

CREDIT BASED CHOICE SYSTEM (CBCS)

(THREE YEAR SEMESTER SYSTEM)

SYLLABUS OF

BACHELOR OF SOCIAL WORKHONOURS (BSW)



BANKURA UNIVERSITY

BANKURA WEST BENGAL

REGULATIONS FOR BSW

1. PREAMBLE:

The entry level course to Social Work is designed to connect graduates with knowledge and competences of social work in local and global sector. The course curriculum is based on a framework of Foundation, Core, Applied and Practice. Each theoretical subject is valued against 50 marks. The marks are divided into 40:10 grading system. Students write the term end examination conducted by the University for 40 Marks. The remaining 10 marks are awarded on the basis of internal monitoring systems which depend on the subjects.

The practice course allows students to apply theoretical knowledge in practical field from Social Work field practicum in different organization two days a week 1st,2nd, 3rd and 4th semesters and 4-6 weeks continuous block placement in the 5th , 6th . The block placement starts only after finishing the theoretical classes in the college. The course further opens up range of experiential personal and professional learning spaces through three social camps called social work labs to observe, learn, relate and act appropriately as social workers in different context of society, communities and countries.

2. TITLE OF THE DEGREE IN SOCIALWORK:

The classification of the degree shall be Bachelor of Social Work (Hons.)

Affiliation: The proposed programme shall be governed by the Bankura University.

3. MISSION:

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

4. PROGRAMMEOBJECTIVES:

- To equip candidates with the knowledge of working with people and the ability in problem solving through field experience.
- To promote among trainees a sense of commitment and dedication to strive for equity, social justice, social harmony and peace.

- To sensitize the trainees to involve themselves for the cause of poor, subaltern under privileged and disadvantaged section of the society.
- To develop confidence among the trainees to feel themselves as change agents for social change and transformation.

5. PROGRAMME STRUCTURE:

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

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

6. ELIGIBILITY:

Admission to the undergraduate programme in Social Work course shall be open to those who have completed the XII standard examination or its equivalent. The eligibility criteria are as follows:

- Any person with minimum 45% marks in the aggregate of best four subjects including at least one language in XII standard examination or its equivalent examination recognized by the University in any discipline shall be eligible to apply for this course.
- Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.

7. INTAKE:

As is fixed or modified by the College authority and allowed by the University authority from time to time.

8. ATTENDANCE:

A minimum of 75% class attendance and 80% of field work attendance are required to be eligible to appear in each ESE.

9. EXAMINATION & EVALUATION:

- Evaluation of theory courses combines End Semester Examination (ESE) of 40 marks and Internal Assessment (IA) of 10 marks.

- In order to qualify for the next semester, one has to acquire at least 40% of the total marks in the theory courses.
- Duration of End Semester Examination shall be 2 (two) hours per course.
- The medium of examination of all courses shall be English and Bengali.
- All courses will be set, moderated, evaluated and reviewed as per examinations norms of the University.
- Candidates failing in the field work shall have to repeat the fieldwork in the next academic session, whereas candidates failing in theoretical courses shall have to appear only for the ESE of the respective courses as per odd/even semester. However, they shall repeat the Field work as prescribed by the Department in the next academic session.
- A candidate shall be eligible for the Bachelor of Social Work degree on successful completion of all semester examinations and other requirements of the course.

10. SCHEDULE FOR THEORY CLASSES AND FIELDWORK

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

11. SOCIAL WORK PRACTICUM

The Practicum for Social Work curriculum is designed to provide a variety of Opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention. Besides, the tasks are so organized as to help the learner acquire learning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker. Social Work Practicum includes Fieldwork component in every semester. The Practicum for BSW Course will have the following components:

1. Field Visits / Observation Visits / Agency Visits.
2. Interaction with Social Work Practitioners/Clients
3. Structured Experiences Laboratory.
4. Urban / Rural Innovative Projects.
5. Concurrent Field Work.
6. Block Field Work with reputed GOs, NGOs and INGOs

12. CRITERIA FOR SELECTION OF FIELD WORK AGENCIES

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

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

13. FIELD WORK ASSESSMENT:

Evaluation of fieldwork shall be done at end of each semester based on the assessment made by internal supervisor and external expert. Total marks for evaluation is 150. Internal supervisor will assess for 100 marks (based on report writing, open community field work) and External will assess for 50 marks (Viva-voce).

14. PROGRAMME EMPLOYABILITY:

- Students can work with diverse grass root movements
- Students can find employments in various NGOs, CBOs, VOs and INGOs
- Students can get jobs in different government organizations
- Students can find jobs in hospitals, jails/correctional homes, organizations working in the fields of mental health
- Students can get absorbed in research organizations

BSW (Honours) Course Structure

Nature of Course	Name	Number	Credits
Core	C	14	14X6=84
Core Practical	CP		
Discipline Specific Elective	DSE	4	4X6=24
Generic Elective	GE	4	4x6=24
Ability Enhancement Compulsory Courses	AECC	2	1X2+1X4=6
Skill Enhancement Courses	SEC	2	2X2=4
Total			142

Semester Wise Course Structure

Semester - I

Course Code	Course Title	Full Marks	Credit
UG/SW/101 C-1	History, Philosophy and Practice of Social Work	50 (ESE 40+ IA 10)	6
UG/SW/102 C-2 (Practicum)	Open Community Field Work & Viva-Voce	100 (Field Work) & 50 (Viva-voce)	6
UG/SW/103 GE-1	Contemporary Problems in Indian Society	50 (ESE 40+ IA 10)	6
ACSHP AECC-1	Environmental Studies	50 (ESE 40+ IA 10)	4
Total Marks	300		22

Semester - II

Course Code	Course Title	Full Marks	Credit
UG/SW/201 C-3	Understanding of Society for Social Work Practice	50 (ESE 40+ IA 10)	6
UG/SW/202 C-4 (Practicum)	Open Community Field Work & Viva-Voce	100 (Field Work) & 50 (Viva-voce)	6
UG/SW/203 GE-2	Introduction to Social Work	50 (ESE 40+ IA 10)	6
ACSHP AECC-2	English/Hindi/MIL	50 (ESE 40+ IA 10)	2

Total Marks		300	20
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Semester -III

Course Code	Course Title	Full Marks	Credit
UG/SW/301 C-5	Working with Individuals	50 (ESE 40+ IA 10)	6
UG/SW/302 C-6	Working with Groups	50 (ESE 40+ IA 10)	6
UG/SW/303 C-7 (Practicum)	Open Community Field Work & Viva-Voce	100 (Field Work) & 50 (Viva-voce)	6
UG/SW/304 SEC-1	Basic Knowledge of Computer and Communication Skills	50 (ESE 40+ IA 10)	2
UG/SW/305 GE-3	Guidance and Counseling	50 (ESE 40+ IA 10)	6
Total Marks		350	26

