

ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 1

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW101	Introduction to Social Work	4	0	0	4	70	30	0	100	
25SW102	Social Science Concepts for Social Work (Sociology, Economics, and Law)	4	0	0	4	70	30	0	100	
	Foundations of Social Work	4	0	0	4	70	30	0	100	
24EN102	Business Communication	4	0	0	4	70	30	0	100	
24GN301	Personality Development Skill	2	0	0	2	70	30	0	100	
24GN101	Environmental Studies	2	0	0	2	70	30	0	100	
Total					20	420	180	0	600	

ARYAVART
INTERNATIONAL UNIVERSITY



विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

INTRODUCTION TO SOCIAL WORK

Course Code: 25SW101

Total Marks: 70

Course Objectives: The course aims to understand the concept, definition, objectives, functions, theoretical foundations, and methods of social work, to gain knowledge on the historical development of the social work profession in India, and to assimilate the principles, values, and ethics of professional social work; recognize the need and importance of social work education and fieldwork practicum.

UNIT I:

(08 Hrs)

- Social Work: Definition, objectives, and functions
- Historical development of social work in India
- Concepts related to Social Work
- Social Service, Social Welfare, Social reform, Social Policy, Social Security, Social Justice, and Social Development

UNIT II:

(08 Hrs)

- Theories of Social Work
- Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory
- Anti-oppressive social work, Strengths perspective, Radical social work,
- Task-centered approach and Gandhian Theory

UNIT III:

(08 Hrs)

- Social Work as a Profession
- Philosophy, values, principles and code of ethics of professional social work
- Knowledge and Skills base of social work
- Tenets of the social work profession

UNIT IV:

(08 Hrs)

- Introduction to Methods of social work and levels of practice
- Micro, mezzo, and macro levels
- Fields of Social work: Community Development, Medical and Psychiatric Social Work, Social Work in the Workplace, Social Work with Family and Children, School Social Work, Correctional Social Work, Social Work with the Elderly, Environmental Social Work, Social Work with Youth, Disaster Management, Corporate Social Responsibility, Working with Marginalized Groups.

UNIT V:

(08 Hrs)

- Social Work Education in India
- Evolution, Nature, and content of social work education
- Fieldwork: Nature and objectives; Importance of fieldwork supervision- Professional Associations of Social Work
- Prospects and problems of the Social Work Profession in India.

Text Books:

1. Bhattacharya, Sanjay. (2008). Social work, psycho-social, and health aspects. New Delhi: Deep and Deep Publications.
2. Bhatt, S.& Singh, A.P. (2015). Social Work Practice: The Changing Context, The Reader's Paradise, New Delhi.
3. Chowdhry, Paul. (1992). Introduction to social work. New Delhi: Atma Ram and Sons
4. Compton Beulah R. (1980). Introduction to social welfare and social work. Illinois: The Dosery Press.
5. Cox, David, and Manohar Pawar. (2006). International social work. New Delhi: Vistar Publications.

References:

1. Dasguta, S. (1967). Towards a philosophy of Social Work in India. New Delhi: Popular Book Services.
2. Desai, Murali. (2002). Ideologies and social work (Historical and Contemporary Analysis), Jaipur :Rawat Publications.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

3. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition. (1999). Social work - An Empowering profession. London: Allyn and Bacon
4. Fink, Arthur et al. (1985). The fields of social work. Beverly Hills, Calif: Sage Publications.
5. Friedlander, Walter A. (1977). Concepts and methods of social work. New Delhi: Prentice Hall of India Pvt. Ltd.
6. Gore, M. S. (1965). Social work and social work education. Bombay: Asia Publication House
7. Hepworth, Dean H. (2010). Direct social work practice-Theory and skills (8th edition). New York: Brooks/Cole.
8. Jacob, K.K. (1994). Social work education in India. New Delhi: Himanshu Publishers.
9. Konopka, Gisela. (1958). Social work philosophy. Minneapolis: The University of Minnesota Press.
10. Nair, T. Krishnan. (1981). Social work education and social work practice in India. Madras: Association of School of Social Work in India
11. Pathak, S.H. (1981). Social welfare: An evolutionary and development perspective. New Delhi: Macmillan Publication.
12. Payne, M. (2005). Modern Social Work Theory. New York: Palgrave/MacMillan.
13. Rameshwari, Devi and Ravi Prakash. (2000). Social work practice. Jaipur: Mangal Deep Publications
14. Sheaffer Bradford. (1989). Social work: A profession of many faces (5th ed.) Boston: Allyn & Bacon.
15. Singh, K. (1994). Social work theory and practice. Lucknow: Prakasahan Kendra.
16. Singh, R.R. (1985). Fieldwork in social work education, A perspective for human service profession, New Delhi: Concept Publishing Company
17. Skidmore, R. A., Milton G. Thackrey and A. William Farley. (1991). Introduction to Social work. New Jersey, Englewood Cliffs: Prentice Hall.
18. Wadia, A. R. (1961). History and philosophy of social work in India. New Delhi: Allied Publishers
19. Yagna J. Stephen and Johnson C. Louise. (2007). Social work practice – A generalist Approach. New Delhi: Pearson Education.
20. Zastraw, H.C. (2003). The practice of social work, Canada: Thomson Learning Academic Centre

ARYAVART
INTERNATIONAL UNIVERSITY



विद्याधनं सर्वधनप्रधानं

SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORK
(SOCIOLOGY, ECONOMICS, AND LAW)

Course Code: 25SW102

Total Marks: 70

Course Objectives: The course aims to understand the basic Sociological concepts, Socio-cultural situations in Indian Society and to know the significance of Social Institutions in social life, to sensitize to the prevailing social issues in India and its linkage to Social Work profession, to acquire knowledge on basic economic and gender concepts and principles for effective Social Work practice to identify various factors involved in Social Problems and understand Indian and Global Economy.

UNIT I: Introduction to Sociology

(08 Hrs)

- Definition, relationship between Sociology and Social Work Society: Definition, Characteristics and types of Societies Culture: Definition,
- Characteristics, Structure, and Functions. Status & Role: Types and Characteristics Social Stratification: Definition and Characteristics. Caste, Class & Gender

UNIT II: Social Groups

(08 Hrs)

- Definition, Characteristics, and Classification of Groups
- Social Interaction & Social Process- Characteristics and Types: Competition, Conflict, Cooperation
- Accommodation & Assimilation Socialization: Definition, Characteristics, Types, and Agencies of Socialization,
- Theories of Socialization: C.H. Cooley, Mead, Sigmund Freud & Talcott Parsons.

UNIT III: Social Institutions

(08 Hrs)

- Structural aspects - Norms, Values, Folkways & Mores.
- Types of Social institutions: Family, Marriage, Education, Economy, Polity, Religion.
- Major Social Problems: Types and characteristics- Dowry, Domestic Violence, gender inequality, Juvenile Delinquency, Commercial Sex work, Child labour, Illiteracy, Poverty, Population exploitation, Alcoholism, Single parents, Corruption, Unemployment.

UNIT IV: Introduction to Basic Economic Concepts

(08 Hrs)

- Definition, Concepts- Economic Problems, Scarcity and Choice, Demand and Supply, National Income, Standard of Living, Per Capita Income.
- Introduction to Economic Systems: Capitalism, Socialism, Communalism, Mixed economy.
- Global Institutions-World Bank, International Monetary Fund, World Trade Organization. Globalization and its impact on the Indian Economy.
- Multinational Corporations and their effects on the Indian Economy

UNIT V: Gender and Development

(08 Hrs)

- Definition, Meaning, related concepts- gender sensitivity, gender mainstreaming, gender discrimination;
- Gender based violence, gender budget, gender and empowerment, Important policies and legislation for gender-based development, changing perspectives on gender.

Text Books:

1. Davis, Kingsley. (1995). Human Society. Delhi: Surjeet Publications.
2. Giri, P. (2008). Sociological Perspectives. Jaipur: Sublime Publications.
3. Jhingan, M L (2006). Economics of Development and Planning. Delhi: Vrinda Publications (P) Ltd.
4. M. Francis Abraham (2006). Contemporary Sociology. Oxford, Oxfordshire: Oxford University Press.
5. MacIver, R.M., Page, C.H. (2000). Society: An Introductory Analysis. New Delhi: Macmillan Publishers India.
6. Mallik, R M, Padhi, S P (2005). Development Deprivation and Welfare Policy. Jaipur: Rawat Publications.
7. Misra. S K and Puri, V. K. (2004). Indian Economy: Its Development Experience. Mumbai: Himalaya Publishing House.

References:

1. Prigoff, Arline (2000). Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action. Brooks/Cole.
2. Radhakrishna. R (2008). India Development Report. New Delhi: Oxford University Press.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

3. Rajan, Sethi (2010). Social Change: Theory and Perspective, Delhi: Educational Publishers and Distributors.
4. Rawat, H. (2007). Sociology Basic Concepts. Jaipur: Rawat Publications.
5. Renuka, Birdi Ed. (1995). Readings in Modern Sociology: Sociology of Development Vol. (2); New Delhi: Kanishka Publishers.
6. Sampat Mukherjee (1997). Indian Economy: Refresher Course. Kolkata: New Central Book Agency.
7. Shankar Rao, C N (2007). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S Chand & Co Ltd.
8. Vidya, Bhushan, Sachdeva, D. (2005). Introduction to Sociology. Allahabad: Kitab Mahal.

FOUNDATIONS OF SOCIAL WORK

Course Code: 25SW103

Total Marks: 70

Course Objectives: While studying the Foundations to Social Work, the student shall be able to learn the basic Social Work Concepts, Values and Principles of the Social Work profession, trace the History of Social Work in India and Abroad and understand the significance of Contemporary Social Work.

UNIT I: Basic Concepts of Social Work (08 Hrs)

- Concept, definition, goals, scope and functions of social work, social service, social welfare, social reform, social development, social justice and social security, Social Policy and Social Welfare Administration.

UNIT II: Evolution of Social Work (08 Hrs)

- Historical Development of Social Work in the UK and the USA: English Poor Laws and Charity Organization Society, Settlement House Movement, Beginning of Social Work Education

UNIT III: Evolution of Social Work Profession in India (08 Hrs)

- Social Service Tradition in India: Concept of Charity in Ancient and Medieval India, 19th Century Reformers and Reform Movements in India, Voluntarism and History of Social Work Profession in India

UNIT IV: Social Work Practice (08 Hrs)

- Levels of Social Work Practice: Micro, Mezzo, and Macro
- Scope of Social Work: Family Services, Child Welfare Services, Community Welfare Services, Welfare Services for the differently abled, Women Welfare Services, and Labour Welfare Services, Current Trends and Issues in Social Work Practice

UNIT V: Professionalization of Social Work (08 Hrs)

- Concept, Values, and Philosophy of Professional Social Work, Principles of Social Work, Code of Ethics in the Social Work Profession, Professional Social Work Associations in India and Abroad

Text Books:

1. Banks, S. (2001), Ethics and Values in Social Work. New York: Palgrave Macmillan
2. Bhushan, Vidya & Sachdev, (2006), An introduction to sociology. Allahabad, Kitab Mahal
3. Bogo, M. (2006). Social Work Practice- Concepts, Processes and Interviewing. New York: Columbia University Press.
4. Chowdhry, Paul (1992). Introduction to social work. New Delhi: Atmaram & Sons
5. Diwakar, V.D. (1991). Social Reform Movements in India. Mumbai: Popular Prakashan. (Unit I)
6. Friedlander, Walter A. (1977). Concepts and methods of social work. New Delhi: Prentice Hall of India Pvt. Ltd
7. Joshi, S., C. Handbook of Social Work. New Delhi: Akansha, 2004.

References:

1. Nair, T.K. (1981). Social Work Education and Social Work Practice in India, Madras: Association of Schools of Social Work.
2. Segal, E. A. (2010). Professional social work. New Delhi: Cengage Learning India Pvt. Ltd.
3. Wadia, A.R. (Eds.) 1968 History and Philosophy of Social Work in India, Mumbai: Allied Publishers Private Ltd.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

4. Gore, M.S. 1965 Social Work and Social Work Education, New Delhi: Asia Publishing House.
5. Healy, Karen (2000). Social Work Practices, London: Sage Publications.
6. Jacob, K.K. (1994). Social Work Education in India, N. Delhi: Himanshu Publications.
7. Woodroffe, K. (2000). From Charity to Social Work - In England and the United States, London: Routledge & Kegan Paul.

BUSINESS COMMUNICATION

Code: 24EN102

Max Marks: 70

Course Objectives: This course is designed to provide students with a comprehensive understanding of communication, its scope, and importance in business, as well as its role in establishing a favourable external environment and developing an effective internal communications program. The Business Communications course will prepare future entrepreneurs to create effective business communications, present business briefings, produce understandable business documents, and examine the impact of the communications process on the business operation.

UNIT I

(8 Hrs)

Concepts and Fundamentals: Introduction to Technical Communication, Need and importance of communication, Channel, Distinction between general and technical communication, Nature and features of technical communication, Seven Cs of communication, Types of Technical communication, Style in technical communication, Technical communication skills, Language as a tool of Communication, History of development of Technical Communication, Computer-Aided Technical Communication

UNIT II

(12 Hrs)

Oral Communication: Principles of effective oral communication, Introduction of Self and others, Greetings, Handling Telephone Calls, Interviews: Meaning & Purpose, Art of interviewing, Types of interview, Interview styles, Essential, Techniques of interviewing, Guidelines for Interviewer, Guidelines for interviewee. Meetings: Definition, kinds of meetings, Agenda, Minutes of the Meeting, Advantages and disadvantages of meetings/committees, Planning and organization of meetings. Project Presentations: Advantages & Disadvantages, Executive Summary, Charts, Distribution of time (presentation, questions & answers, summing up), Visual presentation, Guidelines for using visual aids, Electronic media (PowerPoint presentation). The technique of conducting a Group Discussion and JAM session.

UNIT III

(12 Hrs)

Written Communication: Overview of Technical Writing: Definition and Nature of Technical Writing, Basic Principles of Technical Writing, Styles in Technical Writing.

Note – Making, Notice, E-mail Writing.

Writing Letters: Business letters, Persuasive letters, Sales letters, and complaint letters, Office memorandum, Good news and bad news letters.

Report Writing: Definition & importance; categories of reports, Elements of a formal report, style and formatting in a report.

Special Technical Documents Writing: Project synopsis and report writing, Scientific Article and Research Paper writing, Dissertation writing: Features, Preparation and Elements.

Proposal Writing: Purpose, Types, characteristics, and structure.

Job Application: Types of application, Form & Content of an application, Drafting the application, Preparation of a resume.

UNIT IV

(8 Hrs)

Soft Skills: Business Etiquettes – Professional Personality, Workplace Protocols, Cubicle. Non-Verbal Communication: Kinesics and Proxemics, Paralanguage.

Interpersonal Skills.

Language Skills: Improving command in English, improving vocabulary, Choice of words, Common problems with verbs, Adjectives, adverbs, Pronouns, Tenses, Conjunctions, punctuation, prefixes, suffixes, Idiomatic use of prepositions. Sentences and paragraph construction, improve spellings, Common errors and misappropriation, Building advanced Vocabulary (Synonyms, Antonyms), Introduction to Business English.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Textbook:

1. Kavita Tyagi and Padma Misra, "Advanced Technical Communication", PHI, 2011
2. P. D. Chaturvedi and Mukesh Chaturvedi, "Business Communication– Concepts, Cases and Applications", Pearson, second edition.
3. Rayudu, "C. S. "Communication, Himalaya Publishing House, 1994.
4. Asha Kaul, "Business Communication", PHI, second edition.

Reference Books:

1. Raymond Murphy, "Essential English Grammar- A self-study reference and practice book for elementary students of English", Cambridge University Press, second edition.
2. Manalo, E. & Fermin, V. (2007). "Technical and Report Writing". ECC Graphics. Quezon City.
3. Kavita Tyagi and Padma Misra. "Basic Technical Communication". PHI, 2011.
4. Herta A Murphy, Herbert W Hildebrandt, and Jane P Thomas. "Effective Business Communication". McGraw-Hill, seventh edition.

PERSONALITY DEVELOPMENT SKILLS

Code: 24GN301

Max Marks: 70

Course Objective: The objective of the course is to bring about personality development with regard to the different behavioural dimensions that have far reaching significance in different situations. Personality development and life skills are the collective exposure of personal character traits of an individual which can be his thought pattern, feelings, and emotional exuberance. Psychology treats personality development as an ongoing and dynamic process which is largely impacted by the atmosphere. The evaluating factors of personality are openness to experience, extra version, agreeableness, and conscientiousness.

UNIT I

(5 hours)

- Personality Development
- Professional Etiquettes
- Art of Social Conversation
- Basic Body Language
- Meeting and Greeting Skills.

UNIT II

(5 hours)

- Leadership and Team-Building Skills
- Decision-Making and Problem-Solving through Effective Communication Strategies.
- Role plays, Team building.

UNIT III

(5 hours)

- Confidence Building Skills: Self-Introduction, Self-Awareness, Mock Interviews, Extempore, Group Discussion.

UNIT IV

(5 hours)

- Stress management - Meaning, types, Impact /Consequences (Mind, Body and Health), Tips for Busting Stress, Case Studies.
- Time management- Importance and Techniques. Case Studies.

Text Book:

1. "Business Communication" by Asha Kaul- PHI.
2. "Personality Development and Communication Skills- I" by Urmila Rai and S. M. Rai- Himalaya Publishing House.
3. "Communication Skills" by Sanjay Kumar and Pushp Lata, Oxford University Press.
4. "Business Communication" by Meenakshi Raman and Prakash Singh, Oxford University Press.

Reference Books:

1. "Life Management and Stress Management" by Shawn Chhabra.
2. "Personality Development and Communication Skills-II"- by C. B. Gupta.
3. "Self-Awareness: The Hidden Driver of Success and Satisfaction"- Travis Bradberry.
4. "Business Communication" by Hory Sankar Mukherjee, Oxford University Press.

ENVIRONMENTAL STUDIES

Code: 24GN101

Max Marks: 70

Course Objectives: The course will empower the students by gaining in-depth knowledge on natural processes that sustain life and govern economy, predicting the consequences of human actions on the web of life, global economy and quality of human life, developing critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development, acquiring values and attitudes towards understanding complex environmental economic-social challenges, and participating actively in solving current environmental problems and preventing the future ones and adopting sustainability as a practice in life, society and industry.

UNIT I: Introduction to Environmental Studies (05 Hrs)

- Environmental studies: Nature, Scope and Importance; Components of environment: atmosphere, hydrosphere, lithosphere, and biosphere; Concept of sustainability and sustainable development.
- Emergence of environmental issues: Climate change, Global warming, Ozone layer depletion, Acid rain, etc.; International agreements and programs: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity (CBD), Ramsar Convention, UNEP, CITES, etc.

UNIT II: Ecosystems and Natural Resources (05 Hrs)

- Definition and concept of Ecosystem; Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), ecological pyramids and homeostasis; Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India.
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration.
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas, and bio gas; Agro-residues as a biomass energy source.

UNIT III: Biodiversity and Conservation (05 Hrs)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity.
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories.
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples.
- Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis.
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation (National Parks, Wildlife Sanctuaries, and Biosphere reserves).

UNIT IV: Environmental Pollution and Control Measures (05 Hrs)

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards.
- Nuclear hazards and human health risks.
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc.; Waste segregation and disposal.

Text Book:

1. Sanjay Kumar Batra, Kanchan Batra, Harpreet Kaur; "Environmental Studies"; Taxmann's, Fifth Edition.
2. M. M. Sulphery; "Introduction to Environment Management"; PHI Learning, 2019.
3. S. P. Mishra, S. N. Pandey; "Essential Environmental Studies"; Ane Books Pvt. Ltd.; Sixth Edition.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Reference Books:

1. Asthana, D. K. (2006). "Text Book of Environmental Studies". S. Chand Publishing.
2. Basu, M., Xavier, S. (2016). "Fundamentals of Environmental Studies", Cambridge University Press, India.
3. Bharucha, E. (2013). "Textbook of Environmental Studies for Undergraduate Courses". University Press.
4. Mahapatra, R., Jeevan, S. S., Das, S. (Eds) (2017). "Environment Reader for Universities", Centre for Science and Environment, New Delhi.
5. Masters, G. M. & Ela, W. P. (1991). "Introduction to environmental engineering and science". Englewood Cliffs, NJ: Prentice Hall.
6. Odum, E. P., Odum, H. T. & Andrews, J. (1971). "Fundamentals of Ecology". Philadelphia: Saunders.
7. Sharma, P. D. & Sharma, P. D. (2005). "Ecology and Environment". Rastogi Publications

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)

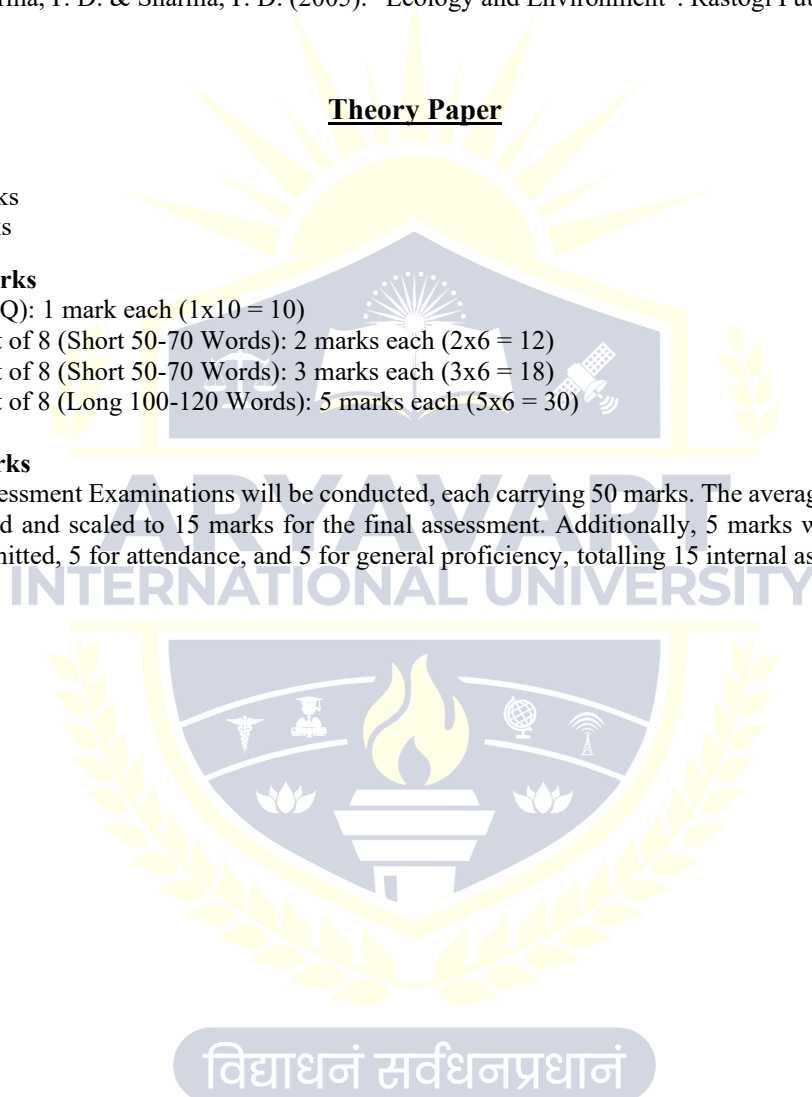
Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, totalling 15 internal assessment marks.



ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 2

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW201	Psychology for Social Work Practice	4	0	0	4	70	30	0	100	
25SW202	Areas of Social Work Practice	4	0	0	4	70	30	0	100	
25SW203	Green Social Work	4	0	0	4	70	30	0	100	
25SW204	Life Skill Education	4	0	0	4	70	30	0	100	
24CS101	Fundamentals of IT	4	0	0	4	70	30	0	100	
Total					20	350	150	0	500	

ARYAVART
INTERNATIONAL UNIVERSITY

विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

PSYCHOLOGY FOR SOCIAL WORK PRACTICE

Course Code: 25SW201

Total Marks: 70

Course Objectives: The course aims to understand the relevance of Psychology to social work practice, to develop theoretical understanding of human development across the lifespan, to understand the nature and development of human behaviour in socio-cultural contexts and to learn about human behavioural processes, and apply it in social work practice.

UNIT I: (08 Hrs)

- Psychology - Meaning, Definition, Goals, Fields and Methods.
- Introduction to Schools of Psychology- Structuralism and Functionalism, Gestalt psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology, Social Psychology; Relevance of Psychology to Social Work practice

UNIT II: (08 Hrs)

- Heredity and Environment – Lifespan perspective.
- Development: concept and principles, Developmental stages and Developmental tasks – Developmental periods – infancy, babyhood, childhood, puberty and adolescence, early adulthood, middle age and old age, Areas and Theories of Human Development.
- Social Psychology

UNIT III: (08 Hrs)

- Concept of Human Behaviour and Self.
- Needs and Motives, Cognition, Memory, Intelligence, Learning and Motivation: Concept, Meaning, Definition, Characteristics and Theories.
- Personality: Meaning, Definition, types and factors influencing Personality and structure, Theories of Personality

UNIT IV: (08 Hrs)

- Human Behaviour Processes – Emotions, Concept of Perception, Characteristics, process and factors influencing perception.
- Attitude: Definition, Concept, Nature of attitudes, stereotypes and prejudice, formation of attitudes and attitudinal change, leadership.

UNIT V: (08 Hrs)

- Concept of Normality and Abnormality.
- Mental Health: Characteristics of a mentally healthy person, factors influencing mental health
- Concept of abnormality – Basic major and minor mental illnesses
- Role of social workers in promoting mental health.

