

MANIPUR UNIVERSITY
CANCHIPUR, IMPHAL – 795003



Program Structures and Syllabus for

Four Years

BACHELOR OF SOCIAL WORK (BSW)

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

As per National Education Policy (NEP) 2020 Ordinance

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

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

The specific aims of the Social Work Course are:

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

II. Courses of Bachelor of Social Work:

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

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

Core (Credit)	Semester	Course Title	External & Internal	
BSW C101(6)	I	Foundation of Social Work		
BSW C102(6)	I	Fieldwork (Orientation Visit)		
BSW C201 (6)	II	Introduction to Society for Social Work		
BSW C202(6)	II	Fieldwork (Concurrent)		
BSW	III	Social Case Work		

C301(6)				
BSW C302(6)	III	Social Group Work		
BSW C303(6)	III	Field Work (Concurrent & Block placement)		
BSW C401(6)	IV	Community Organization		
BSW C402(6)	IV	Social Action and Movements		
BSW C403(6)	IV	Fieldwork (Concurrent & Rural Camp)		
BSW C501(6)	V	Social Work Research		
BSW C502(6)	V	Field Work (Concurrent & Block placement)		
BSW C601(6)	VI	Social Welfare Administration		
BSW C602(6)	VI	Field Work (Concurrent & Block placement)		
BSW C701(6)	VII	Human Growth and Development		
BSW C702(6)	VII	Field Work (Concurrent & Block placement)		
BSW C801(6)	VIII	Social Policy, Planning and Development		
BSW C802(6)	VIII	Law and Social Work		

2. Generic Elective Course (GEC):

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

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

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

3. Ability Enhancement Compulsory Course (AECC):

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

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

4. Skill Enhancement Course (SEC):

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

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

5. Discipline Specific Elective (DSE):

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

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

pursue their individual learning needs.

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

6. Field Work Practicum (FWP):

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

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

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

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

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

7. Value Addition Courses (VAC):

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

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

III. Programme Structure and Distribution of Credits

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

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

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

(A) Bachelor's Certificate

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

(B) Bachelor's Diploma

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

(C) Bachelor's Degree

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

(D) Bachelor's Degree with Honours

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

SYLLABUS CONTENT

BACHELOR OF SOCIAL WORK (BSW)

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

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

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

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

Semester III			
Course	Course Code	Course Title	Credit

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

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

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

Bachelor of Social Work (BSW)

SEMESTER – I

AECC- 1: ENGLISH/MIL

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

CORE COURSE

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

Course Objectives

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

Course Content

Unit I	An Introduction to Social Work	Lecture Hours
	• Social Work Concept, Meaning and Objectives • Social Work Nature, Scope and Functions	

Unit II	Emergence of Social Work • Emergence of Social work in UK, USA, India • Development of Social Work Education in India	
Unit III	Values and Ethics in Social Work Practice • Assumptions and Values of Social Work • Codes of Ethics • Principles of Social Work	
Unit IV	Social Work Profession in India • Professionalization of Social Work in India • Issues and Challenges before Social Work Profession • Status of Social Work Profession in India	
Unit V	Approaches and Ideologies • Professional v/s Voluntary Approaches to Social Work • Ideology of Action Groups and Social Movements • Generalist Approach to Social Work Practice	

References:

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

CORE COURSE

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

Objective, Expected Learning Outcome and Course Assessment

Course Objectives	Nature of Placement	Expected Learning Outcome	Course Assessment
❖ To understand the basic of field work, concept of self and fieldwork and the professional workers. ❖ To critically understand and appreciate program	• Orientation visits to different government and non-government organisations. • Field visit and Case study	• To understand the functioning of different welfare and development organisations. • To get exposure of contemporary social issues and intervention strategies.	• Semester End examination • Internal Assessment Mark • Assessment based on Timely submission of report, report quality, no. of

and project of GO & NGOs ❖ To enhance importance of skills in report writing and documentation			attendance, viva voce, Presentation
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SKILL ENHANCEMENT COURSE (SEC)

Communication skills or Media and Social work

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

Course Objectives

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

Unit I	Communication Process: • Importance and Scope of communication, • Communication cycle • Principles of effective communication, • Prerequisites for practicing effective communication.	Lecture Hours
Unit II	Nature of communication • Models of communication • Types of communication • Communication styles	
Unit III	Communication Skills • Effective listening and responding skill, • Presentation skill • Public speaking skill • Interview skill	
Unit IV	Facilitation Skills • Effective techniques of addressing groups • Methods of facilitating a participatory discussion within a group	
Unit V	Media Strategies • Types of media • Preparation and appropriate application of media • Strategies to aid communication while working with people	

References

1. Dr. Nikunj Verma. Professional Communication, 1st edition, 2013
2. Kumkum Bhardwaj. Professional Communication, 2020
3. Radha Raj Business communication skills, third edition, 2021

- Swaminathan V.D and Kaliappan K.V., "Psychology for Effective Living," The Madras Psychological Society, Chennai, 2001.
- Robbins S.B., "Organizational Behavior," Prentice Hall of India, New Delhi, 2005
- Mark L. Knapp Anita L. Vangelisti. Inter Personal Communication and Human relationships, 5th Edition

SKILL ENHANCEMENT COURSE (SEC)

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

Course 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 I	Basic Concepts of Programme Media - Media concept, characteristics - Basic principles of media planning	Lecture Hours
Unit II	Types of Media - Types of media : audio, visual, audio-visual - Interactive games and outdoor exposure, street play, role play	
Unit III	Scope of media - Application of media in various settings - Purpose or uses of media	
Unit IV	Essentials of Programme Media - People-centered approach to programme media - People/target group participation in programme	
Unit V	Media in Social Work - Significance of media in social work - Essential skills for effective use of media - Role of social worker in programme planning	

References

- Brown, A. 1994, Group Work, 3rd ed., Ashgate publishing limited, England. Cortright, R. & Hinds, G. 1959, Creative Discussion, TheMacmillian Company, New York.
- Gulley, 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.

