

NEP 2020

Savitribai Phule Pune University



Bachelor of Social Work (BSW)

From Academic Year 2024-25

Curriculum Structure

1. Introduction and background

Based on the new opportunities provided by the National Education Policy 2020, the adhoc Board of Studies of Social Work, under the faculty of interdisciplinary studies, proposes offering a four-year Bachelor of Social Work (BSW) programme from the academic year of 2024-25. The curriculum for the proposed BSW programme has been developed through a series of consultations and academic contributions from faculty members from the three colleges, BPHE, CSRD Institute of Social Work and Research, Ahmednagar, Karve Institute of Social Sciences, Pune and MVPS, College of Social Work, Nasik. Suggestions were also sought from alumni, and eminent social work educators from other institutions.

As an academic discipline, social work in India has evolved quite distinctly from that in the West. The teaching learning methodology has strong component of field work organized with the affiliations to the voluntary sector, community extension programmes and social change issues. The Advoc board of studies in Social Work believe that designing and offering a robust undergraduate programme in social work with multi entry and multi exit options and as per the suggested structure of NEP 2020 is essential in SPPU to create suitable foundations for master level programmes as well as creating a cadre of personnel working at the beginning level and mid levels in the social sector.

Programme Goal

Introduce students to social work as a human service profession by providing education that gives exposure to social realities, impart social work values of social justice, care, human rights, collective responsibility, and respect for diversity, and deepen their knowledge and skills to address challenges for the well-being of communities.

Programme Objectives

1. To introduce social work both as a practice-based profession and an academic discipline.
2. To build ability to critically analyse the interconnectedness of the historical, socio-economic, and political factors contributing to human well-being and development.
3. To develop practice skills of working together with people, communities, structures, and social systems to address exclusion, marginalisation, and development challenges.
4. To train social work professionals to work for promoting social development and change; social cohesion and community empowerment.
5. To prepare students for direct work in different organizational contexts –Multilateral And Bilateral Organisations, Government departments, NGO's, industries, hospitals, schools and different social and cultural organisations.

The proposed BSW programme has been developed with an emphasis on the theoretical understandings and practice dimensions for social work practice and research. The curriculum recognizes that social work is a practice-based profession and an academic discipline that

promotes social change and development, social cohesion, and the empowerment of people. Principles of social justice, human rights, collective responsibility, and respect for diversities are central to social work. It is based on the theories of social work, social sciences, humanities, and indigenous knowledge, social work engages people and structures to address life challenges and enhance well-being.

2. Rationale and feasibility of the programme

The social work education is to develop trained cadre so for social work professionals who promote social change and development, social cohesion and empowerment. It also prepares students for direct work in different sectoral contexts - Multilateral and Bilateral Organisations, Government departments and different social and cultural organisations.

In view of this the present structure is revised considering that BSW (Bachelor of Social Work) and MSW (Master of Social Work) programs differ in terms of their curricula and level of education. The BSW program is designed to provide a generalist foundation in social work practice, theory, and research, focusing on building foundational knowledge and skills. While the MSW program will provide a more specialised, offering students the opportunity to concentrate on a field of practice. The BOS members deliberated and agreed that the BSW program, with its multi exit points, should lead to entry-level positions in social work. Thus, the BSW curriculum aims to provide a broad-based foundation in social work and prepares them to explore the practice options before they move to a more specialised and advanced practice.

The framework of BSW curriculum is being developed in view of the National Education Policy 2020. The social development change mandate is based on the premise that social work intervention takes place when the person, family, small group, community or society, is deemed to require change and development. The overarching principles of social work are respect for human beings' inherent worth and dignity, doing no harm, respect for diversity, and upholding human rights and social justice. For the social work education, indigenous knowledge is a core source of knowledge, and social work draws on a wide array of theories and research (including theories from other human sciences, such as community development, social pedagogy, administration, anthropology, ecology, economics, education, management, nursing, psychiatry, psychology, public health, and sociology).

Towards developing a holistic Bachelor of Social Work (BSW), the curriculum requires carefully considering the values, knowledge, and skills necessary for social work practice. The BSW curriculum committee deliberated intensely on the key elements that should be included in a holistic BSW curriculum within the NEP mandate. Some of the key points are summarised below:

1. **Social work theory and practice:** The curriculum is designed to expose the students to different theoretical frameworks and approaches to social work practice, including individual, family, group, and community-based interventions. This also includes the historical, social, and cultural contexts influencing social work practice.
2. **Social justice and human rights:** The social work profession is grounded in a commitment to social justice and human rights. Thus, the curriculum is designed to expose the students to the connections between power, privilege, and oppression in society and how these impact individuals and communities. The curriculum also has

content to develop an understanding of how social work can be used to promote social justice and advocate for the rights of marginalised populations.

3. **Diversity and cultural competence:** Social workers must be able to work effectively with individuals and communities from diverse cultural backgrounds. Students should learn about the complexities of diversity and develop the knowledge and skills necessary to work with individuals and communities from various cultural backgrounds.
4. **Professional ethics for practice:** Social work requires adherence to a code of ethics and standards of professional practice. The curriculum should emphasise ethical decision-making and maintaining professional boundaries and confidentiality. It should also aid in understanding the ethical challenges that may arise in social work practice.
5. **Field Work:** Social work is a practice based profession, and students must have opportunities to apply their knowledge and skills in real-world settings. Field work content in the curriculum provides students with an incremental opportunity to engage with issues, contexts and multiple identities of individuals and communities under the supervision of experienced practitioners.
6. **Self-reflection and self-care:** There is need for social workers to develop self awareness and learn the techniques of self reflection and self care. The students of social work required to be equipped with skills to care for themselves, deal with own emotions and avoid burnout.
7. **Research and evaluation:** It is important for the social workers to use research and evaluation to inform their practice. The curriculum, thus, develops an understanding of research methods, engage students to evaluate research and apply it to social work practice critically.

In summation, it emerged that a holistic BSW curriculum should provide students with a comprehensive understanding of social work practice, including the knowledge, skills, and values necessary for effective and ethical practice.

The BSW Curriculum detailed encapsulates the core mandate of social work, i.e., enhance the well-being and quality of life of individuals, families, groups, and communities, particularly the vulnerable, marginalised, or oppressed. This involves promoting social justice, human rights, empowerment, and preventing and alleviating social problems.

The curriculum strengthens the core mandate by providing various skills such as counselling, advocacy, group work, community organising, policy analysis, and research. It emphasises on the diversity and circumstances, including those facing poverty, homelessness, discrimination, violence, abuse, addiction, mental illness, disability, and other challenges, that a trained social worker will be working with.

At the heart of the curriculum is the social work commitment to creating a trained personnel with adequate knowledge, skills and values for promoting social change. The process involves identifying and addressing the root causes of social problems, advocating for policies and practices that promote social justice and human rights, and empowering individuals and communities to take control of their lives and environments. This requires social workers to work collaboratively with clients, colleagues, organisations, and stakeholders and to draw on a range of theoretical perspectives, methods, and sources of knowledge.

The social work curricula is multidisciplinary and draws upon various fields of study such as psychology, sociology, anthropology, economics, political science, and law. It involves the

application of social science theories and research methods to understand human behaviour, social systems, and the interactions between individuals, families, groups, and communities. The social work curricula can be broadly categorised as:

1. **Core Courses:** The courses that offer knowledge base that derives from social work and social science theories and models. Social workers use theoretical knowledge to understand the underlying causes of social problems, develop hypotheses about the effectiveness of interventions, and design and implement programs grounded in evidence-based practices. There are major courses providing subject knowledge to build strong foundation and minor courses to give options into specialised areas of social work practice.
2. **Open Electives:** In order to provide knowledge from the interdisciplinary subjects students have option to choose from the elective courses offered in the Syllabus. Besides the subjects mentioned in the syllabus students will have option to choose with prior approval from the college any other related courses for the allotted credits.
3. **Skill Enhancement Courses:** These are the courses specifically designed to enhance essential and desired skills for social work profession. The skill enhancement is done through the experience of working with clients and communities. Social workers use practice wisdom to make decisions, solve problems, and develop interventions that are appropriate for the unique needs of each client or community.
4. **Indian knowledge System:** The curricula include courses on Indian knowledge system gained through understanding cultural norms, values, and beliefs. Social workers use cultural knowledge to provide culturally competent services to clients and communities from diverse backgrounds.
5. **Research knowledge** is gained through systematic observation and scientific inquiry. Social workers use empirical knowledge to understand social problems, assess client needs, and evaluate the effectiveness of interventions.

Overall, the knowledge base of bachelor social work is aimed at engaging learners in an iterative curriculum to keep abreast with the latest research and best practices.

The **practice of social work** involves working with individuals, families, groups, and communities to address various social problems and improve people's well-being. Social workers use various methods and approaches to work with clients, including direct counselling, advocacy, community organising, and policy development. Building practice and skills in social work is a continuous process of learning, reflection, and application. Social workers need to develop various skills to be effective in their roles. Some critical skills for social work practice include:

1. **Communication Skills:** Social workers must communicate effectively with clients, colleagues, and other professionals. This includes active listening, effective questioning, and conveying complex information clearly and concisely.
2. **Empathy and Emotional Intelligence:** Social workers need to connect with clients emotionally, understand their perspectives, and respond with empathy and sensitivity.
3. **Critical Thinking and Problem-Solving:** Social workers need to be able to analyse complex situations, identify problems, and develop effective solutions. This requires strong critical thinking skills and the ability to think creatively.

4. **Collaboration and Teamwork:** Social work often involves working with other professionals and organisations to support clients. Social workers need to be able to collaborate effectively, build relationships, and work as part of a team.
5. **Cultural Competence:** Social workers must understand and respect their client's cultural backgrounds, beliefs, and values. This requires ongoing education and self-reflection to ensure that social workers provide culturally sensitive and appropriate services.
6. **Advocacy:** Social workers often advocate for their clients, promoting their rights and access to resources. Social workers need to be able to advocate effectively, build support networks, and work within the legal and policy frameworks that affect their clients.

This Social Work programme will open doors to many work opportunities with diverse populations in various settings. It prepares graduates to make a tangible difference in people's lives. With this degree, equipped with skills and supervised experience from the field, students can advance into positions of increasing responsibility, depending on their interests and track. Based on this bachelor's degree, students can further specialise in an area/issue that resonates with their interests and career aspirations. The programme trains students for professional social work practice. It will open opportunities for work across the civil society sector, networks, alliances, private philanthropic initiatives, entrepreneur start-ups, community empowerment groups, organised public-private initiatives, and government programmes. Students will have a versatile work environment with a scope for collaborative work. With this degree, students could opt for a diverse and fulfilling career path that will positively impact communities and societies.

3. Programme Outcomes

1. Proficiency in applying multidisciplinary and trans disciplinary social work theories and knowledge that promotes social change and development.
2. Critical appreciation of challenges of caste, class, gender, race, tribe, religion, disability, age, language, sexual orientation, and its intersectionalities towards social inclusion, empowerment, and liberation of peoples.
3. Ability to assess and develop context-specific strategic, segmental, and spatial interventions.
4. Enhanced capacity for knowledge production through practice and research.
5. Developing competency to work with government agencies and social and development organisations and initiate social innovations.
6. Ability to express and perform in adherence to social work ethics, values, and principles.

Overall and Semester wise Credit distribution

We are proposing a BSW of 176 credits, with provisions for exit and entry at the end of each year. Table 1 shows the overall curriculum structure as per the NEP framework. Table 2 shows the semester-wise courses and credit distribution.

Table1BSW Curriculum Structure as per the NEP Framework

Semester	Category1 (Major Courses+FW)	Category 2(Minor)	Category3 (OE)	Ability Enhancement Courses Category 4 (VSC/SEC)	Skill Enhancement Courses Category 5 (AEC/ IKS/VEC)	Category 6 (OJT/ FP/CC/ CEP/RP)	Cum Cr./Sem
I	10(4+6)	_	2	4	6	_	22
II	10(4+6)	-	4	4	4	-	22
Exit Option: Award of UG Certificate in Social Work with 44 credits							
III	12(6+6)	-	4	2	4	-	22
IV	12(6+6)	8	-	2	-	2	24
Exit Option: Award of UG Diploma in Social Work with 88 credits							
V	12(6+6)	8	-	-	2	-	22
VI	12(6+6)	8	-	-	-	2	22
Exit Option: Award of UG Degree in Social Work with 134 credits							
VII	08(2+6)	8	-	-	6	-	22
VIII	10(4+6)	2	-	2	-	6	20
Total	86(38+48)	34	10	14	22	10	176
Total Credits: ONE SEVENTY-SIX Four Year UG Honors Degree in Social Work with 176 credits							176

Table 2 Semester-wise Courses & Credit Distribution

Semester	Major(SWK)	Minor Elective	Open Elective	Category 4(VSC/SEC)	Category5(AEC/ IKS/VEC)	Category6(OJT/ FP/CC/CEP/RP)	Total Credits
I	Introduction to Social Work (4) Fieldwork (6)	--	Introduction to Sociology (2)	Computer Essentials & Interactive Skills (4)	Language & Communication (2) Understanding the Idea of India: Constitution, Caste, & Religion (2) Understanding Human Rights (2)		22
II	Fields of Social Work Practice In India (4) Fieldwork (6)	--	Introduction to Economics(2) Introduction to Psychology(2)	Imagination, Creativity, Expressive Arts, & Storytelling (4)	Life skills(2) Environmental Studies (2)		22
III	Social Group Work(2) Community Organisation (2) Understanding Self and Society (2) Fieldwork (6)	--	Introduction to Basic Mathematics(2)	Introduction to Human-Centred Development(2)	Academic Writing(2) Universal and Secular Ethics (2)		22

IV	Social Work Practice with Individuals and Families (2) Legislation for Social Work Practice (2) Human Growth and Development (2) Field work (6)	(Any four courses of 2 credits each from the list) (8)		Participatory Training Methodology(2)			24
V	Introduction to Social Policy and Programs (2) Social Work Administration(2) Introduction to Research (2) Field work (6)	(Any four courses of 2 credits each from the list) (8)				2 (Internship)	22
VI	Introduction to Social Work Research (2) Basics of Qualitative and Quantitative Research methodology (2) Social Advocacy and Action (2) Field work (6)	(Any four courses of 2 credits each from the list) (8)			Seminar and Academic PresentationsI (2)		22

VII	Project Planning, Monitoring and Evaluation (2) Seminar on Social Work Praxis-II(2) Field Work (6)	(Any four courses of 2 credits each from the list) (8)			Seminar and Academic Presentation II (2) Research Colloquium(2) Conference on Social Work Profession (2)		20
VIII	Participatory Research Methods (2) Quantitative & Qualitative Data Analysis (2) Field Work(6)	Research Elective (2)		Computer Applications for Data Analysis (2)		Research Project(6)	20
Total	104	32	9	8	13	8	176

6. Semester-wise listing of courses and other components

Table 6.1 provides the semester-wise listing of courses with other critical components.

Table 6.1 Semester-wise list of courses

Semester	Course Category	Course Code	Course Title	Credits
I	Core	BSMJ101	Introduction to Social Work	4
	Multidisciplinary	BSOE102	Introduction to Sociology	2
	Ability Enhancement Courses	BSAE103	Language & Communication	2
	Skill Enhancement Courses	BSVS104	Computer Essentials & Interactive Skills	4
	Common Value-Added Courses	BSIK105	Understanding the Idea of India: Constitution, Caste, & Religion	2
	Common Value-Added Courses	BSVE106	Understanding Human Rights	2
	Core	BSFW107	Field Work	6
		Total		22

BSMJ01: Introduction to Social Work

Course Code and Name of the Course	BSMJ101 Introduction to Social Work
Sem	I
Programme	BSW
Credit	4

1. Introduction

Introduction to Social Work is a foundational core course that provides an overview of the development of social work as a profession in India while understanding global contributions. It is essential for a student aiming to build a career in social work to have knowledge about the history, origin, values and ethics of the social work profession. The course helps an understanding of the philosophical and ideological base of social work, which is an important aspect of effective social work practice. The course is designed to introduce the fundamental concepts and definitions of social work as well as the various social issues that exist in society.

2. Course Learning Objectives

- To understand the National and International perspectives of social work profession
- To develop a critically nuanced perspective on social issues and inequalities
- Understanding the role of social workers in different contexts
- To develop an overview of professional principles, values, ethics, and skills in social work practice.
- To develop a professional identity.

3. Course Outcomes

- The learners will get an orientation to social work origin, evolution and various concepts related to social work.
- The learners will demonstrate and practice social work values and principles.
- The learners will be able to understand the basic concepts and their application in fieldwork practice.
- The learners will be able to develop a critical understanding of various social issues.
- The course will help the learners to develop an understanding of the various roles and responsibilities of social workers in various settings

4. Brief Description

The course on Introduction to Social Work will orient the learners toward the profession of social work tracing its origin and historical evolution in the International and National context. The course is designed to introduce the fundamental concepts and definitions of social work as well as the various social issues that exist in society. It will also help the learners to understand professionalism in social work, its principles, values and ethics. The course will help the learners to develop an understanding of the diverse contexts of practice of social workers.

5. Unit wise Distribution of teaching hours

No	Unit Content/Description	No of Hours
Unit-I	• Introduction to Social Work : Concept and Definitions • Social Problems	2
Unit -II	• History of the Indian sub-continent and tenets of Humanism (Sufism, Bhakti) • Service in Religion- Christianity, Hinduism, Buddhism, Jainism, Islam, Sikhism • Sewa to Welfare -Role of Independent India • Social Movements • Welfare to Rights • Emergence of Social Work as an academic discipline • Pit-stop-Volunteerism • Social Work Perspective : Shifts and Challenges	8
Unit-III	History of International Social Work • Tenets of Social work embedded in the Cultural and Political History of the World (Theology, Administration and Government) (Western History) • History of settled and settlers: Europe, America. Africa, China, Indonesia and others	8
Unit-IV	The Emergence of Social Work as an academic discipline	4
Unit-V	Ethics and Values of Social Work	6
Unit-VI	Fields of Social Work Practice Problems, Practice and Interventions– a theoretical overview	6
Unit-VII	Introduction to Schools of Social Theory: Classical Social Theory: Critical Theory, Feminist Theory, Queer Theory Post structuralism, Postmodernism: Postcolonial Theory	6

6. **Pedagogy:** Lecture presentations, Collaborative Learning which includes, Group discussions, Film Screening and discussions, discussions based on readings, Experiential Learning: Role plays and Critical and Reflective thinking

8. **Mode of Evaluation:** Assignment/Written exam/presentation

9. Reading List

Essential Readings (5-10Nos)

1. Wadia A.R(1961),History and Philosophy of Social Work in India Allied Publishers Private Limited, Mumbai
2. Banerjee G.R(.),Papers on Social Work : An Indian Perspective, Tiss SeriesNo:23
3. Ministry of Social Justice & Empowerment, Govt. of India Dr Babasaheb Ambedkar Writings And Speeches (Vol 1-17).<http://drambedkarwritings.gov.in>

4. Kautilya. Arthashastra. Translated by R. Shamasastri 2018. New Delhi: Rupa Publications.
5. Loch C. S. (1938), Three Thousand Years of Social Service, London, Macmillan and Company
6. Manshardt C. (1967), Pioneering on Social Frontiers in India, Tata Institute of Social Sciences, Mumbai
7. Joseph, J. and Fernandes, G. (eds). (2006). An Enquiry into Ethical Dilemmas in Social Work. Mumbai: College of Social Work. Chapters 3, 4, 6.
8. Lavalette, M., Ferguson, I., Littlechild, B., Lyons, K. and Parada, H. (eds) (2007). International Social Work and the Radical Tradition. Venture Press.
9. NASW (1987) Encyclopedia of Social Work. 18th Edition. NASW.
10. Payne, M. (2021). Modern social work theory (5th ed.). London: Red Globe.

b. Additional Readings (upto 10 Nos)

1. Dasgupta, S. (1967) Towards a philosophy of social work in India. New Delhi: Popular Book Service.
2. Hering, Sabine and Waaldijk, Berteke, eds. (2003). History of Social Work in Europe (1900–1960). Wiesbaden: VS Verlag für Sozialwissenschaften.
3. Hodgson, D. & Watts, L. (2017). Key concepts and theory in social work. London: Red Globe.
4. Payne, M. (2021b). An A-Z of social work theory. London: Sage.
5. Reamer, F. G. (2018). Social work values and ethics (5th Ed). New York: Columbia University Press.

BSOE102: Introduction to Sociology

Course Code and Name of the Course	BSOE102:IntroductiontoSociology
Sem	I
Programme	BSW
Credit Load	2

Introduction

What is society? How can we understand it? What is the role of culture and social institutions in our everyday lives? This course will introduce social work students to sociology's basic tenets and fields, focusing on critical sociological topics, including socialisation, culture, stratification, and inequality. The approach is broadly comparative, historical, and global in orientation and focus, emphasizing Indian Society. Particular attention is paid to power, inequality, social change, diversity, inclusion, and social justice issues.

Course Objectives

- To explain the basic ideas and concepts of Sociology and its relations with Social Work.
- To provide an understanding of different sociological perspectives and debates on human societies.
- To develop a sociological understanding of diverse contexts of everyday life and social problems in India.

Course Outcomes

At the end of the course, the students would be able to-

- Understand basic sociological concepts and debates.
- Relate these perspectives to contemporary social problems and peoples' lives.
- Develop critical thinking on the relationship between social structures, social forces, and individual circumstances.

Brief Description of the Course

This course will introduce social work students to sociology's basic tenets and fields, focusing on critical sociological topics, including socialisation, culture, stratification, and inequality. The approach is broadly comparative, historical, and global in orientation and focus, emphasizing Indian Society. Particular attention is paid to power, inequality, social change, diversity, inclusion, and social justice issues.

Course Content

Unit	Topic	Credit Hours
Unit1	Introduction: The Origins of Sociological Thought – Its Relevance to Social Work	2

Unit2	Basic Concepts in Sociology – Social Institutions - Social Structure, Processes, & Stratification – Social Change & Social Order - Contributions of Indian Sociologists	8
Unit3	Social Inequality & Stratification-Social Discrimination & Social	6

	Exclusion–Caste, Gender, Ethnicity, & Class.	
Unit4	Culture & Society - Understanding Diversity - Regional Diversity – Language, Food & Culture – Environment & Culture	4
Unit5	Society & Nation-State	2
Unit6	Media, Culture, & Society	2
Unit7	Contemporary Themes/Fields in Sociology: Education –Health& Mental Health–Childhood - Youth - Elderly –Peace & Conflict – Work &Leisure – Science & Technology–Disasters –Homelessness - Housing & Built Environment	6
Total		30hours

Method of Teaching

Classroom teaching and presentation. The session will involve reflective discussions integrating each unit with case studies/ narratives/ field stories from contemporary India.

Method of Assessment

There will be two assessments. First will examine the conceptual grounding of the students through written examination. The second assessment will be aimed at enabling their analytical strengths to diverse Sociologies of Practice through group assignments and presentations.

Essential Readings

Randall Collins, “The Rise of the Social Sciences”(pp.3-4).

Mills,C. Wright,“ThePromise”in*TheSociologicalImagination*(pp.3-24).

MaxWeber,“DominationandLegitimacy”in*EconomyandSociety*(3rdedition),pp. 941-955.

Ahuja, Ram (2001): Indian Social System, New Delhi: Rawat Publication.

Ahuja, Ram (2003): Society in India, New Delhi: Rawat Publication.

M. Francis Abraham (2006) Contemporary Sociology: An Introduction to Concepts and Theory, Delhi: Oxford University Press.

Giddens, Anthony et al. 2018. Introduction to Sociology. W.W. Norton and Company/ Seagull.

Giddens,AnthonyandPhilipSutton.2017.EssentialConceptsinSociology.Polity. Henslin, James

M. 2016. Sociology: A Down-to-Earth Approach.London:Allyn and Bacon.

Recommended Readings

MacIverandPage(1974):Society:AnIntroductoryAnalysis,NewDelhi:Macmillan&Co.

P. Gisbert (2010): Fundamentals of sociology, New Delhi: Orient BlackswanMichael

Mann, “The Autonomous Power of the State: Its Origins, Mechanisms, and Results”in*StatesinHistory*,pp.109-36.

James C. Scott, “Cities, People and Language” in *Seeing Like a State*, pp. 53-85.

Christopher Chase-Dunnand Thomas D. Hall, “Introduction” and “Part 1” in*Rise and Demise:ComparingWorldSystems*,pp.1-59.

John W.Meyer,JohnBoli,GeorgeM.Thomas,andFranciscoO.Ramirez“World Society and

the Nation-State” in *American Journal of Sociology* 103, pp.144-181.

Giddens, Anthony. 2010. 'What is sociology' in Giddens's *Sociology*. New Delhi: Wiley India Pvt Ltd; pp: 2-29.

Giddens, Anthony. 2001. 'Scope of Sociology' in Anthony Giddens (ed) *Sociology: Essential readings*. Cambridge: Polity Press; pp:3-6.

Bilton et al. 2002. *Introductory sociology*. New York: Palgrave Macmillan.

Ember, Carol R., and Melvin R. Ember. 2019. *Cultural Anthropology*. Pearson.

Ferrante, Joan. 2014. *Sociology: A Global Perspective*. Wadsworth Publishing.

Haviland et al. 2017. *Cultural Anthropology: The Human Challenge*. Cengage Learning.

Henslin, James M. 2005. *Down-to-Earth Sociology: Introductory Readings*. Free Press

Macdonis, John J. 2018. *Sociology*. Pearson.

BSAE103: Language & Communication

1. Summary

Course Code and Name of the course	BSAE103:Language and Communication
Sem	I
Programme	BSW
Credit Load	2

2. Introduction

Language is integral to our everyday lives as the primary tool for expression and communication. Language can enable or impede communication depending on the context, as it is also closely linked to social and cultural identity. Language, while encouraging cohesion among people, and recognizing diversity, can reinforce stereotypes and biases. Communication can become challenging when the language of thinking differs from that of verbal or written expression. The UGC Curriculum and Credit Framework for Undergraduate Programs (2022), under the domain of *Ability Enhancement Courses* (AEC), have recommended courses related to Modern Indian language (MIL), communication, cultural heritage, diversity, and academic writing skills. Specifically, this AEC course focuses on conversational speech and verbal expression to facilitate a basic understanding of two MIL (Hindi and Marathi) and English communication. The course aims to enable learners to appreciate the "importance of language as a mediator of knowledge and identity," as envisioned in the UGC Curriculum Framework. Effective communication skills are crucial for people-centered work. The AEC course aims to equip students with essential communication and presentation skills, including the ability to communicate in the local language, which is especially crucial in social work and fieldwork. Social work students may need to work in multicultural settings. A basic understanding of the local language, along with English and Hindi, demonstrates respect for the local context and enhances fieldwork contributions and learning. Social work students can better comprehend the socio cultural context of the field work setting and the lived realities of the people and culture. Language can enhance field immersion by improving comprehension and analytical skills and promoting a greater understanding of people, culture, and their thinking. Communicating in multiple languages fosters recognition and respect for diversity.

3. Course/Learning Objectives

The Course objectives are:

1. To instill an understanding of the significance of language and communication and develop the ability to interact and converse with people within their socio cultural context
2. To facilitate a functional understanding of English and two Modern Indian Languages, especially in the context of fieldwork
3. To promote reflection, appreciation, and respect for linguistic diversity and prepare learners to interact effectively with diverse groups
4. To prepare learners in basic communication skills and effective presentation techniques

4. Course Outcomes

By the end of the course, the learner will:

1. Develop an understanding of the importance of language in facilitating communication among people and cultures.
2. Learn and converse in basic English, Hindi, or Marathi, including constructing sentences and phrases and building a basic vocabulary
3. Comprehend and engage in basic conversation for day-to-day interactions
4. Understand and recognize the importance of using respectful language and interactions in people-centered work
5. Convey information, ideas, thoughts, and arguments with systematic presentations in both curriculum and fieldwork settings
6. Participate in and conduct debates and discussions

5. Brief description (To appear in Prospectus)

Language is integral to our everyday lives as the primary tool for expression and communication. The Ability Enhancement Course offered in this program focuses on conversational speech and verbal expression to facilitate a basic understanding of two MIL (Hindi and Marathi) and English communication. Further, effective communication skills are crucial in people-centered work. The course also aims to provide essential communication and presentation skills.

6. Unit-wise distribution of teaching hours

No.	Unit content/description	No.ofhrs
1.	Introduction to Language (Culture, Identity, enabling factors, the link between language and communication, <i>sign language</i>)	3
2.	Working/Functional English Tutorial - one hr per week (basic writing and speech skills, constructing sentences, dialogue, and discussion)	6
3.	Working/Functional Hindi Tutorial - one hr per week (basic conversation skills, speech, dialogue, and discussion)	6
4.	Working/Functional Marathi Tutorial - one hr per week (basic conversation skills, speech, dialogue, and discussion)	6
5.	Communication (meaning, different aspects of communication, skill-building, and effective presentation skills)	8
6.	Course Conclusion and Closure	1
	TOTALHOURS	30

7. Pedagogy

The classes will use various teaching methods to actively engage learners, such as lectures, workshops, individual and group activities/exercises, and tutorials. Participatory methods such as reading and discussing newspapers/essays/reports, role plays, storytelling, songs, experiential exercises, case studies, audio-visual, group games, comic/story books, and use of other teaching aids will also be used.

8. Mode of Evaluation

A combination of individual and group Assignments / ClassTest

9. Reading List

a. Essential Readings (5-10Nos)

Why language localisation matters - <https://www.thehindu.com/education/why-it-is-important-to-use-local-languages-in-education/article33413467.ece>

Why is it Important to Maintain the Native Language? - <https://www.idra.org/resource-center/why-is-it-important-to-maintain-the-native-language/>

b. Additional Readings(upto10Nos)

Ghosh, S. (2016). *Ferdinand De Saussure and the Development of Structuralism. International Journal of Sociology and Social Anthropology*, 1(1), 59-64.

Soman, Sandhya (9 August 2013). "India lost 220 languages in the last 50 years". *The Times of India*. Retrieved 7 January 2015.

Pathak, Maulik, 'India becoming a graveyard of languages: Ganesh Devy', *Live Mint*, February 22, 2013. Accessed on January 5, 2015. <http://www.livemint.com/Opinion/vIbx7ZUHxvTQMbwboNYHPI/India-is-becoming-a-graveyard-of-languages.html>

Lalmalsawma, David, 'Indiaspeaks780languages,220lostinlast50years', *Reuters.com*

Singh, Shiv Sahay, 'Language Survey Reveals Diversity', *The Hindu*, July 22, 2013. Accessed on January 5, 2015. <http://www.thehindu.com/news/national/language-survey-reveals-diversity/article4938865.ece>

Bandopadhyay, Krishnendu, 'Bengal has highest number of scripts: PLSI', *The Times of India*, August 31, 2013. Accessed on January 5, 2013. <http://timesofindia.indiatimes.com/india/Bengal-has-highest-number-of-scripts-PLSI/articleshow/22174671.cms>

The People's Linguistic Survey of India Volumes: Neither Linguistics, Nor a Successor to Grierson's LSI, but still a Point of Reference - <https://journals.sagepub.com/doi/full/10.1177/0049085718821783>

You Tube language Tutorials

Learn Marathi from Scratch - 100 Easy Lessons for Beginners - <https://www.youtube.com/watch?v=nL23H5Rd9SM>

Learn Hindi for Beginners in 100 Lessons - https://www.youtube.com/watch?v=BR-ZSEf0nBE&list=PLCsX9esiRT0ikde8m1LWjVA_RW3-O-Xgx&index=35

100 Hindi Phrases & Sentences for Everyday Conversation - Learn Hindi through English - <https://www.youtube.com/watch?v=K9e14tm9kSY>

15 Hindi Questions & Answers for Everyday Use - <https://www.youtube.com/watch?v=nQrsRHIAaqs>

Learn Marathi Easily – YouTube channel for MARATHI Lessons

Hindi TV - YouTube channel for Hindi Lessons

Learn English from Scratch-

Playlist of 74 lessons - <https://www.youtube.com/playlist?list=PLpuxPG4TUOR5-DVxgV3EzxtecZVjmkPp9>

Reading - Intermediate English with Mark - Playlist of 68 lessons

<https://www.youtube.com/playlist?list=PLN3kZ8bfmMJMxqGdgwpKxKyjhmuU1HkV>

Learn English Speaking Practice: Advanced Level - Playlist of 44 lessons -

<https://www.youtube.com/playlist?list=PL8oFESkFHaWMM20BPHLkjr4b5ZDkXjTZc>

BSVS104: Computer Essentials & Interactive Skills

1. Summary

Course Code and Name of the course	BSVS 104 Computer Essentials and Interactive Skills
Sem	I
Programme	Bachelor in Social Work (BSW)
Credit Load	4

2. Introduction and Rationale

The digital age has created a demand for new skills essential for success in today's digital society. The world is increasingly becoming digital; hence, learning digital skills has become necessary. Basic computer skills are critical for many aspects of life, including work, education, and communication and help navigate an increasingly complex digital world safely.

Information and communication technology (ICT) is integral to modern education management. Academic institutions use ICTs at all levels, including the teaching and learning process, administration, communication and management. With many universities globally using learning management systems for delivering educational content, tracking individual students' progress with personalised attention, and requiring projects and assignments to be submitted online for assessment and evaluation, it becomes inevitable to train students on basic computer skills. Basic computer skills enable students to access new digital world opportunities and excel academically and professionally.

Digital literacy has become indispensable and vital for every global citizen, from communication to learning, finding employment, socialising and participating fully in the digital world. Basic computer skills are essential for all learning opportunities and to prepare students/learners for employability in the current context. Knowledge of digital skills is also relevant to foster a secure, democratic and inclusive society.

The Course on Computer Essentials and Interactive Skills aims to provide students with the knowledge and necessary skills to use digital technologies in their personal and professional lives effectively. The course covers computer basics, internet navigation, productivity tools, computer hardware and peripherals knowledge, basic troubleshooting skills, web-based searching, filtering, citation and reference style, citation tools, digital communication and basic coding. It will impart knowledge and skills on collaboration and team work, social media management, digital content creation, using creative inbuilt tools and online security. The course will also introduce students to coding and programming skills for web development and data analysis. The course will equip learners with competencies in using ICTs to access learning opportunities for personal and professional growth and contribute to the communities and society as responsible citizens.

3. Learning Objectives

1. To enhance students' abilities to use technology for academics and other daily needs.
2. To enable students to use tools and techniques for accessing web resources, citations and references, and academic writing, effectively.
3. To build competencies for online collaboration, social media management and basic programming for effective classroom and fieldwork engagements.
4. To learn about online safety issues and ethical issues of manipulating web resources.

4. Course Outcomes

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

1. To understand and apply different digital tools and be able to navigate the internet in an effective, efficient and secure manner.
2. To learn and use basic computer skills like word processors and spreadsheets to enhance their academic performance
3. To communicate effectively through digital channels, like email, social media, blogs, vlogs and web pages.
4. To understand digital responsibility, internet safety (cyberbullying. Digital footprints) and ethics of using online resources

5. Brief description(To appear in Prospectus)

The Course on Computer Essentials and Interactive Skills aims to provide students with the knowledge and necessary skills to use digital technologies in their personal and professional lives effectively. The course covers computer basics, internet navigation, productivity tools, computer hardware and peripherals knowledge, basic troubleshooting skills, web-based searching, filtering, citation and reference style, citation tools, digital communication and basic coding. It will impart knowledge and skills on collaboration and teamwork, social media management, digital content creation, using creative inbuilt tools and online security. The course will also introduce students to coding and programming skills for web development and data analysis. The course will equip learners with competencies in using ICTs to access learning opportunities for personal and professional growth and contribute to the communities and society as responsible citizens.

6. Unit-wise distribution of teaching hours

No.	Unit content/description	Hours
1.	Meaning, Definition and Types of Information Literacy; Information Literacy Skills and Competencies; New Trends in Information Literacy Knowing computer: Types of computer hardware and their functions; Computer Hardware Trouble shooting and maintenance; Computer peripherals and their uses (IO Devices); Computer Architecture Types of Operating Systems–Architecture Introduction to Word Processing; MS Office: MS Word, Excel, Power Point; Canva	6
2.	Introduction to networking and its types (e.g. LAN, WAN, MAN); Networking devices (e.g. switches, routers, firewalls); IP addressing and subnetting; Network security and its importance; Concepts of Cloud Computing Internet Navigation: Basic and Advanced searching, various platforms for searching, (Web-based resources, Search Engines, Google Scholar, Web of Science), Digital Library, filtering and refining, Managing digital files and folders online (dropbox/google drive); file conversion online; understanding file extensions Collaborative word processing on cloud-services–google docs, one note etc.	4
3.	Introduction to TISSOL; Introduction to Grammarly, Academic Integrity plagiarism software: <i>Writeful</i> ,<i>Turnitin</i>	4
4.	Citation and reference style guidelines, citation tools (<i>Zotero</i> and/or <i>Mendeley</i>), Citation Import and Export	4
5.	Digital Communication: Effective email correspondence, Social media usage for personal and social networking; creating and managing social media accounts; Challenges Ethical use of Digital Resources	6
6.	Introduction to computational thinking, data science, data structure & algorithms, programming and Artificial Intelligence Web programming: Understanding web development using HTML, CSS, JavaScript, and web frameworks; Use of Free/Open-source/Free-ware/Public-Domain Software	6

	Cyber threats and online protection; Implications of technology in Social Work practice	
	TOTAL	30

7. Pedagogy

The pedagogy for a computer skills course would be centered around active learning and practical application with opportunities for collaboration, problem-solving, and reflection. Lectures, Brainstorming Sessions, Practical demonstrations, hands on activities, collaborative learning etc

8. Mode of Evaluation

The assessment will include group and individual presentations and field-based assignments.

