

Kalinga University Atal Nagar (C.G.)



SCHEME OF EXAMINATION & SYLLABUS

of

**Bachelor of Social Work
(BSW)**

UNDER

**Faculty of Arts and Humanities
w.e.f. Session-2021-2022**

Kalinga University
Naya Raipur Chhattisgarh
Bachelor of Social Work
W.e.f. 2021-22

| Semester – I | | | | | |
|--------------|---|-----------|---------------|----------------|-------------|
| Paper Code | Subject | Credits | End Term Exam | Internal Marks | Total Marks |
| BSW101 | English-1 | 2 | 35 | 15 | 50 |
| BSW102 | Introduction to Social Work | 4 | 70 | 30 | 100 |
| BSW103 | Social Science Foundation for Social Work: Sociology | 4 | 70 | 30 | 100 |
| BSW104 | Social Science Foundation for Social Work: Human Growth and Behaviour | 4 | 70 | 30 | 100 |
| | (Choose Any One) 105A/105B | 2 | 35 | 15 | 50 |
| BSW105A | Environment Science | | | | |
| BSW105B | NCC | | | | |
| BSW106-P | Field Work | 4 | 70 | 30 | 100 |
| | Total | 20 | 350 | 150 | 500 |

| Semester- II | | | | | |
|--------------|---|-----------|---------------|----------------|-------------|
| Paper Code | Subject | Credits | End Term Exam | Internal Marks | Total Marks |
| BSW201 | English-II | 2 | 35 | 15 | 50 |
| BSW202 | Work with Individuals and Families | 4 | 70 | 30 | 100 |
| BSW203 | Work With Groups | 4 | 70 | 30 | 100 |
| | (Choose Any One) 204A/204B | 2 | 35 | 15 | 50 |
| BSW204A | Soft Skills | | | | |
| BSW204B | NCC | | | | |
| BSW205 | Social Science Foundation for Social Work: Contemporary Development Studies | 4 | 70 | 30 | 100 |
| BSW206-P | Field Work | 4 | 70 | 30 | 100 |
| | Total | 20 | 350 | 150 | 500 |

| Semester– III | | | | | |
|----------------------|------------------------|----------------|----------------------|-----------------------|--------------------|
| Paper Code | Subject | Credits | End Term Exam | Internal Marks | Total Marks |
| BSW301 | Gender Studies | 4 | 70 | 30 | 100 |
| BSW302 | Community Organisation | 4 | 70 | 30 | 100 |
| BSW303 | Social Policy | 4 | 70 | 30 | 100 |
| BSW304 | Computer Applications | 4 | 70 | 30 | 100 |
| BSW305-P | Field Work | 4 | 70 | 30 | 100 |
| | Total | 20 | 350 | 150 | 500 |

| Semester –IV | | | | | |
|---------------------|-----------------------------------|----------------|----------------------|-----------------------|--------------------|
| Paper Code | Subject | Credits | End Term Exam | Internal Marks | Total Marks |
| BSW401 | Research Methods | 4 | 70 | 30 | 100 |
| BSW402 | Social Work Administration | 4 | 70 | 30 | 100 |
| BSW403 | Social Work Theories and Practice | 4 | 70 | 30 | 100 |
| BSW404 | Life Skills | 4 | 70 | 30 | 100 |
| BSW405-P | Field Work | 4 | 70 | 30 | 100 |
| | Total | 20 | 350 | 150 | 500 |

| Semester–V | | | | | |
|----------------------|---|-----------|---------------|----------------|-------------|
| Paper Code | Subject | Credits | End Term Exam | Internal Marks | Total Marks |
| THEORY PAPERS | | | | | |
| BSW501 | Development and Communication | 4 | 70 | 30 | 100 |
| | General Elective-I (Any One) | 4 | 70 | 30 | 100 |
| BSW502A | Work with older adults | | | | |
| BSW502B | Social Entrepreneurship | | | | |
| | Departmental Elective-I (Any One) | 4 | 70 | 30 | 100 |
| BSW503A | Health and Nutrition | | | | |
| BSW503B | Child and Youth Studies | | | | |
| | Departmental Elective-II (Any One) | 4 | 70 | 30 | 100 |
| BSW504A | Social Exclusion and Inclusion | | | | |
| BSW504B | Global and Indian Social Movements | | | | |
| BSW505-P | Field Work | 6 | 70 | 30 | 100 |
| | Total | 22 | 350 | 150 | 500 |

| Semester-VI | | | | | |
|--------------------|--|----------------|----------------------|-----------------------|--------------------|
| Paper Code | Subject | Credits | End Term Exam | Internal Marks | Total Marks |
| BSW601 | Academic Writing | 2 | 70 | 30 | 100 |
| | General Elective-II (Any One) | 4 | 70 | 30 | 100 |
| BSW602A | Disability | | | | |
| BSW602B | Basic Counselling Skills | | | | |
| | Departmental Elective-III (Any One) | 4 | 70 | 30 | 100 |
| BSW603A | Human Rights | | | | |
| BSW603B | Education and Development | | | | |
| | Departmental Elective-IV (Any One) | 4 | 70 | 30 | 100 |
| BSW604A | Rural and Urban Studies | | | | |
| BSW604B | Informal Labour and Informal Sector | | | | |
| BSW605-P | Field Work | 6 | 70 | 30 | 100 |
| | Total | 20 | 350 | 150 | 500 |

Introduction

The vision of the Bachelor of Social Work (BSW) programme is to build a cadre of committed grassroots level development and professional social workers who would be fully equipped to respond to the changing global and local socio-economic realities.

The programme, developed on a liberal arts paradigm enables students to use the full range of tools, theories and perspectives to understand, recognize, critique and appreciate themselves and their role in the globally dynamic environment. The district method of instruction (comprising andragogic and participatory teaching learning exercises) sets the tone for this strong foundation and helps the students to develop diverse, experiential, and practical knowledge.

The graduates having been grounded in liberal arts and generalist social work perspectives can be employed in the government, NGOs, Social Movements, Hospitals, Social Enterprises, Cooperatives, International Development Agencies and CSR Projects, in capacities such as Community Organisers, Program Officers, Social Planners, Development Facilitators, and Social Welfare Administrators.

Programme Objectives

The objectives of the BSW programme are as follows:

- To create critical understanding of social realities reflecting its changing nature and participate in the dynamics of change
- To orient students on diverse population, their issues and social justice stance for social work practice • To equip the students with skills to work with different groups and communities using social work practice methods and strategies
- To inculcate professional values and ethics that guide social work graduates in professional practice

Competencies Developed by the End of the Programme

- Critical thinking
- Professional use of self
- Understanding the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
- Understanding the history of the social work profession and its current structures and issues. • Applying the knowledge and skills of generalist social work to practice.
- Applying knowledge of bio-psycho-social theoretical frameworks to understand the interactions among individuals and between individuals and society
- Analysing the impact of social policies on individuals, groups and communities.
- Acumen for scientific research studies and integrating research findings to practice
- Using communication skills differentially with a variety of stakeholders

SEMESTER-I

BSW101 :English-1 (Credits-2)

Course Objective

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

CONTENTS

Unit I: Introduction: **06**

Theory of Communication, Types and modes of Communication, *Mediums and channels of communication, barriers to communication, English as a Global language, the Lingua Franca, Social influences on English*

Unit II: Language of Communication: **06**

Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication, *Varieties of English, Language, Accent, Dialect, Colloquialism, Historical influences on English*

Unit III: Speaking Skills: **06**

Monologue Dialogue Group Discussion Effective Communication/ Mis- Communication Interview Public Speech, *Regional influences on English, Convergence and divergence, Linguistic Imperialism,*

Unit IV: Reading and Understanding- **06**

Close Reading, *Reading analysis of a text - Audience and purpose, Content and theme, Tone and Mood, stylistic devices, structure* Comprehension- Analysis and Interpretation Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts

Unit V: Writing Skills **06**

Documenting Report Writing Making notes Letter writing, *Writing tabloids, diary entry, open letters, essays, newsletter and magazine articles, skits, short stories, impersonating characters*

Course outcome:

It will enhance Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, notetaking etc. While, to an extent, the art of communication is natural to all living beings, intoday's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

Recommended Readings:

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

BSW 102: Introduction to Social Work (Credits-4)

The objectives of this course is as follows:

1. To help the learner understand the history and ideological background of social work profession
2. To provide an overview of professional values, ethics, and skills in social work
3. To introduce the learner to professional associations and their role in social work practice and education
4. To enable the learner to acquire intervention skills.

Unit 1: Evolution of Social Work as a Profession

- Definition and basic idea of Social Work;
- Evolution of Social Work: social effects of industrialization of the late 18th and 19th century; growth of cities/urban industrial centres; problems related to maintaining social order and cohesion;
- Growth of Social Welfare Agencies: Society for the Prevention of Pauperism, Charity Organization Society, settlement houses movement;
- Influence of Mary Richmond and Sigmund Freud on intervention methodology; · Great Depression and growth of social work education institutions;
- Clinical practitioners vs. advocates of social policy and action

Unit 2: Social Reformers and Ideological background to social Work in India

- Social Reform in Modern Period;
- Evolution of contemporary social work education in India;
- Current status of social work education in India.
- Ideological background: Secular humanism; Rationalism;
- Thoughts of Modern Indian Thinkers: Phule, Ambedkar, Gandhi, Tagore, and Periyar

Unit 3: Professional Values and Professional Associations

- Values & principles of Social Work;
- Attributes of social work profession;
- BATSW code of ethics for social workers,
- Professionalization of social work,
- Goals and functions/roles of professional social workers,
- Professional Associations (international, national, regional)

Unit 4: Units of Intervention

- Definitions, Characteristics

- Individual; Family
- Social Groups
- Community

Unit 5: Basic Intervention skills

- Fact finding through survey, home visits, and observation;
- Initial contact skills with client groups;
- Community Mapping;
- Interview skills, basic fund raising and resource mobilizing skills;
- Report writing and recording skills
- Types and use of communication and program media as per age and development stages of groups;
- Use of Program media suitable to different groups such as children ,youth , women , special groups in institutions, schools, community, hospitals and varied settings

Reading List

- Desai, M. 2000. Curriculum Development on History of Ideologies for Social Change and Social Work. Mumbai: Social Work Education and Practice Cell, TISS
- Diwakar, VD. (Ed.). 1991. Social Reform Movements in India: A Historical Perspective. Bombay: Popular Prakashan
- Woodrofe, K. 1962. From Charity to Social Work. London: Routledge and Kegan Paul. Encyclopedia of Social Work in India. New Delhi: Ministry of Welfare.
- Jones, N., and Richard. 1994. Human Relations Skills. Mumbai: Better Yourself Books

BSW 103: Social Science Foundation for Social Work: Sociology (Credit-4)

The objectives of this course is as follows:

1. To help the learner understand the key sociological concepts such as social change, socialization and social control
2. To help the learner understand Indian society and culture

Unit 1: Basic Concepts in Sociology

- Definition, & key concepts
- Society, community, association and institutions
- Social groups; social structure and social systems
- Norms and values
- Status and role
- Social processes: cooperation, competition and conflict; assimilation and integration

Unit 2: Theoretical Perspectives

- Theoretical perspectives in sociology: Functionalist, Conflict, Interactionism; Marriage; Family; Kinship
- Economy, Polity and Religion
- Social Stratification: Hierarchy, Differentiation and Inequality