VALUE ADDITION COURSE (VAC)

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

VALUE ADDITION COURSE (VAC)

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

Bachelor of Social Work (BSW)**SEMESTER – II****AECC- 2: ENVIRONMENTAL SCIENCE**

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

CORE COURSE

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

Course Objectives

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

Course Contents:

Unit I	Understanding Society • Society: meaning and characteristics • Composition and classification of Indian society • Relevance of understanding Society for Social Work	Lecture hours
Unit II	Culture • Culture: Meaning, characteristics • Components of culture • Importance and functions of culture	
Unit III	Social Process	

	• Meaning and types of social process • Social Control: Concept, types, agencies, importance • Socialization: Meaning, agencies, importance	
Unit IV	Social Stratification • Concept of social stratification, characteristics, importance/functions • Forms of stratification: Caste, Class, Power, Gender	
Unit V	Social change and social mobility • Definition and concept of social change and mobility • Characteristics of social change and mobility • Factors inducing social change and mobility	

References:

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

CORE COURSE

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

Objectives, expected learning outcomes and course assessment

Course objectives	Nature of placement	Tasks to be carried out	Course assessment
• To provide purposeful learning experiences of working in real life situations in which social work interventions may be required by individuals, groups and community. • To understand and make a commitment to humanistic values and principles of social work practice. • To develop necessary skills in social work methods to help	The students will be placed for field work in an approved agency or the community on two consecutive days (or as decided by the Department) in a week.		• Semester End examination • Internal Assessment Mark • Assessment based on Timely submission of report, report quality, no. of attendance,

people in need. - To enable students to develop and enhance the capacity to translate theory into practice and vice-versa - To develop the professional self of the students for providing leadership in developmental pursuits.			viva voce, Presentation
Tasks to be carried out by students: - Initiate formation of new groups and organise them into effective functioning ones. - Organise purposeful programmes to bring about solidarity and unity among the groups. - Identify individuals who need assistance in handling concerns and reach out to them through planned interventions. - Locating and tapping resources for the realization of individual or group goals. - Collaborate and build networks with related organisations.			

SKILL ENHANCEMENT COURSE (SEC)

Project Management or Social entrepreneurship

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

Course Objectives

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

Course Content

Unit I	Introduction to NGO - NGO: Concept, Meaning, Objectives and Characteristics - Roles and status of NGOs - Difference between NGO, VO and Civil Society Organisation	Lecture Hours
Unit II	Conceptual Framework of Project Formulation - Project: Concept, Meaning, Characteristics and Types - Requirements and Factors Affecting Project Formulation	
Unit III	Phases and Stages of Project Formulation - Project designing & planning - Budgeting and accounting - Project Monitoring & Evaluation - Project Report	
Unit IV	Proposal writing - Checklist and guidelines for project proposal writing - Participatory planning	
Unit V	Understanding Legal Provisions	

	• The Societies Registration Act, 1860 • The Charitable Endowments Act, 1890 • The Indian Trust Act, 1882 and The Companies Act, 2013 • FCRA and National and International Funding Agencies	
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References

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

SKILL ENHANCEMENT COURSE (SEC)

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

Course Objectives

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

Course contents:

Unit I	Entrepreneurship: A Conceptual Framework • Entrepreneurship Concept , Scope and Purpose • Types and Approaches to Entrepreneurship	Lecture Hours
Unit II	Entrepreneurial skills • Characteristics of an Entrepreneur • Qualities/Attributes of an entrepreneur • Entrepreneurial skills	
Unit III	Factors influencing entrepreneurship • Psychological factors, Social factors, Economic factors, Environmental factors • Entrepreneurial Motivation	
Unit IV	Skill Development in the Field of Entrepreneurship	

	• Introduction to Skill Development • Understanding Entrepreneurial Skills • Understanding the Functions of Skill Development Institutes	
Unit V	Managing Start-Ups and Family Business • Business Ideas, Methods of Generating Ideas, and Opportunity Recognition • Entrepreneurship Project Formulations • Resource Mobilizations and Financial Institutions • Success Stories	

References:

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

VALUE ADDITION COURSE (VAC)

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

VALUE ADDITION COURSE (VAC)

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

Bachelor of Social Work (BSW)

SEMESTER – III

I. CORE COURSE

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

Objectives:

1. Understand the meaning, concepts and definitions of Case Work as a Social Work method of helping people.
2. Develop capacities to enable clients to plan an eclectic case work intervention
3. Develop essential skills in communication and interviewing at the individual and family levels.

Content:

Unit I	Social Case work as method of social work practice • Definition, basic assumptions and nature of Social case work • Principles of Social case work • Scope of social casework	Marks 15 Lectures 10
Unit II	Phases and components of social casework • Components: the 4 P,s • Intake, study, social diagnosis, treatment, rehabilitation	
Unit III	Causes of Human Problems • Lack of material resources, misconceptions about situations, illness, emotional distress, personality features or deficiencies	
Unit IV	The client-worker relationship • Purpose of the relationship • Attitudes and emotion • Psycho-social approach in social case work • Interview process in Social Case work	
Unit V	Recording in social case work • Purpose of casework recording • Principles of casework records • Aspects, nature and content of case work records	

References:

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

CORE COURSE

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

Objectives:

1. Gain awareness about the nature, significance and relevance of groups in an individual's life.
2. Obtain an overview of Social Group Work and its scope in social work practice.
3. Learn the skills required for effective group work practice with an emphasis on interpersonal communication and relationship building skills.

Content:

Unit I	Introduction to Group • Definition, characteristics of group • Types of groups • Stages of group formation • Importance/purpose of group	Lecture Hours
Unit II	Group Work process • Approaches of Group Work • Principles of Group Work • Values of Group Work	
Unit III	History of Group Work • Historical Development of Group Work in west • Historical Development of Group Work in India	
Unit IV	Social Group Work as a method of social work • Concept of Social Group Work • Scope of Social Group Work • Essentials for Social Group worker	
Unit V	Programmes in Group work • Meaning and importance of programme in group work • Role of group worker in programme planning • Group relations • Effective programme development process	

References:

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

CORE COURSE

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

Objectives, expected learning outcomes and course assessment

Course objectives	Nature of placement	Tasks to be carried out	Course assessment
- To provide purposeful learning experiences of working in real life situations in which social work interventions may be required by individuals, groups and community. - To understand and make a commitment to humanistic values and principles of social work practice. - To develop necessary skills in social work methods to help people in need. - To enable students to develop and enhance the capacity to translate theory into practice and vice-versa - To develop the professional self of the students for providing leadership in developmental pursuits.	The students will be placed for field work in an approved agency or the community on two consecutive days (or as decided by the Department) in a week.		- Semester End examination - Internal Assessment Mark - Assessment based on Timely submission of report, report quality, no. of attendance, viva voce, Presentation
Tasks to be carried out by students: - Initiate formation of new groups and organise them into effective functioning ones. - Organise purposeful programmes to bring about solidarity and unity among the groups. - Identify individuals who need assistance in handling concerns and reach out to them through planned interventions. - Locating and tapping resources for the realization of individual or group goals. - Collaborate and build networks with related organisations.			

