppe, Michael.H ,2006, Active Listening: Improve your ability and lead. Strategies, AtlanticKaul, A & Gupta, S (2006) (Edtd). Management Communication: Trends and Strategies
- Keynes, Renana , ,2003, HIV/AIDS Communication mapping of IEC Material in Cambodia
- Kumar ,Keval J. 2010 Mass Communication in India. Jaico Publishing House.
- Melkote, Srinivas 1991 Communication for Development in the Third World, Theory and Practice, Sage publications.
- NACO , 2007, IFC Operational Guidelines. Magaminds Communication Pvt Ltd.
- Narula, Uma , 2006, Handbook of Communication: Models, Perspective, New Delhi: Tata McGraw – Hill Publishing Company.
- Owen, Hargie , 2006, 'The Handbook of Communication Skills'. Routledge.
- Rai, S.M., Rai, Urmila 2009 Business Communication. Himalayan Publishing House
- Singh , Surendra , 2003, Communication in Organisations ' Bharat Book Centre, Lucknow

- Splichal, Slavanko 1999 Public Opinion: Developments and Controversies in the 20th Century. Rowman and Littlefields. Inc. USA

LEVEL : SEMESTER III.
COURSE : SW SEC 312- (SKILL ENHANCEMENT COURSE) TITLE OF THE PAPER (SEC-2): PROGRAMME MEDIA IN SOCIAL WORK MARKS 100
CREDITS 2

Objectives:

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

Course Contents:

Unit -1: Basic Concepts of Programme Media

Programme: Meaning and purpose
 Programme media: Concept and significance in social work
 Role of social worker in programme planning

Unit- 2: Modes of Programme Media

Types of Programme media: Group discussion, advertisement, flip chart, flash cards, art and craft
 Interactive games and outdoor exposure
 Application of program media in various settings

Unit - 3: Essentials of Programme Media

People-centered approach to programme media
 People/target group participation in programme
 Basic principles

Reading List:

- Brown, A. 1994, Group Work, 3rd ed., Ashgate publishing limited, England. Cortright, R. & Hinds, G. 1959, Creative Discussion, The Macmillian Company, New York.
- Chen, Huey Tsyh (2005), Practical Programme Evaluation- Assessing and Improving Planning, Implementation and effectiveness, Sage Publication, California
- Gully, Halbert E. 1972, Discussion, Conference and group process, 2nd ed., Amerind Publishing Co. Pvt. Ltd., New Delhi
- Phillips, Helen U. 1962 Essentials of group work skills, Association press, New York.
- Trecker, Harleigh B. 1970, Social Group Work- Principles and practices, Association Press, New York.
- 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
- Wilson, G. & Ryland, G. 1949, Social Group Work Practice, Houghton Mifflin

Company, TheRiverside Press Cambridge.

LEVEL : SEMESTER III
COURSE : SW- GE: 321 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER(GE-5): INTEGRATED METHODS IN SOCIAL WORK
PRACTICE MARKS 100
CREDITS 4

Objectives:

- Appreciate need for integrated social work practice approach.
- Develop competencies in integrated social work practice.

Course Contents:

Unit-1: Various Approaches to Social Work

Interrelationship between social justice and human rights
Interrelationship between justice, equality and equity
Distinction between social work practice and praxis in social practice

Unit-2: An Empowering Approach to Social Work

Elements of empowering approach
Phases and processes of empowering practice
Social work functions and role in empowering process

Unit-3: Social Work and Social Systems

The Ecosystems Perspective: The Social System View, The Ecological Perspective and the Ecosystem View
Social Functioning: Adaptive, At-risk and Maladaptive
Client System in social work

Unit-4: Contemporary Issues in Field of Practice

Social work and homeless
Social work and poverty
Social Work and family issues

Readings:

- Allen Pincus, Anne Minahan (1973) social work practice-Model and Methods, FE Peacock Publisher, Illinois (Chapter III)
- Dubois, Brenda & Miley, Karla Krogsrud (1999): Social Work: An Empowering Profession. London: Allyn and Bacon.
- Goldstein, H. (1973): Social Work Practice : A Unitary Approach Columbia, University of South Carolina Press.
- Louise C. Johnson (1998): Social Work Practice A Generalist Approach, Allyn Bacon..
- Miley, Karla Krogsrud, O' Melia, Michael and Dubious, Brenda (1998): Generalist Social Work Practice: An Empowering Approach. London, Allyn Bacon.

- Specht & Vickery (1997): Integrating Social work Methods, George Allen & Unwin Ltd., 1977.

LEVEL : SEMESTER III
COURSE : SW- GE 322 (GENERIC ELECTIVE
COURSE) TITLE OF THE PAPER(GE-6): PALLIATIVE CARE IN
SOCIAL WORK MARKS 100
CREDITS 4

Objective:

- To familiarize students with concept, nature and scope of palliative care in India and abroad.
- Learn to recognize and address psycho-social, cultural, spiritual and ethical issues in palliative care.
- To understand the role of different professions for management of common symptoms in progressive incurable or life-threatening disease.
- Learn to develop local palliative care need assessment plan and process of its implementation.

Unit-1: Introducing Palliative Care

Concept, meaning, nature and scope of palliative care.

Origin of palliative care – historical development, international and national instruments ensuring palliative care provisions

Models of palliative care- Western model, Indian model (special reference to Kerala model of palliative care)

Unit-2: Dimensions in Palliative Care

Understanding patient and families -distress, coping, adaptation, truth telling, psycho-social care, culture sensitive needs and care, spiritual care

Ethical and legal issues in palliative care- euthanasia, withdrawal of assistive treatment & devices, preferences for death and dying

Understanding families- caregiving burden, grief, bereavement, supportive interventions for caregivers

Unit-3: Symptoms Management and Interventions

Symptoms and sufferings at the end of life for diseases like- cancer, HIV/AIDS, cardio-vascular and respiratory, Intimations of dying

Complex interventions, role of multidisciplinary team

Palliative care outcome evaluation tools- assessment and implementation

Unit-4: Need Assessment and Palliative Care Programme Development

Understanding needs- Maslow, Bradshaw's taxonomy, economist perspective, Approaches to needs assessment- epidemiological approach, corporate approach, comparative approach

Evaluation of quality of care services- Maxwell, check land and Donabedian model

Components of programme development and evaluation

Reading list

- Addington Hall, H & Higginson I.J. (ed.): Palliative care in non-malignant disease. Oxford University Press, Oxford, 2001.
- Cherny, N., Fallon, M., Kaasa, S., Portenoy, R., & Currow, D.(Eds.), Oxford Textbook of Palliative Medicine. Oxford, UK: Oxford University Press, 2015.
- Cobb, M. & Robshaw, V. Spiritual challenge of health care. Churchill- Livingston, 1998.
- Doka, K. : Disenfranchised grief. Lexington books, New York, 1989.
- Greenstreet W. (ed.) Integrating spirituality in health and spirituality care. Radcliffe, Oxford, 2006.
- Hudson, P. Payne (ed): Family carers in palliative care. Oxford University Press, Oxford, 2009.
- Kissane W, Bloch, S. : Family focused grief therapy. Open University press, Buckingham, 2002
- Klass D., Sliverman, P. F., Nickman, S. L. : Continuing bonds :new understanding of grief. Taylor and Francis, Washington, 1996.
- Monreo, B., & Kraus F.: Brief interventions with bereaved children 2nd ed. Oxford university press, oxford, 2010.
- Oliviere, D. Hargreaves, R., Monreo B.,.: Good Practice in Palliative care: Psycho-social perspective. Aldershot, Ashgate, 1998.
- Oliviere, D. Monreo B, Payne S. (ed.): Death, Dying and social differences, 2nd edition, Oxford Univesity Press, Oxford, 2011.
- Papadatou, D: In the face of death- professionals who care for the dying and bereaved. Springer, New York, 2009.
- Parkes C.M.: Traditional model and theories of grief. Bereavement Care, 1998, 17(2), 21-23
- Sykes, S. et al.(ed.): Management of advanced disease. Arnold, London, 2004
- Williams M. (ed.): Psychosocial issues in palliative care. Oxford University Press, oxford, 2003.