Unit 3: Social Change

- Factors of social change
- Processes of social change

Unit 4: Socialization and Social Control

- Socialization
- Social control
- Social deviance
- Society and environment

Unit 5: Indian Society and Cultural Analysis

- Indian Society: Tribal, Rural and Urban
- Caste system in India
- Major religious communities in India
- Indian social reformers
- Culture: concept and characteristics

- Indian cultural heritage and diversity
- cultural pluralism; media and culture

Reading List

- Rao, S. (2005). Sociology, Delhi: Chand and Company Ltd
- Beteillre, A. (2002) Sociology, New Delhi: Oxford Publication
- Ahuja, R. (1993) Indian Social System, Jaipur: Rawat Publication, Jaipur
- Srinivas, M.N. (1991). Indian Social Structure. Delhi: Hindustan Publishing House

BSW 104: Human Growth and Development (Credit-4)

Unit 1: Introduction

- Concept of Human Development; Theories; Themes
- Contemporary relevance to the study of human development

Unit 2: Stages of Life Span Development

- Prenatal Development
- Birth and Infancy
- Childhood
- Adolescence
- Adulthood

Unit 3: Domains of Human Development

- Cognitive development: perspectives of Piaget and Vygotsky;
- Language Development;
- Emotional Development;
- Moral Development: Perspective of Kohlberg;
- Personality Development

Unit 4: Larger Contexts

- Socio-Cultural Contexts for Human Development:
- Family; Peers, Media & Schooling;
- Human Development in the Indian context

Unit 5: Enhancing Individual's Potential

- Self-determination theory;
- Enhancing cognitive potential,
- Self-regulation and self enhancement;
- fostering creativity

Reading List

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill

- Santrock, J.W. (2012). Life Span Development (13th ed.) New Delhi: McGraw Hill
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi

BSW105A: Environment Studies (2 Credits)

Unit 1 : Introduction to Environmental Studies

(6 Lecture)

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 2 : Natural Resources : Renewable and Non-renewable Resources

(6 Lecture)

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 3 : Biodiversity and Conservation

(5 Lecture)

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 4 : Environmental Pollution

(9 Lecture)

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies.

Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit 5 : Human Communities and the Environment

(4 Lecture)

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36--37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams*(pp. 29--64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India. Tripathi 1992*.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

BSW 106 P Core Course Practical (Field Work Practicum-1) (Credit-4)

Objectives:-

- Understanding and orienting self to the Agency and its client system; and locating the agency in its environment.
- Acquire basic skills for analyzing the social issues and the relevance of agency intervention. · Building purposeful relationships, engage with individuals, groups and communities in the generation of possible solutions.
- Acquire and utilize program skills related to the needs and issues faced by the client system.

Note: Tasks expected of students at this level of study (BSW I Semester 1) and the kind of activities that aid in completion of each of these tasks are outlined. The students who are able to complete these basic activities and hence the tasks are assessed to be performing at a second-class level. Students may be assessed as eligible to obtaining a 1st class or Distinction if they are pushing themselves further and performing tasks/activities to the extent and depth indicated.

Task 1: Understanding about the Agency they are placed with for fieldwork

Activity 1- Reading the agency reports and related documents

(Vision and mission statements & objectives/brochures/ project reports/ agency magazines/ publications).

Activity 2- Gain clarity about the agency structure and functioning/operations

(Preparing organogram, roles and hierarchy, administration of the agency).

Activity 3- Obtain knowledge about the programs and services offered by the agency and gain familiarity about the client groups that the agency works with.

Activity 4- Presenting to their peers and faculty on their basic understanding about the agency they are placed with.

Task 2: Identifying and understanding social issues that the agency works with

Activity 1- Engaging with the client systems (of the community) where the agency is located (Home – visits, community mapping, basic survey, preparing profiles of client systems and other similar activities as per a given agency setting)

Activity 2- Conducting of basic awareness programmes relevant to the client system.

Task 3: Developing their basic program skills

Activity 1- Participating or observing as applicable, in health camps, street plays, awareness programmes, recreational activities, chalking out low cost nutrition recipes and preparing of family assessment reports.

SEMESTER II

BSW201: English-II (Credit-2)

The objectives of this course is as follows:

1. To introduce the learner to English language structures
2. To help the learner understand the principles of editing
3. To help the learner gain skills related to data interpretation, report writing and presentation

Unit 1: (a) Types of Logical Structures (based on Analysis, Argumentation, and Classification)

- Comparison and Contrast, Cause and Effect relationship, Exemplification, Definition, Statement-elaboration; Expanding points into paragraphs;
- Listing, Chronological patterning, Process Repetition, General- Specific, Specific-general

(b) Principles of Editing

- Punctuation, Substitution of words, restructuring of sentences,
- Re-organising sentence sequence in a paragraph, Use of link words and Principles of Coherence and Cohesion.

Unit 2: Summary Writing

- This is to create an awareness in students regarding the organization of material—the points and sub-points, the logical connection between these points.
- This will include making students aware of the notions of the —main idea/ —thesis statement and the —supporting ideas, with a view to training them to shorten the material, to capture the essence and present it in a precise manner

Unit 3: Interpretation of Technical Data

- Students should be taught to read and interpret maps, charts, graphs.
- They should be able to write a paragraph based on the data given there.

Unit 4: Report Writing

Committee reports, newspaper reports and activity reports. Two topics should be given in the examination and students should attempt one out of two.

Reading List for Courses

- Anderson, K., Joan, M., and Tony, L. (2004). Study Speaking: A Course in Spoken English for Academic Purposes. Cambridge: CUP
- Bellare, N. (1998). Reading Strategies. Vols. 1 and 2. New Delhi. Oxford University Press
- Bhasker, W. W. S., & Prabhu, N. S. (1975). English through Reading, Vols. 1 and 2. Macmillan,
- Blass, L., Kathy, B., and Hannah, F. (2007). Creating Meaning. Oxford: OUP
- Brown, R. (2004). Making Business Writing Happen: A Simple and Effective Guide to Writing Well. Sydney: Allen and Unwin.

BSW202: Working with Individual and Families(Credit-4)

The objectives of this course are as follows:

1. To understand the theoretical perspectives for effective interventions with individuals and families.
2. To provide an exposure to the generalist practice skills while working with individuals and families
3. To understand the different types of problems , their interrelatedness, dynamics, their impact on individuals , families and groups

Unit 1: Historical Development of Direct Practice

- Philosophical base of direct practice
- Relevance of direct practice for work with individual and families
- Principles and values of working with individuals and families

Unit 2: Understanding Individuals and Families in the Indian Context

- The concept of a family : types and composition of the family
- Social roles of the individuals in the family and the communication pattern
- Family as a system: Homeostasis,
- Family life cycle :concept of circular causality, synergy in the family
- Development stages of the individuals and the variations affecting the family life cycle in the Indian context
- Individual human rights in the family

Unit 3: Intervention Process

- Components of the intervention process: Person, Problem, Process, Professional· Phases in the Intervention process
- Phase-1: Exploration- engagement ,assessment and planning
- Phase-2: Implementation and goal attainment
- Phase-3: Termination- monitoring, evaluating and follow up

Unit 4: Assessment Techniques

- Psycho-social assessment; Intervention;

- Understanding the concept of transference and counter transference.

Unit 5: Intervention Techniques, Documentation and recordings:

- Fact finding tools
- Charting and graphing family relationships :Genogram, ,Ecomap,
- Home visits, interviews, assessment of records
- Supportive techniques: Empathy, encouragement, resource mobilisation, environment modification
- Counselling techniques: Reflective discussion, Motivating, clarifying and correcting the perceptionof the individuals ,modelling, role modelling, partialising of the problem
- Intake sheet/ face sheet , Observation notes on home visits, interviews
- Graphs and Diagrams depicting the family relationships
- Referral sheets,· Medical and other records of the individuals
- Recording of the Intervention process

Reading List

- Gladding.S .(2007). Family Therapy, History ,Theory and Practice , New jersey · Hepworth, Rooney,Larsen (2002) Direct Social work Practice
- Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.· Geldard, K. &Geldard, D. (2011).Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.
- Capuzzi,D.&Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009). Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning
- Altmaier, E. M., and Hansen, J.C. (Eds.) (2012). The Oxford Handbook of Counselling Psychology. New York: Oxford University Press

BSW203: Work with Groups (Credit-4)

Work with The objectives of this course is as follows:

1. To introduce the learner to group work practice in social work
2. To provide basic skills related to group work practice

Unit 1: Introduction and History of Group Work

- Understanding groups:
- Characteristics and significance of groups
- Definition, Characteristics; Purpose of Social Group Work;
- Historical evolution of group work with special emphasis on the Indian Context. ·
Types of : Groups; Approaches; Membership

Unit 2: Values and Principles

- Values in social group work
- Principles in group work
- Assumptions underlying social group work

Unit 3: Processes and phases of group work

- Steps in formation of groups,
- Phases and stages of group development(initial ,middle and evaluation phases), ·
Characteristics and role of social group work.

Unit 4: Group Dynamics

- Processes in different type of groups
- Worker's skills in identifying and understanding processes
- Bond; sub-groups; role; Isolate
- Leadership; Decision making
- Conflict; Communication; Relationships

Unit 5: Group work models and Application of Group Work

- Life Cycle Model –Social goals model; Remedial model; Reciprocal model
- Tuckmen's Model
- Team Model
- Mutual Aid/Self-help model
- Application in health settings, school settings
- Family welfare setting , · Industrial settings, women and Child welfare settings

Reading List

- Johnson, F.P. (2003). Group Theory and Group Skills, Boston Mass: Houghton Mifflin/ Allyn and Bacon
- Konopka, G. (1963). Social Group Work: A Helping Process, Prentice Hall Englewood Cliffs, N.J.
- Siddiqui, H.Y. (2008). Group Work: Theories and Practices, Rawat Publications, New Delhi
- Trecker, H. B. (1955). Social Group Work: Principles and Practices, New York: Association Press
- Keyton, J. (2006). Communicating Groups-Building Relationships in Group Effectiveness. New York: Oxford University Press
- Zorsyth, D.R. (2009). Group Dynamics. Brooks/Cole: Wadsworth

BSW204A: Soft Skills (2 Credits)

Course Outcome:

Unit 1- Students will be enabled to **understand** the correct usage of grammar.

Unit 2- Students will **apply** the fundamental inputs of communication skills in making speech delivery, individual conference, and group communication.

Unit 3-Students will **evaluate** the impact of interpersonal communication on their performance as a professional and in obtaining professional excellence at the workplace.

Unit 4-Skills and techniques of persuasion and negotiation would **enhance** the level of students at multifarious administrative and managerial platforms.

Unit 5-Student will be able to **equip** with basics of communication skills and will **apply** it for practical and oral purposes by being honed up in presentation skills and voice-dynamics.

UNIT I- Basics of Applied Grammar and usage

Tenses: Part of Speech, Active & Passive Voice, Articles, Subject-verb agreement, Antonyms, Synonyms, Prefix and Suffix, Narration, Conditional sentences, Concord, Tag questions, punctuation marks.