Semester –IV

Course Code	Course Title	Full Marks	Credit
UG/SW/401 C-8	Working With Communities	50 (ESE 40+ IA 10)	6
UG/SW/402 C-9	Understanding Psychology for Social Work Practice	50 (ESE 40+ IA 10)	6
UG/SW/403 C-10 (Practicum)	Open Community Field Work & Viva-Voce	100 (Field Work) & 50 (Viva-voce)	6
UG/SW/404 SEC-2	Entrepreneurship and NGO Management	50 (ESE 40+ IA 10)	2
UG/SW/405 GE-4	Understanding Families and Children	50 (ESE 40+ IA 10)	6
Total Marks		350	26

Semester - V

Course Code	Course Title	Full Marks	Credit
UG/SW/501 C-11	Social Welfare Administration	50 (ESE 40+ IA 10)	6
UG/SW/502 C-12 (Practicum)	Open Community Field Work & Viva-Voce	100 (Field Work) & 50 (Viva-voce)	6

UG/SW/503 DSE-1	Social Work with Elderly / Rural and Urban Development	50 (ESE 40+ IA 10)	6
UG/SW/504 DSE-2	Project Work - Part I	50 (ESE 40+ IA 10)	6
Total Marks		300	24

Semester – VI

Course Code	Course Title	Full Marks	Credit
UG/SW/601 C-13	Social Work Research	50 (ESE 40+ IA 10)	6
UG/SW/602 C-14 (Practicum)	Open Community Field Work & Viva-Voce	100 (Field Work) & 50 (Viva-voce)	6
UG/SW/603 DSE-3	Project Work- Part II	50 (ESE 40+ IA 10)	6
UG/SW/604 DSE-4	Human Rights and Social Justice / Social Action and Social Movements	50 (ESE 40+ IA 10)	6
Total Marks		300	24

BSW SEMESTER-I
UG/SW/101
Core-1
History, Philosophy and Practice of Social Work
Full Marks:50 Credits:6

Objectives:

- To develop an understanding about the concept and philosophy of social work.
- To understand values and approaches cherished by the profession.
- To review the historical development of social work in India, UK and USA.
- To comprehend the nature of social work practice in different settings.

COURSE OUTCOME:

This course makes the students familiar with the basic concepts which constitute important part of social work knowledge along with the history and development of social work practice. It will help students understand the foundational aspects of social work practice. After studying this, the students will be able to comprehend and conceptualize the different meanings and concepts of the terminologies used in this course.

Course Content:

Unit 1- Concepts, Philosophies and Approaches in Social Work

- Meaning of charity, philanthropy, social welfare, social service, social reform, social development and social work.
- Religious philosophy: Christianity, Hinduism, Buddhism, Islam, Jainism and Sikhism.
- Social philosophy: Karl Marx, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi

Unit 2- History of Social Work in India

- History of social work in Ancient and Medieval periods.
- Social reform movements of the Nineteenth century and Twentieth century India and an over view of social movements in post Independent India.
- History and development of social work in U.K. and U.S.A.

Unit 3- Professionalization, Social Work Education and Challenges

- Emergence of professional social work education and challenges in India.
- Values and principles of social work, basic skills of social work practice, goals of social work, functions of social work.
- Various approaches and methods of social work practice.
- Ethical issues, responsibilities and roles of professional social workers.
- Professional social work and its relationship with Voluntary action, social services, social movement, social welfare, social development, social justice, and human rights
- Professional associations of social workers in India, regulation of social work profession: Asian and global view
- Changing contexts for practice and emerging areas in social work.

Unit 4- Civil Society and Philanthropic Organisations

- Concepts of civil society and the role of Civil Society Organizations (CSOs) in social development.
- The roles of Voluntary Organisations (VOs),Community-based Organisations (CBOs),Non-Government Organisations (NGOs) in social development.
- The roles of religious and philanthropic Organizations in social development.

SUGGESTED READINGS:

1. Adams, Robert et al. (2002): *Social Work: Themes, Issues and Critical Debates*. Second Ed. Sage London.
2. Bradford, S.W (2003), *Techniques and Guidelines for Social Work Practice*, 6th Edition, London: Pearson Education Inc.
3. Chatterjee, Pranab (1996): *Approaches to the Welfare State*. National Association of Social Workers (NASW). Washington DC.
4. Desai, Murli (2005): *Ideologies and Social Work: Historical and Contemporary Analysis*. Rawat Publication.
5. Dominelli, L. (2009), *Introducing Social Work*, Cambridge: Polity Press.
6. Farley, W, Larry, L.S. and Scott, B.W. (2003): *Introduction to Social Work*. Allyn and Bacon.
7. Higham, Patricia (2004): *Social Work: Introducing Professional Practice*. Sage.
8. Kumar, Hajira (1994): *Social Work: An Experience and Experiment in India*. Gitanjali Publishing House
9. Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): *Social Work: A Profession of Many Faces*. London. Allyn and Bacon. National Association of Social Worker (NASW). (1999): Code of ethics. Available at www.socialworkers.org/pubs/code/code.asp. 1996; revised
10. Roberts and Nee (ed.) (1970), *Theories of Social Work*, Chicago: The University of Chicago Press
11. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.
12. Watts, T. D. E, Doreen, Mayadas, Nazneen S. (eds.) (1995), *International Handbook on Social Work Education*, London: Greenwood.

BSW SEMESTER-I
COURSE-UG/SW/103
GE-1
Contemporary Problems in Indian Society

Full Marks: 50 Credits:4

OBJECTIVES

- To provide knowledge on some selected social issues and problems in India
- To create awareness about the causal relationships and the development programmes dealing with these social problems.
- To identify scope of social work intervention in these diverse fields of welfare services to develop appropriate skills of working with individual, groups and community.

COURSE OUTCOME

Through this course students would be able to think critically about the problems in Indian society. They learn about various problems like poverty, unemployment and understand their causes and impacts on the society. The course will also prepare the students to devise appropriate response to deal with these problems.