Text Books:

1. Archambeault, John. (2009). Social Work and Mental Health, UK: Learning Matters Pvt Ltd.
2. Bee, Helen L., Mitchell, Sandra K. (1984). The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers Publishing Co Ltd.
3. Clifford, Morgen, and King, Richard. (1975). Introduction to Psychology, New York: McGraw-Hill Inc.
4. Coleman, James C. & Broen, William E. (1972). Abnormal Psychology and Modern Life, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.
5. Crawford, Karen, and Janet Walker. (2010). Social Work and Human Development, UK: Learning Matters Pvt Ltd. (3rd Edition).
6. Daniel, W. Barrett. (2016). Social psychology-core: concepts and emerging trends. London: Sage.

References:

1. Dinkar, Suchitra S. (2010). Child Development and Psychology. New Delhi: Axis Publications.
2. Feldman, Robert. S. (2004). Understanding Psychology, New York: Tata McGraw-Hill Publishing Co Ltd.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

3. Hurlock, Elizabeth. (1976). Personality Development, New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
4. Ingleby, Ewan. (2006). Applied Psychology for Social Work, UK: Learning Matters Ltd.
5. Kuppaswamy. (1980). An introduction to social psychology. Bombay: Media Promoters and Publishers Pvt Ltd
6. Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publishers Pvt. Ltd.
7. Nicolson, P., & Bayne, R. (2014). Psychology for social work. theory and practice. London: Palgrave
8. Paula, Nicolson and Rowan, Bayne and Jenny, Owen. (2006). Applied Psychology for Social Workers, UK: Palgrave Macmillan Ltd. (3rd Edition).
9. Paula, Nicolson, and Rowan, Bayne. (2014). Psychology for social work: theory and practice. London: Palgrave Macmillan Ltd.

AREAS OF SOCIAL WORK PRACTICE

Course Code: 25SW202

Total Marks: 70

Course Objectives: The course aims to develop an understanding of the different areas of social work practice, to understand various services available in the social work field, and to develop an ability to apply the principles of Social Work and Intervention processes in various fields of Social Work.

UNIT I: (08 Hrs)

- Meaning of Rural and Urban Community Development.
- Current Issues in Rural and Urban Areas.
- Different Services in the Field of Urban and Rural Community Development.
- Scope of Urban and Rural Community Development.
- Role of Social Worker in the community

UNIT II: (08 Hrs)

- Meaning of Medical and Psychiatric Social Work, Organization and Administration of Medical and Psychiatric Social Work Department in Hospitals, Major Health Issues.
- Scope of Medical and Psychiatric Social Work. Role of Social Worker in Medical and Psychiatric Settings.

UNIT III: (08 Hrs)

- Meaning of Family and Child Welfare.
- Indian Family: Problems and Prospects.
- Problems of Children, Children in Special Circumstances, and the elderly.
- Emerging Issues in the Area of Child Welfare, Different Services in the Field of Family, Child and Youth Welfare.
- Scope of Family and Child Welfare.
- Role of Social Worker.

UNIT IV: (08 Hrs)

- Meaning of Criminology.
- Crimes in India, Types of Crime, Criminal Justice System, Criminal and Correctional Laws – Juvenile Justice Act 2015.
- Need and Importance of Correctional Institutions.
- Scope of Criminology and Correctional Administration.
- Role of Social Worker

UNIT V: Gender and Development (08 Hrs)

- Industrial Social Work: Definition.
- Importance and scope of the social work profession in an industrial setting.
- CSR- Corporate social responsibility, need and implementation, Role and functions of social worker in industrial settings.
- Problems of workers/employees in an industry.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Text Books:

1. Boyle, S., Smith, L., Farley, W. O., Hull, G., & Mather, J. (2008). Direct Practice in Social Work (2nd ed.). Pearson.
2. Johnson, L., & Yanca, S. (2009). Social Work Practice: A Generalist Approach (10th ed.). Pearson.
3. Constable, R., & Lee, D. (2015). Social Work with Families: Content and Process (1st ed.). Oxford University Press.
4. Miley, K. K., O'Melia, M. W., & Dubois, B. (2021). Generalist Social Work Practice: An Empowering Approach (9th ed.). Pearson.
5. Davey, J., & Bigmore, J. (2009). Introducing Child Care Social Work: Contemporary Policy and Practice (Post-Qualifying Social Work Practice Series) (1st ed.). Learning Matters.

References:

1. Butcher, H. L., W., Banks, S., Henderson, P., & Robertson, J. (2007). Critical community practice (First ed.). Policy Press.
2. Fink, Arthur et al. (1985). The fields of social work. Beverly Hills, Calif: Sage Publications.
3. Rameshwari, Devi, and Ravi Prakash. (2000). Social work practice. Jaipur: Mangal Deep Publications
4. Singh, R.R. (1985). Fieldwork in social work education: A perspective for the human service profession. New Delhi: Concept Publishing Company
5. Zastrow, H. C. (2003). The practice of social work. Canada: Thomson Learning Academic Centre
6. Coppock, V., & Dunn, R. W. (2009). Understanding Social Work Practice in Mental Health (1st ed.). SAGE Publications Ltd.

GREEN SOCIAL WORK

Course Code: 25SW203

Total Marks: 70

Course Objectives: The objective of the course is to develop an understanding of the theories and concepts associated with environmentalism in the context of social work practice and policy, knowledge of the major roles for social work in providing environmental-related service delivery that enhances well-being in various national/international settings, an understanding of the impact of environmental policies on global populations with a focus on human rights and social, economic and environmental justice and competency development that advances human rights and social, economic and environmental justice.

UNIT I: (08 Hrs)

- Introduction of green social work: Meaning and features, Green social work objective, importance and nature, value and scope of Green social work, philosophy of Green social work.

UNIT II: (08 Hrs)

- Global and National environmental issues and concerns: environmental injustice
- Climate change: Social implications and consequences (such as disasters, food shortages, migration, conflict)
- climate change adaptation.

UNIT III: (08 Hrs)

- Interface between green social work and development
- Environmental justice: Implications for food security, livelihood security, energy security, and community well-being
- Sustainable Development Goals: Concept, potentialities and challenges

UNIT IV: (08 Hrs)

- Constitutional provisions, policies, legislative framework, and programmes on environment and environmental conservation

UNIT V: (08 Hrs)

- Significance of Local Environmental Movements: environmental movements and leaders in India
- Case studies of successful local initiatives
- Role of youth in green social work

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Text Books:

1. Dominelli, L. (2012). Green social work –From environmental crises to environmental justice. Cambridge: Polity Press.
2. Grey, M., Coates, J., & Hetherington, T. (2013). Environmental social work. New York: Routledge.
3. Rogers, P., Jalal, K., & Boyd, J. (2008). An introduction to sustainable development. London: Earthscan.
4. Agarwal, B. (2015). Gender and green governance: the political economy of women's presence within and beyond community forestry. Oxford: Oxford University Press.
5. Carter, N. (2007). The politics of the environment: Ideas, activism, policies (2nd edition). London: Cambridge University Press.
6. Roser, D., & Seidel, C. (2017). Climate justice: An introduction. New York: Routledge.

References:

1. Mies, M., & Shiva, V. (2010). Ecofeminism. Jaipur: Rawat Publications.
2. Sessions, G. (1995). Deep ecology for the 21st century: Readings on the philosophy and practice of the new environmentalism. Boston: Shambhala Publications.
3. Guha, R., & Ali, J. (1997). Varieties of environmentalism: essays north and south. New York: Routledge.
4. Rangarajan, M. (2006). Environmental issues in India. New Delhi: Pearson's
5. Dominelli, L. (Eds.) (2018). Handbook of green social work. London: Routledge
6. Calvert, P., & Calvert, S. (1999). The south, the north, and the environment. Jaipur: Rawat Publications
7. Gadgil, M., & Guha, R. (1992). This fissured land: an ecological history of India. New Delhi: Oxford University Press.
8. Shabuddin, G. (2010). Conservation at the crossroads: science, society and the future of India's wildlife. New Delhi: Permanent Black.
9. Peet, R., & Watts, M. (2002). Liberation ecologies: environment, development and social movements. London: Routledge.
10. Blaikie, P. (2016). Land degradation and society. New York: Routledge.

Code: 25SW204

Total Marks: 70

Course Objectives: The course aims to enhance one's self-awareness and competencies in communication and interpersonal relationships, to develop the skills to cope effectively with stress and emotions, and to develop one's personal and professional competencies through creative and critical thinking, problem-solving, and decision-making.

UNIT I: Life Skills- Introduction

(08 Hrs)

- Life Skills: Concept, meaning, and significance
- WHO Life Skills: Ten life skills – self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, coping with stress (stress management), coping with emotions
- Professional Skills: Positive thinking, goal setting, learning and research skills, leadership, motivation, personality development, emotional intelligence (EQ), and social intelligence (SQ).

UNIT II: Self-Awareness and Self-Development

(08 Hrs)

- Self-Awareness: Definition and meaning; identifying personal strengths; self-reflection; strategies and tools for self-reflection
- Empathy: Developing empathy for self and others; building commitment to causes; developing personal morals and values – honesty, integrity, respect, mutual support, civic engagement
- Critical and Creative Thinking: Developing creativity; convergent and divergent thinking; sources of creativity – experiences, imagination, intuition; multiple forms of intelligence; critical analysis and logical reasoning skills; cultivating a scientific temperament

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

UNIT III: Decision-Making, Problem-Solving and Coping Skills

(08 Hrs)

- Decision-Making and Problem Solving: Importance and significance; steps in decision-making and problem-solving; identifying underlying causes of problems; information processing; evaluating available choices; brainstorming, collaboration and mind-mapping
- Stress Management: Stress – concept and definitions; identifying sources of stress; distress and eustress;
- Stress management approaches – action-oriented, emotion-oriented, and acceptance-oriented; relaxation techniques
- Coping Skills: Identifying negative emotions; problem versus emotion-focused coping strategies; developing resilience

UNIT IV: Inter-personal and Communication Skills

(08 Hrs)

- Effective Communication: Importance and significance; understanding the communication cycle; framing messages; barriers to effective communication; developing listening, speaking and presentation skills; feedback
- Inter-personal relationships: Working with teams; group formation and dynamics; conflict management and resolution; managing differences and achieving consensus; sensitivity and empathy
- Leadership: Concept, meaning and significance; styles of leadership; developing leadership skills; time-management; crisis management

UNIT V: Life Skills and Social Work

(08 Hrs)

- Life skills for social work practice: Values, ethics and moral principles
- Social work principles and life skills: Acceptance, non-judgmental attitude, dignity, integrity, respect, managing emotions
- Application of life skills in social work practice: Case studies

Text Books:

1. Robert A. Baron. (2006) Social Psychology. Prentice Hall of India, New Delhi.
2. Chakravarthi, Kalyana T. and Chakravarthi, Latha T. (2011). Soft Skills for Managers. Wiley Publishing Ltd., India.
3. James, Larry (2006). The First Book of Life Skills. Embassy Books, Mumbai.
4. Goleman, Daniel. (2005). Emotional Intelligence – Why It Can Matter More Than IQ. Bantam, New York.
5. Sen, Madhu Chanda. (2010). An Introduction to Critical Thinking. Pearson, New Delhi.

References:

1. Mitra, Barun K. (2017). Personality Development and Soft Skills. Oxford Publishers, New Delhi.
2. <https://www.unicef.org/azerbaijan/media/2776/file/Basic%20Life%20Skills%20Course%20Facilitator%E2%80%99s%20Manual.pdf>
3. <https://cbseacademic.nic.in/lifeskills/PDF/CBSE-Class-IX-Teachers-Manual-for-LifeSkills.pdf>
4. https://www.google.com/search?q=life+skills+education+manuals&oeq=life+skills+education+manuals&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAQABgWGB4yCggCEAAyhgMYigUyCggDEAAyhgMYigUyCggEEAAyhgMYigXSAQk4OTgyajBqMTWoAgCwAgA&sourceid=chrome&ie=UTF-8
5. Facilitator's Manual on Enhancing Life Skills (AHDP) – Tamil/English, Rajiv Gandhi National Institute for Youth Development, Sriperumpudur, Tamil Nadu.

विद्याधनं सर्वधनप्रधानं

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

FUNDAMENTALS OF IT

Code: 25CS101

Max Marks: 70

Course Objectives: The main objective is to introduce IT in a simple language to all undergraduate students, regardless of their specialization. It will help them to pursue specialized programs leading to technical and professional careers and certifications in the IT industry. The focus of the subject is on introducing skills relating to IT basics, computer applications, programming, interactive Medias, Internet basics etc.

UNIT I

(10 Hrs)

Fundamentals of Computers: Definition and Characteristics of a Computer System. Computer Generations from First Generation to Fifth Generation. Classifications of Computers: Micro, Mini, Mainframe and super computers.

Computer Hardware: Major Components of a digital computer, Block Diagram of a computer, Input-output devices, Description of Computer Input Units, Output Units, CPU.

Computer Memory: Memory Hierarchy, Primary Memory – RAM and its types, ROM and its types, Secondary Memory, Cache memory. Secondary Storage Devices - Hard Disk, Compact Disk, DVD, Flash memory.

UNIT II

(10 Hrs)

Interaction with Computers: Computer Software: System software: Assemblers, Compilers, Interpreters, linkers, loaders.

Application Software: Introduction to MS Office (MS-Word, MS PowerPoint, MS-Excel).

Operating Systems: Elementary Operating System concepts, Different types of Operating Systems.

DOS: Booting sequence; Concepts of File and Directory, Types of DOS commands.

Computer Languages: Introduction to Low-Level Languages and High-Level Languages.

UNIT III

(10 Hrs)

Computer Number System: Positional and Non-positional number systems, Binary, Decimal, Octal and Hexadecimal Number Systems and their inter-conversion.

Binary Arithmetic: Addition, subtraction, multiplication and division. Use of complement method to represent negative binary numbers, 1's complement, 2's complement, subtraction using 1's complement and 2's complement. Introduction to Binary Coded Decimal (BCD), ASCII Codes, EBCDIC codes.

UNIT IV

(10 Hrs)

Computer Network & Internet: Basic elements of a communication system, Data transmission modes, Data Transmission speed, Data transmission media, Digital and Analogue Transmission, Network topologies, Network Types (LAN, WAN and MAN), Basics of Internet and Intranet.

Internet: Terminologies related to Internet: Protocol, Domain name, Internet Connections, IP address, URL, World Wide Web. Introduction to Client-Server Model, Search Engine, Voice over Internet Protocol (VOIP), Repeater, Bridge, Hub, Switch, Router, Gateway, Firewall, Bluetooth technology.

Advanced Trends in IT Applications: Brief Introduction to Cloud Computing, Internet of Things, Data Analytics, AI and Machine Learning.

Text Book:

1. P. K. Sinha & Priti Sinha, "Computer Fundamentals", BPB Publications, 1992.
2. Anita Goel "Computer Fundamentals", Pearson.

Reference Books:

1. B. Ram, "Computer fundamentals: Architecture and Organization", New Age Intl.
2. Alex Leon & Mathews Leon, "Introduction to Computers", Vikas Publishing.
3. Norton Peter, "Introduction to computers", 4th Ed., TMH, 2001.
4. Vikas Gupta, "Comdex Computer Kit", Wiley Dreamtech, Delhi, 2004.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)

Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.



ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 3

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW301	Introduction to Social Case Work	4	0	0	4	70	30	0	100	
25SW302	Understanding Communities	4	0	0	4	70	30	0	100	
25SW303	Social Movements	4	0	0	4	70	30	0	100	
25SW304	PRA for Social Work Practice	4	0	0	4	70	30	0	100	
25SW391	Fieldwork I	4	0	0	4	70	30	0	100	
Total					20	350	150	0	500	

ARYAVART
INTERNATIONAL UNIVERSITY

विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

INTRODUCTION TO SOCIAL CASE WORK

Course Code: 25SW301

Total Marks: 70

Course Objectives: The course aims to gain knowledge about the primary method of social work practice with individuals, to understand the basics and need of social case work, to acquire the process and skills of working with individuals, and to understand the basics and need of social case work in different settings.

UNIT I: (08 Hrs)

- Social Casework as a method of Social Work.
- Concept and Definition.
- Historical development of Social Casework.
- Objectives of working with individuals.
- Values - Worth and dignity of clients; Problem-Solving capacity and Confidentiality.
- Components: Person, Problem, Place, and Process.
- Principles of Case Work: Acceptance, Confidentiality, Communication, Self-Determination, Individualization, controlled Emotion, Credibility, etc.

UNIT II: (08 Hrs)

- Casework Practice: Approaches and Models -Psycho Social approach, Psychoanalytical, Functional approach, Problem-solving approach, and Crisis Intervention.
- Relevance of an Eclectic approach.
- Casework Process:
 - Phase 1 – Exploration of the person in the environment
 - Phase 2 - Multidimensional assessment and planning, multidimensional intervention
 - Phase 3 – Helping: implementing and goal attainment
 - Phase 4 – Termination and evaluation
 - Phase 5 - Follow up

UNIT III: (08 Hrs)

- Tools and techniques in casework: listening, observation, Interview visits, collateral contacts,
- Referrals – techniques in practice – ventilation, emotional support, action-oriented support, advocacy, environment modification, modelling, role playing, and confrontation
- Case history taking, Record keeping – Face sheet, Narrative, Process, and Summary recording.

UNIT IV: (08 Hrs)

- Scope and Practice of Social Casework
- Role and functions of Social Caseworker in Medical and Psychiatric Settings- Health Care Centres for Acute, Chronic and Terminal Health concerns, Mental health.
- Role and functions of Social Caseworker in Educational Institutions
- Social Media Addiction – Intellectual disorder - Cognitive-Behavioural and Career guidance
- Impact of COVID-19 among school children.

UNIT V: (08 Hrs)

- Role and functions of Social Caseworker in Community-Based Rehabilitation Centres, De-addiction & Detoxification Centres
- Case work in Disaster Situations & Grief and case work practice with Sexual Minorities- Self-Help Groups.
- Role and functions of Social Caseworker in Family and Child Welfare Settings- Family Welfare Centres, Child Guidance Clinics, Pre-Marital, Marital, Fertility Management & Family Counselling, Geriatric Care.
- Adoption Counseling - Suicide Prevention. Role and functions of Social Caseworker in Correctional Setting- Homes /Special Schools for delinquents, Observation Homes, Prisons.
- Role and functions of Social Caseworker in Corporate Setting-Industries;
- Case work practice at Workplace Community – Absenteeism – Employee's family welfare management.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Text Books:

1. Bhattacharya, Sanjay. 2009. Social Case Work Administration and Development. Rawat Publications. New Delhi.
2. Elizabeth A Segal, et.al. 2010. Professional Social Work. Cengage Learning India Pvt. Ltd., India.
3. Kottles A. Jeffrey, David S., Shepard. 2009. Counselling Theories and Practice. Cengage Learning India Pvt. Ltd., New Delhi.
4. Mathew, Grace. 1992. An Introduction to Social Case Work. Tata Institute of Social Sciences. Bombay.

References:

1. Mujawar W.R., N.K. Sadar. 2010. Field Work Training in Social Work. Mangalam Publications. New Delhi.
2. Perlman Helan Haris. 2011. Social Case Work –Problem-Solving Process. Rawat Publications. India.
3. Upadhya, R. K. 2010. Social Case Work A Therapeutic Approach. Rawat Publications. New Delhi

UNDERSTANDING COMMUNITIES

Course Code: 25SW302

Total Marks: 70

Course Objectives: The objective of the course is to understand the community as a dynamic entity, to understand the tribal, rural, and urban communities, to comprehend the needs, problems, vulnerabilities, and challenges faced by the backward and marginalized communities, and to understand the concept of community and its relevance in social work.

UNIT I:

(08 Hrs)

- Concept, meaning, characteristics and significance of community
- Concept of community: Sociological and social work perspectives of community
- Geographical and functional community
- Different Communities-Definition and characteristics
- Types of community- difference between rural, urban, and tribal communities
- Community leadership- types of community leaders, power structure in the community.

UNIT II:

(08 Hrs)

- Tribal Community: Characteristics of Tribal communities
- Understanding the Concept of Tribes, Adivasis, Indigenous people
- Challenges of Tribal Life, Challenges in working with tribal communities.
- Composition, Culture, norms, and administrative structures of Tribal communities.
- Social Work Interventions in tribal communities.

UNIT III:

(08 Hrs)

- Rural Community: Definition, concepts, meaning and characteristics
- Rural community development: Meaning and definitions, Principles and strategies.
- Rural communities- Composition Culture and norms, administrative structures
- Rural social problem-Challenges in working with rural communities
- Social Work Interventions in rural communities

UNIT IV:

(08 Hrs)

- Urban Community: Definition, concept, meaning, and characteristics
- Urban community development: Meaning and definitions, Principles and strategies.
- Urban communities- Composition, Culture and norms, administrative structures
- Urban social problem- Challenges in working with urban communities
- Social Work Interventions in urban communities

UNIT V:

(08 Hrs)

- Application of community organization method in urban, rural, and tribal communities.
- Role of Government, NGOs, and Corporations.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Role of social workers working with communities

Text Books:

1. Ross Murray G, Community Organisation: Theory and Principles, Harper and Row Publication, New York, 1985.
2. Hardcastle, David A., Powers, Patricia R., and Wenocur, Stanley: Community Practice- Theories and Skills for Social Workers. Second Edition 2011
3. Rath, Govind Chandra: Tribal Development in India -The Contemporary Debate Sage Publications, New Delhi 2006
4. Johri, Pradeep Kumar. (2005). Social Work and Community Development. New Delhi: Anmol Publications Pvt. Ltd.
5. Kumar, Jha Jainendra. (2002). Social work and community development. New Delhi: Anmol Publications Pvt. Ltd.

SOCIAL MOVEMENTS

Code: 25SW303

Total Marks: 70

Course Objectives: The course aims to introduce students to the concept of social movement and its role in social transformation, to acquaint them with the various social movements in India and their goals and to develop their understanding of how social movements bring social transformations

UNIT I: Introduction to Social Movements (08 Hrs)

- Defining Social Movement – Nature, characteristics and features, Components, stages and importance.
- Major types: Redemptive, Reformist and Revolutionary.
- Theories of Social Movements – Approaches to study Social Movements, Social Transformation.

UNIT II: Reform Movements (08 Hrs)

- Social and Religious Reforms in India, Characteristics and Contributions.
- Brahmo Samaj, Prarthana Samaj, Aligarh Movement, Arya Samaj, Deoband movement, Theosophical society, Ramakrishna Mission, Satyashodhak Samaj. Impact of the Reform Movements

UNIT III: Peasant and Tribal Movements (08 Hrs)

- Peasant movements in India – Characteristics and trends, The Indigo Revolt, Punjab Peasants Discontent, Champaran Satyagraha, Bardoli Satyagraha, Tebhaga Movement, Telangana movement.
- Tribal movements – Santhal Revolt, Munda Rebellion, Jharkhand Movement, Bodo Movement
- Coping Skills: Identifying negative emotions; problem versus emotion-focused coping strategies; developing resilience

UNIT IV: Dalit, Backward Castes and Women's Movements (08 Hrs)

- Dalit and Backward Castes Movements – Emergence and Dynamics
- Role of Jyotirao Phule, Dr. Babasaheb Ambedkar and others.
- Women's movements – Defining features and Case Studies

UNIT V: Environmental and Ecological Movements (08 Hrs)

- Environmental and Ecological Movements in India – Issues and concerns, Chipko Movement, Appiko Movement, Narmada Bachao Andolan, Chilika Bachao Andolan
- Application of life skills in social work practice: Case studies

Text Books:

1. Baviskar, A. (2004). In the belly of the river: Tribal conflicts over development in the Narmada valley (2nd ed.). New Delhi: Oxford University Press.
2. Buechler, S. M. (1993). Beyond resource mobilization? Emerging trends in social movement theory. The Sociological Quarterly, 34(2), 217–235. <https://doi.org/10.1111/j.1533-8525.1993.tb00388.x>
3. Chaudhuri, M. (1993). Indian women's movement reform and revival. Kanpur: Radiant Publishers.
4. Dhanagare, D. N. (1983). Peasant movements in India, 1920–1950. New Delhi: Oxford University Press.
5. Diani, M. (1992). The concept of social movement. The Sociological Review, 40(1), 1–25. <https://doi.org/10.1111/j.1467-954X.1992.tb02943.x>

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

6. Foweraker, J. (1995). *Theorizing social movements*. London: Pluto Press.
7. Guha, R. (2000). *The Unquiet woods: Ecological change and peasant resistance in the Himalaya*. Berkeley, CA: University of California Press.
8. Matto, A. (1991). *Reform movements & social transformation in India*. New Delhi: Reliance Publishing House.
9. McAdam, D., McCarthy, J. D., & Zald, M. N. (1996). *Comparative perspectives on social movements*. Cambridge: Cambridge University Press.
10. Omvedt, G. (1994). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage.