9. Reading List

a. Essential Readings(5-10Nos)

b. Additional Readings (up to 10 Nos)

www.learninghub.cahttps://edu.gcglobal.org/en/s

ubjects/tech/

BSIK105: Understanding the Idea of India: Constitution, Caste, & Religion

Course Code and Name of the Course	BSIK105: Understanding the idea of India: Constitution, Caste and Religion
Sem	I
Programme	BSW
CreditLoad	2

Introduction

This course will engage with the history of India, emphasizing ideas articulated by the leading figures of modern India – M.K. Gandhi, Jawaharlal Nehru, B.R. Ambedkar, Ram Manohar Lohia among other thinkers. Through their writings, the students will be exposed to aspects of history, culture, tradition, nationalism, patriotism, caste, and class, etc. Given that students at TISS come from varied disciplinary backgrounds, there is a need for a common orientation of students to issues of social, political and economic power in contemporary India, from a multi-disciplinary perspective. The focus of this course is to introduce students with constitutional values and provisions and familiarise them with key issues and themes that are significant in developing a critical understanding of Indian socio- political realities. The course helps students to comprehend What is ‘India’ and Who is an ‘Indian’ so as to explore how to address the country’s stark social and economic inequity and work towards social inclusion, social justice and equitable society.

Course Learning Objectives:

- To understand modern India as a historically layered, diverse and eclectic community of people and identities and Indian democracy since independence through the multiple contrasting perspectives/ discourses/ideologies.
- To explore the relationship between the Constitution, rule of law and rights.
- To sensitise students to issues of inequality and marginality in India, with specific reference to gender, class, caste, sexuality, race, ethnicity and the intersectionality between these, in order to align the students with the vision and mission of the institute.
- To understand India through the presence and influence of caste.
- To introduce students to religious diversity in India and facilitate exposure to life at the religious interface, sociality and composite culture in India

Course Outcomes

The students will:

- Get familiarized with the history and trajectory of colonialism and the rise of nationalism in the making of modern India.
- Understand and relate with ideas of equality, justice, diversity and pluralism.
- Gain knowledge about constitutional provisions, values, rights and duties that shapes democratic institutions in the country.
- Grasp about and engage with various facets of caste and its influence in everyday socio-economic and political lives and circumstances.
- Comprehend religious diversity and get exposure to the composite culture in India.

Brief description (To appear in Prospectus)

This course will engage with the history of India with emphasis on ideas articulated by the leading figures of modern India – M.K. Gandhi, Jawaharlal Nehru, B.R. Ambedkar, Ram Manohar Lohia among other thinkers. Through their writings, the students will be exposed to aspects of history, culture, tradition, nationalism, patriotism, caste, and class, etc. The course helps students to comprehend What is 'India' and Who is an 'Indian' so as to explore how to address the country's stark social and economic inequity and work towards social inclusion, social justice and equitable society.

Unit-wise distribution of teaching hours

No	Unit Content/Description	Number of Hours
1	Imperialism, colonialism and evolution of Indian Nationalism	6
2	Idea(s) of India: An Introduction	6
3	The constitution, rule of law, rights & duties	8
4	Understanding Caste	6
5	Religion in India	4

Course Outline**Imperialism, colonialism and evolution of Indian Nationalism (6hours)****Idea(s) of India: An Introduction (6hours)**

Key themes covered: Explore Ideas of Gandhi, Nehru, Tagore, Ambedkar about India and Indianness; Hinduvta and Socialist critiques of modern India; Partition and Making of Post-Independent India.

Pointers for discussion: What has been the history and trajectory of colonialism and nationalism in India? What were the different strands of the evolution of nationalism? What is the idea of India, singular or plural? Is India a civilization or a Nation- State also? Is India a multinational state? What is unity in diversity in India? How did the idea of democracy take root in India? Was the partition of India inevitable? How has the idea of India evolved and been contested over decades?

The constitution, rule of law, rights and duties(8Hours)

Key themes covered: Constituent Assembly and Making of the Constitution of India; Rule of Law and State power; Fundamental rights: Civil-Political Rights vs Social Rights including Gender rights.

Constitutional Values and Education; the Preamble to Constitution of India; The Fundamental Rights; The Fundamental Duties; Directive Principles of State Policy and Education; Main Characteristics of Constitution of India; formation and functioning of state assembly, Parliament and different commissions.

Ideological Basis of Indian Constitution: Democracy, Secularism and Socialism; Ideas of justice, liberty, equality; Legislature, Judiciary, Federalism

Election and Representation; Democratic Decentralisation and PRIs

Pointers for discussion: Who were the major makers of the Indian Constitution? What were the foundational principles of the constitution? What are the major debates around fundamental rights, directive principles of state policy and rule of law in India? Discuss state power, freedom of speech and preventive detention. Discuss about strength and weakness of Federalism; devolution and decentralisation.

Understanding caste(6hours)

Key themes covered:

Theories of caste: Contesting views; Caste, democracy, and development; Caste discrimination and violence and state intervention; caste movements for dignity and development; caste, class and gender.

Religion in India(4hours)

Key themes covered: Religion in India and Indian Society; Social exclusion and religious minorities; Life at the religious interface in India

Pointers for discussion: The main aim of the lecture(s) would be to challenge a polarised understanding of religions and inter-religious relations in India. The lectures will present a brief overview of religious diversity across different parts of India. Discussion on the situation of religious minorities in India would illustrate its intersection with categories of class, caste and gender. This would also unravel life at the religious interface, highlighting multiple vulnerabilities and the composite culture in contemporary India.

Pedagogy

Lecture, Seminar Presentation, Discussion based on Films, documentary, Student presentation

Mode of Evaluation

Fifteen percent (15%) of grade will depend on students' attendance and the quality of classroom participation; twenty-five percent (25%) will depend classroom presentations and leading discussion; and sixty percent (60%) will be based on assignment/projects. The assignment would be around 2000 words in length.

Essential Readings

Ambedkar, B R (1936) *Annihilation of Caste: an Undelivered Speech*. New Delhi: Arnold Publishers, 1990.

Basu,DurgaDas.(1985),IntroductiontotheConstitutionofIndia.Prentice-Hall,NewDelhi.

Choudhry, Sujit, MadhavKhosla, And PratapBhanu Mehta, (ed.), (2016), The Oxford Handbook Of The Indian Constitution, Oxford University Press.

Gandhi,MK(2014).IndiaofMyDreams.Rajpal&Sons,Delhi.

Granville, Austin. (1999) The Indian Constitution: Cornerstone of A Nation, Oxford University Press.

Jayal, NirajaGopal and PratapBhanu Mehta. (2011) The Oxford Companion to Politics in India, Oxford University Press, India.

Khilnani,Sunil.(1997).TheIdeaofIndia.London:HamishHamiltonLtd.(Introduction)

Kohli, Atul. (1990), Democracy and Discontent: India's Growing Crisis of Governability, Cambridge University Press, Cambridge.

Nehru, Jawaharlal Nehru (1944)*Discovery of India*(Chapter on Variety and Unity in India)

Tagore,Rabindranath.(1917)*NationalisminIndia*

- Ujjawal Singh, *Democratic Dilemmas: Can Democracy Do without Extraordinary Laws?* EPW Volume 38, No 5, Feb, 2003;
- Uppendra Baxi, *The Judiciary as a Resource of Indian Democracy*, *Seminar*, Vol 615, 2010.
- Gupta, Dipankar. Ed. 1997. *Social Stratification in India*. Delhi: OUP. (Articles by G.S. Ghurye 'Features of the Caste System', pp 35-48; J. Mencher 'The Caste System Upside Down', pp 93-109)
- Hardtmann, Eva-Maria. 2011. *The Dalit Movement in India - Local Practices, Global Connections*, OUP. Introduction & Chapter 4 (Movement Perspectives: Dalit Discourses across the Country).
- Shah, Ghanshyam. 2004. *Social Movements in India- A Review of Literature*. India: Sage Publications. Chapter 5 (Backward caste/class movements, pp 137-145).
- Dube, Leela. Caste and women. In Anupama Rao, ed, *Gender and Caste*. Kali for Women, Delhi.
- Chakravarti, Anand. 2004. Caste and Agrarian Class: A View from Bihar, 47-88. In Manoranjan Mohanty, ed, *Caste, Class, Gender*, Sage Publications, Delhi.
- Madan, T. N. (2003). Religions of India. Plurality and Pluralism in Veena Das, ed, *Oxford India Companion to Sociology and Social Anthropology*, Oxford University Press, Delhi. *Sachar Committee Report*, 2006 (Chapter 1)
- Bigelow, Anna. (2010). *Sharing the Sacred. Practicing Pluralism in Muslim North India*. Delhi: OUP. Chapter 6 (Practicing Pluralism: Getting along in Malerkotla, 195- 238)

Additional/Optional Readings

- Khushwant Singh (1956) *Traint to Pakistan*
- Urvashi Butalia (2017) *The Other Side of Violence: Voices from the Partition*
- Dreze, J and Sen, A. (2013) *An Uncertain Glory: India and its contradictions*, Penguin Books, Chapter 1, pp. 1-16.
- Guha, R. (2007) *India after Gandhi: The History of the World's Largest Democracy*, Noida: McMillan, Chapter 6, pp. 103-123.
- Visual material and other resources:*
- Nehru's Tryst with Destiny speech
- Screening of Naseeruddin Shah's rendering of Faiz Ahmed Faiz's famous verse on Partition *Ye Dag Dag Ujala* (This stained tainted light)
- Screening of select parts from *Bharat Ek Khoj* by Shyam Benegal
- Screening of *Garam Hawa* by M S Saahy (based on the story of Ismat Chughtai)
- Madhav Khosla, *The Indian Constitution: Short Introduction* OUP, 2012.
- "Introduction" from Flavia Agnes, *Law and Gender Inequality : The Politics of Women's Rights in India*, OUP, 2004.
- Visual material and other resources:*
- Screening of select parts of "The Making of the Constitution" directed by Shyam Benegal
- Visual material and other resources:*
- A Tongue Untied-A Story of Dakhani* (2017; 1hr 24 mins) by Gautam Pemmaraju

BSVE106: Understanding Human Rights

Course Code & Name of the course	BSVE 106 : Understanding Human Rights
Sem	I
Programme	BSW
Credit Load	2

Course Objectives:

- To introduce students to human rights and their significance in the national and international context.
- To provide a comprehensive understanding of the historical and philosophical foundations of human rights.
- To identify and explain the key international human rights instruments.
- To analyse the role of international organisations and national governments in promoting and protecting human rights and familiarize students with the Human Rights Apparatus/Ecosystem in India
- To understand the substantive context of Human Rights
- To contextualise the need for a diversified Human rights protection framework for marginalized groups and develop students' critical thinking skills and ability to analyse and evaluate human rights issues.
- To examine the limitations and challenges of human rights frameworks in addressing social, economic, and political injustices.
- To explore the intersections between human rights and issues such as migration, conflict, and environmental justice.
- To foster an understanding of the ethical and professional responsibilities of social workers for human rights protection.

Learning Outcomes

- Students will be able to understand the concept of human rights: definition and significance of human rights in contemporary global politics.
- Students will acquire a comprehensive knowledge of the historical and philosophical foundations of human rights.
- Students will learn about the diverse systems in place for the protection of human rights.
- Students will learn to analyse and evaluate human rights issues critically using appropriate frameworks and methods.
- Students will learn to engage with diverse perspectives and develop empathy towards marginalised groups.

5. Unit-wise distribution of teaching hours

No.	Part and Units	No.of hrs
PAR T I	CONCEPT OF HUMAN RIGHTS	6
	● The Concept of Human Rights: Definitions and Classifications, ○ Historical Evolution of Human Rights: Western and Non-Western Trajectories ○ Core and General Principles of Human Rights ○ Expanding Scope of Human Rights. ○ Exceptions in Human Rights: Debates and Critique ○ Sources of international human rights law: Range of International Instruments: their nature and role; Alteration of human rights treaty obligations: Reservations and declarations, Restrictions or limitations and Derogations ○ Stakeholders of Human Rights: Right holders and Duty Bearers ○ The role of the International and Regional Actors: Overview of agencies and their functions ○ Human Rights Framework: Strengths and Critique	
PAR T II	SUBSTANTIVE HUMAN RIGHTS and debates	6
	● Due Process/ Due Procedure: fair trial; effective remedies ● Access to Justice: social, economic, and political [livelihood and labour; education; health; rights against discrimination and for non-discrimination ● Rights of Liberty: thought, expression, belief, faith and worship ● Constitutional Guarantee of Equality: status and of opportunity; right to freedom of movement; right to vote and freedom of association. ● Protection of Dignity of the individual: right to an adequate standard of living; rights to privacy and family life ● Unity and Integrity of the Nation and individual liberty	
PAR TIII	INDIAN HUMAN RIGHTS ACTORS AND HUMAN RIGHTS APPARATUS/MECHANISMS	8
	● Human Rights Protection landscape in India ● Justice, Policy, and Programs addressing Human Rights ● Specific State Response to Address Human Rights Issues: ○ The National: NHRC/NCW/NCPCR/NMC/ADRs ○ State Apparatus: SHRC/SCW/SCPCR/SMC/SADRs	

	○ The role of non-state actors: non-governmental human rights organisations, ○ The role of human rights defenders ○ Constitutional Debates and Judgement ○ Developing a National Plan of Action for Human Rights Case Studies: State/Non-State Initiatives ● Judgements [to be added] ○ Orissa Mining Corporation Ltd vs Ministry Of Environment & Forest (2013) 6 SCC 476, ○ K.S. Puttaswamy (Privacy-9J.)v. Union of India,(2017) ○ Judgement decriminalising same-sex relations (Justice Shah:4 landmark human rights judgements) ● Non-state actors defending human rights. ○ PUCL,HRDA-India, NAPM, AIDWA	
PAR TIV	THE HUMAN RIGHTS PROTECTION OF VULNERABLE GROUPS	8
	● Locating human rights around students' immediate ecosystem ● Sexism/Gender: Women/Girls/LGBTQIA+ ● Ageism: Children/Elderly ● Refugees/Stateless persons ● Internally Displaced Persons/ Migrant workers ● Minorities: Religious, Linguistic and others ● Indigenous people/Casteism ● Abelism: Persons with Disability	
PAR TV	HUMAN RIGHTS TODAY [current human rights issues and controversies, such as the impact of technology on privacy rights and the tension between national security and civil liberties]	2
	● SDGs, HDI ● Democratic backsliding, authoritarianism, and human rights ● Intolerance, radicalisation, and violent extremism ● Technology and human rights ● Climate Change and displacement	
Total		

6. **Pedagogy:** Lecture presentations, collaborative learning, which includes group discussions, film Screening and discussions, discussions based on readings, experiential learning; role plays and critical and reflective thinking
7. **Mode of Evaluation:** Assignment/Written exam/presentation

8. Reading List

a. Essential Readings (5-10Nos)

1. .LOCATING TEXT BOOKS STILL
2. .
3. .
4. .
5. .
6. Maschi, T. (2016). Applying a human rights approach to social work research and evaluation. Springer.
7. Ife, J. (2008). Human Rights and Social Work: Towards Rights-Based Practice. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511808326

b. Additional Readings (upto 10Nos)

1. .
2. .
3. .
4. UN. Centre for Human Rights, International Federation of Social Workers International Association of Schools of Social Work, (1994) Human rights and social work: A manual for schools of social work and the social work profession [Professional training series]. New York; Geneva: UN. [http://digitallibrary.un.org/record/209246]

BSFW107:Field Work

Name of the Programme	Bachelor in Social Work
Course Title	Social Work Field work
Sem	I
Course Code	BSFW107
Credits	6

Statement of Purpose:

To introduce Bachelor of Social Work students to social work as a praxis in understanding people's distinct contextual realities, infuse social work values of social justice, care, human rights, collective responsibility, and respect for diversity, and deepen their knowledge and skills to address challenges for the wellbeing of people and communities.

Overall Objective:

Social Work being a practice-based profession and an academic discipline. The fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. Social work education will enable students to critically analyse the interconnectedness of historical, socio-economic, and political factors contributing to human wellbeing and development. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the spirit of service, ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship.

Programme Goals:

- To develop social work-based perspectives on realities related to identities, contexts, social structures, and development.
- To train students to engage with people on issues of marginalization and vulnerabilities.
- To develop the skills of working with the lens of intersectionality.
- To learn to practice within the ethical value framework of social work.
- To conceptualise, analyse and build knowledge from field work practice.
- To educate students to be a professional social worker.

Semester I and II- Certificate level

****Learner objectives and outcomes are given year-wise while the content and method are semester wise***

Learner Objectives	Semester wise content	Method	Learner Outcome
To prepare students for engaging with self and personal values, motivation, attitudes, biases, emotions, and developing basic social work skills. To enable students to understand different contexts and sites of social work practices. To enable students to be conscious of contextual realities and reflect upon vulnerabilities as they exist in urban and rural communities. To develop interest, curiosity and enable joyful learning of social work. <i>Questions to addressed in the first year.</i> <i>What is social work?</i> <i>Who is a social worker?</i> <i>What do social workers do?</i> <i>Why social work?</i>	Isem: Critical reflections of self/ Being conscious and aware Understanding the surrounding, discussing and being aware of the environment around them - The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So there will be group conferences to encourage learning through discussion. - Introduction to social work - Identities – Vulnerable population II semester content– Understanding approaches/issues/mode ls. - The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So, there will be group conferences to encourage learning through discussion. - Governance - Village life- Vulnerabilities - Issue based work.	Methods- Simulation- Group Labs, Alumni exposure, digital organisational visits, Calling experts and inspirational people. Experiential: Organisational visits, transect walk, visit to market, stations, dharavi, vulnerable groups (observation homes, beggars home, childaid society), informal sectors, people in custodial care. Simulation- skill lab for field work-labs with a focus on awareness of self, engaging with a group, and learning the practice of at least 4 basic social work skills- observation, listening, empathy, establishing rapport and trust. Experiential- rural camp and practicum (through FAP (IRHDP, DISHA, Meljol and places close to Mumbai Thane)-women, artisans, different	Student will have developed a consciousness about self and social work. The student will demonstrate an understanding of the nature, reach and scope of social work practice. Student will develop an understanding of practice of social work values. The student would have gained the skill of effectively and respectfully working with groups and team members.

		settings. <i>Seminar after rural practicum</i>	
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Assessment:

It will be at every level- certificate, diploma, degree, and honours level (Only VII)

Process evaluation

Level	Nature of assessment	Areas of assessment	Assessment type
Certificate level	Group assessment and Individual assessment	Understanding of self, professional behaviour, understanding of social work values, engagement with team/group members, use of supervision	Group presentation, Group report, individual report, seminar presentation, evaluation form

Semester II

Semester	Course Category	Course Code	Course Title	Credits
II	Core	BSMJ151	Contexts & Fields of Social Work Practice	4
	Multidisciplinary	BSOE152	Introduction to Economics	2
	Multidisciplinary	BSOE153	Introduction to Psychology	2
	Ability Enhancement Courses	BSSE154	Imagination, Creativity, Expressive Arts, & Storytelling	4
	Skill Enhancement Courses	BSAE155	Life skills Across Lifespan	2
	Common Value-Added Courses	BSVE156	Environmental Studies	2
	Core	BSFW157	Field Work	6
		Total		22

BSMJ151: Contexts & Fields of Social Work Practice

Course Code and Name of the course	BSMJ151: Contexts and Fields of Social Work Practice
Sem	II
Programme	BSW
Credit Load	4

Introduction

This second-semester course provides exposure to beginners on the scope of social work practices while working with diverse people at margins, structural contexts, multiple sectors, and fields that are relevant to the existing contextual practices in the social work discipline today. The course structure constitutes an overview of the diverse contexts of practice and fields, a paradigm shift from welfare to neoliberal society, theoretical perspectives, contemporary practices, and interventions in diverse sectors, along with weaving these practices with a basic introduction to the social work methods as bird's eye view to inculcate enthusiasm among learners to take up this profession in future. The course aims to build a foundation for understanding the inherent human values, principles, theoretical underpinnings, perspectives, and critical approaches to absorb the diverse contexts of practice with engagement of self with critical reflections. Context and Fields of Social Work Practice (CFSWP) in social work aims to provide an overview of existing practices in social work in diverse contexts of urban, rural, institutional, non-institutional, open, closed, government, and non-government sectors. The context and fields of practices while working with various socially constructed identities such as gender, class, caste, age, ableism, linguistic and religious minorities, and their intersectional realities with a range of existing social work practices and interventions. The context of practice is based on the existing body of knowledge in the field of social work.

The Contexts are emerging from the person-centric environment and also habitat/environment-centric interaction with people and both facilitate the interactional practices with people and their needs to understand the possibilities of living life with dignity. The course also works towards building dynamic ecological relationships in the environment at the core of its interventions using the systems approach. The course is an overview of the practice course which examines the characteristics of the integrated practice model that grounds practice in a social-justice-oriented approach. These include conceptualizing work with individuals, families, groups, and within the community context; the relationship and the use of interpersonal skills while working with different stakeholders, using empowerment-oriented, Feminist, anti-oppressive perspectives and alternative approaches informed by critical theory as the foundation for social work practice; bringing a historical perspective to bear on the practice of social work;

It aims to foster an understanding of a range of social work roles such as animator/activator, learner, collaborator, teacher, negotiator, researcher, and facilitator; learning skills of effective teamwork and leadership; and, recognizing the need for citizen participation and collaboration in the decisions that concern their lives as well as the need for comprehensive, integrated services planned and coordinated in partnership with community members.

The growth of critical practice since the 1990s is indicative of the changes in the political-social-ideological arena about social work, the arena in which social and political debate forms the policy that in turn guides agencies and their purpose. The resurgence of critical practice also reflects the influence of feminism, concerns about racism, and the critical theory

itself. Whilst the course provides an overview of principles and skills for working collaboratively at the micro-messo-macro levels, in different contexts with diverse perspectives; it also emphasizes the importance of engaging with other helping professions.

Learner's Objectives

1. To conceptualize the basic essence of social work practice through exposure to a range of diverse contexts and fields of practice.
2. To introduce the basics of methods of social work practice as the foundation of practice.
3. To describe the meaning, scope, relevance, and process, of the Social Work practices to facilitate reflections on self with an engagement with human values, and principles.
4. To develop a basic understanding of theoretical constructs perspectives and contemporary social work practices
5. To develop an understanding of the diverse contexts of social work in practice with an interactional lens while working with different identities of people at the margins.

Learner's Outcome

- The Learner will acquire a comprehensive idea of the framework of an integrated approach to social work that would be applicable in most social situations, which would also broaden his/her perspective of social work intervention and application of knowledge and skills in various social situations.
- The learner will understand and articulate the different methods of social work practice
- The learner will gain an understanding of the different contexts of engagement in social work

Course Outline

Unit	Course Content	No of Hours
1	Introduction to the course- Contexts of Engagement-Systems, Individual, Community Overview of Social Work Trajectories and Transitions Microcosm to the social macrocosm: Interaction from individuals, families, communities, and societal systems.	2
2	Paradigm Shift from Welfare to neoliberal, Contemporary Social Work	2
3	Introduction to all Methods of Social Work Practice-Individuals, Groups, Communities, Social Welfare Administration, Social Action and Advocacy, Social Research	12
4	Social Work Practice in Diverse Contexts (Open Community Settings, Closed Settings, Rural, Urban, Institutional, Non-Institutional, Government and Non-Government)	4
5	Four Basic systems in Social work practice	6

	Unit A-Client system - Target system - Action system - Change Agent system Unit B-Characteristics of the system - Dynamics in the system - Types of the relationship between the client system and change agent system - Collaboration -Bargaining - Conflictual Focus on intersectionality such as gender, class, caste, ableism, culture		
6	Social work phases -Initial phase -middle phase -End phase	8	
	Assessment and Process of change efforts - Assessing problem - Collecting data - Making initial contact - Negotiating contract - Forming an action system - Maintaining and coordinating an action system - Exercising influence - Terminating		
7	Contexts and Perspectives of Practices with Diverse Identities (Different Centres sharing practices) Intersectionality and working with diverse identities- Gender, Class, Age, Caste, ableism, cultural and linguistic Minorities Social Work Practice in Multiple Systems & Sectors Public Health and Mental Health Systems, Education Disability Children, family, women Crime, correctional rehabilitation Livelihoods, Tribal and Dalits Migrated community.	20	
8	Social work Practices in different settings:	4	

	1. Assessment and Intervention strategies in diverse social work practice, strengths-based approaches, solution-focused, anti-oppressive social work 2. Critical social work practice - Empowerment, feminist, anti-discriminatory theory, Freire's theory, Political Social Work, Radical Social Work 3. Advocacy and social justice: Advocating for the Rights and needs of the marginalized, and promoting social justice, and equity	
9	Implication for social work practice	2

Pedagogy

Lecture, exercises/activities, case study, discussion, invited guest lecture

Course Assessment/Evaluation

Individual and/or Group Assignments, Exams, Class test

References

Abdul Azeez E.P (2013) *Integrated Practice of Social Work Methods: Prospects of Social Work Intervention Through community Palliative Care*, May 2013, *History Research Journal* 2(1):1-13,

Chakraborty, Somen, (1999): *A Critique of Social Movements in India*, Indian Social Institute, New Delhi.

S.B Desai, Bharti Joshi (2012) *Integrated Social Work Practice*, alfa Publications, ISBN : 9789381465219

Roger Evans, (1976) *Some Implications of an Integrated Model of Social Work for Theory and Practice*, *The British Journal of Social Work*, Vol. 6, No. 2 (1976), pp. 177-200 (24 pages), Published By: Oxford University Press

Mohd. Dilshad (2012) *Integrated Social Work Practice*, Publisher: Anmol Publications Pvt. Ltd., ISBN: 9788126148257, 812614825X

Parker, Jonathan and Bradley Greta: *Social Work Practice: Assessment, Planning, Intervention and Review*, UK: Learning Matters Ltd., 2003.

Pincus, Allen & Minahan, Anne: *Social Work Practice: Model and method*. Itasca, F.E. Feacock Publishers, 1973.

Ruth J. Parsons, Santos H. Hernandez and James D. Jorgensen (1988), *Integrated Practice: A Framework for Problem Solving, Social Work*, Vol. 33, No. 5 (September–October 1988), pp. 417-421 (5 pages), Published By: Oxford University Press

<https://egyankosh.ac.in/bitstream/123456789/59024/1/Unit2.pdf-Integrated Approach to Social Work and Social Action>

BSOE152 : Introduction to Economics

Course Code and Name of the Course	BSOE152:Introduction to Economics
Sem	II
Programme	BSW
Credit Load	2

Introduction

Economics has traversed from enquiring into the ‘wealth of nations’ to making sense of individual actions in society to its current preoccupation with human well-being. Economics studies society and an individual’s location from particular perspectives of production, distribution, consumption, labour, prices, money and markets. As production, distribution, and exchange have undergone tremendous changes from the dawn of the industrial revolution to the present age of information technology, so have the analytical constructs of the discipline. This course seeks to enable students to understand the basics of economics, its scope and method, and the characteristics of the world and the Indian economy.

The course is designed to give a preliminary foundation to understand the subject matter of economics. The students will learn the scope and method of economics and the evaluation of basic concepts like price, value and profit. The students will learn the coordination of production, consumption and distribution in the form of circular flow, which helps them understand the working of the economic system. The overview of important events worldwide will help the students understand the importance of history and path-dependent development worldwide and in India. It will familiarize the students with the emergence of different ideas and thought within the discipline of economics following the critical events that have shaped economic development and growth worldwide.

Course Objectives

- To introduce students to the discipline of economics, its scope and methods, and the significant concerns of the discipline.
- To provide a broad view of the economic system and the relationship between different sectors of the economy.
- To provide an overview of the history of the world economy with the significant changes and developments in the economic structure and thoughts during different periods.
- To provide an overview of the Economic Planning and Reform in India.
- To familiarize the students with the debates and discussions around understanding crucial problems that have important implications for everyday life and long-term development.

Course Outcomes

At the end of the course, the students would be able to-

- Understand the scope and method of economics, and comprehend basic concepts like price, value, and profit.
- Understand the emergence of different economic theories corresponding to important events worldwide and in India.

- Understand the coordination of production, consumption, and distribution in the form of circular flow, which helps them understand the working of the economic system.
- Familiarise with the economic debates that have shaped the current economic development worldwide.

Brief Description of the Course

The course is designed to give a preliminary foundation to understand the subject matter of economics. The students will learn the scope and method of economics and the evaluation of basic concepts like price, value and profit. The students will learn the coordination of production, consumption and distribution in the form of circular flow, which helps them understand the working of the economic system. The overview of important events worldwide will help the students understand the importance of history and path-dependent development worldwide and in India. It will familiarize the students with the emergence of different ideas and thought within the discipline of economics following the critical events that have shaped economic development and growth worldwide.

Course Content

Unit	Topic	Credit Hours
Unit1	The Subject Matter of Economics: Subject Matter of Economics: What is Economics? Goals of Economic Activity; Relationship of Economics with other disciplines – Scope and Methods of Economics: the study of Scarcity and Choice or Study of the Economy – Evolution of basic concepts in economics such as value, price, and profits – The Economic System: Production, Consumption and Distribution; Households, Firms, Government and External Sector; the relationship between these sector-circular flow	6
Unit2	Evolution of World Economy: Growth and History of the Capitalist Economy: World Economy before capitalism, the dawn of capitalism, Industrial Revolution, the growth of capitalism – The turmoil (first world war, the great depression and second world war), the golden age of capitalism, the rise and fall of neo liberalism – Institutions and Forms of Economic Organization, Different Systems of Organization of Economies, Nature and Role of Institutions	8
Unit3	Evolution of Indian Economy: Indian economy in the pre-British period: economic consequences of British conquest, colonial exploitation – forms and consequences – Economic planning in India: mixed economy and economic planning, development strategy in India, recent changes in planning – Economic reforms in India: economic reforms after 1991, L P G model of development, globalization and its impact on India	8
Unit4	Contemporary issues of economic development: Markets, limits of markets, public policy – Economic inequality, poverty – Employment: determination, quantity, quality, care work – Inflation, unemployment, poverty – Environment, climate change and economy	8
Total		30hours

Method of Teaching

Being an introductory course, the teaching method will be classroom lectures. While explaining concepts, the teacher will take examples from actual situations so that students understand the concepts not in abstraction but as real-world phenomena. The teacher will also explain the historical contexts in which the theories emerged and the ideological and philosophical underpinnings of the theories. A critical look at theories is necessary to make students understand economic systems not in abstraction but as outcomes of more extensive social-political-historical processes. Debates and discussions in class would add deeper insights.

Method of Assessment

The weightage of the End semester written examination will be 50%, and classroom assessment, including class tests and assignments, will be 50%.

Essential Readings

Ha-Joon Chang (2014), Economics: The User's Guide, Pelican Books. (Chapter.1 and Chapter.2)

TheCORETeam(2017),TheEconomyEconomicsforaChangingWorld,OxfordUniversity Press

JosephE.StiglitzandCarleWalsh(2010),Economics,VivaBooks

Paul A. Samuelson and W. D. Nordhaus (2009), Economics, Tata McGraw and Hill

Dasgupta, Partha (2009), Economics: A Very Short Introduction, Oxford University Press

Deepak Nayyar (2013), Catch Up Developing Countries in the World Economy, Oxford University Press

ServassStorm(2020),TheEconomicsandPoliticsofSocialDemocracy:Areconsideration, Institute of New Economic Thinking, Working Paper No.122, <https://doi.org/10.36687/inetwp122>.

Kapila, Uma(2009),IndianEconomySinceIndependence,AcademicFoundation

Sanyal,Kalyan(2007),RethinkingCapitalistDevelopment:PrimitiveAccumulation, Governmentality and Post-Colonial Capitalism, Routledge.

Jalan,Bimal(ed.)TheIndianEconomy:ProblemsandProspects,Penguin

Addati,L.,Cattaneo,U.,Esquivel,V.andValarino,I.(2018),Careworkandcarejobsfor the future of decent work, ILO, Geneva, <[http://www.ilo.org/global/publications/books/WCMS_633135/lang--en/index.htm](http://www.ilo.org/global/publications/books/WCMS_633135/lang-en/index.htm)>.Banerjee, A. V., Bénabou, R. and Mookherjee, D. (2006), Understanding Poverty, Oxford University Press, Oxford: New York

Bhowmik,Sharit.2012.Industry,LabourandSociety,NewDelhi:OrientBlackswan: Chapter 7

TheCORETeam(2017),Economy,Society,andPublicPolicy,OxfordUniversityPress

Recommended Readings

Richard G. Lipsey and Colin Harbury (latest edition), First Principles of Economics, Oxford University Press

Marshall, A. (1920), Principles of Economics, Macmillan, London

Daron Acemoglu, David Laibson and John A. List (2016), Economics, Pearson Education Limited

Dasgupta, Biplab (1998), Structural adjustment, global trade, and the new political economy of development, Zed books.

Mankiw, N. Gregory (2007), Economics: Principles and Applications, India edition by South-Western, Cengage Learning India Private Limited

Byres, Terence J., The Indian Economy: Major Debates since Independence, OUP.

Hanumantha Rao, C.H. and H. Linnemann (Eds.) (1996), Economic Reforms and Poverty Alleviation in India, Sage Publications, New Delhi.

BSOE153: Introduction to Psychology

Course Code and Name of the Course	BSOE153:Introduction to Psychology
Sem	II
Programme	BSW
Credit Load	2

Introduction

The course provides a foundational understanding of human behaviour through psychology. The course will introduce students to the expanse of psychology with the help of significant perspectives such as psychoanalytic, behavioural, cognitive, and others. Students will also appreciate Psychology as a field of study with its varied sub-fields. This introductory course introduces students to principal subject areas that makeup the scientific study of human behaviour. These areas include the neuro scientific – study of the brain structures and processes underlying human experience thought, and action; cognitive – focus on how people think and learn; memory functions, and how forgetting is caused, among many other aspects of the human psyche. Through an overview of these areas, the student will recognise that psychological phenomena are investigated from many levels of investigation, ranging from the biological (micro) to social (macro) levels. The course provides the students' familiarity with the history, principles, research methods, findings, and theories of psychology, and critical contributors to the field who have made a lasting impact on what it means to study human beings—their cognitions, emotions and behavior—scientifically.

Course Objectives

- To introduce students to some core psychology themes and help develop an understanding of psychological processes and perspectives.
- To understand the interlinkages between psychological concepts to broader social sciences-- the economic, the social, the political, and the cultural.

Course Outcomes

By the end of the course, the student should be able to realize the following goals.

- To demonstrate familiarity with the theory and content of Psychology: Students will become aware of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Students will be able to explain major perspectives of psychology (e.g., biological, cognitive, behavioural, humanistic, psycho-dynamic, and socio cultural) and examples of human behaviour using multiple psychology perspectives. They will be able to demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.
- To recognise the applications of Psychological concepts, theories, & research: Students will learn about the concepts and processes that determine human behaviour and apply them as they relate to everyday life, especially in the Indian context.
- To identify and appreciate multiple causes of behaviour: Students will learn to appreciate the necessity of a multi-level explanation of behaviour and to use critical thinking in their approach to psychological topics.

Brief Description of the Course

The course is designed to appeal to students from varied academic backgrounds, aligning with the inclusive vision of the National Education Policy, 2020. The Introduction to Psychology course helps students gain a foundational understanding of human behaviour by introducing the historical origins of the discipline while grounding it in critical theoretical perspectives like Psycho-analytic, Behaviourism, Cognitive, and others. The course also delves into psychological concepts like sensation, perception, learning, memory, emotion, cognition, and motivation. Underscoring the vital role of research, the course will also focus on the importance of experimental methods, observation, case studies, surveys, and more. By adopting innovative pedagogy, the course will rely on lectures, group discussions, presentations, film analysis, book reviews, and others to make classroom learning stimulating and relevant to the students.

Course Content

Unit	Topic	Credit Hours
Unit1	Introducing Psychology: Definition, basic concepts, goals, sub-fields, relationship to allied fields - Perspectives to study human behaviour: Psychoanalytic, Behavioural, Biological, Cognitive, and Humanistic - Psychology as a Science & Career – Scientific approach and principles in Psychology; applications of Psychology in everyday life – Testing and Research in Psychology – Experimental Method, Naturalistic Observation, Case Studies, Surveys; Ethics in Psychological Research.	6
Unit2	Understanding the external world: Sensation, Perception & Attention - Sensation: Basic concepts (transduction, threshold, adaptation); Types of sensation - Attention: Basic concept, Types (Selective, Divided, Sustained Attention)-Perception: Introduction to Perceptual Processes, Principles of Perceptual Organization, Perception of Space, Depth, and Distance - Monocular Cues and Binocular Cues, Perceptual Illusions, Socio-Cultural Influences on Perception	8
Unit3	Role on Experience in Behaviour: Learning and Memory: Introduction to Learning - Theories of Learning – Classical, Operant, Latent, and Observational - Introduction to Memory & Forgetting - Nature of Memory - Memory Systems – Sensory, Short-term, and Long-term [Types of LTM], Levels of Processing-Forgetting– Nature, Types and Causes of Forgetting [Trace Decay, Interference and Retrieval Failure] - Enhancing Memory – Techniques	8
Unit4	The basic process underlying behaviour – Motivation and Emotion - The unit helps students to understand the “why” of the behaviour such as what helps them to initiate and sustain their action. Besides this, it introduces the concept of emotions and its elements - Introduction to Motivation - Primary & Secondary Motive - Motivation Theories: Biological-Drive theory; Humanistic- Maslow’s hierarchy of needs, Optimal level theory, and Continuum model - Introduction to Emotion -Elements of Emotion-Theories of emotion: James-Lange, Schachter-Singer, Cannon-Bard, Arousal Theory, Lazarus’s Cognitive Theory,	8

	And Social Theories.	
Total		30 hours

Method of Teaching

While lectures will form the mainstay of classroom teaching/ online teaching, interactive modes such as group discussions, readings and presentations, and watching films/videos, and analysis will also constitute methods of teaching and learning. Beyond the opportunity to better understand ideas from lectures/readings, sections will include experiential exercises that apply the key concepts from the course. Apart from the essential texts, the course faculty may supplement the learning by providing additional journal articles from reputed journals, book chapters, and review papers as and when necessary.

