



**MATS UNIVERSITY**  
**SCHOOL OF ARTS AND HUMANITIES**  
**DEPARTMENT OF SOCIAL WORK**

**Syllabus**  
**for**  
**Three Year Full-time Degree Programme**  
**Bachelor of Social Work**  
**(BSW)**  
**2025-28**  
**(Semester Based Course)**

## Curriculum Matrix

Programme: Bachelor of Social Work (BSW) Sem: I										
				Teaching Scheme				Evaluation Scheme		Total Marks
Course Category	Course Sub Category	Course Name	Code	Hours			Credits			
				L	T	P		CIA	ESE	
Discipline Specific Core Courses (DSCC)	Major	Introduction to Social Work	BSWDSC 1.1	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Foundation for Social Work - Sociology	BSWDSC 1.2	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Human Growth and Behavior	BSWDSC 1.3	4	0	0	4	30	70	100
General Elective (GE)/Interdisciplinary/ Multidisciplinary/ Allied Courses	GE	To be selected by the students of other faculty		3	1	0	4	30	70	100
Skill Enhancement Course (SEC)/Internship	SEC	IT Skills	SEC001	0	0	4	2	15	35	50
Ability Enhancement Course (AEC)	AEC	Communicative Skill-I	AEC001	2	0	0	2	15	35	50
Value Added Course (VAC)/Indian Knowledge System (IKS)	VAC - Foundation	Yoga & Human Consciousness	VAC-T001	1	0	0	2	15	35	50
			VAC-P001	1	0	0	2	15	35	50
				19	0	4	22	180	420	600
General Elective										
Category	Name		Code							
Generic Elective - I	Fundamentals of Entrepreneurship		GE004							
	Business Organization		GE007							
Total										

Programme: Bachelor of Social Work (BSW) Sem: II										
				Teaching Scheme				Evaluation Scheme		Total Marks
Course Category	Course Sub Category	Course Name	Code	Hours			Credits			
				L	T	P		CIA	ESE	
Discipline Specific Core Courses (DSCC)	Major	Social Work Practice with Individuals and Families	BSWDSC 201	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Social Work Practice with Groups	BSWDSC 202	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Foundation for Social Work - Contemporary Development Studies	BSWDSC 203	4	0	0	4	30	70	100
General Elective (GE)/ Interdisciplinary/ Multidisciplinary/ Allied Courses	GE	To be selected by the students of other faculty		4	0	0	4	30	70	100
Skill Enhancement Course (SEC)/Internship	SEC	Business Case Analysis	BSWSEC-14	2	0	0	2	15	35	50
Ability Enhancement Course (AEC)	AEC	Communicative English -II	BSWAEC-0013	2	0	0	2	15	35	50
Value Added Course/Indian Knowledge System (IKS)	VAC	Environmental Studies	BSWVAC-0012	2	0	0	2	15	35	50
<b>Total</b>				<b>22</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>165</b>	<b>385</b>	<b>550</b>

**Generic Courses**

**Elective**

Category	Name	Code
Generic Elective - II	Intellectual Property Rights	GE014
	Chhattisgarh ki Jan Jatiya Sanskriti	GE017

## First Semester

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - I</b>
<b>Name of the Subject:</b> Introduction to Social Work	<b>Subject Code:</b> BSWDSC101	<b>Total Marks for Evaluation:</b> 100

**A Course outcomes: On successful completion of the course, the students will be able**

- To understand the history and ideological background of social work profession.
- To develop an overview of professional principles, values, ethics, and skills in social work.
- To acquire intervention skills in various settings.
- The learners will get an orientation to social work history, evolution and various concepts related to social work.
- The learners will be equipped with the intervention skills needed for various settings.
- The learners will demonstrate and practice social work values and principles.
- The learners will be able to understand the basic concepts and their application in field work practice.

### **Syllabus Content**

#### **MODULE I: Evolution of Social Work**

Evolution of Social work in western countries, Industrialization, Urbanization and effect of World war II, Emergence of United Nations, Intervention methodology of Mary Richmond Emergence of Social Welfare agencies in UK, USA and India, Society for the Prevention of pauperism, charity organization society, settlement houses movement, History of social work in India- Charity base, social reformers, voluntary work to professional social work in India, Concept of Social Work -Definitions, concepts, functions and characteristics of Social work profession.

#### **MODULE II: Social Reformers and Ideological background of social work in India**

Social Reformers and their contribution to Social Work in India, Thoughts of Shahu, Jyotiba Phule savitri Bai Phule, Ambedkar, Gandhi, Periyar, St.Guru Ghasidas, Shahid Veer narayan singh, Gundadhur, Dr. Khubchand Baghel, Padam Shir dharaampal shaini, Padam Shir Phulbasan Bai.

**MODULE III: Principles, values in social work** Attributes of social work profession by Ernest Greenwood, Values & principles of Social Work Self as a change agent. Code of ethics for social worker National Association of Social Workers (NASW) International Association of Schools of Social Work (IASSW), Association of Trained Social Workers (BATSW) Standard operative procedures (SOP), Functions and roles of professional social workers in different settings, Professional Associations of Social Work (International, National, Regional).

#### **MODULE IV: Social Work Practice**

Social work practice in individual and family, social groups, Social work practice in the community, Social work practice in administration, Social work practice in research, Social work practice in social action. Fact finding tools: Reading, survey, home visits, observation, listening, interview, Community mapping, Basic fund raising and resource mobilizing skills  
Report writing and recording skills

#### **REFERENCES BOOKS:**

1. Y. Ronald, S. Malar, P.V. Laavanya. 2013. *Social Work: An Introductory Text Book*. Regal Publications, New Delhi
2. Woodrofe, K. 1962. *From Charity to Social Work*. London: Routledge and Kegan Paul. Encyclopaedia of Social Work in India.
3. New Delhi: Ministry of Welfare.
4. Paul Choudhary, 1983 *Introduction to Social Work*., New Delhi: Atma Ram and Sons,
5. Batra, Nitin (2004) *Dynamics of Social Work in India*, Jaipur: Raj Publishing House.
6. Diwakar, V.D. (Ed.). 1991. *Social Reform Movements in India: A Historical Perspective*. Bombay: Popular Prakashan
7. Desai, M. 2000. *Curriculum Development on History of Ideologies for Social Change and Social Work*. Mumbai: Social Work Education and Practice Cell, TISS
8. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) *Techniques and Guidelines for Social Work*, London: Allyn and Bacon, A Viacom Company.
9. Dasgupta, Sugata (1964) *Towards a Philosophy of Social Work in India*, New Delhi: Popular Book Services.
10. Desai, Murali (2002) *Ideologies and Social Work: Historical and Contemporary Analysis*, Jaipur: Rawat Publication.
11. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) *Social Work – An Empowering Profession*, London: Allyn and Bacon.
12. Feibleman, J.K. (1986) *Understanding Philosophy - A Popular History of Ideas*, New York: Souvenir Press.
13. Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) *The Fields of Social Work*, New York: Henry Holt and Company.
14. Friedlander, Walter A. (1977) *Concepts and Methods of Social Work*, New Delhi: Prentice Hall of India Pvt. Ltd.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - I</b>
<b>Name of the Subject:</b> Foundation for Social Work – Sociology	<b>Subject Code:</b> BSWDSC 102	<b>Total Marks for Evaluation:</b> 100

**Course outcomes: On successful completion of the course, the students will be able**

- To understand and analyses the Indian society and culture
- To carry out social analysis through the understanding of sociological perspectives.
- To develop an overview of the various social processes and social change taking place insociety.
- To equip with theoretical knowledge as a base to social work practice

## **Syllabus Content**

### **MODULE I: Introduction to Sociology**

Emergence of sociology, Definition & Scope, Relevance to Social Practice, Society, Social groups, Social systems, Association, Status and role, Social structure, Social stratification, Social mobility, Social control

### **MODULE II: Indian Society**

Tribes in India, Caste system in India, B.R.Ambedkar: Origin of Caste & itscriticism, G.S. Ghurye: Characteristics of caste, Gender and Society in India, Jyotiba Phule and Savitri Phule, Women’s education and women right.

### **MODULE III: Introduction totheoretical perspective in Sociology**

**Positivism:** Comte’s Law of threestages, social, static & dynamics, Evolutionism, Spencer’s Evolutionaryapproach, Talcott Parson’s systemtheory

**Functionalist:** Durkheims’ Conceptof Social Fact, Division of Labor inSociety, Radcliffe Brown’s Structural-FunctionalApproach

**Conflict:** Marx’s concept ofdialectical historical Materialism, class and class conflict; Coser’s approach to Social Conflict,

**Interactionist:** Weber’s InterpretativeSociology; Types of Social Action; G.H. Mead’s Concept of Self & Society

**Post structural theories:** Foucault, Derrida, Gramsci

#### **MODULE IV: Culture and Civilisation**

Culture: Concept, functions, characteristics, Dimensions of culture, Socialization – Conformity, Conflict and the shaping of personality and identity, Agents of Socialization, Family, Peer group, Religion, Education, Mass Media, Cooperation, Competition, Conflict, Accommodation, Assimilation. Theory of social change, Sanskritization, Westernization, Modernization, Post-Modernization

#### **TEXT BOOKS/ REFERENCE BOOKS:**

- Ahuja, R. (1993), *Indian Social System*, Rawat Publication, Jaipur
- Rao, Shankar, (2005), *Sociology*, S.Chand and Company Ltd, New York
- Turner, J. (1987), *The Structure of Sociological Theory*, Rawal Publication, Jaipur.
- Kuppaswami, B. (1981), *Social Change in India*, Vikas
- Publishing House, India

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - I</b>
<b>Name of the Subject:</b> Human Growth, Behavior and Counselling	<b>Subject Code:</b> BSWDSC 103	<b>Total Marks for Evaluation:</b> 100

**Course outcomes: On successful completion of the course, the students will demonstrate**

- To demonstrate an understanding of the concept of Human Growth and Development and its relevance in the field of Social work.
- To reflect on the role of different theories linked with Human Growth and Development and how these theories contribute to the understanding of human beings.
- To understand the different dimensions of development in terms of cognitive, physical, social & emotional development, across the human life cycle.
- To apply the basic principles and theories of enhancing individual's potential through social work interventions.

## **Syllabus Content**

### **MODULE I : Human Growth & Development**

Human Growth and Development: Meaning, nature, scope, Principles of Growth and Development, Determinants of Development: Biological, psychological, social, cultural, environmental, Life Span Approach: Prenatal to old age, Developmental tasks & hazards of: Prenatal period, Infancy, Babyhood, Childhood, Puberty, Adolescence, Adulthood & old age, Importance of studying human development for social work practice

### **MODULE II : Human Behaviour and Psychological Processes:**

Human Behaviour: Concept, meaning, characteristics, Types of behaviour: Normal & abnormal, Determinants of behaviour: Biological, psychological, social, Motivation: Concept, theories (Maslow, Herzberg), Emotions, learning, memory, intelligence, Personality: Concept, nature, factors, Personality theories: Psychoanalytic (Freud), Behavioural (Skinner, Pavlov) Humanistic (Rogers, Maslow), Socialization process and behaviour, Application of psychology in social work practice

### **MODULE III : Counselling – Concepts, Skills & Approaches**

Counselling: Meaning, nature, objectives, scope, Difference between counselling, guidance & psychotherapy, Skills of an effective counsellor: Listening, empathy, rapport building, Probing, questioning, Reflection, clarification, Confrontation & summarizing, Counselling Process: Stages & techniques, Counselling ethics and values, Approaches to counselling: Client-centred (Carl Rogers), Psychoanalytic, Behavioural, Cognitive-behavioural, Crisis counselling & trauma-informed counselling, Role of counsellor in social work settings

### **MODULE IV : Application of Development, Behaviour & Counselling in Social Work Practice**

Counselling in different fields of social work: School, Family & marital, Child welfare, Women welfare, Medical & psychiatric settings, Community development, Substance abuse rehabilitation, Behavioural problems in children & adolescents, Developmental



challenges in adulthood & ageing, Assessment tools used by social workers, Casework and counselling integration, Role of social worker as counsellor: Skills, challenges, responsibilities, Understanding diverse populations, culture, gender, disability and their impact on behaviour and counselling