LEVEL : SEMESTER III
COURSE : SW 306
TITLE OF THE PAPER(FW): FIELD WORK
PRACTICUM-III MARKS100
CREDITS 6

Objectives:

1. Give exposure to the students to various social welfare and development programmes and services.
2. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
3. Develop an understanding of agency's structure, function and service delivery system.

Course Description:

1. Orientation Programme:

Three-day orientation programme will be organized at the commencement of the course of semester-3 before starting concurrent filed work.

Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

2. Concurrent Field Work:

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations.

Two days in a week will be allotted to the students to perform concurrent field work.

The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.

A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

4. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

Note: The field work agency of the students will remain the same for two consecutive semesters of a year.

SEMESTER IV

LEVEL	: SEMESTER IV
COURSE	: SW 401
TITLE OF PAPER(C-8)	: WORKING WITH COMMUNITIES
MARKS	100
CREDITS	4

Objectives:

1. Develop an understanding of community organization as a method of social work.
2. Develop capacity to understand the different aspects of community in the context of community organization.
3. Enhance understanding of models, strategies and process involved in working with communities.

Course Contents:

Unit-1: Understanding Community

Concept of community: Meaning and definitions
Types of community
Functions of community

Unit-2: Introducing Community Practice

Concept of community organization: Nature, evolution and characteristics
Principles of community organization
People's participation of community organization

Unit-3: Processes of Community Practice

Steps of community organization
Models: Locality Development, Social Planning and Social Action
Approaches: Welfarist, Social Development and Empowerment

Unit-4: Community organization and development

Community development: Concept, aims & objectives and basic elements
Community organization and community development
Role of community organizer

Readings:

- Giddens, Anthony (1993): Sociology. Polity Press. London.
- Bottommore, T.B (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.
- Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
- Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan
- Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: KitabMahal.
- Kumar, Somesh (2002): Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Sage Publication (Vistaar).
- Lee, Judith (2001): The Empowerment Approach to Social Work Practice: Building the Beloved Community. Columbia Press.
- Ross, M.G. (1967): Community Organization. Theory, Principles and Practice. New York: Harper & Row.
- Siddiqui, H.Y. (1997): Community Organization in India. New Delhi: Harnam
- Verma, R.B.S. & Singh, Atul Pratap (2015): Samudayik Sangathan Evam Abhyaas. Lucknow: New Royal Book Company (Hindi).
- Weil, Merie (2005): Handbook of Community Practice. New Delhi: Sage.

LEVEL : SEMESTER IV
COURSE : SW-402
TITLE OF PAPER (C-9) : SOCIAL PSYCHOLOGY FOR SOCIAL WORK
MARKS 100
CREDITS 4

Objectives:

1. Understand the fundamentals of social psychology.
2. Understand interpersonal and societal issues.
3. Gain the theoretical knowledge of relationship of individual to society.

Course Contents:

Unit 1: Nature and Scope of Social Psychology

An introduction to social psychology
Methods of social psychology.
Relevance of social psychology to social workers.

Unit 2: Concepts in Social Psychology

Social Perception
Social Influence
Interpersonal Attraction

Unit3: Understanding Groups and Crowds

Group: Definition, Types, Process
Group development and dynamics
Crowd and mob: Characteristics and dynamics

Unit 4: Social Attitudes and Leadership

Social attitudes: Definition, Features and formation, measurement and change.
Prejudice and stereotypes
4.4 Leaderships: Traits, styles and types

Readings:

- Aronson, E., Wilson, T.D., & Akert, R.M. 2007 Social Psychology (6th Ed.) Prentice Hall, NJ.
- Baron, R.A & Byrne, D. (2006) Social Psychology (10th Ed.) Pearson Education Inc., New Delh.
- Chowdhary, Richa (2013) Samajik Manovigyan-Ek Parichay. The Book Line Publisher, Ansari Road, Daryaganj, New Delhi. (Hindi)
- Feldman, Robert, S. 2001 Social Psychology (3rd Ed.) Prentice Hall, NJ. (Unit I, II, III, IV, (2nd Edition), Ansari Road, Darya Ganj, New Delhi.
- Franzoi, S. 2009 Social Psychology (5th Ed.) McGraw-Hill, New York.
- Hogg, Michael A. and R. Scott Tindale (eds). 2002 Blackwell Handbook of Social Psychology: Group Process. Blackwell Publishing.
- Kuppaswami, B. 1994 Social Psychology, Asia Publishing House, Bombay
Lindgren H.C, 1962 Introduction To Social Psychology, John Wiley and Sons
- Myers, D.G. 2010 Social Psychology (10th, Edition) McGraw-Hill, New York.
- Paliwal S., 2002 Social Psychology, RBS Publishers, Jaipur.

LEVEL : **SEMESTER IV**
COURSE : **SW 403**
TITLE OF THE PAPER (C10) : **AREAS OF SOCIAL WORK PRACTICE**
MARKS : **100**
CREDITS : **4**

Objectives:

- To impart education and training in different areas of social work practice.
- To develop skills required for working in the various areas of social work practice.

Course Contents:

Unit 1: Social Work with Families and Children

- : Families and children: Needs and challenges
- : Policies and programmes related to family and children
- : Role of a social worker in dealing with families and children in difficult circumstances

Unit 2: Social Work with Women

- 2.1: Women and society: Gender, Gender based Violence and Identity issues
- 2.2: Protecting the rights of Women: Policies and programmes
- 2.3: Role of a social worker for the empowerment of women

Unit 3: Social Work with Person with Disabilities

- : Understanding disability
- : Policies, legislations and programmes for persons with disability in India
- : Role and challenges of social workers in working with persons with disabilities

Unit- 4: Welfare and Development of Marginalized Groups

- : Needs and problems of Scheduled castes, Scheduled tribes, Minorities and Other backward class (OBC)
- : Policies, legislation and programmes
- : Role of social workers in the welfare and development of marginalized groups

Readings:

- Aggarwal, N (2002) Women and Law in India, Women Studies and Development Centre, North Bengal University, New Century Publications, Delhi.
- Bhatt Sanjai (2012), Enriching Families, - Harmony, Delhi Family Courts Journal, Vol.1, No.3,
- Gazette of India (1995) The persons with Disabilities-(equal opportunities, protection of rights and full participation), Act.1995.
- Hales, Gerald (2003) Beyond Disability: Towards an enabling society, Sage Publications, London.
- Karna, G.N. (2001) Disability Studies in India: Retrospects and prospects, Gyan Publishing House, New Delhi.
- Mathur, H.M. (1995) Family Welfare Programmes in India, Vikas Publishing house Ltd, Delhi.
- Measham, A. & Heaver, R. (1996) India's Family Welfare Programme, moving to a

- reproductive a child health approach, World Bank, Washington, D.C.
- Mohanty, B. (2005) Violence against Women: An Analysis of Contemporary Realities, Kanishka Publishers, New Delhi.
 - Patel, T. (2011) Bharat mein Parivaar: Sanrachna Avam Vyavhar, Rawat Publications, New Delhi.
 - Samanta, R.K. (2005) Rural Women; Issues, opportunities and Approaches, B.K. World of Books, California, New York.
 - Sapey, B (1998) Social Work with Disabled People, McMillan, Hampshire
 - Sekar, K.(2008) Psychosocial Care for Children in Difficult Circumstances- My Workbook, First Edition Published by: National Institute Mental Health and Neuro Sciences(NIMHANS), Bangalore.
 - Singh, Atul Pratap & Singh, Awadhesh Kumar (2013): Care and Protection of Girl Children in India: Status, Emerging Issues, Challenges and Way Forward, Bal Vikas Prakashan, Delhi.
 - Tapan, N. (2000) Need for Women Empowerment, Rawat Publications, New Delhi.

LEVEL : SEMESTER IV
COURSE : SW- SEC 411 (SKILL ENHANCEMENT
COURSE) TITLE OF THE PAPER (SEC-3): APPLICATION OF
PROGRAMME MEDIA COURSE : SW (SEC) 411
MARKS 100
CREDITS 2

Objectives:

- Understand how individuals participate, respond and react to programme media.
- Develop a critical understanding of Programme Media, its potentialities and impact.
- Encourages students to develop creative ideas and express them through writing.

Course Contents:

UNIT 1: Depiction of Audio-Visual Media in Social Work

- 1.1: Movie screening, discussion and review
- 1.2: Analysis of the changing nature of society
- 1.3: Collage, poster making and exhibition

Unit 2: Creative Writing in Social Work Practice

- : Short story writing
- : Transcreations: Converting short stories into screen play, slogans and songs
- 2.3: Persuasive Writing: Brochures, Handouts, And Pamphlets.

Unit 3: Programme Media for Masses

- : Puppet Shows
- : Street plays
- : Role Plays

Readings:

- Aggarwal, G (2001) Gyarah Nukkad Natak, Diamond Books publishing House
- Balwant, G. (1991) Folk Theater in India, Bombay: Rupa & Co,

- Children of Heaven 1997. Directed by MajidMajidi. Iran: Miramax Films
- Dev, Marwah, Pal (2009) Creative Writing A Beginner's Manual, New Delhi, Pearson Longman
- Dharm. 2007. Directed by BhavnaTalwar.
- Mathur, D (2003) AASHAA, short stories by Indian Women, Odyssey II, Indian Bookshelf, London and Star Publishing, New Delhi.
- National School Of Drama (2006) NukkadNatakRachnaaurPrastuti Delhi.
- Salaam Bombay 1988 Directed by Mira Nair
- Smile Pinky- 2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- The White Balloon. 1995. Directed by JafarPanahi. Iranian Film

LEVEL : SEMESTER IV
COURSE : SW- SEC 412 (SKILL ENHANCEMENT COURSE)
TITLE OF THE PAPER(SEC4): SKILLS AND TECHNIQUES IN FIELD WORK PRACTICE
COURSE : SW (SEC) 412
MARKS 100
CREDITS 2

Objectives:

1. Add value in strengthening knowledge and skills, bringing uniformity and high quality standards in practice learning.
2. Build confidence and develop aptitude and attitudinal base of the students.
3. Develop sensitivity towards self-awareness, self-development, goal setting and time management.

Course Contents:

Unit 1: Developing Personal and Professional Self

Understanding perception, self-awareness and sensitivity
 Goal setting and time management
 Ethical concerns: Sense of responsibility, professional commitment and good conduct at field work

Unit 2: Planning for Field Work Practice

Field work learning plan and strategic planning
 Thematic learning modules for targeted populations
 Social & resource mapping and use of PLA& PRA

Unit 3: Documentation of Various Components of Field Work

Orientation, concurrent and block field work records
 Group/Student conference paper: Preparation and presentation
 Case records, field based assignments and records of rural camps

Unit 4: Essential skills and Techniques

Public relation, advocacy and networking
Use of simulation exercises, games and role play
Observation & analysis, counselling and guidance

Readings:

- CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton.
- Dave, Indu (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
- Hastakshep: Advocacy Manual (2007). New Delhi: Pairvi (Hindi).
- Jackson, Adrian J. (1995). Leadership Circles from Participatory Learning and Action (PLA). London: IIED.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company
- Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company.

LEVEL : SEMESTER IV
COURSE : SW- GE 421 (GENERIC ELECTIVE
COURSE) TITLE OF THE PAPER(GE7): SOCIAL WORK WITH
OLDER PERSONS MARKS 100
CREDITS 4

Objectives

- To understand the basic needs and issues of elderly persons in contemporary society.
- To understand the inter-relatedness of biological, psychological, social and cultural aspects of aging.
- Develop critical understanding of the policies and programmes for the elderly at the national and international levels.
- Understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

Course Contents:

Unit- 1: Understanding Old Age

Introduction to basic terms: elderly, older person, ageing, greying population,
Demography of the Ageing at national and international level and its related implications

Theories of ageing- biological/developmental, psychological, sociological
Needs and problems of elderly: physical, psychological, financial, social and environmental

Unit-2: Issues , Policy, Programmes and Initiatives

Changing family norms, roles, power, status and emerging problems of elderly
Myths and stereotypes to elderly, sexuality in aging, elderly images through media,
Intergenerational gap, retirement, death, dying, bereavement and assisted suicide; Family
relationships and caregiving issues
Social security measures, Welfare programmes/schemes for the elderly
National Policy for older persons 1999, international resolutions

Unit-3: Strategies for Active and Healthy Ageing

Civil society response: Role of NGOs, police system community groups, safe and group housing
Rights of older persons against neglect, abuse, violence and abandonment
Managing chronic diseases and promoting well-being in old age
Involvement of the elderly in community resource building;; Finance management and wealth
creation
Programmes for active ageing: day care center, recreational center, self help/ support groups,
involvement of elderly in community resource building

Unit IV: Social Work Intervention

Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle
management, retirement plan, second career, Grief and bereavement counseling

Family Interventions and social support strategies; counselling services for caregivers, sensitizing
children/families/ communities, creating favourable/safe environment for the elderly, emergency
response systems: Helpline, peer counselling.