GENERIC ELECTIVE COURSE (GEC)

Understanding Persons with disability or Mental Health

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

Learning Objectives

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

Course Contents:

Unit I	Basic concepts on Disability • Impairment, Handicap, disability & differently abled meaning , nature differences • Type of disability • Cause of disability	Lecture Hours
UnitII	Models of disability • The charity model, bio-centric model • Functional model and human rights model • Inclusive education models	
Unit III	Needs, Problems and Services • Needs and problems of persons with disability • Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion • National policy and services for the welfare of persons with disability	
Unit III	Prevention and Rehabilitation • 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 IV	Disability: rights based perspective • UN declaration of Human rights and rights of person with disability • Human rights violations and protection of rights of persons with disability	
UNIT V	Social work intervention • Mainstreaming strategies • Influencing societal attitudes: Empowerment ideology as social work intervention	

References

1. Oliver, M. (1996), Understanding Disability: From Theory to Practice. Basingstoke, New York: Palgrave.
2. Rothman, J.C. (2003), Social Work Practice Across Disability. Boston: Allyn & Bacon.
3. Puri, M. & Abraham, G. (eds.) (2004) Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
4. World Health Organization (1980) International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases), Geneva: World Health Organization.

5. Karna, G.N. (2001), Disability Studies in India: Retrospect and Prospects, New Delhi: Gyan Publishing House.
6. Karna, G.N. (1999), United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi:
7. Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

GENERIC ELECTIVE COURSE (GEC)

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

Course Objectives:

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

Course Contents

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. - Classification of mental and behavioural disorders	Lecture Hours
Unit II	Mental and Behaviour Disorders - Epidemiology, etiology, 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 - Policy related to mental health - Laws related to mental health - Innovative approaches to mental health care	
Unit III	Response and intervention - Family Interventions: Psycho educational and supportive interventions - Social skills training: Activities of daily living and vocational skills training	
Unit IV	Community and school mental health Community mental health-preventive, promotive and remedial approaches	

	• Various approaches in school mental health programmes	
Unit V	Role of social worker in different settings • Drug and addiction counseling • Mental health hospitals • Prison settings • Child guidance clinic • School counselor	

References

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

VALUE ADDITION COURSE (VAC)

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

Bachelor of Social Work (BSW)

SEMESTER – IV

CORE COURSE

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

Learning Objectives

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

Course Content

Unit I	Understanding community • Concept of community, its structure and functions • Community organization as a method of social work practice • Scope for utilizing community organization in varied processes	Lecture Hours
Unit II	History of community organization • Historical development of Community Organization practices abroad and in India	
Unit III	Community organization as a method of social work • Values and principles of community organization • Steps of community organization • Understanding group dynamics and processes • Identifying community needs	
Unit IV	Roles and skills of a Community Organiser • Role and skills of community organizer: problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation • Attributes of Community Organization practitioner	
Unit V	Community Participation • Concept and scope of community participation • Stages of community participation. • Case studies of success and failure of community participation exercises in the Indian context	

References:

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

CORE COURSE

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

Objectives:

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

Course Content

Unit I	Understanding Social Action • Social action: Concept and meaning.	Lecture Hours
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	- Models and strategies of social action. - Social action and social change.	
Unit II	Social Work and Social Action - History of radical social work practice - Anti Oppressive Social Work practice. - Structural and Critical Social Work Social Work practice.	
Unit III	Approaches of Social Action - Concept of conscientisation and critical awareness. - Paulo Friere contribution to Social Action. - Saul Alinsky's contribution to Social Action.	
Unit IV	Social Movements - Social Movements: Concept, nature and components. - Classification of Social Movements: Peasant, Women, Dalit, Tribal and environmental movements in India.	
Unit V	Understanding social movement in Indian perspective Peasant, Dalit, Tribal and Environmental movements in India	

References:

1. Alinsky, S. (1972) Rules for Radicals, Random House, New York.
2. Bailey, R & Brake, M. (1975) Radical Social Work, Edward Arnold, London.
3. Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
4. Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change, Ajanta Publications,
5. Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique, Sage Publications, New Delhi.
6. Siddiqui, H.Y. (1984) Social Work and Social Action, Harnam Publications, New Delhi.
7. Siddiqui, H.Y. (1997) Analysis of Literature of Social Action, Indian Journal of Social Work, TISS, Mumbai.

CORE COURSE

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

Objectives, expected learning outcomes and course assessment

Course objectives	Nature of placement	Tasks to be carried out	Course assessment
- To expose the students to rural realities/system. - To provide an experience of group living and understand its dynamics. - To provide an	It shall be a residential camp in a rural setting.	- Selection of a theme for rural camp. - Formation of committees and allocating work. - Planning the programmes to be executed during the camp.	- Semester End examination - Internal Assessment Mark

opportunity for the students to organise themselves in planning and execution of tasks. - To identify and bring out leadership initiatives. - To enable the students in identifying and mobilising resources.		- Fund raising/resource mobilisation. - Implementation of the programmes.	Assessment based on Timely submission of report, report quality, no. of attendance, viva voce, Presentation
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GENERIC ELECTIVE COURSE (GEC)

Social work with Elderly or Social Work with Youth

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

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.
- Understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

Course Contents

Unit I	Understanding Old Age - Introduction to basic terms: elderly, older person, ageing, greying population - Theories of ageing- biological/developmental, psychological, sociological	Lecture Hours
Unit II	Issues of elderly - Needs and problems of elderly: physical, psychological, financial, social and environmental, Changing family norms, roles, power, status - Myths and stereotypes to elderly	
Unit III	Policy and Programmes - Welfare programmes/schemes for the elderly, Social security measures - National Policy for older persons 1999, international resolutions	
Unit IV	Strategies for Active and Healthy Ageing - Day care center, recreational center, self help/ support groups, involvement of elderly in community resource building - Civil society response and their roles	

	• Rights of older persons against neglect, abuse, violence and abandonment	
Unit V	Social Work Intervention • Empowering elderly: Counseling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, Grief and bereavement counseling • Family Interventions (caregivers) and social support strategies (environment) • Social work interventions for enhancing wellbeing of the institutionalized elderly, Hospice and palliative care	

References

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

GENERIC ELECTIVE COURSE (GEC)