### **TEXT BOOKS /REFERENCE BOOKS**

1. Kaur Rajpal: *Child Psychology: New Trends And Innovations..* New Delhi. Deep And Deep Publications, 2006.
2. Hurlock Elizabeth B: *Developmental psychology: a life-span approach.* (5th) New Delhi. Tata McGraw- Hill Publishing, 2009
3. Papalia Diane E.: *Human Development.* New Delhi, Tata McGraw-Hill Publishing Co., 2005.
4. Papalia, D. E., Olds, S.W. & Feldman, R.D: *Human development* (9th Ed.). New Delhi: McGrawHill, 2006
5. Taraporevala Roshan & Chhugani Nalini: *Early Childhood Years : Handbook For Parents And Teachers..* Mumbai. English Edition Publishers, 2002.
6. Singer Jane Sherrod & Ashley Roz: *Evaluate Yourself Improvement..*
7. Yadav, De & Yadav, C .(2024). "Theory and Practice in Social Case Work" Editor: KALAMAKAR PUBLISHER. ISBN. 978-81-19350-24-7
8. Dr. Deena Nath Yadav; Prof. K. P. Yadav & Dr. Chhabinath (2024) *Dimension of Psychiatric Social Work".* (. ISBN. 978-81-19350-53-7.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - I</b>
<b>Name of the Subject:</b> General Elective Course 1- Fundamentals Of Entrepreneurship 2-Bussiness Organisation	<b>Subject Code:</b> DSEC001	<b>Total Marks for Evaluation: 50</b>

**Course outcomes: On successful completion of the course, the students will be able**

1. Explain basics of Entrepreneurship
2. Be Able to know Business Organisation
3. Be able to know professionalization

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<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - I</b>
<b>Name of the Subject:</b> IT Skills	<b>Subject Code:</b> SEC001	<b>Total Marks for Evaluation: 50</b>

**Course outcomes: On successful completion of the course, the students will be able**

1. Explain basics of computer fundamentals.
2. Make use of the word document with the help of word processing tools and technique.
3. Apply the various formulas and formatting in excel.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - I</b>
<b>Name of the Subject:</b> Communicative Skill -I	<b>Subject Code:</b> AEC001	<b>Total Marks for Evaluation:</b> 50

**Course outcomes: On successful completion of the course, the students will be able**

- To improve student's written and oral communication skills in English.
- To make the students apply effective communication skills in a variety of public and interpersonal settings.
- Recall the basics of grammar without error. The students will list the usage of parts of speech and avoid the common errors in spoken and written communication.
- The students will summarize and develop the appropriateness of grammar in speech and writing and use English language correctly and effectively.

## **Syllabus Content**

### **MODULE I**

Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Articles, Voice, Reported Speech. Comprehension Skills: Unseen Passage, Writing Skills: General principal of Writing, Improving Writing skills, Essentials of good Style Grammar and usage,

### **MODULE II**

Writing business letter, importance and difference between personal and business letters, Circulars, Memos and notices, Report writing.

### **MODULE III**

Definition of Reading, Reading: meaning and process, Components of Reading Skills, Improvement of Reading skills, Importance of Speaking skills, Pronunciation, Pause, Tone, Stress.

### **TEXT BOOKS/ REFERENCE BOOKS:**

- Professional Communication: Dr. T.N. Chhabra (Sun Indira Publication)
- Essentials of Business Communication, Rajendra Pal and J.S. Korlhalli (Sultan Chand & Son's)
- Business Communication, K.K. Sinha (Galgotia Publishing Company)

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - I</b>
<b>Name of the Subject:</b> Yoga and Human Consciousness	<b>Subject Code:</b> VAC001	<b>Total Marks for Evaluation: 50</b>

**Course outcomes: On successful completion of the course, the students will be able**

- Students gain good knowledge on the concept of yoga.
- Students know about the scientific benefits of various yogic practices
- Students can perform practical skills proficiently
- Students gain an awareness about the value of health & wellness through yoga
- Makes the students more enthusiastic about further study/research in the field of Yoga

### **Syllabus Content**

#### **MODULE I: Introduction to Yoga:**

Meaning and definitions of Yoga, History of Yoga, Importance of Yoga as art, science and philosophy, Yogic Diet.

#### **MODULE II : Philosophical Perspective of Yoga**

Yoga in Bhagavad Gita: Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga, The ‘Yoga Sutras’ in general; its significance in life. Limbs/parts of yoga (Astanga Yoga) according to the ‘Yoga Sutras’, Concept of Ishwara; Ishwara in Yoga Philosophy.

#### **MODULE III : Yogic Practices for Health & Wellness**

Asana, its classification and effects, Pranayama, its types and effects, Kriya, Mudra and Bhandha: Procedure and Effects, Yoga Vs Physical Exercise.

#### **MODULE IV: Human Consciousness & Meditation**

Meaning & Definition of Human Consciousness., Need for Study of Human Consciousness., Current Crisis of Human Consciousness & Measures for meaningful solution. The Theory of Meditation- Japa Meditation, Ajapajapa Meditation, Yoga Nindra, Tratak.

## **PRACTICAL**

### **i. Suryanamskara – (12 counts)**

### **ii. Asana**

- **Standing:** -Tadasana, Ardhakatichakrasana, Ardhashakrasana, Trikonasana, Vrikshasana.
- **Sitting:** - Vajrasana, Padmasana, Gomukhasana, Paschimottanasana, Shashankasana.
- **Lying Supine Position:** - Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana.
- **Lying Prone Position** - Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Naukasana.

### **iii. Pranayama**

Nadishodhana, Suryabhedana, Chandrabhedana, Shitali, Bhastrika, Bhramari.

### **iv. Bandh & Mudra**

Jalandharabandha, Uddiyanbandha, Moolabandha, Yogamudra, Viparitkarnimudra, Shambhavimudra,

### **Dhyana and its forms**

### **Reference Books:**

- Holistic Approach of Yoga- G. Shankar: Aditya Publishers
- Patanjali's Yoga Sutra – Translation and Commentary-Dr.P.V. Karambelkar: Lonavla
- Guidelines to Yogic Practices – M.L.Gharote: Lonavla
- Yoga and Indian Philosophy – Karel Werner: Motilal Banarsidass
- Yoga: The Path to Holistic Health- B.K.S. Iyengar: Dorling Kindersley Limited

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - II</b>
<b>Name of the Subject:</b> Social Work Practice with Individuals and Families	BSWDSC201	<b>Total Marks for Evaluation:100</b>

### **Course Objectives:**

- Acquire knowledge of work with individuals and families as a method in social work practice.
- Understand the theoretical perspectives for effective interventions with individuals and families.
- Provide an exposure to the generalist practice skills while working with individuals and families

## **Syllabus Content**

### **MODULE I: Historical development of Direct Practice.**

Concept of Direct practice and its philosophical base, values, principles and ethics of working with individuals and families.

### **MODULE II: Understanding Families in the Indian Context**

Concept of Family, Types of Families, Social Roles of Individuals in the family, Family as a system: Homeostasis. Family Life Cycle, Concept of Circular Causality, Synergy in the family.

### **MODULE III: Components of Intervention (5 Ps)**

Person, Problem, Place, Process, Professional Help. Phases in the intervention Process, Exploration: Engagement, Assessment and Planning, Goal Attainment, Termination phase. Intervention Techniques. Fact Finding Tools

**MODULE IV:** Intervention Process Charting and graphing family relationships, Genogram, Eco map, Home visits, Interviews, Assessment of Records. Skills, Characteristics of professional relationship, Core relationship Qualities: Warmth, Empathy, genuineness, Unconditional Positive regard. Self-Awareness

## REFERENCES BOOKS:

1. Upadhyay R.K. *Social Casework: A Therapeutic Approach*, Rawat Publications, Jaipur and New Delhi
2. *Direct Social Work Practice Theory and Skills* (VI edition) by Dean H. Hepworth, Ronald H. Rooney and Jo Ann Larsen)
3. *Direct Social Work Practice Theory and Skills* (VI edition) by Dean H. Hepworth, Ronald H. Rooney
4. *Family and Intervention: A course Compendium*, TISS, Murli Desai
5. Yadav, De & Yadav, C .(2024). "Theory and Practice in Social Case Work" Editor: KALAMAKAR PUBLISHER. ISBN. 978-81-19350-24-7
6. Dr. Deena Nath Yadav; Prof. K. P. Yadav & Dr. Chhabinath (2024) *Dimension of Psychiatric Social Work*". (. ISBN. 978-81-19350-53-7.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - II</b>
<b>Name of the Subject:</b> Social work Practice with Groups	<b>Subject Code:</b> BSWDSC202	<b>Total Marks for Evaluation:100</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

- Understand the place of Group work in Social work intervention
- Understand Group work as an instrument of change/development in individual in groups
- Understand the different Models of Group work and the steps involved in the Formation of groups
- Understand the Relevance of Groups in different settings
- Demonstrate ability to work with culturally sensitive, competent and ethical generalist group

## **Syllabus Content**

### **MODULE I: Introduction of Group Work as a social work method.**

Understanding groups: Definition Characteristics and significance of Groups, Definition, Purpose of Social Group Work,

### **MODULE II: Values and Principles of Group Work**

Evolution of group work, Current use of Social Group Work in India. Types of Group Work, Theories & Principles of Social Group Work

### **MODULE III: Processes and Phases of groupwork**

Steps in formation of groups, Phases and stages of group development (Pre- Groups, initial, middle and evaluation phases), Characteristics and role of Group worker in the respective stages. Application of groupwork in different Settings: Health settings, Community setting, School settings Family welfare, setting, Institutional settings, Women and Child welfare settings

### **MODULE IV: Models of Group Work & Group Dynamics**

Social goals model, Remedial model Reciprocals model, Team Model Tuckman's Model Communication and interaction Pattern in a Group, Group Cohesion and attraction, Group Leadership, Functional and dysfunctional roles in a group, Social control and group culture - Decision making in group, Factors hindering effective



Decisions and the different techniques of decision Making., Conflict Management,  
Functional and Dysfunctional Conflict Steps in the resolution of conflicts

**TEXT BOOKS/ REFERENCE BOOKS:**

1. C. Johnson(2008) *Generalist Social Work Practice with Groups* First Edition,  
Pearson publications
2. Galinsky, M., & Schopler, J. (Eds.). (1995). *Support groups: Current perspectives on  
theory and practice*. New York:
3. Haworth. Gitterman, A., & Shulman, L. (Eds.). (1986). *Mutual aid groups and the  
lifecycle*. Itasca, IL:

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - II</b>
<b>Name of the Subject:</b> Foundation for Social Work-Contemporary Development Studies	<b>Subject Code:</b> BSWDSC203	<b>Total Marks for Evaluation:100</b>

**Course Outcomes:** On successful completion of the course, the students will demonstrate

- To help the learner understand the development problems in India and strategies for development planning and intervention.
- Get insights on concepts of development and development planning
- Learn indicators of development and sustainable goals
- Understand the economics of development
- Get acquainted with government response on development issues, economic planning and impact of globalization on marginalized section as well as market and civil society

### **Syllabus Content**

#### **MODULE I: Concept of Development and Development Planning**

Definitions, values, objectives of development, Economic Growth Vs. Economic Development, Political Economy of Development-Theoretical perspectives on development and underdevelopment, Theories and perspectives in development planning, Overview of development, Problems in India, Inequality, poverty, indebtedness, food security, hunger, Population and migration, Development induced displacement, Unemployment, poor infrastructure and amenities.