Course Content

Unit 1- Introduction to Social Problems

- Society and its structure
- Social Problems –nature and causes.
- Theoretical explanation to social problems

Unit 2- Understanding some major social issues

- Concept of poverty—its concept, causes and impact
- Poverty alleviation programmes—objectives and outcomes
- Unemployment—definition, types, causes and impacts

Unit 3- Population Explosion

- Definition population explosion.
- Causes and impact of population growth
- Policy measures and debates on population control

Unit 4- Social Work Intervention and Social Problems

- Role of a social worker
- Skill required for social work intervention
- Nature of social work intervention to these problems

SUGGESTED READINGS:

1. Ahuja, R. (2014). *Social problems in India*, Jaipur: Delhi, Rawat Publication.
2. Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sagepublications.
3. DeSouza, P.R, Kumar, S &Shastri, S. (2009). *Indian Youth in a Transforming World*, New Delhi, Sage Publications.
4. Dhillon P.K. (1992) *Psycho-Socio Aspects of Aging in India*, New Delhi: Concept Publishing Company.
5. Gore M.S. (1977)*Indian Youth Process of Socialization*, New Delhi: Vishawa Yuva Kendra.
6. Janusz S (2003)*New Dimensions and challenges for Human Rights* (Eds), Jaipur and New Delhi: Rawat Publications.
7. John V.V.(1974)*Youth and National Goals*, New Delhi: VishawaYuvaKendra.
8. KohliA.S, (2004)*Human Rights and Social Work*, New Delhi: Kanishka Publishers, Distributor.
9. Kumar,P(2011). *Communal Crimes and National Integration : A Socio Legal Study*, New Delhi: Read Worthy.
10. Madan, G.R.(2009). *Social Problems*, New Delhi:Allied Publisher Pvt.Ltd.
11. Metha, P. (1971). *Indian Youth* (Eds) Bombay: SomaiyaPublications.
12. Ministry of Youth affair and Sports (2014). *National Youth Policy*, New Delhi:Government ofIndia.
13. Sharma, R.K. (2007) *Demography and Population Problems*, New Delhi: AtlanticPublications
14. Widmalm, S(2008). *Decentralisation, Corruption and Social Capital: From India to the West*, New Delhi: Sage Publications

**BSW SEMESTER-II
UG/SW/201**

Core-2

Understanding of Society for Social Work Practice

Full Marks:50 Credits:6

Objectives

- Understand and develop insight about sociological concepts for social work education and practice
- Inculcate skills among students to understand and analyze social structure and social system
- Develop faculties for critical thinking and meaningful engagement

Course Outcome:

This course introduces the students to basic sociological concepts and ideas of major sociologists. It will help students develop required analytical faculty to critically engage with various social changes and continuities.

Course Contents

Unit 1- Understanding society

- Society: its origin and structure
- Approaches to understand society
- Units of society: group, community, institutions

Unit 2- Ideas of major sociologists

- Emile Durkheim: Social facts, anomie, division of labour
- Karl Marx: Class division and class struggle
- Max Weber: Bureaucracy, power, authority

Unit 3- Socialization and social institutions

- Concept of socialization
- Nature, stages, types of socialization
- Family, marriage and kinship

Unit 4- Social Stratification

- Meaning of social stratification
- Means and perpetuation of stratification: class, caste, gender
- Social change and mobility

SUGGESTED READINGS:

1. Abraham, M. Francis: Modern Sociological Theory: An introduction.OUP, New Delhi,1982
2. Ahuja, Ram, Social Problems in India, Rawat Publications, New Delhi.1996
3. Beals, R. H. Hoijer:Introduction to Anthropology, Macmillan, New York,1971
4. Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi,1997
5. Cohn, A. K.: Deviance and Social Control, Prentice Hall, New Delhi.1991
6. Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay.1968
7. Dube, S. C.: Understanding Society, NCERT, New Delhi.1977
8. Giddens, Anthony: Sociology, Polity Press, London.1993
9. Leonard,P.: Sociology and Social Work, London,1971
10. Marriot, M (ed.): Village India, University of Chicago Press, Chicago,1955
11. Mills, Theodor: Sociology of Groups, Prentice Hall, New Delhi,1991
12. Srinivas, M. N.: Village India, Asia Publishing House, Bombay,1995
13. Madan, G.R., Indian Social Problems, Rawat Publications, New Delhi,1992

BSW SEMESTER-II
UG/SW/203
GE-2
Introduction to Social Work

Full Marks:50 Credits:4

OBJECTIVES

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

Course outcomes:

This course provides an overview of professional social work. It examines the historical development of the profession of social work; introduces the profession's values, ethics, and practice principles; examines major methods of social work practice; identifies the generalist base of social work practice.

Course Contents:

Unit 1- History and Basic Concepts of Social Work

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

Unit 2- Social Work and Inter-related Concepts

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

Unit 3- Fundamentals of Social Work

- Values and principles of social work
- Basic skills of social work practice
- Functions of social work.

Unit 4- Social Work as Profession

- Attributes of a profession
- Social work as a profession
- Status of social work profession in India

SUGGESTED READINGS:

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

**BSW SEMESTER - III
UG/SW/301**

C-5

**Working with Individuals
Full Marks:50 Credits:6**

OBJECTIVES

- To understand social casework as a method of social work.
- To develop abilities to critically analyze problems of individuals and factors affecting them.
- To enhance understanding of the basic concepts, tools techniques skills, and process.
- To develop ability of establishing and sustaining a working relationship with the client.

Course Outcome:

This course helps understand case work as method of social work and develop the required skills in students for working with individuals. It facilitates better adjustment in social relationship of the individual and the development of their personality. In addition to that, it also helps to solve the problems of the people who have difficulty in coping with problems of daily living.

Course Contents:

Unit 1- Introduction to Social Case Work

- Concept of social casework: meaning, evolution, nature
- Objectives and principles, social casework
- Components of social case work: person, problem, place and process.

Unit 2- Process of Social Case Work Practice

- Introduction to various approaches to case work
- Psycho-social, problem solving and task-centered
- Case work process: study, assessment, intervention, termination and evaluation.

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

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

Unit 4- Understanding and Working with Clients in Various Settings

- Human needs and problems faced by individuals and families
- Factors impacting personality development of individuals, Concept of social role and reasons for poor role performance.
- Applications of social case work in various settings- health, education and communities.

SUGGESTED READINGS

1. Beistek, F.P. (1957). *The Casework Relationship*. Chicago :Loyola University Press.
2. Hamilton, G. (1956). *Theory and Practice of Social Casework*. New York: Columbia University Press.
3. Mathew, G. (1992). *An Introduction to Social Casework*. Bombay,: Tata Institute of Social Sciences.
4. Pearlman, H.H. (1957). *Social Casework: A Problem Solving Process*. Chicago, The University of Chicago Press.
5. Skidmore, R.A. &Thakhary, M.G. (1982). *Introduction to Social Work*. New Jersey: Prentice Hall
6. Timms, N. (1964). *Social Casework: Principles and Practice*. London,: Routledge and KeganPaul.
7. Timms, N. (1972). *Recording in Social Work*. London, :Routlege and KeganPaul.
8. Werner, H.D. (1965). *A Rational Approach to Social Case Work*,.New York:Association Press.
9. Younghusband, E. (1966). *New Development in Case Work*. London, :George Allen and Unwin.

