

## 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	
25SW103	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	

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**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.

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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

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**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.

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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.



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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.

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**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. Sulphey; "Introduction to Environment Management"; PHI Learning, 2019.
3. S. P. Mishra, S. N. Pandey; "Essential Environmental Studies"; Ane Books Pvt. Ltd.; Sixth Edition.



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**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 (1x10 = 10)

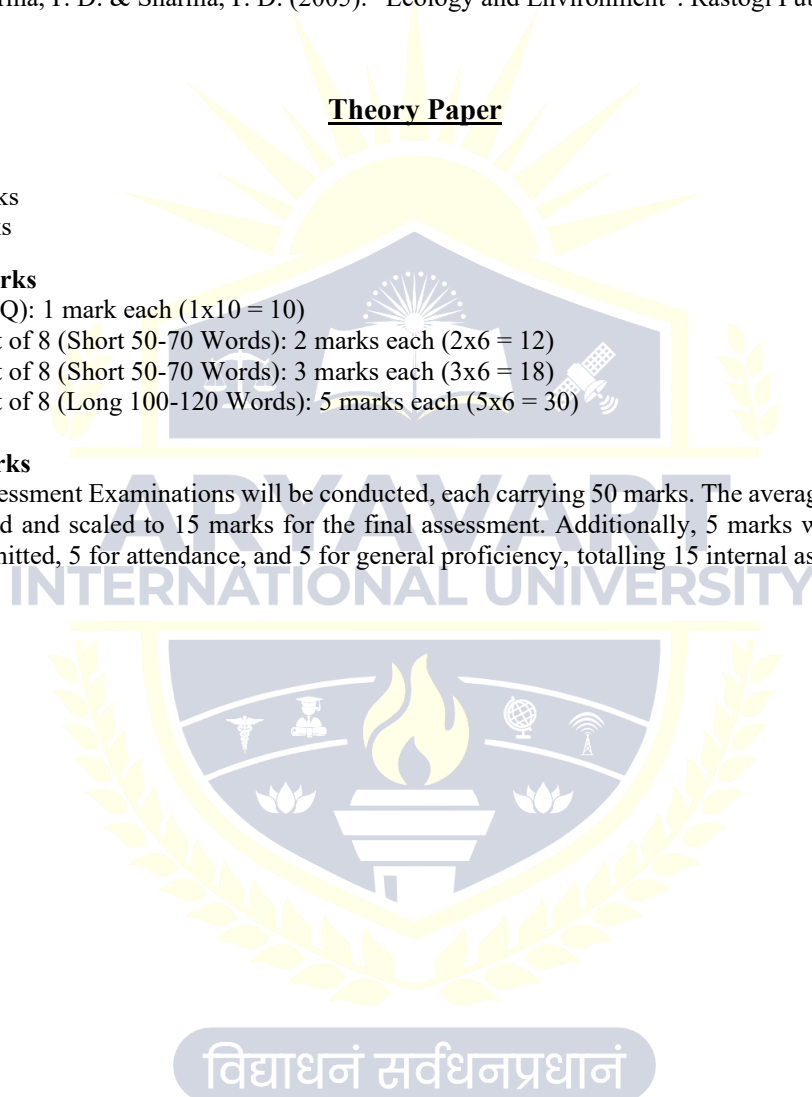
Answer any 6 out of 8 (Short 50-70 Words): 2 marks each (2x6 = 12)

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, totalling 15 internal assessment marks.



## ARYAVART INTERNATIONAL UNIVERSITY

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### 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	

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**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.

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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.

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**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. Zastraw, 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



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**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.

**ARYAVART**  
**LIFE SKILLS EDUCATION**  
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**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

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**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](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.

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**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.

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**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

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### 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	

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**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.

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**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.

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- 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>

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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.

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**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.
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**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

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**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.

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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:

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- 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:

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**CRITERIA FOR FIELDWORK EVALUATION**

Sl. No.	Criteria	Marks
<b>Internal</b>		
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
	<b>Total</b>	<b>50</b>
<b>External</b>		
8	Viva-Voce	<b>50</b>
	<b>Total</b>	<b>100</b>

\*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.

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