Method of Assessment

Course objectives and student learning outcomes are achieved through a variety of procedures such as periodic tests, quizzes, in-class assignments, and the final examination. Additionally, there will be activities to assess observational, analytical, critical thinking and presentation skills.

Essential Readings

Susan Nolen-Hoeksema, Barbara L. Fredrickson, Geoff R. Loftus and Willem A. Wagenaar

(2009). Atkinson & Hilgard's Introduction to Psychology (15th Edition). Hampshire, UK:

Cengage Learning

Feldman, R. S. (2018). Understanding Psychology (14th Ed.). New Delhi: Tata McGraw-Hill

Myers, D.G. & DeWall, N. (2018). Psychology (12th Ed.). New York: Worth Publishers

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2017). Introduction to Psychology

(latest edition). New Delhi: Tata McGraw Hill

Ciccarelli, S., Noland, W.J., & Misra, G. (2017). Psychology by Pearson (5th Ed.). India:

Pearson Publications

Auluck, Shanti (2002). Self and Identity. In G. Misra & A. Mohanty (Eds.), Perspectives on

Indigenous Psychology. New Delhi: Concept Publishing Company. Pp. 374-398.

Recommended Readings

Griggs, R. (2017). Psychology: A Concise Introduction (5th Ed.). New York: Worth Publishers

Baron, R.A., & Misra, G. (2015). Psychology (5th Edition). India: Pearson Education

Nolen-Hoeksema, S., Fredrickson, B.L., Loftus, G.R., & Lutz, C. (2014). Atkinson &

Hilgard's Introduction to Psychology (16th Ed.). India: Cengage Learning

Richard, J. G (2013). Psychology and life (17th Ed.). Harlow: Pearson Education Ltd.

Zimbardo, P. (2005, 17 ed.). Psychology and Life, Allyn & Bacon Publishing.

Parameswaran, E.G., & Beena, C. (2002). Invitation to Psychology. New Delhi: Tata McGraw Hill.

BSSE154:Imagination, Creativity, Expressive Arts, &Storytelling

1. Summary

Course Code and Name of the course	BSSE154: Imagination, Creativity, Expressive Arts and Storytelling
Sem	II
Programme	BSW
Credit Load	4

2. Introduction

Introducing expressive art forms and storytelling in social work discipline will strengthen the practice components of social work. Art has been a significant knowledge base for social workers to address issues with individuals, groups, communities and ‘as part of’ social action. Art can bring social change in myriad ways - art as social work practice, art as a medium of communication, art as mode of building processes of social bonding and social cohesion among groups, art to bring inclusive culture, art as a therapy, art as political action, art for generating resilience with war and conflict-survivors, art as means of communication in various social movements, art as a way to engage communities to articulate significant issues. Also Social work has its epistemological roots in the domain of art, social sciences and humanities. Hence, the ability enhancement course envisages to develop creative art skills for social change “along with expressive language competencies to work in the development sector”. The course aims to facilitate the nurturance of value building process of self with reflective thinking, through demonstration of creative ideas with storytelling processes using multitudes of art forms. This Course will provide reflective understanding of the complexity of literature, language, visual, performance and other art forms and how it is mediated by local knowledge and identities. The course will explore orality, story and cultural expressions and how societal structures and processes mediate it. Using Bloom’s Taxonomy of learning, creating and shaping oneself creatively by engaging by art forms to shape one’s values, actions and inculcate skills to express themselves by telling stories of people to bring a change in society. The Course design is based on experiential learning pedagogies and facilitating creative immersion of self into various art forms to identify, recognize, appreciate, reflect, conceptualise the essence of people’s life stories with their socially constructed complexity. This foundational knowledge will inform the learners to transform into a set of expressive skills with a critical lens for creative story telling practice. The idea is to inculcate a set of expressive skills (storytelling, artistic expressions, play) using art forms to change people’s lives.

3. Course/Learning Objectives:

1. To re-imagine and understand the people’s lives and contexts through the medium of creative and expressive arts for storytelling.
2. To develop a critical and reflective lens to comprehend the complexity of literature, language and arts and how it is mediated by local knowledge and identities.
3. To explore orality, narratives of storytelling through verbal, nonverbal, signs, symbols and culture and how it is mediated by societal structures and processes.

4. To use different expressive art forms for social change and social work practice with an inclusive lens.

4. Course Outcomes

1. To develop an understanding of people's lives through stories and storytelling using creative arts for social change and social work practice.
2. To enable skill-building processes to use various art forms with a focus on orality and storytelling
3. To demonstrate the use of at least one art form for creating communication material
4. To develop an inclusive lens among learners to understand creative storytelling with sensitivity towards valuing diverse identities in society

5. Brief description (To appear in Prospectus)

Stories shape our lives. The course is centred around creativity, oral telling, social story and -building process in self with reflective thinking, fostering the demonstration of creative ideas creative arts that open to a broader spectrum and complexity of the orality of lived experiences of people and their intersectionalities. The course aims to facilitate the nurturance of the value, and storytelling processes using multitudes of art forms for people-centred development in the social work profession. 'The Course design is based on experiential learning pedagogies and facilitating creative immersion of the self into various art forms to identify, recognise, appreciate, reflect, conceptualise the essence of people's life stories with their socially constructed multidimensional complexity'. This foundational knowledge will inform the learners to transform into a set of expressive skills using creative art forms with a critical lens for creative storytelling practice.

6. Unitwise distribution of teaching hours

No.	Unit content/description	No.of hrs
1	Introduction to Creative Art and Story Telling, When People Imagine, they Imagine in Stories: Introduction to Orality, Creativity and Imagination	2
2	Drawing on Dreams and Imagination, Popular Culture Identification of Social Issues through Visual Communication, Intersectionality	2
3	Introduction to Art Forms-Clay Art and Painting Skills workshops on Art based Social Work Practice	4
4	Theatre Art Workshop	6
5	Art of Story Telling Workshop	4
6	Art of Puppetry and Folk Music Workshop	4
7	Voice Modulation, Voice Culture	2
8	Social inclusion and Inclusive culture, Ethical Values in Art based Work	2

9	Music and Art Studio - Community Engagement with Art based Social work for social change	4
Total		30

7. Pedagogy

The pedagogy of teaching and learning facilitates to develop creative abilities among learnerstouseartforms(songs,visualart,andtheatre).TheArtstudioandWorkshopswillprovide the opportunities to students to learn and gain skills.

An experiential learning pedagogy of self-immersion into use of art forms as knowledge to express one's self creatively. Use of Visual communication, Language and Voice Skills, Useof Theatre, Puppetry, Music, dance, Folk songs, Develop Music Studio and Theatre for Story Telling.Story telling at various ecosystems and locations using local materials.

8. ModeofEvaluation

1. GroupAssignment-StoryTellingStudiousingArtforms
2. Individual/Group Assignment-Podcast, Creative material for social change to demonstrate Social Work Practice

9. ReadingList

<https://journals.sagepub.com/doi/abs/10.1177/1049731517745995?journalCode=rswa>

<https://www.routledge.com/Art-Creativity-and-Imagination-in-Social-Work-Practice/Chamberlayne-Smith/p/book/9780415590815>

<https://www.routledge.com/Art-in-Social-Work-Practice-Theory-and-Practice-International-Perspectives/Huss-Bos/p/book/9780367584290>

<https://www.taylorfrancis.com/books/edit/10.4324/9781351241977/visual-communication-social-work-practice-sonia-tasc%C3%B3n>

<https://socialwork.wayne.edu/news/social-work-peer-support-group-publishes-first-poetry-and-art-journal-50338>

<https://www.facebook.com/artbasedsocialworkpractice/>

<https://socialwork.wayne.edu/news/social-work-peer-support-group-publishes-first-poetry-and-art-journal-50338>

BSAE155:Life skills Across Lifespan

Course Code and Name of the course	BSAE155:LifeskillsAcrossLifespan
Sem	II
Programme	BSW
Credit Load	2

Introduction:

Life skills have been defined by WHO as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.” UNICEF defines Life Skills as “a behaviour change or behavior development approach designed to address a balance of three areas: Knowledge, Attitudes, and Skills.” Practicing life skills leads to qualities such as self-esteem, sociability, and tolerance, to action competencies to take action and generate change. Life skills Education enables an individual to explore alternatives, weigh pros and cons, and make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others.

Education for All (2000) included life skills among the essential learning tool for survival, capacity development, and quality of life. It also documented that all young people and adults have the “human right to benefit from an education that includes learning to know, to do, to live together.” recognizing the importance of living together as much as acquiring knowledge from an academic environment.

3. Course Learning Objectives

1. To provide a comprehensive, interdisciplinary, and holistic understanding of lifeskills, their significance for all ages and life stages and its use in their daily personal and professional contexts.
2. To increase their own personal and professional effectiveness using lifeskills.
3. To train students to use life skill education in their work with individuals and groups and communities.

4. Course Outcomes:

1. Understand types of life skills and their significance of life skills across the lifespan for all ages and for everyone including self.
2. Practice and appreciate the significance of life skills in their personal and professional development
3. Develop competencies to plan and engage in life Skill Education with client groups and stakeholders,

5. Brief Description

The course on Life Skills Education is designed to meet the needs of undergraduate students of Skill Enhancement. This course will create a cadre of committed, skilled social workers and life skill education trainers/professionals who will use life skill education in their work with children, youth, elderly, and communities and would contribute to developing them into healthy and well-balanced individuals leading a productive life and contribute in the development of a peaceful, inclusive, healthy and sustainable environment.

The course will impart values to the students in fostering change in the individuals, groups, and communities with which they work and hence, create societies of individuals and communities that are inclusive, are self-aware, possess effective interpersonal skills, manage their emotions effectively, manage their day to day life effectively and are healthy.

6. Unit-wise Distribution of teaching hour

No.	Unit content/description	No.of hrs
1	Introduction to Life Skills, Concept Life Skills WHO's 10 Life Skills (Social- Emotional- Thinking) Types of LS, Roles of Social worker and Life Skills - Relevance of Life Skills Education for Social Work Professionals Life Skills across the Life Span- Benefits for individuals, families, institutions and society ;Significance of Life Skills Education across Lifespan- as a continuing and ongoing process- Life skill mapping.	6
2	Social and Emotional Skills: Social (Interpersonal, Communication, Empathy) and Emotional (Self Awareness, Stress, Emotions) Life Skills- self-awareness, self-esteem, strengths of self. Managing Feelings/Emotions: identifying own feelings Empathy and gratitude Coping with Stress, Understanding Resilience, Developing Resilience-My Resiliency Story Interpersonal Relationships: Maintaining healthy Relationships by establishing healthy boundaries, conflict- its types and aspects and conflict management styles, conflict resolution process Effective communication: active listening, assertive communication, use of silence and gratitude Tools for measurement	10

3	Critical Thinking Skills- Critical Thinking Vs Creative Thinking definition, misconceptions. Process and Strategies for enhancing Critical thinking. Decision Making: definition, Bounded Rational Decision-Making Model, Creative Model of DM, Processes of DM, Tools for measurement	7
4	Creative Thinking Skills: Creativity: Definitions, Aspects of Creativity, Techniques to develop creative thinking, Strategies for creative thinking (Brainstorm Ideas, Mind mapping, Reframe Your Way of Thinking, etc.), Characteristics of Creative Thinkers, Rules of Creative Thinking Problem Solving- Problem-Solving process, Tools of Creative Problem Solving (CPS), Barriers, De Bono's six thinking hats method. Tools for measurement	7
5	Planning of a Life Skill Program for different client groups /settings using Participatory Training methods	15

7. Pedagogy:Participatory,Experiential,roleplay,casestudies,andlecture-basedmethods

8. Mode of Evaluation

1. Individual Assignment-
2. Group Assignment/Presentation

a. Essential Readings(5-10Nos)

Central Board of Secondary Education(2010).Teacher's manual on Life Skills for classes
-IXX [Manual],Delhi.

Nelson-Jones Richard(2007).Life coaching skills: How to develop skilled clients. New
Delhi: Sage Publications India Pvt Ltd.

UNICEF:(2009).Adolescentgirls'lifeskillsprogramgenderindevelopment:Facilitators
Handbook Part - 2. Mumbai: Unicef.

DeBonoEdward(2010).LateralThinking:ATextbookofCreativity.UK:Penguin Publishers.

JamesLarry(2006).TheFirstBookofLifeSkills.Mumbai:Embassypublishers.

Dowd Tom,& [Green](#)Erin. (2016).TeachingSocialSkillstoYouth:AnEasy-to-Follow Guide to
Teaching 183 Basic to Complex Life Skills. UK: Boys Town Press

McGregor,D.(2007).Developingthinking;developinglearning-Aguidetothinking skills in education. New York, USA: Open University Press.

Cottrell,S.(2005).Criticalthinkingskills:Developingeffectivanalysisandargument. NewYork:PalgraveMacmillanLtd.

9. AdditionalReadingList

1. CentralBoardofSecondaryEducation(2010).Teacher'smanualonLifeSkillsfor classes -
IXX [Manual], Delhi.
2. Nelson-JonesRichard(2007).Lifecoachingskills:Howtodevelopskilledclients. New Delhi:
Sage Publications India Pvt Ltd.
3. UNICEF:(2009).Adolescentgirls' lifeskillsprogramgenderindevelopment: Facilitators
Handbook Part - 2. Mumbai: Unicef.
4. DeBonoEdward(2010).LateralThinking:ATextbookofCreativity.UK:Penguin Publishers.
5. Botton,Robert(1979):PeopleSkills:HowtoAssertYourself,ListentoOthers,and Resolve
Conflicts: Touchstone Publications.
6. Burnard,P.(1991),CopingwithStressinHealthProfessions(TherapyinPractice), Nelson
Thornes, London
7. http://www.cbse.nic.in/cce/life_skills_cce.pdf
8. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_628558.pdf
9. Film:https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend/transcript?language=en
10. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_628558.pdf

BSVE156:Environmental Studies

Course Code and Name of the Course	BSVE156:Environmental Studies
Sem	II
Programme	BSW
Credit Load	2

Introduction

A course on environmental studies will help us locate development contexts within the environment and social change framework. The learning emphasises broadening concerns about ecosystems, environmental problems and challenges, livelihood issues, entitlements, and social justice. This course attempts to familiarise and sensitise undergraduate students to the broad fields of environment, risks and uncertainties in the contemporary world. Apart from looking at the basics of environmental issues, this course will explore how various ideologies and global inequalities influence human-environment interactions.

There is a need to enhance students' capabilities across diverse disciplines to appreciate the holistic linkages between environmental change and human action. They need to be familiar with the complexity and diversity of environment-related topics such as land degradation, climate change, pollution, ecological history, water scarcity, disasters, waste management and environmental policy. This course also attempts to illustrate the diverse narratives of different environmental problems and critically analyse the discourses surrounding these. It is envisaged that at the end of the course, students would have developed minimal competence to demonstrate knowledge of basic concepts and principles of environmental studies and develop a critical understanding of the core debates on selected thematic areas within the discipline.

Course Learning Objectives

- 1) To enable students' capacities to understand and analyse diverse environmental problems;
- 2) To enhance the critical awareness of students on the role of institutions, politics, economics, culture, and social relationships in environmental problems

Learning Outcomes

- 1) Students are aware and can comprehend the nature of contemporary environmental concerns across different sectors.
- 2) Students have a base knowledge of the role of diverse institutions and frameworks related to the management of the environment.

Unit-wise distribution of teaching hours

it	Topic	CreditHours
1	Understanding Ecology and Ecosystems	3
2	Exploring Biodiversity	
3	Environmental Challenges and Society	8
4	Perspectives on Environment and Sustainable Development	8
5	Collective Action and the Environment	4
6	Environment Law and Policy	4
	Total	30Hours

Pedagogy

Lectures/Seminar/Documentaries

Mode of Assessment

Presentations and Written Assignments

Essential Reading:

Berkes, F. 2009. Indigenous ways of knowing and the study of environmental change. *Journal of the Royal Society of New Zealand* 39: 151-156.

Fernando, J.L. 2003. The Power of Unsustainable Development: What is to be done?, in Fernando J L ed. *Rethinking Sustainable Development*, The Annals of the American Academy of Political and Social Science, 590, p. 6-34.

Gadgil, M., and Guha, R. 1995. *Ecology & Equity: The use and abuse of nature in Contemporary India*. Routledge.

Ghertner, D. A. (2011) Green Evictions: Environmental Discourses of a Slum-Free Delhi, in Peet R, Robbins, P and Watts, M (eds.) *Global Political Ecology*, London: Routledge, p. 145-166.

Harvey, D (1999) Considerations on the Environment of Justice, in Low, N (ed.) *Global Ethics and Environment*, London, Routledge, p. 109 - 130.

Kothari, A et al (1998) *Communities and Conservation: Natural Resource Management in South and Central Asia*, New Delhi: Sage.

Lele, S.M (1991) Sustainable Development: A Critical review, *World Development*, 19(6), p. 607-621.

McLeman, R. A and Hunter, L.M (2010) Migration in the Context of Vulnerability and Adaptation to Climate Change: Insights from Analogues, *WIREs Climate Change*, 1, p. 450 - 461.

Additional Readings

Abyeysekera S (2007) Shifting Feminisms: From Intersectionality to Political Ecology, *Women in Action*, 2, p. 6- 11.

Agarwal, B (1998) The Gender and Environment Debate, in Keil, R., Bell, D.V.J., Penz, P. and L. Fawcett (eds.) *Political Ecology: Global and Local*, London and New York: Routledge, p. 189-214.

Akula, V.K. (1995) Grassroots Environmental Resistance in India, in Taylor, B. R (ed.) *Ecological Resistance Movements: The Global Emergence of Radical and Popular Environmentalism*, Albany: SUNY Press, p. 127-145.

Alamgir, M. Bidlingmaier, W., and Cossu, R. (eds.) (2012) Waste Management in Developing Countries, Waste Management Special Thematic Issue, 32(11), Pp. 2007-2192. Accessible at <http://www.sciencedirect.com/science/journal/0956053X/32/11>

Amin, S (1976) Unequal Development, New York: Monthly Review Press.

rtwick E and R Peet (2003) Neoliberalism and Nature: The Case of the WTO, in Fernando J L ed. Rethinking Sustainable Development, The Annals of the American Academy of Political and Social Science, 590, p. 188-211.

Lahiry S (2017) India's challenges in waste management, Down to Earth. Accessible at <http://www.downtoearth.org.in/blog/india-s-challenges-in-waste-management-56753>

Mearns, R. and A. Norton. 2010. Equity and vulnerability in a warming world: Introduction and overview. In R. Mearns and A. Norton (eds.) Social Dimensions of Climate Change: Equity and vulnerability in a warming world (Washington, D.C.: World Bank), pp. 1-44.

Mehta, L (2011) The Social Construction of Scarcity: The Case of Water in Western India, Peet R, Robbins, P and Watts, M (eds.) Global Political Ecology, London: Routledge, p. 371- 385.

Moore, S.A (2011) Global Garbage: Waste, Trash Trading and Local Garbage Politics, in Peet R, Robbins, P and Watts, M (eds.) Global Political Ecology, London: Routledge, p.

Nayak, P.K. and F. Berkes (2010) Whose marginalization? Politics around environmental injustices in India's Chilika Lagoon. Local Environment 15: 553-567.

Sachs, W (1999a) Environment and Development: The Story of a Dangerous Liaison in Planet Dialectics: Explorations in Environment and Development, London, Zed Books, p.

Satterthwaite, D (2003) The Links between Poverty and the Environment in Urban Areas of Africa, Asia and Latin America, Rethinking Sustainable Development, The Annals of the American Academy of Political and Social Science, 590, p. 73 - 92.

Shiva, V (1988) Staying Alive: Women, Ecology and Survival in India, New Delhi, Kali for Women.

BSFW157 : Field Work

Name of the Programme	Bachelor of Social Work
Course Title	Field work
Course Code	BSFW157
Semester	II
Credits	6

Statement of Purpose:

To introduce Bachelor of Social Work students to social work as a praxis in understanding people's distinct contextual realities, infuse social work values of social justice, care, human rights, collective responsibility, and respect for diversity, and deepen their knowledge and skills to address challenges for the wellbeing of people and communities.

Overall Objective:

Social Work being a practice-based profession and an academic discipline. The fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. Social work education will enable students to critically analyse the interconnectedness of historical, socio-economic, and political factors contributing to human wellbeing and development. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the spirit of service, ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship.

Programme Goals:

- To develop social work-based perspectives on realities related to identities, contexts, social structures, and development.
- To train students to engage with people on issues of marginalization and vulnerabilities.
- To develop the skills of working with the lens of intersectionality.
- To learn to practice within the ethical value framework of social work.
- To conceptualise, analyse and build knowledge from field work practice.
- To educate students to be a professional social worker.

Semester I and II – Certificate level

***Learner Objectives and outcomes are given year-wise while the content and method are semester wise**

Learner Objectives	Semester wise content	Method	Learner Outcome
To prepare students for engaging with self and personal values, motivation, attitudes, biases, emotions, and developing basic social work skills. To enable students to understand different contexts and sites of social work practices. To enable students to be conscious of contextual realities and reflect upon vulnerabilities as they exist in urban and rural communities. To develop interest, curiosity and enable joyful learning of social work. <i>Questions to addressed in the first year.</i> <i>What is social work?</i> <i>Who is a social worker?</i> <i>What do social workers do?</i> <i>Why social work?</i>	I sem: Critical reflections of self / Being conscious and aware Understanding the surrounding, discussing and being aware of the environment around them - The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So there will be group conferences to encourage learning through discussion. - Introduction to social work - Identities – Vulnerable population II semester content– Understanding approaches/issues/modes. - The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So, there will be group conferences to encourage learning through discussion. - Governance - Village life- Vulnerabilities - Issue based work.	Methods- Simulation- Group Labs, Alumni exposure, digital organisational visits, Calling experts and inspirational people. Experiential: Organisational visits, transect walk, visit to market, stations, dharavi, vulnerable groups (observation homes, beggars home, child aid society), informal sectors, people in custodial care. Simulation- skill lab for field work-labs with a focus on awareness of self, engaging with a group, and learning the practice of at least 4 basic social work skills- observation, listening, empathy, establishing rapport and trust. Experiential- rural camp and practicum (through FAP (IRHDP, DISHA, Meljol and places close to Mumbai Thane)-women, artisans, different settings.	Student will have developed a consciousness about self and social work. The student will demonstrate an understanding of the nature, reach and scope of social work practice. Student will develop an understanding of practice of social work values. The student would have gained the skill of effectively and respectfully working with groups and team members.
		Seminar after rural practicum	

Assessment:

It will be at every level- certificate, diploma, degree, and honours level (Only VII)

Process evaluation

Level	Nature of assessment	Areas of assessment	Assessment type
Certificate level	Group assessment and Individual assessment	Understanding of self, professional behaviour, understanding of social work values, engagement with team/group members, use of supervision	Group presentation, Group report, individual report, seminar presentation, evaluation form

Semester-wise list of courses

Semester	Course Category	Course Code	Course Title	Credits
III	Core	BSMJ201	Social Group Work	2
	Core	BSMJ 202	Community Organization	2
	Core	BSMJ 203	Understanding of Self and Society	2
	Multidisciplinary	BSOE204	Introduction to Basic Mathematics	2
	Multidisciplinary	BSOE 205	Introduction to Political Systems	2
	Ability Enhancement Courses	BSAE206	Academic Writing	2
	Ability Enhancement Courses	BSAE 207	Universal and Secular Ethics	2
	Skill Enhancement Courses	BSSE208	Introduction to Human-Centered Development	2
	Core	BSFW209	Field Work	6
		Total		22

BSMJ 201: Social Group Work

Name of the Programme	Master of Social Work
Semester	III
Course Code	BSMJ 201
Course Title	Social Group Work
Credits	2

Introduction

Group work is an important primary method of social work. Problem solving is the main purpose of social work. Group work is considered as a subject in the social work curriculum. Also, group work is necessary in field work. This curriculum covers the concept, scope, characteristics, history of past work, values, principles of group work.

Course Description/Rationale:

Social work with groups is a method of practice in which group experience is used to influence individual well-being and as a mutual support system to facilitate mutual aid among diverse stakeholders. The paper aims to equip the students with the values, principles, knowledge and techniques to work with individuals in a group setting to develop positive interpersonal relationships, impart skills that will help students to enable individuals to enhance societal functioning and find effective forms of expression to influence large social systems.

This course help understanding of the dimensions of group process and groupwork practice which is a importance aspect of social work practice. This course is developing the knowledge of skills, techniques to the student in field work practice.

Course Objectives:

- To develop an understanding of group work as a method of professional social work
- To provide an insight into various dimensions of group processes and group work practice
- To develop skills and competencies for working with groups in diverse settings.
- To develop an understanding of group work as a method of professional social work
- To provide an insight into various dimensions of group processes and group work practice
- To develop the knowledge of skills, techniques and competencies for working with groups in diverse settings.

Learning Outcomes:

- Understand group as a dynamic social unit and a resource for intervention
- Develop practical understanding of application of the group work method in various
- practice settings

- An understanding of various theoretical frameworks and their applications for group work practice
- Develop and strengthen professional skills for effective group work practice

Detailed Course Contents

<i>Unit</i>	<i>Content</i>	<i>No of Hours</i>
1.	Introduction to Social Groups as a Method • Definitions, characteristics, significance of social Group in Society • History and evolution of group work method in international context • History and evolution of group work method in Indian context	
2.	1. Group work: definition, characteristics, goals, values, principles 2. Types of Groups in group work (Treatment groups, Therapeutic groups, Remedial Groups, Resocialization groups, Educational groups, task groups, teams, Committees and social action groups Developmental groups, Support Groups, Community based organization (CBOs), Civil Society Organization, Action groups and scope of in the fields 3. Models for group work practice (Remedial, Reciprocal, Social goal, Mutual Support and Self-help)	
3.	Skills Tools and Techniques of Social Group Work 1. Skills in Group Work: Facilitation, Analytical thinking, leadership building and recording in groupwork 2. Tools of group work : conflict resolution, relationship, communication, use of environment & Techniques of Group Work : Group counselling, Group Discussion, decision making and program media 3. Programme planning: Program - concept, significance, planning, monitoring and evaluation	
3.	1. Stages of group work and group development • Pregroup phase & Initial phase of group development – concept, characteristics, roles, responsibilities • Middle phase of group development – concept, characteristics, roles, responsibilities • Termination phase - concept, characteristics, roles, responsibilities	
4.	Group work in social work practice 1. health, child development, women development, family welfare, industrial, difficult circumstances, differently abled, elderly, communities – urban, rural, tribal, 2.	

5.	Group Behavior and Group dynamics • Communication: Interaction pattern in group processes (Johari Window, Decision making in groups, group dynamics and conflict management, leadership styles, functional and dysfunctional role of members • Evaluation - concept, significance, types, methods, content of evaluation • recording - importance, principles, structure, techniques and strategies for intervention	
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Bibliography: Working with Groups Recommended Reading:

- Bhatt R.M. (1960) Records of Group Work Practice in India, Baroda University: Baroda
- Davies Barhard (1975) The Use of Groups in Social Work Practice, USA: Routledge & Kegan Paul Ltd. 3. Delhi
- School of Social Work (1958) Field Work Records in Group Work and Community organization, London: Tavistock Publication
- Doel, Mark & Sawda, Catherine (2003) The Essentials of Group Worker, London: Jessica Kingsley Pub.
- Douglas, Tom (1976): Group Process in Social Work - a Theoretical Synthesis, New York: John Wiley & Sons
- Douglas Tom (1978) Basic Group Work, London: Tavistock Publication
- Klein Josphine (1967) The Study of Groups, London: Routledge and Kegan Paul Ltd.
- Konopka Gisela (1954) Group Work in Institution, New York: Associate Press
- Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey: Prentice Hall 10. Northen,
- Helen (1969) Social Work with Groups, New York: Columbia University Press
- Northen, Helene, Roberts (1976) Theory of Social Work with Groups, New York: Columbia University Press
- Phillips, Helen (1962) Essentials of Social Group Work Skills, New York: Associate Press
- Reid E. Kenneth (1996) Social Work Practice with Groups - A Clinical Perspective, USA: Brook/Cole Publishing Company
- Ryland and Wilson (1949) Social Group Work Practice, USA: Houghton Mifflin Co.
- Siddiqui H.Y.(2021) Group Work theories and Practices. Rawat Publication, New Dehli
- Shrivastava Alka(2004) Self Help Groups and Civil Society,: A Preliminary study, Indian Social Institute, New Delhi
- Trecker, Harleigh (1955) Group Work-Foundations & Frontiers, New York: Whiteside & William Marrow & Co.
- Trecker, Harleigh (1970) Social Group Work-Principles and Practices, New York: Associate Press
- General Readings:
- Bhattacharya, Sanjay Social Work an Integrated Approach, New Delhi : Deep & Deep Publications Pvt. Ltd.
- Berne, Eric (1966) Principles of Group Treatment, New York:Gnve Press
- Bradford (Ed.) (1964) T Group Theory & Laboratory Method, New York : John Wiley & Sons
- Cartwright, Dorwin & Zandev, Alvin (1968) Group Dynamics, Research and Theory, London : Tavistock Publications
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- Garland, J.A. Group Work Reaching out, People places and Power
- Gravin, Charles D (1981) Contemporary Group Work, New Jersey : Prentice-Hard-ING
- Gravin, Charles D., Lorriae M. Gulier (Ed.) (2007) A Hand Book of Social Work with Groups, Rawat Publication

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- Jha, Jainendra Kumar :Encyclopaedia of Social Work, New Delhi : Anmol Publications Pvt. Ltd.
- Shaw, Marllin E. (2nd Ed.) Group Dynamics, New Delhi : Tata – McGraw Hill Publishing
- Wilson, Gertrude & Ryland, Gladys (1949) Social Group Work Practice, Houghton Mifflin Company
- ignou the people university indira Gandhi national open university school of social work, MSW-008 social group work-working with groups
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- Middleman, R.R. The Non-Verbal Method in Working with Groups.
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- Handbook of social work with a group edited by Charles D. Garvin, Lorraine M. Gutierrez Maeda J. Galinsky, The Guilford Press, New York London

BSMJ 202 : Community Organization

Course	Name of the Programme	Bachelor of Social Work
	Semester	III
	Course Code	BSMJ 202
	Course Title	Community Organization
	Credits	02

Description/Rationale:

This course, **Community Organization**, equips learners with understanding of community organization as a method of social work. It endeavors to enable the learners to acknowledge the significance of the community as a context as also an important means for social transformation and change. This course explains them the distinctions of the "community" in which they are required to work, as also the concept, value base, theories, approaches, models and skills associated with this integral macro practice domain.

Course Objectives:

- Develop an understanding of community organization as a method of social work.
- Develop capacity to understand the different aspects of community in the context of community organization.
- Enhance understanding of models, strategies and process involved in working with communities.

Course Outcome:

At the end of the program the student will know or be

- Able to understand the fundamental concepts and components of community, community organization and social action
2. Able to understand the models of community organization and social action
 3. Able to understand the relationship of community organization with other methods of social work

Course Contents:

Sr. No.	Content
Unit 1	Understanding Community
	• Concept of community: Meaning, definitions and elements • Types of community: Urban, rural, tribal, virtual and functional communities • Community power structure • Functions of the community
Unit 2	Introducing Community Organization Practice
	• Concept of community organization: Nature, evolution and characteristics

	- Principles of community organization - People's participation: Rationale, types and methods - Community organization and community development
Unit 3	Processes of Community Organization Practice
	- Steps of Community Organization - Models: Locality Development, Social Planning and Social Action - Approaches: Welfarist, Social Development and Empowerment - Role of community organizer
Unit 4	Tools for Community Organization Practice
	- Community mapping (Intersections like religion, caste, gender & ablsrn) - Resource mapping - Participatory Rural Appraisal (PRA) - Skills required for community organization practice

Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation, Role play, Critical and reflective thinking.

References:

- Dunham, A. (1962). Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
- Gangrade, K.D. (1971). Community Organization in India. Mumbai: Popular Prakashan.
- Gangrade, K.D. (2001). Working with community at the grassroots level: Strategies and programmes. New Delhi: Radha Publications.
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- Lee, J. (2001). The Empowerment Approach to Social Work Practice: Building the Beloved Community. New York: Columbia Press.
- Siddiqui, H.Y. (1997). Community Organization in India. New Delhi:
- Harnam Somerville P. (2016). Understanding community: Politics, policy and practice (2nd edition). Bristol: Polity Press and Social Policy Association

Additional Readings:

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- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Sage Publication.
- Raju, M. L. (2012). Community Organization and Social Action: Social Work Methods and Practices. New Delhi: Regal Publications.
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- Weil, M. (2005). Handbook of Community Practice. London: Sage..

BSMJ 203 :Understanding Self and Society

Name of the Programme	Bachelor of social Work
Semester	III
Course Code	BSMJ 203
Course Title	Understanding Self and Society
Credits	02

Course Description/Rationale:

This course explores how personal identity, self-awareness, and values are shaped through social, cultural, and institutional contexts. Students reflect on the self as both an individual and a social being, using theoretical frameworks and practical social work applications. Emphasis is placed on reflective skills, communication, ethics, and professional self-use in social work practice. Integrating both theory and experiential learning, the course supports students' growth as effective, ethical, and self-aware practitioners.

Course Objectives

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

1. Analyze models of self-awareness and foundational social work theories in relation to the self and society.
2. Practice reflective self-assessment and apply these insights responsibly in social work settings.
3. Explore communication styles, interpersonal dynamics, and how they influence professional relationships.
4. Understand the role of values, ethics, and cultural norms in shaping personal and professional identity.
5. Integrate self-awareness with social context to enhance professional conduct and advocacy.

Learning Outcomes:

1. Demonstrate self-awareness of personal biases, values, and emotional responses, and understand how these influence interactions with diverse individuals and communities.
2. Apply reflective practice to continually engage in lifelong learning and personal growth within professional roles and social contexts.
3. Analyze how cultural, societal, and structural factors (like oppression, privilege, and power dynamics) shape personal identity and professional perspective.
4. Integrate awareness of self with knowledge of systems, institutions, and social welfare, fostering socially just and humanistic interventions.
5. Use insight into the interplay of self and society to inform ethical, empathetic, and professionally appropriate social work interventions.

Unit	Content
Unit 1	Concept of Self
	1. Definition and dimensions of self: physical, psychological, social 2. Self-concept, self-esteem, and self-efficacy 3. Factors influencing self: family, culture, environment, experiences 4. Emotional intelligence and personal growth 5. Personal and Professional Self
Unit 2	Self and Personality

	1. Self as a Human Resource 2. Self in relation to Social Identities 3. Self (Person) as a part of the Nature 4. Self in relation to profession 5. Self – development through self - Learning (Self Knowledge)
Unit 3	Theoretical Foundations of Self
	1. Cultural and Disciplinary Perspectives on the Self - East vs. West views, Disciplinary insights (philosophy, psychology, anthropology) 2. Different Aspects of Self: Self-Esteem, Self-Efficacy, Self-Regulation 3. Applied Self: Learning & Well-being- - Self-regulated learning, stress management, goal-setting 4. Integration & Reflection- - Student understanding and presentations on “self in society” 5. Final integrative reflection
Unit 4	Interrelationship between Self and Society
	1. Self-Awareness Models [Discuss self-awareness, self-management, values, and emotional intelligence. Group role-plays.] 2. Communication & Interpersonal Styles [Examine communication styles, active listening. Peer-led exercises and feedback.] 3. Societal & Cultural Self [How culture, norms, and social institutions influence identity. Discussion and comparative reflection.] 4. Ethics, Boundaries & Professionalism [Explore professional boundaries, ethical dilemmas, and personal values. Case scenarios.] 5. Influence of peers, media, and social networks
Unit 5	Application to Social Work Practice
	1. Self-awareness in social work practice 2. Empathy, active listening, and interpersonal communication skills 3. Case studies, client assessment, and documentation 4. Community engagement, advocacy, and promoting social change 5. Ethical considerations and professional boundaries

References

1. Mead, G. H. (1934). *Mind, self, and society from the standpoint of a social behaviorist* (C. W. Morris, Ed.). University of Chicago Press.
2. Mills, C. W. (1959). *The Sociological Imagination*. Oxford University Press.
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4. Cooley, C. H. (1902). *Human Nature and the Social Order*. Charles Scribner's Sons.
5. Burkitt, I. (2008). *Social Selves: Theories of Self and Society* (2nd ed.). SAGE Publications Ltd.