**BSW SEMESTER - III
UG/SW/302**

C-6

Working with Groups

Full Marks:50 Credits:6

OBJECTIVES

- To develop an understanding of group work as a method of social work
- To develop an understanding of the reciprocal influence of groups on individuals
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

Course Outcome:

Group work is a method of social work which helps individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal problems. The course helps student to understand and make use of this method of social work.

Course Contents:

Unit 1- Basic Concepts on Group and Group Work

- Definition and types of groups, role of groups in the life of individual and community, group as an agent of social change.
- Definition of group work, objectives, values and principles of group work, history of social group work.
- Significance of group work in meeting the needs of individual, family and community.

Unit 2- Group Dynamics, Skills and Techniques

- Elements of group dynamics, promotion of healthy interaction in group;

problem solving skills and conflict resolution skills.

- Skills and techniques used in group work process for an effective group work; recording: uses, types and its importance.
- Stages of group work and role of group worker in different stages of group work practice

Unit 3- Programme Development and Leadership

- Importance of programme in group, principles of programme planning and use of resource utilization in planning.
- Importance of leadership in group
- Leadership development, skills and roles of a leader.

Unit 4- Role of Worker and Group Work Practice in Various Settings

- Educational, preventive, promotive and therapeutic aspects of social group work;
- Social group work in different settings: community, school and medical settings.
- Working with special groups: Juvenile in conflict with law , special and differently-abled children

SUGGESTED READINGS:

1. Davies, B. (1975). *Use of Group in Social Work Practice*. London: Routledge and KeganPaul.
2. Douglas, Tom. (1976). *Group Work Practice*. London: Tavistock.
3. Godwin, Charles D. (1981). *Contemporary Group Work*. New Jersey: PrenticeHall.
4. Konopka, Giselle. (1963). *Social Group Work: A Helping Process*. New York: Englewood Cliff PrenticeHall.
5. Lindsay, T & Orton, S. (2008). *Group Work Practice in Social Work*. Learning Matters Limited.
6. Nicoloson, Paula and Rowan Bayne. (1993). "Social Group Work Skills", in *Applied Psychology for Social Workers*, MacMillan, New York.
7. Siddiqui, H.Y. (2008). *Group Work: Theories and Practices*. New Delhi: Rawat Publications.
8. Trecker, Harbigh B. (1970). *Social Group Work Principles and Practice*. Associated Press: New York

UG/SW/304 SEC-1

Basic Knowledge of Computer and Communication Skills

Full Marks: 50 Credits: 2

OBJECTIVES

- To introduce with basic functioning of computer
- To develop knowledge of various computer applications
- To enhance the communication skill of the students

COURSE OBJECTIVE:

The course will equip the students with basic computer knowledge and communication skill. The students will be able to take advantage of this course for their current and future engagements both in place of higher studies and employment. Students will be made competent to face competitions and grab opportunities.

Course Contents:

Unit 1-Introduction to computer

- Basics of functioning computer
- Use of software and hardware
- Internet and its usage

Unit 2- Use of Various Computer Applications

- Microsoft Word
- Microsoft Excel
- Power Point Presentation

Unit 3- Data Processing and Analysis

- Organization and tabulation of data
- Frequency distribution table
- Graphical representation of data- Pie-diagram, bar-graph, histogram
- Computation of mean, median, mode and standard deviation

Unit 4- Communication:

- Speaking skill development
- Writing skill development
- Listening skill development
- Intra and inter personal communication

SUGGESTED READINGS:

- A. Goel, Computer Fundamentals, Pearson Education, 2010
- P. Aksoy, L. DeNardis, Introduction to Information Technology, Cengage Learning, 2006
- P. K.Sinha, P. Sinha, Fundamentals of Computers, BPB Publishers, 2007
- Rogers, C., & Farson, R. (1981). Active listening. In Communication: Concepts and Processes, 3rd ed. (pp. 137–147), J. DeVito (ed.). Upper Saddle River, NJ: Prentice-Hall

UG/SW/305
GE-3
Guidance and Counseling
Full Marks:50 Credits:4

OBJECTIVES

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

Course Outcome:

Students would gain knowledge about theoretical principles and practical processes in guidance and counseling. Students would be able to apply these in research and professional areas to gain understanding of the applied perspectives of guidance and counseling. Moreover, they would gain proficiency in undertaking and reporting of psychological assessment and conducting guidance and counseling sessions.

Course Contents:

Unit 1- Conceptual Framework

- Counseling: Concept and basic elements
- Ethical principles for good practice in counseling
- Role of counselor

Unit 2- Functions and Types of Guidance

- Guidance in adjustment orientation and development
- Educational and vocational guidance
- Health guidance

Unit 3- Process and approach of Counseling

- Approaches to counseling
- Information, advising and counseling.
- Roger's Theory of self – brief introduction

Unit 4- Skills of Counseling

- Observation
- Listening and communicating
- Importance of confidentiality

SUGGESTED READINGS

1. 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.
2. Dave, Indu (1983). *The Basic Essentials of Counselling*. Sterling Publishers Pvt. Ltd, New Delhi.
3. Egan, G. (2009). *The skilled Helper* (9th Ed.). Brooks Cole/ Thomson: London
4. Gupta, M. (1979) *Effective Guidance and Counselling*. Mangal Deep Publications, Jaipur.
5. Kochhar, S. K. (1979). *Guidance in Indian Education*. Sterling Publishers Pvt Ltd., New Delhi

**BSW SEMESTER - IV
UG/SW/401**

C-8

Working with Communities

Full Marks:50 Credits:6

OBJECTIVES:

- To provide a theoretical and conceptual foundation regarding community organisation as a method of social work practice and its related aspects.
- To develop the ability to analyse the community—its problems and issues with special emphasis on rural communities.
- To provide insight into the various processes and dimensions in organising a community.

Course Outcome:

This course helps students understand in improving the quality of people's lives in a number of ways- from creating social capital and trusting relationships, giving people a sense of identity, a feeling of belonging, reducing poverty and generally improving the health and well-being of each of them.