#### **MODULE II: Indicators of Development and Sustainable Goals**

MDGs 2000-2015: Critical Analysis, Sustainable development goals 2015-2030, Implementation mechanisms in SDG: Role of different governments, Human Development Index, Human Poverty Index, Gender Development Index Interstate and Inter- Country comparison on HDI, HPI, GDI, Gender empowerment measure

### **MODULE III: Economics of Development**

Basic concepts in Economics: GDP/GNP, Economy and its Processes, Understanding market mechanisms Economic Development in India, Key Sectors of the Indian, Economy: Agriculture; Industry; Interdependence of Agriculture and Industry; Economics of Select Sectors: Transport, Communication, and Energy Overview of Information technology in service, sector

### **MODULE IV: Government Response, Economic Planning and Globalization**

Indian Economic Planning and New economic trends (Five - Year Plans), Overview of New Economic Policy of 1991: Objectives, features and impacts, Niti Aayog, International Monetary Fund (IMF) and World Trade Organization (WTO) Constitutional Framework and government programs of economic development, Alternative development perspectives; People center development, Development policies and budget analysis

#### **Text Books:**

1. Bagchi, A. (1982). *Political Economy of Underdevelopment*. Cambridge: CUP
2. Dasgupta, P. (2007). *Economics: A Very Short Introduction*, Oxford: OUP
3. Debraj Dey: Oxford University Press. *Series on Social Sciences*
4. Kothari, R. (1988). *Transformation and Survival*. Delhi: Ajanta Publications, New Delhi Amartya Sen; Mahboob Ul Haq; UN Development report
5. Gregory, M. (2007). *Economics: Principles and Applications*, New Delhi: Cengage Learning India Private Limited Stiglitz, J., and Walsh, C. (2006), (2019)

<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - II</b>
<b>Name of the Subject:</b> General Elective Courses, 1 - Intellectual Property Right 2-Chhattisgarh ki Jan Jatiya Sanskriti	<b>Subject Code: GE14</b>	<b>Total Marks for Evaluation: 50</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

- 1- Explain Intellectual Property Right
- 2-Analyze various theories and strategic principles Intellectual Property Right
- 3-Explain Chhattisgarh ki Jan Jatiya Sanskriti

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<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - II</b>
<b>Name of the Subject:</b> Business Case Analysis	<b>Subject Code: SEC-14</b>	<b>Total Marks for Evaluation: 50</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

1. Explain Social cases and case lets.
2. Analyze various theories and strategic principles.
3. Analyzing for high level presentations.

### **Syllabus Content**

#### **Methodology**

In this course you will be presented with information by the primary course instructors as well as instructors brought in to present specific information necessary to successfully analyze and present a case. After each major learning unit your group will be required to produce and present an assignment demonstrating your use of the information provided in the class. Each team will be assigned a case from past case competitions, which will be used in their assignments and final presentation. The students will be taught how to develop, write & solve cases of individual, group and community.

<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - II</b>
<b>Name of the Subject:</b> Communicative Skill -II	<b>Subject Code:</b> BSWAEC003	<b>Total Marks for Evaluation: 50</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

1. Explain Communication concept and its forms.
2. Demonstrate listening Skills and distinguish between active and Passive Listening
3. Develop vocabulary and Speaking Skills.

### **Syllabus Content**

#### **MODULE I: Listening Skills**

Types of Listening, Active Listening or effective Listening Skills, Barriers in good listening, Importance of Reading, Definition of Reading, Reading: meaning and process, Components of Reading Skills, Improvement of Reading skills, Importance of Speaking skills, Pronunciation, Pause, Tone, Stress

#### **MODULE II: Oral Communication skills,**

Oral Presentation, Objectives of Presentation, Types of Presentation, Communication in an organization, Channels of internal and external Communication, Communication Network: upward, downward, horizontal, diagonal

#### **MODULE II: Employment Communication**

Resume; content of good Resume, guidelines for writing Resume and different types of Resumes, Job Interview; importance and factors involving job Interview, Characteristics and process of Job interview, Technique of Job Interview, Manners and Etiquettes to be followed in Job Interview

#### **TEXT BOOKS/ REFERENCE BOOKS:**

- Professional Communication: Dr. T.N. Chhabra (Sun Indira Publication)
- Essentials of Business Communication, Rajendra Pal and J.S. Korlhalli (Sultan Chand & Son's)
- Business Communication, K.K. Sinha (Galgotia Publishing Company)
- Business Correspondence and Report Writing R.C. Sharma & Krishna Mohan (Tata Megrow Hill Publishing Company Limited)

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester - II</b>
<b>Name of the Subject: Environment and Disaster Management</b>	<b>Subject Code: VAC-002</b>	<b>Total Marks for Evaluation:50</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

1. Explain concept of Environment and its elements.
2. Illustrate components of pollution in Environment.
3. Analyze relation between Social Issues and the Environment.

### **Syllabus Content**

#### **Module 1: Introduction to Environment Studies,**

foundational understanding of the environment, its components, ecological concepts, ecosystem types, biodiversity, natural resources, and the importance of conservation and sustainable development.

#### **Module 2: Environmental Policies and Sustainable Practices**

National and international environmental laws including the Environmental Protection Act, Wildlife Protection Act, Forest Conservation Act. It emphasizes environmental impact assessment (EIA), waste management, renewable and non-renewable energy, and sustainable lifestyle approaches such as reduce–reuse–recycle (3R).

**Module 3: Fundamentals of Disaster Management** introduces the concept, meaning and classification of disasters, including natural disasters like earthquakes, floods, cyclones, droughts, landslides and epidemics, as well as man-made disasters such as industrial accidents, chemical hazards, nuclear incidents and transportation emergencies.

**Module 4: Disaster Response, Preparedness and Institutional Framework** deals with national and state disaster management structures such as NDMA, SDMA, DDMA, NDRF and SDRF, It further emphasizes the role of community, NGOs, media, local self-government institutions, and strategies for building resilient and sustainable communities.

### **TEXT BOOKS/ REFERENCE BOOKS:**

1. Gupta, A. K., & Nair, S. S. (2012). *Environmental education in India: Theory and practice*. Routledge.
2. Kapur, A. (2010). *Disaster management: A holistic approach*. PHI Learning.
3. Cunningham, W. P., & Cunningham, M. A. (2017). *Environmental science: Global concerns*. McGraw-Hill Education.
4. National Disaster Management Authority (NDMA). (2016). *National disaster management guidelines*. Government of India.
5. Shaw, R., & Krishnamurthy, R. (2009). *Disaster management: Global challenges and local solutions*. Universities Press.
6. Bharucha, E. (2005). *Environmental studies for undergraduate courses*. University Grants Commission.
7. Joseph, B. (2009). *Environmental studies*. McGraw-Hill Education.
8. Sharma, R. K., & Pandey, G. N. (2010). *Environmental engineering*. CBS Publisher

## Second Year

### Curriculum Matrix

Programme: Bachelor of Social Work (BSW) Sem: III										
				Teaching Scheme				Evaluation Scheme		Total Marks
Course Category	Course Sub Category	Course Name	Code	Hours			Credits			
				L	T	P		CIA	ESE	
Discipline Specific Core Courses (DSCC)	Major	Gender Studies	BSWDSC 301	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Social Work Practice with Communities	BSWDSC 302	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Social Welfare Administration	BSWDSC 303	4	0	0	4	30	70	100
Discipline Specific Elective Courses (GE)	Minor	To be selected by the students of other faculty		4	0	0	4	30	70	100
Ability Enhancement Course (AEC)	(AEC)	Individual Case Writining	AEC304	2	0	0	2	15	35	50
Ability Enhancement Course (VAC)	VAC	Field Work	VAC306	2	0	0	2	15	35	50
Skill Enhancement Course (SEC)/Internship	SEC	Block Placement	SEC306	2	0	0	2	15	35	50
<b>Total</b>				<b>22</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>165</b>	<b>385</b>	<b>550</b>

#### Generic Elective Courses

Category	Name	Code
Generic Elective - III	Managerial Economics	GE016
	Organizational Behavior	GE021

Programme: Bachelor of Social Work (BSW) Sem: IV										
				Teaching Scheme				Evaluation Scheme		Total Marks
Course Category	Course Sub Category	Course Name	Code	Hours			Credits			
				L	T	P		CIA	ESE	
Discipline Specific Core Courses (DSCC)	Major	Development Communication	BSWDSC 401	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Health and Nutrition	BSWDSC 402	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Social Policy and Planning	BSWDSC 403	4	0	0	4	30	70	100
Discipline Specific Elective course	DSEC	Stress Management	DSEC404	4	0	0	4	30	70	100
Skill Enhancement Course (SEC)/Internship	SEC	Counselling	SECC405	2	0	0	2	15	35	50
Ability Enhancement Course (AEC)	AEC	Field Work	AEC 406	2	0	0	2	15	35	50
Value Added Course (VAC)/Indian Knowledge System (IKS)	VAC	Block Placement	VAC 407	2	0	0	2	15	35	50
<b>Total</b>				22	0	0	22	165	385	550



<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - III</b>
<b>Name of the Subject:</b> Gender Studies	<b>Subject Code:</b> BSWDSC 301	<b>Total Marks for Evaluation:</b> 100

**Course outcomes: On successful completion of the course, the students will be able to**  
**Course Objectives**

- To provide an overview on basic concepts related to gender
- To introduce the learner to the history of women's struggle in India and types of feminist perspectives on gender issues.
- To sensitize the learner to gender based violence.
- To create awareness and critical analysis in the learner about initiatives of government and civil society organizations for gender equity.
- The learner develops a critical consciousness in analysis of oppression based on gender.
- The learner is able to focus on the intersections of gender, race, caste, class, sexuality, disability, and nationality in all areas of intervention in the field or in research

### **Syllabus Content**

#### **MODULE I: Basic Concepts of Gender & Feminism**

Sex and Gender, Masculinity and Femininity, Patriarchy, Sexual Division of Labour, Public Private Dichotomy. Feminism: Concept, definitions, phases Liberal, Radical, Black, Dalit, Post Modern, Ecofeminism-Feminist Thinkers Approaches to Feminism:

#### **MODULE II: Understanding of Violence**

Concept and definition of violence, types, myths, Life course perspective on gender based violence. Sexual Violence, Community Violence, Feminist Counselling; Trauma Counselling; Use of Creative Art, Case Work Interventions, Role of governmental and non governmental organizations.

#### **MODULE III: Women's Movement in India**

Phases of Women's Movement, Evolution of Women Studies in India, Contribution of Women Social Reformers and Revolutionaries, Overview of International Initiatives for gender justice and empowerment

#### **MODULE IV: Gender Based Violence and Laws**

Personal laws and uniform civil code. Role of family court, Laws related to Violence: with specific reference to prevention of sexual offences; trafficking; domestic violence and dowry, POCSO (2013), POSHA ((2013) National and State Commission for Women, National Plan of Action for the Girl Child (1991- 2001), National Policy for Empowerment of Women, Schemes for Women's Empowerment by state. Gender responsible Budget

### TEXT BOOKS/ REFERENCE BOOKS:

1. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).
2. Talwar Rajesh: *The Third sex and human rights*. New Delhi. Gyan Publishing House, 1999.
1. Nanda Serena: *The Third Gender: Hijra Community In India*. (Manushi Vol. 1992, 72
2. (01/Jan/1992) Page No: 9 - 16).
3. Taket, A., Crisp, R. B. (2018). *Eliminating Gender-Based Violence*.
4. Routledge.
5. Agrawal Anju: *Gendered Bodies: The Case of the Third Gender in India*. Contribution to Indian Sociology Vol. 2(01/Jan/1997).
6. Talwar Rajesh: *The Third sex and human rights*. New Delhi. Gyan Publishing House, 1999
7. Anu Aneja (2019) *Women and Gender Studies in India*; Routledge
8. Singh Surendra & Srivastava S P (2001). *Gender Equality through Women's Empowerment: Strategies and Approaches*. Lucknow. Bharat Book Centre.
9. Murthy N Linga (2007): *Towards Gender Equality: India's Experience*. New Delhi Singh Surendra & Srivastava S P (2001). Website: Ministry of Women and Child Development, India

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - III</b>
<b>Name of the Subject:</b> Social Work Practice with Communities	<b>Subject Code:</b> BSWDSC302	<b>Total Marks for Evaluation:100</b>

**Course outcomes: On successful completion of the course, the students will be able**

- To provide an overview on the history , concepts and definitions of community organization
- To equip learners with specific knowledge base related to the process of community interventions, community dynamics and conflicts
- To help learners learn various tools and skills needed while working in the communities.
- To enable learners to appreciate the significance of a people centered approach in community intervention.
- Develop the ability to relate and have an in-depth understanding of class, caste, gender vulnerabilities in the communities

## **Syllabus Content**

### **MODULE 1: Introduction to Community and Community Work**

- Concept, meaning and types of community (rural, urban, tribal, slum)
- Characteristics and functions of community
- Concept and objectives of community work and community development
- Historical development of community organization in India
- Role and relevance of community work in social work profession

### **MODULE 2: Community Organization Process and Skills**

- Steps in community organization: study, analysis, assessment, planning, mobilization, action, evaluation, follow-up
- Principles of community organization
- Skills required for community practice: communication, rapport building, leadership, facilitation, negotiation, documentation
- Community needs assessment and resource mapping
- Formation and strengthening of community groups