6. Chalar, A. (2017). *The Sociology of the Individual: Relating Self and Society*. SAGE Publications Ltd.
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8. **Meltzoff, A. N.** (1990). Foundations for developing a concept of self: The role of imitation in relating self to other and the value of social mirroring, social modeling, and self-practice in infancy. In D. Cicchetti & M. Beeghly (Eds.), *The self in transition: Infancy to childhood* (pp. 139–164). University of Chicago Press.
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15. Khwaja, Ali Ed. (2000) *Booklets on Counseling*, Bangalore : Banjara Academy Ltd.
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17. Muriel, James, Dorothy Jungeward (1978) *Born to win*, New York : New American Lib.
18. Neil Thompson (2002) (2nd Edition) *People Skills*, New York : Palgrave Mcmillan
19. Nigel, Machennan (1997) *Handbook of Coaching Mentoring*, Mumbai : Jayco Publishing House
20. Patil, Jayant (2002) *Mind, Body and Soul Management Handbook*, 21st Century Life style,
21. Philip Priestley, James McGuire (1983) *Learning to Help*, London : Tavistock Publication
22. Philip, Seed and Lloyd, Greg (1997) *Quality of Life*, London : Nessica Kingsley Publishers
23. *Rapidex-Self Letter Drafting Course, Instant Letter Producer* (1998) Delhi : Pustak Mahal.
24. Reamer & Fredric (2005) *Social Work Values and Ethics*, New Delhi : Rawat Publication
25. Sanghi, Seema (2004) *The Handbook of Competency Mapping*, Response Books, New Delhi : Sage Publication.
26. Sanghi, Seema (2006) *Towards Personal Excellence*, New Delhi : Sage Publication
27. Thill, John Bovie, Courtland (1993 2nd Ed.): *Excellence in Business Communication*, New York McCraw Hill Inc.

BSOE 204: Introduction to Basic Mathematics

Name of the Programme	Bachelor of Social Work
Semester	III
Course Code	BSOE 204
Course Title	Introduction to Basic Mathematics
Credits	02

Course Description/Rationale:

This course, **Introduction to Basic Mathematics**, equips learners with a solid understanding of fundamental statistical concepts and methods, enabling them to analyze and interpret data effectively. Through a balanced combination of descriptive and inferential techniques, students will learn to summarize data, estimate population parameters, test hypotheses, and model relationships.

Course Objectives:

1. Understand basic arithmetic operations and its application
2. Understand basics of statistics and its application
3. Summarize, visualize, interpret data and draw conclusion

Learning Outcomes:

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

1. Summarize and Visualize Data Accurately
2. Apply Inferential Methods to Draw Conclusions
3. Prepare report on given data with statistical applications

Sr. No.	Content
Unit 1	Basics of Mathematics and Statistics
	1. Basic arithmetic operations: Addition, Subtraction, Multiplication, and Division 2. Statistics- A branch of mathematics 3. Statistics- Meaning, definition and concept 4. Types of Statistics- Descriptive and Inferential 5. Use and application of statistics in daily life and research
Unit 2	Descriptive Statistics
	1. Descriptive Statistics- Meaning, definition and concept 2. Characteristics of Descriptive Statistics 3. Central Tendency- Meaning, definition and concept 4. Measures of Central Tendency- Mean, Median and Mode 5. Use of Central Tendency Measures in research
Unit 3	Inferential Statistics
	1. Inferential Statistics- Meaning, definition and concept 2. Characteristics of Inferential Statistics 3. Measurement Scale- Meaning and Concept 4. Types of Measurement Scale- Nominal, Ordinal, Interval and Ratio (NOIR) 5. Use of Inferential Statistics in research

Method of Teaching:

Class room teaching with student participatory learning can begin with **real-life data** to illustrate statistical concepts, making learning relatable and engaging. Make use of **active learning strategies** like problem-based learning and flipped classrooms to encourage student participation and critical thinking. Develop **visual aids and technology**—such as graphs, charts, and statistical software—to improve understanding and retention. Incorporate **collaborative learning**

through group discussions and projects to encourage peer-to-peer learning and communication skills. Provide **continuous formative assessments**, including quizzes and reflections, to monitor progress and address misconceptions promptly.

Core Readings:

- Agresti, A., & Hichcock, D. B. (2005). Bayesian inference for categorical data analysis. *Statistical Methods & Applications*, 14(3), 298.
- Anderson, D. R., Sweeney, D. J., & Williams, T. A. (1994). Introduction to statistics: Concepts and applications (pp. 5–9). West Group.
- Andersson, M. (1994). Sexual selection. Princeton University Press.
- Andersson, M., & Simmons, L. W. (2006). Sexual selection and mate choice. *Trends in Ecology and Evolution*, 21, 296–302.
- Bernoulli, J. (2006) [1713]. The art of conjecturing, together with letter to a friend on sets in court tennis (E. D. Sylla, Trans.). Johns Hopkins University Press.
- Box, J. F. (1980). R. A. Fisher and the design of experiments, 1922–1926. *The American Statistician*, 34(1), 1–8.
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- Chance, B. L., & Rossman, A. J. (2005). Investigating statistical concepts, applications, and methods (Preface). Duxbury Press.
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- Cohen, J. (1994). The earth is round ($p < .05$). YourStatsGuru.com.
- Dodge, Y. (2003). The Oxford dictionary of statistical terms. Oxford University Press.
- Edwards, A. W. F. (1998). Natural selection and the sex ratio: Fisher's sources. *American Naturalist*, 151(6), 564–569.
- Edwards, A. W. F. (2000). Perspectives: Anecdotal, historical and critical commentaries on genetics. *Genetics*, 154, 1419–1426.
- Everitt, B. (1998). The Cambridge dictionary of statistics. Cambridge University Press.
- Fisher, R. A. (1915). The evolution of sexual preference. *Eugenics Review*, 7, 184–192.
- Fisher, R. A. (1999) [1930]. The genetical theory of natural selection. Oxford University Press.
- Franklin, J. (2002). The science of conjecture. Taylor & Francis.
- Freedman, D. A. (2005). Statistical models: Theory and practice. Cambridge

University Press.

- **Gaherao, Y. B.** (2018). *Applied Statistics (Marathi)*. Goel Prakashan.
- Galton, F. (1877). Typical laws of heredity. *Nature*, 15(388), 492–553.
- Gayon, J. (2010). Sexual selection: Another Darwinian process. *Comptes Rendus Biologies*, 333, 134–144.
- **Godbole, A., & Dharmadhikari, A.** (2021). *Statistics (बबबबबबबबबबबब)*. BookGanga Publications.
- **Gotsurve, V.** (2021). *Mathematics & Statistics Part II (Arts & Science)*. Reliable Publications.
- Grattan-Guinness, I. (Ed.). (2005). *Landmark writings in western mathematics 1640–1940*. Elsevier.
- Hand, D. (2004). *Measurement theory and practice: The world through quantification*. Arnold.
- Hand, D. (2010). Statistics: An overview. In M. Lovric (Ed.), *International encyclopedia of statistical science* (pp. 1504–1509). Springer.
- Hays, W. L. (1973). *Statistics for the social sciences*. Holt, Rinehart and Winston.
- Higham, N. J. (1998). Aids and resources for writing and research. In *Handbook of writing for the mathematical sciences* (p. 214). SIAM.
- Ioannidis, J. P. A. (2005). Why most published research findings are false. *PLoS Medicine*, 2(8), e124.
- Lim, M. (2021). Gauss, least squares, and the missing planet. *Actuaries Digital*.
- Lund Research Ltd. (n.d.). *Descriptive and inferential statistics*. Statistics Laerd.
- **Maharashtra State Bureau of Textbook Production and Curriculum Research.** (2019). *Mathematics and Statistics (Commerce) Part II* [PDF]. Retrieved from <https://cdn1.byjus.com/wp-content/uploads/2021/08/MSBSHSE-Class-11-Maths-and-Statistics-Textbook-Part-2-For-Commerce-2021-22English.pdf>
- Mann, P. S. (1995). *Introductory statistics* (2nd ed.). Wiley.
- McCarney, R., Warner, J., Iliffe, S., van Haselen, R., Griffin, M., & Fisher, P. (2007). The Hawthorne effect: A randomized, controlled trial. *BMC Medical Research Methodology*, 7(30).
- Moore, D. (1992). Teaching statistics as a respectable subject. In F. Gordon & S. Gordon (Eds.), *Statistics for the twenty-first century* (pp. 14–25). Mathematical Association of America.
- Moses, L. E. (1986). *Think and explain with statistics*. Addison-Wesley.
- Mosteller, F., & Tukey, J. W. (1977). *Data analysis and regression*. Addison-Wesley.
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- Nelder, J. A. (1990). The knowledge needed to computerise the analysis and interpretation of statistical information. In *Expert systems and artificial intelligence: The need for information about data* (pp. 23–27). Library Association Report.
- Nelder, J. A. (1999). From statistics to statistical science. *Journal of the Royal Statistical Society, Series D (The Statistician)*, 48(2), 257–269.

- Neyman, J. (1934). On the two different aspects of the representative method: The method of stratified sampling and the method of purposive selection. *Journal of the Royal Statistical Society*, 97(4), 557–625.
- **Nikam, A., Jagtap, A., Kakade, R., & Gurav, R.** (2018). *Elements of Statistics (Sem II)*. Diamond Publications.
- Nikolettseas, M. M. (2014). Statistics: Concepts and examples.
- Ostasiewicz, W. (2014). The emergence of statistical science. *Śląski Przegląd Statystyczny*, 12(18), 76–77.
- Pekoz, E. (2009). The manager's guide to statistics.
- Rodas, T. (2010). Probability theory: An outline. In M. Lovric (Ed.), *International encyclopedia of statistical science* (pp. 1123–1126). Springer.
- Romijn, J.-W. (2014). Philosophy of statistics. *Stanford Encyclopedia of Philosophy*.
- Rubin, D. B., & Little, R. J. A. (2002). *Statistical analysis with missing data*. Wiley.
- Sharpe, N. (2014). *Business statistics*. Pearson.
- Sheynin, O. (2010). Statistics, history of. In M. Lovric (Ed.), *International encyclopedia of statistical science* (pp. 1493–1504). Springer.
- Stigler, S. M. (1989). Francis Galton's account of the invention of correlation. *Statistical Science*, 4(2), 73–79.
- Tanton, J. (2005). Statistics. In *Encyclopedia of mathematics* (pp. 478–484). Facts On File.
- Upton, G., & Cook, I. (2008). *Oxford dictionary of statistics*. Oxford University Press.
- van den Berg, G. (1991). *Choosing an analysis method*. DSWO Press.
- Walker, H. M. (1975). *Studies in the history of statistical method*. Arno.
- Williams, D. (2001). Preface. In *Weighing the odds: A course in probability and statistics* (pp. xi–xvii). Cambridge University Press.
- Yates, F. (1964). Sir Ronald Fisher and the design of experiments. *Biometrics*, 20(2), 307–321.

BSOE 205 Introduction to Political system

Name of the Programme	Master of Social Work
Semester	III
Course Code	BSOE 205
Course Title	Introduction to Political system
Credits	2

Introduction

The course is designed to develop better understanding among the social work students regarding basics concepts of political System. The course will lead the critical analytical thinking among students on different situation at grassroots level. This course will also help understand the decision-making process and power

Course Description/Rationale:

Course Objectives:

1. To understand the political system in world
2. To understand the Political systems and its impact
3. To understand the power structure, power
4. To Understand Indian political system.

Learning Outcomes:

- Students will develop comprehensive understanding of application of concepts of political System in the world
- Students will able to develop sensitivity towards social issues
- Students will develop some insights to understand the political situations

Detailed Course Contents

<i>Unit</i>	<i>Content</i>	<i>No of Hours</i>
1.	Understanding Political system in the world 1. Understanding International politics and International Relations: Concept, definition and Scope of International politics 2. History and Origin and Major features of International Politics	

	3. Concept and Definition of the power in International Politics 4. Types of Power in world 5. Importance of Power in International Politics	
2.	Political systems and impact Types of Political System in the world: 1. Democracy: totalitarianism, dictatorship, theocracy and monarchy 2. Impact of the political system on the worldeconomy (poverty, Unemployment 3. Social issues and world political system 4. Concept, definition and role of president 5. Power and functions of president in India	
3.	Indian political system 1. Parliament concept, definition, composition of Parliaments 2. Parliament-Composition, Power and Functions (Legislative, finance, Electoral, 3. organs of Parliament: Rajya Sabha (the council of states), Lok Sabha (the house of the people), 4. Prime Minister- Power and Functions (In relation to Ministerial Council, in relation to president, regarding the parliament, other power and functions). 5. local political system and Impact on Gram Sabha	

Pedagogy: Lectures, presentations, collaborative learning, film screening, group discussion, Role play, library assignments

Bibliography: Working with Groups Recommended Reading:

1) Indian Constitution

2) Johari J.C: Select World constitution: Lotus Press

3) Kashyap Subhash: Our Constitution 2015, Our Parliament, Our Political System 2013

4) Basu D.D: Introduction to the Constitution of India: Lexis Nexis Publisher: 26th Edition, 2022

5) Khanna H R: Making of India's Constitution: Eastern Book Company: Second Edition 2008

6) Agraval P k & Chaturvedi K N : Constitution of India : Prabhat Prakashan New Delhi 2022

7) B. Shiva Rao: The Framing of India's Constitution: Law & Justice Publishing Co. Reprint Edition 2021

8) Samaraditya Pal: Lexis Nexis's India's Constitution –Origins and Evolution (Constituent Assembly Debates, Lok Sabha Debates on Constitutional Amendments and Supreme Court Judgments: Lexis Nexis Publishers 1st Edition 2019.

1. <https://www.drishtiias.com/printpdf/parliament-part-i>

Journals

1. Monthly commentary Indian Institute of public opinion, New Delhi.
2. Economic and Political weekly. EPW Research Foundations, Mumbai.
3. Journal of Indian School of Political Economy: Indian school of political economic Pune.

BSAE 206 : Academic Writing

Name of the Programme	Bachelor of Social Work
Semester	III
Course Code	BSAE 206
Course Title	Academic Writing
Credits	02

Course Description/Rationale:

This course provides BSW students with a comprehensive introduction to academic writing. It emphasizes the relevance of writing skills in social work practice and professional communication. Students learn to communicate ideas effectively and present arguments clearly and coherently. The course develops skills in critically evaluating information and integrating evidence from diverse sources. Students explore key principles of academic writing, including clarity, coherence, and cohesion. Writing is tailored for different audiences, purposes, and social work contexts. Ethical considerations, such as proper citation, referencing, and avoiding plagiarism, are emphasized. Students engage in practical exercises, including essays, case studies, research reports, and reflective journals. The course fosters critical thinking and reflective skills essential for social work practice. By the end, students can produce well-organized, evidence-based, and ethically sound written work.

Course Objectives:

- Understand the principles of academic writing and its relevance in social work.
- Develop clear, concise, and well-structured written work.
- Apply critical thinking and evidence-based approaches in writing.
- Follow academic conventions, including referencing and avoiding plagiarism.

Learning Outcomes:

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

- Write clear, coherent, and well-structured academic and professional documents relevant to social work.
- Critically evaluate information and integrate evidence from diverse sources in written work.
- Apply ethical writing practices, including proper citation and avoidance of plagiarism.

Sr. No.	Content
Unit 1	Foundations of Academic Writing
	• Definition and purpose of academic writing • Types of academic writing: essays, reports, research papers, reflective journals • Understanding audience and purpose • Writing process: brainstorming, outlining, drafting, revising • Clarity, coherence, and cohesion in writing
Unit 2	Academic Writing Skills
	1. Sentence and paragraph structure 2. Writing introductions, body, and conclusions 3. Using evidence: citing and referencing (APA style recommended) 4. Avoiding plagiarism 5. Writing critically and analytically 6. Language and style in academic writing
Unit 3	Academic Writing in Social Work
	1. Writing research proposals and reports

	2. Writing case studies and reflective journals 3. Policy briefs and practice notes 4. Writing literature reviews 5. Ethical considerations in writing and reporting
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Method of Teaching:

Class room teaching with participatory learning begin by introducing students to the fundamentals of academic writing, emphasizing clarity, structure, and the importance of referencing credible sources. Incorporate active learning strategies such as peer reviews and collaborative writing exercises to enhance critical thinking and writing skills. Utilize real-world social work scenarios and case studies to make writing assignments relevant and practical. Encourage reflective writing to foster self-awareness and personal growth in students' writing journeys. Provide continuous feedback and opportunities for revision to promote mastery and confidence in academic writing.

Core Readings:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- **Ankush, N.** (2019). Rajhans Publication.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.
- Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
- Cottrell, S. (2017). *The study skills handbook* (5th ed.). Palgrave.
- **Gavaskar, M.** (2010). Social science writing in Marathi. *Economic and Political Weekly*, 45(36), 22-25.
- Gibbs, G. (2018). *Learning by doing: A guide to teaching and learning methods*. Oxford Brookes University.
- Hart, C. (2018). *Doing a literature review: Releasing the research imagination* (2nd ed.). SAGE Publications.
- **Khodewad, D.** (2023). Vidya Books.
- Krathwohl, D. R. (2009). *Methods of educational and social science research: The logic of methods* (3rd ed.). Waveland Press.
- Lipson, C. (2018). *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success* (4th ed.). University of Chicago Press.
- Murray, R. (2013). *Writing for academic journals* (3rd ed.). Open University Press.
- Oshima, A., & Hogue, A. (2006). *Writing academic English* (4th ed.). Pearson Longman.
- Paltridge, B., & Starfield, S. (2019). *Academic writing for graduate students* (3rd ed.). University of Michigan Press.
- Wallwork, A. (2016). *English for writing research papers* (2nd ed.). Springer.
- Weissberg, R., & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English*. Prentice Hall.
- Wyrick, J. (2018). *Steps to writing well with additional readings* (12th ed.). Cengage Learning.

BSAE 207 Universal and Secular Ethics

Name of the Programme	Bachelor of Social Work
Semester	III
Corse Code	BSAE 207
Course Title	Universal and Secular Ethics
Credits	2

Introduction

The course “Universal and Secular Ethics” aims to provide students with a strong ethical foundation for social work practice. It introduces the concept of professionalism, universal ethical principles, and secular values necessary for working in a pluralistic society. The course emphasizes ethical decision-making frameworks, professional codes of conduct, and strategies to handle ethical dilemmas. It prepares students to integrate ethical thinking into social work practice while promoting social justice, human rights, and equality.

Course Learning Objectives

1. To develop an understanding of professionalism and its attributes in the social work profession.
2. To explain universal and secular ethical principles and their relevance to social work practice.
3. To analyze and apply ethical decision-making models in professional contexts.
4. To understand professional codes of ethics at global and Indian levels.
5. To prepare students for handling ethical dilemmas and integrating ethics into practice.

Course Outcomes

- After successful completion of the course, students will be able to:
- Explain the modern concept and attributes of a profession and assess the professional status of social work.
- Describe universal and secular ethics and their importance in social work practice.
- Apply ethical decision-making models like Reamer’s and Lowenberg & Dolgoff’s frameworks in practical situations.
- Identify and address ethical dilemmas in social work practice.
- Demonstrate knowledge of global and Indian professional codes of ethics

Brief Description

The course provides an overview of professionalism in social work, universal and secular ethical principles, and the application of ethics in diverse practice settings. It introduces major ethical decision-making models, professional codes of conduct, and strategies for integrating ethics into practice. The course also addresses contemporary ethical issues and challenges in social work, preparing students for professional responsibility and ethical leadership.

Unit wise Distribution of teaching hours

No.	Unit contents	No of Hour s
Unit I Modem Concept of Profession	1. Concept of profession 2. Attributes of a profession 3. Professional status of social work	
Unit II Universal Ethics in Social	1. Meaning and Scope of Universal Ethics in Social Work	

Work Practice	2. Core Universal Ethical Principles 3. Ethical Decision-Making in Practice 4. Challenges in Implementing Universal Ethics	
Unit III Secular Ethics	1. Meaning and Nature of Secular Ethics 2. Principles of Secular Ethics in Social Work 3. Contemporary Issues in Secular Ethics	
Unit IV Ethical Decision-Making and Practice Integration	1. Popular Models in Social Work: a. -Reamer's Ethical Decision-Making Model b. Lowenberg & Dolgoff's Ethical Principles Screen 2. Common Ethical Dilemmas in Social Work Practice 3. Legal and Regulatory Guidelines affecting Ethical Decisions	
Unit V Professional Codes of Ethics in Social Work	Global and Indian perspectives 1. NASW 2. IFSW 3. NAPS WI	

Pedagogy

Lecture-cum-Discussion,, Case Study Analysis ,Role Plays and Simulations. GroupDiscussions, Assignments and Presentations

Mode of Evaluation-Assignment, Written exam, presentation

Reading List

- **Dubois, B., & Miley, K. (1999)***Social Work: An Empowering Profession*. London: Allyn and Bacon.
- **Joseph, J., & Fernandes, G. (2006)***An Enquiry into Ethical Dilemmas in Social Work*. Mumbai: College of Social Work, Nirmala Niketan.
- **Singer, P., & Viens, A. (2003)***Bioethics*. New York: Cambridge University Press.
- **Banks, S. (2012)***Ethics and Values in Social Work*. Palgrave Macmillan.
- **Reamer, F. G. (2018)***Ethics and Risk Management in Social Work*. NASW Press.
- **IFSW & NASW***Code of Ethics for Social Workers*.
- **Sen, A. (2009)***The Idea of Justice*. Penguin Books.

BSSE 208 Introduction to Human Centred Development

Name of the Programme	BSW
Semester	III
Course Code	BSSE 208
Course Title	Introduction to Human Centred Development
Credits	2

Introduction

The course will provide BSW students with the theoretical framework and practical skills to act as facilitators of change, working alongside communities to identify their needs, mobilize their resources, and co-create impactful solutions. By challenging conventional notions of "expertise," this course aims to cultivate social workers who recognize and honor the lived experiences and agency of the people they serve.

Course Learning Objectives

1. Understand Foundational Concepts
2. Analyse Contextual Influences
3. Apply Human-Centered Frameworks
4. Acquire practical skills in participatory and co-creation methods
5. Develop Implementation Strategies

Course Outcomes

1. Evaluate and integrate human development and social work theories to inform their interventions and professional practice
2. Utilize HCD tools and methods to conduct empathetic and holistic assessments
3. Collaborate with stakeholders to design and implement human-centered solutions
4. Advocate for social and economic justice by identifying and challenging systemic barriers, marginalization, and human rights violations
5. Apply participatory monitoring and evaluation techniques to measure the impact of interventions and ensure accountability to the communities served.

Brief Description

This course introduces the foundational principles and methods of Human-Centered Development (HCD), applying them specifically to social work practice. Students will explore ecological and systems perspectives to understand human growth across the lifespan and within its societal context. The curriculum emphasizes collaborative, participatory, and co-creation methods, focusing on the strengths and aspirations of

individuals and communities rather than their deficits or problems. Key themes include the impact of systemic barriers like poverty and marginalization, the importance of human rights and diversity, and the practical application of HCD in areas such as health, disability, and poverty reduction.

Unit wise Description of Teaching Hours

No.	Unit Content/ Description	No. of Hr.
I	Foundational concepts and perspectives • Defining human development: The principles of human growth and development across the lifespan. • Ecological and systems perspectives: Understanding individuals within their environment and the various systems that influence their lives (family, community, society). • Conceptualizing development: Critical analysis of development, including sustainable development, economic development, and social development.	6 Hours
II	Understanding the concept of human-centred development • Human development theories: Study the different stages of the human life cycle, from childhood to old age, covering normal and abnormal psychological and behavioral development. • Bio-psycho-social frameworks: how biological, psychological, and social factors interact to affect an individual's well-being and their relationships with society. • Human-centered design principles: Focusing on people and their contexts to create appropriate solutions. This includes participatory design, where users are involved in the process.	6 Hours

III	Human-centred approaches and social work • Strength-based and empowerment approaches: Focusing on a client's inherent strengths to facilitate change. • Participatory and co-creation methods: Working with people, not just for them,	6 Hours
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	to co-create relevant and impactful solutions. Human-centred development in practice: How practitioners apply this approach in areas such as health, disability, and poverty reduction.	
IV	Contextual influences on development - Impact of deprivation: The effects of deprivation, poverty, and other systemic barriers on human development. - Marginalization and human rights: Exploring the forms and mechanisms of oppression and discrimination and the strategies for advancing social and economic justice. - Gender and diversity: Understanding gender-related questions, diversity, and their impact on people's lives.	6 Hours
V	Strategies for implementation and evaluation - Role of Stakeholders: The importance of collaboration and networking among formal and informal organizations, government bodies, and local groups. - Monitoring and Evaluation: Assessing the impact of development interventions using a participatory framework that involves community members in the evaluation process. - The Future of HCD: Discussing emerging challenges and opportunities, including the impact of globalization, technology, and climate change on human-centered approaches.	6 Hours

Pedagogy-The pedagogy for this course is designed to be highly participatory, experiential, and learner-centered, reflecting the core principles of Human-Centered Development (HCD) itself. It moves away from traditional didactic methods in favor of active, collaborative learning that models the practices and attitudes central to effective social work and community development

Mode of Evaluation – Assignment, Presentation, Written examination

Reading List

1. Anand, S., & Sen, A. (2000). Human development and economic sustainability. *World Development*, 28(12), 2029–2049.
2. Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Life span theory in developmental psychology
3. Berk, L. E. (2007). *Development through the Lifespan*, 4/E. Pearson.
4. Berzin, S. C., & Camarena, H. (2018). *Innovation from within: Redefining how nonprofits solve problems*. Oxford University Press.
5. Boyd, D., & Bee, H. L. (2006). *Development through the Lifespan* (4th ed.). Pearson Education.
6. Cohen, B. J. (2011). Design-based practice: A new perspective for social work. *Social Work*, 16(4), 337–346.
7. Diamond, A. (2009). The interplay of biology and environment in human development.
8. IDEO.org. (n.d.). *The Field Guide to Human-Centered Design*. IDEO.org.
9. LUMA Institute. (2012). *Innovating for people: Handbook of human-centered design methods*. LUMA Institute.
10. McNamee, S., Gergen, M., Camargo-Borges, C., & Rasera, E. (Eds.). (2020). *The Sage handbook of social constructionist practice*. SAGE Publications.
11. Newman, B. M., & Newman, P. R. (2015). *Development Through Life: A Psychosocial Approach*. Cengage Learning.
12. Nussbaum, M. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press.

13. Robeyns, I. (2017). Wellbeing, Freedom and Social Justice: The Capability Approach Re-Examined.
14. Rubin, H. J., & Rubin, I. S. (2008). Community organizing and development. (4th ed.). Pearson.
15. Saleebey, D. (2013). The strengths perspective in social work practice. (6th ed.). Pearson.
16. Stewart, F., Ranis, G., & Samman, E. (2018). Advancing Human Development: Theory and Practice. Oxford University Press.
17. Stewart, F., Ranis, G., & Samman, E. (2018). Advancing Human Development: Theory and Practice. Oxford University Press. (A more recent work on the topic)
18. United Nations Development Programme (UNDP). (Various years). Human Development Report. Oxford University Press.
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BSFW 209 : Field Work

Name of the Programme	Bachelor of Social Work
Course Title	Field work
Course Code	BSFW 209
Semester	III
Credits	6

Statement of Purpose:

To introduce Bachelor of Social Work students to social work as a praxis in understanding people's distinct contextual realities, infuse social work values of social justice, care, human rights, collective responsibility, and respect for diversity, and deepen their knowledge and skills to address challenges for the wellbeing of people and communities.

Overall Objective:

Social Work being a practice-based profession and an academic discipline the fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. Social work education will enable students to critically analyse the interconnectedness of historical, socio-economic, and political factors contributing to human wellbeing and development. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the spirit of service, ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship.

Programme Goals:

1. To develop social work-based perspectives on realities related to identities, contexts, social structures, and development.
2. To train students to engage with people on issues of marginalization and vulnerabilities.
3. To develop the skills of working with the lens of intersectionality.
4. To learn to practice within the ethical value framework of social work.
5. To conceptualize, analyze and build knowledge from fieldwork practice.
6. To educate students to be a professional social worker.

Learner Objectives Semester III and IV <i>*Learner objectives and outcomes are given year-wise while the content and method are semester wise.</i>	Semester wise content	Method	Learner Outcome

1. To work in agencies working in different types of areas of Social Work practice 2. To develop work planning consultation with agency supervisor 3. To develop ability for observation and understanding of social realities <i>Questions to addressed in the second year.</i> <i>What is social work methods?</i> <i>What do social workers do in different settings?</i> <i>What is the role of social worker in</i>	1. Familiarize with agency and develop an agency profile with focus on: 1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies 1.2 Client group/s 1.3 What are the problems being focused 1.4 What are the services being provided 1.5 What is the role of social worker	2. Observe agency functioning 2.1 Practice the methods of working with individual, group and community in the agency 2.2 Practice the Skills in observation, listening, group discussion and report writing. 2.3 Assist the organization wherever desirable in its ongoing interventions and social action. 2.4 Seek guidance from agency supervisor and attend weekly Individual Conference	1. Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them 2. Able to prepare work plan and its execution 3. Able to develop understanding about social realities
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Assessment:

It will be at every level- certificate, diploma, degree, and honors level (Only VII) Process evaluation

Level	Nature of assessment	Areas of assessment	Assessment type
Certificate level	Group assessment and Individual assessment	Understanding of self, professional behaviour, understanding of social work values, engagement with team/group members, use of supervision	Group presentation, Group report, individual report, seminar presentation, evaluation form

Semester wise List of Subjects

IV	Core	BSMJ 251	Social Work Practice with Individuals and Families	2
	Core	BSMJ 252	Legislation for Social Work Practice	2
	Core	BSMJ 253	Human Growth and Development	2
	Minor (Select Any four from the list)	BSMN291	Family Sociology	2
	Minor	BSMN292	Introduction to Tribal Society	2
	Minor	BSMN293	Introduction to Management	2
	Minor	BSMN294	Introduction to Urban and Rural Community Development	2
	Minor	BSMN295	Introduction to Medical and Psychiatric Social Work	2
	Minor	BSMN296	Introduction to Correctional Social Work	2
	Vocational Skill Courses	BSVS271	Participatory Training Methodology	2
	Core	BSFW 254	Field Work	6
		Total		22

BSMJ 251 SOCIAL WORK PRACTICE WITH INDIVIDUAL AND FAMILIES

Course code and name of the course	SOCIAL WORK PRACTICE WITH INDIVIDUAL AND FAMILIES
Sem	IV
program	BSMJ251
credit	02

INTRODUCTION

Course learning Objectives:

1. Understand social casework as a method of social work.
2. Develop abilities to critically analyze problems of individuals& families and factors affecting them.
3. Enhance understanding of the basic concepts, skills, tools, techniques and process.
4. Develop the ability of establishing and sustaining a working relationship with the client.

Learning Outcomes

- 1 learner will understand the basic concept of social case work.
2. Learner will understand the method and process of social case work practice
- 3 Learner will develop the competence and knowledge for work with individuals and families.

Brief Description

The course on introduction to social case work will orient the learners towards the profession of social work. Identifying its origin and historical evolution in International and National context. The course is designed to introduce the basic and fundamental concept of social case work as well as the various social and psychological issues in Indian society .It also helps students to become a professional and understand the social case work principle, values and ethics.

Course Contents

Unit-1: Introduction to Social Case work

- 1.1 Concept of social casework: meaning, scope, nature and objectives
- 1.2 Philosophical assumptions and values of social case work
- 1.3 principles of social casework

Unit-2: History of case work

- 2.1 Historical development of social case work in the U.K and USA.
- 2.2 .Social case work development in India in the Indian context.
- 2.3 .Fields of social case work in india

Unit 3. Understanding Clients

- 3.1 Human needs & problems faced by individuals and families.
- 3.2 individual differences, needs and Coping -Defense mechanisms
- 3.3 Factors impacting personality development of individuals

Unit 4.Tools, Techniques and skills

- 4.1 Worker-client relationship and use of authority
- 4.2. Casework tools: listening, observation, interview , home visits
- 4.3. Skills of casework: communication, resource mobilization, rapport building, networking & referral and casework recording.

Unit 5. Process of Social Casework Practice

- 5.1. Phases of casework process: study, assessment, intervention, termination, follow-up and evaluation
- 5.2.. Casework practice in different settings: family, school, adolescents and youth
- 5.3. Models of social case work

Reading List: Classic Readings:

- 1. Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press.
- 2. Hamilton, G. (2013). Theory and Practice of Social Casework. New Delhi: Rawat Publications.
- 3 .Pearlman, H.H. (1957). Social Casework: A Problem Solving

Process. Chicago: The University of Chicago Press.

4. Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul.
 5. Younghusband, E. (1966). New Development in Casework. London: George Allen and Unwin.
- Compulsory Readings:
6. Siddiqui, H. Y. (2015). Social Work & Human Relations. New Delhi, India: Rawat Publications.
 7. Singh, A.P. & Girotra, T. (2018). Case Records in Social Work. Lucknow, India: Rapid Book Service.
 8. Skidmore, R.A. & Thakary, M.G. (1982). Introduction to Social Work. New Jersey: Prentice Hall.
 9. Timms, N. (1972). Recording in Social Work. London: Routledge and Kegan Paul. Frankel,
 10. A. J. (2011). Case Management: An Introduction to Concepts and Skills (3rd ed.). New York. USA: Oxford University Press.
 11. Mathew, G. (1992). An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.
 12. Upadhyay, R K. (2003). Social Case Work: A Therapeutic Approach. Jaipur: Rawat Publications.
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SEMESTER-IV
BSMJ 252 : Legislation for Social Work Practice

Name of the Programme	Bachelor of Social Work
Semester	IV
Course Code	BSMJ 252
Course Title	Legislation for Social Work Practice
Credits	02

Course Description/Rationale:

This course, **Legislation for Social Work Practice**, equips learners with understanding the role and functions of legal system, Develop insight into social legislations. Help to understand provisions of various social legislations and Constitution of India

Course objectives:

1. To study and understand legislative structure and framework.
2. To study and understand the Process of making legislation
3. To study and understand social legislation in the context of Social Justice
4. To understand provisions of various social legislations and Constitution of India

Course Outcome: At the end of the program the student will know and

1. Able to understand the legislative structure and frame.
2. Able to understand the Process of making legislation.
3. Able to understand social legislation in the context of Social Justice.
4. Able to aware of basics of Constitution of India.

Course Contents:

Sr. No.	Content
Unit 1	Legislation
	1. Legislation: Concept, Meaning and Definition 2. Functions of Legislation 3. Process of Making Legislation 4. Important Law Making Institutions in India
Unit 2	Social Legislation
	1. Social Legislation: Concept, Meaning and Definition 2. Social Legislation: Nature, scope and Importance of Social Legislation in Welfare State 3. Needs and Objectives of Social Legislation 4. Social Legislation as an Instrument of Social Change
Unit 3	An Introduction to Indian Constitution
	1. History of Drafting and Preamble of Indian Constitution 2. Fundamental Rights , Duties and the Directive Principles 3. Provisions related to Positive and Protective Discrimination in

	Constitution
	4. Important Constitutional Amendments in the Area of Social Welfare
Unit 4	Social Legislations in India
	1. Social Legislations for the Women, Children, Elderly, differently abled and Laws related to marriage 2. Social Legislation for Marginalized Groups (SC, ST, OBC & Minorities), Refugees and migrants 3. Protection of Human Rights Act, Right to Information Act (RTI) 4. Free Legal Aid, Public Interest Litigation (PIL) and Advocacy

Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation, Role play, Critical and reflective thinking.

References:

Bakshi, P.M., (2007) Constitution of India. Delhi: Universal Law Publishing House
Baxi, U.(1988) Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd. Gangrade, K.D.(2011).Social Legislation in India. Delhi :Concept Publishing Company
Ife, J.(2001).Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press.
Reichert, E.(2003). Social work and Human Rights : A Foundation for Policy and Practice. Jaipur & New Delhi : Rawat Publication.
Carr, H. & Goosey, D. (2017).Law for Social Workers.Oxford: Oxford University Press.
Singh, A. K. (2014).Human Rights and Social Justice.India VL Media Solutions.
Tripathy,R.N.(2019).Human Rights Gender and Environment. New Delhi: MKM Publishers pvt. Ltd.
Additional Readings:
Bare Act - The Juvenile Justice: Care and Protection of Child Act 2015 (J-1) Delhi: Universal Law Publishing.
Bare Act - The Immoral Traffic (Prevention) Act 1956. Delhi: Universal Law Publishing.
Bare Act - The Protection of women from Domestic Violence Act 2005, Delhi, Universal Publishing
Bare Act - The Rights of the Persons with Disabilities Act 2016. Delhi:Universal Law Publishing.
Bare Act - The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. Delhi: Universal Law Publishing.
Bare Act - The Maintenance and Welfare of Parents and Senior Citizens Act 2007.● Delhi: Universal Law Publishing.
Bare Act - The Protection of Children from Sexual Offences Act, 2012. Delhi: Universal Law Publishing.
Bare Act - The Hindu Adoption and Maintenance Act, 1956. Delhi:

Universal Law Publishing. Bare Act - Muslim Laws. Delhi: Universal Law Publishing.

Bare Act - The Hindu Marriage Act, 1955. Delhi: Universal Law Publishing.

Bare Act - The scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989. Delhi: Universal Law Publishing.

Bare Act - The Protection of Civil Rights Act, 1955. Delhi: Universal Law Publishing. Bare Act - The Dowry Prohibition Act, 1961. Delhi: Universal Law Publishing.