Course Content:

Unit 1- Understanding Community

- Concept of community, structures community
- Classifications of community
- Functions of community

Unit 2- Understanding Community Organisation Practice

- Concept of community organization
- Values and assumptions
- Principles and processes of community organization

Unit 3- Contextualising Community Organisation Practices

- Community organisation in social work practice

- Historical development of community organisation practice in India;
- Models of community organisation: Locality Development Model, Social Planning Model and Social Action Model

Unit 4- Community Organisation and Community Development

- Community development: concept and aim
- Community organization and community development
- Roles and skills of community organisation practitioner

SUGGESTED READINGS:

1. Chambers, R. (2005). *Ideas for Development*. London: EarthScan.
2. Cox, F. (1987). *Community organization*. Michigan: F.E. Peacock Publishers
3. Hardcastle, D.A., Powers, P. R., & Wenocur, S. (2004). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
4. Ife, J. W. (2013). *Community Development in an uncertain world: Vision, analysis and Practice (5th ed)*. Cambridge University Press.
5. Jerry, W., Robinson, Jr., & Green, G.P. (eds). (2011). *Introduction to Community Development: Theory, Practice and Service-learning*. Sage Publications Inc.
6. Siddiqui, H.Y. (1997). *Community Organisation in India*. New Delhi: Harnam.
7. Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira Publications.
8. Somesh, K. (2002). *Methods for Community Participation: A complete guide for Practitioners*. New Delhi: Sage Publication (Vistaar).
9. Siddique, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
10. Douglas, B. (1983). *Community organization theory and practices*. New Jersey: Hall.
11. Kramer, R.M., & Specht, H. (1983). *Readings in Community Organisation Practice*. Englewood: Cliffs Prentice Hall Inc.
12. Henderson, P & Thomas D.N. (eds.). (1981). *Readings in community work*. London: George Allen & Unwin
13. Friedlander, W.A. (1978). *Concepts and Methods in Social Work*. New Delhi: Bence Hall International Inc.
14. Gangrade, K.D. (1971). *Community Organisation in India*. Bombay: Popular Prakashan.
15. Ross, M.G. (1967). *Community Organisation*. New York: Harper and Row.

**BSW SEMESTER - IV
UG/SW/402**

C-9

Understanding Psychology for Social Work Practice

Full Marks:50 Credits:6

OBJECTIVES

- To understand the importance and contribution of psychology to social work
- To gain insight of self and develop self-analytical skills
- To gain understanding of inner dynamics of motivation and enhancement of behavior repertoire for better adjustment to life situations.

Course Outcome:

This course provides required skill to the students to use the knowledge of psychology for social work practice. Psychology is important in social work practice as it helps to understand human behavior. It helps in bringing the required changes and modifications in human behavior.

Course Content:

Unit 1- Basic Psychological Processes

- Understanding psychology for social work
- Learning
- Motivation
- Emotion and intelligence

Unit 2: Growth and Development

- Meaning and Principles of growth and development
- Difference between growth and development
- Developmental Tasks

Unit 3- Life Span Stages

- Prenatal period, Postnatal period, Adolescence: changes and challenges

- Eric Erikson's stages of development
- Child rearing practices

Unit 4- Theories of Personality and Personality Development

- Freud: Psychoanalytical Theory
- Concept of personality
- Determinants of Personality: Role of heredity and environment in personality development

SUGGESTED READINGS

1. Bourne, Lyle E and Bruce R Ekstrand (1982), 4thedn. *Psychology: Its Principles and Meanings*, USA, Holt Rinehart and Winston; ISBN:0-03-0596882.
2. Cicarelli, Sandra K and Glen e. Meyer (2008), *Psychology*, India, Pearson; ISBN: 9780131839595.
3. Davis, Keith and John W. Newstrom (1989), 8thedn. *Human Behaviour at Work, Organizational Behaviour*, USA, McGraw Hill; ISBN:0-070015574-7.
4. Forsyth, Donelson R (1999), 3rdedn. *Group Dynamics*, USA, Brooks/ColeWadsworth.
5. Garvin, Charles D; Lorraine M. Gutierrez and Maeda J.Galinsky (eds.), (2004), *Handbook of Social Work with Groups*, New York, London, Guilford Press; ISBN: 1-59385-004-2.
6. Hall, Calvin S and Gardiner Lindzey (1978), 3rdedn. *Theories of Personality*, Canada, J. Wiley and Sons Inc. ISBN:0-471-342278.
7. Hilgard, Ernest R, Richard C. Atkinson and Rita L. Atkinson (1979), 6thedn. *Introduction to Psychology*, New Delhi, Oxford and IBH.
8. Hurlock, Elizabeth B (1996), *Child Growth and Development: A Life Span Approach*,
9. Krech, David, Richard Crutchfield and Egerton L. Ballachey (1962), *Individual in Society: A Textbook of Social Psychology*, USA, McGraw Hill; ISBN:61-18134.
10. Morgan, Clifford T, Richard A. King, John R. Weisz and John Schopler (1999) 7th edn.; *Introduction to Psychology*, New Delhi, Tata McGraw Hill; ISBN:0-07-462250-1.
11. Zigler, Edward F and Matia Finn-Stevenson (1987), *Children, Development and Social Issues*, USA, D.C. Heath and Company ISBN:0-669-07754-2.
12. Zimbardo, Philip G and Ann L. Weber (1997) 2ndedn. *Psychology*, USA, Longman; ISBN:0-673-99968-8.

UG/SW/404

SEC-2

Entrepreneurship and NGO Management

Full Marks:50 Credits:2

Objectives:

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

Course Outcome:

This course will help student to develop and manage non-government organizations. It prepares the students with all the necessary skills to establish and run NGOs. It also imparts the knowledge and expertise to capably pursue a career in entrepreneurship.

Course Contents:

Unit 1- Development of NGOs

- Concept of Volunteerism, Charity
- Welfare and Development
- Historical perspective of volunteerism in India
- NGOs in India: Past and present practices

Unit 2- Establishing an NGO

- Formation: Salient features and legal provisions
- The Societies Registration Act, 1860
- The Indian Trusts Act, 1882 and The Companies Act, 1956
- National policy on voluntary sector

Unit 3- Concept and Growth of Entrepreneurship

- Concept and historical context
- Need, functions and types of entrepreneurship
- Growth of entrepreneurship in India
- Scope and impact: social entrepreneurship, role of entrepreneurship in economic and social development

Unit 4- Development of Entrepreneurship

- Micro, small and medium Enterprises
- Growth strategies in small scale enterprises
- Sickness in small scale enterprises
- Intellectual Property Rights(IPRs)

SUGGESTED READINGS

1. Abraham Anita (2011) Formation and Management of NGOs, Universal Law Publishing Co., India.
2. Bhatia S.K. "Training & Development", Deep & Deep Publication Pvt. Ltd.
3. Bornstein, David, How to Change the World: Social Entrepreneurs and the Power Of New Ideas, New York, NY: Oxford University Press, 2004.
4. S.S.Khanka, Entrepreneurship in India: Perspective and Practice, Akansha Publishing House, New Delhi, 2009.
5. Koontz O'Donnell. Principles of Management. Mcgraw Hill publishing Co. Ltd., 2011.
6. Stephen Goldsmith. The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good, 1st Edition, 2010
7. Chandra, S. (2001) NGO: Structure, Relevance and Function. New Delhi: Kanishka Publishers
8. Coley, S.M. & Schein C.A. (1990) Proposal Writing (Sage Services Guides). New Delhi: Sage Publication
9. Indian Center of Philanthropy, 2002, Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan
10. Jackson, J (1989) Evaluation for Voluntary Organisation. Delhi: Information and News Network.