References:

1. Omvedt, G. (2011). *Cultural revolt in a colonial society: The non-Brahman movement in western India*. New Delhi: Manohar Publishers.
2. Oommen, T. K. (Ed.). (2010). *Social movements (Vol. 1–2)*. New Delhi: Oxford University Press.
3. Paradeshi, P. (1998). *Dr. Ambedkar and the question of women's liberation in India*. Pune: University of Pune.
4. Pruthi, R. K. (2014). *Social and religious reform movements In modern India*. New Delhi: Arjun Publishing House.
5. Rao, M. S. A. (Ed.). (1978). *Social movements in India (Vol. 1–2)*. New Delhi: Manohar Publishers.
6. Shah, G. (Ed.). (2002). *Social movements and the State*. New Delhi: Sage.
7. Singh, K. S. (Ed.). (1983). *Tribal movements in India (Vol. 1–2)*. New Delhi: Manohar Publishers.
8. SinghaRoy, D. K. (2004). *Peasant movements in post-colonial India: Dynamics of mobilization and identity*. New Delhi: Sage.
9. Touraine, A. (1981). *The voice and the eye: An analysis of social movements*. Cambridge: Cambridge University Press.
10. Wilson J. (1973). *Introduction to social movements*. NY: Basic Books
11. Chatterjee, P. (2008). *Classes, capital and Indian democracy*. *Economic and Political Weekly*, 43(46), 89–93.
12. Das, V. (1995). *Critical events: An anthropological perspective on contemporary India*. New Delhi: Oxford University Press.
13. Desai, A. R. (Ed.). (1979). *Peasant struggles in India*. Bombay: Oxford University Press.
14. Institute of Historical Studies. (1979). *Social and religious reform movements in the nineteenth and twentieth centuries*. Kolkata: Author.
15. Kumar, Raj. (Ed.). (2004). *Essays on social reform movements*. New Delhi: Discovery Publishing House.
16. Nag, J. (1988). *Social reform movements in nineteenth-century India*. Jaipur: RBSA Publishers.
17. Nongbri, T. (2003). *Development, ethnicity and gender: Select essays on tribes*. Jaipur: Rawat Publishers.
18. Omvedt, G. (2004). *Struggle against dams or struggle for water? Environmental movements and the State*. In R. Vhora & S. Palshikar (Eds.), *Indian democracy: Meanings and practices*. New Delhi: Sage.
19. Shah, G. (Ed.). (2001). *Dalit identity and politics*. New Delhi: Sage.
20. Shah, G. (2004). *Social movements in India: A review of literature*. New Delhi: Sage.
21. Shiva, V. (1991). *Ecology and the politics of survival*. New Delhi: Sage.
22. Touraine, A. (1985). *An introduction to the study of social movements*. *Social Research*, 52(4), 749–87.
23. Zelliott, E. (1992). *From Untouchable to Dalit: Essays on the Ambedkar movement*. New Delhi: Manohar Publishers.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

PRA FOR SOCIAL WORK PRACTICE

Code: 25SW304

Max Marks: 70

Course Objectives: The main objective is to understand the overview of approaches, methods and techniques in PRA in rural urban and tribal areas, to learn the process of PRA and develop peoples' skills, to understand the tools used for community assessment, program implementation and evaluation, to imbibe the skills for need assessment and problem identification and to develop skills for project development.

UNIT I (08 Hrs)

Introduction to Participatory Approaches: Concept, Meaning and Definition, Principles, Methods & Tools; PRA pillars; Historical Development of PRA; Role and Qualities of PRA facilitator.

UNIT II (08 Hrs)

PRA Methods and Techniques: PRA Space Related Methods – Transect Walk, Social Mapping, Resource Map, Services and Opportunities Map, Mobility Map, What, Why, How, and Application. Village visits. What, Why, How, and application. Steps in doing a space-related method.

UNIT III (08 Hrs)

Time Related PRA: Time Line, Trend Analysis, Seasonal Diagram, Daily Activity Schedule.

UNIT IV (08 Hrs)

PRA Relation Methods: Cause and Effect Diagram, Well-Being Ranking Method, Venn Diagram, Impact Diagram, Livelihood Analysis, SWOC, and STEEP (Social Technological Economical Environmental and Political) Analysis. Disadvantages/pitfalls/Dangers /Drawbacks of PRA.

UNIT V (08 Hrs)

Practical Application of PRA methods in a village. Lessons from the Field: Prepare a project/need assessment of the village based on the PRA Experiences

Text Book:

1. Altarelli, V., & Ashford, G. (2001). Enhancing ownership and sustainability: a resource book on participation: International Institute of Rural Reconstruction.
2. B. Broughton and J. Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
3. Chambers, R. (1992). Rural Appraisal: Rapid, Relaxed and Participatory. Sussex: Institute of Development Studies. J. Pretty, I. Gujit, J. Thompson, and I. Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
4. Chambers, Robert (1981). Rapid Rural Appraisal, Rationale and Repertoire, IDS, Discussion Paper No. 155, IDS, Sussex.
5. Kumar, Somesh (2002). Methods for community participation: A complete guide for practitioners. New Delhi: Vistaar Publications.

Reference Books:

1. Narayanasamy, N (2009). Participatory Rural Appraisal Principles, Methods and Application. New Delhi: Sage Publications.
2. H. Goyder, R. Davies and W. Williamson 1998. Participatory Impact Assessment. London, Action Aid.
3. L. Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
4. Mukherjee, N. (1993). Participatory Rural Appraisal: Methodology and Applications: Concept Publishing Company.
5. MYRADA (1990), A Review Workshop on Participatory Learning Methods, Bangalore, PRA-PALM Series No 4, Report on the Workshop.
6. NCAER. (1993). Comparative Study of Sample Survey & Participatory Rural Appraisal Methodologies. New Delhi: NCAER.
7. Selener, J. D. (1992). Participatory action research and social change: approaches and critique: Cornell University, May.

FIELD WORK I

Course Code: 25SW391

Total Marks: 100

Fieldwork shall consist of:

1. Fieldwork Orientation
2. Skill labs/ workshops for fieldwork support
3. Observational visits

1. Fieldwork Orientation

Before the commencement of the field practicum, the students will have a formal orientation to fieldwork in various agency settings. During the orientation, students will be provided information about the objectives, settings, roles, and responsibilities of students, faculty supervisors, and agency supervisors, discipline, code of ethics, documentation, communication and reporting procedures, safety procedures, specific learning outcomes, and assessment procedures.

2. Skill labs/ workshops for fieldwork supportive

OBJECTIVE:

- a. To train students with basic people skills for effective fieldwork practice.
- b. To equip students to write quality fieldwork reports.

TASKS TO BE CARRIED OUT:

- Attend skill workshops organized by the department namely on Interpersonal relationships, communication skills, report writing, active listening skills, leadership skills, awareness of body language.
- Task mentioned above are only indicative in nature.

3. Observational visits

OBJECTIVES:

- a. To expose the students to various social work settings
- b. To observe and develop a spirit of inquiry.
- c. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
- d. To understand the problems and constraints faced by the organization

TASKS TO BE CARRIED OUT:

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

विद्याधनं सर्वधनप्रधानं

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

FIELDWORK INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the course of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training, study tours and mini-research.

General Objectives of Fieldwork

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To instil values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
 - a. Relevant and factual information about the client system and the problem/concern
 - b. The selection of programmes/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.
 - c. The role of the social worker and the relevance of social work intervention for the client's needs and the problem.
 - d. The relationship between the micro problems observed and the macro situation, the appropriateness of the organisation's resources and the nature of the intervention
 - e. To integrate theory and practice while recording
 - f. To develop oneself as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp/study tour

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns (this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005)

MANDATORY FIELD ORIENTATION

- The BSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall be 3-5 days. Attendance in the orientation programme is compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.
- The programme includes concurrent and block fieldwork, rural camp, study tours, and extension work as part of the curriculum, which is compulsory for all the students.

The students have to bear the expenses of the above-mentioned field activities.

CONCURRENT FIELDWORK: RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the B.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

Working days: A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 7.5 hours per fieldwork day. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week. **Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

Work Hours: Minimum work hours of concurrent fieldwork 15x15=225 hours in a semester.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

These work hours should be completed in about 28 to 32 visits. The minimum work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

100% of work hours should be completed in the community setting (rural and urban). In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

Fieldwork conference: The Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

Students' Role:

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines, protocol and timings followed by the fieldwork agency/placement setting
- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions
- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines. Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

Role of Department and Agency Supervisors

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.
- The visits should aim at ongoing assessment of the student's progress and learning. The last visit should emphasise evaluating the student's performance and education on critical parameters to aid the Department supervisor in assessing the student comprehensively.
- At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.
- Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.
- Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

The faculty supervisors are expected to fulfil the following:

- Hold individual conferences of at least 30 minutes duration per student per week
- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees
- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

MONTHLY FIELDWORK SEMINAR PRESENTATION OBJECTIVES:

- To promote mutual learning among students.
- To equip students to organise a seminar.
- To create a platform for fieldwork discussions and deliberations on the ongoing fieldwork.

TASKS TO BE CARRIED OUT:

- The monthly seminar presentation is organised, where the students deliver a PowerPoint presentation of the fieldwork task and the learning outcome of that particular month.
- Each session has one Chair, two rapporteurs, and a presenter.
- The Chair is required to oversee the overall arrangements of the presentation venue, equipment, etc.
- Rapporteurs are required to write minutes of the presentation of each session.
- Every student has to perform all three roles, i.e., Chair, rapporteur, and presenter, on a rotation basis.
- Each student has to share their work done in fieldwork and problems they face during fieldwork, and seek suggestions from their peers and research scholars.

EVALUATION OF CONCURRENT AND BLOCK FIELDWORK

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Self-evaluation is compulsory before the final fieldwork evaluation. Students are expected to make their assessment and their expected percentage of marks. In the second step of evaluation, the supervisor shall make a detailed assessment and award marks/grades. Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

CRITERIA FOR FIELDWORK EVALUATION

Sl. No.	Criteria	Marks
Internal		
1	Plan of Action*	5
2	Report Submission	5
3	IC/Monthly Seminar attendance	10
4	Report Writing	10
5	Mini Project/Programme/Concept Paper #	10
6	Field Knowledge and Skills	5
7	Agency Feedback	5
	Total	50
External		
8	Viva-Voce	50
	Total	100

*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

Each student shall take up a mini project, organise a programme, or prepare a concept paper based on his fieldwork placement and interest.

FIELDWORK RECORDS AND DOCUMENTATION (FORMATS)

Every student undergoing Fieldwork I (Course Code: 25SW391) shall maintain and submit the records listed below. All records are to be neatly hand-written or typed in the prescribed format, kept up to date, duly signed by the Agency Supervisor and the Faculty Supervisor, and compiled into a single Fieldwork Record File. The complete file shall be produced before the external examiner at the time of the fieldwork viva-voce examination at the end of the semester.

A. List of Documents to be Prepared

Sl. No.	Document / Record	Purpose / Contents	Verified / Signed by
1	Fieldwork Record File (Cover Page & Index)	Bound file holding all records in sequence with a cover page and index.	Faculty Supervisor
2	Fieldwork Diary (Daily Record)	Day-to-day account of tasks performed on each fieldwork day.	Faculty Supervisor
3	Fieldwork Journal / Observation Record	Visit-wise detailed record with date, time, work hours and learning.	Agency & Faculty Supervisor
4	Agency Profile (Observation Visit Report)	Structure, functioning, staffing and services of the placement agency.	Faculty Supervisor
5	Plan of Action (Semester Fieldwork Plan)	Objectives and planned activities, presented after the first five visits.	Faculty Supervisor
6	Weekly Individual Conference (IC) Report	Record of weekly conferences, feedback and action points.	Faculty Supervisor
7	Monthly Fieldwork Report	Monthly consolidation of tasks, hours and learning outcomes.	Faculty Supervisor
8	Monthly Seminar Presentation Record	Summary of the monthly seminar with rapporteur minutes.	Faculty Supervisor
9	Mini Project / Programme / Concept Paper	Placement-based project, programme or concept paper.	Faculty Supervisor
10	Self-Evaluation Report	Student's self-assessment prior to final evaluation.	Student
11	Agency Supervisor's Evaluation / Feedback	Agency feedback on the student's performance and conduct.	Agency Supervisor

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Sl. No.	Document / Record	Purpose / Contents	Verified / Signed by
12	Concurrent Fieldwork Attendance Record	Visit-wise attendance evidencing the minimum 225 hours.	Agency & Faculty Supervisor

Note: A minimum of 225 hours of concurrent fieldwork (about 28-32 visits, two days per week) is mandatory for assessment. The records above feed directly into the internal evaluation (50 marks) and the external viva-voce (50 marks).

B. Prescribed Formats

1. Fieldwork Record File - Cover Page

ARYAVART INTERNATIONAL UNIVERSITY, Tilthai, Dharmanagar, North Tripura
Department of Social Work | Bachelor of Social Work (BSW)

FIELDWORK RECORD - SEMESTER III (Course Code: 25SW391)

Name of Student: _____ Enrolment / Roll No.: _____
Academic Year / Batch: _____ Name of Placement Agency: _____
Agency Supervisor: _____ Faculty Supervisor: _____
Period of Placement: From _____ To _____ Total Hours Completed: _____

2. Fieldwork Diary (Daily Record)

Sl. No.	Day & Date	Time In / Out	Hours	Activities Undertaken	Remarks / Sign
1					
2					
3					

(One row per fieldwork day; continue on additional sheets as required.)

3. Fieldwork Journal / Observation Record

Visit No.	Date	Time In / Out	Hours	Detailed Record of Work Done & Observations	Skills / Learning	Supervisors' Sign
1						
2						

(To be signed by the Agency Supervisor and countersigned by the Faculty Supervisor in the weekly individual conference.)

4. Agency Profile (Observation Visit Report)

Name and full address of the agency: _____

Type and auspices (Government / NGO / Trust / etc.) and year of establishment: _____

Vision, mission and objectives of the agency: _____

Organisational structure (attach organogram) and staffing pattern: _____

Major programmes, services and target beneficiaries: _____

Sources of funding and networking / linkages: _____

Problems and constraints faced by the agency: _____

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Student's observations, learning and scope for social work intervention:

5. Plan of Action (Semester Fieldwork Plan)

Sl. No.	Objective	Planned Activities	Methods / Tools	Timeline	Expected Outcome
1					
2					

(Presented to the Faculty Supervisor after completion of the first five visits.)

6. Weekly Individual Conference (IC) Report

Week No.	Date	Issues / Tasks Discussed	Supervisor's Feedback	Action Points / Sign
1				
2				

7. Monthly Fieldwork Report

Month and name of agency: _____

Number of visits and total hours completed during the month: _____

Major tasks and activities undertaken: _____

Social work methods, skills and techniques applied: _____

Key learning outcomes: _____

Difficulties / constraints faced and how they were addressed: _____

Plan for the next month: _____

Signature of Student: _____ Agency Supervisor: _____ Faculty Supervisor: _____

8. Monthly Seminar Presentation Record

Date of seminar and theme / topic of presentation: _____

Presenter / Chair / Rapporteurs (names): _____

Summary of the fieldwork task and learning outcome presented: _____

Key points discussed and suggestions received from peers and faculty: _____

Minutes recorded by rapporteur (attach if separate): _____

9. Mini Project / Programme / Concept Paper

Title of the project / programme / concept paper: _____

Rationale / need (based on fieldwork placement): _____

Objectives: _____

Target group and setting: _____

Methodology / plan of activities: _____

Resources required: _____

Expected outcome and evaluation: _____

References: _____

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

10. Self-Evaluation Report

Sl. No.	Area of Assessment	Self-Rating	Remarks / Justification
1	Knowledge of the agency and field setting		
2	Application of social work skills and methods		
3	Regularity, punctuality and discipline		
4	Quality of records and report writing		
5	Relationship with agency, clients and staff		
6	Initiative, attitude and professional conduct		

Expected percentage of marks (student's estimate): _____ Signature of Student: _____

11. Agency Supervisor's Evaluation / Feedback Form

Sl. No.	Parameter	Rating / Marks
1	Attendance, regularity and punctuality	
2	Attitude, interest and initiative	
3	Application of knowledge and skills in the field	
4	Relationship with clients, staff and community	
5	Conduct, discipline and adherence to agency norms	
6	Overall performance	

Overall comments of Agency Supervisor: _____

Name & Signature of Agency Supervisor with Seal: _____ Date: _____

12. Concurrent Fieldwork Attendance Record

Visit No.	Date	Time In / Out	Hours	Task / Activity	Agency Supervisor Sign
1					
2					
...					

Total visits: _____ Total hours completed: _____ (minimum 225 hours mandatory).

विद्याधनं सर्वधनप्रधानं

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)

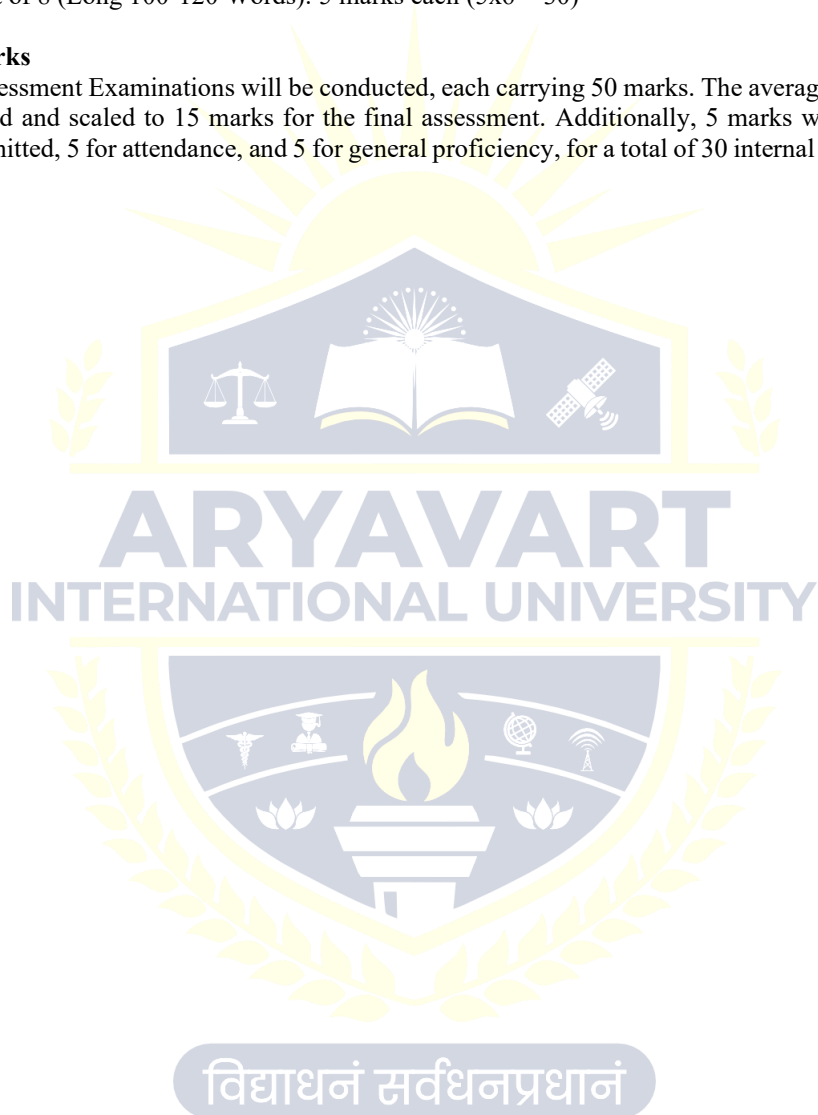
Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.



ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 4

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW401	Introduction to Social Group Work	4	0	0	4	70	30	0	100	
25SW402	Social Change and Social Development	4	0	0	4	70	30	0	100	
25SW403	Disaster Management for Social Work Practice	4	0	0	4	70	30	0	100	
25MO401	MOOC Course I (from SWAYAM Platform)	2	0	0	2	70	30	0	100	
25MO402	MOOC Course II (from SWAYAM Platform)	3	0	0	3	70	30	0	100	
25SW491	Fieldwork II	0	0	4	4	0	30	70	100	
Total					21	350	180	70	600	

ARYAVART
INTERNATIONAL UNIVERSITY



विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

INTRODUCTION TO SOCIAL GROUP WORK

Code: 25SW401

Total Marks: 70

Course Objectives: The course aims to study groups in a social context and understand components of group dynamics, to understand Group Work as a method of professional Social Work practice, to learn the principles and nature of Group Work, and to know the processes in Group Work.

UNIT I: (08 Hrs)

- Groups: Definition, Characteristics, Importance, Impact on personal and social growth of an Individual.
- Classification of Groups: Cooley, Sumner, MacIver & Page.
- Theories of Group Formation – Functional Perspective, Interpersonal Attraction Perspective – Proximity theory, Social System theory, Balance theory, Exchange theory, Self-categorization theory.

UNIT II: (08 Hrs)

- Social Group Work: Definition, Meaning, History, Objectives, Philosophy, Purpose, Nature, Values and Principles of Group Work (Trecker, 1948).
- Type of groups in social work practice: Treatment Groups– Support Group, Education Group, Growth Group, Therapy Group, Socialization Group.
- Task Groups: Based on Client needs, Organizational needs Community needs

UNIT III: (08 Hrs)

- Theoretical approaches to group work practice: Psychoanalytic, Learning, Field,
- Social Exchange, System theories. Stages of Group Development: Forming, Storming,
- Norming, Performing and Adjourning. Models of Group Work: Social goal, Remedial and Reciprocal.

UNIT IV: (08 Hrs)

- Group Work Process: Sub-groups, Group conflict, Group decision making, Group leadership.
- Group dynamics: Concept and Areas, Communication and interaction patterns, Group cohesion, Social control dynamics and Group culture.
- Programme development process.

UNIT V: (08 Hrs)

- Therapeutic Approaches in Group Work: Group Therapy and Group Work, Transactional Analysis, Gestalt Therapy.
- Group work practice in diverse settings - Institutional Settings: Child welfare, Geriatric care, Psychiatric setting, Hospital settings.
- Community Settings: Disaster victims, Substance abusers, Social action groups.

Text Books:

1. Toseland, R. W., & Rivas, R. F. (2012). An introduction to group work practice. Boston: Pearson Allyn& Bacon.
2. Cartwright, Dorwin, and Zander, Alwin. (1995). Group dynamics. New York: Row, Peterson & Co.
3. Coyle, Grace, L. (1947). Group experience and democratic values. New York: The Women's Press.
4. Trecker, H.B. (1970). Social group work principles and practices. New York: Associated Press
5. Toseland, R. and Rivas, R. (1995). An introduction to group work practice (Massachusetts: Allyn and Bacon)
6. Douglas, T. (1976). Group process in social work: A theoretical synthesis. New York: John Wiley & Sons

References:

1. Douglas, T. (1978). Basic group work. London: Tavistock Publication
2. Klein J. (1967). The study of groups. London: Routledge and Kegan Paul Ltd
3. Konopka, G. (1954). Group work in institution. New York: Associate Press
4. Konopka, G. (1983 3rd Ed.). Social group work: A helping process. New Jersey: Prentice Hall
5. Northen, H. (1969). Social work with groups. New York: Columbia University Press
6. Northen, H. (1976). Theory of social work with groups. New York: Columbia University Press
7. Siddiqui, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
8. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

9. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
10. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.

SOCIAL CHANGE AND SOCIAL DEVELOPMENT

Code: 25SW402

Total Marks: 70

Course Objectives: The objective of the course is to understand the concepts and theories of social change and development, to develop skills to identify and analyse the factors and processes of social change and development in the global and Indian context, and to understand the role of social work in social change and development.

UNIT I: Social Change (08 Hrs)

- Social Change: Concept and definitions; causes, factors, and characteristics of social change
- Sources of Social Change: Discoveries, diffusion, innovation, inventions
- Processes of Social Change: Social reform, revolution, legal and technological developments in society; modernization, westernization, Sanskritization, secularization.

UNIT II: Social Development (08 Hrs)

- Social Development: Concept, definitions, nature, characteristics and components of social development
- Models of Social Development: Three worlds, global north-south divide, capitalist model of development, socialist model of development
- Approaches to Social Development: Top-down approaches, bottom-up and participatory approaches; individual, target group, area and sectoral development approaches.

UNIT III: Theories of Social Change and Development (08 Hrs)

- Evolutionary and Cyclical Theories
- Structural-Functionalist Perspectives
- Conflict and Cultural Theories
- Modernization and Dependency Theories

UNIT IV: Historical and Contemporary Social Change and Development in India (08 Hrs)

- Colonialism and post-colonial change and development in India: Industrialization, agrarian and land reforms, sectoral development; liberalization, privatization and globalization
- Contemporary Issues in Development: Economic, social and human development; development planning in India
- Development Indicators: Human Development Index, Gender Inequality Index

UNIT V: Globalization and Development (08 Hrs)

- Globalization: Concept and definitions; characteristics of globalization; impact on marginalized communities
- Sustainable development: Concept, meaning and definitions, Sustainable Development Goals
- Development principles for social work practice

Text Books:

1. Haynes, Jeffrey. (2008). Development Studies. Cambridge, UK: Polity Press.
2. Drèze, Jean and Sen, Amartya. (2013). An uncertain glory: India and its contradictions. Princeton: Princeton University Press.
3. Noble, Trevor. (2000). Social theory and social change. London: Macmillan Press.
4. Rapley, John. (2007). Understanding development: Theory and practice in the third world. Boulder, USA: Lynne Rienner Publishers.
5. Ritzer, George. (2011). Globalization: The essentials. Chichester, UK: John Wiley & Sons.

References:

1. Singh, Yogendra. (1993). Social change in India: Crisis and resilience. New Delhi: Har-Anand Publications.
2. Kothari, U. (Ed.). (2005). A Radical History of Development Studies: Individuals, Institutions, and Ideologies. New York, USA: Zed Books.
3. McMichael, P. (2008). Development and Social Change: A Global Perspective. Thousand Oaks, California: Pine Forge Press.
4. Pieterse, J.N. (2010). Development Theory: Deconstructions/Reconstructions. New Delhi: Sage.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

5. Ritzer, G. (Ed.). (2010). McDonaldization: The Reader. Thousand Oaks, California: Pine Forge Press.
6. Srinivas, M.N. (2008). Social Change in Modern India. Hyderabad: Orient Black Swan.

DISASTER MANAGEMENT FOR SOCIAL WORK PRACTICE

Code: 25SW403

Total Marks: 70

Course Objectives: The course aims to develop an understanding of Disasters and Disaster Management, to learn the international and national policies, institutional mechanisms in disaster services, and to study the role of Social Work practice in Disaster management.

UNIT I: (08 Hrs)

- Disaster: Meaning - Concept of Hazard, Risk, Vulnerability, and Disaster
- Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters
- Types and Classification of Disasters
- Nature Induced Disasters and Human Induced Disasters - CBRN (Chemical, Biological, Radiological and Nuclear)
- Climate change and its impact on Society.