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

Course Objectives

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

Unit I	Understanding youths • Definition, concept- types of youth • The period of youth in the life cycle • Characteristics and Values of youth	Lecture Hours
Unit II	Problems and issues of Youth • Problems of urban and rural youth • Youth in the context of Education, Religion and politics	
Unit III	Roles of youth • Role of youth in National Development and social change • Role of youth against the social evils and involvement of youth in social services	
Unit IV	Programmes and policies for youth	

	- Youth welfare programmes and policies - National youth welfare organizations: NCC,NSS, and NYK	
Unit V	Social work interventions with youth - Role of Social Workers in Youth welfare and development - Scope and skills	

References

1. Gore, M.S.(1977) : Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, NDelhi,
2. Havighurst, R. J.: Youth; University of Chicago Press, Chicago,1975.
3. John, V.V. : Youth and National Goals, Vishwa Youva Kendra,New Delhi,1974.
4. Brew, J.M. : Youth and Youth Groups, London,1968
5. Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on Youth Mouton, The Hague, 1976
6. Erikson, E.H. Youth, Change and Challenge, Firma KLM Pvt. Ltd. Calcutta,197

VALUE ADDITION COURSE (VAC)

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

Bachelor of Social Work (BSW)

SEMESTER – V

CORE COURSE

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

Learning Objectives:

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

Content

Unit I	Introduction to social research: - Definition, Nature and scope of social research - Types of Social research - Social work research as a method of social work.	Lecture Hours
Unit II	Research Process: Problem Identification, review of literature, formulating research question, hypothesis, research design, collecting data, processing	

	data, interpretation and report writing.	
Unit III	Research Design: • Definition, types of research design- Quantitative and qualitative • Sampling: Types of sampling- Probability and Non-probability sampling	
Unit IV	Methods and tools of data collection: • Observation, interview, questionnaire • Primary and secondary methods of data collection • Data processing: Editing, classifying, coding and tabulation, data analysis and interpretation of tables • Report writing: Principles, format of report	
Unit V	Statistic: • Meaning of statistic • Measures of central tendencies • Importance of Statistics in Social Work Research	

References

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

CORE COURSE

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

Objective, Expected Learning Outcome and Course Assessment

Course Objectives	Nature of Placement	Expected Learning Outcome	Course Assessment
• To understand the basic of field work, concept of self and fieldwork and the professional workers. • To critically understand and appreciate program and	The students will be placed for field work in an approved organization or agency or community for consecutive 30 days	• Students will develop understanding of the functioning of different organizations/Institution • Students will gain insight about contemporary social issues and intervention strategies, which would enable them develop their problem solving skills	• Semester End examination: • Internal Assessment • Assessment will be based on Timely submission of report, report quality, no. of attendance, Viva Voce, Presentation

project of GO & NGOs • To enhance importance of skills in report writing and documentation			
Tasks to be carried out by students: • Initiate formation of new groups and organise them into effective functioning ones. • Organise purposeful programmes to bring about solidarity and unity among the groups. • Identify individuals who need assistance in handling concerns and reach out to them through planned interventions. • Locating and tapping resources for the realization of individual or group goals. • Collaborate and build networks with related organisations.			

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Gender Studies or Tribal studies

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

Learning Objectives

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

Course Content

Unit I	Gender basic Concepts • Sex and Gender, types of Gender, Masculinity and Femininity, • Gender roles and Division of Labour; Public Private Dichotomy • Gender stereotyping and gender discrimination	Lecture Hours
Unit II	The Third Gender • History of transgender in India • Issues and challenges faced by the third gender community • The third gender rights	
Unit III	Feminist theories • Liberal, Radical, Socialist, Marxist	
Unit IV	Gender and contemporary issues • Inequality in labor market & Political participation • Prostitution, dowry deaths, domestic violence, Rape, Molestation, Eve-teasing, Witch hunting, Female Feticides & Infanticide	
Unit V	Initiatives for Gender Justice • National Perspective Plan for Women, 1988-2000 • Shramshakti Report, 1998 • National Commission For Women	

	• National Plan of Action for the Girl Child (1991–2001) • National Policy for Empowerment of Women 2001	
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References

1. Evans Mary (1997): Introducing Contemporary Feminist Thought. Cambridge. Polity Press.
2. Patel Vibhuti (2002): Women's Challenges of the New Millennium. New Delhi. Gyan Publishing House.
3. Murthy N Linga (2007): Towards Gender Equality: India's Experience. New Delhi.
4. Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).
5. Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.
6. Miles Angela R & Finn Geraldine (2002). Feminism: From Pressure to Politics. Jaipur. Rawat Publications.
7. Singh Surendra & Srivastava S P (2001). Gender Equality through Women's Empowerment: Strategies and Approaches. Lucknow. Bharat Book Centre.
8. Nanda Serena: The Third Gender: Hijra Community In India. (Manushi Vol. 1992, 72(01/Jan/1992) Page No: 9 - 16).

DISCIPLINE SPECIFIC ELECTIVE (DSE)

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

Objectives:

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

Content:

Unit I	Introduction to Tribal Studies: • Definition, nature, scope • Concepts and categories: tribes and indigenous people, Schedule Tribes, Primitive Tribes, De-notified or ex-criminal tribes in India	Lecture Hours
Unit II	Socio-Political Organizations: • Family, marriage, kinship • Types and functions of tribal polity • Customary laws and social sanction • Religion; faith, beliefs and practices	
Unit III	Contemporary Tribal Issues: • Economic issues; poverty, indebtedness, land alienation, unemployment, migration, displacement & Rehabilitation	

	• Social issue; health, education, alcoholism & drug abuse, gender inequality • Language issues; preservation of language and Script	
Unit IV	Tribal rights • Land, forest & water • Intellectual property rights • Human rights	
Unit V	Constitutional Provisions and tribal development programme in India • Constitutional provisions and safeguards • Provisions of the Panchayats (extensions of Scheduled areas) Acts, 1996, Scheduled Tribes(Recognition of forest rights)Act 2000	

References:

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

GENERIC ELECTIVE COURSE (GEC)

Disaster Management or Regional Issues

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

Learning Objectives

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

Content

Unit I	Disaster • Concept, definition, nature • Classifications and types of disaster	Lecture Hours
Unit II	Disaster Management Cycle • Pre disaster management stage- Prevention, preparedness and	

	education Post Disaster Management stage – Response, rescue, relief, rehabilitation and reconstruction	
Unit III	Mitigation - Guiding principles of Mitigation - Mitigation measures, risk Management, vulnerability analysis, risk reducing measures, formulation and implementation of mitigation programme	
Unit IV	Roles - Roles of Government , NGO'S and Voluntary agencies in Disaster Management - Role of Social worker in Disaster Management	
Unit V	Impacts - Impacts of disaster Disaster Management - Discussion on recent issues	