UG/SW/405

GE-4

Understanding Families and Children

Full Marks:50 Credits: 4

OBJECTIVES

- To understand the family structures and family dynamics
- To develop a theoretical understanding of families and children
- To apply the skills of theory in practice with families and children

Course Outcome:

The family is recognized as the most important social institution whose primary and crucial role is related to child care and development. Love, equally necessary for social and emotional development of a child, is received in the family through positive family interactions. This paper aims to help students in understating the role of families in upbringing children and social work intervention in child development.

COURSE CONTENT

Unit 1- Conceptual Understanding of Family

- Family: concept, definitions, structures, functions
- Characteristics of family, family dynamics.
- Diversity of families: Nuclear family, joint family, extended family
- Marriage: concept, relevance, structures and functions

Unit 2- Family Problems and Social Work Response

- Family in problem: types, causes and consequences
- Impact of urbanization and modernization on family
- Family: Change and continuities
- Family counseling and family therapy

Unit 3- Theoretical and Policy Perspectives

- Premise and origins - Psychosocial theories
- Role Theory, Family Systems Theory and the Life course perspective
- Child rights: Constitutional provisions

- Policies and legislations for child well-being

Unit 4- Children in difficult situation

- Children in difficult circumstances: disability, poverty, migration, orphaned
- Abuse of children: Violence, child-trafficking, child-prostitution
- Legislations and programmes for child protection
- Social work intervention: Child counseling, therapy, skills and techniques in working with children

SUGGESTED READINGS

1. Rao, Shankar C.N. (2007). Indian Society, New Delhi: S S Chand & Company Ltd
2. Lewis, David & Ravichandran, N. (2008). NGOs and Social Welfare: New Delhi: Rawat Publications.
3. Iman, R. Pittin & Omelet, H. (1985). Women and the Family, Nigeria: Codersia Book Series
4. Roy, Kalpana. (2000). Women and Child Development, New Delhi: Common Wealth Publications.
5. McCurdy Karen & Jones, Elizabeth. (2000). Supporting Families: Lessons from the Field, USA: Sage Publications.
6. Barik, S. (2011). Domestic Violence in India, Delhi: Adhyayan Publishers & Distributers
7. Gomango, S. P. (2005). Consequences of Child Maltreatment, New Delhi: Authors Press
8. Tiwari, Satish. (2000). Health and Family Welfare, Delhi: Anmol Publications Pvt. Ltd.
9. Shirwadkar, Swati. (2009). Family Violence in India: Human Rights, Issues, Actions and International Comparisons, New Delhi: Rawat Publications.
10. Patel, Tulsi. (2005). The Family in India: Structure and Practice, Delhi: Sage Publications

BSW SEMESTER - V
UG/SW/501

C-11

Social Welfare Administration

Full Marks:50 Credits:6

Objectives:

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

Course Outcome:

Social Work Administration provides knowledge on Administrative Applications on Social Welfare Organisations or a Project functioning for social welfare which is similar to an organisation. For professional proficiency a social worker understands the value and need of administrative application in “Social Work”. Social Work Administration is only application of administrative principles to Social Work which builds proficiency, effectiveness and goal achievement in project administration.

Course Content:

Unit 1- Social Welfare Administration

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

Unit 2- Structures, Processes and Components in Welfare Administration

- Central and state welfare boards
- Administrative set-up, activities and schemes of Social Welfare – Union, State and Local (Municipality and Panchayat) Level
- Registrations of Welfare Organization, resource mobilization, grant-in-aid, fund raising.

Unit 3- Organization of Human Services

- Concept and importance of human service organization
- Management of human service organization: Team building, Leadership, Decisionmaking processes
- Decision making processes, role of communication in administration

Unit 4- Emerging Trends in Welfare Administration

- Practice of Social Welfare Administration in different settings
- Social welfare Administration as an instrument of social change.
- Roles of social worker in social welfare administration

SUGGESTED READINGS:

1. Chowdhury, D.Parel, 1992: Social Welfare Administration, Atma Ram, NewDelhi.
2. Goel, S.L, 2010: Social Welfare Administration, Deep & Deep Publications Pvt. Ltd, New Delhi. Abha, Vijay and Prakash, 2000: Voluntary Organizations and Social Welfare, ABD Publishers, NewDelhi.
3. Lawani, B.T., 1999: NGOs in Development, Rawat Publication, Jaipur.
4. Lewis Judith A., 2000: Management of Human services, programs, Brooks Cote Publishing Co. Prasad, L.M., 200: Principles and Practice of Management, Sultan Chand & sons. NewDelhi.
5. Ralph Brody, 2005: Effectively Managing Human Service Organizations. (Third Edition), Sage Publications, NewDelhi.
6. Rao, V., 1987: Social Welfare Administration, Tata Institute of Social Sciences, Bombay.
7. Sachcleva , D.R , 2013 : Social Welfare Administration in India , KitabMahal, New Delhi.
8. Sidmore Rex A., 1990: Social Work Administration: Dynamic Management and Human Relationships, Prentice – Hall, NewJersey.

BSW SEMESTER – V
UG/SW/503
DSE-1

Social Work with Elderly

Full Marks:50 Credits:6

OBJECTIVES

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
- Develop sensitivity to the needs and problems of elderly. Gain knowledge about the policies and programmes for elderly.
- Gain an understanding of the role of social worker in working with elderly and develop required skills.

Course Outcome:

This course will enable students to identify the common barriers in serving the needs of older people from interpersonal, environmental and social perspectives. It also makes students understand and recognize that these problems can be addressed using all levels of social work intervention. It will also help them to plan intervention strategies in micro and macro practice that are of particular importance for aging adults of various diversity dimensions.