Interventions for enhancing wellbeing of the institutionalized elderly

Social work interventions in Hospice and palliative care

Core Readings:

- Bali, A.P. (ed.) 1999 Understanding Greying People of India, Inter India
Publication New Delhi.
- Binstock, R.H., & George, L.K. 2001 Handbook of Aging and Social Science,
Academic Press New York.
- Birren, J.E., & Schaie, K.W. (eds.), 2001 Handbook of the Psychology of Aging (5th
ed.), Academic Press San Diego.
- Hareven, T.K. Adams, K.J. (eds.) 1982 Aging and Life Course Transitions:
An Interdisciplinary Perspective, Guilford Press, New York.
- Ramamurthi, P.V., Jamuna, D. (eds.) 2004 Handbook of Indian Gerontology,
Serial Publication, New Delhi.

- Rajan, S.I., Mishra, U.S., Sarma, P.S. (eds.) 1999 India's Elderly: Burden or Challenge, Sage Publications, New Delhi.
- Marshall, M. 1983 Social Work with Old People, The Macmillan Press Ltd.
- Cox, E.O., Kelchner, E.S., & Chapin, R.K. 2002 Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
- Krishnan, P., & Mahadevan, K. (eds.) 1992 The Elderly Population in Developed and Developing World: Policies, Problems and Perspectives, B.R. Publishing Corporation, Delhi.
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- Dhillon, P.K. 1992 Psychosocial Aspects of Ageing in India, Concept Publishing Company, New Delhi.
- Sears, J.T. 2009 Growing older, Routledge, Taylor & Francis Group, USA
- Rabbitt, P. 2009 Psychology of aging, Psychology press, Taylor & Francis Group, USA
- Atchley, R. 1997 Social forces and aging: an introduction to social gerontology, 8th ed., Waltham Publishing Co., Belmont
- Hooymans, N.R. & Kiyak, H.A. 2001 Social gerontology: a multidisciplinary perspective, 6th ed., Allyn & Bacon, Inc,

LEVEL : SEMESTER IV
COURSE : SW- GE: 422(GENERIC ELECTIVE
COURSE) TITLE OF THE PAPER(GE-8): INTERNATIONAL SOCIAL
WORK
MARKS 100
CREDITS 4

Objectives:

- To understand the overall scenario of International social work.
- To know about the descriptions of major International social welfare organizations.
- To understand the various approaches and practice of International social work.

Course Contents:

Unit 1: Introduction to International Social Work

Global spread of social work: origin, expansion and recent trends
 International social work: definition, scope, values and ethics
 International organizations of social work: International Association of schools of Social Work (IASSW), International Federation of Social Workers(IFSW) and International Council on Social Welfare (ICSW)

Unit 2: International Social Welfare Organizations

UN agencies: UNICEF, WHO and UNDP
 International NGOs: Red Cross, Oxfam, YMCA/YWCA
 International-domestic practice interface and global interdependence of social work

Unit 3: Integrated-Perspective Approach

Global and human rights perspective
Ecological and social development perspective
Integrated perspective approach

Unit 4: Practice of International Social Work

Global Issues: poverty, child welfare and women issues
Global Issues: environment & climate change and HIV/AIDS
Basic Strategies: empowerment and capacity building, self-help & self-reliance,
enhancing social integration, community development

Readings:

- Bennett, A.L. (1988). *International Organizations: Principles and Issues* (4thed.). Englewood Cliffs, NJ: Prentice Hall.
- Bettmann, J., Jacques, G. & Frost, C. (2012). *International Social Work Practice: Case Studies from a Global Context*. Routledge.
- Cox, David & Pawar, M. (2006). *International Social Work: Issues, Strategies and Programmes*. New Delhi: Vistaar Publications.
- Elisabeth, R. (2003). *Social Work and Human Rights: A Foundation for Policy and Practice*. New York: Columbia University Press.
- Healy, L. (2008). *International Social Work*. New York: Oxford University Press.
- Hokenstan, M. C. & Midgley J. (1997). *Issues in International Social Work: Global Challenges for a New Century* Washington DC: NASW Press.
- Hugman, R. (2010). *Understanding International Social Work: A Critical Analysis*. New York: Palgrave MacMillan.
- Lee, J.A. (2001). *The Empowerment Approach to Social Work Practice*. New York: Columbia University Press.
- Lyons, K, Manion, K. & Carlsen, M. (2006). *International Perspectives on Social Work*. New York: Palgrave MacMillan.
- Mayadas, N.S., Watts, T.D., & Elliott, D. (Eds.). (1997). *International Handbook on Social Work Theory and Practice*. Westport, CT: Greenwood.
- Singh, AtulPratap (2012): United Nations International Children's Fund (UNICEF): An Overview. *Encyclopedia of Social Work in India*. Third Edition. New Royal Book Company. Lucknow.

LEVEL	: SEMESTER IV
COURSE	: SW406
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM -IV
MARKS	100
CREDITS	6

Objectives:

1. Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.

2. Imbibe the ethics and values of social work profession including attributes for the same.
3. Develop an ability to narrate of experience/learning, assessment of services & resources and participate in service delivery.

Course Description:

1. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week will be allotted to the students to perform concurrent field work.
- The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.
- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

2. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

SEMESTER V

LEVEL	: SEMESTER V
COURSE	: SW 501
TITLE OF PAPER (C-11)	: SOCIAL POLICY AND DEVELOPMENT
MARKS	100
CREDITS	4

Objectives:

1. Understand the concept, process, indicators and determinants with respect to social development.
2. Develop capacity to formulate strategies necessary for social development.

Course Contents:

Unit 1: Understanding Social Policy

Social policy: Concept and significance, Historical perspective
Social policy in relation to the Idea of social justice
Models of Social Policy

Unit 2: Introduction to Social Development

Concept of social development
Theories and models of development and underdevelopment
Perspectives on social development: Gandhi, Ambedkar and Jai Prakash

Unit 3: Understanding Human Development

Human Development and Human Development Index
Human Development and Social Development: Theories
Challenges to Human Development: Contemporary Issues

Unit 4: Social Planning

: Concept and scope of Social Planning
: Planning as an instrument of social policy and development
: Five Year Plans: An overview of social planning

Readings:

- Booth, David, (1994), Rethinking Social Development, Longman London.
- Chopra, P.N., (1991), Development Planning and Policy Making, Galaxy Publication, New Delhi.
- Drez J. and Sen A., (2007), Indian Development, Oxford University Press, New Delhi.
- Dreze, Jean and SenAmritya (eds) 1997, Indian Development: Selective Regional Perspective, Oxford University Press..
- Dyson, T; Cassen, R, Leela ,Visaria (2004), Twenty First Century India : Population, Economy Human Development and the Environment. New York Oxford University Press.
- Fukuda-Parr, Kumar, S., A. K., (2009), Oxford Handbook of Human Development: Concepts, Measures and Policies, Oxford, New Delhi.
- Ghai, Dharam, (2000), Social development and public policy : A study of some successfulexpriencess, UNRISD, Geneva
- Gore, M.S., (1973), Aspects of Social Development, TISS, Bombay
- Kulkani, P.D., (1965), Social Policy in India, Tata Institute of Social Sciences, Bombay
- Kulkarni, P.D., (1979), Social Policy & Social Development in India, ASSWI, Madras
- Kulkarni, P.D.,Nanavatty, M.C., (1997), Social Issues in Development, Uppal Publications, Delhi
- MacPherson, Stewart & James, M. (1987): Comprehensive Social Policy and the Third World, St. Martins Press, New York.
- McMichael, Philip. (2012). Development and Social Change: A GlobalPerspective. 5th