UNIT II- Presentation and Interaction Skills

Speech Delivery, Interjecting: Objectives& Methodology; Group Discussion: Objectives & Methods; Theme Presentation: Methods; Argumentative skills: Pattern and Ingredients; Debate & Discussion: Unity, Coherence & Emphasis. Public Speaking: Audience Analysis: Approach and Style. Interviews: Types; Focus & Objectives.

UNIT III- Interpersonal Communication Skills

Features: Methods; Principles; Requisites; Team- work; Skills: Empathy, Emotional Intelligence, empathy and listening skills. Time Management; Attitude; Responsibility. Leadership qualities: Integrity; Values; Trust; Self-Confidence & Courage; Communication and Networking; Speed reading; Problem Solving & Trouble- Shooting

UNIT IV- Persuasion and Negotiation Skills

Definition; Understanding Attitude, Beliefs, Values and Behavior; The process of Persuasion: Analysis of Audience; Classification of Audience; Egoistic and Non-Egoistic; Specific Techniques for Specific Audience; Skills of Persuasion, Steps to Persuasion/Influence, Negotiation: Definition; Process of Negotiation: Characteristics; Qualities of good negotiator; Approaches to Negotiation.

UNIT V- Communication Skills

Introduction to oral communication, Nuances & Modes of Speech Delivery, Public speaking: confidence, clarity, and fluency, Non verbal Communication: Kinesics, Paralinguistic features of Voice-Dynamics, Proxemics, Chronemics, and Presentation Strategies: planning, preparation, organization, delivery.

Prescribed Books:

1. **Technical Communication, (Second Ed.); O.U.P.,** Meenakshi Raman & S.Sharma New Delhi, 2011
2. **Business Communication for Managers,** Payal Mehra, Pearson, Delhi, 2012.
3. **Personality Development,** Harold R. Wallace et. al, Cengage Learning India Pvt. Ltd; New Delhi 2006
4. **Practical Communication** by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi.
5. **Personality Development & Soft Skills,** Barun K.Mitra, Oxford University Press, New Delhi, 2012.
6. **Public Speaking,** William S. Pfeiffer, Pearson, Delhi, 2012.
7. **Human Values,** A.N. Tripathi, New Age International Pvt. Ltd. Publishers New Delhi ,2005

BSW205: Social Science Foundation for Social Work: Contemporary Development Studies (Credit-4)

The objectives of this course is as follows:

1. To help the learner understand the connection between economic growth and development
2. To help the learner understand the development problems in India and strategies for development planning and intervention

Unit 1: Economics of Development

- Basic concepts in Economics
- Economy and its Processes
- Problems of an Economy
- Economic Development in India
- Key Sectors of the Indian Economy: Agriculture; Industry; Interdependence of Agriculture and Industry; Economics of Select Sectors: Transport, Communication, and Energy

Unit 2: Concept of Development and Development Planning

- Definitions, values, objectives of development
- Economic Growth Vs Economic Development
- Theoretical perspectives on development and underdevelopment
- Theories and perspectives in development planning

Unit 3: Indicators of Development

- Human Development Index, Human Poverty Index, Gender Development Index
- Interstate and Inter- Country comparison on HDI, HPI, GDI

Unit 4: Economic Planning and Sustainable Goals

- Indian Economic Planning: Objectives, achievements and failures
- New economic trends
- Sustainable development goals
- Implementation mechanisms in SDG

Unit 5: Development Problems in India, and Response of Government, Market and Civil Society

- Inequality, poverty, indebtedness, food security, hunger,
- Population and migration,
- Development induced displacement
- Unemployment, poor infrastructure and amenities

- Five -Year Plans
- Poverty Alleviation Programme
- Institutional reforms, and employment generation schemes
- Alternative Development Perspectives; People Centred Development

Reading List

- Stiglitz, J., and Walsh, C. (2006). Economics (International Student 4th Edition), New York: W.W. Norton & Company, Inc.
- Gregory, M. (2007). Economics: Principles and Applications, New Delhi: Cengage Learning India Private Limited
- Dasgupta, P. (2007). Economics: A Very Short Introduction, Oxford: OUP.
- Kothari, R. (1988). Transformation and Survival. Delhi: Ajanta Publications, New Delhi
- Murickan, J. (1988). Poverty in India. Bangalore: Xavier Board of Higher Education in India
- Bagchi, A. (1982). Political Economy of Underdevelopment. Cambridge: CUP

BSW 206- P Core Course Practical (Field Work Practicum-2) (Credit-6)

Objectives

- Streamline one's own role as a member of the team at the fieldwork agency in an attempt at resolution of certain social issues.
- Develop self-awareness and showing sensitivity to others in situations on the field. · Make efforts at mobilization of human, material (monetary) and non-material resources to facilitate social work intervention planned by the agency.
- Develop skills in carrying out simple administrative procedures.
- Ability to understand the needs and provide appropriate referrals.
- Acquire skills in writing and documenting fieldwork experiences and learning (face sheet/time sheet/ Fieldwork recordings/ summary recordings) and utilize them as tools for their learning.

Note: Tasks expected of students at this level of study (BSW I Semester 1) and the kind of activities that aid in completion of each of these tasks are outlined. The students who are able to complete these basic activities and hence the tasks are assessed to be performing at a second-class level. Students may be assessed as eligible to obtaining a 1st class or Distinction if they are pushing themselves further and performing tasks/activities to the extent and depth indicated.

Task 1: Taking up basic administrative tasks

Activity 1- Writing of simple agency reports, drafting of letters/ correspondence, making inventory lists, preparing files to add case reports, basic minutes of meetings, simple documentation for agency and similar tasks as per agency setting they are placed with.

Activity 2- Maintaining of basic accounts for programmes taken up by the agency.

Task 2: Mobilization of human, material (monetary) and non-monetary resources

Activity 1- Undertaking of fundraising in Cash/Kind

Activity 2- Providing of appropriate referrals

Activity 3- Establishing relevant agency liaisons by contacting individuals and organizations

Activity 4- Develop an basic understanding of working as part of an interdisciplinary team Task 3:

Begin to understand the theory-practice linkages

Activity 1- Establishing relevant connections between theory taught in the classroom and field work realities, during the individual and group conferences as well as in the weekly and summary recordings.

Field Work Practicum 2 will also include the following:-

a) 1 day of Perspective Building Workshop

½ day - Need for Social work Practice, Value base for social work profession, and Socio-political economic-cultural context necessitating Social work with vulnerable groups.

½ day- FW allotment to students, Settings of Field work, FW supervision, FW requirements, Observation

(Non Participant) and relevant readings.

b) Group Lab-Experience Reflections

c) Skills Workshops

d) Concurrent Practice Training

e) Viva

SEMESTER III

BSW 301: Gender Studies(Credits -4)

Objectives

1. To provide an overview on basic concepts related to gender
2. To introduce the learner to the history of women's struggle in India
3. To introduce the learner to violence on women and various initiatives of government and civil society organisations

| Unit | Unit Title | Content |
|------|-----------------------------------|--|
| 1 | Gender: Basic Concepts | <ul style="list-style-type: none">· Sex and Gender· Masculinity and Femininity· Patriarchy· Sexual Division of Labour· Public Private Dichotomy |
| 2 | Approaches to Feminism | <ul style="list-style-type: none">· Liberal· Radical· Black· Dalit· Post Modern |
| 3 | History of Women's Struggle | <ul style="list-style-type: none">· Reform Movements· Nationalist Movement· Female education and voting rights· Phule, Gandhi and Ambedkar on Women's Struggle· Women social reformers and revolutionaries |
| 4 | Violence against Women | <ul style="list-style-type: none">· Concept of Violence· Violence within Home; Girl Child Abuse· Wife Beating & Wife Battering· Female Foeticide & Infanticide· Witch Hunting |

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| | | <ul style="list-style-type: none"> · Rape; Molestation; Eve-teasing |
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| 5 | <p>Women and Law Initiatives for Gender Justice</p> | <ul style="list-style-type: none"> · Law as an instrument of social change · Status of Women in Muslim and Christian Marriage Acts · Effect of Hindu Marriage Act on Hindu Women · Uniform Civil Code · National Perspective Plan, 1988 · Shramshakti Report, 1998 · National Commission For Women · National Plan of Action for the Girl Child (1991- 2001) · National Policy for Empowerment of Women · Schemes for Women's Empowerment by state and NGOs |
|---|---|---|

Reading List

- Bhatt.I. Towards Equality Report, 1974
- Bhasin, K. (2000). Understanding Gender, Delhi: Kali for Women
- Poonacha, V. (1999). Understanding Women Studies, Mumbai: Research Center for Women's Studies, SNDTUniversity
- Eagleton Mary (2003): A Concise Companion to Feminist Theory. USA. Black Well Publishers.
- Evans Mary (1997): Introducing Contemporary Feminist Thought. Cambridge. Polity Press.
- Patel Vibhuti (2002): Women's Challenges of the New Millennium. New Delhi. Gyan Publishing House.
- Jain Devaki & Rajput Pam (2003): Narratives from the Women's Studies Family: Recreating Knowledge. New Delhi. Sage Publications.
- Murthy N Linga (2007): Towards Gender Equality: India's Experience. New Delhi.
- Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian

Sociology Vol. 31, 2(01/Jan/1997).

- Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.
- Miles Angela R & Finn Geraldine (2002). Feminism: From Pressure to Politics. Jaipur. Rawat Publications.
- Singh Surendra & Srivastava S P (2001). Gender Equality through Women's Empowerment: Strategies and Approaches. Lucknow. Bharat Book Centre.
- Nanda Serena: The Third Gender: Hijra Community In India. (Manushi Vol. 1992, 72(01/Jan/1992) Page No: 9 - 16).

BSW 302: Community Organization (Credits -4)

Objectives

1. To provide an overview on the history, concepts and definitions of community organisation
2. To equip learners with specific knowledgebase related to process of community intervention
3. To enable the gain understanding relating community dynamics and conflicts 4
- . To provide a theoretical overview on community organisation
5. To help students gain skills related to strategic planning in the community organisation context

| Unit | Unit Title | Content |
|------|-------------------------|---|
| 1 | Introduction | <ul style="list-style-type: none">· History of Community Organisation in the West - post-Industrialisation phase to contemporary times· Community Development· Social Action to Rights- Based Perspective· History of Community Organisation in India post- Independence period to present day situation· Community Development programmes to people's organizations and to new social movements and citizen- groups. |
| 2 | Concept and Definitions | <ul style="list-style-type: none">· Concepts of community, community development and community organization· Principles of community organisation· Values of community organisation |
| 3 | Process | <ul style="list-style-type: none">· Initial phase and fact- finding techniques· Importance of PRA/ RRA and other participatory approaches to finding the need in the community;· Social context of problem and its linkages to economic and political systems |

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| 4 | Community Conflicts and Dynamics | <ul style="list-style-type: none"> · Concepts of power · Sources of power and power structure in the community urban and rural · Leadership styles, community leadership and training of community leaders · Caste, class, gender in community organisation · Types of conflict in communities and strategies for conflict- resolution · Strategies for Consensus, Conform and confrontation ·SWOT and PESTLE Analysis |
| 5 | Theories, Models and Approaches Techniques in Community Work | <ul style="list-style-type: none"> · Key theorists in community organisation and their ideas · Locality Development Model · Social Planning Model · Social Action Model · Social Development Model · Current Practice Approaches in India · Direct action strategies · Mobilizing mass action · Building people's Organisations · Capacity building and training of committees and CBOs · Advocacy campaigns, networks, coalition and e- groups for furthering issues |

Reading List

- Somesh, K. (2002). Methods for Community Participation. New Delhi: Vistaar Publication
- Ledwin, M. (2006). Community Development: A Critical Approach. Delhi: Rawat Publication.
- Rothman Jack: Strategies of Community Intervention. (6th) Itasca. F E Peacock Publishers, 2001.
- Ledwith Margaret: Community Development: A Critical Approach.. Jaipur. Rawat Publications, 2006.
- Rothman Jack: Strategies of Community Interventions. (6th) Itasca. F E Peacock Publishers, 2001.
- Jodhka Surinder S.: Community and identities: contemporary discourses on culture and politics in India. New Delhi. Sage Publication, 2001.