UNIT II: (08 Hrs)

- Disaster Management Cycle: Mitigation and prevention, Preparedness, Prediction and Early warning, Rescue and Relief, Impact assessment, Response, Recovery, Rehabilitation, Reconstruction
- Disaster Risk Reduction; Community-Based Disaster Risk Management (CBDRM), Advocacy and Networking
- National Disaster Profile of India.
- Climate change and its impact on society.

UNIT III: (08 Hrs)

- Global, National issues and initiatives: World Conference on Disaster Reduction (2005), Sendai Framework for Disaster Risk Reduction (2015-2030), Sphere Standards, Disaster Management Act 2005
- National Disaster Management Policy 2009
- Standard Operating Procedures (SOPs)
- Administrative and Institutional structures for disaster management.
- National Disaster Management Plan 2019.
- NDMA guidelines for various disasters (Self Study)

UNIT IV: (08 Hrs)

- Role of U.N. agencies in DRR: Commission of the Parties.
- Role of the Central and the State Governments, Local bodies, Community, Media, International and National Non-Governmental Organisations, Charitable trusts, Educational Institutions, Voluntary Organisations, Community-Based Organisations, Youth groups, others

UNIT V: (08 Hrs)

- Psychosocial and mental health consequences of disaster
- Principles and techniques of psychosocial care in post-disaster situations
- Specific psychosocial needs of vulnerable groups like children, women, older persons, persons with disability, transgender, destitute, and orphans
- NDMA guidelines on psychosocial support and mental health services

Text Books:

1. Abarquez I., & Murshed Z. Community-Based Disaster Risk Management. (2004). Field Practitioner's Handbook, ADPC, Bangkok, Asian Disaster Preparedness Center, Bangkok.
2. Anderson M and Woodrow P. (1998). Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.
3. B. K. Khanna. (2005). Disasters: All You Wanted to Know About, Delhi: New India Publishing Agency, Delhi.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

4. Blaikie P, Cannon T, Davis I, and Wisner B. (2004). At risk: Natural hazards, people's Vulnerability, and Disaster. London: Routledge.
5. Disaster Management Act. (2005). Ministry of Home Affairs, Delhi: Government of India.
6. Sendai Framework for Action <https://www.undrr.org/publication/sendai-frameworkdisaster-risk-reduction-2015-2030>.

References:

1. Kapur, A. (2005). Disasters in India: Studies of Grim Reality, Jaipur: Rawat Publications.
2. Manual on Natural Disaster Management in India. (2001). New Delhi: NCDM.
3. Narayana R.L., Srinivasa Murthy, R., Daz P. (2003). Disaster mental health in India: Monograph. New Delhi: American Red Cross. Indian Red Cross.
4. National Policy on Disaster Management. (2009). New Delhi: NDMA.
5. Singh, R.B. (2009). Natural Hazards and Disaster Management, Jaipur: Rawat Publications.
6. Parasuraman. S., and Unnikrishnan. P.V. (Eds). (1999). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
7. Sahni, Pardeep et.al. (eds.) 2002. Disaster Mitigation Experiences and Reflections, New Delhi: Prentice Hall of India.
8. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response <http://www.sphereproject.org/handbook>

MOOC COURSE I (FROM SWAYAM PLATFORM)

Code: 25MO401

Max Marks: 70

List of MOOCs enrolled by a learner can be found in the "My Courses" page on SWAYAM Portal (link is available at the top of the page, click on the logged-in user-name, Current Link is

https://onlinecourses.swayam2.ac.in/ugc26_ge01/preview

The candidate is required to complete a 03-credit Skill Enhancement Course (SEC) from the list of courses available on the SWAYAM online platform.

MOOC COURSE II (FROM SWAYAM PLATFORM)

Code: 25MO402

Max Marks: 70

List of MOOCs enrolled by a learner can be found in the "My Courses" page on SWAYAM Portal (link is available at the top of the page, click on the logged-in user-name, Current Link is

https://onlinecourses.swayam2.ac.in/ini26_hs35/preview

The candidate is required to complete a 02-credit Value Added Course (VAC) from the list of courses available on the SWAYAM online platform.

FIELD WORK II

Course Code: 25SW491

Total Marks: 100

Fieldwork shall consist of:

1. Fieldwork Orientation
2. Skill labs/ workshops for fieldwork support
3. Observational visits

1. Fieldwork Orientation

Before the commencement of the field practicum, the students will have a formal orientation to fieldwork in various agency settings. During the orientation, students will be provided information about the objectives, settings, roles, and responsibilities of students, faculty supervisors, and agency supervisors, discipline, code of ethics, documentation, communication and reporting procedures, safety procedures, specific learning outcomes, and assessment procedures.

2. Skill labs/ workshops for fieldwork supportive

OBJECTIVE:

- a. To train students with basic people skills for effective fieldwork practice.
- b. To equip students to write quality fieldwork reports.

TASKS TO BE CARRIED OUT:

- Attend skill workshops organized by the department namely on Interpersonal relationships, communication skills, report writing, active listening skills, leadership skills, awareness of body language.
- Task mentioned above are only indicative in nature.

3. Observational visits

OBJECTIVES:

- a. To expose the students to various social work settings
- b. To observe and develop a spirit of inquiry.
- c. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
- d. To understand the problems and constraints faced by the organization

TASKS TO BE CARRIED OUT:

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

FIELDWORK INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the course of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training, study tours and mini-research.

General Objectives of Fieldwork

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To instil values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
 - a. Relevant and factual information about the client system and the problem/concern
 - b. The selection of programmes/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- c. The role of the social worker and the relevance of social work intervention for the client's needs and the problem.
- d. The relationship between the micro problems observed and the macro situation, the appropriateness of the organisation's resources and the nature of the intervention
- e. To integrate theory and practice while recording
- f. To develop oneself as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp/study tour

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns (**this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005**)

MANDATORY FIELD ORIENTATION

- The BSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall be 3-5 days. Attendance in the orientation programme is compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.
- The programme includes concurrent and block fieldwork, rural camp, study tours, and extension work as part of the curriculum, which is compulsory for all the students.

The students have to bear the expenses of the above-mentioned field activities.

CONCURRENT FIELDWORK: RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the B.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

Working days: A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 7.5 hours per fieldwork day. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week. **Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

Work Hours: Minimum work hours of concurrent fieldwork $15 \times 15 = 225$ hours in a semester.

These work hours should be completed in about 28 to 32 visits. The minimum work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

100% of work hours should be completed in the community setting (rural and urban). In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Fieldwork conference: The Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

Students' Role:

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines, protocol and timings followed by the fieldwork agency/placement setting
- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions
- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines. Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

Role of Department and Agency Supervisors

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

- The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.
- The visits should aim at ongoing assessment of the student's progress and learning. The last visit should emphasise evaluating the student's performance and education on critical parameters to aid the Department supervisor in assessing the student comprehensively.
- At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.
- Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.
- Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

The faculty supervisors are expected to fulfil the following:

- Hold individual conferences of at least 30 minutes duration per student per week

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees
- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

MONTHLY FIELDWORK SEMINAR PRESENTATION OBJECTIVES:

- To promote mutual learning among students.
- To equip students to organise a seminar.
- To create a platform for fieldwork discussions and deliberations on the ongoing fieldwork.

TASKS TO BE CARRIED OUT:

- The monthly seminar presentation is organised, where the students deliver PowerPoint presentation of the fieldwork task and the learning outcome of that particular month.
- Each session has one Chair, two rapporteurs, and a presenter.
- The Chair is required to oversee the overall arrangements of the presentation venue, equipment, etc.
- Rapporteurs are required to write minutes of the presentation of each session.
- Every student has to perform all three roles, i.e., Chair, rapporteur, and presenter, on a rotation basis.
- Each student has to share their work done in fieldwork and problems they face during fieldwork, and seek suggestions from their peers and research scholars.

EVALUATION OF CONCURRENT AND BLOCK FIELDWORK

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Self-evaluation is compulsory before the final fieldwork evaluation. Students are expected to make their assessment and their expected percentage of marks. In the second step of evaluation, the supervisor shall make a detailed assessment and award marks/grades. Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:



ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

CRITERIA FOR FIELDWORK EVALUATION

Sl. No.	Criteria	Marks
Internal		
1	Plan of Action*	5
2	Report Submission	5
3	IC/Monthly Seminar attendance	10
4	Report Writing	10
5	Mini Project/Programme/Concept Paper #	10
6	Field Knowledge and Skills	5
7	Agency Feedback	5
	Total	50
External		
8	Viva-Voce	50
	Total	100

*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

Each student shall take up a mini project, organise a programme, or prepare a concept paper based on his fieldwork placement and interest.

FIELDWORK RECORDS AND DOCUMENTATION (FORMATS)

Every student undergoing Fieldwork II (Course Code: 25SW491) shall maintain and submit the records listed below. All records are to be neatly hand-written or typed in the prescribed format, kept up to date, duly signed by the Agency Supervisor and the Faculty Supervisor, and compiled into a single Fieldwork Record File. The complete file shall be produced before the external examiner at the time of the fieldwork viva-voce examination at the end of the semester.

A. List of Documents to be Prepared

Sl. No.	Document / Record	Purpose / Contents	Verified / Signed by
1	Fieldwork Record File (Cover Page & Index)	Bound file holding all records in sequence with a cover page and index.	Faculty Supervisor
2	Fieldwork Diary (Daily Record)	Day-to-day account of tasks performed on each fieldwork day.	Faculty Supervisor
3	Fieldwork Journal / Observation Record	Visit-wise detailed record with date, time, work hours and learning.	Agency & Faculty Supervisor
4	Agency Profile (Observation Visit Report)	Structure, functioning, staffing and services of the placement agency.	Faculty Supervisor
5	Plan of Action (Semester Fieldwork Plan)	Objectives and planned activities, presented after the first five visits.	Faculty Supervisor
6	Weekly Individual Conference (IC) Report	Record of weekly conferences, feedback and action points.	Faculty Supervisor
7	Monthly Fieldwork Report	Monthly consolidation of tasks, hours and learning outcomes.	Faculty Supervisor
8	Monthly Seminar Presentation Record	Summary of the monthly seminar with rapporteur minutes.	Faculty Supervisor
9	Mini Project / Programme / Concept Paper	Placement-based project, programme or concept paper.	Faculty Supervisor
10	Self-Evaluation Report	Student's self-assessment prior to final evaluation.	Student
11	Agency Supervisor's Evaluation / Feedback	Agency feedback on the student's performance and conduct.	Agency Supervisor

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Sl. No.	Document / Record	Purpose / Contents	Verified / Signed by
12	Concurrent Fieldwork Attendance Record	Visit-wise attendance evidencing the minimum 225 hours.	Agency & Faculty Supervisor

Note: A minimum of 225 hours of concurrent fieldwork (about 28-32 visits, two days per week) is mandatory for assessment. The records above feed directly into the internal evaluation (50 marks) and the external viva-voce (50 marks).

B. Prescribed Formats

1. Fieldwork Record File - Cover Page

ARYAVART INTERNATIONAL UNIVERSITY, Tilthai, Dharmanagar, North Tripura
Department of Social Work | Bachelor of Social Work (BSW)

FIELDWORK RECORD - SEMESTER IV (Course Code: 25SW491)

Name of Student: _____ Enrolment / Roll No.: _____
Academic Year / Batch: _____ Name of Placement Agency: _____
Agency Supervisor: _____ Faculty Supervisor: _____
Period of Placement: From _____ To _____ Total Hours Completed: _____

2. Fieldwork Diary (Daily Record)

Sl. No.	Day & Date	Time In / Out	Hours	Activities Undertaken	Remarks / Sign
1					
2					
3					

(One row per fieldwork day; continue on additional sheets as required.)

3. Fieldwork Journal / Observation Record

Visit No.	Date	Time In / Out	Hours	Detailed Record of Work Done & Observations	Skills / Learning	Supervisors' Sign
1						
2						

(To be signed by the Agency Supervisor and countersigned by the Faculty Supervisor in the weekly individual conference.)

4. Agency Profile (Observation Visit Report)

Name and full address of the agency: _____

Type and auspices (Government / NGO / Trust / etc.) and year of establishment: _____

Vision, mission and objectives of the agency: _____

Organisational structure (attach organogram) and staffing pattern: _____

Major programmes, services and target beneficiaries: _____

Sources of funding and networking / linkages: _____

Problems and constraints faced by the agency: _____

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Student's observations, learning and scope for social work intervention:

5. Plan of Action (Semester Fieldwork Plan)

Sl. No.	Objective	Planned Activities	Methods / Tools	Timeline	Expected Outcome
1					
2					

(Presented to the Faculty Supervisor after completion of the first five visits.)

6. Weekly Individual Conference (IC) Report

Week No.	Date	Issues / Tasks Discussed	Supervisor's Feedback	Action Points / Sign
1				
2				

7. Monthly Fieldwork Report

Month and name of agency: _____

Number of visits and total hours completed during the month: _____

Major tasks and activities undertaken: _____

Social work methods, skills and techniques applied: _____

Key learning outcomes: _____

Difficulties / constraints faced and how they were addressed: _____

Plan for the next month: _____

Signature of Student: _____ Agency Supervisor: _____ Faculty Supervisor: _____

8. Monthly Seminar Presentation Record

Date of seminar and theme / topic of presentation: _____

Presenter / Chair / Rapporteurs (names): _____

Summary of the fieldwork task and learning outcome presented: _____

Key points discussed and suggestions received from peers and faculty: _____

Minutes recorded by rapporteur (attach if separate): _____

9. Mini Project / Programme / Concept Paper

Title of the project / programme / concept paper: _____

Rationale / need (based on fieldwork placement): _____

Objectives: _____

Target group and setting: _____

Methodology / plan of activities: _____

Resources required: _____

Expected outcome and evaluation: _____

References: _____

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

10. Self-Evaluation Report

Sl. No.	Area of Assessment	Self-Rating	Remarks / Justification
1	Knowledge of the agency and field setting		
2	Application of social work skills and methods		
3	Regularity, punctuality and discipline		
4	Quality of records and report writing		
5	Relationship with agency, clients and staff		
6	Initiative, attitude and professional conduct		

Expected percentage of marks (student's estimate): _____ Signature of Student: _____

11. Agency Supervisor's Evaluation / Feedback Form

Sl. No.	Parameter	Rating / Marks
1	Attendance, regularity and punctuality	
2	Attitude, interest and initiative	
3	Application of knowledge and skills in the field	
4	Relationship with clients, staff and community	
5	Conduct, discipline and adherence to agency norms	
6	Overall performance	

Overall comments of Agency Supervisor: _____

Name & Signature of Agency Supervisor with Seal: _____ Date: _____

12. Concurrent Fieldwork Attendance Record

Visit No.	Date	Time In / Out	Hours	Task / Activity	Agency Supervisor Sign
1					
2					
...					

Total visits: _____ Total hours completed: _____ (minimum 225 hours mandatory).

विद्याधनं सर्वधनप्रधानं

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)

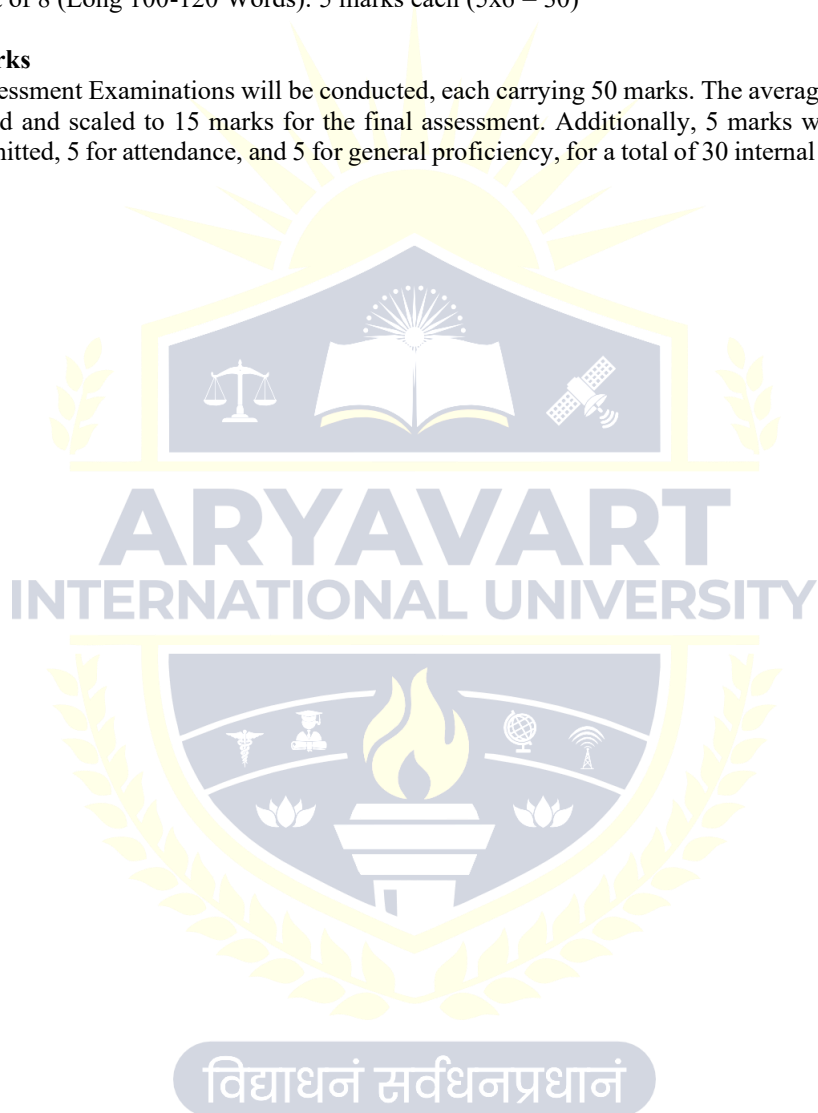
Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.



ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 5

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW501	Community Organisations and Social Action	4	0	0	4	70	30	0	100	
25SW502	Disability Studies	4	0	0	4	70	30	0	100	
25SW503	Human Rights & Social Legislation	4	0	0	4	70	30	0	100	
25SW504	Dalit and Tribal Studies	4	0	0	4	70	30	0	100	
25SW591	Fieldwork-III	0	0	4	4	0	30	70	100	
Total					20	280	150	70	500	

ARYAVART
INTERNATIONAL UNIVERSITY

विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

COMMUNITY ORGANIZATION AND SOCIAL ACTION

Code: 25SW501

Total Marks: 70

Course Objectives: The course aims to gain knowledge about community organisation and Social Action, to learn different approaches, techniques and skills in community organisation and social action, to develop strategies and tactics to work with communities, and to learn about different models of Community organization and social action.

UNIT I: (08 Hrs)

- Community Organisation – History, Concepts, Principles, Assumptions and Objectives, Values and Ethics.
- Process of Community Organisation – Study and Survey, Analysis, Assessment, Discussion, Organisation, Action, Reflection, Modification, and Continuation.

UNIT II: (08 Hrs)

- Models of community organisation – Locality development, Social planning, Social action – Approaches to community organisation – General content, Specific content, and Process objective.
- Skills and roles of a community organiser – Communication, Training, Consultation, Public relations, Resource mobilisation, Liaison

UNIT III: (08 Hrs)

- Methods of community organisation – Awareness creation, Planning and Organising, Education, Networking, Participation, Leadership
- Community organisation with vulnerable communities – Migrants, Elderly, Slum dwellers, Transgenders

UNIT IV: (08 Hrs)

- Social Action in Community Organization -History of Social Action in India
- Concept, Purpose, Strategies, and Tactics in Social Action
- Social Action as a method of social work
- Principles of Social Action- Process of Social Action,
- Approaches to social action – Paulo Friere, Saul Alinsky, Mahatma Gandhi, and Ambedkar.

UNIT V: (08 Hrs)

- Concept of advocacy as a tool, Strategy for advocacy – Campaigning, Lobbying
- Use of media and public opinion building in advocacy – Coalition and network building, Online Community and Networks.
- Efficacy of social media.

Text Books:

1. Gangrade, K. D. (1997). Community organisation in India, New Delhi: Popular Prakashan.
2. Cox M. Fred et. al. (2005). Strategies of community organization. 4th Edition. New Delhi: Peacock Publishers.
3. Johri, Pradeep Kumar. (2005). Social Work and Community Development. New Delhi: Anmol Publications Pvt. Ltd.
4. Kumar, Jha, Jainendra. (2002). Social work and community development. New Delhi: Anmol Publications Pvt. Ltd.
5. Ledwith, Margaret. (2005). Community development: A critical approach. New Delhi: Rawat Publications.
6. Kumar, Somesh. (2008). Methods for community participation. New Delhi: Vistar Publications.
7. Siddiqui, H. Y. (1977). Working with communities. New Delhi: Hira Publication.
8. Siddiqui, H. Y. (1984) Social work and social action.(ed.), New Delhi: Harnam Publications

References:

1. Christopher, A.J., and Thomas William. (2006). Community organization and social action. New Delhi: Himalaya Publications.
2. Kumaran, Hyma, Wood. (2004). Community action planning. Chennai: T. R. Publications
3. Rivera & Erlich. (1995). Community organising in a diverse society. Boston: Allyn and Bacon

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

4. Jim Ife (1995). Community development: Creating community alternatives -vision, analysis and practice. Melbourne, Australia: Longman
5. United Nations Children's Fund, Geneva (Switzerland), (1982). Community Participation: Current issues and lessons learned. Washington, D.C.: Distributed by ERIC Clearinghouse, 1982.
6. Fred, Milson. (1974). An introduction to community work. London: Routledge and Kegan Paul
7. Dasgupta, Sugata. (1980). Social Movements, Encyclopedia of social work in India, New Delhi: Press Division, G02
8. Bhattacharya, Sanjay. (2008). Social Work: psycho-social and health aspects. New Delhi: Deep and Deep Publications.
9. Rothman, J. (1968). Three models of community organization practice in Social Work Practice, New York: Columbia University Press

DISABILITY STUDIES

Code: 25SW502

Total Marks: 70

Course Objectives: The course aims to understand the nature and the concepts of disabilities, to acquire the theoretical underpinnings of models and approaches to understanding disability, to understand the policy, legislations, services, programmes, rights and entitlements of persons with disability, and to apply the skills and knowledge for the betterment of persons with disability.

UNIT I

(08 Hrs)

- Concept of disability, impairment, handicap – ICIDH & WHO, ICF, definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families
- Models of Disability: Charity Model, Bio-Medical Model, Functional Limitation Model, Social Model, and Human Rights Model
- Approaches of managing disability
- Incidence and prevalence of disability in India and Global level

UNIT II

(08 Hrs)

- Types of disability – physical, sensory, intellectual, multiple disabilities, learning developmental disabilities, psychosocial disability – causes, types and care for persons with disabilities
- Process of rehabilitation - early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community

UNIT III

(08 Hrs)

- Impact of disability on individuals and their families: reactions of parents/family members and ways of coping; needs and problems of persons with disability and their families across the life span
- Prevention and management of disabilities at primary, secondary and tertiary levels
- Governmental schemes and programmes for persons with disabilities

UNIT IV

(08 Hrs)

- Disability counselling skills and intervention strategies at individual, group, and family levels, self-help/support groups, life skills enrichment
- Family crisis intervention, family-centred intervention, parent guidance and training, quality of life of persons with disabilities
- Social work Practice in different settings - Hospital and treatment centres, home, educational institutions, vocational rehabilitation centres, community
- Multidisciplinary rehabilitation team and their roles

UNIT V

(08 Hrs)

- Disability intervention strategies at community and policy levels – awareness, community education, community-based rehabilitation, advocacy and lobbying, formation of advocacy groups, using international instruments (Salamanca Declaration, Standard Rules, UNCRPD) and Legislations

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

governing disability- RPWD ACT, 2016; Role of NGOs and INGOs, State's role in implementation of legislations.

- Importance of National Institutes for prevention, promotion, and rehabilitation

Textbooks:

1. Albrecht G.L., Katherine D Seelman. & Bury, M. (2001). Handbook of Disability Studies, London: Sage
2. Bacuer, A. and Sharma, A. (2007). Disability: Challenges vs Responses, New Delhi: CAN Publications
3. Banejee, G. (2001). Legal rights of a person with disability. New Delhi: RCI.
4. Bhumali, A. (2009): Rights of disabled women and children in India. Serial publications: New Delhi.
5. Desa, A.N. (1990): Helping the Handicapped (Problems and prospects). New Delhi: Ashish Publishing House.

Reference Books:

1. Hans A. and Patri, A. (2003): Women with Disability and Identity. New Delhi: Sage Publications.
2. ILO (2014). World social protection report 2014/15: building economic recovery, inclusive development and social justice.
3. Karanth, Pratibha & Rozario, J. (2003). Learning disability in India, London: Sage
4. Mitra, S., Posarac, A., & Vick, B. (2013). Disability and poverty in developing countries: a multidimensional study. World Development, 41, 1-18.
5. Mukherjee, M. (2006): Problems of Disabled People. New Delhi: Associated Publishers.
6. Puri, M, & Abraham, G. (2004). Handbook of inclusive education for educators, administrators, and planners: within walls, without boundaries. New Delhi: Sage Publications.
7. Rothman, J. C. (2003). Social work practice across disability. Boston: Allyn & Bacon.
8. Seamus, H. & Alur, M. (2002). Education and Children with Special Needs, London: Sage. 24. WHO. (2010). Community-based rehabilitation: CBR guidelines. Geneva: WHO Press.
9. Willmuth, E. and Holcomb, L. (editors) (1993): Women with Disabilities –Found Voices. New York: Haworth Press
10. World Bank (2007). Disability in India: From commitments to outcomes. Working Paper, 2007, Washington DC.



HUMAN RIGHTS AND SOCIAL LEGISLATION

Code: 25SW503

Total Marks: 70

Course Objectives: The course aims to gain knowledge about Human Rights, to understand the different Social Legislation, and to make the students understand the mechanism of utilizing Social Legislation for social transformation.