Edition.: Sage Publications, Inc, Thousand Oaks, CA

- Midge, J., (1995), Social Development, Sage Publications, Delhi.
- Miles, Ian, (1985), Social Indicators for Human Development, Frances Pinter, London
- Pathak, S.,(1981), Social Welfare: An Evolutionary and Developmental Perspective, MacMillan India, Delhi.
- Paul, S., (2010), Social Policy Themes and approaches, Rawat Publications, Delhi.
- Peet, R. (2005), Theories of Development, Rawat Publications, New Delhi.
- Sikka, Pawan, (2012), Planning in India : Scientific developments with national five-year plans, Uppal Publishing House, New Delhi
- Singh, Atul Pratap& Singh, Arun Kumar (2010): Social and Human Development. Lucknow: New Royal Book Company.
- So, A.,(1990), Social Change and Development: Modernization, Dependency and World-System Theories. London: Sage Publications, New Delhi

LEVEL	: SEMESTER V
COURSE	: SW 502
TITLE OF THE PAPER (C-12)	: SOCIAL ACTION AND MOVEMENTS
MARKS	100
CREDITS	4

Objectives:

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

Course Contents:

Unit 1: Understanding Social Action

- 1.1: Social action: Concept and meaning.
- 1.2: Models and strategies of social action.
- 1.3: Social action and social change.

Unit 2: Social Work and Social Action

- 2.1: History of radical social work practice
- 2.2: Anti Oppressive Social Work practice.
- 2.3: Structural and Critical Social Work Social Work practice.

Unit 3: Approaches of Social Action

- 3.1: Concept of conscientisation and critical awareness.
- 3.2: Paulo Friere contribution to Social Action.
- 3.3: Saul Alinsky's contribution to Social Action.

Unit 4: Social Movements

- : Social Movements: Concept, nature and components.
- : Classification of Social Movements: Peasant, Women, Dalit, Tribal and environmental movements in India.
- : Understanding Social Movements with Indian perspective.

Readings:

- Alinsky, S. (1972) Rules for Radicals, Random House, New York.
- Bailey, R & Brake, M. (1975) Radical Social Work, Edward Arnold, London.
- Freire, P (1970) Pedagogy of the Oppressed, Continuum, New York.

- Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action, The Social Review, 49(1), 1-14.
- Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
- Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change, Ajanta Publications,
- Langman, M. Lee, P (Eds) (1989) Radical Social Work Today, Unwin Hyman, Boston.
- Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique, Sage Publications, New Delhi.
- Siddiqui, H.Y. (1984) Social Work and Social Action, Harnam Publications, New Delhi.
- Siddiqui, H.Y. (1997) Analysis of Literature of Social Action, Indian Journal of Social Work, TISS, Mumbai.
- Shah, G. (2002) Social Movements and the State, Sage Publications, New Delhi.

LEVEL : SEMESTER-V
COURSE CODE : SW DSE-511 (DISCIPLINE SPECIFIC ELECTIVES) TITLE OF THE PAPER(DSE-1): SOCIAL LEGISLATIONS AND HUMAN RIGHTS MARKS 100
CREDITS 4

Objectives:

- Understand the role and function of legal system and relevant legislation in protecting social justice and human rights.
- Develop insight into social legislations and Human rights in dealing with different vulnerable groups.
- Understand the context of Human Rights and the emergence of rights based perspective in Social Work practice.

Course Contents:**Unit-1: Indian Legal System and Social Work**

Law, Society and Social Change

Constitution of India: The Preamble, Fundamental Rights & Duties and the Directive Principles

Social Legislation: Nature, scope and impact

Unit-2: Social Legislations in India

Social Legislation and Personal Laws

Social Legislations for the Women, Children and Elderly

Social Legislation for Marginalized Groups (SC, ST, OBC & Minorities)

Unit-3: Understanding of Human Rights

Concept and Historical Context of Human Rights

The Universal Declaration of Human Rights 1948

UN Convention of Human Rights: Civil, Political, Economic, Social and Cultural

Unit-4: Human Rights in Indian Context

Statutory Provisions- National Human Rights Commission, Protection of Human Rights Act.

Code of Ethics of Social Work and protection of Human Rights.

Initiatives of Civil Society and Social Work practice with Victims of Human rights Violations

Readings:

- Bakshi, P.M., 2007 Constitution of India, Universal Law Publishing House
- Baxi, Upendra, 1988, Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd.
- Diwan, Paras, 1997 Law relating to Dowry, Dowry Deaths, Bride burning, rape and related offences, Delhi, Universal Publishers.
- Elisabeth, Reichert 2003, Social work and Human Rights : A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi
- Elisabeth, Reichert, 2003, Social work and Human Rights: A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi.
- Gangrade, K.D., 1978 Social Legislation in India (Vol. I& II), Delhi Concept Publishing Company
- Indian Bare Acts related to different categories.
- International Federation of Social Workers, 1994 Human rights and Social work -A Manual for School of Social work Profession, Berne International Federation of Social Workers.
- Kohali, A.S. 2004, Human Rights and Social Work Issues Challenges and response Kanishka Publishers Distributors,,New Delhi.
- Naik G. Pandu, 1992 Social Legislation in India, Bangalore Lambani Publishers.
- Neil Stammers, 2004 Human Rights and Social Movements, Pluto Press, London & New York.
- Nirmal C.J., 1999, Human rights in India –Historical, Social and Political Perspectives, Delhi, Oxford University Press.
- Sahai, Shailly, 1996. Social Legislation and status of Hindu Women , Jaipur, Rawat Publication.
- Saraf, D.N. (ed.), 1984, Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.
- Sinha Manoj K , 1999, Implementation of Basic Human Rights , Manav Publication Pvt. Ltd. , 1999.

LEVEL : SEMESTER V
COURSE : SW- DSE 512 (DISCIPLINE SPECIFIC
ELECTIVES) TITLE OF THE PAPER((DSE-2): MENTAL HEALTH AND
SOCIAL WORK MARK : 100 MARKS
CREDITS 4

OBJECTIVES :

- Understand mental health as a positive concept and gain insight into different types of mental disorders, their causes, manifestations and management.
- Understand the relevance, nature and types of social work interventions in mental health.