Bare Act - The Right to Information Act, 2005. Delhi: Universal Law Publishing. Mathew, P.D. (1998) Public Interest Litigation. New Delhi: Indian Social Institute, Mathew, P.D. (1995). Family Court. New Delhi: Indian Social Institute.

BSMJ 253: Human Growth and Development

Name of the Programme	Bachelor of social Work
Semester	IV
Course Code	BSMJ 253
Course Title	Human Growth and Development
Credits	02

Course Description/Rationale:

The course on Human Growth and Development focuses on the processes and changes that occur from beginnings (conception, pregnancy and birth), through: infancy, early and middle childhood and adolescence; early, middle and late adulthood including death and dying. The course will also explore the major theories which help us understand lifespan development. The course will also provide an insight on the physical, cognitive, and psychosocial components as they relate to each stage of development. The course will enable students to understand the psychological dimensions while working with the client systems. The course focuses on enabling the students to understand the field of psychology as a field related to social work giving an insight on understanding the psychological perspective, with specific emphasis on psychological theories, understanding the Life Span Approach to development and 19 the contemporary theories related to personality development. The theoretical perspectives will enable students to apply the same in field work..

Course Objectives:

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

Learning Outcomes:

1. The learners will demonstrate an understanding on the processes involved in the biological basis of development.
2. Learners will demonstrate an understanding of and sensitivity to the physical changes that occur across the lifespan (conception, pregnancy, infancy, childhood, adolescence, adulthood) and the factors affecting outcomes.
3. Learners will demonstrate an understanding of the cognitive, moral and psycho social development occurring across the lifespan (pregnancy, infancy, childhood, adolescence, adulthood) and factors affecting outcomes.

Unit	Content
1.	Introduction to Human Growth and Development
	1. Concept of Human Development 2. Contemporary relevance to the study of human Growth and development 3. Growth: concept and definition, 4. Development: concept and definition 5. Principles of human development

2.	Introduction to Theories of Personality and Development Stages
	1. Concept of Personality 2. Theories of Personality 3. Trait theories; 4. Psychodynamic theories; 5. Behavioural theories; 6. Humanistic theories -Stages of human development -Erickson's Model of PsychoSocial Development -Freudian Model of Psycho Sexual Development stages
3.	Socio-Cultural Contexts for Human Development
	-Nature vs Nurture debate in the development of personality -Biological Influences on Human Growth and Behaviour -Factors affecting Human Development ; 1. Heredity; 2. Family; 3. Peers; 4. Media 5. Schooling; - Gender sensitivity; Beyond gender binaries (Juliet Mitchell)
4.	An introduction to Developmental Psychology Stages of Life Span Development

	- Prenatal Development - Birth and Infancy - Childhood - Adolescence - Adulthood - Stages of Prenatal development: 1. Germinal 2. Embryonic and Fetal Stage - Problems and Risks associated with pregnancy - Labour and Stages of Labor - Neonatal Care - Cognitive and Brain development - Early experience and attachment
5.	Domains of Human Development and Enhancing Individual's Potential
	I] Domains of Human Development - Cognitive development: - Perspectives of Jean Piaget and Vygotsky - Language Development - Emotional Development - Moral Development: Perspective of Kohlberg II] Enhancing Individual's Potential 1. Self-determination theory; 2. Enhancing cognitive 3. potential,

	4. Fostering creativity 5. Mindfulness
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Human Development. New York: Routledge
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- Dobson, J. (1978), Preparing for Adolescence, Better Yourself Books, Mumbai.
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Adjustment, Surjeet Publication.
- Grugni, A. (1988), Sex Education, Better Yourself Books, St. Paul's Publication,
Mumbai.
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Transmitted Disease, Adolescence and Society Series, Routledge.
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Press, Inc.
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University Press.
- Chowdary, D.P. 1992 Aging and the aged, New Delhi: Inter-India
Publications. Clarke-Steward, A. Child Development: A Tropical Approach: (Four
Unit)
- S. and Kochi. J. 1985 Das and Dash The Psychology of Poverty.
- Gard, P. and Parikh, I. 1970 Indian Youth at the Crossroads: Profiles in identity.
- Gore, M.S. 1978 Changes in the family and the process of socialization in
India in Anthony, E.J. & Colette, C. (Eds). The child in his family. Wiley, 365, 374
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- Gore, M.S. 1978 Changes in the family and the process of socialization in India in
Anthony, E.J. & Colette The child in his family, Wiley, 365-374. 210-219. , C. (E and
Development")
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company. (For environmental effects, systems perspective personality development,
emotional development and cultural influences See chapters 2, 4, 7, 8, 9, 11, 13, 14.
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- Kaplan, P.s. 1988 The Human odyssey : Lifespan development, St.Paul, Westpublishing company. Kapur, M.1955 Mental Health of Indian Children, Delhi: Sage publications. Le francois, G.R. 1990 The Life Span, ThirdEdition, University of Alberta.
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- Schiamberg, L.B.1985 Human Development, N.Y. L. Macmillan Publishing Seifert, K.Hoffnug. Life Spandevlopment 2nd ed. New York Hoghton R.J.et.al. 2000 Mifflin co.
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- Berk, L.E. Development through the Life span (3rd Edition, 2007), Pearson Education, Delhi.
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- Hurlock, E. B. Child Development (6th Edition 1978), Tata McGraw Hill Publishing Company Limited, NewDelhi.
- Hurlock, E. B. Developmental Psychology: A Life Span Approach (THM 5th Edition 1981), Tata McGraw HillPublishing Company Limited, New Delhi.
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BSMN 291: Family Sociology

Name of the Programme	Bachelor of social Work
Semester	IV
Course Code	BSMN 291
Course Title	Family Sociology
Credits	02

Course Description/Rationale:

This course is designed to help the students to understand the fields of family and child development and learn and find out significance to work with these fields in contemporary society. The social institution family is a backbone of the society and therefore this institution must be protected and strengthened. The child is the future of any nation, however, they must be protected, cared for and developed in such a manner that they become a good citizen and grow as a healthy person. The present course stresses two important aspects, firstly it introduces the field of family and secondly the field of child development. on to know the family institution better and to learn the different interventions to deal with family more effectively. It also focuses on the aspect of issues involved in the family. It focuses on changing the pattern of family and impact led by the different means of modernization. In a very special way families play a crucial role in sustaining society. It is a family institution that molds society. The future of the society depends on the values an individual pursues from the family. A healthy environment generates good people or individuals. Thus, any human being society on the earth needs to strengthen a social institution family. If family is safe and sound, ultimately society's well-being is done. Vitrally creating a healthy environment is a need of the day. The family institution looks broken due to the impact of the world getting closer and closer.

Course Objectives:

- To understand the various approaches to work with families, children, women, youth, differently abled, potential citizens.
- To understand issues related to families and functionaries for family development.
- To develop understanding about children in need of care and protection and schemes and programs.
- To understand the concept of special groups, programs and services.
- To develop understanding, role and function of professional social workers in various settings.

Learning Outcomes:

- 1 Learners will develop understanding about Field of Family and child development
- 2 Learners will able to work with Families, children, women and youth in various settings
- 3 Learners will understand role of professional social workers in various settings of family and child development

Unit	Content
1.	Conceptual Foundations of Family
	• Family development in India : Nature, scope and fields • child development in India • Contemporary issues of family and child development • Approaches: Welfare work, therapeutic and rehabilitative orientation, developmental orientation and rights based and empowerment

	• Basic Understanding of different settings: Types of organization, Services - residential (statutory and non-statutory), non-residential and open Communities
2.	Working with Families
	• Significance of working with families in context of satisfaction of human needs • Importance of working with families in context of human rights concerns • Family development programme • Family Court - background, objectives, provisions, functions and Family Counseling - concept, significance and settings • Working with Women • Roles of professional social worker in working with families
3.	Working with children
	• Working with children in need of care and protection • Integrated Child Development Services (ICDS) • Social work in child education • Working with Special Groups [Differently abled - concept, definition, types and issues] • Role of Social Worker in Child Care Settings - Child Guidance Clinic and Counseling

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14. Sobli, S. (2009). Women and Children: Issues and Suggestions. Delhi: Rajiv Publishers.
15. Bhatnagar, B. (1993). Fun with Art and Craft. New Delhi. NCERT.(DECE-I). Delhi.
16. Indira Gandhi National Open University (1994). Organising Child Care Services
17. Singh, A. (1995). Playing to Learn: A Training Manual for Early Childhood Education. M.S. Swaminathan Research Foundation.
18. Singh, B. (1997). Preschool Education. New Delhi: APH Publishing Corporation.
19. Govinda, R. & Diwan, R. (2003). Community Participation and Empowerment in Primary Education. New Delhi: Sage Publication.
20. Soni, R. (2009). Trainer's Manual in Early Childhood Care and Education. NCERT

BSMN 292 :Introduction to Tribal society

Name of programme	Bachler of social work
Semester	IV
Course code	BSMN 292
Course Title	Introduction to Tribal society
Credit	02

Introduction

The course is given the information and knowledge about the tribal society basic Tribal social, economical concepts. The course elaborate tribal economical institutions and cultural activities. This course is empowering student knowledge and understanding about tribal society, agriculture and it is useful for students to become professional social workers in the particular field.

Course Learning Objectives

- 1) Develop an understanding about tribal society.
- 2) Understand the tribal issues.
- 3) Enhance knowledge about the current scenario of tribal society.

Learning Outcomes

1. Learners will be develop basic understanding about concept, nature and characteristics of tribal community
2. Learners will able to develop comprehensive understanding about tribal issues
- 3.Learner will able to develop understanding scope and relevance
of social work profession in Tribal society

Brief Description

The course is given basic information and knowledge about the Tribal community. In this course students will get the information about tribal social institutions and social issues. The students also improve their knowledge about Tribal economical institutions and issues.

The student also gain the information about the current social problems about the tribal society

Unit I – Understanding Tribe: Identity

1. Meaning, definition and Characteristics of tribe.
2. Classification of tribes - demographic, linguistic, racial, cultural and geographic.
3. Major tribes in India and Maharashtra

Unit II .Tribal social organization

1. Tribal marriage– concept of marriage ,traditional system of marriage ,types of marriage
2. Family -concept of tribal family ,function of family ,duties of family
3. Yuvagruh, - Meaning, concept, history

Unit III- Tribal Culture and costmary practices

1. Literature, Arts, Languages, Dance, Drama, Instruments, customs and rituals.
2. Religion and customary practices
3. Changing nature of Tribal culture

Unit IV - Tribal Economy

1. Economic Organization- concept, Meaning, and types
2. Characteristics, changing Nature of tribal economy, Economical exploitation etc.
3. Field of tribal Economical activity - Forest, Land and Agriculture ,shifting cultivation

V. Basic tribal issues.

1. Infrastructural Issues - basic civic amenities, transportation and communication
2. Educational issues - Accessibility, marginalization, drop-out etc.
3. Health issues –Accessibility of medical facilities, Malnutrition

Mortality and Morbidity And reproductive health, women

safety, Anaemia and Sick cell anaemia.

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3. Dynamics of Tribal migration, Sonali Publication New Delhi
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,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990
5. Gare G M ,Social Change, Among the tribal of western Maharashtra, 1974
6. Gihrage G S ,The schedule Tribe
7. Mishra R N ,Tribal cultural and Economy - Ritu Publication
8. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LTD
9. Mujumdar D N and Madan T N ,Introduction to Social
Anthropology,Asia Publishing House,Bombay 1973
10. Rajalakshmi P ,Tribal food Habit Book -,Gyan Book PVT LTD Delhi 1991
11. Sachindra Narayan ,The Dynamics Of
Tribal Development Issues and
Challenges-2002,GyanBooks,PVT LTD
Delhi

12. Shah D V, education and Social Change among the tribal in India- 1979

13. Shahi Bairathi- Tribal Culture Economy and Health - Rawat Publication

BSMN 293 Introduction to Management

Name of the Programme	Bachelor of Social Work
Semester	IV
Corse Code	BSMN 293
Course Title	Introduction to Management
Credits	2

1. Introduction

The course “Introduction to Management” familiarizes students with the fundamental concepts, principles, and practices of management. It explores the evolution of management thought, the major functions of management, and the application of management theories in modern organizations. The course also highlights the relevance of management in the social work and human resource contexts, thereby equipping students with basic managerial competencies.

2. Course Learning Objectives

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

- Understand the nature, scope, and significance of management in organizations.
- Trace the historical development of management thought and evaluate its implications for present-day practice.
- Explain the core functions of management: planning, organizing, staffing, directing, and controlling.
- Differentiate between management and administration in organizational settings.
- Apply basic principles and theories of management in practical situations related to social work and human resources

3. Upon completion of this course, students will be able to:

- Demonstrate knowledge of fundamental management concepts and principles.
- Analyse classical, neo-classical, and modern management approaches.
- Apply functional areas of management to organizational and community-based contexts.
- Critically assess the role of management in effective decision-making and problem-solving.
- Develop managerial skills relevant to the practice of social work and human services.

4. Brief Description

This course introduces undergraduate students to management as both an art and science. It emphasizes the theories, evolution, and functions of management, providing a foundation for further studies in human resource management, administration, and organizational behavior. Through case discussions, group activities, and problem-solving exercises, students learn to connect management principles with real-world applications in social and business organizations.

5. Unit wise Distribution of teaching hours

No.	Unit contents	No of Hours
Unit I	Introduction to Management 1. Concepts, Nature, Levels 2. Importance, Relevance in Modern Organizations 3. Role in Organizations 4. Principles Of Management 5. Theories Of Management	
Unit II	Evolution of Management Thought 1. Classical Approach (Taylor, Fayol, Weber) 2. Neo-Classical Approach (Human Relations, Behavioural Schools)	
	3. Modern Approaches (Systems, Contingency, TQM) 4. Implications for contemporary practice.	
Unit III	Functions of Management 1. Planning, 2. Organizing, 3. Staffing, 4. Directing, 5. Controlling 6. Distinguishing between Management and Administration	

6. Pedagogy-Lectures&Discussions, CaseStudies, Group Work/Presentations, Field-based Assignments, ICT Tools

7. Mode of Evaluation-Assignment, Written exam, presentation

8. Reading List

- Drucker, P. F. (1954). *The practice of management*. Harper & Row.
- Koontz, H., &Weihrich, H. (2010). *Essentials of management: An international perspective* (8th ed.). McGraw-Hill Education.
- Prasad, L. M. (2019). *Principles and practice of management* (10th ed.). Sultan Chand & Sons.
- Ramaswamy, T. (2009). *Principles of management* (8th ed.). Himalaya Publishing House.
- Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson.
- Gary Dessler, Human Resource Management, PHI, New Delhi, 2003
- Stoner, J. A. F., Freeman, R. E., & Gilbert, D. R. (2008). *Management* (6th ed.). Pearson Education.

BSMN 294 : Introduction to Urban and Rural community development

Name of the Programme	Bachelor of Social Work
Semester	IV
Course Code	BSMN 294
Course Title	Introduction to Urban and Rural community development
Credits	02

Course Objectives:

1. To understand the Rural/Urban Community and its features.
2. To understand Democratic Decentralization system.
3. To know about rural and urban development Programs.
4. To understand urban and rural community, its problems and its administration.

Course Outcomes:

At the end of this course, the student will:

1. Understand the Rural/Urban Community and its features.
2. Understand Democratic Decentralization system.
3. Develop understanding on rural and urban development Programmes.
4. Understand Rural/Urban community, its problems and its administration.

Course Content:

Sr. No.	Content
Unit 1	Rural Community
	1. Definition, Meaning and Characteristics of Rural Community 2. Rural Community Development: Definition, Meaning, Objectives & Scope 3. Dynamics in Rural Communities: Caste – Class and Gender. 4. Problems of Rural Communities: Poverty, Illiteracy, Child Labour, Low Wages, Unemployment, Underemployment, Blind Belief, and Sanitation 5. Overview of Rural Development Programmes in India.
Unit 2	Urban Community Development:
	1. Definition, Meaning of Urban Community 2. Characteristics of Town, City, Metropolis, Suburbs, and Satellite Town. 3. Urban Community Development: Meaning, Need, and Scope 4. Problems of Urban Community: Crime, Communal Tensions, Accidents, Slums, Migration, Housing, Solid Waste, Pollution, Commercial Sex Work, and Other emerging problems. 5. 74th Amendment to the Constitution to Urban Governance. 6. Urban Development Policy and Programmes in India

Unit 3	Democratic Decentralisation
	1. Meaning, Objectives and Significance of democratic decentralization. 2. History of Panchayati Raj - 73rd Amendment to Constitution 3. Panchayati Raj System Functions 4. Grama Sabha and its functions 5. Problems of Panchayati Raj System 6. Role of Social Worker in Community Development.

Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation, Role play, Critical and reflective thinking.

References:

1. Agarwal and Singh 1984 The Economics of under development, Delhi: Oxford University.
2. Arunasharma and 1995 Planning for rural development Rajagopal Administration, New Delhi: Rawat
3. Bhadouria and 1986 Rural Development Dua Strategies Perspectives, Delhi: Anmol.
4. Brashmanda P.R 1987 Development process of Panchamuki V.R(Ed the Indian economy, Bombay: Himalaya.
5. Dahama O.P. 1982 Extension and rural welfare, Agra: Ram Prasad and Sons.
6. Das Basanti 2007 Governmental programmes of rural Development, New Delhi: Discovery.
7. Dubey M.K 2000 Rural and urban Development, New Delhi, Common wealth. *MSW – SDE – 2009-10 Page 14 of 17*
8. Gopalakrishna 1985 Technological change for Asari.V. Rural Development in India, Delhi,
9. B.R. Kulkarani,P.D and 1997 Social Issues in Development, Nanavatimehar.D. New Delhi:
10. Joshi R.B. and Narwani G.S 2005 Panchayat Raj in India New Delhi:
11. Thakur,B.N 1988 Sociology of Rural Development, New Delhi: Ashish.
12. Vijay C.M 1989 Rural Development Administration in India, Jaipur: Prateeksha.
13. Bhattacharya B 2006 Urban Development in India New Delhi: Concept.
14. Clinard, Marshall B 1970 Slums and Community Development. New York: The Free Press.
15. Diddee, Jayamala 1993 Urbanisation – Trends, perspectives and challenges, Jaipur: Rawat.
16. Phadke .V.S, etal. 2007 Urbanisation, Development and Environment, New Delhi: Rawat.

BSMN 295 : Introduction to Medical and Psychiatric Social Work

Name of the Programme	Bachelor of Social Work
Semester	IV
Course Code	BSMN 295
Course Title	Introduction to Medical and Psychiatric Social Work
Credits	02

Course Description/Rationale:

This course **Introduction to Medical and Psychiatric Social Work** gives BSW students a clear introduction as how social work supports people in hospitals and mental health settings. You'll learn how to assess a person's emotional, social, and economic needs, help with practical plans like discharge or aftercare, and improve communication between families and professionals. The training follows the bio-psychosocial approach—so you'll understand how health, mind, and environment interact. The course includes hands-on practice through supervised fieldwork in hospitals, clinics, and community centres. By the end, students are ready to assist patients, advocate for clients, and work as compassionate medical or psychiatric social workers in places like hospitals, rehab centres, NGOs, and mental health clinics.

Course Objectives:

- Understand the foundational concepts, scope, and significance of medical and psychiatric social work.
- Explore the roles and responsibilities of social workers in various health and mental health settings.
- Develop competencies required for effective practice in medical and psychiatric environments.

Learning Outcomes:

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

1. Develop **holistic lens**, bridging biological, psychological, and social dimensions of care
2. **Relate person-in-environment awareness**, with sensitivity to cultural and individual differences
3. **Follow ethical professionalism** and the capacity to navigate complex, multidisciplinary practice environments

Sr. No.	Content
Unit 1	Foundations of Medical and Psychiatric Social Work
	1. Definition and Scope: Understanding medical and psychiatric social work. 2. Historical Evolution: Development of the fields in India and globally. 3. Multidisciplinary Approach: Collaboration with healthcare professionals. 4. Patient-Centred Care: Viewing the patient as a holistic individual. 5. Social and Emotional Factors: Impact on disease and recovery.
Unit 2	Medical Social Work Practice
	1. Hospital Settings: Types, structures, and functions. 2. Roles of Medical Social Workers: Inpatient and outpatient services. 3. Intervention Areas: Working with patients, families, and healthcare teams. 4. Competencies Required: Skills and knowledge for effective practice. 5. Ethical Considerations: Confidentiality, consent, and professional boundaries.

Unit 3	Psychiatric Social Work Practice
	1. Mental Health Settings: Overview of psychiatric hospitals and clinics. 2. Roles of Psychiatric Social Workers: Assessment, therapy, and rehabilitation. 3. Common Mental Health Disorders: Identification and intervention strategies. 4. Community Mental Health: Outreach programs and preventive measures. 5. Legal and Ethical Issues: Mental health laws and patient rights.

Method of Teaching:

Class room teaching with participatory method especially with Team-Based Learning (TBL), Problem-Based Learning (PBL), Instructional Scaffolding, Problem-Posing Education and Modified Problem-Based Learning (MPBL)

Core Readings:

- Acharya Nagarjuna University, Centre for Distance Education. (2023). Medical and Psychiatric Social Work [Study material]. Centre for Distance Education, Acharya Nagarjuna University.
- Balagopal, G., & Kapanee, A. R. M. (2024). Mental Health Care Services in Community Settings: Where Does India Stand? [Book].
- Banerjee, G. R. (1955). Psychiatric social workers in a child guidance clinic. *Social Casework*, 36, 62–71.
- Beech, D. (1986). *Social work & mental disorder: A practical guide for social workers*. PEPAR.
- Bland, R. (2010). *Social work practice in mental health: An introduction* (Large print ed.). ReadHowYouWant.com.
- Bland, R., Drake, G., Drayton, J., & Tullgren, A. (2021). *Social work practice in mental health: An introduction* (3rd ed.). Routledge.
- Brandell, J. R. (2011). *Theory & practice in clinical social work* (2nd ed.). Sage Publications.
- Dambhare, M. R. (n.d.). *Guide to Stay Mentally Fit* (Marathi version). Self-published.
- Dharmadhikari, S. (2019). Srujan Dreams Books.
- Engel, G. L. (1999). The biopsychosocial model and the education of health professionals. *Psychosomatics*, 56(6), 475–480.
- Gould, N. (2010). *Mental health social work in context*. Routledge.
- Jamgade, K., & Tupe, V. (2023).. Self-published.
- Munson, C. E. (1992). *Clinical social work supervision* (2nd ed.). Haworth Press.
- Munson, C. E. (1993). *Clinical social work supervision* (2nd ed.). Haworth Press.
- Narvekar, S. (2018). Manorama Prakashan.
- Pritchard, C. (2006). *Mental health social work: Evidence-based practice*. Routledge.
- Raja, S., Bell, E., & Bhaskaran, N. (2003). Just people... nothing special, nothing unusual: A field worker's introduction to disability rights and community-based rehabilitation. Books for Change Publications.
- Raja, S., Kermode, M., Gibson, K., Manarath, S., Devine, A., & Sunder, U. (2009). *An introduction to mental health: Facilitator's manual for training community health*

workers in India. BasicNeeds & Nossal Institute of Global Health, University of Melbourne.

- Rao, M. V. (1982). Principles of labour welfare (applied to healthcare context). Oxford University Press.
- Russell, M. N. (1990). Clinical social work: Research and practice. Sage Publications.
- Sahu, K. K. (2019). Psychosocial intervention needs and psychiatric social work practice. Indian Journal of Psychiatric Social Work, 10(2), 1–?.
- Sands, R. G., & Solomon, P. (2001). Social work curriculum and psychiatric rehabilitation. Psychiatric Rehabilitation Skills, 5(3), 495–513.
- Shekhar, P. (n.d.). Exploring the contributions of child and adolescent psychiatry in India. (Details pending).
- Shinde, M. G. (2022). Vidya Books.
- Subudhi, C. (2024). Psychiatric social work: Principles to practice. Rawat Publications
- Subudhi, C., & Gulalia, P. (2021). Constructing supervisory practices and knowledge for social work education in India. Journal of Social Work Education and Practice, 6(4), 20–34.
- Turner, J. F. (n.d.). Differential diagnosis and treatment in social work. Free Press.
- Verma, R. (1991). Psychiatric social work in India. Sage Publications.
- Webb, J. (2002). Medical social work: The reference book (Illustrated ed.). Trafford Publishing.
- WHO. (2024). The ICD-10 classification of mental & behavioural disorders: Clinical descriptions and diagnostic guidelines. [Book].

BSMN 296: Introduction to Correctional Social Work

Name of the Programme	Bachelor of Social Work
Semester	IV
Course Code	BSMN 296
Course Title	Introduction to Correctional Social Work
Credits	02

Course Description/Rationale:

This course, **Introduction to Correctional Social Work**, equips learners with understanding of fields of social work regarding correctional setting. It helps to understand the concepts of crime, punishment and intervention. The course helps to explore different correctional settings.

Course Objective:

1. To understand the concept of crime, nature, theories of classical, biological, sociological, psychological and schools of criminology.
2. To learn the concept and theories of punishment.
3. To explore issues of juvenile delinquency, prison and problems of correctional services in India.

Course Outcome:

At the end of the program the student will know

1. The concept of crime , theories of crime and classification of crimes
2. Able to understand theories of punishments.
3. Understand concept like probation and parole,

problems of correctional services. Course contents:

Sr. No.	Content
Unit 1	Crime and Punishment
	1. Concept, Definition and Nature 2. Theories: Classical, Biological, Sociological and Psychological. 3. Concept, Definition, Meaning and types 4. Theories of Punishment 5. Limitations of Punishment
Unit 2	Correction and Correctional Institutions

	1. Concept, Definition, Meaning of correction 2. Philosophy and Historical background of correction 3. Understanding the goals of corrections, such as rehabilitation, incapacitation, deterrence, and retribution 4. Institutional correction : Central Prison, Remand Homes, Borstal Schools, Juvenile Courts 5. Non institutional correction : Prison Reforms, Probation and Parole, After Care Services
Unit 3	Correctional Social Work
	1. Concept, Meaning of correctional social work 2. Importance of correctional social work 3. Correctional Social Work with Criminals, Juvenile Delinquents, Beggars, drug Addicts, Alcoholics and Sex Workers 4. Application of Social Work Methods 5. Role of Social Worker in correctional institutions

Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation, Role play, Critical and reflective thinking.

REFERENCES:

1. Cavadino, Michael and Dingo, James, The penal system an Introduction, sage publication, New Delhi
2. Garland, David (1990). Punishment and Modern Society. A study in Social theory, Clarendon Press, Oxford.
3. Krishna Iyer, V.R.(1998), Law and Social Change Allied Publishing private Ltd.
4. Siddique .A, Criminology problems and Perspectives – Eastern Book Company, Lucknow.
5. Grillin and Grillin, Criminology and Penology.
6. E.H.Sutherland, Punishment and Social Structure Colombia University, New York.
7. Alexander J.P., The Philosophy of punishment.
8. Barlett, H.M, Analyzing Social Work Practice by fields.
9. Fink, A.E., The field of Social Work, Henry, Holt and company, Inc New York, 1949.
10. Government of India (1987), Encyclopedia of Social work in india ministry of Welfare Vol.1. New Delhi.
11. Moorthy, M.V.(1974), Social Work Philosophy, Methods and fields Karnataka University, Karnataka University Press.

BSVS 271 Participatory Training Methodology

Name of the Programme	BSW
Semester	IV
Course Code	BSVS 271
Course Title	Participatory Training Methodology
Credits	2

Introduction

When students actively participate in the training or educational process, their demands and queries, their reflections and analyses, and their change-management tactics drive the process ahead. This is known as participatory training methodology. The goal of participatory training is to make an educational intervention. Rather than a traditional education procedure, it is a non-formal, continual process of growth and discovery that engages both trainers and learners in a shared learning environment. It seeks to support critical thinking and education regarding power dynamics. This results in a better comprehension of the entirety of a person's situation and their possible contribution to the social transformation process. Its approach is open-ended, experience-based, and student-centered.

Course Learning Objectives

1. To understand the benefits of using a participatory approach while working with people.
2. To empower students to employ the participatory approach in their work with communities, groups, and individuals.
3. To develop the ability to plan and carry out a successful training session or program.
4. To gain understanding of the significance of self-awareness and continuous self-improvement for improving one's own efficacy as a trainer.

Course Outcomes

1. The student must be attentive of and mindful of the social dynamics and the present difficulties in providing training that involves participation in the development sector.
2. To possess the ability to create and implement interactive training programs using the concepts of adult learning.
3. To cultivate the ability to use the tools and methods of participative training.
4. To possess the necessary skills to create and carry out training initiatives for the social development sector.
5. To consider their own need for personal development as a teacher or practitioner.

Brief Description

One method of learning is called Participatory Methodology. It is regarded as an appealing option that relies on collaborations, dedication, and the exchange of vital resources, knowledge, and skills to help solve issues in the community. The learning process is aided by experiential learning, particularly when the subjects are applicable to routine tasks. This method makes it easier to internalize and apply knowledge. Additionally, it can be noted that the country lacks undergraduate education in participatory training skills. Today, improving training quality requires both practice and a solid theoretical foundation, which in turn necessitates an appropriate curriculum for teaching Participatory Training Methodology for Social Development.

Unit wise Description of Teaching Hours

No.	Unit Content/ Description	No. of Hr.
I	Understanding the Participatory Training Approaches • Ideology behind Participatory Training • Scope and limitations of using Participatory Training Methodology • Behaviourism, cognitivism, and constructivism	6 Hours
II	Personal and Interpersonal Development 1. Understanding the self; strengths and attributes; self-awareness. 2. Self and the other: relationships; prejudices and stereotypes, Values and beliefs; Value framework for youth work; ethical dilemma 3. Communication patterns and skills blocks in communication; skills for giving feedback, Emotional self-management of emotions, emotional intelligence, Skills for Stressmanagement	6 Hours

III	Developing a Training Design 1. Introduction to designing training. The learner: Learner Motivation- Needs and level of Learning, Profile of the learners, Learning styles 2. Conducting a Training Needs Assessment (TNA) b. Developing Training Objectives and Learning Outcomes 3. Planning and sequencing the content d. Selection of appropriate processes and methods e. Evaluating the training, Logistics to deliver trainings	6 Hours
IV	Developing a Training Techniques and Skills 1. Ice breakers, Energizers, Brainstorming, Interactive lectures, Large Group discussion. Small Group discussion, Fish Bowl, Role Play, Structured Exercises 2. Role of the Facilitator - Skills and Characteristics of an Effective Facilitator - Challenges in the use of a participatory training approach	6 Hours
	3. Significance of feedback and Evaluation - Method of evaluation, Reporting and Follow up.	
V	Use of Technology in Training and Development 1. Communication and Information Technology; Scope, Nature and its limitations. Mode of delivery of instructions: Face to Face, Distance mode, Blended mode of learning. 2. Computer Technology, Digital Resources, Web Applications, Learning environment, network, and communities, Multimedia. 3. Processes of Designing Courseware, Evaluation, Management	6 Hours

Pedagogy-PTM pertaining to social development allows individuals and development to express their own knowledge and areas for improvement, in addition to providing information and developing skills. Thus, PTM entails bolstering the human and societal infrastructure, which calls for adjustments to behavior, attitudes, knowledge, information, skills, and capacities. In order to prepare students to conduct training and development with

economically and socially underprivileged groups, the Participatory Training Methodology program aims to develop participants' knowledge of participatory learning, their facilitation abilities, and their application of these skills.

Mode of Evaluation – Assignment, Presentation, Written examination

Reading List

- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field And Classroom Experience*. Thousand Oaks, CA: Sage Publication.
- Knowles, Malcolm S., Holton, Elwood F., And Swanson, Richard A. *The Adult Learner: The Definitive Classic In Adult Education And Human Resource Development*. Routledge, 2020.
- Kolb, David A. *Experiential Learning: Experience As The Source Of Learning And Development*. Pearson FT Press, 2015.
- Mukherjee, Neela. *Participatory Learning And Action: With 100 Field Methods*. Concept Publishing Company, 2002.
- Participatory Research In Asia (PRIA). *A Manual For Participatory Training Methodology In Development*. PRIA, 2011.
- Singh, A.P. (2017). *Strengthening Field Work In Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I.S. (2001). *Field Work Training In Social Work*. New Delhi: Rawat Publications.
- Tsui, Ming-Sum. (2005). *Social Work Supervision: Contexts And Concepts*. New Delhi: Sage Publications
- Verma, R.B.S. And Singh, A.P. (2011). *Handbook Of Field Work Practice Learning In Social Work*. Lucknow, India: New Royal Book Company.

BSFW 254 : Field Work

Name of the Programme	Bachelor of Social Work
Course Title	Field work
Course Code	BSFW 254
Semester	IV
Credits	6

Statement of Purpose:

To introduce Bachelor of Social Work students to social work as a praxis in understanding people's distinct contextual realities, infuse social work values of social justice, care, human rights, collective responsibility, and respect for diversity, and deepen their knowledge and skills to address challenges for the wellbeing of people and communities.

Overall Objective:

Social Work being a practice-based profession and an academic discipline the fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. Social work education will enable students to critically analyse the interconnectedness of historical, socio-economic, and political factors contributing to human wellbeing and development. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the spirit of service, ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship.

Programme Goals:

To develop social work-based perspectives on realities related to identities, contexts, social structures, and development.

1. To train students to engage with people on issues of marginalization and vulnerabilities.
2. To develop the skills of working with the lens of intersectionality.
3. To learn to practice within the ethical value framework of social work.
4. To conceptualize, analyze and build knowledge from fieldwork practice.
5. To educate students to be a professional social worker.

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Semester Wise Subject List

ternational instruments such as the UN Convention on the Rights of the Child (UNCRC); the Maharashtra State Commission for Protection of Child Rights (MSCPCR) will also be

studied. The course further encompasses an analysis of the Juvenile Justice (Care and Protection of Children) Act, 2015; the Right to Education (RTE) Act, 2009, and its implications for child rights; the evolution and roles of the NCPCR and SCPCR; the Protection of Children from Sexual Offences (POCSO) Act, 2012; and the role of social workers in child rights protection. The child protection system encompasses Child Welfare Committees, Juvenile Justice Boards, child-friendly courts and legal processes, as well as child helpline services and their functions.

Course Objectives:

1. To understand the concept of child protection.
2. To understand the Legislative Framework for Child Rights in India.
3. To understand the Child Protection Mechanisms
4. To understand the Contemporary Issues in Child Protection

Learning Outcomes

1. Students will be able to understand the concept of child protection.
2. Students will be able to understand the Legislative Framework for Child Rights in India.
3. Students will be able to understand the Child Protection Mechanisms
4. Students will be able to understand the Contemporary Issues in Child Protection

Detailed Course Contents

<i>Unit</i>	<i>Content</i>
1.	Foundations of Child Rights 1. Introduction to Child Rights: Definition, scope, and significance of child rights 2. Evolution of Child Rights in India 3. Constitutional provisions for safeguarding child rights in India. 4. United Nations Convention on the Rights of the Child – principles and provisions. [The United Nations Convention on the Rights of the Child (UNCRC).] 5. Maharashtra State Commission for Protection of Child Rights – structure and functions. (MSCPCR)
2.	Legislative Framework for Child Rights in India 1. Juvenile Justice (Care and Protection of Children) Act, 2015 – key provisions and analysis. 2. Right of Children to Free and Compulsory Education Act, 2009 – implications for child rights. 3. Evolution and role of National Commission for Protection of Child Rights and State Commission for Protection of Child Rights. 4. Protection of Children from Sexual Offences Act, 2012 – provisions and challenges.

	5.Role of social workers in child rights advocacy.
3.	Child Protection Mechanisms 1. Child Protection: Concept, Meaning and Definition 2. Contemporary issues in child protection (child labour, trafficking, abuse, neglect, cyber risks). 3. Child Welfare Committees (CWC) and Juvenile Justice Boards (JJB). 4. Child-friendly courts and legal processes. 5. Child helpline services (e.g., 1098) and their functions.