UNIT I

(08 Hrs)

- Human Rights: Concept, Scope – Classification of Human Rights – Three Generations of Human Rights: Positioning Social Work, Universal Declaration of Human Rights, National and International Human Rights Monitoring Mechanism.
- Social Movements & Human Rights in India, Human Rights in the Constitution of India (Fundamental rights & Directive principles of the state policy)
- National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST- National Commission for the protection of the rights of the child
- Family Courts 1984, Lok Adalat, The Legal Aid, Public Interest Litigation. Social Work Profession and Human Rights

UNIT II

(08 Hrs)

- Contemporary Issues: Rights of Children, Women, Dalits, Tribal/Indigenous people, De-Notified tribes.
- Refugees, and People living with HIV/AIDS
- Prisoners, Refugees, and People with alternative sexuality (Emerging Issues and concerns of lesbians, gays, bisexual, transgender (LGBT), Persons with Disability-Minorities
- NGOs and Human Rights – Human rights and social work Practice
- Advocacy, Networking, Campaigning and Social Action
- Role of social workers in implementing the social legislation

UNIT III

(08 Hrs)

- Social Legislation: Concept and Scope; History of Social Legislation in India
- Constitutional Roots of Social Policy and Social Legislation in India.
- Social Legislation relating to Women: The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 - Protection of Women from Domestic Violence Act, 2005- The Indecent Representation of Women (Prohibition) Act (1986)- Dowry Prohibition Act (1961), The Muslim Women (Protection of Rights on Marriage) Act, 2019

UNIT IV

(08 Hrs)

- Social Legislation relating to Children: The Juvenile Justice (Care and Protection of Children) Act, (2015), National policy on Child labor 1987, UN Convention of the Rights of the Child (UNCRC) 1989, Child Labour Prohibition and Regulation Act (1986) & Child Labour (Prohibition and Regulation) Amendment Act of 2016, Prevention of Immoral Traffic Act (1986), The Pre-natal Diagnostic Techniques Act 1994, The Protection of Children from Sexual Offences Act 2012- Right to Education (RTE Act 2009), Prohibition of Child Marriage Act 2006.

UNIT V

(08 Hrs)

- Social Problems and Law - Right to Information Act (2005). - The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013, Civil Rights Act (1955)– Bonded Labour Abolition Act (1976) – The Maintenance and Welfare of Parents and Senior Citizens Act (2007)- Scheduled castes and scheduled tribes (Prevention of Atrocities) Act 1989, Rights of Persons with disabilities Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Unorganized Workers Social Security Act (2008). Rights of Migrant Workers.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Textbooks:

1. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
2. Basu Durga das. 1994. Human Rights in Constitutional Law. Princeton Hall. London
3. Baxi. U. 2007. Human Rights in a Post-Human World. Cambridge University Press. New Delhi.
4. Biswal, T. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
5. Chiranjivi J. 2002. Human Rights in India. Oxford University Press. New Delhi.
6. Das A.K. 2004. Human Rights in India. Sarup and Sons. New Delhi.
7. Das B.D. 1994. Human Rights in Constitutional Law. Princeton Hall. London
8. Dossier. 1994. Human Rights Commission, Legal Resources for Social Action. Chennai.

Reference Books:

1. Kohli A.S. 2004. Human Rights and Social Work Issues. Society for Community Organization. Madurai.
2. Lobo G V. 1994. Human Rights in Indian Studies. Commission for Justice. New Delhi.
3. Quinn Fredrick. 2005. Human Rights in Retreat. Society for Community Organization, Madurai.
4. Raja Muthirulandi. 1998. Human Rights and Constitution. Sooriya Publishers. Trichy.
5. Sawant. P.B. 2004. Human Rights. Society for Community Organization. Madurai.
6. Shantha Kumar. 2004. Human Rights, People's Watch. Madurai.
7. Susan C. Mapp. 2008. Human Rights and Social Justice in a Global World. Oxford University Press. New Delhi.
8. Tapan Biswal. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
9. Upendra Boxi. 2007. Human Rights in a Post-Human World. Cambridge University Press. New Delhi.
10. Bar Acts

ARYAVART
INTERNATIONAL UNIVERSITY
DALIT AND TRIBAL STUDIES

Code: 25SW504

Total Marks: 70

Course Objectives: The objective of the course is to make students aware about the concept of Dalit, meaning of the word of Dalit, historical background of the Indian society prevalent condition of Dalit people, to understand the basic concepts about Dalit and Tribal Sociology, to gain knowledge about the historical and present condition about the Dalit and tribal people, and to make understand the student about the dynamics of the Dalit and tribal movements and their importance.

UNIT I

(08 Hrs)

- Definition and concept of Dalit, Historical background of the Dalits, and Dalit Sociology- Religion and Caste, Varna (Jati) system and Untouchability, Dalit religion & Culture,
- Concept of culture and change; Social system: Economy; Religious system:
- Definition and concept of Tribal, Historical background of the Tribal, and Tribal Sociology. Tribal religion & Culture, Concept of culture and change: Social system: Economy; Religious system: Tribal Culture.

UNIT II

(08 Hrs)

- Impact of British rule on Tribal; Socio-economic conditions of Adivasi during British Period: Adivasi movement during the period- Santhal. Birsa Munda and other struggles.
- Impact of British rule on Dalits; Impact of Christianity on Dalits. Role of Dalits in the national movement for the Independence of India: Dalit Radicals of 1920.

UNIT III

(08 Hrs)

- Dalit and Tribal Economy in Contemporary India
- Impact of Liberalization, Privatization, and Globalization on Dalit and Tribal Society.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Place of Tribals and Dalits in the ongoing Education system- Access to knowledge corridors, Primary and Higher educational institutions; question of vernacular and English medium education. Struggles

UNIT IV

(08 Hrs)

- Tribal and Dalit Movements in contemporary India: Adivasi movement during the period, pre-independence and post-independence Dalit and Tribal people,
- Role of Dr. Ambedkar and other social reformers for the Empowerment of the Scheduled caste and the Scheduled tribe. Dalit Panthers

UNIT V

(08 Hrs)

- Policy of affirmative action (reservation policy) in the Government and Private sector; Constitutional safeguard remedies for Scheduled castes and Scheduled Tribes: Scheduled
- Cast Commission, Scheduled Tribe Commission and its reports; Ministry of Tribal Affairs, Panchayat Raj Extension of Schedule Areas (PESA). Dalit and Tribal Political Leadership and Political Parties in Contemporary India. Status of Dalit and tribal women and development, PCR Act

Textbooks:

1. Beteille A. 1996. Concept of tribes with special reference to India. In Society and politics in India: essays in a comparative perspective (pp 57-78). London: Athlone Press.
2. Chaudhuri, B. 1992. Tribal transformation in India: socio-economic and ecological development. New Delhi: Inter-India publication.
3. Choudhury, B. 1982. Tribal Development in India. New Delhi: Inter-India Publication.
4. Elwin, V. 1954. The Aboriginal. Bombay: Oxford University Press.
5. Gadgil, M, and R. Guha. 1992. This fissured land: an ecological history of India. New Delhi: Oxford.
6. Ghurye, G.S. 1943. The aboriginals: so-called and their future. Poona: Gokhale Institute of Politics and Economics.
7. Govt. of India. 2014. Report of the high-level committee on socioeconomic, health, and educational status of tribal communities of India. New Delhi: Ministry of Tribal Affairs, Government of India, May 2014
8. Hasnain, Nadeem. 2007. Tribal India. Delhi: New royal book
9. Joshi, Vidyut and Chadrakant Upadhyaya. 2017 Tribal Situation in India. New Delhi: Rawat Publications.
10. Pandey, A.K. 1984. Tribal Situation in India. New Delhi: serial publication.

References:

1. Roy Burman, B. K. 2003. Indigenous and tribal peoples in world-system perspective. Studies of tribes and tribals, 1(1): 7-27.
2. Roy Burman, B. K. 1994. Tribe in Perspective. Delhi: Mittal Publications.
3. Singh, A.K. 1999. Tribal Development in India. New Delhi: Classical Publishing Company.
4. Vaid, N.K. 2004. Who Cares for Tribal Development. New Delhi: Mittal publications.
5. Vidarthy, L.P and B.K. Rai. 1977. Tribal Culture in India. New Delhi: Concept Publishing Co.
6. Xaxa V. 1999. Tribe as the Indigenous People of India. Economic and Political Weekly, 35 (51): 3589-3595.
7. Xaxa, V. 2003. Tribes in India. In Veena Das (ed) The Oxford India Companion to Sociology and Social Anthropology Vol. I (pp. 373-408). Delhi: Oxford University Press.
8. Bob, C. (2007). " Dalit rights are human rights": Caste discrimination, international activism, and the construction of a new human rights issue. Human Rights Quarterly, 167-193.
9. Chakraborty, D., Babu, D. S., & Chakravorty, M. (2006). Atrocities on Dalits: What the District Level Data Say on Society-State Complicity. Economic and Political Weekly, 2478-2481.
10. Deshpande, S., Karve, I., Srinivas, M. N., Gupta, D., Béteille, A., Kothari, R., & Sarukkai, S. (2014). The problem of caste. Economic & Political Weekly, 49(41), 17.
11. Ghosh, J. (2006). Case for caste-based quotas in higher education. Economic and Political Weekly, 2428-2432.
12. Ghurye, G. S. (1969). Caste and race in India. Popular Prakashan. Giddens, A. 1999. Sociology, Cambridge: The Polity Press. Gupta, Dipankar, ed., Social Stratification, Delhi: Oxford University Press, 1991.
13. Hanchinamani, B. B. (2001). Human rights abuses of Dalits in India. Human Rights Brief, 8(2), 6.
14. Haq, R. (2010). 9 Caste-based quotas: India's reservations policies. Managing Cultural Diversity in Asia: A Research Companion, 166.
15. Jodhka, S. (2017). Caste in contemporary India. Routledge.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

16. Kumar, R., Kumar, S., & Mitra, A. (2009). Social and economic inequalities: contemporary significance of caste in India. *Economic and Political Weekly*, 55-63.
17. Madan, T.N., 'Caste and the ordering of Hindu society', in F. Robinson, ed., *The Cambridge Encyclopedia of India*, 1989.
18. Nair, T. Krishnan (1975) *Social Work Education and Development of Weaker Section*, Madras: Association of Schools of Social Work in India
19. Narula, S. (2008). Equal by law, unequal by caste: The untouchable condition in critical race perspective. *Wis. Int'l LJ*, 26, 255.
20. Oommen, T. K. (1984). Sources of deprivation and styles of protest: The case of the Dalits in India. *Contributions to Indian Sociology*, 18(1), 45-61.
21. Pai, S. (2000). New social and political movements of Dalits: A study of Meerut district. *Contributions to Indian Sociology*, 34(2), 189-220.
22. Risley, H., & Crooke, W. (1999). *The people of India*. Asian Educational Services.
23. Singha, K. (2012). Caste Based Reservation in India: An Analysis. *Social Work Chronicle*, 1(1), 117.
24. Srinivas, M. N. (1962). *Caste in modern India and other essays*. Caste in modern India and other essays.
25. Teltumbde, A. (2000). Theorising the Dalit Movement: A Viewpoint. *Vikalp Alternatives*, 8(1&2), 71-92.
26. Thorat, S., & Neuman, K. S. (2012). *Blocked by caste: Economic discrimination in modern India*. Oxford University Press.



FIELD WORK III

Course Code: 25SW591

Total Marks: 100

Fieldwork shall consist of:

1. Fieldwork Orientation
2. Skill labs/ workshops for fieldwork support
3. Observational visits

1. Fieldwork Orientation

Before the commencement of the field practicum, the students will have a formal orientation to fieldwork in various agency settings. During the orientation, students will be provided information about the objectives, settings, roles, and responsibilities of students, faculty supervisors, and agency supervisors, discipline, code of ethics, documentation, communication and reporting procedures, safety procedures, specific learning outcomes, and assessment procedures.

2. Skill labs/ workshops for fieldwork supportive

OBJECTIVE:

- a. To train students with basic people skills for effective fieldwork practice.
- b. To equip students to write quality fieldwork reports.

TASKS TO BE CARRIED OUT:

- Attend skill workshops organized by the department namely on Interpersonal relationships, communication skills, report writing, active listening skills, leadership skills, awareness of body language.
- Task mentioned above are only indicative in nature.

3. Observational visits

OBJECTIVES:

- a. To expose the students to various social work settings
- b. To observe and develop a spirit of inquiry.
- c. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
- d. To understand the problems and constraints faced by the organization

TASKS TO BE CARRIED OUT:

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

FIELDWORK INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the course of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training, study tours and mini-research.

General Objectives of Fieldwork

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To instil values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
 - a. Relevant and factual information about the client system and the problem/concern
 - b. The selection of programmes/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- c. The role of the social worker and the relevance of social work intervention for the client's needs and the problem.
- d. The relationship between the micro problems observed and the macro situation, the appropriateness of the organisation's resources and the nature of the intervention
- e. To integrate theory and practice while recording
- f. To develop oneself as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp/study tour

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns (**this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005**)

MANDATORY FIELD ORIENTATION

- The BSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall be 3-5 days. Attendance in the orientation programme is compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.
- The programme includes concurrent and block fieldwork, rural camp, study tours, and extension work as part of the curriculum, which is compulsory for all the students.

The students have to bear the expenses of the above-mentioned field activities.

CONCURRENT FIELDWORK: RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the B.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

Working days: A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 7.5 hours per fieldwork day. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week. **Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

Work Hours: Minimum work hours of concurrent fieldwork $15 \times 15 = 225$ hours in a semester.

These work hours should be completed in about 28 to 32 visits. The minimum work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

100% of work hours should be completed in the community setting (rural and urban). In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Fieldwork conference: The Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

Students' Role:

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines, protocol and timings followed by the fieldwork agency/placement setting
- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions
- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines. Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

Role of Department and Agency Supervisors

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

- The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.
- The visits should aim at ongoing assessment of the student's progress and learning. The last visit should emphasise evaluating the student's performance and education on critical parameters to aid the Department supervisor in assessing the student comprehensively.
- At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.
- Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.
- Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

The faculty supervisors are expected to fulfil the following:

- Hold individual conferences of at least 30 minutes duration per student per week
- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

MONTHLY FIELDWORK SEMINAR PRESENTATION OBJECTIVES:

- To promote mutual learning among students.
- To equip students to organise a seminar.
- To create a platform for fieldwork discussions and deliberations on the ongoing fieldwork.

TASKS TO BE CARRIED OUT:

- The monthly seminar presentation is organised, where the students deliver PowerPoint presentation of the fieldwork task and the learning outcome of that particular month.
- Each session has one Chair, two rapporteurs, and a presenter.
- The Chair is required to oversee the overall arrangements of the presentation venue, equipment, etc.
- Rapporteurs are required to write minutes of the presentation of each session.
- Every student has to perform all three roles, i.e., Chair, rapporteur, and presenter, on a rotation basis.
- Each student has to share their work done in fieldwork and problems they face during fieldwork, and seek suggestions from their peers and research scholars.

EVALUATION OF CONCURRENT AND BLOCK FIELDWORK

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Self-evaluation is compulsory before the final fieldwork evaluation. Students are expected to make their assessment and their expected percentage of marks. In the second step of evaluation, the supervisor shall make a detailed assessment and award marks/grades. Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:

CRITERIA FOR FIELDWORK EVALUATION

Sl. No.	Criteria	Marks
Internal		
1	Plan of Action*	5
2	Report Submission	5
3	IC/Monthly Seminar attendance	10
4	Report Writing	10
5	Mini Project/Programme/Concept Paper #	10
6	Field Knowledge and Skills	5
7	Agency Feedback	5
	Total	50
External		
8	Viva-Voce	50
	Total	100

*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

Each student shall take up a mini project, organise a programme, or prepare a concept paper based on his fieldwork placement and interest.

FIELDWORK RECORDS AND DOCUMENTATION (FORMATS)

Every student undergoing Fieldwork III (Course Code: 25SW591) shall maintain and submit the records listed below. All records are to be neatly hand-written or typed in the prescribed format, kept up to date, duly signed by the Agency Supervisor and the Faculty Supervisor, and compiled into a single Fieldwork Record File. The

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

complete file shall be produced before the external examiner at the time of the fieldwork viva-voce examination at the end of the semester.

A. List of Documents to be Prepared

Sl. No.	Document / Record	Purpose / Contents	Verified / Signed by
1	Fieldwork Record File (Cover Page & Index)	Bound file holding all records in sequence with a cover page and index.	Faculty Supervisor
2	Fieldwork Diary (Daily Record)	Day-to-day account of tasks performed on each fieldwork day.	Faculty Supervisor
3	Fieldwork Journal / Observation Record	Visit-wise detailed record with date, time, work hours and learning.	Agency & Faculty Supervisor
4	Agency Profile (Observation Visit Report)	Structure, functioning, staffing and services of the placement agency.	Faculty Supervisor
5	Plan of Action (Semester Fieldwork Plan)	Objectives and planned activities, presented after the first five visits.	Faculty Supervisor
6	Weekly Individual Conference (IC) Report	Record of weekly conferences, feedback and action points.	Faculty Supervisor
7	Monthly Fieldwork Report	Monthly consolidation of tasks, hours and learning outcomes.	Faculty Supervisor
8	Monthly Seminar Presentation Record	Summary of the monthly seminar with rapporteur minutes.	Faculty Supervisor
9	Mini Project / Programme / Concept Paper	Placement-based project, programme or concept paper.	Faculty Supervisor
10	Self-Evaluation Report	Student's self-assessment prior to final evaluation.	Student
11	Agency Supervisor's Evaluation / Feedback	Agency feedback on the student's performance and conduct.	Agency Supervisor
12	Concurrent Fieldwork Attendance Record	Visit-wise attendance evidencing the minimum 225 hours.	Agency & Faculty Supervisor

Note: A minimum of 225 hours of concurrent fieldwork (about 28-32 visits, two days per week) is mandatory for assessment. The records above feed directly into the internal evaluation (50 marks) and the external viva-voce (50 marks).

B. Prescribed Formats

1. Fieldwork Record File - Cover Page

ARYAVART INTERNATIONAL UNIVERSITY, Tilthai, Dharmanagar, North Tripura
 Department of Social Work | Bachelor of Social Work (BSW)

FIELDWORK RECORD - SEMESTER V (Course Code: 25SW591)

Name of Student: _____ Enrolment / Roll No.: _____
 Academic Year / Batch: _____ Name of Placement Agency: _____
 Agency Supervisor: _____ Faculty Supervisor: _____
 Period of Placement: From _____ To _____ Total Hours Completed: _____

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

2. Fieldwork Diary (Daily Record)

Sl. No.	Day & Date	Time In / Out	Hours	Activities Undertaken	Remarks / Sign
1					
2					
3					

(One row per fieldwork day; continue on additional sheets as required.)

3. Fieldwork Journal / Observation Record

Visit No.	Date	Time In / Out	Hours	Detailed Record of Work Done & Observations	Skills / Learning	Supervisors' Sign
1						
2						

(To be signed by the Agency Supervisor and countersigned by the Faculty Supervisor in the weekly individual conference.)

4. Agency Profile (Observation Visit Report)

Name and full address of the agency: _____

Type and auspices (Government / NGO / Trust / etc.) and year of establishment: _____

Vision, mission and objectives of the agency: _____

Organisational structure (attach organogram) and staffing pattern: _____

Major programmes, services and target beneficiaries: _____

Sources of funding and networking / linkages: _____

Problems and constraints faced by the agency: _____

Student's observations, learning and scope for social work intervention: _____

5. Plan of Action (Semester Fieldwork Plan)

Sl. No.	Objective	Planned Activities	Methods / Tools	Timeline	Expected Outcome
1					
2					

(Presented to the Faculty Supervisor after completion of the first five visits.)

6. Weekly Individual Conference (IC) Report

Week No.	Date	Issues / Tasks Discussed	Supervisor's Feedback	Action Points / Sign
1				
2				

7. Monthly Fieldwork Report

Month and name of agency: _____

Number of visits and total hours completed during the month: _____

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Major tasks and activities undertaken: _____
 Social work methods, skills and techniques applied: _____
 Key learning outcomes: _____
 Difficulties / constraints faced and how they were addressed: _____
 Plan for the next month: _____
 Signature of Student: _____ Agency Supervisor: _____ Faculty Supervisor: _____

8. Monthly Seminar Presentation Record

Date of seminar and theme / topic of presentation: _____
 Presenter / Chair / Rapporteurs (names): _____
 Summary of the fieldwork task and learning outcome presented: _____
 Key points discussed and suggestions received from peers and faculty: _____
 Minutes recorded by rapporteur (attach if separate): _____

9. Mini Project / Programme / Concept Paper

Title of the project / programme / concept paper: _____
 Rationale / need (based on fieldwork placement): _____
 Objectives: _____
 Target group and setting: _____
 Methodology / plan of activities: _____
 Resources required: _____
 Expected outcome and evaluation: _____
 References: _____

10. Self-Evaluation Report

Sl. No.	Area of Assessment	Self-Rating	Remarks / Justification
1	Knowledge of the agency and field setting		
2	Application of social work skills and methods		
3	Regularity, punctuality and discipline		
4	Quality of records and report writing		
5	Relationship with agency, clients and staff		
6	Initiative, attitude and professional conduct		

Expected percentage of marks (student's estimate): _____ Signature of Student: _____

11. Agency Supervisor's Evaluation / Feedback Form

Sl. No.	Parameter	Rating / Marks
1	Attendance, regularity and punctuality	
2	Attitude, interest and initiative	
3	Application of knowledge and skills in the field	
4	Relationship with clients, staff and community	
5	Conduct, discipline and adherence to agency norms	
6	Overall performance	

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Overall comments of Agency Supervisor: _____
Name & Signature of Agency Supervisor with Seal: _____ Date: _____

12. Concurrent Fieldwork Attendance Record

Visit No.	Date	Time In / Out	Hours	Task / Activity	Agency Supervisor Sign
1					
2					
...					

Total visits: _____ Total hours completed: _____ (minimum 225 hours mandatory).



ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)

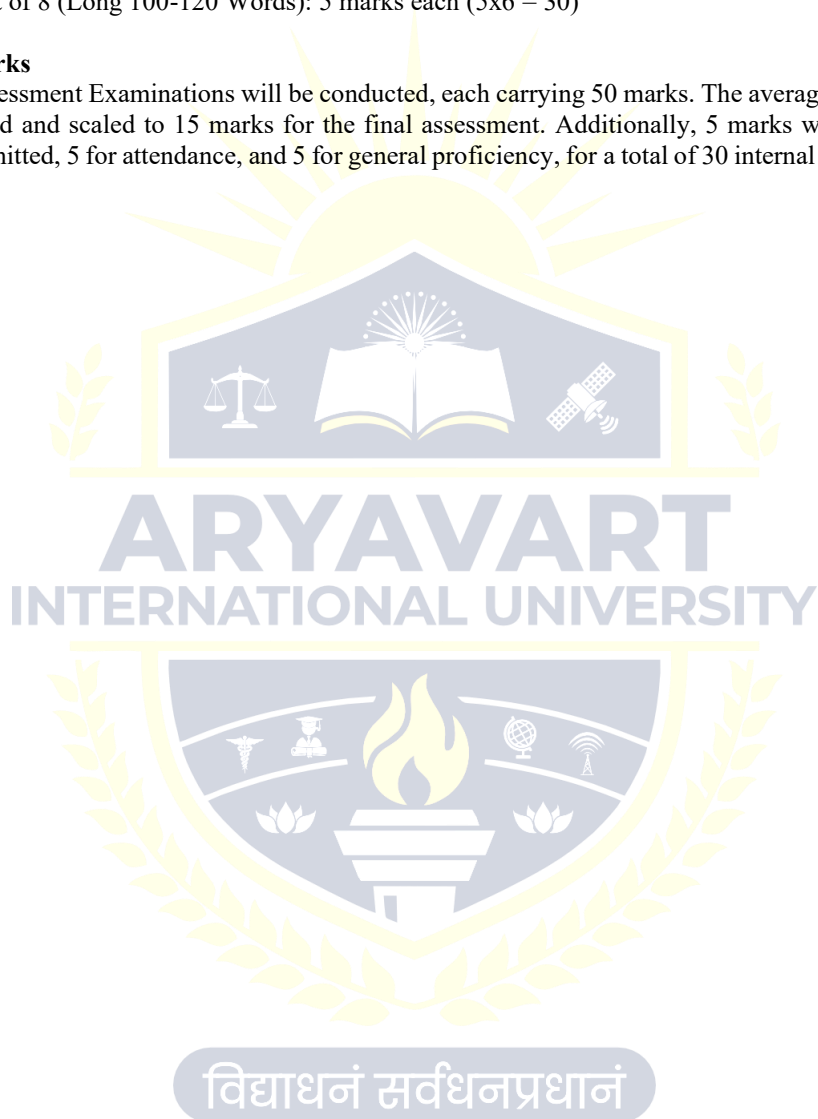
Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.



ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 6

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW601	Social Policy and Social Welfare Administration	4	0	0	4	70	30	0	100	
25SW602	Corporate Social Responsibility	4	0	0	4	70	30	0	100	
25SW603	Women and Development	4	0	0	4	70	30	0	100	
25SW604	Rehabilitation Social Work	4	0	0	4	70	30	0	100	
25SW691	Fieldwork IV	0	0	4	4	0	30	70	100	
Total					20	350	150	0	500	

ARYAVART
INTERNATIONAL UNIVERSITY

विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

SOCIAL POLICY AND SOCIAL WELFARE ADMINISTRATION

Code: 25SW601

Total Marks: 70

Course Objectives: The course aims to develop an understanding of Social Policy and Social Welfare Administration, to understand how policies are developed and implemented through various welfare schemes and policies, to develop the skill of establishing, administering, managing and programme delivery of Human service organizations, and to know the relevance of Development Administration and Governance at varied levels and scope for Social Work Practice.