### **MODULE 3: Methods, Models and Approaches in Community Practice**

- Approaches: rights-based, welfare, empowerment, community-driven development
- Models: locality development, social planning, social action
- Participatory Rural Appraisal (PRA) and other participatory methods
- Advocacy, capacity building and social mobilization
- Community leadership, community participation and people's organizations

#### **MODULE 4: Roles of Social Workers and Working with Special Communities**

- Roles of social workers in community practice: facilitator, enabler, advocate, mediator, organizer
- Working with marginalized communities: tribal groups, slum dwellers, women, children, elderly, persons with disabilities
- Community development programmes in India: NRLM, DAY-NRLM, Urban Livelihood Mission, ICDS, SBM, Health Missions
- Use of NGOs, CBOs and local governance (Panchayati Raj Institutions) in community work
- Challenges, trends and ethical issues in community practice

#### **TEXT BOOKS/ REFERENCE BOOKS:**

1. Munshi Indira: *Adivasi life Stories and Contexts, constraints, choices*. Rawat publications
2. Murray G. Ross. *Theory and Principles*, 1995, *Community organization*
3. *Practices in India: Lessons from the Grassroots* (2018) edited by Purnima George, Geeta Balakrishnan, Vaijayanta Anand, Ferzana Chaze.
4. *Community Practices in India: Lessons from the Grassroots* (2018) edited by Purnima George, Geeta Balakrishnan, Vaijayanta Anand, Ferzana Chaze.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - III</b>
<b>Name of the Subject:</b> Social Welfare Administration	<b>Subject Code:</b> BSWDSC 303	<b>Total Marks for Evaluation:100</b>

**Course outcomes: On successful completion of the course, the students will demonstrate**

**Course Objectives**

- To provide an overview on the Concepts and Processes of Administrative aspects in the Social Work Practice
- To equip the learners with specific skills related to Administration.
- To enable learners to gain advance information relating to registration processes and management of Non-Profit/ Social Welfare Organization
- Develop an understanding about Social Work Administration and its historical development of in India, its essential concepts and techniques.

## **Syllabus Content**

### **MODULE 1: Introduction to Social Work Administration**

- Meaning, nature and scope of administration
- Difference between administration, management and social work administration
- Principles of administration
- Historical development of administration in social welfare in India
- Role of administration in social service organizations

### **MODULE 2: Administrative Process and Functions**

- Planning: types, steps and importance
- Organizing: structure, delegation, coordination
- Staffing: recruitment, selection, training and supervision
- Directing: communication, leadership and motivation
- Controlling: monitoring, reporting and evaluation
- Decision-making in social service agencies

### **MODULE 3: Governance, Policies and Administration of Welfare Organizations**

- Government and non-government social welfare organizations
- Legal framework for voluntary organizations: registration, compliance and governance
- Financial administration: budgeting, accounting, auditing and resource mobilization
- Personnel administration and human resource management in NGOs
- Policy formulation, program implementation and project management

## **MODULE 4: Social Work Administrator's Roles, Skills and Challenges**

- Roles of a social work administrator: leader, coordinator, supervisor, facilitator
- Administrative skills: communication, negotiation, documentation, conflict resolution
- Use of MIS, technology and digital tools in administration
- Supervision, teamwork and organizational development
- Ethical issues, transparency, accountability and challenges in social welfare administration
- Trends and contemporary issues in social sector administration

### **1. TEXT BOOKS /REFERENCE BOOKS**

1. *Non-Governmental Organizations: Structure, relevance And Function.*, Chandra Snehlata, 361.37/ChaB19750 Abraham Anita (2003)
2. *Non-Governmental Organizations: Structure, relevance And Function.*, Chandra Snehlata, 361.37/Cha, B19750
3. Abraham Anita (2003):
4. Nagendra and Sailaja (2007): *Voluntary Organizations and Social Work*. Oxford Book Company.
5. Bhattacharya. S (2003)

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - III</b>
<b>Name of the Subject:</b> 1-Managerial Economic 2-Organisational Behaviour	<b>Subject Code:</b> BSWGE 304	<b>Total Marks for Evaluation: 50</b>

**Course outcomes: On successful completion of the course, the students will be able**

- Explain Managerial Economic
- Analyze various theories and strategic Organisational Behaviour
- Explain Managerial Economic in Indian perspective

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - III</b>
<b>Name of the Subject</b> Individual Case Writing	<b>Subject Code:</b> AEC304	<b>Total Marks for Evaluation: 50</b>

**Course outcomes: On successful completion of the course, the students will be able**

4. Explain Social cases and case lets.
5. Analyze various theories and strategic principles.
6. Analyzing for high level presentations.

### Syllabus Content

In this course you will be presented with information by the primary course instructors as well as instructors brought in to present specific information necessary to successfully analyze and present individual Five Social Case Problem. The students will be taught how to develop, write & solve cases of individual

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - III</b>
<b>Name of the Subject:</b> Field Work	<b>Subject Code :</b> VAC305	<b>Total Marks for Evaluation:</b> 50

**Course outcomes: On successful completion of the course, the students will be able**

- To improve student's observation skills.
- To make the students apply effective communication skills in Society Interaction.
- To Improve reporting skill.

### **Syllabus Content**

Students of BSW must do one day field work in community per week. It will be compulsory for them and will make report. It will help to students of BSW to understand society and make planning For constructive development.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - III</b>
<b>Name of the Subject:</b> Block Placement	Subject Code SEC306	<b>Total Marks for Evaluation: 50</b>

**Course outcomes: On successful completion of the course, the students will be able**

- 1) Students gain good knowledge on the block placement in NGO & agency.
- 2) Students know about the scientific benefits of block agency
- 3) Students can perform practical skills proficiently
- 4) Students can find deep knowledge about government agency work pattern.

### **Syllabus Content**

Students of BSW must to do field work as internship with Government, NGO & other agency. It will be favor of understanding block level government body institution. it is very important to know the structure of hierarchy in this type agency. Function pattern of this agency how do it will also read the BSW students. Final report will submit by students in department in end of semester.



## Fourth Semester

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - IV</b>
<b>Name of the Subject:</b> Development Communication	<b>SubjectCode:</b> BSWSC401	<b>Total Marks for Evaluation:100</b>

### Course Objectives: To enable the learner:

- To understand the process, types, levels and various dimensions of communication
- To understand the role and application of communication in development
- To understand and utilize group and mass media and skills for effective social work practice in different settings
- The learner will understand the various dimensions of communication such as its process, types and levels and the barriers in communication

## Syllabus Content

### MODULE 1: Introduction to Development and Communication

- Concept, meaning and scope of development
- Indicators of development: economic, social, human and sustainable development
- Meaning, nature and importance of communication
- Models of communication (SMCR, Shannon–Weaver, Berlo, Schramm)
- Relationship between communication and development

### MODULE 2: Development Communication: Concepts and Approaches

- Meaning, objectives and functions of development communication
- Approaches to development communication: modernization, diffusion, participatory, empowerment and behavior-change approaches
- Role of communication in social change and community development
- Development messages and message design
- Barriers to effective communication

### MODULE 3: Media and Communication Strategies in Development

- Traditional/folk media: street plays, puppetry, songs, storytelling, folk dance
- Print media: newspapers, magazines, brochures
- Electronic media: radio, TV, community radio
- Digital and social media in development: mobile communication, social networks, ICT
- Communication campaigns: planning, implementation and evaluation
- Use of IEC and BCC strategies in development programmes

## **MODULE 4: Applications of Development Communication in Social Work**

- Role of development communication in health, education, environment, gender and livelihood programmes
- Government and NGO initiatives using development communication (IEC under NHM, SBM campaigns, Beti Bachao Beti Padhao, etc.)
- Community participation and communication for empowerment
- Role of social workers as communicators, facilitators and change agents
- Contemporary trends: digital storytelling, community videos, participatory communication technologies

### **TEXT BOOKS/ REFERENCES BOOKS:**

- Melkote, S. R., & Steeves, H. L. (2015). *Communication for development: Theory and practice for empowerment and social justice* (3rd ed.). Sage.
- Narula, U. (2019). *Development communication: Theory and practice*. Atlantic Publishers.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- Singhal, A., & Rogers, E. M. (2001). *Entertainment-education: A communication strategy for social change*. Routledge.
- Mefalopulos, P. (2008). *Development communication sourcebook: Broadening the boundaries of communication*. World Bank Publications.

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester - IV</b>
<b>Name of the Subject Health and Nutrition</b>	<b>Subject Code BSWSC402</b>	<b>Total Marks for Evaluation:100</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

- To gain knowledge of the health and nutrition situation of vulnerable groups in India with respect to the holistic concept of health.
- To develop an understanding of the concept, content and skills required for planning community education related to health and nutrition aspects of various diseases in India
- To understand the importance of nutrients, balanced diet and low cost meal in the context of malnutrition among vulnerable groups in India.
- To appreciate the efforts of government in promoting health & nutrition programmes in India.
- Learner will learn the fundamentals of Health and Nutrition

## **Syllabus Content**

### **MODULE 1: Introduction to Health and Well-being**

- Concept, meaning and dimensions of health
- Determinants of health: biological, social, cultural, environmental and economic
- Public health: definition, goals and functions
- Health indicators: mortality, morbidity, IMR, MMR, life expectancy
- Role of social workers in promoting health

### **MODULE 2: Basics of Nutrition and Human Body Needs**

- Concept and importance of nutrition
- Classification of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water
- Balanced diet and Recommended Dietary Allowance (RDA)
- Malnutrition: under nutrition, over nutrition, micronutrient deficiency
- Nutrition across the life cycle: infants, children, adolescents, pregnant women and elderly

### **MODULE 3: Community Health, Diseases and Prevention**

- Communicable diseases: TB, HIV/AIDS, malaria, diarrheal diseases
- Non-communicable diseases (NCDs): diabetes, hypertension, cancer, cardiovascular diseases
- Reproductive and child health (RCH)
- Immunization, sanitation, safe drinking water and hygiene

- Preventive, promotive and curative health services

#### **MODULE 4: Health Policies, Programmes and Role of Social Workers**

- National Health Policy, National Nutrition Policy
- Major health and nutrition programmes: ICDS, POSHAN Abhiyaan, NRHM/NHM, Mid-Day Meal Scheme, Janani Suraksha Yojana
- WHO and international health initiatives
- Community participation and behaviour change in health
- Role of social workers in health education, counselling, advocacy and community mobilization

#### **TEXT BOOKS/ REFERENCE BOOKS:**

- Park, K. (2019). *Park's textbook of preventive and social medicine* (25th ed.). Bhanot Publishers.
- Srilakshmi, B. (2018). *Nutrition science* (6th ed.). New Age International.
- Swaminathan, M. (2012). *Essentials of food and nutrition* (Vol. 1). Bangalore Printing & Publishing Co.
- Kumar, P., & Clark, M. (2016). *Clinical medicine* (9th ed.). Elsevier.
- World Health Organization. (2020). *Nutrition for health and development: A global agenda for combating malnutrition*. WHO Press.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - IV</b>
<b>Name of the Subject:</b> Social Policy and Planning	<b>Subject Code</b> BSWDSC403	<b>Total Marks for Evaluation:100</b>

### **Course Outcomes:**

- To understand the concept and history of social policy and social welfare
- To acquire a critical understanding of the approaches to welfare.
- To appreciate planning as a tool for development, historically.
- To understand the role of state and non-state actors in policy formulation and implementation.
- To impart skills of intervention - Policy analysis and Advocacy.
- The learner will gain basic understanding of Welfare and the role played by Social Policy in terms of framing and delivery of welfare.
- The learner will understand the dynamics of policy formulation.
- The learner will understand the policy cycle and the role of planning in it.
- The learner will understand the role of social worker in influencing policy and understand the skills involved in policy analysis and advocacy

## **Syllabus Content**

### **MODULE 1: Introduction to Social Policy**

- Concept, meaning, objectives and scope of social policy
- Social policy as a tool for social change
- Principles and approaches to social policy
- Social welfare vs social policy
- Role of social workers in policy analysis and advocacy

### **MODULE 2: Social Planning and Development**

- Concept and significance of social planning
- Planning approaches: top-down, bottom-up, participatory and decentralized planning
- Role of social workers in planning and development
- Planning for social justice, equity, and inclusion
- Methods of social planning: needs assessment, resource mapping, data collection

### **MODULE 3: Social Policies in India**

- Policies for marginalized groups: women, children, elderly, persons with disabilities, SC/ST, minorities

- Key national policies: National Policy for Children, National Policy for Older Persons, National Policy for Persons with Disabilities, National Health Policy, National Education Policy
- Social welfare programmes and schemes (ICDS, MGNREGA, POSHAN Abhiyaan, Beti Bachao Beti Padhao)
- Policy implementation and monitoring mechanisms RTI, PIL

#### **MODULE 4: Social Work Practice and Policy Implementation**

- Role of social workers in policy advocacy, lobbying, programme planning and evaluation
- Community participation in policy formulation
- Challenges in policy implementation and social planning
- Evaluation of social policies and programmes
- Emerging trends in social policy and development

#### **References & text books:**

- Kaur, R., & Dua, R. (2018). *Social policy in India: Development and welfare*. Sage Publications.
- Midgley, J., & Livermore, M. (2015). *The handbook of social policy*. Sage Publications.
- Alcock, P., May, M., & Rowlingson, K. (2018). *The student's companion to social policy* (6th ed.). Wiley-Blackwell.
- Government of India. (2016). *National Policy for Persons with Disabilities*. Ministry of Social Justice and Empowerment.
- Bhattacharya, S. (2019). *Social work and social development in India*. Rawat Publications.