- Cohen A. P.: The symbolic construction of community. London. Routledge, 2010.
- Bauman Zygmunt: Community: seeking safety in an insecure world. United Kingdom. Polity Press, 2011.
- Raju M Lakshmi pathi & Parthasarathy R: Community organisation and social action (social work methods and practice). New Delhi. Regal Publications, 2012.
- Pawar Manohar: Social and community development practice. New Delhi. Sage Publications India Pvt Ltd, 2014.

BSW 303: Social Policy (Credits -4)

Objectives

1. To help the learner understanding the concept of social policy, its formulation and implementation
2. To provide an overview of the theoretical concepts, values and principles underlying Social Policy.
3. To help the student gain a critical analysis of various existing policies for the marginalized.
4. To enable the learner to understand the tools of policy analysis and its use in influencing Policy.

| Unit | Unit Title | Content |
|------|----------------------------|--|
| 1 | Field of Social Policy | <ul style="list-style-type: none"> · Concept of Social Welfare · Concept of Social Policy · Evolution of Social Policy as a Field of Study · Models of Social Policy |
| 2 | Values and Theories | <ul style="list-style-type: none"> · Values underlying social policy · Social planning based on the constitutional provisions (directive principles of state policy) · Theories and theoretical concepts on social policy |
| 3 | Social Policy and Planning | <ul style="list-style-type: none"> · Linkage between social policy and planning · Planning as an instrument and source of policy |

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| | | <ul style="list-style-type: none"> · Planning in the era of privatisation · Role of state, civil society, corporate sector and market · Review of 5 year plans |
| 4 | Policy Cycle | <ul style="list-style-type: none"> · Enactment of social policy/ policy formulation · Implementation · Policy review · Agencies involved in policy cycle |
| 5 | Social Policy Analysis People's Participation in influencing Social Policy | <ul style="list-style-type: none"> · Contemporary social policies · Cases on Policy Analysis · Skills on social policy analysis · Role of people's organisations, campaigns, networks and coalitions as part of social advocacy · Social Audit · Jansunvai · Community Score Card |

Reading List

- Titmus, R.M. (1974). Social Policy, London, George Allen & Unwin Ltd.
- Spicker, P. (2010). Social Policy: Themes and approaches, Jaipur, Rawat Publications.
- Dreze, J., and Sen, A. (2007). Indian Development, New Delhi, Oxford University Press
- Alcock Cliff: Introducing Social Policy.. London. Prentice Hall, 2000.
- Meenaghan Thomas: Social policy analysis and practice. Chicago. Lyceum Books, 2009.
- Pathak Shankar: Social policy social welfare and social development. Bangalore. Niruta Publications, 2013.
- Chandhoke Neera & Agrawal Sanjay Kumar: Social protection policies in South Asia. New Delhi. Routledge, 2013.
- Hills John & Grand Julian Le: Making social policy work: essays in honour of Howard Glennerster. Great Britain. The Policy Press, 2007.

BSW304: Skill Enhancement Course (SE): Computer Applications (Credits-4)

Objectives:

1. To provide an overview on MS Office, MS Excel, and MS Power Point
2. To equip learners with aspects related to basics of internet
3. To provide scope for students to do practical work on computer and gain hands-on skills related to computer applications

| Unit | Unit Title | Content |
|------|------------|---|
| 1 | MS Word | <ul style="list-style-type: none">· Introduction to Computers: Hard Ware and Software· Creating, Opening, Editing and saving a document· Copy, Cut, Paste operations · Page Setup, Headers and Footers · Formatting Texts · Inserting Clip-Art, Word-Art, Auto-Shapes, Picture, Symbol, Equation · Table insertion · Accepting & rejecting comments · Spelling and Grammar check · Printer Setup and Document Printing |
| 2 | MS Excel | <ul style="list-style-type: none">· Concept of Workbook, Worksheet, Row, Column, Cell· Creating Opening, Editing, Saving a Workbook · Changing Row and Column widths; Formatting cells; Different data types in Excel; · Entering labels and values & formulas · Use of following inbuilt functions only – SUM, PRODUCT, AVERAGE, MAX, MIN, ROUND, COUNT, COUNTIF, IF, AND, OR, NOT, DATE, TIME, NOW; · Making calculations and re-calculations · Auto fill, Fill with series; Conditional Formatting · Sorting and Filtering Data (use of Auto Filter) · Hiding Rows and Columns; · Creating Line Diagrams, Pie Charts, Bar Graphs; |

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| 3 | Power Point | <ul style="list-style-type: none"> · Creating, Opening, Editing and Saving a PowerPoint presentation · Use of Wizards; · Different styles and background; Formatting Texts · Inserting Clip-Art, Word-Art, Auto-Shapes, Picture; ·Applying slide-transition, applying animation to text and objects · Inserting sound and video-clips · Slide Show; Printing of slides |
| 4 | Basics of Internet | <ul style="list-style-type: none"> · Basic requirement for connecting to the Internet, ISP · Services provided by Internet – www, browser, e-mail, search engine, social networking |

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| | | <ul style="list-style-type: none"> · Networking Security – Computer Virus, Concept of Firewall, Password · HTML; Basic Page Design, Using Ordered and Unordered Lists, Using Image, Hyperlinking; Using Tables; · Web page designing using HTML (minimum 5 linked pages) |
| 5 | Lab Work | <ul style="list-style-type: none"> · MS Office- Practical |
| | | <ul style="list-style-type: none"> · Internet Basics- Practical |

Reading List

- Rajaraman, V. (2006). Fundamentals of Computers. Delhi: PHI.
- Saxena, S. (2008). MS Office in NutShell. Delhi: Vikas Publishing House 26

BSW 305-P Core Course practical -Field work (Credits-4)

Students will be placed in various government and non-government organisation for field work for semester.

SEMESTER IV

BSW 401: Research Methods (Credits-4)

Objectives:

1. To introduce the learner to the field of social research
2. To help learner identify various research designs and sampling techniques
3. To introduce the learner to the idea of measurement
4. To provide basic skills in literature review, developing research proposal and tools of data collection

| Unit | Unit Title | Content |
|------|---------------------------------|--|
| 1 | Introduction to Social Research | <ul style="list-style-type: none">· Meaning and characteristics of scientific method· Goals of research;· Basic elements of social research: concepts, constructs, variables, hypothesis, theories, operational definitions;· Steps in the process of research: problem selection, formulation and planning, field investigation, data entry, data processing and analysis, report writing |
| 2 | Research Designs | <ul style="list-style-type: none">· Types of research: Social Surveys; Experimental design· Sampling: Purpose of sampling; Concepts related to sampling: population, universe, sampling frame and sampling unit; probability and non-probability sampling; Techniques and procedures in sample selection· Levels of measurements: nominal, ordinal, interval and ratio· Scaling techniques: Likert, Thurstone, Guttman· Reliability and Validity |

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| 3 | Data Processing and Analyses | <ul style="list-style-type: none"> · Coding and data analysis plan; graphs, charts and tables · Simple frequency distribution and cross tabulation; · Univariate, bivariate, trivariate and multivariate analyses of data · Measures of central tendency and dispersion · Inferential Analyses: measures of association, tests of significance: chi square, t-test, ANOVA |
| 4 | Computer & SPSS | <ul style="list-style-type: none"> · Practice sessions on entering data; merging files; Graphs/tables; Descriptive statistics T-tests; ANOVA; Regression |
| 5 | Research Process Report Writing and Presentation | <ul style="list-style-type: none"> · Group Preparation: problem formulation, literature review, developing research proposal and tools of data collection · Group presentation of the proposal · Ethics in data collection; data handling and management · Writing a research report; Oral and poster presentation in class symposium |

Reading List

- Rubin, A., & Babbie, E (4thEd). (2001). Research Methods for Social Work, USA: Wadsworth, West, Brooks/Cole and Schirmer

- Ahuja, R. (2001). Research Methods, Jaipur: Rawat

- Rubin, A., & Babbie, E (4thEd). (2001). Research Methods for Social Work, USA: Wadsworth, West, Brooks/Cole and Schirmer

- Ahuja, R. (2001). Research Methods, Jaipur: Rawat

- Field, A. (2009). Discovering Statistics Using SPSS. Sage Publishers

- Pallant, J. (2010). SPSS Survival Manual. McGraw-Hill

BSW 402: Social Work Administration (Credits -4)

Objectives

1. To provide an overview on the administrative aspects in social work
2. To equip learners with specific skills related to administration
3. To enable the gain advance skills and information relating to registration and management of non-profit/ social welfare organisations

| Unit | Unit Title | Content |
|------|--|---|
| 1 | Introduction to Social Work Administration | <ul style="list-style-type: none">· Administrative process in Social Work· Scope and functions of administrator in social work and social welfare· Multidimensional roles of an Administrator· Basic principles of Administration· Comparative analysis of administration of government and non-government welfare agencies |
| 2 | Administrative Processes- I | <ul style="list-style-type: none">· Planning: Importance, principles of planning, steps involved in planning;· Organizing: fundamental principles of organising, its processes and steps;· Staffing: recruitment, selection, appointment, orientation, promotion, appraisal and termination. |
| 3 | Administrative Processes- II | <ul style="list-style-type: none">· Direction: importance and strategies of direction and supervision· Coordination: Principles and techniques· Reporting: Importance and steps involved in reporting;· Budgeting: Types and steps |
| 4 | Legal Framework for NGOs | <ul style="list-style-type: none">· Registration: Societies Registration Act 1860, Public Trust Act 1950· Salient Features of Foreign Contribution Regulation Act 2010, and FEMA, 2010· Income Tax Rules and Regulations· Board and Executive Relations· Financial Reporting Standards |

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| 5 | Project Management Advance Skills | <ul style="list-style-type: none"> · Need assessment/ Baseline study · Project proposal writing · Project Implementation, Monitoring and Evaluation · Preparation of communication materials · Basics of fundraising , Donor management , Social marketing · Branding of NGOs |
|---|---|---|

Reading List

- Gupta, N.S. (1979). Principles and Practice of Management, New Delhi: Light and Life Publications
- Fowler, A., & Edwards, M. (2002). Reader on NGO Management, New York: Earthscan
- BasuRumki: Public Administration: Concepts And Theories.. (Rev. &eng.) New Delhi. Sterling Publishers, 2001.
- Sharma Ravindra: Development And Regulatory Administration In India - Reform And Change.. Jaipur. Rawat Publications, 2002.
- Singh S N: Public Administration And The Coalition In India.. Lucknow. Bharat Book Centre, 2003.
- Palekar S A: Public Personnel Administration.. Jaipur. Abd Publishers, 2005. · Jain Ashok V &Unni Saraswathi: Development administration. Pune. Sheth Publishers, 2000.
- Maheswari Shriram: Administrative Theory: An Introduction.. (2nd) Delhi. Macmillan India Ltd, 2003.
- Frederickson H. George & Smith Kevin B.: Public administration theory primer. Cambridge. West View Press, 2003.
- Jain Ashok V &Unni Saraswathi: Development administration. Pune. Sheth Publishers, 2000.