COURSE CONTENTS:

Unit I: Concepts of Mental Health and Illness

- Definitions and perspectives of mental health; Mental health as a positive concept, components of mental health; Meaning of normal and abnormal behaviour.
- Biological, psychological and sociological approaches to mental illness
- Classification of mental and behavioural disorders – DSM-IV and ICD systems

Unit II: Mental and Behaviour Disorders

Epidemiology, aetiology, types, clinical manifestations and management of: -

- Psychoactive substance use disorders
- Schizophrenia
- Mood disorders
- Neurotic, Stress related, Somatoform disorders

Unit III: Mental Healthcare Services, Policy and Programmes

- Mental Healthcare scenario in India
- Community mental health: Primary mental health care, community initiatives, and deinstitutionalisation of psychiatric services
- Policy related to mental health, Laws related to mental health
- Innovative approaches to mental health care

Unit IV: Social Work Response

- History of social work practice in mental health: Historical and evolving roles of social worker in mental health services
- Social work applications in mental health: Principles
 - Family Interventions: Psychoeducational and supportive interventions
 - Social skills training: Activities of daily living and vocational skills training

Core Readings

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. Sadock, B.J., & Sadock, V.A. (eds.) 2005 Comprehensive Textbook of Psychiatry 8th edition. Philadelphia: Lippincott Williams Wilkins.
3. Carson R.C., Butcher, J.N. & Mineka, S. 2000 Abnormal Psychology and Modern Life. Singapore: Pearson Education.
4. Gottlieb, B.H. 1983 Social Support Strategies: Guidelines for Mental Health Practice. New Delhi: Sage Publications.
5. Sahni, A. 1999 Mental Health Care in India: Diagnosis, Treatment and Rehabilitation. Bangalore: Indian Society of Health Administrators.
6. Mane, P., & Gandevia, K.Y. (eds.) 1993 Mental Health In India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
7. Sutherland, J.D. (ed) 2003 Towards Community Mental Health. London: Routledge.
8. Callicutt, J. W., & Lecca, P.J. (eds.) 1983 Social Work and Mental Health. New York: The Free Press.
9. French, L.M. 1940 Psychiatric Social Work. New York: The Commonwealth Fund.
10. Patel, V., & Thara, R. 2002 Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications.
1. World Health Organization 1990 The Introduction of a Mental Health Component into Primary Health Care. Geneva.
6. Dhanda, A. 2000 Legal Order and Mental Disorder. New Delhi: Sage Publications.
7. Gelder, M., Mayou, R., & Cowen, P. 2004 Oxford Textbook of Psychiatry 4th Edition. Oxford: Oxford University Press.
8. Turner, F. (ed.) 1978 Social Work Treatment: Interlocking Perspectives. New York: The Free Press.
9. Sheppard, M. 1991 Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing. New York: The Falmer Press.

10. Bentley, K.J. 2001 Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.

LEVEL : SEMESTER V
COURSE : SW- DSE 513 (DISCIPLINE SPECIFIC ELECTIVES) TITLE OF THE PAPER (DSE-3): SOCIAL WORK INTERVENTION IN DISASTER MARKS 100
CREDITS 4

Objectives:

- Gain exposure to the key concepts, typologies and impact of disasters
- Understand the processes of disaster mitigation and disaster management
- Acquire critical understanding of the disaster management policy and programmes in India
- Develop capacity to work with different agencies

Course Contents:

Unit 1: Conceptual Framework

Concept of hazard, risk, vulnerability, and disaster
Types of disasters: Natural and manmade disasters
Impact of disasters: Physical, social, economic, political, psychological, and ecological

Unit 2: Disaster Management and Phases

Pre-disaster: Prevention, mitigation, and preparedness
During disaster: Search and rescue, relief mobilization and management, evacuation and camp management.
Post disaster: Reconstruction, rehabilitation, and recovery

Unit 3: Disaster Management Policy and Programmes

Disaster management policy and programmes in India
National guidelines on psychosocial support and mental health services in disasters
Case reflections from field: UDAI-I, and UDAI-II

Unit 4: Role of social workers and voluntary agencies

Role of social work professionals in different phases
Community Based Disaster Management (CBDM)
Networking with government organisations and civil society

Readings:

- Abarquez, I., & Murshed, Z. (2004). Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.

- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.
- Carter, I. (2002). Preparing for disaster, PILLARS Guide. UK: Tearfund.
- Carter, I. (2003). Mobilising the community, PILLARS Guide. UK: Tearfund.
- Department of Social Work. Monograph: University for Development and integrated Learning (UDAI-I) 2003 and (UDAI-II) Sahyatri.North Bengal University: Department of Social Work.,2010
- Jamshed JI Tata Centre for Disaster Management Working Papers series 2007-2009, Tata Institute of Social Sciences, Mumbai.
- Joint Assistance Centre. (1980). Natural Disaster, New Delhi: AdhyatmaSadhana Kendra.
- Maskrey, A. (1989). Disaster Mitigation: A Community Based Approach, Oxford: Oxfarm.
- Miller J. L. (2012) Psycho Social Capacity Building in Response to Disasters, Columbia University Press, New York.
- Ministry of Home Affairs, Government of India, (2011) United Nation Development Programmes, Disaster Management in India.
- Mohan, M., Clarke, C. (1992). Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank
- Parasuraman, S. and Unnikrishnan, P.V. (2000). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
- Shaw R. Krishnamurthy, R.R. (2009) Disaster Management –Global Challenges and local Solutions, University Press, Hyderabad
- Singh, Atul Pratap (2013). Community Based Disaster Management: An Initiative of Social Work Professionals in Bihar Fflood, 2008. In Mishra, A., & Singh, A. K. (eds.). New Dimensions of Disaster Management in India. Vol. II. New Delhi: Serials Publications.
- Singh, R.B. (ed.). (2000). Disaster Management, New Delhi: Rawat Publications.
- Siporin, M. (1966). The experience of Aiding the victims of Hurricane Betsy social service review, vol. 10.
- Tata Institute of Social Sciences. (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol.63, Issue 2, April.
- United Nation Development Programmes- India & international recovery Platform (IRP), 2010 Guidance Note on recovery : Psycho Social

LEVEL : SEMESTER V
COURSE : SW DSE 514 (DISCIPLINE SPECIFIC ELECTIVES) TITLE OF THE PAPER(DSE-4): SOCIAL WORK RESPONSE TO SOCIAL CONCERNS MARKS 100
CREDITS 4

Objectives:

- To understand the concepts in various social concerns and social problems
- To understand the factors and dynamics of the social concerns
- Role of social work in dealing with social problems and concerns

Course Contents:**Unit 1: Basic Issues of Society**

Social problems: concept and Nature

Social Concerns Tribes, Caste, Religion, language, family and kinship

Political Concerns: State, civil society and communities

Unit 2: Social Conflict in India

Ethnic. Caste and regional conflict

Communalism and terrorism

Social work initiatives in conflict resolution

Unit 3: Rights of vulnerable groups

Children, women and older persons

Homosexual, Bisexual and Transgender

Persons living with HIV/AIDS

Unit 4: Social Work Intervention in Social Concerns

Response of Government and Non Government Organization to Social Concerns

Social work Response to Social Problems and Social Concerns

Case Reflections from the Field

Readings:

- Balgopal , P .R and Bhatt , Sanjai, (2013), Social work Response to Social realities, New Royal Book company, Lucknow
- Bhattacharya. S.K. (2003). Social Defence: An Indian Perspective, Regency Publications, New Delhi.
- Cohen, A.K. (1968). Deviance and Control, Prentice Hall India, New Delhi.
- Domenech, J.M. *et al.* (1981) Violence and its causes. UNESCO; Paris,
- Panchnanda.R.K (2002). Terrorism and Response to Terrorist Threat, UBS Publishers, New Delhi.
- Pierson, J. (2012). Understanding Social Work, History and Context, Rewat Publications, New Delhi.
- Prasad S.K. (2000). Social Problems in India, Mohit Publications Ltd., India.
- Reddy, G. N., & Reddy, N.S. (2012). Managing Childhood Problems, Support strategies and Intervention, Kanishka Publication, New Delhi.
- Reichert.E. (2003). Social Work and Human Right, Rewat Publication, New Delhi.
- Saxena, S. (2004). Crime against Women and Protective Laws. Deep and Deep Publications, New Delhi.
- Sheafer.B.W. et.al (1997). Techniques and Guidelines for Social Work Practice, Allyn and Bacon, USA.
- Shukla, K.S., (1988). Collective Violence: Challenge and Response, New Delhi, Indian Institute of Public Administration,
- Singh. R. (1988). Collective Violence: Genesis and Response, IIPA, New Delhi.
- Singh.S & Singh.H (2003). Law Relating to Prevention of Terrorism, Universal Law Publisher, New Delhi.