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - IV</b>
<b>Name of the Subject:</b> Stress Management	<b>Subject Code:</b> DSEC 404	<b>Total Marks for Evaluation:100</b>

Course Outcomes (COs):

By the end of the course, students will be able to:

**CO1:** Understand the nature, types, and causes of stress.

**CO2:** Identify the psychological, physical, and behavioral symptoms of stress.

**CO3:** Apply effective techniques and strategies to manage stress.

**CO4:** Develop emotional intelligence and resilience to deal with stress in daily life

### **Syllabus Content**

#### **MODULE 1: Introduction to Stress**

Definition and types of stress (eustress and distress), Causes of stress (personal, academic, social, and professional)

Physiological and psychological effects of stress, Understanding stress response (fight-or-flight mechanism)

#### **MODULE 2: Symptoms and Assessment of Stress**

Physical, emotional, cognitive, and behavioral symptoms of stress, Stress measurement tools (e.g., Holmes and Rahe Stress Scale, Perceived Stress Scale), Case studies and self-reflection exercises, Impact of chronic stress on health and performance

#### **MODULE 3: Techniques of Stress Management**

Breathing techniques and progressive muscle relaxation, Mindfulness meditation and visualization. Yoga and physical exercises, Time management and lifestyle modification, Diet, sleep, and digital detox

## MODULE 4: Emotional Intelligence and Self-Development

Emotional intelligence and its role in stress management, Building self-awareness and self-regulation Developing empathy and interpersonal skills, Creating a personal stress management plan Group discussion, reflection journal, and life goalsl.

### Reference

1. Greenberg, J. S. (2016). *Comprehensive stress management* (14th ed.). McGraw-Hill Education.
2. Seaward, B. L. (2020). *Managing stress: Principles and strategies for health and well-being* (10th ed.). Jones & Bartlett Learning.
3. Cohen, S., Kessler, R. C., & Gordon, L. U. (1995). *Measuring stress: A guide for health and social scientists*. Oxford University Press.
4. Sapolsky, R. M. (2004). *Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping* (3rd ed.). Henry Holt and Company.
5. Selye, H. (1976). *The stress of life*. McGraw-Hill.
6. GolemaPress.
7. Palmer, S., & Cooper, C. L. (2013). *How to deal with stress* (3rd ed.). Kogan Page.
8. Quick,n, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
9. Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Delacorte J. C., & Henderson, D. F. (2016). *Occupational stress: Preventing suffering, enhancing wellbeing*. Routledge.
10. Lehrer, P. M., Woolfolk, R. L., & Sime, W. E. (20



<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - IV</b>
Name of the Subject Counselling	Subject Code SEC405	Total Marks for Evaluation:50

Course Outcomes: On successful completion of the course, the students will demonstrate Students have to undersatnad aims at introducing the theoratical basis of couselling skills,techniques, growth and legal issues from a multicultural perspective.

### **Syllabus Content**

#### **MODULE :1 Introduction to Counseling**

Definition of Counseling, Theories and Approaches to Counseling, Ethical and Professional Guidelines, History and Development of Counseling, Roles and Responsibilities of a Counselor Psychodynamic

Multicultural Counseling.

#### **MODULE: 2 Process of Counselling:**

Approach (Freudian, Jungian), Behavioral and Cognitive Behavioral Therapy (CBT) Person-Centered Therapy (Carl Rogers), Gestalt Therapy, Solution-Focused Therapy, Family Systems Therapy Initial Assessment and Intake, Goal Setting and Treatment Planning, Developing Interventions Crisis Intervention Techniques, Termination and Follow-up, Psychosocial Assessment,

#### **MODULE: 3 Counselling Dimension:**

Ethical and Legal Issues in Counseling: Confidentiality and Privacy Informed Consent, Counselor's Duty to Report, Dual Relationships and Boundaries, Cultural Competency in Counseling, Group Counseling :Types of Group Therapy (e.g., support, educational, process), Group Dynamics and Stages Leadership Styles in Group Counseling, Facilitating Group Discussions.

#### **MODULE: 4 Basic Skill in Couselling:**

Active Listening, Empathy, Reflection, and Paraphrasing, Verbal and Non-Verbal Communication, Building Rapport and Trust. Counseling Supervision and Self-Care, Research and Evidence-Based Practice in Counseling, Practical Applications and Case Studies

#### **Tex Books:**

1. Corey.G.(2008) Theory and practice of Group Counselling: edition Stanford: Cengage Learning.
2. Ivey, Allen & B.(2007). intentional Interviewing & counselling Thomson: Brooks.
3. ACA Code Of Ethics
4. Stephea Palmer(2000) Introduction to Counselling & Psychotherapy. New Delhi Sage



<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - IV</b>
<b>Name of the Subject</b> Field Work	<b>Subject Code:</b> AEC406	<b>Total Marks for Evaluation: 50</b>

**Course Outcomes:** On successful completion of the course, the students will demonstrate

- To improve student's observation skills.
- To make the students apply effective communication skills in Society Interaction.
- To Improve reporting skill in Students.

### **Syllabus Content**

#### **Methodology:**

Students of BSW must do one day field work in community per week. It will be compulsory for them and will make report. It will help to students of BSW to understand society in physical, cultural and psychological perspective. Students should need to submit their report in department.

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester - IV</b>
<b>Name of the Subject</b> Block Placement	<b>Subject Code</b> VAC407	<b>Total Marks for Evaluation:50</b>

**Course Outcomes:** On successful completion of the course, the students will demonstrate

- Students gain good knowledge on the block agency.
- Students know about the scientific benefits of block agency
- Students can perform practical skills proficiently
- Students can find deep knowledge about government agency work pattern

## Third Year

### Curriculum Matrix

Programme: Bachelor of Social Work (BSW) Sem: V										
				Teaching Scheme				Evaluation Scheme		Total Marks
Course Category	Course Sub Category	Course Name	Code	Hours			Credits			
				L	T	P		CIA	ESE	
Discipline Specific Core Courses (DSCC)	Major	Social Work Theories	BSWDSC 501	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Social Work Research	BSWDSC 502	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Social Action	BSWDSC 503	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSEC)	DSEC	Elective IV	BSWDSEC 504	4	0	0	4	30	70	100
Ability Enhancement Course (AEC)	AEC	Social Inclusion & Exclusion	AEC505	2	2	0	2	15	35	50
Value Added Course (VAC)/Indian Knowledge System (IKS)	VAC	Report Building	VAC 506	2	0	0	2	15	35	50
Skill Enhancement Course	SEC	Field Work	SEC507	2	0	0	2	15	35	50
<b>Total</b>				<b>22</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>165</b>	<b>385</b>	<b>550</b>

Discipline Specific Elective Courses (DSEC)	Minor Elective V	Child Rights Protection and Ageing Studies	BSW DSE504A
		School Social Work	BSW DSE 504B

Programme: Bachelor of Social Work (BSW) Sem: VI										
				Teaching Scheme			Evaluation Scheme		Total Marks	
Course Category	Course Sub Category	Course Name	Code	Hours			Credits			
				L	T	P				CIA
Discipline Specific Core Courses (DSCC)	Major	Rural and Urban Studies	BSWDSC 601	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Human Rights, Studies	BSWDSC 602	4	0	0	4	30	70	100
Discipline Specific Core Courses (DSCC)	Major	Integrated Social Work Practice	BSWISW P603	4	0	0	4	30	70	100
Discipline Specific elective( DSEC) Interdisciplinary/ Multidisciplinary/ Allied Courses	DSEC	Elective VI	DSEC 604	4	0	0	4	30	70	100
Skill Enhancement Course (SEC)/Internship	SEC	Peace Study	SEC605	4	0	0	4	30	70	100
Ability Enhancement Course (AEC)	AEC	Field Work	AEC606	2	0	0	2	15	35	50
Total							22	165	385	550

Discipline Specific Elective (DSEC)	Minor Elective VI	Human Management	BSW DSE 604A
		Psychiatric Social Work	BSW DSE 604B

<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - V</b>
<b>Name of the Subject: Social Work theories</b>	<b>Subject Code BSWDSC501</b>	<b>Total Marks for Evaluation:100</b>

**Course outcomes: On successful completion of the course, the students will be able**

#### **Course Objectives**

- To gain an understanding of the nature of theories
- To understand the purpose behind using various social theories in social work practice
- To reflect on the theoretical foundations that impinge on social work practice and its implications in the Indian Context. Gain the understanding of nature and purpose of theories in Social work education.
- Understand the relevance of psychological and system theories in social work
- Critically review or Understand the relevance of Marxist and feminist theories in relation to social work
- Locate the relevance of post-modern approaches in social work
- Appraise the social justice stance in social work with special reference to India

### **Syllabus Content**

#### **MODULE I: Introduction to Theory**

Nature of reality: objective and subjective; What is theory; overview on theory development process; Theories of social sciences, Role of theories in socialwork education

#### **MODULE II: Behavioural and System Theories**

Overview of behavioural theories for social work: psychodynamic, developmental, social behavioural and humanistic perspectives, Introduction to systems theories for social workers; General systems theory; Ecological theory: concepts and mechanisms; Person in Environment perspective; Family systems theory: an overview

#### **MODULE III: Marxist and Feminist Theories**

Marxist theory as base for social work; Overview of structural and radical social work; Relevance of structural and radical social work in neo-liberal policy regimes; Feminist theory as base for social work; Key concepts in feminist social work and its implications for practice, dependency, commodification, public patriarchy; problematizing masculinity and working with men

#### **MODULE IV: Post Modern and Social Justice Perspectives**

Postmodern perspective in social work; Critical theory for social work; Anti-oppressive social work: theoretical and conceptual overview, Distributive theories of social justice; Perspectives on democracy, participation, and human rights, Theoretical considerations on caste and tribe; Ambedkar and Phule on Emancipation of Dalits; Verrier Erwin and Mahatma Gandhi on Tribal Identity and Self Determination; Dalit and tribal social work: context and key concepts

## TEXT BOOKS/ REFERENCE BOOKS:

1. *Theoretical Perspectives on Human Behaviour*, in Hutchison, E.D (ed.) *Essentials of Human Behaviour: Integrating Person, Environment & Life Course*. Thousand Oaks: Sage, 34-69
2. Howe, D. (1987). *An Introduction to Social Work Theory*. Aldershot: Ashgate.
3. Siporin, M. (1980). Ecological Systems Theory in Social Work, *Journal of Sociology & Social Welfare*, 7 (4), 507-532
4. Karls, J.M., Lowery, C.T., Mattaini, M.A., and Wandrei, K.E. (1997). The Use of PIE System in Social Work. *Journal of Social Work Education*, 33 (1), 49-58
5. Bob, M. (2006). *The New Structural Social Work: Ideology, Theory and Practice* (3<sup>rd</sup> Edition).
6. London: Oxford University Press
7. Ferguson, I., & Woodward, R. (2009). *Radical social work in practice: Making the difference*. London: Policy Press
8. Dominelli, L. (2002). *Feminist Social Work: Theory and Practice*. New York: Palgrave Macmillan

Dominelli, L. (2002). *AntiOppressive Social Work Theory and Practice*. New York: Palgrave Macmillan  
George, P., & Chaze, F. (2015). *Challenging State's authority and reclaiming*

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social work	<b>Semester - V</b>
<b>Name of the Subject:</b> Social Work Research	BSWDSC502	<b>Total Marks for Evaluation:100</b>