References:

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

GENERIC ELECTIVE COURSE (GEC)

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

Learning Objectives

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

Content

Unit I	Conflict: - Definition, types of conflict - conflict Analysis, Conflict Prevention, Conflict Management, Conflict Settlement, Conflict Transformation and Conflict	Lectures Hours
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	Resolution, • North East India Experiences	
Unit II	Peace: • Definition, Peace Initiatives, Reconciliation, Peace Making, Peacemaking, Peace building, Peace Education, Inter-Community Dialogue • North East India Experiences	
Unit III	Force migration: • Definition and Causes for Forced migration, • Understanding IDP and Refugee Camps with special reference to North East India • Understanding Women and Children in the camp, force migration in North East India	
Unit IV	Natural Resource and Conflict: • Issue related to Water, Land and Natural gas, International financial Institutions, • Cases Studies: Tipaimuk , Loktak, Mapithel etc.	
Unit V	Trade and Development: • Look East Policy, Free Trade, Trans Asian Highways and Railways, Security and Development • Understanding South East Asia.	

References:

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

VALUE ADDITION COURSE (VAC)

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

Bachelor of Social Work (BSW)

SEMESTER – VI

CORE COURSE

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

Learner Objectives:

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

Content:

Unit I	Understanding social welfare administration • Concepts, definition and features of social welfare administration • Social welfare agencies	Lecture Hours
Unit II	Functions, Principles and Scope of Social welfare Administration: • Functions of social welfare administration • Principles of social welfare administration • Scope of social welfare administration (POSDCORB)	
Unit III	Social Welfare Organisations • Types of social welfare administration; Governmental Organisation, Non Governmental Organisations, Bilateral and International Organisation, Donor Agencies and UN bodies	
Unit IV	Management of Social Welfare Services • Concepts of management • Ingredients of management: communication and social marketing, public relations, fund raising, social auditing and SWOC analysis	
Unit V	Social policies and programmes • Concept of Social policy • Social welfare policies and programmes	

References:

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

CORE COURSE

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

Objective, Expected Learning Outcome and Course Assessment

Course Objectives	Nature of Placement	Expected Learning Outcome	Course Assessment
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❖ To understand the basic of field work, concept of self and fieldwork and the professional workers. ❖ To critically understand and appreciate program and project of GO & NGOs ❖ To enhance importance of skills in report writing and documentation	• The students will be placed for field work in an approved organization or agency or community for consecutive 30 days	• Students will develop understanding of the functioning of different organizations/Institution • Students will gain insight about contemporary social issues and intervention strategies, which would enable them develop their problem solving skills.	• Semester End examination: • Internal Assessment • Assessment will be based on Timely submission of report, report quality, no. of attendance, Viva Voce, Presentation
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Tasks to be carried out by students:

- Initiate formation of new groups and organise them into effective functioning ones.
- Organise purposeful programmes to bring about solidarity and unity among the groups.
- Identify individuals who need assistance in handling concerns and reach out to them through planned interventions.
- Locating and tapping resources for the realization of individual or group goals.
- Collaborate and build networks with related organisations.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Migration or Cross Border issues

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

Course Objectives

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

Course Content

Unit I	Understanding Migration • Definition of some basic terms related to migration • Types of Migration • Features of migration	Lecture Hours
Unit II	Causes of migration: Push and pull factors • Demographic and social factors • Economic factors • Political factors • Ecological factors	
Unit III	Causes and consequences of migration	

	- Economic, social, political, environmental, demographic consequences of migration - Positive and negative impacts	
Unit IV	Migration in NE India - Issues of Migration in NE India - Movement against outsider in Assam - ILP movement in Manipur - Measures taken by the government	
Unit V	Migration and Human rights - Migrants' rights - Challenges and issues faced by migrants	

References:

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

DISCIPLINE SPECIFIC ELECTIVE (DSE)

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

Course Objectives

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

Course Content

Unit I	Basic Concepts - Definition, meaning and concept of Cross border studies - Importance of Cross border studies	Lecture Hours
Unit II	Cross Border Conflict and development - Border dispute; causes and consequences - Border Trade; opportunities and challenges - Border conflict and resource management	

Unit III	International Porous border & Human trafficking • Definition and forms of human trafficking • Types of Victims of Human Trafficking • Growth and purpose of Human Trafficking • Preventive measures at the state, national and international level	
Unit IV	International Porous border & Drug Smuggling • Definition and meaning of Drug and Drug Smuggling • Difference between Drug Smuggling and peddling; source and types • Threat to Society ; impacts on youths	
Unit V	Cross Border Immigration • Definition and concept of immigration, • Causes and challenges of immigration • The future of cross border immigration India; population invasion, changing nature of work and employment	

References:

1. Bhattacharya, Biswa and Prabir De (2006) "Promotion of trade and investment between people's republic of China and India "Toward a regional Perspective", Asian Development Review, Vol.22. no1, Asian development bank Manila
2. Goshwami, H. and J.K Gogoi (2003): "Regional corporation between China, Myanmar, Bangladesh and India through bilateral trade; impact on NE India "Assam economic journal, XVI, Dibrugarh
3. C.N. Krishna Naik. Human Trafficking in India
4. Richa Agrawal(2013). Women and Drug trafficking in India
5. UNODC, World Drug report 2010, p-35
6. Ekaterina Stepanova, "addressing drug and conflicts in Myanmar; who will support alternative development?" SIPRI Policy brief, June 2009.
7. Amish Tandon. Indian citizenship and immigration law
8. N.R. Prabhakara. Internal migration and population distribution in India

GENERIC ELECTIVE COURSE (GEC)

Child rights or Human Development

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

Course Objectives

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

Course Content

Unit I	Understanding Child • Meaning of Child and concept of child (UNCRC) • Types of children • Problems of children • Demographic profile of the child in India	Lecture Hours
Unit II	Child Rights and laws • Definition and concept of Child rights • Child Rights within the framework of Human Rights • Salient features of Child Rights Act, 2005 • Constitutional safeguards for children in India; JJAct 2000 and amendment 2006, • Protection of Children from Sexual Offence act 2012 (POCSO) • Child marriage Act 2006 • Child labor (prohibition and regulation) act 1986	
Unit III	Child Rights Commission • United Nations Convention on the Rights of the Child (UNCRC) • United Nations International Children's Emergency Fund (UNICEF) • Child Rights and you(CRY) • National Commission for Protection of Child Rights (NCPCR) • National Human Rights Commission (NHRC)	
Unit IV	Services for Children • Integrated Child Development Service (ICDS) • Integrated child protection scheme (ICPS) • Child line • Crèche, Children Home, Shelter home, day care centers, special homes	
Unit V	Social work in protection of Child Rights • Role of Social workers in child protection • Scope of social work intervention	

References:

1. Bajpai, Asha.(2006). Child rights India: Law, policy , and practice. Delhi: Oxford University Press.
2. Chopra, G. (2015). Child rights in India: Challenges and action. New Delhi: Springer.