BSW 403: Social Work Theory and Practice(Credits - 4)

Objectives:

1. To introduce the learner to the theoretical base for social work practice
2. To help learner identify with functional, interactionist, radical, and postmodern perspectives in social work
3. To introduce the learner to integrate theory with practice social work

| Unit | Unit Title | Content |
|------|---|--|
| 1 | Theoretical Base for Social Work Practice | <ul style="list-style-type: none"> · What is a Theory · Behavioural and social theories · Social workers: the ‘doers’ vs ‘thinkers’ dilemma · Stages of theory development in social work · Objective vs subjective approach in social work |
| 2 | Functionalist Perspective of Social Work | <ul style="list-style-type: none"> · Social system theory · Behavioural theories · Defining the problem in functional perspective · Aims and methods of intervention in the functionalist perspective |
| 3 | Integrated Social Work Practice | <ul style="list-style-type: none"> · The context for emergence of ISWP · Four systems |

| | | |
|---|---------------------|---|
| | Model | <ul style="list-style-type: none"> · Stages of intervention in ISWP · Case studies on ISWP · Critique of ISWP |
| 4 | Radical Social Work | <ul style="list-style-type: none"> · Socialist tradition in social work · Collective action · Organizing for power |

| | | |
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| | | <ul style="list-style-type: none"> · Conflict perspective in action · Assessment, aims and methods in radical social work |
| 5 | Post Modern Social Work Integrating Theory with Practice | <ul style="list-style-type: none"> · Plurality of knowledge, dynamics of power relations, and creative practice · Middle Ground: Modernist concern with cohesion and effectiveness vs post-modernist concern for plurality and uncertainty · Pragmatism in Social Work · Exploring an Issue · Understanding/ documenting the practice models · Locating a social work perspective · Reflective writing and practice |

Reading List

- Howe, D. (2009). A Brief Introduction to Social Work Theory Basingstoke: Palgrave Macmillan
- Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Students
- Thompson, N. (2005). Understanding Social Work: Preparing for Practice Basingstoke: Palgrave
- Fawcett, B. (2006). 'Postmodernism', in M. Gray and S. A. Webb (Eds.), Social Work Theories and Methods, London, Sage Publications
- Fook, J. (2002). Social Work: Critical Theory and Practice, London: Sage Publications
- Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Students
- Oko, J. (2008). Understanding and Using Theory in Social Work, Exeter: Learning Matters

BSW404 :Skill Enhancement (Compulsory course)Life Skills

Objective:

1. To introduce the learner to life skills
2. To help the learner understand the connection between emotional, social and thinking skills
3. To train the students in conducting life skills workshop with various stakeholders

| Unit | Unit Title | Content |
|------|--|---|
| 1 | Need and Importance of Life Skills Education | <ul style="list-style-type: none"> · Introduction to Life Skills Concept · Benefits and the application of Life Skills · Matching Life Skills with one's behaviour · Components of Life Skills (Social- Thinking-Emotional) |
| 2 | Emotional Skills | <ul style="list-style-type: none"> · Understanding oneself in the world around: Discovering and Understanding the Inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem; · Managing one's emotions/ feelings- Identify common emotions · Coping with Stress- Sources of stress, Coping Strategies |
| 3 | Social Skills | <ul style="list-style-type: none"> · Interpersonal Relationships- Web of Relationships, Family and Friendships, Healthy Relationships, · Transactions with people around us (Negotiation), Assertiveness, · Peer Resistance; Effective Communication- Verbal and Non Verbal communication (body language) · Talking, Hearing vs Listening, Clarity and Optimal communication · Empathy- Understanding of other people's circumstances, Extending support to others |
| 4 | Critical Thinking Skills | <ul style="list-style-type: none"> · Critical Thinking- Attributes of Critical Thinkers · Thinking through and analysis of situations/challenges · Processing of Information (Logic & Ethics) · Developing an in-depth understanding about a concept · Facilitating informed action |

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| 5 | Creative Thinking Skills & Assessment of Soft Skills | <ul style="list-style-type: none"> · Significance of Creative thinking skills · Techniques to develop creative thinking · Strategies for creative thinking · Decision Making- Decision making skills and process, Setting goals, Key to making an optimal decision · Problem Solving- Problem Solving Approach, Management of Conflicts, Finding Solutions · Understanding Assessment Process · Pre-Intervention Assessment · Post Intervention Assessment · Testing and Certification · Continuing education and practicing life skills |
|---|--|--|

Reading List

- Karen, D. G., & Eastwood A. (2008). (8thEdn.), Psychology for living- adjustment, growth and behaviour today, New Delhi: Pearson Education Inc.
- McGregor, D. (2007). Developing thinking; developing learning - A guide to thinking skills in education. New York, USA: Open University Press.
- Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. New York: Palgrave Macmillan Ltd.
- Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes - IX X [Manual], Delhi.

BSW 405- P: Core Course practical - Field work (Credits-4)

Students will be placed in various government and non-government organisation for field work for semester.

SEMESTER V

BSW 501: Development and communication (Credits-4)

Objectives:

1. To introduce the learner to the field of communication
2. To help the learner understand the relationship between communication, development and social work
3. To help the gain communication skills for social work practice in different settings

| Unit | Unit Title | Content |
|------|-------------------------------|---|
| 1 | Introduction to Communication | <ul style="list-style-type: none">· Definition of communication· Purpose, Types, Level, Means, and Barriers in communication· Historical development of Communication in society· Contemporary dimension of communication |
| 2 | Development Communication | <ul style="list-style-type: none">· Meaning of development communication· Relevance of communication to development· Different communication theories and critique· Development paradigms and disparities· Functions and priorities of Media in addressing development issues |

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|---|----------------------|--|
| 3 | Communication Aids-1 | <ul style="list-style-type: none">· Photo Language, Posters, Stories, Flash cards, Games, Short films;· Strengths and limitation of each of the aids· Selecting the appropriate media as per the needs |
| 4 | Communication Aids-2 | <ul style="list-style-type: none">· Puppets, tamasha, nautanki, street theatre, and street play· Strengths and Limitations of each aids |

| | | |
|---|---|---|
| | | <ul style="list-style-type: none"> · Relevance of Folk media to development |
| 5 | <p>Mass Media</p> <p>Globalization, Media and Development</p> | <ul style="list-style-type: none"> · Meaning and relevance of mass media · Introduction to different forms of mass media · Radio – Developmental programmes on Radio, Community radio, use of radio for development · T.V – impact of TV on different groups; Role of TV in development · Newspaper- Important role of newspaper, Critical analysis of papers- newspaper reporting, Newspapers and development issues · Local cultural needs and development · National & International media organisations&policies addressing imbalances in development · Globalization of Media · Democratization of Communication · Changing face of Indian Media |

Reading List

- Kumar, K.J. (2006). Mass Communication in India , 3rd Edition, Mumbai: Jaico Publishing
- Singh, D. (2004). Mass Communication and Social Development, Delhi: Adhyayan Publishers
- Parasar, A (2005). Impact of Internet on Society, Jaipur: Aavishkar Publishers
- Singh, S P. (2005). Media Psychology, Jaipur: Sublime Publications

General Electives (Choose any ONE)

BSW 502A: Working with Older Adults

Objectives:

1. To study the concepts related to ageing
2. To study the theoretical perspectives for working with older adults
3. To understand various issues related to older adults
4. To study various policies, programmes and schemes for the older adults

| Unit | Unit Title | Content |
|------|--|---|
| 1 | Developmental stage of Late Adulthood | <ul style="list-style-type: none">· Concept of Ageing· Changes (Physical, Mental and Emotional) and special needs of older persons.· Concepts of Active /Healthy Ageing and Quality of Life.· Myths and Assumptions about Ageing |
| 2 | Demographic Profile of the Older Adults and its Implications | <ul style="list-style-type: none">· Demographic Scenario of the Older persons· Population Ageing· Implications of the changing demography of ageing |
| 3 | Theoretical Approaches/Persp | <ul style="list-style-type: none">· Disengagement Theory· Activity theory |

| | | |
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| | electives for Working with the Older Adults | <ul style="list-style-type: none">· Continuity Theory (Psycho-dynamic, Ecological, Lifespan)· Relevance and Critique of the above theories |
|--|---|---|

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|---|---|--|
| 4 | Issues and Factors Affecting the Older Adults | <ul style="list-style-type: none"> · Issues faced by the Older Persons- Health, Financial, Physical, Emotional and Legal · Factors affecting ageing- Globalization, Migration, Disability, Gender, rural-urban, Politics |
| 5 | Initiatives, Policies, Schemes and Provisions for Older Adults & Services, Schemes and Skills for working with the Older Adults | <ul style="list-style-type: none"> · UN Polices and Programs for Older Adults · National Policy on Ageing in India · Constitutional and legal provisions for Older adults in India · Benefits and facilities provided by various ministries at centre and state governments. · Role of NGOs in working with the older adults in India. · Residential and non- residential (Day Care services, support groups and home based care) · Welfare schemes (Financial and Social Security, housing and transport), · Community care and engagement with the Older Adults. · Skills sets- Specific Mental Health Disorders, Building Healthy Self Concept, Stress Management, Financial Planning, Preparation of Will and Testament, Work with care givers, Palliative Care |

Reading List

- Dhar, C.R. (2004). Greying Of India: Population Aging In the Context of India. New Delhi: Sage Publications.
- Rajan, I. (2006). Population Aging and Health in India. Mumbai: CEHAT Publications.
- Ramamurti, P., V& Jamuna, D (2004). Handbook of Indian Gerontology. New Delhi: Serials Publications.