LEVEL	: SEMESTER V
COURSE	: SW- FW 506
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM-V
MARKS	100
CREDITS	8

Objectives:

1. Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
2. Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
3. Develop ability to plan, organize and implement the activities within agency/community framework.

Course Description:

1. Orientation Programme:

- Three-day orientation programme will be organized at the commencement of the course of semester-7 before starting concurrent filed work.
- Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

2. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of third year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week will be allotted to the students to perform concurrent field work.
- The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.
- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

3. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of

motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Workshops on

communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

4, Rural Camp: Five-day rural camp will be organized for the students of semester-5 of third year (preferably for semester-5 students) to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities,

Note: The field work agency of the students will remain the same for two consecutive semesters of a year.

SEMESTER VI

Level	: Semester VI
Course	: SW-601 (Core Course 13)
TITLE OF PAPER(CC-13):	SOCIAL WELFARE ADMINISTRATION
Marks	100
CREDITS	4

Objectives:

1. Understand concept, principles and components of social welfare administration.
2. Develop understanding of social welfare administration as a method of social work profession.
3. Acquire competence in social welfare and development services.

Course Contents:

Unit I: Social Welfare Administration an Introduction

- Concept and nature of social welfare administration
- History of social welfare administration
- Principles of social welfare administration

Unit II: Structures and Processes

- Central and State Social welfare boards, Min of Women and Children, Social welfare Directorate .
- Establishment of human service organization
- Group processes in welfare administration

Unit III: Organization of Human Services

- Management of human service organization
- Decision making processes
- Role of Communication in administration

Unit IV: Emerging Trends in Welfare Administration

- Fund Raising Resource Mobilization, Grant-in-aid
- Practice of Social Welfare Administration in different settings.
- Social welfare Administration as an instrument of Social Change

Readings:

- Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
- Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
- Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
- Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.
- Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.
- Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, KitabMahal.
- Siddiqui, H.Y (1990) Social Welfare in India, HarnamPublications, New Delhi.

Level	: Semester VI
Course	: SW - 602 (Core Course 14)
TITLE OF PAPER(CC14): RESEARCH IN SOCIAL WORK	
Marks	100
CREDITS	4

Objectives:

- Familiarize students with the nature of social science research and its application in the study of social phenomena.
- Help students learn the research process and develop abilities to prepare research design.
- Learn the process of Data collection, organization, presentation, analysis and report writing.

Course Content:

Unit I: Research as Scientific Method

- Basics of Research: Meaning, definition, nature, types of research- Basic and applied, application of research in social sciences,
- Social science research and social work research : Meaning, nature, significance and difference
- Ethics of social research

Unit II: Research Process

- Formulation of research problem
- Review of literature
- Hypotheses: concept, meaning and process of formulation

- Research design: exploratory, descriptive, experimental

Unit III: Sampling framework and data collection

- Concept of universe, sample, sampling unit and source list
- Types of sampling frame – Probability and non-probability
- Sources of data (primary and secondary), Methods of data collection(interview, observation, case study and focus group discussion)
- Tools of data collection- interview schedule, interview guide, questionnaire, observation guide.
- Data editing management, processing and presentation.

Unit IV: Basic Statistics

- Science of statistics- concept, definition, functions and limitations
- Descriptive statistics – measures of central tendency (mean, median, mode), Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation)

Readings:

- Gupta, S.C., 2012, Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi.
- Kothari, C. R., ,2004 , Research Methodology –Methods and Techniques, 2nd ed.,
- Kumar, R., 2006 , Research Methodology, 2nd ed., Pearson Education, New Delhi.
- Laldas, D. K., 2000,Practice of Social Research, Rawat Publication, New Delhi. New Age International (P) Ltd., New Delhi.

LEVEL: : SEMESTER- V
COURSE : SW- DSE 611 (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER(DSE 5): SOCIAL WORK PRATICE IN DIFFERENT
SETTINGS MARKS 100
CREDITS 4

- Develop an understanding of the different areas of social work practice.
- Develop skills to work in diverse areas of social work practice.

Course Contents:

Unit-1: Community Development

Concept and evolution of community development
 Rural and urban Local Self Government
 Rural and Urban community development programmes and role of social worker

Unit-2: Social Work in Industry

Concept of Industry, Labour Welfare,Personnel Management and Industrial Relations
 Organized and unorganized labour: Characteristics, needs and problems
 Occupational Social Work; Corporate Social Responsibility, Application of social work practice in industries

Unit-3: Social Work in Correctional Settings

Concept of Social Defence and Criminal Justice System

Legislations in correctional settings (J.J Act, PITA, NDPS and Beggary Act).

3. 3 Correctional services in institutional and non-institutional settings

Unit-4: Social Work in Schools

Overview of School Social work in India

Needs, problems and challenges in school social work practice

Right to Education: *SarvaShikshaAbhiyan* and Non-Formal Education

Readings:

- Allen- Meares, P, 2007, *Social Work Services in Schools* (5th Edition), Pearson, Boston
- Bare acts-The Juvenile Justice (Care And Protection Of Children) Act, 2000 ,The Immoral Traffic (Prevention) Act, 1956;Narcotic Drugs and Psychotropic Substances Act, 1985;The Bombay prevention of Beggings Act, 1959
- Bhatt, Sanjai (2012) *Occupational Social Work in India* , Encyclopaedia of Social Work (Vol III), New Royal Book Company, Lucknow
- Bhattacharya, S. K.1985, *Social Defence in Indian perspective* , Manas Publication, Delhi.
- Chkrabarti, N.K.,1997 *Administration of Criminal Justice* , Deep And Deep Publication, New Delhi
- Dhaliwal.S.S, 2004, *Good Governance in Local Self Government*, Deep and Deep Publications
- Dubey, A., 2007, *Commercialization of Education in India: Policy, Law and Justice*, A P H Publishing Corporation, New Delhi
- Frankel, S. (1993) *Organized Labour in Asia Pacific Region* Ithaca. Ithaks, ILO Press, 1993.
- Gandhi, A. 1990, *School Social Work in India*, Common Wealth Publications. New Delhi
- Henderson, Jones and Thomas 1980 *The Boundaries of Change in Community Work*, George Allen and Unwin, London
- Irl Carter , 1977, *Social work in industry: A history and a viewpoint*,Journal of Religion & Spirituality in Social Work: Social Thought ,Vol. 3, Iss. 1, 1977
- Midagley, J and others,1986, *Community Participation, Social Development and the State*, Methuen and Co Limited, New York
- Nalini R, 2011, *Social Work and the Workplace*, Concept Publishing company, Newdelhi
- Pandey, V.C., 2003, *Education: Planning and Human Development*, Isha Books, New Delhi
- Rao, G.S. 2000, *Urban Development with Community Initiatives: Retrospect and Prospect*, Atlantic Publishers and Distributor, New Delhi.
- Sharma, P.D. 1998, *Criminal Justice Administration the Relay Race For criminal justice*, Jaipur, Rawat Publication.
- Singh, S.K., 2002, *Rural Development: Policies and Programmes*, Northern Book Centre,

New Delhi

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- Verma, R.B.S. & Singh, AtulPratap (2013): *Sharm Kalian EvamSamajikSurksha*, Lucknow, New Royal Book Company.