Pedagogy: Lectures, presentations, collaborative learning, film screening, group discussion, Role play, library assignments

Bibliography: Working with Groups Recommended Reading:

1. Child rights in India, Islam Baharu. Hajarika Himardi, Hussain Parbin, first Edition 2022, Bhumi Publisher, Kolhapur
2. Children's Rights: Today's Global Challenge, Al Aynsley-Green, Jenny Tonge, Year: 2011, Publisher: Jessica Kingsley Publishers
3. Child Rights in India: Law, Policy, and Practice, Author: Asha Bajpai, Year: 2016, Publisher: Oxford University Press
4. Child Rights and Remedies, Author: Sandeep Bhalla, Year: 2017, Publisher: Universal Law Publishing Co.
5. Child Rights and the Law: International Perspectives, Author: Jane Fortin, Year: 2016, Publisher: Springer
6. Child Protection: An Introduction, Author: Chris Beckett, Year: 2017, Publisher: SAGE Publications Ltd.
7. Child Abuse and Neglect: Diagnosis, Treatment and Evidence by Carole Jenny (2019, Elsevier).
8. "Cyber Bullying: Protecting Kids and Adults from Online Bullies" by Samuel C. McQuade III, James P. Twomey (2015, Praeger).
9. "Child Marriage in India: Socio-legal and Human Rights Dimensions" by Jaya Sagade (2018, Routledge).
10. Bhushan, M. (2025, June). Child Protection in India: Examining Institutional Governance and Legal Frameworks Under the Protection of Children from Sexual Offences Act in Light of Global Commitments. In Innovative Multidisciplinary Approaches to Global Challenges: Sustainability, Equity, and Ethics in an Interconnected World (IMASEE 2025) (pp. 295-311). Atlantis Press. https://doi.org/10.2991/978-2-38476-416-7_14
10. Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. Qualitative research in sport, exercise and <https://doi.org/10.1080/2159676X.2019.1628806>

Semester V

V	Core	BSMJ 301	Introduction to Social Policy and Programs	2
	Core	BSMJ 302	Social Work Administration	2
	Core	BSMJ 303	Introduction to Research	2
	Minor (Select Any four from the list)	BSMN 341	Disaster Management	2
	Minor	BSMN 342	Child Protection & Child Rights	2
	Minor	BSMN343	Introduction to Mental Health	2
	Minor	BSMN344	Introduction to School Social Work	2
	Minor	BSMN345	Public Health for Community Wellness	2
	Minor	BSMN346	Gender and Development	2
	Internship	BSOJT331	Internship	2
	Core	BSFW 304	Field Work	6
		Total		22

BSMJ 301: Introduction to Social Policy and Programs	
Name of the Programme	Bachelor of Social Work
Semester	V
Course Code	BSMJ 301
Course Title	Introduction to Social Policy and Programs
Credits	02

Course Description / Rationale

Social policy is a plan made by the government to improve the quality of life of people. It helps provide education, health care, employment, social security, and support for disadvantaged groups. This course introduces students to the basic concepts of social policy and the important welfare programmes in India. It also helps students understand how social workers contribute to implementing these programmes and promoting social justice.

Course Objectives

1. Understand the meaning and importance of social policy.
2. Learn how social policies are made and implemented.
3. Know about important social welfare programmes in India.
4. Understand the role of government, NGOs, and social workers.
5. Develop concern for the welfare of vulnerable and disadvantaged people.

Learning Outcomes

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

1. Explain the meaning and purpose of social policy.
2. Describe the basic process of making and implementing social policies.
3. Identify major social welfare programmes in India.
4. Explain the role of social workers in welfare programmes.
5. Appreciate the importance of social welfare for inclusive development.

Course Content

Sr. No.	Content
Unit 1	Introduction to Social Policy 1. Meaning and Concept of Social Policy 2. Objectives and Importance of Social Policy 3. Social Policy and Social Development – Conceptual understanding 4. Principles of Social Policy 5. Types of Social Policy
Unit 2	Social Policy in India 1. Concept of Social Welfare and provisions in Indian Constitution 2. Process and steps in framing Social Policies 3. Role of Government in Social Welfare 4. Role of NGOs and Social Workers 5. Social Policies for Women, Children, Older Persons, and Persons with Disabilities
Unit 3	Social Welfare Programmes

Sr. No.	Content
	1. Meaning and Objectives of Social Welfare Programmes 2. Welfare Programmes for Children and Women 3. Welfare Programmes for Older Persons and Persons with Disabilities 4. Welfare Programmes for SCs, STs and Other Weaker Sections 5. Role of Social Workers in Welfare Programmes

Core Readings

1. Bhartiya, A. K., & Singh, D. K. (2010). *Social Policy in India*. New Royal Book Company.
2. Bhattacharya, S. (2018). *Social Policy and Social Development in India*. Deep & Deep Publications.
3. Dubey, S. N. (2019). *Social Policy and Social Development*. Dominant Publishers.
4. Goel, S. L., & Jain, R. K. (2018). *Social Welfare Administration*. Deep & Deep Publications.
5. Government of India. (1987). *Encyclopaedia of Social Work in India* (Vols. 1–3). Ministry of Welfare, Government of India.
6. Jacob, K. K. (1989). *Social Policy in India*. Himanshu Publications.
7. Jacob, K. K. (2015). *Social Policy in India*. Rawat Publications.
8. Ministry of Rural Development, Government of India. Programme Guidelines.
9. Ministry of Social Justice and Empowerment, Government of India. Reports and Policy Documents.
10. Ministry of Social Justice and Empowerment. (Latest ed.). *Annual Report*. Government of India.
11. Ministry of Women and Child Development, Government of India. Policy Documents and Annual Reports.
12. Ministry of Women and Child Development. (Latest ed.). *Annual Report*. Government of India.
13. NITI Aayog. (Latest ed.). *National Development Reports*. Government of India.
14. NITI Aayog. Reports on Social Development and Welfare Programmes.
15. खाडसे, भा. क्. (2017). समाजकल्याण प्रशासन. विद्या प्रकाशन, नागपूर.
16. पाटील, वा. भा. (2016). भारतीय समाजकल्याण आणि सामाजिक धोरण. फडके प्रकाशन, कोल्हापूर.

17. भारत सरकार. (अद्ययावत आवृत्ती). भारतीय राष्ट्रघटना (मराठी आवृत्ती). भारत सरकार प्रकाशन विभाग.
18. महाराष्ट्र शासन. (अद्ययावत आवृत्ती). महाराष्ट्र धार्मिक पाहणी. महाराष्ट्र शासन.
19. यशवंतराव चव्हाण महाराष्ट्र मुद्रा विद्यापीठ. (अद्ययावत आवृत्ती). समाजकार्य: सामाजिक धोरण आणि समाजकल्याण (अक्षास साहित्य).

Name of the Programme	Bachelor of Social Work
Semester	V
Course Code	BSMJ302
Course Title	Social Work Administration
Credits	2

1. Introduction

The course "Social Work Administration" aims to equip students with an understanding of organisations and the administrative processes that shape social welfare delivery. It introduces the meaning, nature, and structure of organisations, the scope of social welfare administration as a method of social work, and the institutional machinery — governmental, non-governmental, corporate, and cooperative — through which welfare services are administered. The course further familiarises students with the key statutory and advisory bodies responsible for the welfare of women, backward classes, Scheduled Castes and Scheduled Tribes, and human rights protection in India, preparing them to function effectively within welfare organisations and administrative systems.

2. Course Learning Objectives

- To develop an understanding of the concept, nature, types, and structure of organisations, particularly social service organisations.
- To explain the concept and scope of administration, including public, development, and new public administration, and their relevance to social welfare.
- To analyse the history, nature, scope, principles, and content of social welfare administration in India.
- To understand social welfare administration as a method of social work and its relationship with casework, group work, and community organisation.
- To familiarise students with the structure, role, and functions of major welfare boards and commissions in India.

3. Course Outcomes

After successful completion of the course, students will be able to:

- Describe the concept, nature, types, and design of organisations, and identify institutional and non-institutional actors involved in administration.
- Explain the concept of administration and distinguish between public, social welfare, development, and new public administration.
- Trace the history and explain the nature, scope, principles, and POSDCoRBEF framework of social welfare administration.

- Establish the place of social welfare administration among the primary and secondary methods of social work.
- Discuss the structure, role, and functions of key welfare boards and commissions such as the Central Social Welfare Board, Mahila Ayog, National Commission for Backward Classes, National Commission for SCs & STs, and the National Human Rights Commission.

4. Brief Description

The course provides an overview of organisations and the administrative processes involved in running social welfare programmes. It covers the concept, types, and structure of organisations; the meaning and scope of administration in its various forms; the history, principles, and content of social welfare administration; and its standing as a method of social work. The course also introduces the structure and functioning of major national welfare boards and commissions, equipping students with the foundational knowledge required to work within, and contribute to, welfare administration systems in India.

5. Unit wise Distribution of teaching hours

No.	Unit contents	No of Hours
Unit I Organisations, Administration	• Concept of Organisation, Nature • Types and Purpose of Social Service Organisations • Organisational Design and Structure • Concept of Administration, Social Welfare Administration, Public Administration, Development Administration, New Public Administration • Institutional and Non-institutional Actors in Administration - GO, NGO, Corporate, Cooperatives	10
Unit II Social Welfare Administration	• History of Social Welfare Administration in India • Nature & Scope of Social Welfare Administration • Basic Principles of Administration • Contents of Administration - POSDCoRBEF • Social Welfare Administration as a Method of Social Work - its relationship with casework, group work, and community organization; its place among the primary and secondary methods	10
Unit III Welfare Boards	• Central Social Welfare Board & State Social Welfare Advisory Board - Structure, Role and Functions • Mahila Ayog - Structure, Role and Functions • National Commission for Backward Classes - Structure, Role and Functions • National Commission for SCs & STs - Structure, Role and Functions • National Human Rights Commission - Structure, Role and Functions	10

6. Pedagogy

Lecture-cum-Discussion, Case Study Analysis, Field/Agency Visits, Group Discussions, Assignments and Presentations.

7. Mode of Evaluation

Assignment, Written Examination, Presentation.

8. Reading List

1. **Chaturvedi, T.N., & Chandra, R. (1977).** *Social Administration: Development and Change*. New Delhi: Sage Publications.
2. **Goel, S.L., & Jain, R.K. (2002).** *Social Welfare Administration*. New Delhi: Deep & Deep Publications.
3. **Devi, R., & Prakash, R. (2001).** *Social Work and Social Welfare Administration*. Jaipur: Mangal Deep Publications.
4. **Trecker, H.B. (1971).** *Social Work Administration: Principles and Practice*. New York: Association Press.
5. **Skidmore, R.A. (1995).** *Social Work Administration: Dynamic Management and Human Relationships*. Boston: Allyn & Bacon.
6. **Siddiqui, H.Y. (1984).** *Social Welfare Administration in India*. New Delhi: Rawat Publications.

Name of program	Bachelor of social work
BSW	Semester V
Course code	BSMJ 303
Course Title	Introduction to Research
credit	2

Course Description / Rationale

Research is an essential component of social work education and practice. It enables students to understand social issues scientifically, collect and analyze data, and use research findings for effective intervention and policy formulation. This course introduces students to the fundamentals of social research and develops basic research skills.

Course Objectives

1. To introduce the basic concepts and importance of research.
2. To develop an understanding of the research process.
3. To familiarize students with research methods, data collection, analysis, and report writing.
4. To promote ethical research practices in social work.

Learning Outcomes

After successful completion of the course, students will be able to:

1. Explain the meaning, objectives, and importance of research. Identify different types and methods of social research.
2. Develop simple research tools and collect data. Organize, analyze, and interpret research data.
3. Prepare a basic research report following ethical standards.

Unit I: Introduction to Social Research

1. Meaning, definition, objectives, and importance of research.
2. Characteristics and scope of social research.
3. Types of research: Basic, Applied, Qualitative, and Quantitative.
4. Research in Social Work: Need, significance, and application.
5. Research ethics , value in social work research

Unit II: Research Process and Data Collection

1. Identification and formulation of a research problem.
2. Review of literature. Mining ,Need ,Sources and Importance.
3. Research objectives, hypotheses, variables, and research design.
4. Sources of data: Primary and Secondary.
5. Methods of data collection: Observation, Interview, Questionnaire, Schedule, and Sampling.

Unit III: Data Analysis and Research Report Writing

1. Editing, coding, classification, and tabulation of data.
2. Basic interpretation and presentation of data.
3. Introduction to simple statistical techniques.
4. Structure and format of a research report.

5. Referencing and bibliography (Basic APA style).

Suggested References

1. Earl Babbie – The Practice of Social Research

Babbie, E. (2020). The practice of social research (15th ed.). Cengage Learning.

2. John W. Creswell & J. David Creswell – Research Design

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.

3. C.R. Kothari & Gaurav Garg – Research Methodology

Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers.

4. Ram Ahuja – Research Methods

Ahuja, R. (2014). Research methods. Rawat Publications.

5. Ranjit Kumar – Research Methodology

Kumar, R. (2019). Research methodology: A step-by-step guide for beginners (5th ed.). Sage Publications India.

6. O.R. Krishnaswami & M. Ranganatham – Methodology of Research in Social Sciences

Krishnaswami, O. R., & Ranganatham, M. (2018). Methodology of research in social sciences (2nd ed.). Himalaya Publishing House.

7. P.V. Young – Scientific Social Surveys and Research

Young, P. V. (2014). Scientific social surveys and research. PHI Learning.

8. Sanjay Bhattacharya – Social Work: An Integrated Approach

Bhattacharya, S. (2012). Social work: An integrated approach. Deep & Deep Publications.

9. S.L. Gore – Social Work and Community Development

Gore, S. L. (2010). Social work and community development. Popular Prakashan.

10. S.P. Srivastava – Research Methodology

Srivastava, S. P. (2011). Research methodology: Social research and statistical techniques. Himalaya Publishing House.

11. S.N. Ganorkar – Samajik Sanshodhan Paddhati

Ganorkar, S. N. (2018). Samajik sanshodhan paddhati. Vidya Books Publishers.

12. B.R. Joshi – Samajik Sanshodhan

Joshi, B. R. (2016). Samajik sanshodhan. Diamond Publications.

13. S.M. Mate – Sanshodhan Paddhati

Mate, S. M. (2019). Sanshodhan paddhati. Nirali Prakashan.

Name of program	Bachelor of social work
BSW	Semester V
Course code	BSMN 341
Course Title	Disaster Management
credit	2

Introduction :-

Disaster management is the organization and application of measures to **mitigate, prepare for, respond to, and recover from** natural or human-made disasters. Its main goal is to protect human life, reduce injury, and limit damage to property and the environment. The course helps to understand need and importance of disaster management. The course is designed to introduce concepts, agencies and role of social worker in Disaster Management.

Course Learning Objectives :-

1. To understand key concepts and typologies of disasters
2. To understand Processes of disaster mitigation and disaster management
3. To develop Skills and promote intervention strategies to assess the vulnerability and prepare modules for the future eventualities
4. To understand the Social Worker 's role in team disaster managements

Course Outcomes

1. Able to understand the impact of hazards and disasters
2. Able to respond in vulnerable and emergency management to restore the quality of life

Course Contents:

Sr. No.	Content
Unit 1	Introduction to Disasters
	1. Disaster: Concept, Meaning, and Definition 2. Types of Disasters – Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake 3. Man-made Disasters: Riots, Blasts, Industrial, Militancy, Biological warfare, Accidents 4. Impact of disaster- physical, economical and psychosocial. 5. Impact of disaster on Special groups – children, women, Elderly and disabled.
Unit 2	Disaster Management and Disaster Mitigation

	1. Disaster Management: Concept and Principles 2. Disaster Mitigation: Concept and Principles 3. Pre-disaster- Prevention and Preparedness 4. During Disaster- Rescue and Relief 5. Post-disaster- Rehabilitation and Reconstruction
Unit 3	Displacement and Role of various Agencies
	1. Displacement- Causes, Effects and Impact 2. Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation 3. Role of Government organizations, voluntary organizations, 4. Role of local groups, community participation, volunteers 5. Role of social workers in Disaster Management

References:

- Anil Sinha (2001), Disaster Management-Lessons Drawn and Strategies for Future. New Delhi, Jain Publications.
- Backer, C.W. and Chapman, W. (ed.). (1969), Man and Society in Disasters, New Delhi, Clarke, J.I., Peter Curson, et. al. (ed.) (1991), Population and Disaster, Oxford, Basil Blackwell Ltd.
- Cuny, Frederick (1984), Disasters and Development, Oxford, Oxford University Press.
- Disaster Management Act 2005
- Garb, S. and Eng. E (1969), Disasters Hand Book, New York, Springer.
- Gupta, M.C, L.C. Gupta, B. K. Tamini and Vinod K. Sharma (2000), Manual on Natural Disaster Management in India, New Delhi, National Institute of Disaster Management.
- Hoff, A. (1978), People in Crisis- Understanding and Helping, California, Addison Wesley.
- Maskrey, Andrew (1989), Disaster Mitigation: A Community Based Approach, Oxford, Oxfarm.
- Narayan, Sachindra (ed.) (2000), Anthropology of Disaster Management, New Delhi, Gyan Publishing House.
- Nidhi G Dhawan (2014), Disaster Management and Preparedness, New Delhi, Jain Publications.
- Parasuraman, S. and Unnikrishnan, P.V. (2000), India Disasters Report: Towards Policy Initiative, New Delhi, Oxford University Press.
- Satendra, K.J. Anandha Kumar and V.K. Naik (2013), India's Disaster Report, New Delhi, National Institute of Disaster Management.
- Birnbaum, F., coplon, J., & Scarff, T.1973: —Crisis Intervention after a Natural Disaster, Social Casework, vol.54, No-9, 545-551.

Blanford, It, & Leviue, J.1973: —Crisis Intervention in an Earthquake, Social Work, Vol.17, No.4, 16-19.

Haff, A.1978. —People in Crisis, understanding and helping, California: Addison Worley publishing company.

Shader, I And Schwartz A.1966. —Management of Disaster, —Social Work, Vol-11, No – 2 99-1-4

Wolfensterin, M.1977: - Disaster: A Psychological Essay, New York: Arno Press.

Goel S.L. (2005): - Encyclopedia of Disaster Management (Set in 3 volumes) Deep & Deep Publication,

Singh, R.B. (ed.) (2000), Disaster Management, New Delhi, Rawat Publications.

Sinha, P.C. (ed.) (1998), Encyclopedia of Disaster Management (Vol.1-10), New Delhi, Anmol Publications.

Tata Institute of Social Sciences (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol.63, Issue 2, April.

Name of the Programme	Bachelor of Social Work
Semester	V
Course Code	BSMN342
Course Title	Child Protection and Child Rights
Credits	2

Introduction

The course **BSMN342: Child Protection and Child Rights** provide a comprehensive foundation for understanding the legal, social, and institutional frameworks designed to protect children from abuse, neglect, and exploitation in India. Grounded in the principles of human dignity and social justice, this course examines the transition of children from passive subjects of charity to active holders of fundamental rights. Students will explore the unique systemic vulnerabilities faced by children due to socio-economic factors and evaluate how Indian laws translate into grassroots protection

Course Description/Rationale:

This course presents a foundational and multidisciplinary study of child protection and child rights within the Indian socio-legal framework. Students will study the historical transition from welfare-based charitable models to modern, rights-based frameworks. The curriculum prioritizes a critical analysis of key constitutional provisions, major statutes (including the Juvenile Justice Act, POCSO, RTE, and PCMA), and international instruments such as the UN Convention on the Rights of the Child (UNCRC); the Maharashtra State Commission for Protection of Child Rights (MSCPCR) will also be studied. The course further encompasses an analysis of the Juvenile Justice (Care and Protection of Children) Act, 2015; the Right to Education (RTE) Act, 2009, and its implications for child rights; the evolution and roles of the NCPCR and SCPCR; the Protection of Children from Sexual Offences (POCSO) Act, 2012; and the role of social workers in child rights protection. The child protection system encompasses Child Welfare Committees, Juvenile Justice Boards, child-friendly courts and legal processes, as well as child helpline services and their functions.

Course Objectives:

1. To understand the concept of child protection.
2. To understand the Legislative Framework for Child Rights in India.
3. To understand the Child Protection Mechanisms
4. To understand the Contemporary Issues in Child Protection

Learning Outcomes

1. Students will be able to understand the concept of child protection.
2. Students will be able to understand the Legislative Framework for Child Rights in India.
3. Students will be able to understand the Child Protection Mechanisms
4. Students will be able to understand the Contemporary Issues in Child Protection

Detailed Course Contents

<i>Unit</i>	<i>Content</i>
1.	Foundations of Child Rights 1. Introduction to Child Rights: Definition, scope, and significance of child rights 2. Evolution of Child Rights in India 3. Constitutional provisions for safeguarding child rights in India. 4. United Nations Convention on the Rights of the Child – principles and provisions. [The United Nations Convention on the Rights of the Child (UNCRC).] 5. Maharashtra State Commission for Protection of Child Rights – structure and functions. (MSCPCR)
2.	Legislative Framework for Child Rights in India 1. Juvenile Justice (Care and Protection of Children) Act, 2015 – key provisions and analysis. 2. Right of Children to Free and Compulsory Education Act, 2009 – implications for child rights. 3. Evolution and role of National Commission for Protection of Child Rights and State Commission for Protection of Child Rights. 4. Protection of Children from Sexual Offences Act, 2012 – provisions and challenges. 5. Role of social workers in child rights advocacy.
3.	Child Protection Mechanisms 1. Child Protection: Concept, Meaning and Definition 2. Contemporary issues in child protection (child labour, trafficking, abuse, neglect, cyber risks). 3. Child Welfare Committees (CWC) and Juvenile Justice Boards (JJB). 4. Child-friendly courts and legal processes. 5. Child helpline services (e.g., 1098) and their functions.

Pedagogy: Lectures, presentations, collaborative learning, film screening, group discussion, Role play, library assignments

Bibliography: Working with Groups Recommended Reading:

1. Child rights in India, Islam Baharu. Hajarika Himardi, Hussain Parbin, first Edition 2022, Bhumi Publisher, Kolhapur
2. Children's Rights: Today's Global Challenge, Al Aynsley-Green, Jenny Tonge, Year: 2011,

Publisher: Jessica Kingsley Publishers

3. Child Rights in India: Law, Policy, and Practice, Author: Asha Bajpai, Year:2016, Publisher: Oxford University Press
4. Child Rights and Remedies, Author: Sandeep Bhalla, Year: 2017, Publisher: Universal Law Publishing Co.
5. Child Rights and the Law: International Perspectives, Author: Jane Fortin, Year: 2016, Publisher: Springer
6. Child Protection: An Introduction, Author: Chris Beckett, Year: 2017, Publisher: SAGE Publications Ltd.
7. Child Abuse and Neglect: Diagnosis, Treatment and Evidence by Carole Jenny (2019, Elsevier).
8. "Cyber Bullying: Protecting Kids and Adults from Online Bullies" by Samuel C. McQuade III, James P. Twomey (2015, Praeger).
9. "Child Marriage in India: Socio-legal and Human Rights Dimensions" by Jaya Sagade (2018, Routledge).
10. Bhushan, M. (2025, June). Child Protection in India: Examining Institutional Governance and Legal Frameworks Under the Protection of Children from Sexual Offences Act in Light of Global Commitments. In Innovative Multidisciplinary Approaches to Global Challenges: Sustainability, Equity, and Ethics in an Interconnected World (IMASEE 2025) (pp. 295-311). Atlantis Press. https://doi.org/10.2991/978-2-38476-416-7_14
10. Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. Qualitative research in sport, exercise and <https://doi.org/10.1080/2159676X.2019.1628806>

Name of Programme:	Bachelor of Social Work (BSW)
Semester:	V
Course Code:	BSMN 343
Course Title:	Introduction to Mental Health
Credit:	2

Course Description / Rationale

Mental health is an essential component of individual, family, and community well-being. Social workers frequently interact with people experiencing emotional, psychological, and behavioral problems. This course introduces students to the basic concepts of mental health, common mental health problems, prevention, promotion, and the role of social workers in mental health care.

Course Objectives

1. To introduce the basic concepts of mental health and mental illness.
2. To develop an understanding of factors affecting mental health.
3. To familiarize students with common mental health problems and preventive measures.
4. To understand the role of social workers in mental health promotion and rehabilitation.

Learning Outcomes

After successful completion of the course, students will be able to:

1. Explain the meaning, characteristics, and importance of mental health.
2. Identify common mental health problems and their causes.
3. Understand methods of mental health promotion and prevention.
4. Describe the role of social workers in mental health services and rehabilitation.

Unit I: Basic of Mental Health

1. Meaning, definition, and concept of mental health.
2. Characteristics of a mentally healthy person.
3. Factors affecting mental health: Biological, Psychological, Social, and Environmental.
4. Mental health and mental hygiene.
5. Importance of mental health in social work practice.

Unit II: Mental Health Problems and Promotion

1. Concept of normal and abnormal behaviour.
2. Common mental health problems: Anxiety, Depression, Stress, Substance Use, Suicide.
3. Causes, signs, and symptoms of mental health problems.
4. Mental health promotion and prevention.
5. Stigma, myths, and misconceptions related to mental illness.

Unit III: Mental Health Services and Role of Social Worker

1. Mental health care services in India.
2. Community Mental Health Programme.
3. Mental Healthcare Act, 2017 (Introduction).
4. Role of Psychiatric Social Worker in prevention, treatment, rehabilitation, and follow-up.

5. Ethical and values in mental health social work.

Suggested References

1. Townsend, M. C., & Morgan, K. I. (2021). *Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice* (10th ed.). F.A. Davis
2. World Health Organization. (2022). *World Mental Health Report: Transforming Mental Health for All*. World Health Organization.
3. Golightley, M., & Goemans, R. (2023). *Social Work and Mental Health* (6th ed.). SAGE Publications.
4. Patel, V. (2018). *Where There Is No Psychiatrist: A Mental Health Care Manual* (2nd ed.). Royal College of Psychiatrists.
5. Murthy, R. S. (2017). *Mental Health by the People*. Oxford University Press.
6. Government of India. (2017). *The Mental Healthcare Act, 2017*. Ministry of Law and Justice, New Delhi.
7. National Institute of Mental Health and Neurosciences (NIMHANS). (2021). *Mental Health and Behavioural Sciences Manual*. Bengaluru: NIMHANS.
8. Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: Areas of Practice, Challenges and Way Forward*. SAGE Publications India.
9. Devasagayam, P. K. (2016). *Manasik Arogya (Marathi)*. Pune: Diamond Publications.
10. Bhole, M. (2018). *Manasashastra va Manasik Arogya*. Pune: Nirali Prakashan.
11. Joshi, V. G. (2019). *Abnormal Psychology (Marathi Edition)*. Pune: Vidya Prakashan.
12. Apte, N. R. (2017). *Manasik Arogya ani Samajkarya*. Pune: Diamond Publications
13. Bhosale, S. S. (2020). *Mental Health and Social Work Practice*. Pune: Success Publications.

Name of the Programme	Bachelor of social Work
Semester	V
Course Code	BSMN 344
Course Title	Introduction to School social work
Credits	02

Course Description/Rationale:

This course introduces the concept and importance of school social work in promoting students' overall well-being. It focuses on the role of social workers in addressing academic, behavioral, and emotional issues within school settings. The course emphasizes collaboration between school, family, and community, along with knowledge of child rights, inclusive education, and relevant policies, to support holistic development of children.

Course Objectives

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

- To understand the concept, scope, and significance of school social work.
- To develop knowledge of roles and functions of school social workers.
- To analyze student-related problems in school settings.
- To acquire skills for intervention in school environments.
- To understand policies and programmes related to child welfare and education.

Learning Outcomes:

- Understand the concept, scope, and importance of school social work.
- Understand the roles and functions of a school social worker in educational settings.
- Identify and analyze academic, behavioral, and emotional problems of school children.
- Apply appropriate social work methods (case work, group work, community work) in school settings.
- Demonstrate basic counseling and intervention skills for working with students, parents, and teachers.
- Understand child rights, inclusive education, and relevant educational policies in India.
- Develop strategies for promoting mental health, life skills, and overall well-being of students.
- Work effectively with school, family, and community for holistic child development.

Unit	Content
Unit 1	Concept, Scope and Roles of School Social Work
	• Concept, Meaning and definition of school social work • Historical development (Global and Indian context) and Scope • School, Family and Community Linkages • Roles and Functions of School Social Worker • Interdisciplinary Approach and Professional Ethics
Unit 2	Roles and Functions of School Social Worker
	• Academic problems and learning difficulties • Managing Behavioral, Emotional, and Protection Issues • Issues of children with disabilities and special needs • Roles and Functions in school settings • Interdisciplinary Approach, Ethics, and Skills
Unit 3	Intervention, Policies and Contemporary Issues
	• Social Work Interventions in School Settings • Educational Support and Student Development • Educational Policies in India • Child Protection Laws and Welfare Schemes • Role of NGOs and Emerging Issues

References

- Allen-Meares, P. (2010). Social work services in schools (6th ed.). Pearson.
- Constable, R., McDonald, S., & Flynn, J. P. (2006). School social work: Practice, policy, and research (6th ed.). Lyceum Books.
- Kelly, M. S., Raines, J. C., Stone, S., & Frey, A. (2010). School social work: An evidence-informed framework for practice. Oxford University Press.
- Openshaw, L. (2008). Social work in schools: Principles and practice. Guilford Press.

- Shaffer, G. L., & Fisher, P. (2017). *The social work practitioner's guide to school-based practice*. Oxford University Press.
- Agrawal, R. (2004). *Social problems in India*. Atlantic Publishers.
- Kumar, A. (2013). *Child development in India*. Deep & Deep Publications.
- Government of India. (2009). *The Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Law and Justice.
- Government of India. (2015). *Juvenile Justice (Care and Protection of Children) Act, 2015*. Ministry of Law and Justice.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- National Institute of Public Cooperation and Child Development. (2012). *Child protection and child rights in India*. NIPCCD.
- UNICEF. (2019). *Annual report 2019*. United Nations Children's Fund.
- World Health Organization. (2021). *Guidelines on mental health promotion in schools*. WHO.
- Kerson, T. S., & McCoyd, J. (2013). In response to need: An analysis of social work roles over time. *Social work*, 58(4), 333-343. doi: 10.1093/sw/swt035
- Gibelman, Margaret (1999). The search for identity: defining social work – past, present, future. *Social Work*, 44(4), 298-310. doi: 10.1093/sw/44.4.298
- Singer, J. B. (Producer). (2014, July 8). #87 – Beginnings, middles, and ends: Stories about social work from Ogden Rogers, Ph.D. [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://socialworkpodcast.blogspot.com/2014/07/ogden.html>
- Brunner, Allison (2009). When In doubt, give hope.” *Social Work Podcast*. Retrieved from Singer, J. B. (Producer). (2016, March 28). #103 – The Grand Challenges for Social Work: Interview with Dr. Richard

Name of the Programme	BSW
Semester	V
Course Code	BSMN 345
Course Title	Public Health For Community Wellness
Credits	2

1. Introduction

Public Health for Community Wellness is a foundational course in the Bachelor of Social Work (BSW) programme that introduces students to the principles, concepts, and practices of promoting health and preventing disease at the community level. Public health focuses on improving the health and well-being of populations through organized community efforts, health education, disease prevention, environmental sanitation, and equitable access to healthcare services. Unlike clinical medicine, which primarily treats individuals, public health emphasizes prevention, health promotion, and addressing the social, economic, environmental, and behavioural factors that influence health.

2. Course Learning Objectives

- Understand the fundamental concepts
- Analyse Contextual Influences
- Understand the determinants of health and their impact on individuals, families, and communities.
- Understand the structure and functions of the Indian public health system.
- Design and participate in community-based health awareness programmes

3. Course Outcomes

- Demonstrate a comprehensive understanding of the concepts, principles, scope, and significance of public health and community wellness.
- Demonstrate ethical values, interdisciplinary collaboration, and leadership skills while addressing public health issues
- Evaluate community health interventions and recommend evidence-based strategies for enhancing community wellness and sustainable development
- Apply social work methods and skills to address public health challenges.
- Evaluate public health interventions using ethical and evidence-based approaches

4. Brief Description

This course provides students with a comprehensive understanding of public health concepts, principles, and practices for promoting community wellness. It examines the relationship between health and society, emphasizing the social, economic, cultural, environmental, and behavioural determinants that influence health outcomes. The course introduces the organization of the public health system in India, primary healthcare, national health programmes, and the roles of government, local self-governments, non-

governmental organizations, and communities in improving public health. The course also focuses on major public health issues, including communicable and non-communicable diseases. Students learn methods of community health assessment, health education, disease prevention, health promotion, and community participation using social work approaches.

5. Unit wise Description of Teaching Hours

No.	Unit Content/ Description
I	Fundamentals of Health and Wellness • Concepts, definition of health & Wellbeing • Dimensions of health, Determinants of health in India • Health Spectrum and Indicators of Health • 10 Principles of Health Education • Definition, aims, opportunity and methods of Health Education
II	Community Health • Definition, Aims, Community Diagnosis and Treatment, Planning and organising for Community health Programme • Concept of disease, iceberg of disease, classification of disease • Epidemic diseases: Hepatitis A, Malaria, Dengue, Chikungunya b) Endemic diseases : Tuberculosis, Leprosy, sexually Transmitted infection, Typhoid, HIV/AIDS c) Sporadic disease : Rabies • Concept of nutrition, malnutrition, social aspects of nutrition, deficiency diseases. • Concept of preventive medicine, levels of prevention and modes of Interventions
III	Health Care Machinery • Central, State, District – linkages between health • National Health Mission (NHM) • National health policies • Administration of public health programs • Role of the Social Worker in Health settings.

6. Pedagogy-

The course adopts a learner-cantered, participatory, and experiential approach to enable students to acquire both theoretical knowledge and practical skills in public health and community wellness. A variety of teaching-learning methods will be used to promote critical thinking, community engagement, and professional competence.

7. Mode of Evaluation – Assignment, Presentation, Field Visit , Written examination

8. Reading List

A. Core Textbooks

- Park, K. (2023). *Park's Textbook of Preventive and Social Medicine* (27th ed.). Banarsidas Bhanot Publishers.
- Schneider, M. J. (2020). *Introduction to Public Health* (6th ed.). Jones & Bartlett Learning.
- Detels, R., Gulliford, M., Karim, Q. A., & Tan, C. C. (Eds.). (2017). *Oxford Textbook of*

Global Public Health (6th ed.). Oxford University Press.

- Stanhope, M., & Lancaster, J. (2022). *Public Health Nursing: Population-Centered Health Care in the Community* (11th ed.). Elsevier.
- Skolnik, R. (2021). *Global Health 101* (4th ed.). Jones & Bartlett Learning.

B. Reference Books

- World Health Organization. (2021). *Health Promotion: An Essential Component of Sustainable Development*. WHO.
- Ministry of Health and Family Welfare, Government of India. *National Health Policy 2017*.
- Ministry of Health and Family Welfare, Government of India. *Indian Public Health Standards (IPHS) Guidelines* (latest edition).
- United Nations Development Programme (UNDP). *Human Development Report* (latest edition).
- UNICEF. *State of the World's Children* (latest edition).

C. Journals

- *Indian Journal of Public Health*
- *Indian Journal of Community Medicine*
- *Journal of Public Health*
- *International Journal of Community Medicine and Public Health*

D. Government Reports and Online Resources

- World Health Organization (WHO): <https://www.who.int>
- Ministry of Health and Family Welfare (MoHFW), Government of India: <https://www.mohfw.gov.in>
- National Health Mission (NHM): <https://nhm.gov.in>
- National Centre for Disease Control (NCDC): <https://ncdc.mohfw.gov.in>
- National Health Authority (NHA): <https://nha.gov.in>
- National Institute of Health and Family Welfare (NIHFW): <https://www.nihfw.org>
- UNICEF: <https://www.unicef.org>

E. Suggested Supplementary Reading

- Marmot, M., & Wilkinson, R. G. (Eds.). (2005). *Social Determinants of Health* (2nd ed.). Oxford University Press.
- Green, L. W., & Kreuter, M. W. (2005). *Health Program Planning: An Educational and Ecological Approach* (4th ed.). McGraw-Hill.
- Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health Behavior: Theory, Research, and Practice* (5th ed.). Jossey-Bass.

Name of the Programme	Bachelor of social Work
Semester	V
Course Code	BSMN 346
Course Title	Gender and Development
Credits	02

Course Description/Rationale:

This course introduces social work students to the concept of gender as a social construct and its relationship with development processes. It critically examines gender inequalities, power relations, and their impact on access to resources, opportunities, and rights. The course focuses on understanding gender issues in social, economic, and political contexts, especially in relation to marginalized groups. It also equips students with gender-sensitive approaches, policies, and interventions for promoting equity and social justice in development practice.

Course Objectives

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

- To understand gender as a social construct and its role in development.
- To analyze gender inequality in social, economic, and political contexts.
- To examine Gender and Development (GAD) approaches and policies in India.
- To develop gender-sensitive social work practice and interventions

Learning Outcomes:

After completion, students will be able to:

- Explain gender concepts, patriarchy, and feminism
- Analyze gender discrimination in development processes
- Apply gender-sensitive approaches in social work
- Suggest interventions for gender equality and empowerment

Unit	Content
Unit 1	Understanding Gender
	• Concept of sex vs gender • Gender as a social construct • Gender roles and stereotypes • Patriarchy and gender socialization • Feminist Perspectives and Empowerment
Unit 2	Gender and Development
	• Introduction to Gender and Development • Gender and Development Policies & Approaches [1.WID (Women in Development) 2.WAD (Women and Development) 3.GAD (Gender and Development)] • Gender Issues in Development Sectors • Gender mainstreaming • Gender and Sustainable Development Goals (SDGs)
Unit 3	Gender Inequality, Economy, Politics and Legal Framework
	• Gender Inequality in Social Institutions. • Violence, Intersectionality, and Marginalized Genders. • Gender and Economy • Gender and Political Participation • Legal Framework and Institutional Support

References

- Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press.
- Boserup, E. (1970). *Woman's role in economic development*. George Allen & Unwin.
- Connell, R. W. (2009). *Gender in world perspective* (2nd ed.). Polity Press.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

- Desai, N., & Krishnaraj, M. (Eds.). (1987). *Women and society in India*. Ajanta Publications.
- Government of India. (2005). *The Protection of Women from Domestic Violence Act, 2005*. Ministry of Law and Justice.
- Government of India. (2013). *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*. Ministry of Law and Justice.
- Government of India. (1961). *The Dowry Prohibition Act, 1961*. Ministry of Law and Justice.
- Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. Verso.
- Moser, C. O. N. (1993). *Gender planning and development: Theory, practice and training*. Routledge.
- Oakley, A. (1972). *Sex, gender and society*. Temple Smith.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- UNDP. (2020). *Human development report 2020*. United Nations Development Programme.
- UN Women. (2015). *Progress of the world's women: Transforming economies, realizing rights*. United Nations.
- World Bank. (2012). *World development report 2012: Gender equality and development*. World Bank Publications.
- Young, K. (1997). *Planning development with women: Making a world of difference*. Macmillan.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Anderson, S. (2007). The economics of dowry and bride-price. *Journal of Economic Perspectives*, 21(4), 151-174.
- Aizer, A. (2010). The gender wage gap and domestic violence. *American Economic Review*, 100(4), 1847-59.
- Cornwall, A., Harrison, E., & Whitehead, A. (2007). Gender myths and feminist fables: The struggle for interpretive power in gender and development. *Development and Change*, 38(1), 1-20.
- Agenor, P. R., & Canuto, O. (2015). Gender equality and economic growth in Brazil: a long-run analysis. *Journal of Macroeconomics*, 43, 155-172

Name of the programme	Bachelor of Social Work
Course Title	On Job Training (OJT)
Course Code	BSOJT 331
Semester	V
Credit	2

Introduction

On-the-job training (fieldwork/practicum) for Bachelor of Social Work (BSW) students bridges classroom theory with real-world practice to build foundational professional competencies.