BSW502 B: Social Entrepreneurship(credits-4)

Objectives:

1. To provide an overview on concepts related to social entrepreneurship
2. To introduce the learner to the marketing concepts
3. To provide skills related to business plan preparation and fundraising for social enterprises

| Unit | Unit Title | Content |
|------|--|--|
| 1 | Idea of Social Entrepreneurship | <ul style="list-style-type: none">· Introduction to social entrepreneurship: definition, need, role· Theory and conceptual issues· The social entrepreneurship ecosystem· Case studies on successful social entrepreneurs |
| 2 | Foundations of Social Entrepreneurship | <ul style="list-style-type: none">· Foundations of entrepreneurship· Traits and characteristics of a Successful Social Entrepreneur· Social entrepreneurial motivation and competency development |

| | | |
|---|--|---|
| 3 | Business Plan Writing | <ul style="list-style-type: none">· Business plan: designing a competitive model· Conducting a feasibility analysis· Crafting a winning business plan· Deciding on forms of ownership |
| 4 | Marketing | <ul style="list-style-type: none">· Marketing considerations· Pricing strategies· Creating a successful financial plan |
| 5 | Fundraising for Social Enterprises & Talking with Social | <ul style="list-style-type: none">· Sources of funds: equity and debt· Crowd funding, and angel investors· New venture team and planning· Interaction with leading and successful social entrepreneurs |

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|--|---------------|--|
| | Entrepreneurs | <p style="text-align: center;">in the city</p> <p>** Visits can be done to know the functioning of leading social enterprises in the city. An inter collegiate business plan competition can be arranged as part of the course</p> |
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Reading List

- Scarbrough, N. (2014). Essentials of Entrepreneurship and Small Business Management, 7/E. Prentice Hall
- Martin, R & Osberg, S. (2007). Social Entrepreneurship: The Case for Definition. Stanford Social Innovation Review. Pp 29-39.
- Osberg, S. (2009). Framing the Change and Changing the Frame: A New Role for Social Entrepreneurs. INNOVATIONS -Social Entrepreneurship: Shifting Power Dynamics. Skoll World Forum & MIT Press
- CASE. (2008). Developing the Field of Social Entrepreneurship: A Report from the Center for Advancement of Social Entrepreneurship. Durham: Duke University
- Germak, A & Singh, K. (2010). Social Entrepreneurship: Changing the Way Social Workers Do Business. Administration in Social Work, 34:79-95.
- Goodley, T. (2002). Defining and Conceptualizing Social Work Entrepreneurship. Journal of Social Work Education, 38 (2) 291-302.

Departmental Elective (Choose any ONE) (Credits-4)

BSW 503A : Health and Nutrition (Credits-4)

Objective:

1. To gain knowledge of health situation of vulnerable in India with respect to the holistic concept of health.
2. Develop an understanding of concept, content and skills require for planning community health education on various diseases in India.
3. Understand the importance of nutrients, balance diet and low cost meal in the context of malnutrition in India.
4. To appreciate the efforts of government in promoting nutritional programme in India.

| Unit | Unit Title | Content |
|------|---------------------------|---|
| 1 | Introduction to Health | <ul style="list-style-type: none">· Definition of health· Concept of health· Dimensions of health· Determinants of health in India· Role of the Social Worker in Health settings |
| 2 | Health Education | <ul style="list-style-type: none">· Methods of Health Education· Principles of Health Education· Communication in Health using IEC· |
| 3 | Community Health | <ul style="list-style-type: none">· Definition of Community Health· Community Diagnosis and Community Treatment· Planning and organising for Community health Programmes· National Health Programmes in India |
| 4 | Introduction to Nutrition | <ul style="list-style-type: none">· Concept and functions of food· Types of Nutrients like Protein, Carbohydrate, Fats, Vitamins, Iron, Calcium and Minerals their source and functions· Food pyramid and Balanced diet· Meal planning on locally available low cost food for improving one's diet |

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|---|--|--|
| 5 | Malnutrition in India Skills Lab | <ul style="list-style-type: none"> · Definition and types of malnutrition · Vicious cycle and factors affecting malnutrition · Anaemia Programme, Iodine and Vitamin A deficiency programmes. · Various other nutritional programmes in India <p>Preparing Health Education Materials</p> <ul style="list-style-type: none"> · Preparing Community Health Map · Preparing Health Programme Proposal · Preparing Low Cost Nutritious Meals and Demonstration |
|---|--|--|

Reading List

- Swaminathan , M. (2002). Advance Text Book on Food and Nutrition, Volume I &II , The Bangalore Printing and Publishing Company Limited, Bangalore
- Park. K. (2011). Preventive and Social Medicine (21st ed.) Bhanot, Jabalpur
- Desai S B & Joshi Bharti: Social work and community health. New Delhi. Alfa Publications, 2012.
- Akram Mohammad: Sociology of health. Jaipur. Rawat Publications, 2014.

BSW503B: Child and Youth Studies (credits-4)

Objectives

1. To develop an overall understanding on children and their rights
2. To help the learner understand the key legislations on children and on the aspects of working with children from rights-based perspective
3. To enable the learner to understand the concept of youth and development
4. To provide an overview of youth policy and working strategies

| Unit | Unit Title | Content |
|------|---|---|
| 1 | Introduction to Children and their Rights | <ul style="list-style-type: none">· Definition of Child· Childhood across different cultures from multi-disciplinary perspective· Situational Analysis of Children in India· Understanding Child Rights· National Laws and Policies related to Children |
| 2 | Key Legislation on Children | <ul style="list-style-type: none">· Legislation on Child Labour· Right to Education· Children in Need of Care and Protection· Children in Conflict with Law· Family Law and Children |
| 3 | Working with Children from Rights Based Perspective | <ul style="list-style-type: none">· Working with Children in Multidisciplinary settings· Rights Based Programming· Working with various Legal Institutions· Skills and Strategies of Work with the Legal System· Working towards Justice for children in the JJ system |
| 4 | Youth and Development | <ul style="list-style-type: none">· Construction of Youth hood· Heterogeneity of Youth· Formation of personal and social identity· Position of youth in development process· Globalisation and its impact on youth |

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|---|--|---|
| 5 | Youth Policies & Working with Youth | <ul style="list-style-type: none"> · National Policy for Youth Development · Key International Policies · National Youth Programmes · Nehru Yuva Kendra · Role of Ministry of Youth and Sports Development · Community and Peer Support Programs · Youth Centers · Linked School and Health Facilities · Volunteering and overseas work opportunities · Youth in development and political work |
|---|--|---|

Reading List

- Bajpai, A. (2003). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press
- Hansaria, V. (2010). Juvenile Justice System along with Juvenile Justice (Care and protection of children) act, 2000 and Rules, 2007, Delhi: Universal Law Publishing
- Franklin, B. (2002) The New Handbook of Children's Rights, NY: Routledge

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- Youth Net (2002). Intervention Strategies that Work for Youth. Arlington, VA: Family Health International
- Driskell David: Creating Better Cities With Children And Youth : A Manual For Participation.. London. Earth Scan Publishers, 2002.
- Varghese Varghese K: Cultural Diversity And Aspirations Of Indian Youth.. (1st) Kerala. Rajagiri College of Social Science, 2002.
- Dullmann Kerstin & Mattam Mathew: Youth Stepping Stone To Adulthood.. Pune. Cyda Publications, 2003.
- Singh Renuka: Problems Of Youth.. New Delhi. Serials Publications, 2005.
- Lukose Ritty A: Liberalisation's children: gender, youth and consumer citizenship in globalizing India. Hyderabad. Orient Blackswan Pvt Ltd, 2009.

Departmental Elective (Credits-4) (Choose any ONE)

BSW504A: Social Exclusion and Inclusion(Credits-4)

Objectives:

1. To enable students to understand the concept of Social Inclusion and Exclusion in the context of the various issues of marginalization.
2. To understand the profile of the excluded groups and the factors responsible for their exclusion and marginalisation.
3. To understand macro-micro level interventions by the State, NGO and Peoples organizations for inclusive development of the marginalized

| Unit | Unit Title | Content |
|------|---------------------------------|---|
| 1. | Concepts | <ul style="list-style-type: none">· Social exclusion· Social exclusion in the Indian context· Types and indicators of social exclusion· Marginalisation, Oppression, Social Stratification, Fundamentalism (Religion, Caste, Class, Gender).· Interdependence of various systems such as Social-Cultural, Economic and Political in determining Social Exclusion · Interdisciplinary approaches to the study of social exclusion. |
| 2. | Exclusion based on Caste | <ul style="list-style-type: none">· Caste and ethnicity based exclusion and discrimination. · Concept of Dalit, Demographic profile, Rural-urban divide, Dalit literature· Forms of exclusion and discrimination· untouchability, atrocity, and other forms of discrimination · exclusion in the spheres of - economy, civil and cultural and political |
| 3. | Exclusion of Tribal Communities | <ul style="list-style-type: none">· Tribals and exclusion· Profile of the Scheduled Tribes, primitive tribes, denotified tribes, ex-criminal tribes in India. |
| | | <ul style="list-style-type: none">· Displacement, fragmented labour ,migration Poverty, landlessness, Indebtedness, Alcoholism, Bonded Labour |

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|----|---|---|
| 4. | Exclusion of Minorities | <ul style="list-style-type: none"> · The profile of the minority groups in India. · Fundamentalism, Communalism, Nationalism and exclusion of minorities · Social exclusion the spheres of economy, education, culture, politics · Manifestation - Communal Riots, unemployment · Contribution of Minorities to National Development |
| 5. | Exclusion of LGBT Communities & Inclusive policies and Programmes | <ul style="list-style-type: none"> · LGBT people as social minority group members · Exclusion and discrimination in the area of · Identity, Sexuality, Marriage, Employment, Access to Public facilities, HIV/AIDs · The legal act section 477 · Constitutional provisions- Ministry of Social Justice & Empowerment- Policies and Programs-National Commission for SC, Reservation Policy, Prevention of Atrocity Act · Constitutional Provisions- Ministry of Minority Affairs, National Commission for Minorities, Sacchar Committee Report- Govt. Policies and Programs, Minority Act · Gay pride movements · HIV/AIDS programmes focusing on LGBT communities · RTI, PIL, Jansunwai, e-governance, campaigns · Interventional Strategies- NGO, Civil Society, Peoples Movement for different groups SC, ST, Dalits, Minorities, LGBT and Refugees. |

Reading List

- Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press, Oxford.
- Sukhdeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi
- Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Papers No. 1, Asian Development Bank, Manila.
- Mandar, H. 2007. Promises to Keep: Investigating Government's response to Sachar Committee recommendations. New Delhi: Centre for Equity Studies. National Council of Applied Economic Research. 2010.