Course Content:

Unit 1- Ageing and Aged

- Basic concepts:Elderly, ageing, greying population
- Demographic profile-concepts of geriatric andgerontology
- Theories of aging
- Primary needs of elderly population

Unit 2- Policy and Programmes for Elderly

- Elderly population and their environment: physical, psychological, financial, social
- Issues: Changing family norms, intergenerational gaps, family relationships and caregiving

- Social security measures
- National policy for elderly population

Unit 3- Mental and Physical Health

- Physical problems encountered by elderly
- Mental health problems of elderly
- Active and healthy aging
- Rights of older persons against neglect, abuse, violence and abandonment

Unit 4- Social Work Intervention with Elderly

- Empowering elderly: Preparation for old age
- Family Interventions and support
- Community-based interventions and support
- Sensitization and institutional intervention

SUGGESTED READINGS:

1. Dandekar, Kumudini, 1997: *The Elderly in India*, Sage, NewDelhi.
2. Desai, Murli& Siva, Raju , 2000: *Gerontological Social Work in India – Some Issues & Perspectives* , B.R. Publishing,Delhi.
3. Dhar, Chowdhury, Rajagopal, 2004: *The Graying of India; Population of Ageing in the Context of Asia*, Sage, NewDelhi.
4. Dhillon , P.K.; 1992: *Psych-social Aspects of Ageing in India* , Concept Publication Co., New Delhi.
5. Featherstone, Mike & Andrew, Werneck 2008: *Image of Ageing* , Rutledge II,London
6. Khan, M.Z.: 1997: *Elderly in Metropolis*, Inter-India Publishers, NewDelhi.
7. Kunkel, Suzanne, 2001: *Ageing-the Social Context*, Pine Forge Press, NewYork.
8. Krishnan, P and Mahadevan, K. (ed.), 1992: *The Elderly population in the Developing World: Policies, Problems & Perspective*, B.R. Publishing, NewDelhi.
9. Marshall, Mary, 1983: *Social Work with Old-People*, the Macmillan PressLtd.
10. Rao, SR., 2003: “Health & living arrangements of the elderly in India “ in K.B. Pathak 7 Others (ed.), 2003: *Dynamics of Populations & Family Welfare*, Himalaya Publications , Mumbai
11. Reddy, L.K., 2004: “Health & Attitude towards health among the elderly” in Vinod Kumar (ed.): *Ageing-Indian Perspective & Global Scenario*, All India institute of Medical Sciences, New Delhi.

BSW SEMESTER – V
UG/SW/503
DSE-1
Rural and Urban Development
Full Marks: 50 Credits:6

COURSE OBJECTIVES:

- Understand the social structure, social relations and institutions in rural and urban communities.
- Examine the contemporary issues and challenges of rural and urban communities.
- Develop sensitivity and commitment to the rights of vulnerable groups in rural and urban communities.
- Understand the approaches policies and programmes of rural and urban community development.
- Develop skills necessary for community development work in rural and urban settings.

Course Outcome:

The objective of this course is to make the students aware of the issues and complexities of rural and urban communities and habitations. This course seeks to develop the skills necessary for development works in urban and rural communities as well as understand various approaches, policies, programmes, rights of the people living in such settlements.

Course Content

Unit 1- Understanding Rural Community

- Dynamics of the rural society: Caste, class, tribe and gender relations;
- Migration: nature, pattern and implications, Rural Issues of livelihood, poverty and employment
- Rural institutions & governance: Panchayati Raj Institutions
- Rural livelihood and employment

Unit 2- Understanding Urban Community

- Concept of urban community
- Urban Communities: Types and features
- Urban institutions & governance, 74th constitutional amendment

- Planning and development of urban community

Unit 3- Rural and Urban Community Development, Policies, Programme

- Rural community development: Concept, nature, philosophy and historical context
- Approaches to rural community development: Gandhi & Tagore
-
- Urban development policies and programmes in India, and the role of urban local bodies

Unit 4- Urban Issues and Challenges

- Causes and consequences of urbanization and unplanned urban growth
- Slum: concept, factors contributing to slum development, consequences and issues around evictions and relocation
- Urban Poverty: Challenges and options for the urban poor: food security, housing, labour participation and the unorganized sector, causes and consequences of urbanization.
- Urban development policies and programmes in India: housing, livelihood, health and sanitation

SUGGESTED READINGS:

1. De Souza, A.(ed.) 1988 Urban Growth and Urban Planning. Political ,Delhi: Abhinav Publishers.
2. Kasambi, M. 1994 Urbanization and Urban Development in India. New Delhi:ICSSR
3. Kundu, A. 2000 Inequality Mobility and Urbanisation. New Delhi:
4. Mishra, G.K. & 1989 Development Programmes for Urban Poor. New Narain, K.(ed.)
5. Sandhu, R.S.(ed.) 2003 Urbanisation in India: Sociological Contribution. New Delhi: Sage Publication
6. Sharma, K. 2001 Rediscovering Dharavi. New Delhi:Penguin
7. Thakur, B. (ed.) 2005 Urban and Regional Development in India: Vol I New Delhi: Concept Publishing Company. Kundu, A. 1993 In the Name of Urban Poor. New Delhi: Sage Publications.

BSW SEMESTER – V

UG/SW/504 DSE-2

Project Work- Part I

Full Marks: 50 Credits: 6

OBJECTIVES:

- Give basic understanding of preparing a project.
- Help students to learn how to write project proposal.
- Introduce to various aspects of project

Course Outcome:

This course will help the students acquire necessary skill of preparing a project. A combination of various kinds of skills and expertise attained through this course will prepare the students for opportunities to engages in research institutions and non-government organizations

Course Content:

- All the student will be given a research theme from the department of respective colleges at the beginning of the semester-7
- The students should prepare a research synopsis/proposal of around 2-3 typed pages in consultation with the respective College supervisor/instructor and submit 2 copies of the same well in advance.
- In the process of preparing the project work, students are required to present their progress through presentation as instructed by their supervisor

**BSW SEMESTER - VI
UG/SW/601**

C-13

Social Work Research

Full Marks:50 Credits: 6

Objectives:

- To familiarize students with the nature of social science research and its application in the study of social phenomena.
- To help students learn the research process and develop abilities to prepare research design.
- To facilitate the process of knowledge building in Data collection, organization, presentation, analysis and report writing.

Course Outcome:

Social work research means conducting an investigation in accordance with the scientific method. The aim of social work research is to build the social work knowledge base in order to solve practical problems in social work practice or social policy making.

Course Content:

Unit 1- Scientific Enquiry and Types of Research

- Emergence of social research, Concept, meaning, characteristics and purpose of research, social science approaches to human enquiry.
- Social Work Research: meaning, scope and importance; an overview of the research process.
- Types of research: Qualitative, Quantitative, Action, Evaluative etc
- Ethical issues in social research.