**Course outcomes: On successful completion of the course, the students will be able**

- To introduce the learner to the concept of social research
- To help learner understand different types of research designs, sampling techniques and tools of measurement
- To enable the learners to develop basic skills of research including conducting a literature review, writing research proposals, developing tools of data collection, completing data analysis, writing a research report writing, and presenting the findings of the report
- Describe the nature and characteristics of research and list the basic concepts in research
- Conduct pilot study while upholding ethical principles
- Demonstrate data processing and analysis skills
- Develop a research report and undertake an academic presentation

## **Syllabus Content**

### **MODULE 1: Introduction to Social Work Research**

- Meaning, concept, objectives and importance of research in social work
- Types of research: basic, applied, action, participatory and evaluative
- Characteristics and principles of scientific research
- Role of research in social work practice, policy formulation and programme evaluation
- Ethical considerations in social work research

### **MODULE 2: Research Design and Methodology**

- Research process: problem identification, literature review, hypothesis formulation
- Research designs: experimental, quasi-experimental, descriptive, exploratory, longitudinal and cross-sectional
- Sampling methods: probability and non-probability sampling
- Data collection methods: interviews, questionnaires, observation, case study, focus group discussions



### **MODULE 3: Data Analysis and Interpretation**

- Quantitative data analysis: basic statistics, descriptive and inferential statistics
- Qualitative data analysis: content analysis, thematic analysis, narrative analysis
- Use of software for data analysis: SPSS, Excel,
- Interpretation and presentation of research findings
- Reporting research: structure and format of research reports

### **MODULE 4: Application of Social Work Research**

- Action research and participatory research in communities
- Evaluation research for social programmes and interventions
- Evidence-based social work practice
- Role of social workers in research: investigator, evaluator, facilitator
- Emerging trends in social work research: mixed methods, digital research, ethical challenge

### **REFERENCES BOOKS:**

- Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- Rubin, A., & Babbie, E. R. (2016). *Research methods for social work* (9th ed.). Cengage Learning.
- Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research* (2nd ed.). Sage Publications.
- Fink, A. (2019). *How to conduct surveys: A step-by-step guide* (6th ed.). Sage Publications.
- Bhattacharya, D. K. (2017). *Research methodology*. Excel Books.

<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - V</b>
<b>Name of the Subject Social Action &amp; Movement</b>	<b>Subject Code BSWDSC 503</b>	<b>Total Marks for Evaluation:100</b>

**Course outcomes: On successful completion of the course, the students will demonstrate**

- Understanding conceptual framework and context of Contemporary social movements.
- Develop ability to utilize the skills of advocacy and mobilization in work with people.
- Understand and appreciate the relevance and contributions of social movements in the process of social change.
- Learner will be able to utilize the theories and perspectives in understanding social realities.
- Learner will be able to understand and analyses the social context that leads to various social movements.
- Learners will be able to understand and appreciate the efforts of deprived population and their struggles in attaining their right.

## **Syllabus Content**

### **MODULE 1: Introduction to Social Action**

- Concept, meaning, objectives and importance of social action
- Principles and approaches of social action
- Role of social action in social change and development
- Social work perspective on social action
- Historical development of social action in India

### **MODULE 2: Social Movements: Concept and Types**

- Meaning and characteristics of social movements
- Types of social movements: reform, revolutionary, resistance, developmental, environmental and identity-based movements
- Factors influencing social movements: social, political, economic and cultural
- Role of leadership and community participation in social movements
- Social movements and their impact on policies and legislation

### **MODULE 3: Social Action Strategies and Tools**

- Strategies of social action: advocacy, lobbying, campaigning, mobilization, networking
- Techniques: awareness generation, community organizing, protest, negotiation and mediation
- Role of media and technology in social movements
- Case studies of successful social action initiatives in India
- Challenges in implementing social action

### **MODULE 4: Role of Social Workers in Social Action & Movements**

- Social workers as facilitators, advocates, organizers and change agents
- Community mobilization and empowerment for social change
- Collaboration with NGOs, government agencies, and grassroots organizations
- Contemporary trends: digital activism, participatory approaches, rights-based advocacy

### **TEXT BOOKS /REFERENCE BOOKS**

- Banks, S. (2012). *Ethics and values in social work* (4th ed.). Palgrave Macmillan.
- Kuppuswamy, B. (2014). *Social change in India*. Rawat Publications.
- Singh, R. (2016). *Social movements and social work practice*. Sage Publications.
- Midgley, J., & Livermore, M. (2015). *The handbook of social policy*. Sage Publications.
- Bhattacharya, S. (2019). *Social work and social development in India*. Rawat Publications.

Name of the Programme: BSW	Branch: Social Work	Semester V
<b>Name of the Subject</b> Child Rights Protection and Ageing Studies	<b>Subject Code:</b> BSWDSEC504A	Total Marks for Evaluation: 100

Course outcomes: On successful completion of the course, the students will be able

- To help students develop a theoretical understanding of child rights and protection.
- To help students critically analyses various contexts and situations exposing children at various risks leading to violation of their rights.
- To enable students to analyses specific issues related to working and street children, neglect, abuse and issues related to education of children, child victims of trafficking, children infected/ affected with HIV/AIDS etc.
- To enable students to critically analyses legislative and policy frameworks towards ensuring protection of child rights in India.
- To help students learn about various models of interventions adopted by both government and NGOs while addressing issues of child protection and violation of child rights in the Indian context and apply legal provisions for child protection.
- To equip students with aged people intervention skills with a right -based perspective.

## Syllabus Content

### **MODULE I: Framework of Child rights & Types of Vulnerable Children:**

Definition of Child Brief introduction to theories of child rights -Situational Analysis of Child Rights in the context of caste, class, religion and gender. Trafficked children Children of Commercial Sex Workers, Child labor ,Children with Disability, Children in Institutions, Children affected by HIV/AIDS, Street Children. Cyber Crime and children.

### **MODULE II: National laws related to Children and Social Work Intervention with children:**

Child labor Act, Right to Education Act, Protection of Children from Sexual Offences Act  
Juvenile Justice Act, National and State Commissions for Protection of Child Rights Child Centered Social Work Practice, Family and Community Based Interventions, 1 health interventions with children, Non-institutional care for children: adoption, foster care, sponsorship, School and community social work

### **MODULE III: Demographic Profile, Concept of Ageing and Major Theoretical Perspectives:**

Concept of Ageing process and the Elderly, Understanding Branches for Elderly Care, Demographic Profile: Elderly from Rural- Urban, Women, Excluded Communities & BPL Families, Changes in the Late Adulthood (physical, physiological, psychological and emotional changes, status & changing roles and responsibilities in family and at work place), Major perspectives to understand the ageing process (biological, psychological and social theories)

#### **MODULE IV: Factors leading to issues of the elderly:rural and urban realities:**

Factors determining the issues faced by the elderly- health, financial,emotional, mental, social(ageism), political and legal. Specific issues of dependency, loneliness, elder abuse, elder neglect;dementia care, elder friendly spaces, Information on physical and mental health (nutrition, acute and chronic ailments, depression, anxiety, panicetc.) Role of social work professionals in the fieldof ageing. Welfare schemes

#### **TEXT BOOKS /REFERENCE BOOKS:**

1. Adams, K. (2004).*Changing investment in activities and interests in elder's lives: theory and measurement*. Internationaljournal of ageing and human development, 87-  
2. 108.
3. Bajpai, A. (2017). *Child Rights in India: Law, Policy, and Practice*. Oxford University Press.Third Edition.
4. Chopra, G. (2015). *Child rights in India:Challenges and Social Action*. First Edition. Springer
5. Debarati, H. (2018). [Child Sexual Abuse and Protection Laws in India](#).Sage Publications.
6. Race, T & O'Keefe,R. (2017). *ChildCentredPractice: A Handbook for Social Work*.UK: Red Globe Press.
7. Barnes, V. (2018). *Child-Centred SocialWork: Theory and Practice*. UK: Palgrave.
8. Chalise, H. N. (2019). Ageing: Basic Concept.*American Journal of Biomedical Science and Research*, 8-10.
9. WHO. (2017). 10
10. Achenbaum, W., Bengtson, B. (1994). *Re- engaging the disengagement theory of ageing: on the history andassessment of theory*
11. *development in gerontology*.*Gerontologist*, 756-763

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester V</b>
Name of the Subject School Social Work	Subject Code: BSWDSEC504B	Total Marks for Evaluation: 100

### Course Objectives (COs)

By the end of this course, students will be able to:

Understand the concept, scope, and historical development of school social work.

Develop skills to identify and address psychosocial problems in school settings.

Apply methods of social work to promote student welfare and school-community relationships.

Plan and implement school-based interventions and prevention programs.

### Syllabus Content

#### MODULE I: Introduction to School Social Work

Definition, scope, objectives, and functions of school social work, History and development of school social work in India and abroad, Role and qualities of a school social worker, Education policies and child rights relevant to school work

#### MODULE II: Issues and Problems of School Children

Common problems among school children: absenteeism, learning difficulties, bullying, emotional issues, substance use, School dropout: causes, consequences, and interventions, Problems of marginalized and differently-abled students, Gender issues and inclusive education

#### MODULE III: Social Work Practice in Schools

Application of social work methods: casework, group work, and community organization in schools, Preventive and developmental work in schools, School-based programs: life skills education, career counseling, value education, Coordinating with teachers, parents, and administrators

#### MODULE IV: Policies, Programs, and Legal Framework

National and international policies on education (NEP, RTE Act, UNICEF, UNESCO), Government programs for school children: Mid-Day Meal Scheme, Sarva Shiksha Abhiyan, etc. Child Protection mechanisms in schools (POCSO, JJ Act, child helpline), Role of NGOs and CSR in school social work

### Reference:

1. -Meares, P. (2010). *Social work services in schools* (6th ed.). Pearson Education.
2. Constable, R., Massat, C. R., McDonald, S., & Flynn, J. P. (Eds.). (2010). *School social work: Practice, policy, and research* (7th ed.). Oxford University Press.
3. Openshaw, L. (2008). *Social work in schools: Principles and practice*. The Guilford Press.
4. Massat, C. R., Kelly, M. S., & Constable, R. (Eds.). (2009). *School social work: Practice, policy, and research* (6th ed.). Oxford University Press.
5. Huxtable, M., & Blyth, E. (2002). *School social work worldwide*. NASW Press.

6. Kelly, M. S. (2008). *The domains and demands of school social work practice: A guide to working effectively with students, families, and schools*. Oxford University Press.
7. Franklin, C., Gerlach, B., & Hopson, L. M. (Eds.). (2013). *School social work and response to intervention*. Oxford University Press.
8. Teasley, M. L. (2005). *School social work practice: A risk-resilience model*. NASW Press.
9. Allen-Meares, P., Washington, R. O., & Welsh, B. L. (2000). *Social work services in schools: A national study of entry-level school social workers*. Charles C. Thomas Publisher.
10. Aguilar, M. A. (2012). *The professional school social worker: Understanding and applying mental health concepts in schools*. AuthorHouse.

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester -v</b>
<b>Name of the Subject Social Inclusion &amp;Exclusion</b>	<b>Subject Code AEC505</b>	<b>Total Marks for Evaluation:50</b>

**Course outcomes: On successful completion of the course, the students will be able**

- To provide an overview on concepts, types and factors responsible for the social exclusion of the marginalized groups in India and at the international level.
- To study the magnitude and extent of socially excluded communities in India and at international level.
- To develop perspectives on the struggle and challenges faced by the excluded communities for their inclusion and integration in India and at international level.
- To provide knowledge on constitutional framework of India and international inclusive policies and processes for inclusion and integration of excluded communities.

### **Syllabus Content**

#### **MODULE I: Introduction to the Concepts and types of social exclusion:**

Emergence of the concept of social exclusion and inclusion, Defining social exclusion and inclusion  
Types of social exclusion based on Class, Caste, Religion, Gender, Race and Ethnicity. Overview on theories on Social Exclusion, Dimensions of exclusion related to socio-cultural, economic and political systems, Interdisciplinary approaches for its study, Debates on social exclusion and inclusion in India and around the world.