Applying classroom theories to practice like human behaviour, social welfare policies, and ethics into live interventions with actual clients and communities. Builds hands-on proficiencies in individual and group counselling, resource navigation, and community outreach. Familiarizes students with organizational structures, intake protocols, case documentation, and safety procedures in live welfare settings. Student maintain professional boundaries, practice cultural humility, and handle ethical dilemmas under supervision.

Overall Objective

Social Work being a practice-based profession and an academic discipline, the on Job training a part of curriculum aims to provide students with progressively advanced opportunities to engage with people, communities, organizations and social systems. Semester V will focus on strengthening professional practice through **agency/organizational engagement, understanding community Mobilization and programmes, social work administration, basic research and systematic field documentation**. This builds upon the earlier fieldwork emphasis on understanding agencies, their programmes, client groups, services and the role of social workers.

Programme Goals

1. To Understand the mission, administrative structure, funding sources, and policy frameworks of the t organization.
2. To develop classroom concepts—such as systems theory, empowerment models, and human development stages—to active client cases.

Semester V OJT Curriculum Matrix

Learner Objectives	Semester-wise Content (V Sem)	Method of Training	Learner Outcome
Community Mobilization • Master community entry techniques. • Identify local leadership patterns. • Mobilize local resources without outside dependency.	Community Organization • Understanding rural, urban, or tribal community structures. • Power dynamics and caste/class structures in communities. • Resource mapping.	• Community Placement / Camp (usually a 7–10 day live-in rural/tribal camp). • Participatory Rural Appraisal (PRA) mapping. • Focus Group Discussions (FGDs).	• Draws accurate community and resource maps. • Formulates a community profile report. • Forms or strengthens a local community group (e.g., self-help groups, youth clubs).
Mass Awareness & Advocacy • Educate communities on human rights. • Highlight social issues. • Spread awareness about government welfare schemes.	Social Action & Advocacy • Identifying core community issues (e.g., child marriage, water scarcity, domestic violence). • Visual and performing arts in social work.	• Organizing Street Plays (Nukkad Natak), rallies, or poster campaigns. • Conducting community awareness workshops. • Leaflet/pamphlet distribution.	• Executes a public awareness campaign from scratch. • Successfully educates at least 30–50 community members on a specific legal right or welfare scheme.
Research & Needs Assessment • Collect and analyze primary data. • Identify systemic	Social Work Research • Tools for data collection (Questionnaires, Interview schedules). • Simple statistical analysis.	• Conducting door-to-door demographic surveys. • Tabulating data collected from the field. • Writing a baseline survey	• Completes a Needs Assessment Report backed by data from at least 20–30 households. • Pinpoints 3 priority problems

gaps. • Present data objectively.		report.	for intervention.
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BSMN 304

Name of the Programme	BSW
Semester	V
Course Code	BSFW 304
Course Title	FIELD WORK
Credits	6
Course Teacher	Dr. Pratima B. Pawar

Statement of Purpose

To provide Bachelor of Social Work students with opportunities to integrate theoretical knowledge with professional social work practice through systematic engagement with social welfare agencies, communities, programmes and people. The fieldwork will enable students to understand social realities, examine the implementation of social policies and programmes, understand the administration and functioning of social welfare organizations, and develop basic research-oriented skills. It will promote social justice, human rights, participation, empowerment, ethical practice and professional responsibility.

Overall Objective

Social Work being a practice-based profession and an academic discipline, the fieldwork curriculum aims to provide students with progressively advanced opportunities to engage with people, communities, organizations and social systems. Semester V will focus on strengthening professional practice through **agency/organizational engagement, understanding social policies and programmes, social work administration, basic research and systematic field documentation**. This builds upon the earlier fieldwork emphasis on understanding agencies, their programmes, client groups, services and the role of social workers.

Programme Goals

1. To develop social work-based perspectives on social realities, organizations and development programmes.
2. To develop the ability to understand and critically examine social policies and programmes.
3. To develop knowledge and skills related to social work administration.
4. To develop basic research-oriented fieldwork competencies.
5. To strengthen professional communication, documentation and reporting skills.
6. To develop ethical, participatory and responsible professional practice.
7. To conceptualize and analyse field experiences through supervision and reflection.
8. To prepare students for advanced social work practice in subsequent semesters.

Semester V – Learner Objectives, Content, Method and Outcomes

Learner Objectives	Semester-wise Content	Method	Learner Outcome
1. To develop an understanding of social welfare organizations and their functioning.	Agency/Organization Study • History and objectives • Vision, mission and structure • Target groups • Programmes and services • Role of social worker	Agency visit, observation, interaction with staff, agency profile, individual conference	Learner will be able to describe the structure, functions, programmes and role of social workers in an organization.
2. To understand social policies, welfare programmes and their implementation.	Social Policy and Programmes in Practice • Relevant social policies • Government schemes and	Study one central/state welfare scheme operating in the field area Interview beneficiaries &	Learner will be able to relate social policies and programmes to field realities and identify implementation issues.

Learner Objectives	Semester-wise Content	Method	Learner Outcome
	programmes • Eligibility and access • Role of organization in implementation • Problems and gaps in implementation	functionaries on scheme implementation and gaps Prepare a policy-to-practice gap analysis report Attend/observe a Gram Sabha, ward committee or panchayat meeting where a scheme is discussed Programme visit,	
3. To develop an understanding of social work administration.	Social Work Administration • Principles & functions of administration (POSDCoRB) - Organizational structure • Programme planning, supervision & evaluation • Staff roles • Meetings and decision-making • Networking and resource mobilization	Familiarity with agency structure, roles & administrative processes Basic skills in planning, coordination & office/programme management Agency profile & organogram submission	Learner will understand basic administrative processes and their importance in social work organizations.
4. To develop the ability to identify social needs and problems through systematic field observation.	Field Assessment • Identification of social problems • Needs assessment • Vulnerable groups • Stakeholders • Community resources • Service gaps and priorities	Community visit, observation, interview, group discussion, resource mapping, problem identification	Learner will be able to identify social needs, problems, stakeholders and available resources in the field.
5. To develop basic research skills for social work practice.	Research in Field Practice • Identify a small researchable problem from the field situation • Research title and objectives • Selection of respondents • Basic sampling • Interview/questionnaire • Observation and field notes • Ethical considerations	Ability to formulate a researchable field problem Research exercise, interview, observation Hands-on skill in designing tools & collecting primary data	Learner will be able to Basic competence in tabulation; simple analysis & report writing formulate a simple field-based research problem and collect basic data using appropriate tools.
6. To develop professional participation and reflective practice.	Professional Field Practice and Documentation • Communication and rapport building • Participation in agency/community programmes • Awareness activities • Referral and networking • Field diary and process recording • Reflective journal and field report	Experiential learning, agency/community activities, individual conference, group conference, agency supervision, field diary, seminar	Learner will demonstrate professional behaviour, appropriate communication, ethical practice, systematic documentation and ability to relate theory with field experience.

Learner Objectives	Semester-wise Content	Method	Learner Outcome
	• Use of supervision		

Semester VI

VI	Core	BSMJ 351	Introduction to Social work research	2
	Core	BSMJ 352	Basics of quantitative and qualitative research methodology	2
	Core	BSMJ 353	Social Action and Advocacy	2
	Minor(Select Any four form the list)	BSMN 391	Disability, Society and Culture	2
	Minor	BSMN 392	Social Inclusion and Exclusion	2
	Minor	BSMN 393	Introduction to Counselling – Theory and Practice	2
	Minor	BSMN 394	Social Movements and Social Developments	2
	Minor	BSMN 395	Family Life Education	2
	Minor	BSMN 396	Introduction to Gandhian Philosophy	2
	Skill Enhancement Courses	BSSE 360	Seminar and Academic Presentation	2
	Core	BSFW 354	Field Work	6
			Total	22

Name of the Programme:	Bachelor of Social Work (BSW)
Semester:	VI
Course Code:	BSMJ 351
Course Title:	Introduction to Social work research
Credits:	02

Course Description/Rationale:

Social work research is considered both as a method of practice and a process of inquiry helping in practice and supplementing knowledge to the discipline. Therefore, basic research competency is essential for a student of social work. The course deals with the philosophy of inquiry, ethical issues and dilemmas and the process of undertaking research. The paper prepares the student to develop skills and competencies in identifying a research problem and undertaking systematic research with an aim to meaningfully intervene in that problem area. The paper helps in developing requisite skills and competencies for preparing methods and tools of data collection, collecting data from the field and analysing and interpreting the data.

Course Objectives:

1. To understand the application of scientific methods in furthering knowledge base of social work.
2. To understand the nature, scope and significance of research in social work practice.
3. To develop competence in conceptualizing, designing and implementing research using quantitative and qualitative paradigms and techniques.
4. To creatively use social work research in addressing the issues of social justice, human rights and equality

Learning Outcomes:

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

1. Develop theoretical perspectives on methods of inquiry
2. Develop competence to undertake social work research
3. Have the requisite skills and competencies to analyse, interpret and present both quantitative and qualitative data.
4. Use social work research as a tool for social change

Sr. No.	Content
Unit 1	Research Methods for Social Work
	1. Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena. 2. Social Research and Social Work Research: Meaning, nature and their significance 3. Qualitative, Quantitative & Intervention research in social work: Meaning, essential features, importance and to theoretical perspectives 4. Steps in research process 5. Ethics in social work research
Unit 2	Research Design and Methodology
	1. Developing a social work research proposal: Framing research question & Hypothesis 2. Research title, objectives, Statement of the problem 3. Review of related literature 4. Research designs: Types of research designs (Exploratory, Descriptive, Experimental, and Quasi experimental designs). 5. Sampling design: Universe and Sample, rationale, importance, characteristics and types of sampling, general considerations in the determination of sample size, sampling error and non-sampling error, limitations of sampling.
Unit 3	Data Collection and Management
	1. Sources of data: Primary and secondary 2. Methods and tools of quantitative data collection. 3. Methods and tools of qualitative data collection: Case study, Interviews, Focus group discussion, observation 4. Data processing, data analysis and interpretation 5. Writing research reports, Presentation and styles of referencing & citation

Core Readings:

1. Babbie, E. (2014). *The Basics of Social Research*, 6th ed. New Delhi: Wadsworth.
2. Bordens, K. S., & Abbott, B. B. (2018). *Research Design and Methods: A Process Approach*, 10th ed. New York: McGraw-Hill.
3. Bryman, A. (2012). *Social Research Methods*, 4th ed. New Delhi: Oxford
4. Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). *Research Methods, Design, and Analysis*, 12th ed. New York: Pearson.
5. Crano, W. D., Brewer, M. B., & Lac, A. (2015). *Principles and Methods of Social Research*, 3rd ed. New Delhi: Routledge.
6. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. New Delhi: Sage.
7. Krysik, J. L., & Finn, J. (2010). *Research for Effective Social Work Practice*, 2nd ed. New York: Routledge.
8. Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Press.
9. Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and Statistical Research Methods: From Hypothesis to Results*. San Francisco: Jossey-Bass.
10. Rubin, A., & Babbie, E. R. (2011). *Research Methods for Social Work*. Belmont: Brooks Cole.
11. Treiman, D. J. (2009). *Quantitative Data Analysis: Doing Social Research to Test Ideas*. San Francisco: Jossey-Bass.

Supplementary Readings

1. Atkinson, P., & Delamont, S. (2011). *Sage Qualitative Research Methods*. New Delhi: Sage.
2. Bandalos, D. L. (2018). *Measurement Theory and Applications for the Social Sciences*. New York: The Guilford Press.
3. Cornelius, L. J., & Harrington, D. (2014). *A Social Justice Approach to Survey Design and Analysis*. New Delhi: Oxford.
4. Goodwin, C. J. (2010). *Research in Psychology: Methods and Design*, 6th ed. New Jersey: John Wiley & Sons.
5. Hammersley, M. (2013). *What is Qualitative Research?* New York: Bloomsbury.
6. Hardwick, L., Smith, R., & Worsley, A. (2016). *Innovations in Social Work Research: Using Methods Creatively*. London: Jessica Kingsley.
7. Mitchell, M. L., & Jolley, J. M. (2013). *Research Design Explained*, 8th ed. New Delhi: Wadsworth, Cengage Learning.

8. Novikov, A. M., & Novikov, D. A. (2013). *Research Methodology: From Philosophy of Science to Research Design*. New York: CRC Press.
9. Wahab, S., Anderson-Nathe, B., & Christina. (2015). *Feminisms in Social Work Research: Promise and possibilities for justice-based knowledge*. New York: Routledge.
10. Young, A., & Temple, B. (2014). *Approaches to Social Research: The Case of Deaf Studies*. New Delhi: Oxford

Name of the Programme:	Bachelor of Social Work (BSW)
Semester:	VI
Course Code:	BSMJ 352
Course Title:	Basics of quantitative and qualitative research methodology
Credits:	02

Course Description/Rationale:

There are basically two types of research – quantitative and qualitative. Basics of quantitative and qualitative research methodology course deals with quantitative, qualitative and mixed research methodology. It will introduce the quantitative research method, data processing and data analysis with different types of methods to the learners. This course also will help to learn about the qualitative research methods and tools of data collection. Further, it will focus on the mixed research methods where quantitative and qualitative research methods are applied.

Learning objectives

The learning objectives of this course are as follows:

- To understand the nature, scope and significance of research in social work practice
- To develop an ability to see the linkages between research theory and its practice
- To learn the process of data collection, organization, analysis and presentation

Learning outcomes

At the end of the semester the students will be able to

- Enumerate the concept of quantitative and qualitative research and its significance in field practice
- Draft research proposal and apply research process in practice/field
- Demonstrate skills and techniques and integrate theories of social work research in field work and research practice

Sr. No.	Content
Unit 1	Quantitative Research Method
	1. Quantitative Research Methods - Scales, questionnaire, interview schedule 2. Tabulation and graphic presentation 3. Statistical data processing: Measures of Central Tendency- Mean, Median, Mode 4. Measures of Variability: Range, Interquartile deviation, Mean

	Deviation and Standard Deviation 5. Correlation-Meaning and Scope; Significance Tests: Pearson's Chi-Square and 't' test.
Unit 2	Qualitative Research Methods
	1. Qualitative Research Methods - Nature, Concept and Definition of Qualitative Research, Advantages and disadvantages of Qualitative Research 2. Tools of Data Collection in Qualitative Research: Observation, 3. Focus Group Discussion, In-depth Interview, Case Studies. 4. Analysis of qualitative data, transcription and analysis, Content analysis, Framework analysis 5. Possible biases and measures to ensure objectivity
Unit 3	Mixed Research Method
	1. Integration/mixing quantitative and qualitative data, Triangulation 2. Validity and Reliability in Mixed Methods Research 3. Comparison and Evaluation: Quantitative, Qualitative and Mixed Methods Research 4. Report preparation 5. Plagiarism checking using software

Essential readings

1. Babbie, E. (2015). Basics of Social Research, Jaipur: Rawat Publications
2. Babbie, E. (2014). Practice of Social Research, Jaipur: Rawat Publications
3. Bajpai S.R. (1976). Methods of Social survey and Research, Kanpur: Kitab Ghar
4. Bhattacharyya, D.K., (2009). Research Methodology, New Delhi: Excel Publications
5. Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. New Delhi: Sage.
6. Leavy, P. (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. New York: Guilford Press
7. Martin, W. E.; Lamp; Bridgmon, K. D. (2012). Quantitative and Statistical Research Methods: From Hypothesis to Results. San Francisco: Jossey-Bass.
8. Rajaretnam, T. (2015). Statistics for Social Sciences. New Delhi: Sage

Suggested Readings:

1. Atkinson, P.; Delamont, S. (2011). *Qualitative Research Methods*. New Delhi: Sage.
2. Bandalos, D. L. (2018). *Measurement Theory and Applications for the Social Sciences*. New York: The Guilford Press.
3. Goodwin, C. J. (2010). *Research in Psychology Methods and Design*, 6th ed. New Jersey: John Wiley & Sons.
4. Hammersley, M. (2013). *What is Qualitative Research?* New York: Bloomsbury.
5. Hays, William L (1973). *Statistics for the social sciences*. New York: Rinehart and Winston
6. McNamara, Q (1949). *Psychological Statistics*. New York: John Willey
7. Mitchell, M. L.; Jolley, J. M. (2013). *Research Design Explained*, 8th ed. New Delhi: Wadsworth, Cengage Learning.

Course Code and Name of the Course	BSMJ 353 Social Action and Advocacy
Sem	VI
Program	BSW
Credit	2

Introduction:-

Social action and advocacy are fundamental methods and strategies of professional social work for promoting social justice, protecting human rights, and facilitating structural social change. This course introduces students to the concepts, theories, processes, and techniques of social action and advocacy in local, national, and global contexts. It critically examines the role of social workers in addressing inequality, discrimination, exclusion, and violations of human rights through collective action, policy advocacy, legal interventions, campaigns, and social movements. The course also explores contemporary advocacy tools, including digital activism, media engagement, public interest litigation, community mobilization, and evidence-based advocacy.

Course Learning Objectives :-

1. To understand the concepts, principles, philosophy, values, and objectives of social action and advocacy.
2. To understand the relationship between social action, social justice, human rights, democracy, and social policy.
3. To develop competencies in advocacy planning, community mobilization, coalition building, networking, and campaigning.

Course Learning Objectives:-

1. To impart basic concepts meaning and models of development
2. To make students aware about problems and issues of the development.
3. Understand communication in the context of development
4. Acquire skills in effective communication
5. Enhance the capacities in application of development communication tools.

Course Outcomes

After completing the course, students will be able to:

1. Demonstrate knowledge of social action theories and advocacy frameworks.
2. Analyse social problems requiring collective action and advocacy
3. Apply advocacy tools to influence public policy and institutional practices.
4. Uphold professional ethics and human rights in advocacy practice.

Course Contents:

Sr. No.	Content
Unit 1	Foundations of Social Action and Advocacy Topics
	1. Meaning, concept and nature of social action 2. Relationship between social action, advocacy and social work 3. Philosophy and principles of social action 4. Values of social action (Human rights, social justice, empowerment perspectives, Constitutional foundations of social justice in India) 5. History and Evolution of Social Action as method of social work
Unit 2	Theories, Models, Approaches, and Skills of Social Action
	1. Theoretical foundations of social action 2. Models of social action (Saul Alinsky's Conflict Model, Gandhian Model, Paulo Freire's Critical Consciousness, Ambedkar's Social Justice Perspective, Feminist Perspective, Rights-based Approach) 3. Process of Social Action, Strategies of social action 4. Skills and techniques for Social Action 5. Community organization and social action, Collective action and participatory democracy
Unit 3	Advocacy Practice and Campaign Management
	1. Meaning, concept and scope of advocacy 2. Types of advocacy (Individual advocacy, Systems advocacy, Policy advocacy, Legal advocacy, Rights-based advocacy, Media advocacy, Digital advocacy and social media campaigns, Evidence-based advocacy) 3. Advocacy Process: Advocacy planning cycle, Stakeholder analysis, Monitoring and evaluating advocacy initiatives, Coalition building and networking, Lobbying and negotiation 4. Skills for Advocacy 5. Role of social workers as advocates and change agents

References:

1. Alinsky, S. D. (1971). *Rules for radicals: A pragmatic primer for realistic radicals*. Random House.
2. Bhattacharya, S. (2009). *Social work and social action*. Deep & Deep Publications.
3. Boon Andrew and Book Andy (1999) *Advocacy*, USA: Cavendish Publications
4. Brueggemann, W. G. (2014). *The practice of macro social work* (4th ed.). Cengage Learning.
5. Freire, P. (2005). *Pedagogy of the oppressed* (30th anniversary ed., M. B. Ramos, Trans.). Continuum. (Original work published 1970)
6. International Federation of Social Workers. (2014). *Global definition of social work*. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>
7. International Federation of Social Workers. (n.d.). *Policy statements*. <https://www.ifsw.org/social-work-action/policy-statements/>
8. Khinduka, S. K & Coughlin, Bernard (1965) *Social Work in India*, New Delhi : Kitab Mahal
9. NCAS (2000) *Fearless Minds: Rights Based Approach to Organizing and Advocacy*, Pune : National Center for Advocacy
10. Ministry of Law and Justice, Government of India. (2024). *The Constitution of India* (as amended up to date). Government of India. <https://legislative.gov.in/constitution-of-india/>
11. Ross, M. G. (1955). *Community organization: Theory and principles*. Harper & Brothers.
12. Siddique, H.Y. (1984) *Social Work and Social Action*, New Delhi: Harnam Publications
13. Lee Judith (2001) *The Empowerment Approach to Social Work Practice: Building The*
14. *BelovedCommunity*, Columbia Press
15. Chowdhry, D. Paul (1992), *Introduction to Social Work*, Atma Ram & Sons,
16. Delhi.
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19. Singh, S. (1986). *Social action: A method of social work*. Indian Institute of Social Welfare and Business Management.

Name of the Programme	Bachelor of Social Work
Semester	VI
Corse Code	BSMN 391
Course Title	Disability, Society and Culture
Credits	2 (Two)

Course Description:

The present course paper introduces students to disability as a social, cultural, developmental, and human rights issue. It explores the changing understandings of disability through medical, social, cultural, and rights-based perspectives. It is examining disability identity, inclusion, accessibility, policy, advocacy, and the role of professional social workers in promoting an inclusive society. The course emphasises disability as a matter of social justice rather than charity or welfare.

Learning Objectives:

Upon completion of the course, learners will be able to:

1. Explain the concepts, models, and socio-cultural dimensions of disability in the present context.
2. Analyze the relationship between disability, society, culture, and social exclusion for betterment.
3. Understand national and international disability rights, policies, and legal frameworks.
4. Develop social work perspectives and intervention strategies for disability inclusion and empowerment with their abilities.

Learning Outcomes:

After completing this course, students will be able to:

1. Describe disability using medical, social, cultural, and rights-based perspectives in an appropriate manner.
2. Examine the influence of social and cultural institutions on the lives of persons with disabilities for social life.
3. Explain disability rights, legislation, and inclusive development policies framed.
4. Apply social work principles to promote accessibility, inclusion, participation, and advocacy for disabled upliftment.
5. Demonstrate ethical and culturally responsive approaches while working with persons with disabilities in various settings.

Sr. No.	Content
Unit 1	Understanding Disability and Disability Studies
	1. Meaning, concepts, definitions, impairment, disability, and handicap 2. Models of disability: Medical, Social, Human Rights, Bio-psychosocial, and ICF 3. Historical evolution of disability and various disability movements 4. Issues of disability identity, diversity, and intersectionality 5. Disability Studies: Nature, scope, and interdisciplinary perspectives
Unit 2	Disability, Society and Culture
	1. Understanding of disability as a social and cultural construct 2. Family, community, education, and employment experiences of the disabled 3. The role of gender, caste, class, poverty, and marginalisation in the lives of the disabled 4. Media, literature, language, and cultural representations of disability 5. Accessibility, Universal Design, assistive technology, and inclusive communication for the disabled
Unit 3	Disability Rights and Social Work Practice
	1. Disability rights movement and advocacy in history 2. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Sustainable Development Goals (SDGs) 3. Rights of Persons with Disabilities Act, 2016 and schemes of the Government of India 4. Community-Based Rehabilitation (CBR), Inclusive Development, and community participation for the disabled 5. Roles, values, ethics, and intervention strategies of social workers in disability development and practice

References:

1. Addlakha, R. (2013). Disability studies in India: Global discourses, local realities. Routledge.
2. Albrecht, G. L., Seelman, K. D., & Bury, M. (Eds.). (2001). Handbook of disability studies. Sage.
3. Barnes, C., & Mercer, G. (2010). Exploring disability (2nd ed.). Polity.
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10. Goodley, D. (2017). Disability studies: An interdisciplinary introduction (2nd ed.). Sage.
11. Hans, A. (Ed.). (2015). Disability, gender and the trajectories of power. Sage.
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13. Karna, G. N. (2001). Disability studies in India: Retrospects and prospects. Gyan Publishing House.
14. Oliver, M. (1996). Understanding disability: From theory to practice. Macmillan.
15. Oliver, M., & Sapey, B. (2006). Social work with disabled people (3rd ed.). Palgrave Macmillan.
16. Shakespeare, T. (2014). Disability rights and wrongs revisited (2nd ed.). Routledge.
17. Shakespeare, T. (2018). Disability: The basics. Routledge.
18. Swain, J., French, S., Barnes, C., & Thomas, C. (2014). Disabling barriers—Enabling environments (3rd ed.). Sage.
19. Thomas, C. (2007). Sociologies of disability and illness. Palgrave Macmillan.
20. Watson, N., & Vehmas, S. (Eds.). (2019). Routledge handbook of disability studies. Routledge.

Online Resources:

1. American Psychological Association. (2023). Inclusive language guidelines.
2. Government of India, Department of Empowerment of Persons with Disabilities.

- Rights of Persons with Disabilities Act, 2016.
3. Government of India. Accessible India Campaign (Sugamya Bharat Abhiyan).
 4. International Labour Organization. Disability inclusion at work.
 5. Rehabilitation Council of India. Professional standards and disability resources.
 6. UNESCO. Inclusive education resources.
 7. United Nations. Convention on the Rights of Persons with Disabilities (UNCRPD).
 8. United Nations. Disability and the Sustainable Development Goals (SDGs).
 9. World Health Organization. (2011). World report on disability.
 10. World Health Organization. International Classification of Functioning, Disability and Health (ICF).

Name of the Programme	Bachelor of Social Work
Semester	VI
Course Code	BSMN 392
Course Title	Social Inclusion and Exclusion
Credits	02

1. To develop understanding about concept, meaning and nature of social inclusion and exclusion in present context.
2. To understand theoretical dimension of social inclusion and exclusion
3. To gain knowledge and insights into the modes of social exclusion and inclusion and their implications
4. To understand and analysis poverty, discrimination, deprivation and inequality in the context of social exclusion
5. To understand various constitutional safeguards and social legislation

Course Outcomes:

1. The students will be able to relate various theoretical concepts of inequality, poverty, marginalization and discrimination to present situation
2. The students will be able to comprehend different modes of social exclusion with case studies and understand the role of professional social workers to address the issues of social exclusion
3. The students will develop insights and perspectives to work for the marginalised section of society within the constitution framework

Sr. No.	Content
Unit 1	Understanding Social Exclusion and Inclusion with theoretical perspective
	1. Concepts: Meaning, definitions, and core characteristics of social exclusion and social inclusion. 2. Historical background and theoretical framework of social inclusion and exclusion 3. Dimensions: Structural bases of discrimination in society including caste, class, gender, religion, race, and age. 4. Vulnerability: The intersection of poverty, deprivation, marginalization and unequal access to public goods and services 5. Social exclusion: Humiliation, inequalities- social, economic and political
Unit 2	Marginalization and Social Exclusion
	1. Identities: Issues faced by Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), and

	religious/linguistic minorities. 2. Disability & Inclusion: Defining disability, understanding the social model of disability versus the medical model. 3. Gender & Sexuality: Feminist perspectives, gender fluidity, and LGBTQ+ inclusion in mainstream institutions 4. Health issues, stigmatization and social exclusion 5. Problems faced by migrants, refugees and ethnic groups
Unit 3	Constitutional and Legal Frameworks
	1. Constitutional Safeguards: Fundamental Rights and directive principles of state policy. 2. Key Legislation: Rights of Persons with Disabilities (RPWD) Act, Atrocities Act, and equal opportunity mandates, 3. Mental Health and Educational Rights 4. Global Norms: Overview of the Universal Declaration of Human Rights (UDHR) and UN Conventions relating to marginalized populations 5. Protective discrimination: Reservation policies for the socially and educationally backward in India.

Readings

1. De Haan, Arjan.(1999). Social Exclusion: Towards a Holistic Understanding of Deprivation. London: Department for International Development.
2. Dréze, Jean and Amartya Sen. (1999). Hunger and Public Action. Delhi: Oxford University Press.
3. Guru, G. (ed.) (2009). Humiliation: Claims and Context. Delhi: OUP.
4. Indian Journal of Human Rights. (1997). Special issue on Dalits. Hyderabad: HCU.
5. Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K. Lal (ed.), Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, (pp. 11- 23). New Delhi: Concept Publishing Company.
6. Piketty, T. (2015). (Translated by Arthur Goldhammer). The Economics of Inequality. USA: Harvard College.
7. Sen, Amartya. (2007). Social Exclusion: Concept, Application and Scrutiny. New Delhi: Critical Quest.
8. Shah, G. et.al. 2006. Untouchability in Rural India. New Delhi: Sage Publications.
9. Teltumbde, A. (2010). The persistence of caste: The Khairlanji murders and India's hidden apartheid. Zed Books: London.
10. Thorat, Sukhadeo and Narender Kumar (2008). B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies, New Delhi: Oxford University Press.
11. Himanshu. (2018). India Inequality Report: Widening Gaps. London: Oxfam.
12. Kabeer, Naila. (2000). Social exclusion, poverty and discrimination: towards an analytical framework. IDS Bulletin, 31 (4), pp. 83-97.

13. Kurzban, Robert and Mark. R. Leary. (2001). Evolutionary Origins of Stigmatization: The Functions of Social Exclusion. *Psychological Bulletin*, 127(2): 187 -208
14. Saith, R. (2001). 'Social Exclusion: The Concept and Application to Developing Countries', Queen Elizabeth House Working Paper Series 72. Oxford: Queen Elizabeth House.
15. Sheth, D. L. (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies', Occasional Paper. New York: UNDP, Human Development Report Office.
16. Thorat, Sukhadeo and Umakant. (Eds.). (2004). Caste, Race and Discrimination – Discourses in International Context. Jaipur and New Delhi: Rawat Publications.
17. Thorat, Sukhadeo (2009). Dalits in India: Search For Common Destiny, New Delhi: Sage Publications
18. University Grants Commission (UGC) guidelines on equity, inclusion, and Guidelines for Credit Based Course on Pedagogical Aspects for Teaching Divyangjans.
19. United Nations Enable documents on the Convention on the Rights of Persons with Disabilities

Name of the Programme	Bachelor of Social Work
Semester	VI
Corse Code	BSMN 393
Course Title	Introduction to Counselling - Theory and Practice
Credits	2

Course Description:

The present course paper introduces students to the fundamental concepts, theories, principles, and skills of counselling as applied to professional social work practice. It provides an overview of major counselling approaches, the counselling process, communication and helping skills, ethical standards, and the application of counselling in diverse social work practice and settings. The course emphasises culturally responsive, client-centred, and strengths-based practice to prepare students for entry-level helping roles through the social work profession.

Learning Objectives:

Upon completion of the course, learners will be able to:

1. Understand the basic concepts, principles, theories, and scope of counselling for social work practice.
2. Develop essential communication and helping skills required to address concerns or issues in effective counselling relationships.
3. Examine major counselling approaches, ethical principles, and professional responsibilities for counselling.
4. Apply basic counselling skills when working with individuals, families, groups, and communities across different settings.

Learning Outcomes:

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

1. Explain the concepts, principles, and goals of counselling, and differentiate counselling from guidance and psychotherapy, including their relevance.
2. Demonstrate effective communication, listening, empathy, and interviewing skills for the counsellor.
3. Describe major counselling theories and their application in social work practice in today's context.

4. Apply the stages of the counselling process using ethical and culturally sensitive approaches by nature.
5. Recognize the role of counselling in promoting psychosocial well-being across different social work settings and its arena.

Sr. No.	Content
Unit 1	Foundations of Counselling
	1. Meaning, nature, objectives, scope, and significance of counselling 2. Similarities and Differences: Guidance, counselling, psychotherapy, and social casework 3. Principles, values, and characteristics of effective counselling 4. Qualities, competencies, and professional roles of a counsellor 5. Counselling relationship, rapport building, and vitality of professional ethics
Unit 2	Counselling Theories, Process, and Skills
	1. Major counselling approaches: Person-Centred, Behavioural, Cognitive-Behavioural, Rational Emotive Behaviour Therapy (REBT), and Solution-Focused Brief Therapy 2. Stages of the counselling process: Relationship Building, Problem Assessment, Goal Setting, Counselling Intervention, Evaluation - Termination and Follow-up 3. Basic counselling skills: Attending, active listening, empathy, questioning, paraphrasing, reflection, summarization, and feedback 4. Communication skills, interviewing techniques, and recording in counselling 5. Ethical issues: Confidentiality, informed consent, professional boundaries, and referral
Unit 3	Counselling Practice in Social Work
	1. Individual, family, group, and crisis counselling 2. Counselling children, adolescents, women, older persons, and persons with disabilities

	3. Counselling in schools, healthcare settings, correctional institutions, workplaces, and community organizations 4. Multicultural counselling, gender-sensitive practice, and strengths-based counselling 5. Challenges, limitations, self-care, supervision, and professional development for counsellors
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References:

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2. Capuzzi, D., & Stauffer, M. D. (2022). *Counseling and psychotherapy: Theories and interventions* (7th ed.). American Counseling Association.
3. Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). *Interviewing and change strategies for helpers* (8th ed.). Cengage Learning.
4. Corey, G. (2021). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
5. Corey, M. S., Corey, G., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.
6. Egan, G. (2019). *The skilled helper* (11th ed.). Cengage Learning.
7. Feltham, C., & Horton, I. (Eds.). (2021). *The Sage handbook of counselling and psychotherapy* (4th ed.). Sage.
8. Gibson, R. L., & Mitchell, M. H. (2015). *Introduction to counseling and guidance* (7th ed.). Pearson.
9. Gladding, S. T. (2020). *Counseling: A comprehensive profession* (9th ed.). Pearson.
10. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling* (9th ed.). Cengage.
11. Jones, R. N. (2018). *Basic counselling skills: A helper's manual* (4th ed.). Sage.
12. McLeod, J. (2024). *An introduction to counselling and psychotherapy: Theory, research and practice* (7th ed.). Open University Press.
13. Mearns, D., & Thorne, B. (2013). *Person-centred counselling in action* (4th ed.). Sage.
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15. Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance* (4th ed.). McGraw Hill.
16. Reeves, A. (2017). *An introduction to counselling and psychotherapy: From theory to practice*. Sage.
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18. Sharf, R. S. (2020). *Theories of psychotherapy and counseling* (6th ed.). Cengage.

19. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2022). Counseling and psychotherapy theories in context and practice (3rd ed.). Wiley.
20. Sue, D. W., & Sue, D. (2022). Counseling the culturally diverse: Theory and practice (9th ed.). Wiley.

Online Resources:

1. American Counseling Association. (n.d.). ACA Code of Ethics.
2. American Psychological Association. (n.d.). APA Guidelines and Resources for Psychological Practice.
3. British Association for Counselling and Psychotherapy. (n.d.). Ethical Framework for the Counselling Professions.
4. National Institute of Mental Health and Neurosciences (NIMHANS). (n.d.). Mental health education resources.
5. National Health Mission, Government of India. (n.d.). National Mental Health Programme.
6. Rehabilitation Council of India. (n.d.). Professional standards and rehabilitation resources.
7. United Nations Children's Fund (UNICEF). (n.d.). Mental Health and Psychosocial Support Resources.
8. World Health Organization. (2021). Guidance on community mental health services.
9. World Health Organization. (n.d.). Mental Health: Strengthening Our Response.
10. World Health Organization. (n.d.). Mental Health Gap Action Programme (mhGAP) Intervention Guide.

Name of the Programme	BSW
Semester	VI
Course Code	BSMN394
Course Title	Social Movements and Social Development
Credits	2

1. Introduction

A social movement is a collective effort by a group of people to bring about, resist, or promote social change. People come together to address common social issues such as inequality, discrimination, environmental problems, human rights, and injustice.

Social development refers to the process of improving the quality of life, well-being, opportunities, and participation of people, particularly disadvantaged and vulnerable groups. Social development includes areas such as education, health, employment, housing, gender equality, poverty reduction, social security, and community participation.

Social movements can contribute significantly to social development by raising awareness, challenging injustice, demanding rights, influencing government policies, and encouraging people's participation.

2. Course Learning Objectives:

- To understand the concepts, nature, and context of Social Movements and Social Development.
- To understand the causes and processes of social movements and different dimensions of social development
- To develop the ability to understand and analyze social issues from a wider perspective and respond effectively to social problems.
- To develop knowledge, skills and perspective to actively engage and participate in social movements.
- To understand the role and responsibilities of social worker in social movements and social development process.