UNIT I (08 Hrs)

- Introduction to Social Policy; Distinction between Social and Economic Policies, Social Welfare Policy
- Indian Constitution: Fundamental rights and duties; Directive Principles of State Policy
- Welfare State; History of Social Welfare in India
- Models of Social Policy; Relevance of Social Policy to Social Work Practice.

UNIT II (08 Hrs)

- Policies in India: Education, Health, Housing, Environment, Social Security, Food Security, Employment & Labour
- Social Welfare Programmes in India: Family, Children, Youth, Orphans and Children in Adoption, Women, Elderly, Marginalised groups, Persons with disabilities, and workers in the unorganized sector. Social Work Code of Ethics in Social Policy

UNIT III (08 Hrs)

- Social Welfare Administration: Nature and Meaning; Social Welfare Administration as a method of Social Work; Concept and Evolution of Development Administration in India.
- Local Self Government; Urban (Municipal Council/Corporation) and Rural (Panchayati Raj Institutions); 73rd & 74th Constitutional Amendments; Central and State Social Welfare Boards

UNIT IV (08 Hrs)

- Human Service Organisations (HSO): Meaning, functions; Types of Welfare Agencies- Non-Government Organisations, Non-Profit organisations and Self-governing.
- National Policy on Voluntary sector (2007); Registration of Societies Registration Act (1860), Indian Trust Act (1882), The Companies Act (1956).

UNIT V (08 Hrs)

- Administrative Processes: POSDCORB. Mobilization of financial resources; Foreign Contribution Regulation Act- 1976.
- Exemption from Income tax; Administrative skills: Writing reports, letters, and minutes of meetings.
- Project formulation, implementation, monitoring, and evaluation.

Text Books:

1. Batra, Nitin. (2004). Administration of social welfare in India. Jaipur: Raj Publishing House.
2. Bhattachary, Sanjay. (2009). Social work administration and development. New Delhi: Rawat Publications.
3. Birkland, Thomas A. (2011). Policy Process: Theories, Concepts, and Models of Policy Making. Routledge.
4. Bulmer, M. et.al. (1989): The Goals of Social Policy, London: Unwin Hyman.
5. Chandra, S. (2017). Social welfare administration in India. Lulu Press, Inc. Morrisville, North Carolina, United States

Reference Books:

1. Descrochers, Jhon. (1997). Methods of Social Analysis, Centre for Social Action: Bangalore.
2. Dreze, Jean (ed). (2016). Social Policy, Orient Blackswan Pvt. Ltd, Hyderabad.
3. Hill, M. (2003). Understanding Social Policy (7th Edition). Oxford: Blackwell Publishing.
4. Huttman, E.D. (1981). Introduction to Social Policy, New York: McGraw Hill.
5. Inamdar N. R. (1992), Development Administration in India, Rawat Publications, New Delhi.
6. Kulkarni, P. D. (1979). Social policy and social development in India. Association of Schools of Social Work in India.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

7. Moroney, R.M.& Krysik, J. (1998). Social Policy and Social Work: Critical Essays on the Welfare State. New York: Aldine de Gruyter,
8. Pathak, S. H. (2013). Social policy, social welfare and social development. Bangalore: Niruta
9. Sachdeva, D.R. (1978). Social Welfare Administration in India, Allahabad: Kitab Mahal.
10. Shanmuga velayutham, K. (1998). Social Legislation and Social Change, Chennai: Vazhga Valamudan Publishers.

CORPORATE SOCIAL RESPONSIBILITY

Code: 25SW602

Total Marks: 70

Course Objectives: The course aims to provide the knowledge of Corporate Social Responsibility, to enable the students to understand business ethics and Corporate Social Responsibility in the global scenario, to enable an understanding of sustainable development, SDGs and Corporate Social Responsibility, and to understand global reporting initiatives and standards essential for CSR.

UNIT I (08 Hrs)

- Introduction to CSR: Meaning & Definition of CSR, Chronological evolution of CSR in India, Concept of Charity, Corporate philanthropy, Corporate Citizenship, Models of CSR in India, Environmental aspect of CSR

UNIT II (08 Hrs)

- CSR Legislation in India: Section 135 of the Companies Act 2013, Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India
- Understanding the roles and responsibilities of corporate foundations
- Review of successful corporate initiatives
- Challenges of CSR

UNIT III (08 Hrs)

- Sustainability Concept and the seven key factors of Sustainability
- Relationship between CSR and SDGs
- Global Initiatives on Environmental Sustainability, Role of Civil Society
- Social Entrepreneurs and Supply Chain

UNIT IV (08 Hrs)

- Identifying key stakeholders of CSR & their roles, Analysis, management, and impact of evaluation.
- Role of Non-profit & Local Self Governance in implementing CSR; Contemporary issues in CSR & SDGs.
- Global Compact Self-Assessment Tool, National Voluntary Guidelines by the Government of India

UNIT V (08 Hrs)

- Review current trends and opportunities in CSR. CSR and Social Work Professionals.
- National and International compliances of Social Security Agreements (SSA) and Global Reporting Initiative (GRI).
- CSR as a Strategic Business tool for Sustainable development.
- Review of successful corporate initiatives & challenges of CSR.
- Case Studies of Major CSR Initiatives, CSR Awards in India

Text Books:

1. Andres R (2005) The Sustainability Revolution: Portrait of a Paradigm Shift. New Society Publishers: New Delhi
2. Benn & Bolton (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

3. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw-Hill Book Company
4. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An Interdisciplinary Analysis. Westport, CT: Greenwood Press.
5. Cannon, T. (1992). Corporate responsibility (1st ed.). London: Pitman Publishing.
6. Crane, A. et al. (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.

Reference Books:

1. Ellington, J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
2. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
3. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
4. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage
5. [http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/\\$FILE/Studies%2026.pdf](http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/$FILE/Studies%2026.pdf)
6. Sustainable development in India: Stocktaking in the run up to Rio+20: Report prepared by TERI for MoEF, 2011.
7. Report of the Department for Policy Coordination and Sustainable Development (DPCSD), United Nations Division for Sustainable Development.

ARYAVART
INTERNATIONAL UNIVERSITY



विद्याधनं सर्वधनप्रधानं

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

WOMEN AND DEVELOPMENT

Code: 25SW603

Total Marks: 70

Course Objectives: The course aims to understand the concept of gender in the context of development, to analyse and evaluate contemporary issues in gender and development, and to understand the role of social work practice in addressing gender inequalities and development.

UNIT I: Concept of Women and Development (08 Hrs)

- Gender and gender identity: Concept and perspectives; social construction of gender
- Development: Concept and definitions; sustainable development; gender-sensitive development planning and practice
- Approaches to Gender and Development: Basic concepts; Gender and Development (GAD); Women and Development (WAD); Women in Development (WID)

UNIT II: Feminist Theories of Development (08 Hrs)

- Introduction to feminism: Feminist theory, ideas and contemporary debates; Intersectionality theory
- Evolution of the feminist movement in India: History, phases and contemporary developments and issues in Indian feminism
- Feminist Approaches to Development: Gender-mainstreaming, gender analysis, gender budgeting; inclusion and representation of women and gender minorities in development planning and politics

UNIT III: Women and Work (08 Hrs)

- Work: Concept; productive and re-productive labour; paid and unpaid work; feminization of labour and feminization of poverty
- Gender and the Workplace: Women in organized and unorganized sectors; work-life balance; sexual harassment in the workplace; occupational health and safety; labour rights for women, women in leadership
- Gender and Economic Empowerment: Concept of empowerment; livelihoods, self-help groups (SHGs) and micro-credit
- Contemporary challenges and issues; social entrepreneurship

UNIT IV: Women, Health and Education (08 Hrs)

- Gender and Health: Socio-economic and cultural determinants of gender and health, reproductive health rights of women; gender-based violence, sex-ratio, female foeticide and infanticide
- Gender and Education: Status and gender disparities in literacy rates and enrollment rates; women and gender minorities in higher education; gender and the New Education Policy 2020
- Gender and Development Indicators: Gender Development Index, Gender Inequality Index, U.N. Sustainable Development Goals for Gender Equality.

UNIT V: Women and Sustainable Development (08 Hrs)

- Sustainable development: Concept and goals; participatory and intersectional strategies and approaches for sustainable development
- Women's participation in socio-environmental movements; gender and climate-change, contemporary challenges to women's rights in India
- Social work and gender-sensitive development practice.

Text Books:

1. Amy S. Wharton. (2005). The Sociology of Gender: An Introduction to Theory and Research. Blackwell Publishing, UK.
2. Mala Khullar, (Ed). (2005). Writing the Women's Movement: A Reader. Zubaan, Kali for Women, New Delhi.
3. Mies, Maria. (1980). Indian Women and Patriarchy. Concept Publishing Company, New Delhi.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

4. Rege, Sharmila (Ed.). (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage, New Delhi.
5. Delamont, Sara. (2003). Feminist Sociology. Sage, New Delhi.

Reference Books:

1. Dominelli Lena. (2002). Feminist Social Work Theory and Practice. Palgrave, New York.
2. Tong, R. (2013). Feminist Thought: A Comprehensive Introduction. Taylor & Francis, UK.
3. Razavi, Shahrashoub & Carol Miller. (1995). From WID to GAD: Conceptual Shifts in the Women and Development Discourse. Geneva: United Nations Research Institute for Social Development
4. Seth, Mira. (2001). Women and Development. New Delhi, Sage Publications.
5. Kaila, H. L. (2005). Women, Work and the Family. Rawat Publications, Jaipur.
6. Kumar, Anil. (2007). Women Entrepreneurship in India. Regal Publications, New Delhi.
7. Petchesky, Rosalind Pollack. (2003). Gendering Health and Human Rights. Jed Book, London.
8. K. Ajit Dalal & Ray, Subha. (2005). Social Dimensions of Health. Rawat Publications, Jaipur.

REHABILITATION SOCIAL WORK

Code: 25SW604

Total Marks: 70

Course Objectives: The objective of the course is to make students understand the principles and values of rehabilitation social work, to help students gain knowledge on the professional aspects of rehabilitation social work, and enable them to recognize the role of a rehabilitation social worker, to help students understand the basics of medico-psychological and social rehabilitation, and help them to engage with agencies to conceptualize rehabilitation programmes, to enable students to learn the types and causes of displacement and help them to understand the concepts and theories of rehabilitation and resettlement, and to help students in recognising the emerging fields of rehabilitation social work.

UNIT I: Introduction to Rehabilitation Social Work (08 Hrs)

- Rehabilitation Social Work – Concept, definition and Objectives
- Principles and Fields of Rehabilitation Social Work, Theories
- Models and Methods in Rehabilitation Social Work: Social casework and social group work, Community organisation, Social action.

UNIT II: Rehabilitation Social Work as a Profession (08 Hrs)

- Rehabilitation Social Work as a Profession – Meaning, functions and characteristics
- Tools and Techniques of Rehabilitation, Importance of fieldwork and teamwork in Rehabilitation Social Work.
- Role of Government Agencies and NGOs in Rehabilitation, Role of Social Worker.

UNIT III: Medico-psychological and Social Rehabilitation (08 Hrs)

- Rehabilitation in the medico psychological context: principles, types and levels.
- Related Acts and Policies. Rehabilitation and Counselling Interventions.
- Role of Social Worker. Drug and substance abuse – nature, causes, prevalence and consequences; Preventive and Promotive measures.
- Role of government agencies and voluntary organizations.

UNIT IV: Rehabilitation Social Work in Displacement and Resettlement Situations (08 Hrs)

- Displacement and Resettlement – Basic concepts, types, causes and instances of displacements.
- Government policies for displacement; Irrigation projects, Mining projects, Industrial projects, etc.
- Impact of displacement.
- Case studies of displacement projects.
- Rehabilitation and Resettlement – Theories and Models, Resettlement Issues, Role of Government agencies, Acts and Policies.
- Role of NGOs and Social workers.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Social work practice in proper Rehabilitation, Resettlement and Community Development activities

UNIT V: Emerging Fields of Rehabilitation

(08 Hrs)

- Social work practice in the emerging fields of rehabilitation – Concepts, areas and Opportunities.
- Psychiatric rehabilitation; Occupational rehabilitation, Vocational rehabilitation; Rehabilitation engineering.
- Role of government agencies and voluntary organisations, Mobilization of resources and counselling, Management of Rehabilitation Programmes, Role of social workers

Text Books:

1. Anthony, W. A., & Farkas, M. D. (2011). The essential guide to psychiatric rehabilitation practice. MA: Center for Psychiatric Rehabilitation, Boston University.
2. Barrett, N. M., Gill, K. J., Pratt, C. W., & Roberts, M. M. (2013). Psychiatric rehabilitation. MA: Academic Press.
3. Fernandes, W., & Raj, S. A. (1992). Development, displacement and rehabilitation in the tribal areas of Orissa. New Delhi: Indian Social Institute.
4. Friedlander, W. A. (Ed.). (2016). Concepts and methods of social work. IL: PrenticeHall.
5. Goldenson, R. M. (1978). Disability and rehabilitation handbook. NY: McGraw-Hill.
6. Goodman, A. (2013). Social work with drug, alcohol and substance misusers. London: Sage.
7. Healy, K. (2014). Social work theories in context: Creating frameworks for practice. Basingstoke: Palgrave Macmillan.
8. Kapur, R. (2015). Psychiatric rehabilitation: A psychoanalytic approach to recovery. New Delhi: Routledge.
9. King, P. M. (Ed.). (2013). Sourcebook of Occupational Rehabilitation. New Delhi: Springer.
10. King, R., Lloyd, C., & Meehan, T. (2013). Handbook of Psychosocial Rehabilitation. Germany: Wiley.

Reference Books:

1. Misra, P. D. (1994). Social work: Philosophy and methods. New Delhi: Inter-India Publishers.
2. Murickan, J., et. al. (2003). Development-induced displacement: Case of Kerala. Jaipur: Rawat Publishers.
3. Onalu, C., Obi-keguna, C., & Eya, O. (2017). Rehabilitation in social work practice. In U. Okoye, N. Chukwu, & P. Agwu (Eds.), Social work in Nigeria: Book of readings (pp 124–134). Nsukka: University of Nigeria Press.
4. Robertson, S. E., & Brown, R. I. (1992). Rehabilitation counselling: Approaches in the field of disability. London: Chapman & Hall.
5. Roth, P. L. (2018). Vocational & rehabilitation counseling in action: The essential guide for those providing services to individuals with disabilities. SC: CreateSpace Independent Publishing Platform.
6. Rubin, S. E., Roessler, R. T., & Rumrill, P. D. (2016). Foundations of the vocational rehabilitation process. TX:PRO-ED.
7. Shover, J., & Kurren, O. (1959). Social work in rehabilitation. Journal of the American Medical Association, 171(12), 1694–1696. <https://doi.org/10.1001/jama.1959.73010300015017>
8. Teater, B. (2019). An introduction to applying social work theories and methods. NY: Open University Press.
9. Vaughn, M. G., & Perron, B. E. (Eds.). (2013). Social work practice in the addictions. NY: Springer. <https://doi.org/10.1007/978-1-4614-5357-4>
10. Wells, E. A., Kristman-Valent, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and the delivery of evidence-based psychosocial treatments for substance use disorders. Social Work in Public Health, 28(3–4), 279–301. <http://doi.org/10.1080/19371918.2013.759033>

FIELD WORK IV

Code: 25SW691

Total Marks: 100

Fieldwork shall consist of:

1. Fieldwork Orientation
2. Skill labs/ workshops for fieldwork support
3. Observational visits

1. Fieldwork Orientation

Before the commencement of the field practicum, the students will have a formal orientation to fieldwork in various agency settings. During the orientation, students will be provided information about the objectives, settings, roles, and responsibilities of students, faculty supervisors, and agency supervisors, discipline, code of ethics, documentation, communication and reporting procedures, safety procedures, specific learning outcomes, and assessment procedures.

2. Skill labs/ workshops for fieldwork support

OBJECTIVE:

- a. To train students with basic people skills for effective fieldwork practice.
- b. To equip students to write quality fieldwork reports.

TASKS TO BE CARRIED OUT:

- Attend skill workshops organized by the department namely on Interpersonal relationships, communication skills, report writing, active listening skills, leadership skills, awareness of body language.
- Task mentioned above are only indicative in nature.

3. Observational visits

OBJECTIVES:

- a. To expose the students to various social work settings
- b. To observe and develop a spirit of inquiry.
- c. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
- d. To understand the problems and constraints faced by the organization

TASKS TO BE CARRIED OUT:

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

FIELDWORK INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the course of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training, study tours and mini-research.

General Objectives of Fieldwork

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To instil values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
 - a. Relevant and factual information about the client system and the problem/concern
 - b. The selection of programmes/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.
 - c. The role of the social worker and the relevance of social work intervention for the client's needs and the problem.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- d. The relationship between the micro problems observed and the macro situation, the appropriateness of the organisation's resources and the nature of the intervention
- e. To integrate theory and practice while recording
- f. To develop oneself as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp/study tour

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns (**this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005**)

MANDATORY FIELD ORIENTATION

- The BSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall be 3-5 days. Attendance in the orientation programme is compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.
- The programme includes concurrent and block fieldwork, rural camp, study tours, and extension work as part of the curriculum, which is compulsory for all the students.

The students have to bear the expenses of the above-mentioned field activities.

CONCURRENT FIELDWORK: RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the B.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

Working days: A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 7.5 hours per fieldwork day. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week. **Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

Work Hours: Minimum work hours of concurrent fieldwork $15 \times 15 = 225$ hours in a semester.

These work hours should be completed in about 28 to 32 visits. The minimum work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

100% of work hours should be completed in the community setting (rural and urban). In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

Fieldwork conference: The Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour per week, group conferences

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

Students' Role:

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines, protocol and timings followed by the fieldwork agency/placement setting
- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions
- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines. Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

Role of Department and Agency Supervisors

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

- The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.
- The visits should aim at ongoing assessment of the student's progress and learning. The last visit should emphasise evaluating the student's performance and education on critical parameters to aid the Department supervisor in assessing the student comprehensively.
- At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.
- Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.
- Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

The faculty supervisors are expected to fulfil the following:

- Hold individual conferences of at least 30 minutes duration per student per week
- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees
- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

MONTHLY FIELDWORK SEMINAR PRESENTATION OBJECTIVES:

- To promote mutual learning among students.
- To equip students to organise a seminar.
- To create a platform for fieldwork discussions and deliberations on the ongoing fieldwork.

TASKS TO BE CARRIED OUT:

- The monthly seminar presentation is organised, where the students deliver a
- PowerPoint presentation of the fieldwork task and the learning outcome of that particular month.
- Each session has one Chair, two rapporteurs, and a presenter.
- The Chair is required to oversee the overall arrangements of the presentation venue, equipment, etc.
- Rapporteurs are required to write minutes of the presentation of each session.
- Every student has to perform all three roles, i.e., Chair, rapporteur, and presenter, on a rotation basis.
- Each student has to share their work done in fieldwork and problems they face during fieldwork, and seek suggestions from their peers and research scholars.

EVALUATION OF CONCURRENT AND BLOCK FIELDWORK

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Self-evaluation is compulsory before the final fieldwork evaluation. Students are expected to make their assessment and their expected percentage of marks. In the second step of evaluation, the supervisor shall make a detailed assessment and award marks/grades. Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:

CRITERIA FOR FIELDWORK EVALUATION

Sl. No.	Criteria	Marks
Internal		
1	Plan of Action*	5
2	Report Submission	5
3	IC/Monthly Seminar attendance	10
4	Report Writing	10
5	Mini Project/Programme/Concept Paper #	10
6	Field Knowledge and Skills	5
7	Agency Feedback	5
	Total	50
External		
8	Viva-Voce	50
	Total	100

*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

Each student shall take up a mini project, organise a programme, or prepare a concept paper based on his fieldwork placement and interest.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)
Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)
Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)
Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.



ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 7

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW701	Social Work Practice with Children and Families	4	0	0	4	70	30	0	100	
25SW702	Social Work with the Elderly	4	0	0	4	70	30	0	100	
25SW703	Youth Development	4	0	0	4	70	30	0	100	
25SW704	Addiction and Substance Abuse	4	0	0	4	70	30	0	100	
25SW791	Fieldwork V	0	0	4	4	0	30	70	100	
Total					20	280	150	70	500	

ARYAVART
INTERNATIONAL UNIVERSITY

विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

SOCIAL WORK PRACTICE WITH CHILDREN AND FAMILIES

Code: 25SW701

Total Marks: 70

Course Objectives: The course aims to introduce the basic concepts of Social work Practice with families and children, to understand the factors affecting family functioning, to develop skills for working with family systems and children, and to understand the various social work settings that involve working with families and children.

UNIT I (08 Hrs)

- Family: Definition, Characteristics, functions, developmental stages and family patterns, types of family and tasks and problems of each stage in the family life cycle.
- Family Dynamics: Concept, Characteristics and significant models for understanding family dynamics: The Mc Master Model of Family functioning, Structural Approach, The Beavers Model, Triaxial Scheme, The Circumplex Model, and Family Conflict theory.
- Family system in India.

UNIT II (08 Hrs)

- Crisis affecting families: family conflicts, economic distress, child abuse, interparental violence, elderly abuse, the crisis of death and grief.
- Factors contributing to family problems: Divorce, social and demographic factors, and recent trends in changes in family structure.
- Family as a social system: Theoretical framework

UNIT III (08 Hrs)

- Family Social Work: Meaning, Definition, Assumptions, Significance and Historical development of family Social Work.
- Family assessment tools: Genogram, Ecomap, Psychosocial assessment; Skills and techniques for working with families.
- Family Therapy; Family Social Work practice in various settings -Family Counselling Centres, Family Courts, Premarital Counselling centres and Adoption and Foster Care Agencies, ICTC

UNIT IV (08 Hrs)

- Child development: concept, needs and problems at different stages of developmental. Child development theories- Bowlby's Attachment theory, Freud's Psychosexual theory, Erikson's Psychosocial theory and Ecological Theory, Family Systems Theory.
- Role of family in child development-Parenting styles, cultural stereotypes associated with gender roles.
- Child mental health: concept and relevance. Inter-generational adjustment.

UNIT V (08 Hrs)

- Social work with Children: School social work, Children in need of care and protection, Children at risk - children from marginalized communities, children with disabilities, trafficking of children, child destitute, child delinquencies, children of migrant families, children and families with HIV/AIDS, victims of Sexual assault, victims of disasters
- Child labour – consequences and social work interventions
- Role of the Social Worker working with children and families.

Text Books:

1. Brandon, M, Schofield, G, Nigel, T, (1998). Social Work with Children. London: Macmillan Press.
2. Carr, A, (2009). What Works with Children, Adolescents, and Adults? A Review of Research on the Effectiveness of Psychotherapy. New York: Routledge.
3. Carter, Betty (2004). Expanded Family Life Cycle: Individual, Family and Social Perspectives. New York: Pearson Education
4. Collins, D. Jordan, Cathleen, Coleman, Heather (1999). An Introduction to Family Social Work. Illinois: F. E. Peacock Publishers
5. Corcoran, J. (2000). Evidence-based Social Work Practice with Families: a Lifespan Approach. New York: Springer

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

6. Gil, E, (2010). Working with Children to Heal Interpersonal Trauma. New York London: Guilford Press.
7. Matha P.D., (1986). Family Courts, New Delhi: Indian Social Institute.

Reference Books:

1. Neven, R. (2010). Core Principles of Assessment and Therapeutic Communication with Children, Parents and Families: Towards the Promotion of Child and Family Wellbeing. London New York: Routledge.
2. Nichols, M. & Davis, S. (2017). Family Therapy: Concepts and Methods. Boston: Pearson.
3. Openshaw, L, (2008). Social Work in Schools: Principles and Practice. New York London: Guilford Press
4. Petr, C, (2003). Social Work with Children and their Families: Pragmatic foundations (2ed). New York: Oxford University Press.
5. Taylor, J, Daniel, and B, (2005). Child Neglect: Practice Issues for Health and Social Care. London: Jessica Kingsley Publishers.
6. Vostanis, P, (2007). Mental Health Interventions and Services for Vulnerable Children and Young People. London and Philadelphia: Jessica Kingsley Publishers.
7. Webb, N B, (2003). Social Work Practice with Children. New York London: Guilford Press.
8. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO

SOCIAL WORK WITH THE ELDERLY

Code: 25SW702

Total Marks: 70

Course Objectives: The course aims to develop an understanding pertaining to the concept of aging, to cultivate a critical perspective towards various challenges related to aging, healthy aging and problems of the elderly in difficult situations, to train in various aspects of elderly care, and to gain an insight in to National Policy for elderly and the role of INGO and NGOs in improving the quality of life of the elderly.

UNIT I: Concept of Gerontology (08 Hrs)

- Gerontology – Definition and scope.
- Understanding the elderly – demographic, developmental, psychological, socio-cultural, economic, and health perspectives

UNIT II: Issues Pertaining to Geriatric Population (08 Hrs)

- The issues about the elderly- psycho-social, health, occupation, income, retirement planning, family support, property Rights

UNIT III: Psycho-Social Support to the Elderly (08 Hrs)

- Issues in health care, changes in family structure, issues of the ageing process, physiological, economic, safety, status in the family and other issues.
- Healthy ageing, quality of life, coping with the demise of the life partner, bereavement, resolving one's death

UNIT IV: Care Settings for the Elderly (08 Hrs)

- Care settings for the elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care centres, hobby centres, facilities for the homeless elderly, elder helplines, and senior citizen forums.
- Tools for assessment of the problems of the elderly, intervention and follow-up services and evaluation

UNIT V: Social Policy and Programs (08 Hrs)

- Social work intervention measures for senior citizens through methods of social work: Caring for careers

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Text Books:

1. Desai, Murli and Raju (2000), Gerontological Social Work in India – Some Siva (Ed.) issues and Perspectives. Delhi, BR Publishing House.
2. Hurlock, Elizabeth. (1981) Developmental Psychology. 5th Edition. New Delhi, Tata McGraw-Hill Publications.
3. Irudaya Rajan S, Carla Risseuw, Myrtle Perera (2008). Institutional Provisions and Care for the Aged, Anthem South ASIAN Studies.
4. James Humber M & Robert Falmer (2003) Care for the Aged, Human Press, Totowa, New Jersey.
5. John Blando (2011). Counseling Older Adults, Routledge.