LEVEL : SEMESTER VI
COURSE : SW/ 612
TITLE OF PAPER (DSE 6): NGO MANAGEMENT
MARKS 100
CREDITS 4

Objectives:

- Develop an understanding of non-governmental organizations
- Acquire skills and competence in managing NGOs

Course Contents:

Unit 1: Conceptual Framework and Historical Development

Basic concepts: Government Organisation, NGOs, Voluntary Organization, Civil Society Organisations

Interface between GOs and NGOs

Historical development of NGOs in India

Unit 2: Establishing an NGO

Formation, Registration of an organisation and Relevant Legislations

Formulation of project proposal

Project Implementation

Unit 3: Managing NGO.

Planning, Organizing, Staffing, Directing, Coordinating, Reporting & Budgeting, and Monitoring & Evaluation

Training and Development

Capacity Building

Unit 4: Resource Mobilization and Management

Mobilizing human and material resources

Fund raising and Grant-in-aid

Project monitoring and Evaluation

Readings:

- Abraham Anita (2011) Formation and Management of NGOs, Universal Law Publishing Co., India.
- Bhatia S.K. "Training & Development", Deep & Deep Publication Pvt. Ltd.
- Chandra, S. (2001) NGO: Structure, Relevance and Function. New Delhi:

KanishkaPublishars

- Coley,S.M. & Schein C.A.(1990) Proposal Writing(Sage Services Guides).New Delhi:Sage Publication
- Dadrawala,N.H.(2004) The Art of Successful Fund Raising, NewDelhi:CA.
- Edwards,Michale r,(2002) The Earthscan Reader on NGO Management, London: Alan Fowler.
- Horton Douglas&Anestasia A. (2003) Evaluating Capacity Development, International Development Research Centre ,Canada.
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- Levis,David (2001): The Management of NGO Development organization an Introduction, London: Routledge.
- Mukherjee,K.K.(1999) A Guide Book for Strengthening Voluntary Organization. Ghaziabad:GramNivojanaKandera
- Norton M. & Murray C.(2000) Getting Started in Fund Raising,Sage Publication Pvt. Ltd..
- Padaki, V. &Vaz, M (2004) Management Development and Non Profit Organisation. NewDelhi:Sage Publication.
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- Planning Commission,(2007) National Policy on Voluntary Sector, Govt. of India
- PRIA (2001) Defining Voluntary Sector in India: Voluntary Civil or Non-profit, New Delhi.
- Toolkit-A Practical Guide to Planning ,Monitoring, Evaluating and Impact assessment (2006), Published by ,Save Children, London,U.K

COURSE : SW- DSE (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER (DSE 7): COUNSELLING SKILLS For SOCIAL WORK
PRACTICE PAPER : SW 613
MARK : 100 MARKS
CREDITS 4

Objectives:

- Understanding conceptual and theoretical underpinnings of counselling
- Understand the ethical principles associated with good practice
- Gain knowledge on the use of skills and techniques related to counselling

Course Contents:

Unit 1: Conceptual Framework

Counselling: Concept and elements
Ethical principles for good practice in counseling
Role of counsellor

Unit 2: Listening Skills

Developing effective listening skills
The use of questions in counseling
Barriers in listening

Unit 3: Counselling Micro Skills

Reflection and Paraphrasing
Summarising
Confronting

Unit 4: Counselling with Various Groups

- Children, Youth, Distressed Women, Unmarried Youth (Pre marital Counselling), PLWHA, Families, Employees and Disabled, Grief and Bereavement Counselling

Readings:

- 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.
- Dave, Indu (1983). The Basic Essentials of Counselling. Sterling Publishers Pvt. Ltd, New Delhi.
- Egan, G. (2009). The skilled Helper (9th Ed.). Brooks Cole/ Thomson: London
- Gupta, M. (1979) Effective Guidance and Counselling. Mangal Deep Publications, Jaipur.
- Kochhar, S. K. (1979). Guidance in Indian Education. Sterling Publishers Pvt Ltd., New Delhi.
- Nandha, S.K. (1982). Educational and Vocational Guidance. Parkash Brothers, Ludhiana
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- Nayak, A. K. (2002). Guidance and Counselling. APH Publishing Corporation, New Delhi
- Sharma, R. N. (2001). Guidance and Counselling. Surjeet Publication, New Delhi.

COURSE : SW- DSE (ELECTIVE DISCIPLIN
SPECIFIC) TITLE OF THE PAPER(DSE8): PROJECT
WORK/DESSERTATION
PAPER : SW 614
MARK : 100 MARKS
CREDITS 4

Objectives:

- Give exposure to apply research skills and techniques in the real social phenomena.
- Help students to learn the research process and develop abilities to prepare research design in the realm of social work.
- Familiarize students with collection of data, analysis and project report writing.

Course Description:

- The students shall be required to prepare and submit a research project on the theme to be decided in consultation with the faculty. The Department will announce priority areas of research. The Department in consultation with faculty members can frame rules in this regard.
- Each student will be given a research topic from the department of respective colleges at the beginning of the semester-7 or 8.
- The students should prepare a research synopsis/proposal of around 4-5 typed pages in consultation with the respective College supervisor/instructor and submit 2 copies of the same well in advance.
- The students will be guided by their respective field work supervisors/instructors or by a person appointed by the Department regarding the completion of the research project.
- It is expected that each student will submit his/her 2 typed copies of project report of around 80-100 pages along with summary of around 2-3 pages before the commencement of the examinations of semester-8.
- The students should keep in view that presenting and submitting the work of another student(s) as one's own work will be considered as breach of academic integrity and which ultimately may be treated as misconduct.
- The evaluation of this research based project will be done as per University guidelines.

LEVEL	: SEMESTER VI
Course	: SW FW 606
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM-VI
MARKS	100
CREDITS	8

Objectives:

1. Develop ability to effect changes in improving service delivery by introducing innovations in practice.
2. Improve skills in communication and networking with other organizations.
3. Learn to make use of practice-learning instructions.

Course Description:**1. Concurrent Field Work:**

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week will be allotted to the students to perform concurrent field work.
- The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.
- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

2. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

3. Block Field Work: At the end of semester-6 of third year, students will be required to undergo four-week block field work training in a social welfare agency or project in or outside Delhi. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the department of respective College in the placement letter. Any unreasonable delay in joining block field work or discontinuation will be treated as misconduct. If a student leaves block field work agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will have to repeat the block field work.

During block field work, a student will be expected to submit weekly reports to the Department of respective College in a prescribed manner. Leave will be allowed during the entire period of block field work mainly on the ground of sickness. Successful completion of block field work is mandatory before the Bachelor with Honours in Social Work degree can be awarded.