- Pillai, Michael vimal. (200). Child protection: challenges and initiatives. Hyderabad: The Icfa University Press.
- Kaldate, S.V.1982. Society, Delinquent and Juvenile Court, New Delhi: Ajanta publications.
- Kamble, M.R.Social work with children. Jaipur: Avishkar Publishers.
- P.D. Mathew-know your rights-Nyay Darshan Vodorara.

GENERIC ELECTIVE COURSE (GEC)

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

Learning Objectives

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

Course Content

Unit I	Understanding Human personality - Meaning, types, and dimensions of human personality - Development of human personality - Factors affecting personality	Lecture Hours
Unit II	Early stages of Human Development Prenatal Period : Conception, Heredity Endowment-Determination of Sex, Germinal stage, Factors influencing Prenatal Development, Types of Birth and its consequences Post- Natal Period: Characteristics of Infancy and Babyhood, Conditions influencing adjustment to Postnatal life Early Childhood: Characteristics of Early Childhood, Importance of Early Developmental: Influence of School, Social Grouping & Social behavior, Hazards of childhood.	
Unit III	Later stages of Human Development Puberty: Physical & Behavioural changes, Developmental tasks, Issues and problems of Adolescence Adulthood: Characteristics, developmental tasks, Issues and problems in Adulthood	
Unit IV	Theory of Personality - Freud's Psycho-analytical theory - Erickson's Psycho social development theory - John B. Watson Theory of Behaviorism	
Unit V	Tools of Personality Assessment - Psychometric Test, Rating Scales, Questionnaires, Projective Techniques - Defense Mechanism: Concept, meaning and types of Defense Mechanism	

References

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

VALUE ADDITION COURSE (VAC)

VAC-8	
Course Credits and marks: 2/ 50	
Teaching Learning process: Lecture Method (Prepared by Manipur University)	

Bachelor of Social Work (BSW)

SEMESTER – VII

CORE COURSE

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

Objectives

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

Content:

Unit I	Understanding Human Growth and Development • Meaning of growth and development • Principles of Human Growth and Development • Stages of human development	Lecture Hours
Unit II	Theories • Life span perspective • Ecological approaches to understand human growth and behavior	
Unit III	Role of heredity and environment • Meaning heredity and environment	

	- Differences between heredity and environment - Role of heredity and environment in human growth and development	
Unit IV	Developmental tasks Developmental tasks related to psychosocial development, moral development and personality development	
Unit V	Influences of human growth and development - Influence of family, school and community on accomplishing the developmental tasks - Influence of social customs, traditions, values, socializing process, gender and deprivation on human development	

References:

1. Bsicacre M. and Carlisle R. : The Illustrated Encyclopaedia of Human Development, London: Marshall Convendish Book Ltd.
2. Ghosh S: The Feeding and care of Infants and Young children, Delhi: Voluntary Health Association of India.
3. Hurlock E.B 1971: Developmental Psychology (5th Edition) New Delhi: Tata Mc Growth Hill
4. Human Development Index 2001: UNDP
5. S. Chand. Human development : a life span development approach
6. S.K. Sharma. Principles of growth and development
7. Dr. J. Nirmala. Psychology of learning and human development

CORE COURSE

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

Objective, Expected Learning Outcome and Course Assessment

Course Objectives	Nature of Placement	Expected Learning Outcome	Course Assessment
❖ To understand the basic of field work, concept of self and fieldwork and the professional workers. ❖ To critically understand and appreciate program and project of GO &	The students will be placed for field work in an approved organization or agency or community for consecutive 30 days	- Students will develop understanding of the functioning of different organizations/Institution - Students will gain insight about contemporary social issues and intervention strategies, which would enable them develop their	- Semester End examination: - Internal Assessment - Assessment will be based on Timely submission of report, report quality, no. of attendance, Viva

❖ NGOs To enhance importance of skills in report writing and documentation		problem solving skills.	Voce, Presentation
Tasks to be carried out by students: • Initiate formation of new groups and organise them into effective functioning ones. • Organise purposeful programmes to bring about solidarity and unity among the groups. • Identify individuals who need assistance in handling concerns and reach out to them through planned interventions. • Locating and tapping resources for the realization of individual or group goals. • Collaborate and build networks with related organisations.			

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Urban Studies or Public health

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

Course Objectives

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

Course Content

Unit I	Concepts of Urban community • Definition, meaning & concept of urban community • Characteristics of urban Community/urbanism • Scope of urban studies	Lecture Hours
Unit II	Urbanization • Concept, causes and problems • Consequences of urbanization	
Unit III	Urban problems • Problems in Urban India • Urban crimes in India • Causes and solutions to Urban problems	
Unit IV	Approaches and barriers • Approaches to urban Community Development • Barriers to urban community development in India	
Unit V	Urban development programmes • Urban development programmes in India • Review of urban development projects	

References

1. Gore, M.S., Urbanization and family change, popular Prakashan, Bombay, 1968.
2. Clinard Marshall, sociology of deviant behavior, holt, Rinehart & Winston, new York, 1957

- Ross, Aileen, Hindu Family in its urban setting, press, New Delhi, 1961.
- Weber, Max, "The urban community", in Talcott parsons. Et.al. (eds), theories of societies, vol.1, the free press of Glencoy, New York, 1961.
- Ram Ahuja, Social problems in India, first edition, 1992.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

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

Course Objectives

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

Course Content:

Unit I	Principles and practices of Public health - Public health: definition, causation, prevention, social determinants of health, health system and health policy - Health equity - Environment and health - Public health services	Lecture Hours
Unit II	Health programme, policy and planning - Policy making: key components - Policy framework - Short term versus and long term policies - Resource allocation to optimize health	
Unit III	Basic epidemiology - History of epidemiology - Incidence and prevalence - Causation and association - Disease surveillance - Outbreak investigation - Communicable and non communicable diseases	
Unit IV	Current issues in health policy - Current health issues - Impact of health threats - Interventions to counter health threats including crises management	
Unit V	Strategies and approaches of social work in public health - Health education and behavior change - Counseling and referral - Community needs assessment - Community mobilization and organization, rehabilitation - Capacity building and training - Resource mobilization and application	

Reference:

- Ajit (2005). Social dimensions of health, New Delhi: Rawat publications
- Bajpai(1998), Social work perspectives on health, New Delhi: Rawat publications

3. Diatha Krishna Sundar, Shashank Garg, Isha Garg(2019). Public Health system in India
4. Manoranjan Mohanty. Social change in Contemporary: India Public Health in India
5. Bratati Banerjee(2022). Health Policies and Programmes in India
6. Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
7. Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
8. Ramachandras, L. (1990), Health Education: A New Approach, Vikas Publishing House Pvt.Ltd.,New Delhi

GENERIC ELECTIVE COURSE (GEC)

Counseling skills or Social Legislation

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

Learning Objectives:

1. To develop an understanding of counseling as a tool for helping people
2. Understanding conceptual and theoretical underpinnings of counseling
3. Understand the ethical principles associated with good Counseling practice
4. To develop Counseling skills for application to real life situations

Course Contents:

Unit I	Conceptual Framework • Concept of counseling: Meaning, definitions, elements • Purpose and goal of counseling • Principles of Counseling	Lecture Hours
Unit II	Counseling as a professional • Skills, tools and techniques of Counseling • Ethics in counseling • Recent trends in counseling	
Unit III	Client system • Voluntary and non-voluntary clients • Individual counseling: Nature, process and situations • Group counseling: Nature, process and situation • Couple and family counseling: Nature, process and situation	
Unit IV	Types of counseling therapy • Cognitive Therapy • Behavioral therapy • Cognitive Behavioral therapy • Psychodynamic therapy	
Unit V	Approaches to counseling • Psycho-analytic approach • Humanistic approach • Behaviouristic approach, existential approach • Interpersonal approach.	

Reference

1. Sharma, R. N. (2001). Guidance and Counseling. Surjeet Publication, New Delhi
2. Charles R. Ridley, Debra Mollen and Shannon M. Kelly, 2011, Beyond Microskills: Toward a Model of Counseling Competence, The Counseling Psychologist, XX(X) –40, 2011 SAGE Publications.
3. Dave, Indu (1983). The Basic Essentials of Counseling. Sterling Publishers Pvt. Ltd, New Delhi.
4. Gupta, M. (1979) Effective Guidance and Counseling. Mangal Deep Publications, Jaipur.
5. Nandha, S.K. (1982). Educational and Vocational Guidance. Parkash Brothers, Ludhiana
6. Narayana Rao, S. (2002). Counseling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
7. Nayak, A. K. (2002). Guidance and Counseling. APH Publishing Corporation, New Delhi
8. Butler, C. and Joyce, V., 1998: Counseling couples in Relationships: An Introduction to the Related Approach, John Wiley & Sons, New York.

GENERIC ELECTIVE COURSE (GEC)

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

Course Objectives

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

Course Content

Unit I	Legislation • Legislation: Concept, Meaning and Definition • Functions of Legislation • Process of Making Legislation • Important Law Making Institutions in India	Lecture Hours
Unit II	Social Legislation • Social Legislation: Concept, Meaning and Definition • Needs and Objectives of Social Legislation • Legal-aid and Legal and Public Advocacy	
Unit III	Social legislation and Social Change • Impact of social legislation • Social Legislation as an Instrument of Social Change	
Unit IV	Social Legislations in India • Salient Features of Dowry Prohibition Act (1961) • Salient Features of Protection of Women from Domestic Violence Act (2005) • Salient Features of Child Labour Prohibition and Regulation Act (1986)	

	• Salient Features of Juvenile Justice Act (2015) • Salient Features of Right to Information Act (2005)	
Unit V	Constitution of India • Preamble • Fundamental Rights and Duties • Directive Principles of State Policy • Salient Features of Indian Constitution • Important Constitutional Amendments in the Area of Social Welfare	

References:

1. Bakshi PM (2007), Constitution of India, Delhi: Universal Law Publishing House
2. Basu, D. D. (2015). Introduction to Constitution of India. 22nd Edition. Mumbai: LexisNexis.
3. Gangrade KD (1978), Social Legislation in India, New Delhi, Concept pub
4. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.
5. Government of India. (1956), Social Legislation, New Delhi, Govt of India
6. Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press
7. Naik G.P. (1992), Social Legislation in India, Bangalore: Lambani Publish Relevant BAREActs. Print Well Publications.
8. Vyas, R. N. (1998), The Soul of Indian Constitution: A Critical Evaluation, Jaipur: RawatPublication

Bachelor of Social Work (BSW)

SEMESTER – VIII

CORE COURSE

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

Course Objectives

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

Course Content

Unit I	Introduction to Social Policy • Social Policy: Concept, Definitions, Characteristics and Objectives • Social Policy: Principles, Models, and Determinants	Lecture Hours
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Unit II	Social Policy in India • Social policy and Indian Constitution • Social Policy in India	
Unit III	Understanding Social Planning • Social Planning: Concept, Definitions and Objectives • Social Planning: Principles, Functions and Types • Planning Commission and Niti Aayog: Structure and Functions	
Unit IV	Nature and Concept of Development • Development: Concept, Definitions, Types and Objectives • Social Development: Concept, Definition, Objectives and Prerequisites • Economic Development: Concept, Definition, Objectives and Prerequisites • Sustainable Development: Concept, Definition, Objectives and Goals	
Unit V	Human Development • Human Development: Concept, Definition and Objectives • UNDP and Human Development • Human Development Indicators • Approaches to Human Development	

References:

1. Adams, Robert (2002). Social Policy for Social Work, Basingstock: Palgraved Mac-Millan.
2. Bhartiya, A. K., and Singh, D. K. (2010). Social Policy in India. Lucknow: NRBC
3. Gore. M.S. (2005). Some Aspects of Social Development, Bombay: TISS.
4. Hill, M. (2003). Understanding Social Policy. Oxford: Blackwell Publishing
5. Jacob, K.K. (Ed.) (1992) Social Development Perspectives, Udaipur: Himanshu Publications.
6. Kulkarni, P. D. (1979). Social Policy and Social Development in India, Madras: Association of Schools of Social Working India
7. Rastogi P. N. (1992) Policy Analysis and Problem-solving for Social Systems, NewDelhi: Sage Publications,
8. Sharma P. N. (1993), Social Planning: Concepts and techniques, Print house, Lucknow