Reference Books:

1. Lynn Me Donald & Sharma KL (2011). Ageism & Elder Abuse, Rawat Publications.
2. Manisha Anant Rao Manjramkar (2016). Family & Child Welfare, R.P. Book distributors.
3. Robbyn R Wacker & Karen A Roberto (2014) Community Resources for Older Adults Programmes & Services in an Era of Change, SAGE Publications.
4. Rory Lymmmmmnech (2014). Social Work Practice with Older People, SAGE Publications.
5. Sharon Duca Palmer (2011). Social Work a Geriatric Services.

YOUTH DEVELOPMENT

Code: 25SW703

Total Marks: 70

Course Objectives: The course aims to give insight to the students about the issues and problems of youth, to discuss the ways of dealing with youth issues, to understand the policies, techniques and models of youth work, and to understand social work intervention with youth.

UNIT I

(08 Hrs)

- Youth: Concept - Youth as age Category, as a transitional stage, as a social Construct. Demographic Profile of Indian Youth.
- The period of youth in the life cycle – Emotional problems of the Youth- Parent youth conflicts.
- Youth power: youth as social capital - youth as change agents - socio-political movements

UNIT II

(08 Hrs)

- Youth welfare- need and importance.
- Youth in the context of Globalization.
- Education and Skill development of youth.
- Influence of social media on youth.
- Problems of urban and rural youth.
- Alcoholism and drug dependency among youth
- Youth and crime
- Exploitation of youth for communalism and terrorism
- Youth and mass media

UNIT III

(08 Hrs)

- Youth Development: Concept- Youth Development Index based on Human Development Index dimensions - Education, Income and Health.
- Sustainable Development Goals of the United Nations Organization. Strategies for Youth Development - Promoting Healthy Lifestyle, Capacity Building, Livelihood, Entrepreneurship

UNIT IV

(08 Hrs)

- Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring).

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Community engagement framework for youth development (Heart Wood's Framework for Community Youth Development)
- Factors promoting and hindering youth engagement in the Community.
- Involvement of youth in National Youth Programmes: NCC, NSS, NYKS.

UNIT V

(08 Hrs)

- Youth Policy & Programmes: Policy- Policy development framework- Essential features of National Youth Policy of India (2014).
- National Programme for Youth & Adolescent Development (NPYAD) of the Government of India.
- Organizations involved in Youth Development.
- Social work interventions with youth.
- Role of Social Worker in Youth Welfare.

Text Books:

1. Gore, M.S.(1977) : Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, Delhi
2. Kehily Jane Mary (Ed.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
3. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi
4. Peter Ronald D'Souza (2009), Indian Youth in a transforming world, SAGE Publication, New Delhi.

Reference Books:

1. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London.
2. Chowdhry D.P.1988. Youth Participation and Development. New Delhi. Atma Ram and Sons Publications
3. Stephen Hamilton (2004), The Youth Development Handbook, SAGE Publications, New Delhi
4. Rainer K, Silberstein (2007), Approaches to positive youth development, SAGE Publications, London
5. G Palani Thurai and M A Thirunavukarasu (2010), Youth as Catalysts and Change Makers, Concept Publishing Company, New Delhi

ADDICTION AND SUBSTANCE ABUSE

Code: 25SW704

Total Marks: 70

Course Objectives: The objective of the course is to help participants understand the nuances of addiction and substance abuse, To orient the participants to know about the various social problems due to addiction and substance abuse and policy measures to address it, To train and motivate the participants on how to address the problem of substance abuse and handle addiction and treatment procedure, and to enable them understand their roles and methodology of organizing the community against substance abuse

UNIT I

(08 Hrs)

- Basic Concept and Overview of Addiction and Substance Abuse: Indian Scenario on Alcoholism and Substance Abuse.
- Use and Abuse, Meaning – Dependence, Addiction and Overdose.

UNIT II

(08 Hrs)

- Drug Abuse and Symptoms: Narcotic Drugs – Opium, morphine, heroin, Stimulants –Amphetamines, Cocaine, Nicotine, Depressants – Alcohol, Barbiturates- Nembutal,
- Benzodiazepines – Diazepam, Alprazolam, Flunitrazepam. Hallucinogens – Cannabis and Derivatives (marijuana, hashish, hash oil), Steroids and Inhalants. Short-Term, Long-term effects and Withdrawal symptoms.

UNIT III

(08 Hrs)

- Causes of Drug Abuse: Physiological, Psychological and Sociological.
- Consequences of Drug Abuse – For Individual, Families, Society and Nation.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Interconnection with Crime and Deviance.
- Vulnerable groups

UNIT IV

(08 Hrs)

- Management of Drug Abuse: Remedial Measure to address the Issue
- De-addiction or Rehabilitations Centre, Proper Treatment, Reintegration with family and friends.
- Role of Support Group, Role of Alcoholic Anonymous, Role of NGOs, Community-based peer group intervention

UNIT V

(08 Hrs)

- Prevention of Drug Abuse: Alcohol and Drug Demand Reduction and Preventive Policies – Ministry of Social Justice and Empowerment (MoSJE), National Institute of Social Defence (NISD), Nasha Mukta Bharat Abhiyan (NMBA), National Mental Health Mission, Narcotic Drugs and Psychotropic Substances Act, 1985.
- Narcotic Drugs and Psychotropic Substances (Amendment) Act, 2014

Text Books:

1. Geetanjali (2011). Drug Abuse in India. Centrum Press. ISBN 978-9380921686
2. B. S Nagi (1996). Menace of drug addiction in the North-eastern states of India. Uppal Pub. House. ISBN 978-8185565712
3. Gary L. Fisher, Nancy A. Roget. (2008). Encyclopaedia of Substance Abuse Prevention, Treatment, and Recovery. SAGE Publications, Inc
4. Henry R. Kranzler, Pamela Korsmeyer (2008). Encyclopedia of Drugs, Alcohol & Addictive Behavior. MacMillan Reference Library. ISBN 978-0028660677

Reference Books:

1. Virginia Berridge (2013). Demons: Our changing attitudes to alcohol, tobacco, and drugs. Oxford University Press; 1st edition ISBN 978-0199604982
2. Jeffrey Raines (2014). Substance Abuse: Prevalence, Genetic & Environmental Risk Factors & Prevention (Substance Abuse Assessment, Interventions and Treatment). Nova Science Publishers Inc.; UK edition, ISBN 978-1633219496
3. William R. Miller, Kathleen M. Carroll (Eds.). (2010). Rethinking Substance Abuse: What the Science Shows, and What We Should Do about It. The Guilford Press; 1st edition. ISBN 978-1606236987
4. Marion Woodman (1988). Addiction to Perfection. Inner City Books; 1st Ed. (Canada) edition. ISBN 978-0919123113

FIELD WORK V

Code: 25SW791

Total Marks: 100

Fieldwork shall consist of:

1. Fieldwork Orientation
2. Skill labs/ workshops for fieldwork support
3. Observational visits

1. Fieldwork Orientation

Before the commencement of the field practicum, the students will have a formal orientation to fieldwork in various agency settings. During the orientation, students will be provided information about the objectives, settings, roles, and responsibilities of students, faculty supervisors, and agency supervisors, discipline, code of ethics, documentation, communication and reporting procedures, safety procedures, specific learning outcomes, and assessment procedures.

2. Skill labs/ workshops for fieldwork support

OBJECTIVE:

- a. To train students with basic people skills for effective fieldwork practice.
- b. To equip students to write quality fieldwork reports.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

TASKS TO BE CARRIED OUT:

- Attend skill workshops organized by the department namely on Interpersonal relationships, communication skills, report writing, active listening skills, leadership skills, awareness of body language.
- Task mentioned above are only indicative in nature.

3. Observational visits

OBJECTIVES:

- a. To expose the students to various social work settings
- b. To observe and develop a spirit of inquiry.
- c. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
- d. To understand the problems and constraints faced by the organization

TASKS TO BE CARRIED OUT:

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

FIELDWORK INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the course of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training, study tours and mini-research.

General Objectives of Fieldwork

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To instil values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
 - a. Relevant and factual information about the client system and the problem/concern
 - b. The selection of programmes/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.
 - c. The role of the social worker and the relevance of social work intervention for the client's needs and the problem.
 - d. The relationship between the micro problems observed and the macro situation, the appropriateness of the organisation's resources and the nature of the intervention
 - e. To integrate theory and practice while recording
 - f. To develop oneself as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp/study tour

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns (**this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005**)

MANDATORY FIELD ORIENTATION

- The BSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall be 3-5 days. Attendance in the orientation programme is

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.

- The programme includes concurrent and block fieldwork, rural camp, study tours, and extension work as part of the curriculum, which is compulsory for all the students.

The students have to bear the expenses of the above-mentioned field activities.

CONCURRENT FIELDWORK: RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the B.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

Working days: A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 7.5 hours per fieldwork day. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week. **Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

Work Hours: Minimum work hours of concurrent fieldwork $15 \times 15 = 225$ hours in a semester.

These work hours should be completed in about 28 to 32 visits. The minimum work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

100% of work hours should be completed in the community setting (rural and urban). In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

Fieldwork conference: The Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

Students' Role:

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines, protocol and timings followed by the fieldwork agency/placement setting
- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines. Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

Role of Department and Agency Supervisors

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

- The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.
- The visits should aim at ongoing assessment of the student's progress and learning. The last visit should emphasise evaluating the student's performance and education on critical parameters to aid the Department supervisor in assessing the student comprehensively.
- At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.
- Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.
- Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

The faculty supervisors are expected to fulfil the following:

- Hold individual conferences of at least 30 minutes duration per student per week
- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees
- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

MONTHLY FIELDWORK SEMINAR PRESENTATION OBJECTIVES:

- To promote mutual learning among students.
- To equip students to organise a seminar.
- To create a platform for fieldwork discussions and deliberations on the ongoing fieldwork.

TASKS TO BE CARRIED OUT:

- The monthly seminar presentation is organised, where the students deliver a
- PowerPoint presentation of the fieldwork task and the learning outcome of that particular month.
- Each session has one Chair, two rapporteurs, and a presenter.
- The Chair is required to oversee the overall arrangements of the presentation venue, equipment, etc.
- Rapporteurs are required to write minutes of the presentation of each session.
- Every student has to perform all three roles, i.e., Chair, rapporteur, and presenter, on a rotation basis.
- Each student has to share their work done in fieldwork and problems they face during fieldwork, and seek suggestions from their peers and research scholars.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

EVALUATION OF CONCURRENT AND BLOCK FIELDWORK

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Self-evaluation is compulsory before the final fieldwork evaluation. Students are expected to make their assessment and their expected percentage of marks. In the second step of evaluation, the supervisor shall make a detailed assessment and award marks/grades. Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:

CRITERIA FOR FIELDWORK EVALUATION

Sl. No.	Criteria	Marks
Internal		
1	Plan of Action*	5
2	Report Submission	5
3	IC/Monthly Seminar attendance	10
4	Report Writing	10
5	Mini Project/Programme/Concept Paper #	10
6	Field Knowledge and Skills	5
7	Agency Feedback	5
	Total	50
External		
8	Viva-Voce	50
	Total	100

*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

Each student shall take up a mini project, organise a programme, or prepare a concept paper based on his fieldwork placement and interest.

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each (1x10 = 10)

Answer any 6 out of 8 (Short 50-70 Words): 2 marks each (2x6 = 12)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each (3x6 = 18)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each (5x6 = 30)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.

विद्याधनं सर्वधनप्रधानं

ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 8

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW801	Social Work Research	4	0	0	4	70	30	0	100	
25SW802	Block Placement	4	0	0	4	70	30	0	100	
25SW803	Counselling Skills	4	0	0	4	70	30	0	100	
25SW804	Project Management in Social Work	4	0	0	4	70	30	0	100	
25SW891	Fieldwork VI	0	0	4	4	0	30	70	100	
Total					20	280	150	70	500	

ARYAVART
INTERNATIONAL UNIVERSITY

विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

SOCIAL WORK RESEARCH

Code: 25SW801

Total Marks: 70

Course Objectives: The course aims to comprehend the importance of research as a social work method, to be familiar with various research designs, methods, statistical tools and techniques relevant to social work research, and to cultivate research abilities through appropriate application.

UNIT I

(08 Hrs)

- Importance of research in social work – Types of social work research: need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research – Ethical Issues in social work research.

UNIT II

(08 Hrs)

- Research Designs: Meaning – Scientific Social Surveys – Experimental study design, Descriptive, Explanatory, Exploratory, Participatory Action Research - Quantitative and Qualitative Research and basic distinction, case study, ethnography
- Hypothesis – meaning, types, formulation and uses

UNIT III

(08 Hrs)

- Purpose of sampling – Concepts related to sampling – population, universe, sampling frame and sampling unit
- Meaning and types of probability and non-probability sampling
- Techniques and procedures in sample selection
- Data - Meaning, Types, Sources - Primary, Secondary, Quantitative, Qualitative
- Tools of Data - Meaning, Importance, Formulation, Types, Pre-testing, Collection of Data - Process, Types, Methods
- Focus groups-Content analysis

UNIT IV

(08 Hrs)

- Levels of measurements – nominal, ordinal, interval and ratio, Scaling – Likert, Thurstone
- Problems and tests of Reliability and Validity
- Coding, Master sheet, tabulation plan – Univariate, bivariate, trivariate and multivariate analyses of data
- Measures of central tendency (mean, median, mode) and dispersion
- Inferential Analyses: correlation – tests of significance (chi-square, t-test), analysis of variance (ANOVA), use of SPSS.

UNIT V:

(08 Hrs)

- Writing a research report - Social work research report content and formats
- Literature Review and Literature Survey
- Problem Identification - Specification of Research Questions
- Rationale and Study Objectives – operational definitions.
- Interpretation of results and discussion.

Text Books:

1. Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
2. Andrews, Richard. (South Asia edition 2005). Research questions. London: Continuum
3. Babbie, E. (ed) (2004). The practice of social research, Thomson Wadsworth, Belmont (USA).
4. Bailey, Kenneth D. (1978). Methods of social research. New York: McNeil Pub.
5. Baker, Therese L. (1994). Doing social research. Singapore: McGraw-Hill
6. Black, James A, & Champion, Dean J. (1976). Methods and issues in Social research. Bombay

References:

1. Claire, S, et al (3rd ed), 1976, Research Methods in Social Relations. Holt, Rich, and Winston, New York.
2. Clarke, A., 2003, Evaluation research Sage Publications, New Delhi
3. Costello, Patrick (S. Asia Edition 2005). Action research. London: Continuum
4. Denzin, N.K., Lincoln, Y.S. (ed), 1994, Handbook of qualitative research. Sage Publications, New Delhi.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

5. Gillham, Bill (2000). Case study research methods. London: Continuum
6. Goode, W.J., Hatt, P.K. (1981). Methods in Social Research, Singapore: McGraw-Hill.

FIELDWORK VI

Code:

Total Marks: 100

The Placement of students during this Semester should be in an agency/community setting.

The guidelines for fieldwork practice are as follows:

OBJECTIVES:

- To understand the agency, its philosophy and goals.
- To analyze the agency's structure, functioning and its networking strategies at the international and national level.
- To identify the agency's geographical areas of intervention.
- To draw up a community profile
- To analyse the problems of communities through —Need Based Assessment Strategies
- To study the families and their problems.
- To study the groups in existence and initiate steps to identify and form one or two groups.
- To understand and apply different models of working with individuals in different settings and develop an eclectic approach to working with individuals.
- To integrate theory into practice.
- To understand the significance of the group on individuals and the integration of Group Work with other methods of Social Work
- To gain knowledge and understanding of the scope of this method in various settings.

TASKS TO BE CARRIED OUT:

- To prepare a complete document on the agency, covering specific details on: The agency profiles, its objectives, area of work, administrative hierarchy, staffing pattern, funding pattern, activities implementation strategy, monitoring/evaluation pattern.
- To develop a community profile with specific details on: Socio-Demographic characteristics, Power structures, Community Resources, Leadership Patterns, Groups in Existence (Women's Group, Children's Group etc), Health Status, Problems of Communities etc, Family study report needs to be submitted.
- Visiting ten families and identifying at least two families for detailed family analysis
- To form at least one group (Youth Group, Women Group, Children Group, Men Group etc.)
- To handle Social Work Practice with at least five clients.
- To work with two Treatment and Task groups using adequate Group Intervention strategies.
- Identifying a community problem /problem
- Identifying resources and methods to solve the problems.
- Consciously implementing professional approaches and skills in community problem solving.

विद्याधनं सर्वधनप्रधानं

BLOCK PLACEMENT

Code: 25SW802

Total Marks: 100

Block fieldwork is arranged at the end of the seventh semester. This is of twenty-five days duration, including travelling. The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is also an opportunity for them to build their career. Professional behaviour and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement. The purpose of the block placement is to give the students professional internship cum pre-employment experience. The students shall commence and complete their block fieldwork period in the month of

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

December-January. This is to enable students find employment opportunities and flexibility in commencing their careers. The viva voce examination will be held in the month of May along with the semester examinations.

OBJECTIVES:

1. To understand the role of the agency in addressing current social realities.
2. To gain an experience of working as a trained social worker in an agency for a continuous period of time.
3. To acquire and consolidate skills relevant to the profession
4. To consolidate the learnings over the semesters through the process of continuous engagement in the field of specialization.
5. To foster an appropriate attitude and professional development at work.

PROCESS:

- Students shall give a preference of agencies for block fieldwork and seek help from the Fieldwork Coordinator to approach such agencies in order to obtain permission by the end of the Third semester
- Students will be placed in a setting (local / outstation) continuously for a period of one month.
- The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the III semester.
- The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
- The settings are also to be communicated well in advance and written permission obtained.
- After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period. The student should also furnish Block Fieldwork completion certificate from the organisation.
- Students will be allotted faculty members for their contact and submission of the reports
- This component of block placement may be completed as a part of their employment in case any student gets campus placement and reports to the organization at an earlier date. However, this is subject to the condition that they complete their semester examinations as and when it is scheduled by the Department.
- On joining the placement agency, the students are expected to work out details of assignments in consultation with the agency supervisor and should forward the same to the Department within seven days of reporting to the agency.
- During the block placement, the students are required to submit fortnightly reports date- wise and also in detail of the work done. The first fortnightly report should be sent to the faculty supervisor and second fortnightly report should be brought by the students at the time of joining date, and submit it on the same date to the college. The reports should be signed by the student and countersigned by the agency supervisor.
- A student has to join the block placement agency on the specified date and time decided by the Department. The date of joining shall be intimated through written communication in the prescribed format which should be countersigned by the agency supervisor within seven days of joining, failing which he/she shall repeat the block fieldwork.
- Students are required to provide her/his contact details (including residential address) to the Agency and the Department to facilitate ease of communication
- All rules of fieldwork with regard attendance, code of conduct etc shall be applicable to block fieldwork as it is part of the curriculum
- All the expenses in connection with block placement shall be entirely borne by the student.
- On the conclusion of the block placement, the agency supervisor will send an evaluation report about the learning and performance of the student to the Department in the prescribed form which is sent to the agency by the Department.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

COUNSELLING SKILLS

Code: 25SW803

Max. Marks: 70

Course Objectives: The course aims to understand the fundamental concepts of counselling, build effective communication skills for assessment and implementation, acquire knowledge of various approaches, their theoretical under-pinning for goals, values, process and techniques, and acquire skills and techniques for practice of counselling in different settings.

UNIT I (08 Hrs)

- Counselling: Meaning and Definition, Characteristics, Goals, Elements, Principles Scope of counselling
- Counselling situations – Preventive, Crisis, Facilitative and Developmental
- Difference between Counselling, Psychotherapy and Guidance

UNIT II (08 Hrs)

- Counselling Relationship: Regard, Respect, Authenticity, Empathy and Genuineness
- Stages of counselling: Getting started, Introductory talk, Identifying the issues, facilitating expression of feelings, Practical plan of action, Implementing the plan, Evaluation and termination, Transference and counter transference, Do's and don'ts in counselling

UNIT III (08 Hrs)

- Methods of Counselling: Directive, Non-Directive and Eclectic counselling, Individual and Group Counselling
- Intervention Techniques: Solution Focused, Behavioural, Cognitive Behavioural, Relaxation Techniques, and Mindfulness.
- Psychological Approaches and their use: Psychoanalytic, Client-centred, Transactional analysis, Cognitive behaviour therapy, REBT, Gestalt Therapy.

UNIT IV (08 Hrs)

- Community and Mental Health Counselling, Crisis Counselling: theory, methods and Techniques of crisis intervention.
- Marriage and Family Counselling, Correctional and Rehabilitation Counselling, Industrial Counselling, School Counselling and Guidance, Career Counselling with Adolescents, Alcoholic and De-Addiction Counselling, Supportive Counselling with PLHIV, TB Patients, PWDs, Counselling against suicidal thoughts
- Spirituality and Social Work

UNIT V (08 Hrs)

- Skills and Techniques of Counselling: Ventilation, empathy, listening, explanation, reassurance, Externalization of interest, recreation and relaxation
- Improving problem-solving skill, change of attitude/lifestyle
- Encouraging healthy defence mechanisms - sublimation, altruism and humour, Reinforcement, social support
- Qualities of an effective counsellor
- Self-awareness and its place in counselling: Beliefs, attitudes, and value orientations.
- Ethical Issues: code of ethics for counsellors

Text Books:

1. Asch. M., (2000). Principles of Guidance and counselling. New Delhi: Sarup & Sons
2. Corey, G. (2005). Theory and practice of counselling and psychotherapy. California: Brooks/ Cole
3. Culley, S., Bond, T. (2004). Integrative Counselling Skills in Action, Sage Counselling in Action Series, New Delhi: Sage Publications

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

4. Ivey, A. E., et al. (1987). Counselling and psychotherapy: Integrating skills, theory and practice, 2nd ed. New Jersey: Prentice Hall.
5. Jones, R. N. (2011). Theory and practice of counselling and therapy, (5th Edition). Sage Publications
6. Neilson, P. et al. (ed.) (2016). Creative arts in counselling and mental health. Sage Publications
7. Nelson-Jones, R. (2008). Basic Counselling Skills - A Helper's Manual, Sage South Asia Edition, New Delhi: Sage Publications.

Reference Books:

1. Patterson, C. H. (1986). Theories of counselling and psychotherapy. New York: Harper & Row
2. Pepinsky, H. B. et al. (1954). Counselling theory and practice. New York: Ronald Press Company.
3. Rao, Narayana, (2003). Counselling and Guidance, Tata McGraw Hill, New Delhi. India
4. Rao, S. N., & Sahajpal, P. (2013). Counselling and guidance. New Delhi: Tata McGraw Hill.
5. Seligman, L., & Reichenberg, L. W. (2011). Theories of Counselling and Psychotherapy: Systems, Strategies and Skills. New Delhi: PHI Learning Private Limited.
6. Sriram, S. (2016). Counselling in India. Springer.
7. Turner, F. J. (1996). Social work treatment: Interlocking theoretical approaches, (4th ed.) New York: The Free Press
8. Young, M. E. (1992). Counselling methods and techniques: An eclectic approach.
9. New York: Macmillan.



PROJECT MANAGEMENT IN SOCIAL WORK

Code: 25SW804

Total Marks: 70

Course Objectives: The course aims to examine project management foundations, justify and choose projects, comprehend stakeholder influence, to understand the basics and need of project management in the field of social work, and teach students how to plan, develop, and execute projects to efficiently manage many projects in a commercial setting.

UNIT I

(08 Hrs)

- Project management - an introduction, concept, definition and Objectives
- Importance of Project Management
- Approaches: Logical Framework Approach & Results-Based Framework
- Situational Analysis, Concept and purpose Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM) Logical Framework

UNIT II

(08 Hrs)

- Project formulation and Appraisal - concept, Components-Feasibility
- Investments (Time, money, and personnel)
- Project Estimates and Techno-Economic Feasibility Report
- Detailed Project Report
- Project costing and budget
- Preparation of grant proposal

UNIT III

(08 Hrs)

- Project Monitoring and Control: Setting a baseline-Project management Information System - Indices to monitor progress.
- Importance of Contracts in Projects
- Teamwork in Project Management
- Formation of effective teams - stages of team formation.
- Project Closure and Project Evaluation
- Project Auditing: Phases of Project Audit, social audit- cost-effective, policy analysis
- Project closure reports: Guidelines for closeout reports

UNIT IV

(08 Hrs)

- Resource Mobilization and Donor Management
- Management process- the importance of fundraising characteristics of a successful fundraiser- preparing the organization for fundraising
- Donor management- concept, the reason for giving, types of donors, methods of fundraising and donor management
- Ethics and politics in fundraising
- Effective fund strategies for NGOs.
- Social Return on Investment (SROI) and Cost-Benefit Analysis.