- 31% Muslims live below poverty line: NCAER survey. Retrieved from <http://timesofindia.indiatimes.com/india/31-Muslims-live-below-poverty-line-NCAERsurvey/articleshow/5734846.cms>
- National Human Rights Commission Report on the Prevention and Atrocities against Scheduled Castes Ranganath Mishra Commission Report, Ministry of Minority Affairs. 2007.
- Report of the National Commission for Religious and Linguistic Minorities. Retrieved from http://www.minorityaffairs.gov.in/sites/upload_files/moma/files/pdfs/volume-1.pdf

- Sachar Committee Report. 2006. Social Economic and Educational status of the Muslim community of India: A Report. Prime Minister's High Level Committee, Cabinet Secretariat, Government of India. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/sachar_comm.pdf
- Singh, Amit Kumar. 2013. Mounting Discrimination Declining Hope: Dilemma of an Indian Muslim. Retrieved on 12th March 2014 from https://www.academia.edu/8655001/Repression_despair_and_hope
- Singh, Manmohan. 2009. PM's address at the Chief Ministers' Conference on Implementation of the Forest Rights Act 2006, November 4, 2009. Accessed from [http://www.pmindia.nic.in/speech/content4print .asp?id.842.pdf](http://www.pmindia.nic.in/speech/content4print.asp?id.842.pdf)
- Smita Narula, Broken People: Caste Violence Against India's Untouchables (Human Rights Watch, 1999). Tata Institute of Social Sciences. 2012.
- TISS report points to anti-Muslim bias of police, The Hindu, Mumbai June 24, 2012, Retrieved on 14th May 2014 from <http://www.thehindu.com/news/national/tiss-report-pointsto-antimuslim-bias-of-police/article3563333.ece>
- PeW Research. 2014. India's Muslims have the lowest living standard in the country. Retrieved from <https://news24web.wordpress.com/2014/11/>

BSW504B: Global and Indian Social Movements

Objectives:

1. To study the theories of social movements
2. To understand the context for the social movement
3. To study the response of the state to the social movements
4. To study various global and Indian social movements

| Unit | Unit Title | Content |
|------|--|---|
| 1 | Theories of social movements | <ul style="list-style-type: none">· Nature, Definitions,· Typologies, Approaches· Understanding the politics of protest· New social movement.· Post modernism and social movement |
| 2 | The context for social movements | <ul style="list-style-type: none">· Social ,economic and political contexts for social movements· Cultural drifts· Social Disorganization:· Social Injustice: |
| 3 | Social Movement and the State | <ul style="list-style-type: none">· Strategies adopted by the social movements· Strategies employed by the state to address the movements |
| 4 | Pre independence social movements in India | <ul style="list-style-type: none">· Swadeshi Movements ,Satyagraha· Breast cloth controversy women's movement,· Peasant movement ,Labour movement |
| 5 | New Social Movements in | <ul style="list-style-type: none">· Self-respect movement of Periyar in south India· Narmada BachavAndolan, |

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| | <p style="text-align: center;">India & Significant new national and international movements</p> | <ul style="list-style-type: none"> · Chipko movement save silent valley movement · Women's movement Anti superstition movement etc· Dalit movement , namantarandolan · Student's movement · Trade union movement · The role of rebel music in the social movements in India · Civil rights movement, · Black lives matter movement, · Anti-apartheid movement <p style="text-align: center;">The role of the rebel music in the social movements</p> |
|--|---|--|

Reading list

- Rao, M.S.A.: Social Movements in India, Vol.I and II, Manohar, Delhi, 1978. · Shah Ghanshyam: Social Movements and the State, Sage, New Deli, 2002. 3
- James Petras, Henry Vettmeyer: Social Movements and State Power, Pluto Press, London, 2005.
- Guru Gopal 2004: Dalit cultural movement and Dalit politics in Maharashtra, Vikas Adhyayan Kendra, Mumbai
- Mayo Marjorie 2005: Global citizens: Social movements and challenge of globalisation, Canadian scholar press
- Singh R 2001: Social movements old and new: A post-modernist critique, Sage publication, New Delhi

BSW 505-P: Field work (Compulsory)(credits-6)

Students will be placed in various government and non government organization for field work for semester.

SEMESTER -VI

BSW 601: Academic writing (2)

Objectives :

1. To study the sources of information and organising the information sources 2. To inculcate systematic reading habits for literature review
3. To learn basics of academic writing
4. To learn the skills in academic writing and develop written work in the form of workshops

| Unit | Unit Title | Content |
|------|--|--|
| 1 | Information Sources & Organization of Information Sources | <ul style="list-style-type: none">· Overview of Information Sources; Types of Information Sources; Reference Sources; E-Resources· Organization of Library Material: Concept, Need and Purpose; Processing of Library Material: Classification and Cataloguing; Arrangement and Maintenance of Library Material· Web Based search· Literature review· Inculcating systematic and consistent reading habits |
| 2 | Basic elements of academic writing | <ul style="list-style-type: none">· Research, as a means of discovering and developing ideas· Logical argumentation· Formal precise writing style as vehicle for presenting ideas clearly· Two stages of writing<ul style="list-style-type: none">- Discovering and developing ideas- Drafting and organising the text |
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| 3. | Academic Writing Skills | <ul style="list-style-type: none"> · Generating ideas for writing <ul style="list-style-type: none"> - Listing - Mind mapping - Free writing · Different writing styles · Basic grammar rules -Voice, Punctuation, Sentence Structure, Vocabulary; paragraph formation · Summarising and paraphrasing and use of direct quotes. · APA Guidelines : Proper referencing · Avoiding plagiarism |
| 4 | Writing skills | <ul style="list-style-type: none"> · Writing essays, Writing Assignment · Writing Book reviews · Writing Travelogues |
| 5 | Writing skills-Practice workshop | <ul style="list-style-type: none"> · Documentation work- Case record, field work report, activity report, annual reports · Writing Research Proposals -Research, funding · Writing articles -News paper,journals, magazines |

Reading List

- Chowdhary, G.G. & Chowdhary, S. (2001). Searching CD ROM and Online Information Sources. London, LA, 2001.
- Cleveland, D.B. & Cleveland, A.D. (2001). Introduction to indexing & abstracting, 3rd Edn., Colorado, Libraries Unlimited
- Craven, Jenny (ed.) (2008). Web accessibility: practical advice for the library and information professional. London, Facet Publishing
- Katz, W. A.(1978). Introduction to Reference Work. Vol 1 & 2. New York, McGraw Hill · Prajapati, C. L. (2005). Conservation of documents: problems and solutions. New Delhi, Mittal Publication
- Quick reference APA Style sheet: <http://www.apastyle.org/learn/quick-guide-on-references.aspx>

· Quick reference writing practice guide: www.owl.english.purdue.edu

General Electives (GE) (Choose any ONE)

BSW 602A: Disability Studies

Objectives:

1. To provide an overview on disability and different approaches to the study of disability
2. To introduce the learner to the magnitude, causes and types of disability
3. To help the student understand the role of social workers in rehabilitation of Person With Disability (PWD)

| Unit | Unit Title | Content |
|------|--|---|
| 1. | Introduction | <ul style="list-style-type: none">· Definition of disability.· PWD in Rehabilitation context.· Social Construction of Disability.<ol style="list-style-type: none">a. Attitudes, Stigma, Discrimination.b. Disabling and Enabling Environment. |
| 2. | Different Approaches to Disability | <ul style="list-style-type: none">· Medical, legal, socio-political, human right, psychological, social model and other emerging models |
| 3. | Magnitude, Causes and Types of Disability-I | <ul style="list-style-type: none">· Visual Impairment.· Hearing Impairment, Deaf blind.· Locomotor Disability.· Cerebral Palsy.· Multiple Sclerosis.· Intellectual disability/mental retardation |
| 4. | Magnitude, Causes and Types of Disability-II | <ul style="list-style-type: none">· Learning disability.· Mental illness including psychosocial disability.· Autism.· Disability due to burns and accidents |

| | | |
|----|---|---|
| 5. | Rehabilitation & Inclusive policies | <ul style="list-style-type: none"> · Level of rehabilitation: Prevention, promotion, tertiary · Different areas of work: medical, education, psychological adjustment, vocation, employment. · Rehabilitation programmes such as art therapy, dance therapy, drama therapy, music therapy. · Role of Social Worker in rehabilitation of Person With Disability · Right to education and inclusive policy for disabled ·Government policies programs, and schemes for the disabled |
|----|---|---|

Reading List

- Renu, A. (2012). Disability Studies in India: Global Discourses, Local Realities. Routledge
- Albrecht, G., Seelman, K., and Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage
Publication
- Karna, G. (2001). Disability Studies In India: Retrospect and Prospectus, New Delhi; Gyan Publishing
House
- Oliver, M., and Sapey, B. (2006). Social Work with Disabled People, New York: Palgrave MacMillan

BSW602 B: Basic counseling skills

Objectives:

- To develop an understanding of the key elements involved in the counseling process · To develop an insight on the Different Skills of Counseling
- To develop an understanding of the role of other professionals in the field and the role of the social worker as a member of the interdisciplinary team.
- To develop attitudes that will enhance the intervention process

| Unit | Unit Title | Content |
|------|---------------------------------------|--|
| 1. | Definition and concept of counselling | <ul style="list-style-type: none"> · Understanding of counselling – various definitions · Aim & goals of Counselling, · Qualities Of Counsellor |
| 2. | Principles and ethics in counseling | <ul style="list-style-type: none"> · Being trustworthy: honoring the trust placed in the practitioner (also referred to as fidelity) · Autonomy: respect for the client’s right to be self-governing · Beneficence: a commitment to promoting the client’s well being · Non-maleficence: a commitment to avoiding harm to the client |

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| | | <ul style="list-style-type: none"> · Justice: the fair and impartial treatment of all clients and the provision of adequate services · Self-respect: fostering the practitioner’s self-knowledge and care for self |
| 3. | Stages and process of counselling | <ul style="list-style-type: none"> · Preparation and client motivation · Diagnosis or Responding · Personalizing · Decision Making · Evaluation, Follow up and Termination |
| 4. | Introduction to the different approaches to | <ul style="list-style-type: none"> · Psycho Dynamic Approach · Relation Oriented Approach, · Cognitive Behavioural Approach , |

| | | |
|----|--|--|
| | counseling | · Post Modern Approaches and Integrative Approach |
| 5. | Techniques and tools and skills of a counsellor & Counselling in different settings | <p>Basic Communication Skills</p> <p>A Acquainting Skills, b. Observing Skills c. Attending Skills d. Listening skills e. Questioning f. Responding skills g. Interpreting and Feedback h. Confrontation i. Personalizing j. Reframing k. Skills in evaluating l. Summarization</p> <p>· Counselling in Health Settings , · Pediatric (Infancy/Child) Counselling, · Adolescent Counselling , Geriatric Counselling</p> <p>· Crisis Intervention & Trauma Counselling Students would be made familiar with the concept of ‘_trauma.’</p> <p>· Substance Abuse and Counselling , · Rehabilitation Counselling</p> <p>· Feminist Approaches to Counselling · Career Guidance and Counselling</p> |

ReadingList

- Capuzzi, David & Douglas, R. Gross Counselling & Psychotherapy: Theories & Interventions.. Merrill Prentice Hall, Ohio, US (2003)
- Dave Mearns & Brian Thorne Person
- Centred Counselling in Action.. Sage Publication. N.Delhi (1988)
- Gerard Egan. - The Skilled Helper: Model, Skills & Methods for Effective Helping (2nd Ed.).
- Gibson, Robert L. & Mitchell, Marianne H. Introduction to Counselling & Guidance (6th Ed.) Prentice Hall of India Pvt. Ltd. N. Delhi. (2005)
- Gregory & Smelter. Psychiatry: Essentials of Clinical Practice. Ch. 4. Brooks/ Cole Publishing Co. California
- Humphrey, Geraldine M. & Zimpfer, David G. (2008) Counselling for Grief & Bereavement 2nd Ed. Sage Pub. N. Delhi
- Les Parrott III - Counseling & Psychology (2nd Ed.). Thomson Brooks/Cole. US, UK (2003)
Patterson C.H. - Theories of Counselling & Psychotherapy.. Harper & Row Pub. N. York (1986)
- Robert Carson et al Abnormal Psychology & Modern Life. 10th Ed
- Samuel, T. Gladding, Merrill - Counselling: A Comprehensive Profession (4th Ed.) an imprint of Prentice Hall, Ohio US (2000)

· Worden, William J. (2001) *Grief Counselling & Grief Therapy: A Handbook for the Mental Health Practitioner*. Third Ed. Routledge. London

Departmental Elective - (Choose any ONE)

BSW 603A: Human Rights

Objectives:

1. To introduce the learner to the history and classification of human rights
2. To introduce the learner to human rights movements, NGOs and quasi- judicial institutions in India
3. To introduce the learner to the criminal justice system and legal concepts
4. To provide para legal skills for social workers

| Unit | Unit Title | Content |
|------|--------------------------------|--|
| 1. | History of Human Rights | <ul style="list-style-type: none">· Origin and Evolution of the Notion of Rights;· Concept of Natural Rights; American Declaration of Independence and the Bill of Rights;· the French Declaration of Human Rights of Man Human Rights as Natural Rights;· Universality of Human Rights. |
| 2. | Classification of Human Rights | <ul style="list-style-type: none">· Classification of Human Rights: Positive and Negative,· Three Generations; Indian Constitution and Human Rights;· Universal Declaration of Human Rights |
| 3. | Human rights Violation | <ul style="list-style-type: none">· Racial discrimination· Freedom from torture· Human rights in armed conflicts and rights of the refugee |
| 4. | Human Rights Movements, NGOs | <ul style="list-style-type: none">· Nationalist Movement and Struggle for Democratic Rights;· Indian Civil Liberties Union (1934); Re-emergence of Civil Liberties Movement in 1970s;· NGOs in the field of Human Rights- Role and Strategies; NHRI:· Paris Principles; Establishment of NHRIs; Evolution of NHRC in India; its Functions;· Complaint Mechanisms |

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| 5. | Quasi-Judicial Institutions in India & Skills workshop | <ul style="list-style-type: none"> · Other Quasi- Judicial Institutions: Commission for minorities; Commission for Schedule Caste; Commission for Schedule Tribes; Commission for Nomadic and De- notified Tribes; Commission for Women and Children · Skill Lab: Drafting Writ Petitions, Affidavit, PIL, RTI, FIR, Bail Application, etc. |
|----|--|--|

Reading List

- SAHRDC. (2006). Introducing Human Rights: New Delhi: South Asia Human Rights Documentation Centre
- Gonsalvez, R., Menezes, R., and Hiremath, V. (2005). Criminal Law: Law for Activist Series. Mumbai: ICHRL & HRLN
- Waldron.J.J. (1984). Theories of Rights, Oxford: Oxford University press.
- Finnis, J. (1980). Natural Law and Natural Rights. Oxford: Clarendon Press
- Seghal, B.P.S. (1995). Human Rights in India: Problems and Prospects. Delhi: Deep & Deep
- Mathew P.D. (1998). Legal Education Series. Delhi: Indian Social Institute.
- Iyer, K. (1984), Human Rights and the Law. Indore: Vedpal Law House.

BSW603 B: Education and Development (Credits-4)

Objectives:

1. To provide an overview of education system and issues in India
2. To introduce the learner to literacy movement and perspectives in adult education in India
3. To help the learner connect education with development

| Unit | Unit Title | Content |
|------|---|--|
| 1. | Review of Education in India | <ul style="list-style-type: none">· Education system in India: pre-independence, post- independence, post- reform;· Government agencies coordination education in the country;· National education policy;· Analysing the formal education system, magnitude and characteristics. |
| 2. | Educational goals | <ul style="list-style-type: none">· Understanding the learner needs, characteristics, socioeconomic, cultural influence on the learner· Shift of education from few to all;· The components & basic elements of education: teacher, curriculum, knowledge, skills, attitude |
| 3 | Structure of Education System and Issues | <ul style="list-style-type: none">· Structure: pre- primary to higher, public- private process and structures;· Various school boards in India;· Municipal school, Zilla Parishad, Ashram Schools; Higher Education;· Vocational education; Issues in education related to access, retention, achievement, urban- rural divide |
| 4. | Literacy movement and Perspectives in adult education | <ul style="list-style-type: none">· Perspectives on adult literacy; Global literacy movement;· National level adult education programmes;· Thoughts of Paulo Freire, Mahatma Phule, Dr.Ambedkar,Dr.Amartya Sen, and Mahatma Gandhi on learning;· concept of life-long learning, open and distance learning, massive online courses and learning |

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| 5. | Education and Development & Right to education | <ul style="list-style-type: none"> · Education and development: concept, theories and issues; · Education as a Paradigm in Development Theory; · Theories of modernization and human capital; theories of underdevelopment and its relation to education; · Educational planning and administration; · Case studies from India, Africa and Latin America · Inclusive education · Right to education · Education of the marginalized |
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Reading List

- Mohanti, J. (1992). Current Issues in Education. New Delhi: Cosmo Publications · Chavan, S. (2003). Education for All: Promises and Progress. New Delhi: Rajat Publications
- Rajan, K.R. (1991). Mass Literacy: The Ernakulam Experiment. Cochin: Ernakulam District Literacy Society
- Freire, P. (2002). Pedagogy of the Oppressed. London: Penguin Books
- Adams, D. (2002). Education and National Development: Priorities, Policies, and Planning. Education in Developing Asia, Vol. 1. Manila: Asian Development Bank and the University of Hong Kong

Departmental Elective (Choose any ONE)

BSW 604 A: Rural Urban studies (Credits-4)

Objectives:

1. To help the learner understand the principles and approaches of rural development
2. To enable the learner to understand the problems in Indian agriculture sector and rural development programmes in India
3. To orient students on concepts such as rural finance, micro finance, self-help groups and women empowerment, etc.
4. To provide an overview on the field of urban studies
5. To introduce the learner to the urban theories and perspectives
6. To introduce the learner on the key themes related to urban life
7. To provide an overview on slums, urban planning, policies and programmes

| Unit | Unit Title | Content |
|------|---------------------------|--|
| 1. | Understanding Rurality | <ul style="list-style-type: none">· Concept of a village, Types of rural areas· Social stratification in the context of rurality· Understanding Tribal communities· Problems in Indian Agriculture Sector· Trends in Agriculture Growth in India since independence;· Green Revolution and its effects;· Food security in India; Public distribution system and poverty eradication;· New Agricultural policy; Agriculture price policy;· Farm size and productivity relationships;· Problems of Small sized holdings, fragmentation, Non viability; cooperative farming; Land reforms in India |

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| 2. | Local self government, Rural Development Programmes in India | <ul style="list-style-type: none"> · Salient feature of 73rd Amendment; · Decentralization and Panchayati Raj in India: Old Panchayats Vs New Panchayats; Powers and functions of the Zilla Parishad, Block/ Taluka panchayat, Gram Panchayat, and Gramsabhas · Income and employment generation programmes; Integrated rural development programme (IRDP); · Training of Rural youth for Self-Employment (TRYSEM); Food for work programme (FWP); · National Rural Employment Guarantee Act (NREGA); JavaharRozghar Yojana (JRY); · Indira Awas Yojana (IAY),NRHM |
| 3. | Micro Finance, Self-Help Groups and Women Empowerment | <ul style="list-style-type: none"> · Micro finance: Concept, Elements, Importance and Brief History; · Concept and Importance of women empowerment; ·Gender Mainstreaming for Empowerment: Self-help Groups and Self-help Promotion; · Structure of Self-help groups; · Activities of SHGs; Savings and Credit as an Instrument of Self-help promotion; · Experiences of GRAMEEN and SEWA · Problems of Rural indebtedness; · Need for rural credit; institutional and non-institutional credit; · Role of Commercial Banks in Rural Credit; Regional Rural Banks; · Aims of NABARD; Importance and role of Co-operatives in Rural Development; · Growth and Progress of cooperatives; cooperative movement in India; · Principles of Cooperatives; Role of Rural Cooperative Credit Societies; · The Structure of cooperative credit societies; Terms and Conditions of Finance-Re-payment |
| 4. | Introduction to Urban Studies | <ul style="list-style-type: none"> · Urbanisation and Urbanism. Growth of urban areas in India. · Understanding urban communities. · Types of Urban communities land, housing, basic services · Key Themes related to Urban Life · Population Trends; Economy; Health; Elementary Education; |

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| | | <ul style="list-style-type: none"> · Water; Sanitation; · Transport; Energy; Gender; Quality of Life |
| 5. | <p style="text-align: center;">Urban Planning, Policies and Programmes Slums and Development</p> | <ul style="list-style-type: none"> · Urban Planning: Urbanisation Trends and Their Implications; · Urban conditions; Institutions and Initiatives of government JNNURM, SJSRY, etc.; · Urban Planning: City Development Plan and Financial Plan; Financing Urban Infrastructure · Slums and Development: Types of Slums, Slum Policies and Schemes in India; Slums Redevelopment and its Political Economy; · Poverty, Urban Environment and Civil Society Interventions |

Reading List

- Gottdiener, M., and Leslie, B. (2005). Key Concepts in Urban Studies. London: Sage Publications.
- Lin, J., and Mele, C. (2005). The Urban Sociology Reader. London: Routledge
- GOI. (2005). ‘Urban Infrastructure’, Economic Survey 2004-5, Ministry of Finance, New Delhi.
- Jain, A.K. (2005). Vision for Delhi 2021: A Restructured City, Delhi Development Authority, Delhi

BSW604 B: Informal labour and Informal Sector (Credits -4)

Objectives:

1. To develop a perspective on informal sector and the migrant labourers in India
2. To help the learner understand the legislations and social security measures
3. To enable the learner the interconnections between labour, market and civil society

| Unit | Unit Title | Content |
|------|---|---|
| 1. | Introduction to Informal Sector | <ul style="list-style-type: none">· Defining Informal sector: Magnitude, Concepts,· Historical evolution, Globalization and the informal sector;· Characteristics of informal sector:· Socio economic profile of the workers, Employment pattern, Wage pattern,· Skill formation, informal sector from a gender perspective |
| 2. | Migrant Informal Workers in Urban Areas | <ul style="list-style-type: none">· Factors causing migration;· Types of migration;· Profile and the problems of the informal work force in the Urban areas:· Self-employed, working in Small scale Industry, Home based industry, Construction industry, solid waste management Industry |
| 3. | Migrant Informal Workers in Rural Areas | <ul style="list-style-type: none">· Profile and the problems of the informal work force in the rural /coastal/forest areas:· Self-employed; agriculture/pastoral work· Informal workers in the mining and allied industry- mines, quarries, sand dredging fishing industry and in the salt pans |
| 4. | Legislations | <ul style="list-style-type: none">· National labour commission reports, Legislations for the informal workers; Employees provident fund and the miscellaneous provisions act 1952; Employees state insurance Act 1948; maternity benefit Act 1971; Workmen compensation Act 1923; Payment of gratuity Act 1971 |

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| 5. | Labour, Market and Civil Society | <ul style="list-style-type: none"> · Role of the financial institutes: · informal sector-banks, credit societies, government corporations, ministry of small scale industry; Organizing the informal work force: NGOs, Trade Union, Cooperative movements |
| 6. | Case studies | <ul style="list-style-type: none"> · Nirman,Learn · Sewa ,Disha · StrimuktiSanghatna, SWACH alliance · Weigo, |

Reading List

- ILO (2002). Decent Work and the Informal Economy, Report VI. Geneva: International Labour Office
- Dutt, R., &Sundharam. (2006). Indian Economy. New Delhi: S.Chand&Co
- Desai, V. (2001).Small Scale Industries and Entrepreneurship. Mumbai: Himalaya publishing house
- EHS (2003). Report of the National Commission on Labour (2002-1991-1967), Economic Indian Informal Services

BSW605-P :Core Course practical - Field work (Credits-6)

Students will be placed in various government and non-government organization for field work for semester.