CORE COURSE

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

Course Objectives

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

Course Content

Unit I	Law and Rights • Concept of Law: meaning, nature and types • Concept of Right: legal rights, civil rights, Fundamental rights, Human rights • Purpose and importance of Law and Rights	Lecture Hours
Unit II	Criminal Justice System • Criminal Justice System in india • Concepts, roles and purpose of Police, Prosecution, Correction, Judiciary and Courts	
Unit III	Legal Aid • Legal Aid; concept, need for legal aid, process, eligibility criteria, problems • History of Legal Aid Legal • Status of Legal Aid system in India	
Unit IV	Public Interest Litigation • Public interest litigation: concept, needs, process, eligibility criteria and problems • History of Public Interest Litigation • Status of Legal Aid system in India	
Unit V	Social Work intervention • Scope of social work intervention in the field of Law • Roles of social Worker	

References:

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

DISSERTATION

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

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

Course Objectives

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

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

I. Introduction

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

II. Literature review

Thematic review based on dissertation title, objectives and Questionnaire

III. Research methodology

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

IV. Analysis and interpretation

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

V. Summary and Conclusion

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

The format for dissertation would be as per given below:

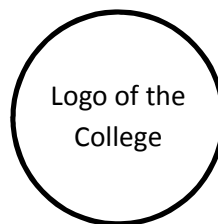
1. The dissertation shall normally be of 50-75 pages with proper references and scientific organization.
2. The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.

3. Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) in the concerned department.
4. The references are to be written in the APA style.
5. The responsibility for ensuring the originality of the dissertation is that of the student and the faculty supervisor.

FORMAT OF THE FRONT PAGE

PROJECT TITLE

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



Submitted by

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

Under the supervision of

(Name of the Research Supervisor and Designation)

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

THE FORMAT OF THE DECLARATION

DECLARATION

This is certify that the dissertation/ research report entitled,
“*DISSERTATION TITLE*” submitted by me in partial fulfilment for the

award of the Degree of BSW of this University has not been previously submitted for any other degree/diploma of this or any other University and is my original work.

Place:

(Name and Signature of the Student)

Date:

Class

CERTIFICATE

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

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

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

I consider this dissertation fit for submission and evaluation.

Place:

Signature and Name of the Supervisor

Date:

GENERIC ELECTIVE COURSE (GEC)

Social issues or Corporate Social Responsibility

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

Course Objectives

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

Course Content

Unit I	Understanding Social Problems • Social Problems: Concept, Definition and Characteristics • Major Theories of Social Problems: Social, Psychological and Economic	Marks 15 Lectures 15
Unit II	Contemporary Social Problems I • Alcoholism and Drug Addiction: Definition, Causes, Types and Impact • Alcoholism and Drug Addiction: Prevention, Remedy and Role of Social Workers • Terrorism and Extremism: Definition, types, causes, impact • Terrorism and Extremism: Prevention, Remedy	
Unit III	Contemporary Social Problems II • Displacement and Migration: Definition, Causes, Types and Impact • Displacement and Migration: Prevention, Remedy and Role of Social Workers • Trafficking of Women and Children: Definition, Causes, Types and Impact • Trafficking of Women and Children: Prevention, Remedy	
Unit IV	Contemporary Social problems III • Suicide: Definition, Causes, Types and Impact • Farmers and Student's Suicide: Prevention, Remedy and Role of Social Workers • Poverty and Unemployment: Definition, Causes, Types and Impact • Poverty and Unemployment: Prevention, Remedy	

References:

1. Ram Ahuja (2014): Social problems in India, Jaipur: Rawat publication
2. Zastrow, C (1999): Social Problems, Issues and Solution. Canada: Wadsworth Thomson Learning Publication.
3. H.S, Becker.(1966). Social Problems-A Modern Approach. New York: John Wiley and Sons.
4. Joel Best (2016): Social Problems: W.W.Norton, Incorporated.
5. Madan, G.R. (1981): Indian social problem, New Delhi : Allied publication
6. Malcolm Spector (2017): Constructing Social Problems: Routledge

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

Course Objectives

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

Course Content

Unit I	Corporate Social Responsibility (CSR) • CSR: Concept and Definition • Nature and Scope of CSR • Types of CSR • Principles of CSR	Lecture Hours
Unit II	Scope of Corporate Social Responsibility (CSR) • Evolution of CSR • Functions of CSR Committee	
Unit III	Corporate Philanthropy • Developing Philanthropic Endeavors • Potential Benefits of Philanthropic Model of CSR • Developing Networking with Philanthropic Organizations	
Unit IV	Provisions of CSR under Companies Act, 2013 • Introduction to CSR Mandate • Important Legal Provisions in Accordance to Schedule VII • Exclusions and Restrictions	
Unit V	Best Practices of CSR • Best Practices of CSR: Global and Indian Experiences • Integration of Public Private partnership(PPP) in CSR • Sustainable Developmental Goals (SDGs) and CSR	

References

1. Andal, N. B. (2011). Corporate Social Responsibility in India. Haryana: Global Vision Publishing House.
2. Aguinis, H., and G. Ante. (2012). "What We Know and Don't Know about Corporate Social Responsibility: A Review and Research Agenda." Journal of Management 38, no. 4, p. 933.
3. Baxi, C. V., and Prasad, A. (2005). Corporate Social Responsibility Concept and Causes The Indian Experience. New delhi: Anurag Jain for Excel Books.
4. Katamba, D., Zipfel, C., and Haag, D. (2012). Principles of Corporate Social Responsibility (CSR): A Guide for Students and Practicing Managers in Developing and Emerging Countries. Durham: Strategic Book Publishing, Durham (USA).
5. Kaushik, K. V. (2017). CSR in India - Steering Business Towards Social Change.
6. Kotler, P., and Lee, N. (2008). Corporate Social Responsibility Doing the Most Good for Your Company and Your Cause. New Jersey: John Wiley and Sons, Inc., Hoboken, New Jersey.
7. M Werther, W. B., and Chandler, D. (2010). Strategic Corporate Social Responsibility. New Delhi: SAGE Publications India Pvt. Ltd. New Delhi.