Unit 2- Research Design and Sampling

- An overview of various research designs: Experimental, Exploratory, Descriptive, Case Study and Social Survey.
- Sampling: Definition, purpose, principles, advantages and disadvantages of sampling, Types of Sampling-probability and non-probability.

Unit 3- Data Collection and Processing

- Types of data: Nominal, ordinal, interval and ratio; quantitative and Qualitative data; Sources of data: primary and secondary.
- Methods/tools of data collection: Observation, Interview Schedule and questionnaire, Case study, Focus Group Discussion (FGDs).
- Data processing: Coding, editing, classification and tabulation; data analysis and interpretation.

Unit 4-Research Proposal and Report Writing

- Writing research proposal
- Writing research report, abstract, reference, bibliography, appendix.

Suggested Readings

1. Ahuja Ram. (2014). *Research Methods*. New Delhi: Rawat Publications.
2. Babbie, Earl. (1998). *The Practice of Social Research*. New York: Wadsworth Publishing Company.
3. Bhandarkar, P.L. & Wilkinson, T.S. (1994). *Methodology and Techniques of Social Research*. Bombay: Himalaya Publishing House.
4. Black, James A. and Dean J. Champian. (2006). *Methods and Issues in Social Research*. New York: John Wiley.
5. Burns, Robert B. (2000). *Introduction to Research Methods*. London: Sage Publications.
6. Lofland, John. (2014). *Analyzing Social Settings*. California: Wadsworth.
7. Manheim, Henry. (1977). *Sociological Research: Philosophy and Methods*. Illinois: The Dorsey Press.
8. Mitchell, J.C. (1983). "Case and Situation Analysis" in *Sociological Review*, 31(2).
9. Platt, J. (1999). "What can case studies do" in *Studies in Qualitative Methodology*.
10. Young, P.V. (1949). *Scientific Social Surveys and Research*. New York: The Dorsey Press

BSW SEMESTER - VI
UG/SW/603
DSE-3
Project Work-Part II
Full Marks: 50 Credits:6

OBJECTIVES:

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

Course Outcome:

The student will develop and sharpen their skill as researcher which in turn will help them in higher studies and career in research works. Students will also get equipped with writing and presenting project works.

Course Content:

- It is expected that each student will submit his/her typed copies (two) of project report of around 30-60 pages along with summary of around 2-3 pages before the commencement of the examinations of semester-8.
- The students should keep in view that presenting and submitting the work of another student(s) as one's own work will be considered as breach of academic integrity and which ultimately may be treated as misconduct.
- The evaluation of this research based project will be done as per University guidelines.

BSW SEMESTER - VI
UG/SW/604

DSE-4

Human Rights and Social Justice

Full Marks:50 Credits: 6

OBJECTIVES

- To make them aware about the concept of social injustice and social justice.
- To help them to gain knowledge about legal framework related to various weaker and vulnerable section of the society.
- Understand the role and function of legal system and relevant legislation in protecting social justice and human rights.
- Develop insight into social legislations and human rights in dealing with different vulnerable groups.

Course Outcome:

This subject will introduce students the concepts of social justice and human rights through a critical analysis of selected global and domestic issues. In particular students will be learned to critically examine key debates in human rights discourse and the relevance of social justice in the lives of people who experience economic, social and cultural disadvantage. Students will examine the effectiveness of legal responses and social change strategies.

Unit 1- Concept of Social Legislation and Social Justice

- Concept and objective of social legislation,
- Social legislation in a welfare state.
- Social justice and its relationship with social legislation; human rights.

Unit 2- Social Legislations in India

- Social Legislation and Personal Laws
- Social Legislations for the women, children and elderly

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

Unit 3- Understanding of Human Rights

- Concept and Historical Context of Human Rights
- The Universal Declaration of Human Rights 1948
- UN Convention of Human Rights: Civil, Political, Economic, Social and Cultural

Unit 4- Human Rights in Indian Context

- Human rights movements in India: Initiatives of Civil Society
- Statutory provisions- National Human Rights Commission
- Protection of human rights act

SUGGESTED READINGS

1. Bakshi, P.M., 2007 Constitution of India, Universal Law Publishing House
2. Baxi, Upendra, 1988, Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd.
3. Diwan, Paras, 1997 Law relating to Dowry, Dowry Deaths, Bride burning, rape and related offences, Delhi, Universal Publishers.
4. Elisabeth, Reichert 2003, Social work and Human Rights : A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi
5. Elisabeth, Reichert, 2003, Social work and Human Rights: A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi.75
6. Choudhury, Paul, D. (). *Child Welfare in India*. New Delhi: NIPCCD
7. Gangrade, K.D. (1986). *Social Legislation in India*. New Delhi: Geetanjali Pub. House.
8. Khanna, H. R. (1980). *The Judicial System*, N Delhi: IIPA.
9. Madan, G.R. (1980). *Social Problems in India*. New Delhi: Manu Pub House.
10. Mathew, P D. Legal Aid Series. Delhi: Indian Social Institute.
11. Sarma, A M. (1990). *Some aspects of Labour welfare and Social Security*. Bombay: TISS.

BSW SEMESTER - VI
UG/SW/604

DSE-4

OBJECTIVES

- To understand social action as a method of social work
- To develop in-depth knowledge about the practice of social action
- To introduce students with various kinds of social movements

Course Outcome:

This course introduces students to the collective efforts of people to bring transformations in human society. Students will be able to gather necessary understanding and required skills of social action method through this course. They will also learn about social movements and its emergence, dynamics, theories and arena application.

Course Contents:

Unit 1- Understanding Social Action

- Social action: Concept and meaning
- Social action as a method of social work
- Social action and its relation to other methods of social work

Unit 2- Models and Strategies of Social Action

- Models of social action.
- Strategies of social action
- Social action and social change.

Unit 3: Approaches of Social Action

- Concept of ‘conscientisation’ and critical awareness.
- Paulo Freire and his contribution to Social Action.
- Saul Alinsky’s contribution to Social Action.

Unit 4: Social Movements

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

SUGGESTED READINGS

1. Alinsky, S. (1972) Rules for Radicals, Random House, New York.
2. Bailey, R & Brake
3. , M. (1975) Radical Social Work, Edward Arnold, London.
4. Freire, P (1970) Pedagogy of the Oppressed, Continuum, New York.
5. Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action, The Social Review, 49(1), 1-14.
6. Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
7. Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change, Ajanta Publications,
8. Langman, M. Lee, P (Eds) (1989) Radical Social Work Today, Unwin Hyman, Boston.