#### **MODULE II: Socially Excluded communities in India and at Outside India:**

Overview of socially excluded Communities and their struggle for inclusion: Profile, identity, livelihood issues, Excluded communities: Dalit, DT/NT, OBC's, (caste based issues), Tribal communities (issues of indigenous people), Minority Community (regional, religious, linguistic), Violence against excluded communities, Overview on excluded communities at international level and their struggle for inclusion & integration: Refugees, Asylum seekers, migrants, immigrant, {Roma (Europe), Sami (Scandinavia), Rohingya (Asian), Apache (Red Indians-North American), Maori (Australia)}

#### **MODULE III: Overview on policies and programmes for Inclusive Development**

Constitution of India: Democratic perspectives on inclusive development, Preamble, constitutional provisions for excluded communities, Social Justice & Empowerment Ministry, Social legislations: Reservation Policy, Atrocity Act, Minority Act, Overview of commissions (SC, ST, OBC, Minority, NT/DT), Programmes & Schemes: Hostels, Scholarships, Entrepreneurship, International policy framework for Inclusion and integration: role of UNDP, SDG, HDI, European Union: EU policies and programmes for refugees, immigrants & migrants

#### **MODULE IV: Social movement for Social Inclusion:**



Role of people centred rights-based organizations to address issues of socially excluded communities, Social movements against exclusionary practices for inclusive process, Advocacy & networking for social inclusion.

**TEXT BOOKS /REFERENCE BOOKS:**

1. Saxena, Ashish (2013): *Marginality, Excision and Social Justice*, Rawat, Publication, Jaypur
2. S. Vijaykumar, (2012) *Challenges ahead for Inclusive Growth in India*,
3. IJRDM (International Journal of Rural Development and Management Studies),
4. Varma, H.S. (2005) *The OBCs and the Dynamics of Social Exclusion in India*, Serial Publications, New Delhi.
5. Journal of law and conflict resolution, Volume 3(9) Nov. 2011: Ramaiah, A. *Violence Growing crime against Dalits in India despite special laws*:
6. Auestad Lene (2015) *Respect plurality and prejudices: Psychoanalytical and philosophical enquiry into Dynamics of social exclusion and discrimination*.
7. S. Vijaykumar, (2012) *Challenges ahead for Inclusive Growth in India*, IJRDM.

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester -V</b>
<b>Name of the Subject Rapport Building</b>	<b>Subject Code VAC 506</b>	<b>Total Marks for Evaluation:50</b>

## **Rapport Building**

### **Course Objectives**

By the end of this course, learners will be able to:

Understand the concept, importance, and dynamics of rapport building in professional relationships.

Develop core communication and interpersonal skills to build effective rapport.

Explore psychological theories and counseling approaches related to trust-building.

Apply rapport-building strategies in diverse and challenging situations with different client groups.

### **Course Syllabus**

**MODULE I:** Understanding Rapport: Definition and significance of rapport in helping professions, Elements of rapport: trust, empathy, respect, genuineness, Role of self-awareness and emotional intelligence, Cultural and ethical considerations in rapport building

**MODULE II:** Communication Techniques for Rapport Verbal communication: tone, language, empathy, reflection, Non- verbal communication: posture, facial expression, eye contact, gestures, Active listening and feedback techniques Role of silence and presence in connection

**MODULE III:** Theoretical Approaches and Models, Person-Centered Approach (Carl Rogers), Motivational Interviewing and Solution-Focused Brief Therapy, Strength-based and trauma-informed approaches, Application of models in social work, counseling, and education

**MODULE IV:** Barriers and Ethical Practice, Common barriers: resistance, transference, lack of trust, miscommunication, Strategies for rebuilding broken rapport, Maintaining boundaries while being empathetic, Ethical and professional responsibilities in rapport maintenance

### **Reference :**

- Rogers, C. R. (1961). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin.
- Egan, G. (2013). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Brooks/Cole.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage Learning.

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Cengage Learning.
- Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
- Nelson-Jones, R. (2014). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model* (6th ed.). SAGE Publications.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). Columbia University Press.
- Egan, G. (2002). *Skilled helping around the world: Addressing diversity and multiculturalism*. Brooks/Cole.
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). Guilford Press

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<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester -V</b>
<b>Name of the Subject Field Work</b>	<b>Subject Code: SEC 506</b>	<b>Total Marks for Evaluation:50</b>

**Course outcomes: On successful completion of the course, the students will be able**

To improve student's observation skills.

To make the students apply effective communication skills in Society Interaction.

To Improve reporting skill.

### **Syllabus Content**

Students of BSW must do one day field work in community per week. It will be compulsory for them and will make report. It will help to students of BSW to understand society and make planning For constructive development.

## Sixth Semester

<b>Name of the Programme:</b> BSW	<b>Branch:</b> Social Work	<b>Semester - VI</b>
<b>Name of the Subject</b> Rural, Urban & Tribal Communities Studies	BSWDSC601	<b>Total Marks for Evaluation:100</b>

### Objectives: To enable the learner:

- To acquire knowledge of the historical development of rural and urban society.
- To develop critical understanding about the rural and urban structures, issues, governance and processes in the context of development.
- To introduce theoretical framework about sociological understanding on urban and rural development.
- To provide an insight on the rural and urban development policies, programmes and the interventions and networking of NGO and Government organisations.

## Syllabus Content

### MODULE I: Overview of Indian Rural, Urban & Tribal Communities

Introduction to concepts related to Urban Rural, Tribal life: Definitions, Demographic Profile, Structures, Systems, Characteristics and Issues Theoretical framework and sociological understanding on social aspects of poverty and theory of justice, capability development approach of Amartya Sen.

### MODULE II: Rural Communities: Evolution and Dynamics

Village structure, Social stratifications, Class disparities, Caste dynamics, Gender discrimination in context of equity, Ideas of Phule, Gandhi, Ambedkar and Nehru on Village Development Issues of Migration, Agrarian & Water Crisis, Green Revolution, Food Security, indebtedness, Farmers Suicide Rural economy, cooperatives: concept, scope and limitations of the cooperative movement.

### MODULE III: The Origin and Growth of Urban Community

Urban Growth: Pre- industrial city industrial revolution and its effects, Post-industrial urbanization Urban Demography: Concept of Urbanization and slum communities, Issues related to migration, Livelihood of urban poor, housing, employment Urban Transportation Systems.

### MODULE IV: Tribal Communities, Overview on Governance & Development: Policies and Programmes:

Definitions: Schedule Tribes, Indigenous people, Primitive, Nomadic and de-notified tribes in India Demographic profile, Identity issues, Land, atrocities, addiction, occupation, indebtedness, bonded labour & livelihood issues Rural Development: Rural Ministry, administration, Five year plans, Panchayati Raj Act: 73<sup>rd</sup> Amendment, MGNREGA, NRLM; GPDP, Urban Development: Urban Governance: Municipal, Corporation, 74<sup>th</sup> Amendment, Nagar Rajya Bill, Area Sabha, Slum Redevelopment Plans: MHADA, MMRDA, SRA, JNNURM, NULM, Smart City Mission, Tribal Development: Ministry of Tribal Development, Administration, Tribal governance, Forest Act, 2006

PESA 1996, 5<sup>th</sup> and 6<sup>th</sup> Schedules, Tribal Development Plan (TDP), Grampanchayat Development Plan (GDPD)

#### TEXT BOOKS/ REFERENCES BOOKS:

1. Chaudhary Anjana: *Rural sociology*. New Delhi. Dominant Publishers, 2004
2. ***Remembered Village***
3. [Srinivas, M. N](#) (1997) *The Village, Caste, Gender and Method: Essays in Indian Social Anthropology*
4. Singh Katar: *Rural Development: Principles, Policies and Management*. (3) New Delhi. Sage Publication,
5. Sandhu Ravinder Singh: *Urbanisation In India: Sociological Contributions*. New Delhi. Sage Publications, 2003
6. Prasad B K: *Urban Development: New Perspective..* New Delhi. Sarup and Sons Publishers, 2003
7. Mohan Sudha: *Urban Development New Localism*. Jaipur. Rawat Publications, 2005
8. Singh, Surat & Singh, Mohinder 2006 *Rural Development*
9. *Administration in 21st Century: A Multi- Dimensional Study*; Deep & Deep Publications, Delhi

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester - VI</b>
<b>Name of the Subject: Human Right studies</b>	<b>Subject Code BSWDSC602</b>	<b>Total Marks for Evaluation:100</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

The learners will understand the origin of the concepts of rights and the major milestones in this regard.

The learners will understand the characteristics and typology of human rights.

The learners will understand the human rights of specific disadvantaged groups including people in armed conflicts & refugees.

The learners will understand the implementation of human rights in the Indian context with respect to the Constitution, civil movements and government and nongovernmental organizations

## **Syllabus Content**

### **MODULE I: History of human rights and Classification of human rights**

Origin and evolution of the notion of rights, Concept of natural rights, American declaration of independence and bill of rights, French declaration of human rights, Human rights as natural rights, Universality of human rights, Positive and negative human rights, Three generation of human rights, Indian constitution and human rights, Universal declaration of human right.

### **MODULE II: Human rights violations**

Declaration of elimination of all forms of racial, caste & gender discrimination, Declaration on protection of all persons from torture and other cruel, inhuman or degrading treatment or punishment, Human rights in armed conflict, Refugee rights, Women, LGTB, Children, Mentally and physically challenged and socially excluded communities (SC, ST, DT, NT).

### **MODULE III: Human rights movements in India and NGO intervention and Quasi-judicial human rights institutions in India**

Nationalist movement and struggle for democratic rights, Indian Civil Liberties Union (1934) Re-emergence of civil liberties movement in 1970s, NGOs in the field of human rights: Roles and strategies Paris principles, National Human Rights Institutions Structure and function of National and State Human Rights Commissions of Minorities,

### **MODULE IV: Basic legal concepts and para legal skills.**

Writ petition, Drafting Public Interest Litigation, Drafting affidavit, Drafting First Information Report Drafting bail application, Scheduled Castes, Scheduled Tribes, De-Notified Tribes, Safai Karmacharis, Women & Children

### **TEXT BOOKS/ REFERENCE BOOKS:**

1. SAHRDC. (2006). *Introducing HumanRights*:New Delhi: South AsiaHuman Rights Documentation Centre
2. Finnis J, (1980). *Natural law and natural rights*. Oxford, Clarendon Press.
3. Waldron JJ, (1984). *Theories of rights*. Oxford,Oxford University Press
4. Sehgal, BPS (1995).*Human rights in India: problems and prospects*. Delhi, Deep and Deep.
5. Matthew, PD (1998).*Legal education series*. Delhi, Indian Social Institute.
6. Gonsalves R, Menezes R, Hiremath V. *Criminal law, Law for action series*,Mumbai. ICHRL and HRLN
7. Matthew P.D. (1998). *Legal education series*.Delhi: Indian Social Institute

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester - VI</b>
<b>Name of the Subject: Integrated Social Work Practice</b>	<b>Subject Code BSWDSC603</b>	<b>Total Marks for Evaluation:100</b>

**Course Outcomes:**

- Discuss the relevance of integrative short-term treatment model
- Recognize the usefulness of integrated social work practice model in planning, managing and evaluating macro interventions
- Compare and contrast strength-based practice and solution-oriented model
- Demonstrate the skills required for multicultural practice
- Apply social work ethics in field-based decision making

## **Syllabus Content**

### **MODULE I: Integrative Short-Term Treatment (ISTT) Model**

Context for short-term practice model for social workers; need for time limited treatment; and short-term therapy, Crisis Intervention; family- and group oriented therapy; treatment of clients with emotional disorders; treatment of no voluntary and hard-to-reach clients.

### **MODULE II: Integrated Social Work Practice (ISWP) Model**

Identification of Four Systems: Client, Change Agent, Target, and Action System; Planning, implementing and evaluating the phases of intervention

### **MODULE III: Strength Based Practice and Solution Oriented Model**

Strength Based Practice: definition, orientations, and approaches; framework for intervention in strength-based practice

Solution Oriented Social Work: Theoretical and Practical Considerations; Framework for a Solution-Oriented Approach to Working, with Client Strengths.

### **MODULE IV: Multicultural Context and Social Work Ethics**

Defining cultural competence, Effects of historical and current oppression; impact of ethnocentric mono-cultureless in social work, communication in multicultural setting, Multicultural practice in India and abroad Ethics for professional social workers in India; Ethical principles in value conflicts.