UNIT V

(08 Hrs)

- Project Risk Management: Identifying potential risks in a project, categorizing of project risks, and defining the strategies for managing project risks, Environmental Impact assessment.
- Case studies in Project management.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Text Books:

1. Atkinson, R. (1999). Project management: cost, time and quality, two best guesses and a phenomenon, its time to accept other success criteria. International journal of project management, 17(6), 337-342.
2. Berkun, Scott (2005), The Art of Project Management, O'Reilly Media: Cambridge, MA.
3. Berkun, Scott (2008), Making Things Happen: Mastering Project Management, O'Reilly Media: Cambridge, MA.
4. Campbell, Clark A. (2006), The One-Page Project Manager: Communicate and Manage Any Project with a Single Sheet of Paper, Wiley: New York.
5. Chandra, P. (1995). Projects: Planning, Analysis, Selection, Implementation, and Review, Tata McGraw-Hill Pub. Co. Ltd.
6. Choudhury, S (1988), Project management. New Delhi: Tata McGraw-Hill
7. CIDA, SIDA, DANIDA Project databases
8. Cook, Curtis R. (2004), Just Enough Project Management, McGraw-Hill: Boston, MA. Crowe, Andy (2006), Alpha Project Managers: What the Top 2% Know that Everyone Else Does Not, Velociteach: Kennesaw, GA.
9. Cunningham, Michael C. (2006), Finish what you Start: 10 Surefire Ways to Deliver your Projects On Time and On Budget, Kaplan Business: New York.
10. Dvir, Dov & Aaron J. Shenhar (2007), Reinventing Project Management: The Diamond Approach to Successful Growth and Innovation, Harvard Business: Cambridge, MA.
11. Ghosh, A.S. Project Management. Anmol Publishers. New Delhi, 1990
12. Karsh, Ellen & Arlen Sue Fox (2006), The Only Grant-Writing Book You'll Ever Need, Basic Books: New York.

Reference Books:

1. Kendrick, Tom (2006), Results without Authority: Controlling a Project When the Team Doesn't Report to You, AMACOM Books: Boston, MA.
2. Khanna, R. B. (2011), Project Management, PHI Learning Private Limited, New Delhi. Kendrick, Tom (2004), The Project Management Toolkit: 100 Tips and Techniques for Getting the Job Done Right, AMACOM Books: Boston, MA.
3. Kloppenborg, T. (2014). Contemporary project management. Nelson Education.
4. Leach, Lawrence P. (2005), Lean Project Management: Eight Principles for Success, Advanced-Projects: Boise, Idaho.
5. Lewis, James (1998), Team-Based Project Management, Beard Books. Luecke, R. (2004).
6. Lock, Dennis (1997), Handbook of Project Management. Delhi: Jaico Publishing House
7. Managing projects large and small: the fundamental skills for delivering on budget and on time. Harvard Business Press.
8. Martin, Paula & Karen Tate (1997), The Project Management Memory Jogger: A Pocket Guide for Project Teams, Goal/QPC: Salem, NH.
9. McNamara, Carter (2006), Field Guide to Nonprofit Program Design, Marketing and Evaluation, 4th ed., Authenticity Consulting, LLC: Toronto.
10. Mohsin, M (1997), Project Planning and Control. Vikas Publishing House Pvt. Ltd.,
11. Moorthy, R. V (2002). Project Management. Masters Publication
12. Pacelli, Lonnie (2004), The Project Management Advisor: 18 Major Project ScrewUps, and how to Cut them off at the Pass, Prentice Hall: New York.
13. Patil R. K (1976), Appraisal of Rural Development Projects through Systems Analysis. National Institute of Bank Management
14. Puttaswamaiah, K (1978). Aspects of Evaluation and Project Appraisal. Bombay: Popular, Parkashan
15. Rose, Kenneth H. (2005), Project Quality Management: Why, What and How, J. Ross Publishing: Ft. Lauderdale, FL.
16. Roy, Sam, M (2002), Project Planning and Management, Focussing on Proposal writing. The Catholic Health Association of India

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

17. Russell, Lou (2007), 10 Steps to Successful Project Management, ASTD Press: Alexandria, VA.
18. Snead, G. Lynne (2002), The Project Management Scorecard: Measuring the Success of Project Management Solutions, Butterworth-Heinemann: Oxford.
19. Tate, Karen (2001), Getting Started in Project Management, Wiley: New York.
20. Vasant, Desai (1977), Project Management: Preparations, Appraisal, Finance and Policy. Delhi: Himalaya Pub. House

FIELD WORK VI

Code: 25SW891

Total Marks: 100

Fieldwork shall consist of:

1. Fieldwork Orientation
2. Skill labs/ workshops for fieldwork support
3. Observational visits

1. Fieldwork Orientation

Before the commencement of the field practicum, the students will have a formal orientation to fieldwork in various agency settings. During the orientation, students will be provided information about the objectives, settings, roles, and responsibilities of students, faculty supervisors, and agency supervisors, discipline, code of ethics, documentation, communication and reporting procedures, safety procedures, specific learning outcomes, and assessment procedures.

2. Skill labs/ workshops for fieldwork support

OBJECTIVE:

- a. To train students with basic people skills for effective fieldwork practice.
- b. To equip students to write quality fieldwork reports.

TASKS TO BE CARRIED OUT:

- Attend skill workshops organized by the department namely on Interpersonal relationships, communication skills, report writing, active listening skills, leadership skills, awareness of body language.
- Task mentioned above are only indicative in nature.

3. Observational visits

OBJECTIVES:

- a. To expose the students to various social work settings
- b. To observe and develop a spirit of inquiry.
- c. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
- d. To understand the problems and constraints faced by the organization

TASKS TO BE CARRIED OUT:

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

FIELDWORK INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the course of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training, study tours and mini-research.

General Objectives of Fieldwork

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

5. To develop skills of recording
6. To instil values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
 - a. Relevant and factual information about the client system and the problem/concern
 - b. The selection of programmes/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.
 - c. The role of the social worker and the relevance of social work intervention for the client's needs and the problem.
 - d. The relationship between the micro problems observed and the macro situation, the appropriateness of the organisation's resources and the nature of the intervention
 - e. To integrate theory and practice while recording
 - f. To develop oneself as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp/study tour

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns (**this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005**)

MANDATORY FIELD ORIENTATION

- The BSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall be 3-5 days. Attendance in the orientation programme is compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.
- The programme includes concurrent and block fieldwork, rural camp, study tours, and extension work as part of the curriculum, which is compulsory for all the students.

The students have to bear the expenses of the above-mentioned field activities.

CONCURRENT FIELDWORK: RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the B.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

Working days: A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 7.5 hours per fieldwork day. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week. **Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

Work Hours: Minimum work hours of concurrent fieldwork $15 \times 15 = 225$ hours in a semester.

These work hours should be completed in about 28 to 32 visits. The minimum work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

100% of work hours should be completed in the community setting (rural and urban). In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

Fieldwork conference: The Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

Students' Role:

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines, protocol and timings followed by the fieldwork agency/placement setting
- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions
- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines. Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

Role of Department and Agency Supervisors

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

- The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.
- The visits should aim at ongoing assessment of the student's progress and learning. The last visit should emphasise evaluating the student's performance and education on critical parameters to aid the Department supervisor in assessing the student comprehensively.
- At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.
- Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.
- Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

The faculty supervisors are expected to fulfil the following:

- Hold individual conferences of at least 30 minutes duration per student per week
- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees
- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

MONTHLY FIELDWORK SEMINAR PRESENTATION OBJECTIVES:

- To promote mutual learning among students.
- To equip students to organise a seminar.
- To create a platform for fieldwork discussions and deliberations on the ongoing fieldwork.

TASKS TO BE CARRIED OUT:

- The monthly seminar presentation is organised, where the students deliver a
- PowerPoint presentation of the fieldwork task and the learning outcome of that particular month.
- Each session has one Chair, two rapporteurs, and a presenter.
- The Chair is required to oversee the overall arrangements of the presentation venue, equipment, etc.
- Rapporteurs are required to write minutes of the presentation of each session.
- Every student has to perform all three roles, i.e., Chair, rapporteur, and presenter, on a rotation basis.
- Each student has to share their work done in fieldwork and problems they face during fieldwork, and seek suggestions from their peers and research scholars.

EVALUATION OF CONCURRENT AND BLOCK FIELDWORK

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Self-evaluation is compulsory before the final fieldwork evaluation. Students are expected to make their assessment and their expected percentage of marks. In the second step of evaluation, the supervisor shall make a detailed assessment and award marks/grades. Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:

CRITERIA FOR FIELDWORK EVALUATION

Sl. No.	Criteria	Marks
Internal		
1	Plan of Action*	5
2	Report Submission	5
3	IC/Monthly Seminar attendance	10
4	Report Writing	10
5	Mini Project/Programme/Concept Paper #	10
6	Field Knowledge and Skills	5
7	Agency Feedback	5
	Total	50
External		
8	Viva-Voce	50
	Total	100

*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

Each student shall take up a mini project, organise a programme, or prepare a concept paper based on his fieldwork placement and interest.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

Theory Paper

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)

Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.



ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BSW

Semester 8

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
25SW805	Social Research Practice: Project Formulation & Evaluation	4	0	0	4	70	30	0	100	
25SW806	Information & Communication Technology for Social Work Practice	4	0	0	4	70	30	0	100	
24DS601	Research Project/Dissertation	0	0	12	12	0	0	300	300	
Total					20	140	60	300	500	

ARYAVART
INTERNATIONAL UNIVERSITY

विद्याधनं सर्वधनप्रधानं

Detailed Syllabus

SOCIAL RESEARCH PRACTICE: PROJECT FORMULATION & EVALUATION

Code: 25SW805

Total Marks: 70

Course Objectives: The "Social Research Practice: Project Formulation and Evaluation" course trains social workers and researchers to design, implement, and measure community interventions. It bridges social science theory with practical fieldwork, covering need assessment, logical frameworks, participatory research methods, and techniques to quantify social impact and program efficacy.

UNIT I: FOUNDATIONS OF SOCIAL RESEARCH & NEED ASSESSMENT (08 Hrs)

- Nature and Scope: Overview of social research and its distinct role in social work and community development.
- Participatory Approaches: Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA).
- Need Assessment: Techniques for identifying community problems, mapping resources, and prioritising target populations.
- Literature Review: Locating and synthesising academic literature, policy documents, and organisational reports.

UNIT II: PROJECT FORMULATION & DESIGN (08 Hrs)

- Problem Selection and Formulation: Defining a clear, measurable social problem.
- Objectives and Hypotheses: Developing primary aims, SMART objectives, and null/research hypotheses.
- Logical Framework Approach (Log Frame): Mapping project inputs, activities, outputs, outcomes, and impact.
- Budgeting and Work Plans: Estimating resource requirements, allocating funds, and establishing timelines (Gantt charts, PERT/CPM models).

UNIT III: RESEARCH METHODOLOGY & DATA COLLECTION (08 Hrs)

- Research Design: Action research, evaluation research designs, and single-subject designs.
- Sampling Techniques: Probability (e.g., stratified, random) and non-probability (e.g., purposive, snowball) sampling for social projects.
- Data Collection Tools: Designing questionnaires, interview guides, observation schedules, and focus group discussions.
- Ethical Considerations: Informed consent, respondent anonymity, confidentiality, and institutional review boards.

UNIT IV: DATA PROCESSING, ANALYSIS & REPORT WRITING (08 Hrs)

- Quantitative Analysis: Data entry, coding, and basic statistical applications (e.g., SPSS, R) to measure program variables.
- Qualitative Analysis: Thematic analysis, content analysis, and coding textual or interview data.
- Report Structure: Standardised formats for research reports and detailed project proposals.
- Dissemination: Strategies for sharing findings with stakeholders, funding agencies, and policymakers.

UNIT V: PROJECT MONITORING AND EVALUATION (M&E) (08 Hrs)

- Monitoring vs. Evaluation: The distinctions between continuous performance monitoring and periodic evaluation.
- Evaluation Frameworks: Formative evaluation (process) and summative evaluation (outcome/impact).
- Evaluation Techniques: Cost-benefit analysis, cost-effectiveness analysis, and social audit methodologies.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Sustainability and Scaling: Criteria for project continuation, identifying lessons learned, and scaling successful interventions.

Suggested Readings:

1. Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
2. Andrews, Richard. (South Asia edition 2005). Research questions. London: Continuum
3. Babbie, E. (ed) (2004). The practice of social research, Thomson Wadsworth, Belmont (USA).
4. Bailey, Kenneth D. (1978). Methods of social research. New York: McNeil Pub.
5. Baker, Therese L. (1994). Doing social research. Singapore: McGraw-Hill
6. Black, James A, & Champion, Dean J. (1976). Methods and issues in Social research. Bombay
7. Claire, S, et al (3rd ed), 1976, Research Methods in Social Relations. Holt, Rich, and Winston, New York.
8. Clarke, A., 2003, Evaluation research Sage Publications, New Delhi
9. Costello, Patrick (S. Asia Edition 2005). Action research. London: Continuum
10. Denzin, N.K., Lincoln, Y.S. (ed), 1994, Handbook of qualitative research. Sage Publications, New Delhi.
11. Gillham, Bill (2000). Case study research methods. London: Continuum
12. Goode, W.J., Hatt, P.K. (1981). Methods in Social Research, Singapore: McGraw-Hill.

**INFORMATION & COMMUNICATION TECHNOLOGY FOR SOCIAL WORK
PRACTICE**

Code: 25SW806

Total Marks: 100

Course Objectives: The "Information & Communication Technology (ICT) for Social Work Practice" course equips social workers with digital tools to enhance casework, community organizing, and social advocacy. It blends theoretical knowledge of the digital divide with practical training in data collection, cybersecurity, and e-campaigning.

UNIT I: FOUNDATIONS OF ICT IN SOCIAL WORK (08 Hrs)

- Concepts & Definitions: Understanding ICT, digital literacy, and the core components of information systems.
- Historical Context & Scope: Evolution of technology in social services and the paradigm shift from traditional to digital social work.
- The Digital Divide: Examining digital inequality in urban vs. rural contexts, issues of access, equity, and quality of digital services.

UNIT II: DIGITAL TOOLS FOR CASE MANAGEMENT AND INTERVENTION (08 Hrs)

- Electronic Case Management Systems (e-CMS): Utilizing specialized software for recording, tracking, and retrieving client information securely.
- Client Communication: Using digital platforms (video conferencing, VoIP, secure messaging) to deliver remote psychosocial support and telehealth interventions.
- Documentation: Best practices for ethical digital record-keeping, case histories, and report generation.

UNIT III: COMMUNITY ENGAGEMENT AND SOCIAL ADVOCACY (08 Hrs)

- Social media for Social Change: Strategic and ethical use of platforms (Facebook, Instagram, LinkedIn, YouTube) to run public awareness and advocacy campaigns.
- Conventional vs. Contemporary Tools: Integrating traditional community mobilisation tools with modern digital storytelling.
- Information, Education & Communication (IEC): Designing digital materials (infographics, blogs, digital newsletters) for community outreach.

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

UNIT IV: DIGITAL RESEARCH, DATA COLLECTION, AND EVALUATION (08 Hrs)

- Research Methodologies: Introduction to qualitative and quantitative data collection using digital tools.
- Data Collection Tools: Practical application of software and web-based applications like Google Forms, Kobo Toolbox, and SurveyMonkey.
- Data Analysis: Basic data organisation and analysis utilising Microsoft Excel and SPSS (Statistical Package for the Social Sciences).

UNIT V: ETHICS, SECURITY, AND FUTURE TRENDS (08 Hrs)

- Ethical Practice: Navigating confidentiality, informed consent, boundaries, and privacy in the digital space.
- Cybersecurity & Data Privacy: Recognising online threats, phishing, and data leaks. Implementing secure password management and safe file-sharing practices.
- Emerging Technologies: Introduction to Artificial Intelligence (AI), chatbots in crisis intervention, and machine learning in social sector planning.

Suggested Practical Components (Lab/Fieldwork)

- Creating and launching a digital advocacy campaign (e.g., crafting posts, video scripts).
- Designing and deploying a community needs assessment survey using Google Forms or Kobo Toolbox.
- Participating in hands-on workshops regarding password hygiene, encrypted communication, and virtual client interviewing protocols

Suggested Readings:

1. Elswick, S. (2017). Informatics in social work practice: Technology within the field. Nova Science.
2. Hill, A., & Shaw, I. (2011). Social work and ICT. Sage Publications. Social Work and ICT
3. Giffords, E. D. (1998). Social work in the cyberage. Lyceum Books.
4. Mishna, F., & Bogo, M. (2020). Social work practice with diverse clients: The application of technology. Oxford University Press.



विद्याधनं सर्वधनप्रधानं

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

RESEARCH PROJECT/DISSERTATION

Code: 24DS601

Max Marks: 300

PROJECT REPORT

All students are required to submit a **Research Project/Dissertation Report** based on the field research/project work carried out during the **Eight Semester (Research)**. The project should demonstrate the student's understanding of social work research, field practice, data collection, analysis, and application of social work theories in addressing social issues.

SYNOPSIS (SUMMARY/ABSTRACT):

All students must submit a **Synopsis (Summary/Abstract)** separately along with the project report. The synopsis should preferably be **3–4 pages** in length and briefly explain the proposed research work. The synopsis should include the following:

- Title of the Research Project
- Statement of the Research Problem
- Rationale/Need for the Study
- Objectives of the Study
- Scope and Significance of the Study
- Research Methodology
 - Research Design
 - Universe and Sampling
 - Data Collection Methods
- Tools and Techniques
- Brief Review of Literature
- Expected Outcomes
- Ethical Considerations
- References

TOPIC OF THE PROJECT-

The title should be clearly mentioned at the beginning of the synopsis. It should precisely reflect the research problem and the area of study. The title must be concise, relevant, and meaningful.

OBJECTIVE AND SCOPE:

The objectives should clearly define the purpose of the research and the expected outcomes. The scope should specify:

- Area of study
- Target population
- Time period
- Limitations of the research
- Expected contribution to society and the profession of Social Work

RESEARCH METHODOLOGY:

The methodology should clearly describe the research process, including:

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

- Type of Research (Descriptive, Exploratory, Analytical, Experimental, etc.)
- Research Design
- Universe and Sampling Technique
- Sample Size
- Sources of Data
 - Primary Data
 - Secondary Data
- Tools of Data Collection
 - Questionnaire
 - Interview Schedule
 - Observation
 - Focus Group Discussion (if applicable)
- Data Analysis Techniques
- Ethical Considerations

PROCESS DESCRIPTION:

The overall research process should be briefly explained. The process may include:

- Identification of the Problem
- Review of Literature
- Research Design
- Preparation of Research Tool
- Pilot Study (if conducted)
- Data Collection
- Data Analysis
- Interpretation
- Findings
- Suggestions
- Conclusion

A research flowchart may also be included wherever necessary.

RESOURCES AND LIMITATIONS:

The student should mention the resources required for the study, such as:

- Library Resources
- Government Reports
- NGO Reports
- Census Data
- Online Databases
- Statistical Software (MS Excel/SPSS/R, etc.)
- Institutional Support

The limitations of the study should also be clearly stated.

CONCLUSION:

The synopsis should conclude with a brief statement highlighting:

- Importance of the study
- Expected contribution to the field of Social Work
- Practical implications
- Recommendations for future research

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

The following suggested guidelines must be followed in preparing the Final Project Report:

Good quality white **A4-size paper** should be used for typing and printing.

Page Specifications

- Left Margin – 3.0 cm
- Right Margin – 2.0 cm
- Top Margin – 2.54 cm
- Bottom Margin – 2.54 cm

Font Specifications

Body Text

- Font: Times New Roman
- Font Size: 12
- Line Spacing: Double
- Alignment: Justified
- Paragraph Spacing: 6 points before and after

Paragraph Heading

- Font: Times New Roman
- Font Size: 14
- Bold & Underlined
- Left Aligned
- 12 points before and after

Chapter Heading

- Font: Times New Roman
- Font Size: 20
- Bold
- Centre Aligned
- 30 points before and after

Tables/Figures

- Font Size: 10–11
- Proper numbering and captions

SUBMISSION OF PROJECT REPORT

Each student shall submit:

1. One copy of the Synopsis/Abstract
2. One Hard Copy of the Project Report
3. Soft Copy (PDF) if required by the Institution
4. The Project Report should preferably be 80–100 pages (excluding annexures).

FORMAT OF THE STUDENT PROJECT REPORT ON COMPLETION OF THE PROJECT

I. Cover Page

As per the prescribed format.

II. Acknowledgement

III. Certificate from the Project Guide

IV. Self-Certificate by the Student

V. Synopsis/Abstract

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

VI. Main Report

Chapter 1

Introduction

- Background of the Study
- Statement of the Problem
- Need and Significance
- Objectives
- Scope
- Limitations

Chapter 2

Review of Literature

Chapter 3

Research Methodology

- Research Design
- Universe
- Sampling
- Data Collection Methods
- Research Tools
- Ethical Considerations

Chapter 4

Data Analysis and Interpretation

- Tables
- Graphs
- Charts
- Statistical Analysis
- Interpretation

Chapter 5

Findings, Suggestions and Recommendations

Chapter 6

Conclusion

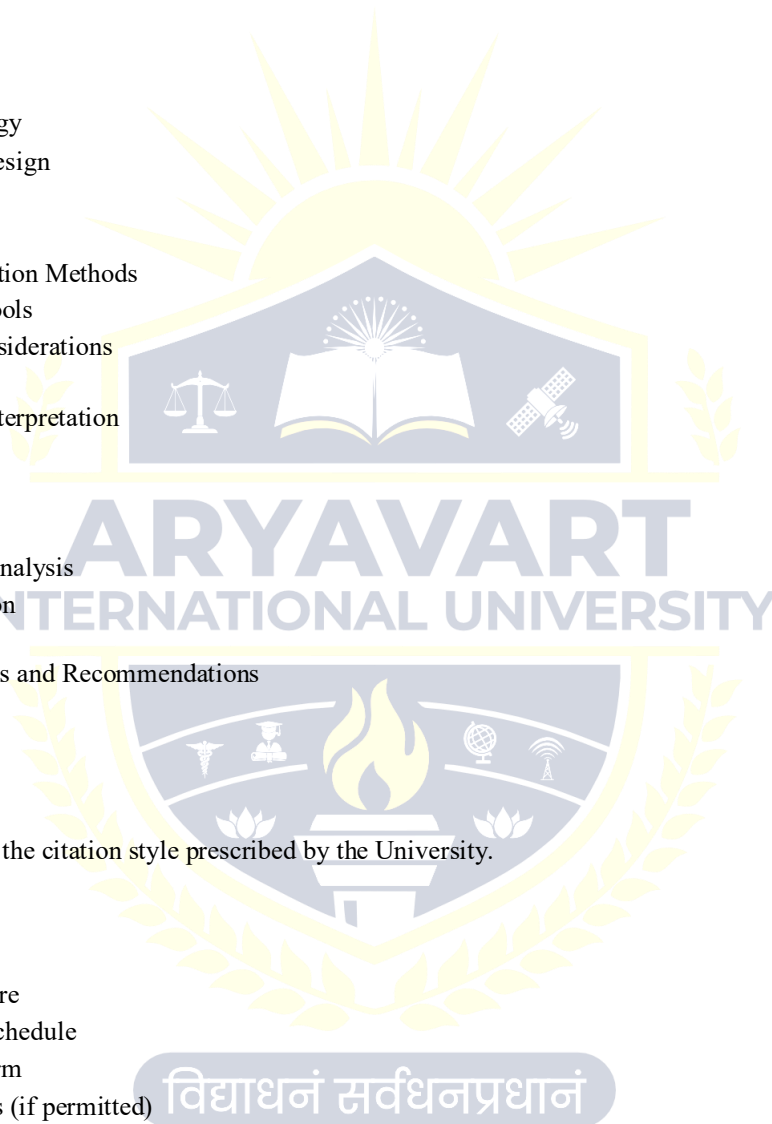
VII. References

APA (7th Edition) or the citation style prescribed by the University.

VIII. Appendices

May include:

- Questionnaire
- Interview Schedule
- Consent Form
- Photographs (if permitted)
- Case Studies
- Government Documents
- Additional Tables



ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

CERTIFICATE FROM THE GUIDE

CERTIFICATE

This is to certify that this project entitled " _____ " submitted in partial fulfilment of the requirements for the award of the Degree of **Bachelor of Social Work (BSW)** to _____, has been carried out by **Mr./Ms.** _____, Roll No. _____, under my guidance and supervision. I further certify that this work is original and has not been submitted earlier for the award of any degree or diploma to the best of my knowledge and belief.

Signature of the Student

Signature of the Guide

PROJECT REPORT COVER PAGE FORMAT

Title of the Research Project

(Times New Roman, Italic, Font Size: 24)

**Submitted in partial fulfilment of the requirements for the award of the Degree of
Bachelor of Social Work (BSW)**

(Bookman Old Style, 16-point, Centre Aligned)

Submitted to

Guide Name

Department of Social Work

College Name

Submitted by

Student Name

Roll No.

Semester VI

SELF CERTIFICATE

SELF CERTIFICATE

This is to certify that the dissertation/project report entitled " _____ " is an authentic work carried out by me in partial fulfilment of the requirements for the award of the Degree of **Bachelor of Social Work (BSW)** under the guidance of _____.

The matter embodied in this dissertation/project report has not been submitted earlier for the award of any degree or diploma to the best of my knowledge and belief.

Signature of the Student

Name:

Roll No.:

ARYAVART INTERNATIONAL UNIVERSITY
Tilthai, Dharmanagar, North Tripura

ACKNOWLEDGEMENT

In the Acknowledgement, the student should express gratitude to:

- Project Guide
- Head of the Department
- Principal
- Institution
- Respondents/Participants
- NGOs/Organizations
- Family and Friends
- Any other person or institution who contributed to the completion of the research.

The acknowledgement should be brief, formal, and written in a professional manner.

Total: 100 Marks
External: 70 Marks
Internal: 30 Marks

External: 70 Marks

10 Question (MCQ): 1 mark each ($1 \times 10 = 10$)
Answer any 6 out of 8 (Short 50-70 Words): 2 marks each ($2 \times 6 = 12$)
Answer any 6 out of 8 (Short 50-70 Words): 3 marks each ($3 \times 6 = 18$)
Answer any 6 out of 8 (Long 100-120 Words): 5 marks each ($5 \times 6 = 30$)

Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The average of the two scores will be considered and scaled to 15 marks for the final assessment. Additionally, 5 marks will be awarded for assignments submitted, 5 for attendance, and 5 for general proficiency, for a total of 30 internal assessment marks.

विद्याधनं सर्वधनप्रधानं