## TEXT BOOKS/ REFERENCE BOOKS:

1. Goldstein, G., and Nooman, M. (1999). *Short Term Treatment and Social Work Practice*. New York. The Free Press
2. Kanel, K. (1999). *A Guide to Crisis Intervention*. Pacific Grove. Brooks/Cole Publishing Company
3. Nadkarni, V. (2000). *Interventions on Garbage Pollution Using Integrated Social Work Practice*. Indian Journal of Social Work, 63 (3), 313-
4. 339
5. Baron, S., and Stanley, T. (2019). *Strengths-based approach: Practice Framework and Practice Handbook*. London:
6. M.Y (2011). *Solution Oriented Social Work Practice: An Integrative Approach to Working with*
7. Sue, D.W. (2006). *Multicultural Social Work Practice*. New Jersey:

John Wiley & Sons, Inc Gore, MS. (1966). The Cultural Perspective in Social Work in India, *International Social Work*, 9(3), 6-16.

Fernandes, G., & Joseph, J. (2006). *An Enquiry into Ethical Dilemmas in Social Work*. Mumbai: College of Social Work

Name of the Programme: BSW	Branch: Social work	Semester - VI
<b>Name of the Subject</b> Human Recourse Management	<b>Subject Code</b> DSEC604A	Total Marks for Evaluation:100

Course Outcomes: On successful completion of the course, the students will demonstrate

- The learners will be able to identify and define various types of informal labor both in the urban and rural areas.
- The learners will be able to relate and understand the causal factors for the exploitative nature of informal employment and informal sector.
- The learners will be equipped with a critical view of the legislations and government schemes related to informal labor
- The learners will get a bird's eye view of various interventions.

## **Syllabus Content**

### **MODULE 1: Introduction to Human Resource Management (HRM)**

- Concept, meaning, objectives, and scope of HRM
- Importance of HRM in social work and social service organizations
- Functions of HRM: planning, recruitment, selection, training, and development
- Roles of HR managers and social work administrators
- HRM and organizational development

### **MODULE 2: Human Resource Planning and Development**

- Job analysis, job description, and job specification
- Recruitment and selection processes
- Training and development: need assessment, methods, and evaluation
- Performance appraisal: methods and feedback
- Career planning, succession planning, and employee motivation

### **MODULE 3: Employee Relations and Organizational Behavior**

- Employee engagement, communication, and teamwork
- Leadership styles and management of teams
- Conflict management and negotiation
- Organizational culture and climate
- Work-life balance and employee welfare programs

### **MODULE 4: HRM in Social Work Organizations**

- HRM policies and practices in NGOs, government, and community organizations
- Ethical considerations and HRM in social work settings
- Managing volunteers and community workers
- Use of technology and HR information systems (HRIS)
- Challenges and emerging trends in HRM for social development

### **REFERENCES**

1. Dessler, G. (2019). *Human resource management* (15th ed.). Pearson.
2. Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.
3. Gupta, C. B., & Srinivas, N. (2018). *Human resource management*. Sultan Chand & Sons.
4. Mondy, R. W., & Martocchio, J. J. (2016). *Human resource management* (14th ed.). Pearson.
5. Bhattacharya, S. (2019). *Social work and social development in India*. Rawat Publications.

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester VI</b>
<b>Name of the Subject: Psychiatric Social Work</b>	<b>Subject Code: BSWDSEC604B</b>	<b>Total Marks for Evaluation: 100</b>

### **Course Objectives**

- By the end of the course, students will be able to:
- Understand the evolution, philosophy, and scope of psychiatric social work as a field
- Gain theoretical knowledge about mental health, mental illnesses, and their psychosocial aspects.
- Learn and apply various psychiatric social work assessment, intervention, and rehabilitation strategies.
- Prepare for clinical practice in mental health institutions, hospitals, and community settings.

### **Syllabus Content**

#### **MODULE I: Foundations of Psychiatric Social Work**

Definition, origin, and development of psychiatric social work Scope and functions of psychiatric social workers, Relationship with psychology, psychiatry, and other disciplines Ethical considerations and professional standards in mental health practice, Role of psychiatric social work in promoting mental well-being

#### **MODULE II: Mental Health and Psychiatric Disorders**

Concepts of mental health and mental illness, Causes and classification of mental illnesses (DSM-5 & ICD-11), Common disorders: Depression, Anxiety, Schizophrenia, Bipolar disorder, OCD Psychosocial impact of mental illness on individuals and families, stigma, and discrimination around mental illness

#### **MODULE III: Social Work Practice in Psychiatric Settings**

Psychosocial assessment and mental status examination (MSE) Individual casework, group work, and family interventions, Crisis intervention and suicide prevention strategies, Multidisciplinary team approach in psychiatric institutions, Role of psychiatric social worker in rehabilitation planning

#### **MODULE IV: Community Mental Health and Legal Aspects Community-based Mental Health Services**

Role of NGOs, public health systems, and self-help groups, National Mental Health Programme (NMHP) and District Mental Health Programme (DMHP), Mental Healthcare Act 2017: rights, provisions, and implications, Social reintegration, rehabilitation, and follow-up care

## References

1. Avasthi, A., Grover, S., & Aggarwal, M. (2010). *Manual of psychiatric social work*. New Delhi: Department of Psychiatry, PGIMER.
2. Bhugra, D., & Bhui, K. (Eds.). (2010). *Textbook of cultural psychiatry*. Cambridge University Press.
3. Chatterjee, S. (2012). *Psychiatric social work: Concept, practice and research*. New Delhi: Centrum Press.
4. Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston, MA: Cengage Learning.
5. Carson, R. C., Butcher, J. N., & Mineka, S. (2000). *Abnormal psychology and modern life* (11th ed.). Allyn & Bacon.
6. Desai, M. (2006). *The paradigm of clinical social work in India*. In M. Desai (Ed.), *Clinical social work* (pp. 23–38). Jaipur: Rawat Publications.
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8. Park, K. (2021). *Preventive and social medicine* (27th ed.). Jabalpur: Banarsidas Bhanot Publishers.
9. Rao, T. S. S., & Kuruvilla, K. (2008). *Handbook of psychiatric education and faculty development*. Bangalore: Indian Psychiatric Society.
10. Subba Rao, T. (2002). *Social work intervention in mental health*. New Delhi: Anmol Publications.

<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - VI</b>
<b>Name of the Subject Peace Study</b>	<b>Subject Code: SEC 605</b>	<b>Total Marks for Evaluation:100</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

- To understand the factors contributing to the origin of prejudices and stereotypes.
- To study the role played by International organizations, government, non-governmental organizations and civil society groups towards peace building.
- Student will be able to develop a healthy self-image, build trust with others, promote social growth, and address the suffering in the world while learning compassion and empathy.

## **Syllabus Content**

### **MODULE I: Introduction of Peace significance of peace education**

Meaning of Peace, Definition of peace, Gandhian thought on Peace, Origins of Peace Education-UN, Education for Peace -UNESCO charter, Significance of peace education & perspective building in present context, Principles of Peaceeducation, Goals of Peace Education, Common human values preached by different religion, Concept of secularism according to the Indian Constitution and reality, Meaning of Peace and Difference between positiveand negative peace.

### **MODULE II: Conflict in Indian Society**

Definition of Conflict, Sources of Conflict and factors that leads to conflict,Difference between Conflictand Violence, triangle of conflicts, Role of Conflict in Humanlives, Conflict That exist in Indiancontext: Caste, Class, racial,gender, religion and land, Conflict resulting in problems like Migration,refuges, Asylum and citizenship.

### **MODULE III: Communalism and Peace**

Understanding the concepts Communalism, Fascism, Terrorism, Radicalization Ghettoization, regionalism and Nationalism, Causes of communalism inIndia. Communal Conflicts andViolence.

### **MODULE IV: Institutional Body and Peace**

Role of the UN, UNESCO. Amnesty and its agencies in Peace building, Role played by world leaders like Mahatma Gandhi, Martin Luther Kingand Nelson Mandela in peace building. The role played by Bhakti Movement, Sufi movementand Syncretic traditions of India, Role played by Civil Society groups engaging communities in Peacebuilding process in India:Mohalla Committee, Salokha, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centrefor Study of Society and Secularism, Citizen for Peace

## References:

1. Online: Paul, Johan Lederach (1996) *Preparing for Peace*. USA: Syracuse University press
2. Online: Galtung, Johan (1996). *Peace by Peaceful means*, New Delhi: Sage publication
3. Online: Rajagopalachary, M and Rao, Damodar (2016) *Bhakti Movement and Literature*. Jaipur: Rawat publication
4. Online : Hanhimaki, M. Jussi (2015), *The United Nations* USA: OXFORD University Press
5. Dehlvi, Sadia (2009) *Sufism, The heart of Islam* New Delhi: Harper Collins Publisher
6. Assayag Jackie. 2004. "Can Hindus and Muslims Coexist?" pp.40-58 in Ahmad Imtiaz and Riefeld Helmut (cd). *Lived Islam in South Asia: Adaptation. Accommodation and Conflict*. Delhi: Social Science Press
7. Engineer Ashgar Ali. (1993) *Bombay Riots: Second Phase* pp. 505-8 in *Economic and Political Weekly*, March 20-27; Sameeksha Trust Publications; Mumbai Sharma, H. (2000).
8. *Communal Angles in Indian Politics*: Jaipur and New Delhi: Rawat Publication
9. Pannikar, K. (2002). *Before the night falls: for boding of fascism in India*. Bangalore: Book for change.
10. Engineer, A. (1984) *Communal Riots in Post Independent India* Mumbai: Sangam Books India Pvt.

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester - VI</b>
<b>Name of the Subject Field Work</b>	<b>Subject Code AEC606</b>	<b>Total Marks for Evaluation:50</b>

**Course outcomes: On successful completion of the course, the students will be able**

- To improve student's observation skills.
- To make the students apply effective communication skills in Society Interaction.

### **Syllabus Content**

Students of BSW must do one day field work in community per week. It will be compulsory for them and will make report. It will help to students of BSW to understand group and society and make planning For constructive development.

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<b>Name of the Programme: BSW</b>	<b>Branch: Social work</b>	<b>Semester - VI</b>
<b>Name of the Subject Peace Study</b>	<b>Subject Code: SEC 605</b>	<b>Total Marks for Evaluation:100</b>

**Course Outcomes: On successful completion of the course, the students will demonstrate**

- To understand the factors contributing to the origin of prejudices and stereotypes.
- To study the role played by International organizations, government, non-governmental organizations and civil society groups towards peace building.
- Student will be able to develop a healthy self-image, build trust with others, promote social growth, and address the suffering in the world while learning compassion and empathy.

## **Syllabus Content**

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11. Online: Paul, Johan Lederach (1996) *Preparing for Peace*. USA: Syracuse University press
12. Online: Galtung, Johan (1996). *Peace by Peaceful means*, New Delhi: Sage publication
13. Online: Rajagopalachary, M and Rao, Damodar (2016) *Bhakti Movement and Literature*. Jaipur: Rawat publication
14. Online : Hanhimaki, M. Jussi (2015), *The United Nations* USA: OXFORD University Press
15. Dehlvi, Sadia (2009) *Sufism, The heart of Islam* New Delhi: Harper Collins Publisher
16. Assayag Jackie. 2004. "Can Hindus and Muslims Coexist?" pp.40-58 in Ahmad Imtiaz and RCIFELD Helmut (cd). *Lived Islam in South Asia: Adaptation. Accommodation and Conflict*. Delhi: Social Science Press
17. Engineer Ashgar Ali. (1993) *Bombay Riots: Second Phase* pp. 505-8 in *Economic and Political Weekly*, March 20-27; Sameeksha Trust Publications; Mumbai Sharma, H. (2000).
18. *Communal Angles in Indian Politics*: Jaipur and New Delhi: Rawat Publication
19. Pannikar, K. (2002). *Before the night falls: for boding of fascism in India*. Bangalore: Book for change.
20. Engineer, A. (1984) *Communal Riots in Post Independent India* Mubai: Sangam Books India Pvt.

<b>Name of the Programme: BSW</b>	<b>Branch: Social Work</b>	<b>Semester - VI</b>
<b>Name of the Subject Field Work</b>	<b>Subject Code AEC606</b>	<b>Total Marks for Evaluation:50</b>

**Course outcomes: On successful completion of the course, the students will be able**

- To improve student's observation skills.
- To make the students apply effective communication skills in Society Interaction.

### **Syllabus Content**

Students of BSW must do one day field work in community per week. It will be compulsory for them and will make report. It will help to students of BSW to understand group and society and make planning For constructive development.

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