3. Course Outcomes: By the end of the course, students will be able to:

- Explain the concepts, nature, and context of Social Movements and Social Development.
- Identify and explain the causes, processes, and different types of social movements.
- Describe the different dimensions and approaches to social development.
- Demonstrate knowledge, skills, and a positive perspective for active participation in social movements.
- Explain the role and responsibilities of social workers in social movements and the social development process.
- Demonstrate skills in community participation, mobilization, advocacy, and collective action for social development.

4. Brief Description

Social movements and social development are closely related concepts that focus on bringing positive change in society. A social movement is a collective effort by individuals or groups to address social problems, protect rights, challenge injustice, and bring about social change. Social development refers to the process of improving the quality of life, well-being, equality, social justice, and empowerment of individuals and communities.

Social movements contribute to social development by creating awareness, mobilizing people, promoting participation, advocating for rights, and influencing social policies and practices. Together, they help address issues such as poverty, inequality, discrimination, gender injustice, environmental concerns, and human rights.

5. Unit-wise Description

Unit No	Unit Content / Description
Unit-I	Introduction to Social Movement • Social Movement: Meaning, concept and definitions, nature and characteristics of Social Movements • Need and Importance of Social Movements • Types of Social Movements; Major Social Movements in India • Theories of Social Movements and Methods and Strategies of Social Movements • Role of Social Workers in Social Movements and selected Indian examples
Unit-II	Introduction to Social Development • Social Development: Meaning, Concept, definitions, nature, objectives • Principles and indicators of Social Development • Challenges and Issues in Social Development • Role of Government, NGOs and Civil Society in Social Development • Sustainable Development Goals (SDGs) and Social Development
Unit-III	Approaches on Social Movements and Social Development. • Social movements in India: Sarvodaya movement, Swadeshi movement, Chipko movement, Narmada Bachao Andolan etc. • Factors Affecting Social Movements and Social Development: Issues and Challenges • Major Social Development Programmes and Policies in India • Linking Social Movements and Social Development • Social Movements and their Influence on the Public Policy

6. **Pedagogy:** Interactive lectures, group discussion, guest lectures, and community- based assignments

7. **Mode of Evaluation:** Assignment, presentation, Written examination

8. Reading List

- Baviskar A (2010). Social Movements in India, in N G Jayal and PB Mehta (EDs)- Oxford Companion to Politics in India, Oxford University Press, New Delhi
- Ray, Ray and M F Katzenstein (EDs) (2005). Social Movements in India- Poverty, Power and Politics, Rowman and Little field.
- Sangavi S 2007 The New People's Movement in India, Economic & Political Weekly.
- Thompson N 2002 Social Movements, Social Justice and Social Work, British Journal of Social Work 32 (6).
- Rao, M. S. A. (Ed.). (1978). Social Movements in India. Manohar Publications.
- Shah, G. (2004). Social Movements in India: A Review of Literature. Sage Publications.
- Singh, K. (2010). Social Development: Principles and Practices. Rawat Publications.
- Dube, S. C. (1988). Modernization and Development: The Search for Alternative Paradigms. Zed Books.
- Sen, A. (1999). Development as Freedom. Oxford University Press.
- United Nations Development Programme (UNDP). Human Development Reports.
- United Nations Sustainable Development Goals (SDGs)

Name of the Programme	BSW
Semester	VI
Course Code	BSMN 395
Course Title	Family Life Education
Credits	2

1. Introduction

Family is the universal and basic social institutions. The family continues to play an important role in socialization, emotional support, care, and protection of its members. In India, as in many traditional societies, the family has been not only the center of social and economic life, but also the primary source of support for the family members. Families have been changing and affected by multiple forces and variables like industrialisation, growing independence of women, rise in levels of education, economic change, legal regulations, feminist critiques and political discourses. As the Indian family and its mindset are not adequately prepared to cope with the rapidly changing and increasingly competitive and challenging world, changing societal norms and lifestyles are posing a threat to traditional family structures. These changes have also contributed to the emergence of various socio-psychological problems.

Family Life Education is the professional practice of equipping and empowering family members to develop knowledge and skills that enhance well-being and strengthen interpersonal relationships through an educational, preventive, and strengths-based approach. This paper aims to provide students with a comprehensive understanding of family systems, their functioning, challenges, and tensions. It further enables students to develop the knowledge, sensitivity, and practical skills required to effectively work with families and children.

2. Course Learning Objectives:

- To understand family systems and the various factors that shape family functioning.
- To examine contemporary family issues and their impact on individuals, families, and society.
- To develop an understanding of family life education, its concept, scope, and key components.
- To explore the importance of Family Life Education in strengthening Interfamily Relationships
- To develop skills and knowledge needed for healthy family functioning

3. Course Outcomes: By the end of the course, students will be able to:

	• Relationship between Family Life Education and social work practice • Family Assessment and Intervention • Social Work Methods in Family Life Education • Skills for Family Life Education and Role of social workers in strengthening family
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4. **Pedagogy:** Interactive lectures, group discussion, guest lectures, and community-based assignments
5. **Mode of Evaluation:** Assignment, presentation, Written examination

6. Reading List

- Patrick, C.M. 2005 Families and Change (3rd Edition) Coping with Stressful Events and Transitions, London: Sage Publications
 - Ahuja, R. (2016). Indian Social System. Rawat Publications.
 - Gore, M. S. (1968). Urbanization and Family Change. Popular Prakashan.
 - Kapadia, K. M. (1966). Marriage and Family in India. Oxford University Press.
 - Shah, A. M. (1998). The Family in India: Critical Essays. Orient Longman
 - Arcus, M. E., Schvaneveldt, J. D., & Moss, J. J. (Eds.). (1993). Handbook of family life education: Foundations of family life education (Vol. 1). Sage Publications.
 - Bredehoft, D. J., & Walcheski, M. J. (Eds.). (2011). Family life education: Integrating theory and practice (3rd ed.). National Council on Family Relations
 - Collins, D., Jordan, C., & Coleman, H. (2021). An introduction to family social work (5th ed.). Cengage Learning.
 - Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). Family therapy: An overview (9th ed.). Cengage Learning.
 - Nichols, M. P., & Davis, S. D. (2020). Family therapy: Concepts and methods (12th ed.). Pearson.
- Walsh, F. (2016). Strengthening family resilience (3rd ed.). Guilford Press.

Course Code and Name of the Course	BSMN 396 Introduction to Gandhian Philosophy
Sem	VI
Program	BSW
Credit	2

Introduction :-

Gandhian philosophy offers a comprehensive ethical, social, political, and economic framework for building a just, peaceful, and sustainable society. Rooted in the principles of truth (Satya), non-violence (Ahimsa), self-rule (Swaraj), and service (Sarvodaya), Gandhian thought continues to influence social work, community development, peacebuilding, environmental sustainability, and social justice movements worldwide.

This course introduces students to the life, philosophy, and constructive programmes of Mahatma Gandhi and examines their relevance to contemporary social issues. It explores Gandhian perspectives on human dignity, social harmony, rural development, social equality, gender, education, environment, and conflict resolution. The course also critically engages with debates surrounding Gandhian philosophy and encourages students to analyse its relevance and limitations within contemporary social work practice.

Course Learning Objectives :-

1. To understand the life, philosophy, and major contributions of Mahatma Gandhi.
2. To learn the fundamental principles of Gandhian philosophy and ethics.
3. To examine Gandhian perspectives on social justice, peace, equality, rural development, and sustainable living.
4. To critically evaluate the relevance and limitations of Gandhian philosophy in contemporary society and social work practice.

Course Outcomes:

By the end of this course students will be able to

1. Critically examine contemporary issues from a Gandhian perspective
2. Analyse Gandhian approaches to social transformation and apply Gandhian principles in community work and social development.
3. Apply Gandhian principles in promoting non-violent conflict resolution, participatory development, and ethical professional social work practice.

Course Contents:

Sr. No.	Content
Unit 1	Life, Context and Foundations of Gandhian Philosophy
	1. Life and intellectual development of Mahatma Gandhi 2. Historical context of Gandhian thought

	3. Philosophical Foundations of Gandhian Thoughts 4. Pillars of Gandhian Thoughts - (Concept of Truth (Satya), Non-violence (Ahimsa), Means and Ends, Trusteeship, Satyagraha, etc. 5. Relevance of Gandhian Philosophy for Global and National Development
Unit 2	Gandhian Social, Political and Economic Philosophy
	6. Gandhian Social Philosophy- Sarvodaya, Nai Talim (New Education), 7. Gandhian Economic Philosophy- Simplicity and Ethical Living village selfsufficiency, Bread Labour, Trusteeship 8. Gandhian Political Philosophy- Gandhiji' vision of Panchayati Raj, Gram Swaraj, Decentralisation, Gandhi's views on Ideal Society and Democracy, Participatory Development, 9. Indian Constitution and Gandhian Ideals, 10. Gandhian concept of Rural Reconstruction
Unit 3	Gandhian Philosophy, Contemporary Social Issues, and Social Work
	1. Gandhian approach to contemporary social issues- Poverty, social inequality, untouchability, caste 2. Gandhian philosophy and Strategies for Social Movements- Satyagraha, Non co-operation struggle, Adoption of Civil disobedience, Peace and conflict resolution, Voluntary action, Community organisation 3. Gandhian Philosophy and Sustainable Development: Environmental ethics, Sustainable Development Goals (SDGS), Consumerism and globalization 4. Gandhian philosophy and social work values 5. Relevance of Gandhian philosophy in social work practice

References:

1. Erikson, E. H. (1969). Gandhi's truth: On the origins of militant nonviolence.
2. Iyer, R. N. (1973). The moral and political thought of Mahatma Gandhi. Oxford University Press.
3. Mahatma Gandhi, An Autobiography: The Story of My Experiments with Truth, Navjivan, Ahmedabad, 1957
4. Gandhi, M.K., Sarvodaya, Navjivan, Ahmedabad, 1957
5. Gandhi, M. K. (2009). Hind Swaraj (A. Parel, Ed.). Cambridge University Press.
6. Gandhi, M. K. (1945/2009). Constructive programme: Its meaning and place. Navajivan Publishing House.
7. Guha, Ramchandra., Gandhi before India, Penguin Books, New Delhi, 2013

8. Richards, Glyn, *The Philosophy of Gandhi: A Study of His Basic Ideas*, Conzen Press, 1982
9. Parekh, Bhikhu, *Gandhi's Political Philosophy: A Critical Examination*, University of Notre Dame Press, 1989

BSSE 360: Seminar and Academic Presentation

Name of the Programme	Bachelor of Social Work
Semester	VI
Course Code	BSSE 360
Course Title	Seminar and Academic Presentation
Credits	02

Learners Objectives:

Course Outcome:

Syllabus

Component One: Seminars and Presentation

- Presentations on classroom assignments
- Group presentation on social issues
- Field Experience sharing
- Group discussions
- Poster presentation

Community Development and Social issues

- Sustainable community development in low-income areas.
- Problems of different communities (geographic, virtual, SC/ST, CGBT community etc.
- Human trafficking: identification, rescue, and rehabilitation
- Eradicating poverty through government welfare programs
- Problems of youth, women and elderly etc.

Child and Family Welfare

- Preventing child abuse and child delinquencies
- The psychological impact of domestic violence on young children.
- Challenges within the foster care and adoption systems.
- Supporting teenage mothers through community welfare scheme
- Good parenting

Mental Health and Well-being

- Reducing the stigma of depression in rural or urban communities.
- The role of social workers in school mental health programs.
- Supporting youth dealing with anxiety and peer pressure.
- Suicide prevention strategies for at-risk population
- Reproductive health,

Component Two: Field based presentation

- Field visits (Model villages, projects, programmes and Agencies) and presentation
- Survey and presentation (preparation of survey tools, home visits, meeting with key persons etc.)
- Filed based activities on social problems (preparing skit, social songs, slogans etc.)
- Group research activities (identifying problems, develop design and collet data, analyse and present)

Component Three: Skill development

- Communication skills (oral and written)

- Presentation skills
- Listening and observation skills
- Analytical skills
- Understanding self and others

Readings:

1. **Fine, Debra.** (2005). *The Fine Art of Small Talk: How to Start a Conversation, Keep It Going, Build Networking Skills—and Leave a Positive Impression.* New York: Hyperion.
2. **Fine, Debra.** (2005). *The Fine Art of Small Talk: How to Start a Conversation, Keep It Going, Build Networking Skills—and Leave a Positive Impression.* New York: Hyperion
3. **Lowndes, Leil.** (2004). *How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships.* New York: McGraw-Hill
4. **Stone, Douglas., Patton, Bruce., & Heen, Sheila.** (1999). *Difficult Conversations: How to Discuss What Matters Most.* New York: Penguin Books
5. **Kumar, Sanjay, and Pushp Lata.** (2024). *Communications Skills Oxford University Press.*
6. **Raman, Meenakshi, and Sangeeta Sharma.** (2022). *Technical Communication: Principles and Practice.* Oxford University Press.
7. **Mohan, Krishna, and Meera Banerji.** (2009). *Developing Communication Skills.* Macmillan Publishers India
8. **P. Shailaja, P. Shailaja.** "Corporate Social Responsibility and Community Development." *Indian Journal of Applied Research* 3, no. 11 (2011): 311–13
9. **Pigg, Kenneth.** "Community leadership development: the effects on community development." *Community Development* 44, no. 4 (2013): 408–10
10. **Packham, C.** "Community Auditing as community development." *Community Development Journal* 33, no. 3 (1998): 249–59.
11. **Sharma, Balram, and Jagroop Kaur.** "Community Development and Panchayati Raj in India." *Journal of Advances and Scholarly Researches in Allied Education* 15, no. 4 (2018): 1–5.
12. **Indian Models of Community Development** by Sunil Prasad and Bishnu Mohan Dash (2025)
13. **Rural Community Development: Tradition, Transformation, and Trends** edited by N. Rajavel, D. Nirmala, and Muhamed Shalih C (2024)
14. **Community Organization and Development: An Indian Perspective** (2020)
15. **Development as freedom, Amartya Sen (2000) – Anchor Book Preview**
16. **Pedagogy of the Oppressed by Paulo Freire (1970) — Deakin Library Guide**

BSFW 354: FIELD WORK – SEMESTER VI

Name of the Programme: Bachelor of Social Work

Course Title: Field Work

Course Code: BSFW 354

Semester: VI

Credits: 6

Statement of Purpose

To provide students with opportunities to apply social work knowledge through systematic and supervised engagement with individuals, groups, communities and organizations. The fieldwork will emphasize social work research, qualitative and quantitative data collection, social problem analysis, advocacy, social action, intervention and professional documentation.

Overall Objective

Semester VI fieldwork aims to develop students' ability to analyse field realities, apply basic research methods, participate in advocacy and social action, undertake supervised interventions and critically reflect on professional practice.

Semester VI – Learner Objectives, Content, Method and Outcomes

Learner Objectives	Semester-wise Content	Method	Learner Outcome
1. To develop the ability to identify and analyse social problems in the field.	Social Problem Analysis ● Identification of social problems ● Causes and consequences ● Vulnerable and marginalized groups ● Stakeholders ● Available resources ● Service gaps and priority needs	● Community visits ● Observation ● Interviews ● Group discussion ● Problem mapping ● Stakeholder mapping	Learner will be able to identify and analyse social problems, needs, stakeholders and available resources.
2. To develop an understanding of organisational and community systems within which social work	Organisational and Systems Understanding ● Structure, policies and programmes of the agency/organisation ● Roles and functions of the professional social worker	● Agency orientation ● Agency/organisational visits ● Review of agency records and reports ● Interaction with agency staff and functionaries ● Resource mapping exercise	Learner will be able to describe the structure, functioning and service systems of the agency/community, and identify the role of social work within it.

Learner Objectives	Semester-wise Content	Method	Learner Outcome
practice takes place.	within the setting • Inter-agency linkages, referral systems and networking • Government and non-government service delivery systems • Legal and policy framework relevant to the setting • Resource mapping of the agency/community		
3. To develop skills in qualitative and quantitative data collection.	Field Data Collection • Interview • Questionnaire • Interview schedule • Observation • Focus Group Discussion • Case study • Field notes and documentation	• Interviews • Questionnaire administration • FGD • Observation • Case study • Supervised field data collection	Learner will be able to apply appropriate qualitative and quantitative data collection techniques ethically and systematically.
4. To develop advocacy skills for promoting rights and social justice.	Social Advocacy • Identification of advocacy issues • Rights and entitlements • Identification of stakeholders and duty bearers • Advocacy objectives • Communication and representation • Networking and coalition building	• Advocacy mapping • Role play • Awareness activities • Stakeholder interaction • Group discussion • Representation	Learner will be able to identify advocacy issues and participate in appropriate rights-based advocacy activities.
5. To develop skills in social action and community	Social Action and Community Participation • Identification of issues requiring	• Community meetings • Awareness programmes • Campaigns	Learner will be able to participate in community mobilization, social

Learner Objectives	Semester-wise Content	Method	Learner Outcome
mobilization.	collective action - Community awareness - Mobilization of people - Group formation and participation - Awareness campaigns - Community meetings - Networking and resource mobilization	- Group activities - Social action exercises - Supervised intervention	action and collective efforts to address social issues.
6. To develop integrated professional practice, intervention and reflective skills.	Professional Field Practice and Documentation - Application of social work methods - Planning and implementation of small interventions - Communication and rapport building - Referral and networking - Field diary and process recording - Reflective journal - Field report and presentation - Use of supervision	- Case/group/community activities - Intervention - Agency/community participation - Individual conference - Group conference - Agency supervision - Field diary - Seminar	Learner will demonstrate professional behaviour, ethical practice, ability to apply social work methods, systematic documentation and critical reflection on field experience.

Assessment

Assessment will be conducted through process evaluation, combining the agency supervisor's assessment with faculty/institutional assessment, in keeping with the Degree level of the programme, as per the format below:

Level	Nature of Assessment	Areas of Assessment	Assessment Type
Degree Level (Semester VI)	Individual assessment and agency-based assessment	Identification and analysis of social problems	- Process recording - Field work diary - Data

Level	Nature of Assessment	Areas of Assessment	Assessment Type
		• Understanding of organisational and community systems • Application of qualitative and quantitative data collection methods • Advocacy for rights and social justice • Social action and community mobilization • Professional conduct, ethical practice and use of supervision	collection/research exercise report • Advocacy/social action project report • Seminar/academic presentation • Agency supervisor's evaluation • Viva-voce

Semester VII

VII	Core	BSMJ 401	Project Planning, Monitoring and Evaluation	2
	Core	BSMJ 402	Seminar on Social Work Practice	2
	Minor (Select Any four from the list)	BSMN441	Social Entrepreneurship	2
	Minor	BSMN442	Participatory Learning Approaches & Tools	2
	Minor	BSMN443	NGO Management	2
	Minor	BSMN444	Corporate Social Responsibility	2
	Minor	BSMN445	Youth and Development	2
	Minor	BSMN446	Local Self Governance	2
	Skill Enhancement Courses	BSSE 410	Seminar and Academic Presentations II	2
	Skill Enhancement Courses	BSSE 411	Research Colloquium	2
	Core	BSFW 403	Field Work	6
		Total		22

Name of the Programme	BSW
Semester	VII
Course Code	BSMJ 401
Course Title	Project Planning, Monitoring and Evaluation
Credits	2

1. Introduction

Project Planning, Monitoring and Evaluation (PM&E) is essential for the effective design, implementation, and assessment of development projects. This course introduces students to the principles, tools, and techniques of project planning, monitoring, and evaluation to ensure efficient use of resources and achievement of project objectives.

2. Course Learning Objectives

- Understand the concepts and importance of project planning, monitoring, and evaluation.
- Develop skills in project design, logical framework, and work planning.
- Learn monitoring and evaluation tools and techniques.
- Understand project reporting, documentation, and impact assessment.
- Prepare students for managing and evaluating development projects.

3. Course Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain the principles and stages of project planning, monitoring, and evaluation.
- Prepare project plans using appropriate planning tools and frameworks.
- Apply monitoring and evaluation methods to assess project performance and outcomes.
- Analyze project results and prepare monitoring and evaluation reports.
- Demonstrate competencies in managing development and CSR projects effectively.

4. Brief Description

This course provides an overview of project planning, monitoring, and evaluation in the development sector. It covers project design, planning tools, monitoring systems, evaluation methods, reporting, and impact assessment, enabling students to effectively plan, implement, monitor, and evaluate social development projects.

UNIT I:

Introduction to Project Planning ,

Meaning, Concept and Need for Project Planning , Characteristics of Social Development Projects , Project Life Cycle , Situation Analysis, Problem Identification , Need Assessment , Stakeholder Analysis , Resource Mapping , Project Formulation, Goal, Aim and Objectives ,SMART Objectives, Project Activities and Work Plan, Timeline (Activity Schedule)

Fundamentals of Project Monitoring ,Introduction to Project Monitoring: Meaning and Concept of Monitoring ,Objectives and Importance of Monitoring, Monitoring in Social Development Projects
Types of Monitoring: Process Monitoring, Performance Monitoring, Financial Monitoring Compliance Monitoring, Monitoring Indicators : Input Indicators, Output Indicators, Outcome Indicators ,Impact Indicators, Monitoring Tools

UNIT II: Project Evaluation

Introduction to Evaluation Meaning and Definition, Objectives of Evaluation, Need and Importance of Evaluation, Types of Evaluation Baseline Evaluation, Mid-term Evaluation, End-line Evaluation, Process Evaluation, Impact Evaluation

Evaluation Criteria (OECD-DAC) Relevance, Effectiveness, Efficiency, Impact Sustainability
Methods of Evaluation Quantitative Methods, Qualitative Methods, Participatory Evaluation, Ethical Issues in Evaluation

UNIT III: Monitoring and Evaluation Frameworks and Reporting (10 Hours)

Monitoring and Evaluation Frameworks Logical Framework Approach (Log Frame), Theory of Change, Results-Based Management (RBM)

Data Collection for Monitoring and Evaluation Survey, Interview, Focus Group Discussion, Observation, Documentation Review Reporting and Documentation

Monitoring Report , Evaluation Report, Data Analysis and Interpretation, Use of Charts and Tables

Applications of Monitoring and Evaluation NGOs, Corporate Social Responsibility (CSR),

Government Development Programmes

Suggested Reference Books Books

1. Kusek, J. Z., & Rist, R. C. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System*. World Bank.
2. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A Systematic Approach*. Sage Publications.
3. Patton, M. Q. (2008). *Utilization-Focused Evaluation*. Sage Publications.
4. Goel, S. L. (2010). *Project Planning, Monitoring and Evaluation*. Deep & Deep Publications.
5. Mukherjee, A. (2012). *Project Management and Evaluation*. New Age International.
6. Singh, K. (2009). *Monitoring and Evaluation in Development Programmes*. Sage Publications.
7. Kerzner, H. (2022). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*. Wiley.
8. Gopal, G. (Ed.). (2002). *Monitoring and Evaluation in Rural Development*. Concept Publishing.

Reports and Manuals

1. World Bank. *Monitoring and Evaluation Toolkit*.
2. UNDP. *Handbook on Planning, Monitoring and Evaluating for Development Results*.
3. UNICEF. *Monitoring and Evaluation Training Resource*.
4. NITI Aayog. *Development Monitoring and Evaluation Office (DMEO) Guidelines*.

Ministry of Corporate Affairs, Government of India. *CSR Rules and Impact Assessment Guidelines*.

Semester	VII
Course Code	BSMJ 402
Course Title	Seminar on Social Work Practice
Credits	2

1. Introduction

Social Work Practice is the professional application of knowledge, values, skills, and intervention methods to address the needs of individuals, groups, and communities. This seminar course provides students with an opportunity to deepen their understanding of the primary methods of social work through self-directed learning, literature review, field-based observations, case analysis, and seminar presentations. It encourages critical thinking, communication, leadership, and professional competence by engaging students in contemporary issues and evidence-based social work practice.

2. Course Learning Objectives

- Develop an in-depth understanding of the primary methods of Social Work Practice.
- Strengthen analytical, presentation, and academic communication skills through seminar presentations.
- Promote critical reflection on contemporary social work interventions and field practices.
- Enhance the ability to integrate theory with field experiences.
- Develop confidence in professional discussions, teamwork, and knowledge sharing.

3. Course Outcomes

Upon successful completion of the course, students will be able to:

- Explain the principles, processes, and applications of major methods of Social Work Practice.
- Critically analyze contemporary issues and intervention strategies in professional social work.
- Demonstrate presentation, communication, leadership, and facilitation skills.
- Integrate classroom learning with fieldwork experiences through seminar discussions.
- Develop professional competence in evidence-based social work practice.

4. Brief Description

This course provides students with opportunities to study, analyze, and present seminar papers on the major methods of Social Work Practice. Students will explore current issues, field experiences, innovative interventions, and best practices through seminars, group discussions, case analyses, and academic presentations.

5. Unit-wise Description of Teaching Hours

No.	Unit Content / Description
I	Seminar on Social Case Work (Working with Individuals) • Principles and Process of Social Case Work • Case Work Skills and Techniques • Counselling and Therapeutic Interventions • Mental Health, Child Welfare, Medical and School Case Work • Case Presentations and Best Practices
II	Seminar on Social Group Work (Working with Groups) • Principles and Models of Group Work • Group Dynamics and Leadership • Therapeutic, Educational and Community Groups • Group Facilitation Skills and Programme Planning • Innovative Group Work Practices and Case Studies
III	Seminar on Community Organization and Social Action

No.	Unit Content / Description
	Part A – Community Organization • Community Organization Process and Models • Participatory Rural Appraisal (PRA) • Community Mobilization and Capacity Building • Community Development Success Stories Part B – Social Action • Concept, Principles and Strategies of Social Action • Advocacy, Campaigns and Rights-Based Approaches • Social Movements and Public Interest Litigation • Contemporary Social Action Initiatives and Case Studies

6. Pedagogy

The course will adopt a learner-centred, participatory, and seminar-based approach. Students will independently prepare and present seminar papers based on literature review, field experiences, case studies, and current developments in Social Work Practice.

Teaching-learning methods include:

- Student Seminar Presentations, Group Discussions , Case Analysis ,Literature Review ,Panel Discussions , Field-based Learning ,Peer Review and Feedback ,Expert Lectures ,Audio-Visual Presentations ,Reflective Discussions

7. Mode of Evaluation

- Seminar Presentation –
- Seminar Paper/Report –
- Class Participation & Discussion –
- End Semester Written Examination –

8. Reading List

Core Books

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. Direct Social Work Practice.
- Kirst-Ashman, K. K., & Hull, G. H. Understanding Generalist Practice.
- Trevithick, P. Social Work Skills and Knowledge.
- Friedlander, W. A. Concepts and Methods of Social Work.
- Skidmore, R. A., Thackeray, M. G., & Farley, O. W. Introduction to Social Work.
- Siddiqui, H. Y. Social Group Work.
- Ross, M. G. Community Organization: Theory and Principles.
- Rothman, J. Approaches to Community Intervention.
- Lee, J. A. B. The Empowerment Approach to Social Work Practice.

Indian References

- Gore, M. S. Social Work and Social Work Education.
- Surendra Singh. Encyclopaedia of Social Work in India.
- Government of India – National Social Policies and Welfare Programmes.
- National Association of Professional Social Workers in India (NAPSWI) Publications.

- Peer-reviewed journals in Social Work, Community Development, Mental Health, and Social Policy.

Suggested Seminar Themes (Student Presentation Topics)

Unit I – Social Case Work (Working with Individuals)

1. Case Work in Mental Health Settings
2. Medical and Psychiatric Social Work
3. Child Protection and Case Management
4. School Social Work
5. Counselling Skills in Case Work
6. Crisis Intervention
7. Case Work with Older Persons
8. Case Management in Substance Abuse
9. Family Counselling
10. Ethical Issues in Social Case Work

Unit II – Social Group Work (Working with Groups)

1. Group Dynamics in Social Work
2. Leadership Development through Group Work
3. Self-Help Groups (SHGs)
4. Youth Development Groups
5. Women's Empowerment Groups
6. Group Therapy
7. Life Skills through Group Work
8. Recreational Group Work
9. Community-Based Support Groups
10. Group Work in Schools and Colleges

Unit III(A) – Community Organization (Working with Communities)

1. Participatory Rural Appraisal (PRA)
2. Community Resource Mobilization
3. Village Development Planning
4. Urban Community Development
5. Community Health Promotion
6. Disaster Management and Community Organization
7. Environmental Conservation through Community Participation
8. Community Leadership Development
9. Community-Based Organizations (CBOs)

10. Digital Community Development

Unit III(B) – Social Action

1. Social Movements in India
2. Human Rights and Social Action
3. Advocacy and Public Policy
4. Campaign Against Gender-Based Violence
5. Environmental Justice Movements
6. Right to Education Campaign
7. Digital Activism and Social Change
8. Role of Media in Social Action
9. Public Interest Litigation (PIL)
10. Contemporary Social Action by NGOs and Civil Society

Suggested Seminar Schedule (16 Weeks)

Week	Activity
1	Course orientation and allotment of seminar topics
2–5	Student seminars on Social Case Work
6–9	Student seminars on Social Group Work
10–13	Student seminars on Community Organization
14–15	Student seminars on Social Action
16	Panel discussion, viva, feedback, and course review

Bachelor of Social Work (BSW) – Third Year (Semester VII)
BSMN 441

Name of the Programme	BSW
Semester	VII
Course Code	BSMN 441
Course Title	Social Entrepreneurship
Credits	2
Course Teacher	Prof. Dr. Mahesh B Thakur

1. Introduction

Social Entrepreneurship is an innovative approach to addressing social, economic, and environmental challenges through sustainable and entrepreneurial solutions. Unlike traditional business enterprises that primarily focus on profit maximization, social enterprises create social value while ensuring financial sustainability. This course introduces students to the concepts, principles, models, ecosystem, and management of social enterprises with special emphasis on the Indian context. It also explores the role of social entrepreneurs in promoting inclusive development, innovation, livelihood generation, and sustainable communities.

2. Course Learning Objectives

- Understand the concept, principles, and evolution of Social Entrepreneurship.
- Learn various models of social enterprises and social innovation.
- Develop skills in designing, planning, and managing social enterprises.
- Understand resource mobilization, funding mechanisms, and impact measurement.
- Study successful national and international social enterprise case studies.

3. Course Outcomes

Upon successful completion of the course, students will be able to:

- Explain the concepts, characteristics, and significance of Social Entrepreneurship in sustainable development.
- Describe different models, legal forms, and ecosystem of social enterprises.
- Analyze opportunities for creating innovative and sustainable social enterprises.
- Apply business planning, resource mobilization, and social impact measurement tools.
- Prepare students for careers as social entrepreneurs, development professionals, and leaders of social enterprises.

4. Brief Description

This course introduces students to the concepts, principles, and practices of Social Entrepreneurship. It covers social enterprise models, innovation, business planning, funding, leadership, impact measurement, and sustainability. Students gain practical knowledge of establishing and managing social enterprises that address community needs while ensuring financial sustainability.

Unit-wise Description of Teaching Hours

No.	Unit Content / Description
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I	Introduction to Social Entrepreneurship • Concept, Definition and Characteristics of Social Entrepreneurship • Evolution and Scope of Social Entrepreneurship • Social Innovation and Social Value Creation • Difference between Business Entrepreneurship, NGO and Social Enterprise • Role of Social Entrepreneurs in Sustainable Development
II	Social Enterprise Models and Ecosystem • Types and Models of Social Enterprises

	• Legal Structures of Social Enterprises in India • Social Business Models and Hybrid Organizations • Funding Sources: CSR, Grants, Impact Investment, Crowdfunding and Social Finance • Government Policies and Support Systems for Social Enterprises
III	Planning and Managing Social Enterprises • Opportunity Identification and Business Planning • Resource Mobilization and Financial Sustainability • Leadership, Marketing and Stakeholder Engagement • Social Impact Measurement and Sustainability • Case Studies of Successful Social Enterprises in India and Abroad

6. Pedagogy

The course will be delivered using learner-centred and experiential teaching methods to promote entrepreneurial thinking and practical learning. The pedagogy will include:

- Interactive lectures and classroom discussions ,Case study analysis of successful social enterprises, Group discussions and collaborative learning. Business Model Canvas workshops ,Field visits to social enterprises and NGOs .Guest lectures by social entrepreneurs, incubator experts, CSR professionals, and impact investors
- Preparation of a Social Enterprise Business Plan

7. Mode of Evaluation

- Assignment, Presentation, Seminar, Business Plan Preparation, Written Examination

8. Reading List

Books

- Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
- Martin, R. L., & Osberg, S. (2015). *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.
- Alter, K. (2007). *Social Enterprise Typology*. Virtue Ventures.
- Yunus, M. (2010). *Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs*. PublicAffairs.
- Dees, J. G. (2001). *The Meaning of Social Entrepreneurship*. Duke University.
- Nicholls, A. (Ed.). (2008). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
- Elkington, J., & Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*. Harvard Business Press.
- Prabhu, G. N. (2019). *Social Entrepreneurship in India: Cases and Concepts*. Sage Publications.

Reports and Reference Documents

- Ministry of Skill Development and Entrepreneurship, Government of India.
- NITI Aayog – *Women Entrepreneurship Platform* and *Atal Innovation Mission* Reports.
- Startup India Policy Documents.
- UN Sustainable Development Goals (SDGs).
- World Economic Forum Reports on Social Innovation.

- Ashoka Foundation Publications on Social Entrepreneurship.
- Schwab Foundation for Social Entrepreneurship Reports.
- Annual Reports and Case Studies of SELCO Foundation, Aravind Eye Care System, Goonj, Barefoot College, Akshaya Patra Foundation, Grameen Bank, Jaipur Foot, and Digital Green.

Name of the Programme	BSW
Semester	VII
Course Code	BSMN 442
Course Title	Participatory learning Approaches and tools
Credits	2
Course Teacher	Dr. Chitralekha Rajuskar

Introduction

This course introduces students to participatory approaches used in social work, community development, rural development, and social research. It focuses on learning with communities rather than learning about communities, emphasizing active participation, local knowledge, collective decision-making, empowerment, and community ownership.

Course Learning Objectives

- Develop an understanding of participatory learning in social work practice.
- Introduce students to major participatory approaches.
- Develop students' skills in using participatory tools and techniques.
- Enable students to recognize and value local knowledge, community experiences, resources, and traditional practices.
- Develop students' ability and skills.

Course Outcomes

- Explain the concepts, principles, philosophy, and significance of participatory learning
- Describe and differentiate major participatory approaches
- Identify appropriate participatory tools and techniques
- Demonstrate the use of participatory tools
- Analyse community needs, problems, resources, capacities, stakeholders, and priorities

Brief Description

The course covers the concepts, principles, approaches, and processes of Participatory Rural Appraisal (PRA), Participatory Learning and Action (PLA), Participatory Action Research (PAR), and other community-based participatory approaches. Students will learn practical tools such as social mapping, resource mapping, transect walks, seasonal calendars, Venn diagrams, problem trees, stakeholder mapping, ranking, scoring, focus group discussions, and participatory observation. The course enables students to apply participatory approaches in areas such as rural and urban community development, public health, education, livelihood promotion, women and child development, tribal development, environmental protection, disaster management, CSR, and social welfare programmes.

No.	Unit Content/ Description
I	Foundations of Participatory Learning • Meaning, Concept, Participatory learning, participatory development, participatory development • Principles of Participatory Learning • Participatory Approaches – PRA, PLA, PAR, RRA, CBPR, ABCD • Role of Social Worker • Participatory Facilitation Skills of Social Worker
II	Participatory Learning Approaches and Processes • Participatory Rural Appraisal (PRA) – Concept, Objectives, Principles, process • Participatory Learning and Action (PLA) – Concept, Objectives, Principles, process • Participatory Action Research (PAR) – Concept, Objectives, Principles, process • Participatory Communication • Participatory Assessment Tools - Mapping Tools, Observation and Exploration Tools, Time and Seasonal Tools, Relationship and Institutional Tools
III	Participatory Analysis • Problem Analysis - Problem identification, Problem tree, Cause-and-effect analysis, Situation analysis. Root-cause analysis • Participatory Decision-Making - Consensus building, Group decision-making, Community prioritization, Conflict identification and management, Negotiation and collective action • Participatory Planning • Participatory Monitoring • Participatory Evaluation

Pedagogy-

The course Participatory Learning Approaches and Tools will adopt an experiential, learner-cantered, activity-based, and field-oriented pedagogy. Emphasis will be placed on active participation, practical application, collaborative learning, reflection, and community engagement. The following teaching-learning methods will be used: Interactive Lectures, Group Discussions, Participatory Classroom Activities, Demonstration and Simulation and Role Play and Case Studies

Mode of Evaluation – Assignment, Presentation, Seminar, Written examination

Reading List

- Bhandari, B. B. Participatory Rural Appraisal (PRA): Principles, Methods and Application.
- Chambers, R. Participatory Rural Appraisal (PRA): Analysis of Experience. World Development.
- Chambers, R. Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities. Earthscan.
- Chambers, R. Rural Development: Putting the Last First. Longman, London.
- Chambers, R. Whose Reality Counts? Putting the First Last. Intermediate Technology Publications.

- Freire, P. *Pedagogy of the Oppressed*. Continuum.
- Government of India – Community development, Panchayati Raj, rural development, and social welfare programme guidelines.
- Ife, J. *Community Development: Community-Based Alternatives in an Age of Globalisation*. Pearson Education.
- International Institute for Environment and Development (IIED) – Resources on Participatory Learning and Action (PLA).
- Kumar, S. *Methods for Community Participation: A Complete Guide for Practitioners*. ITDG Publishing.
- Ledwith, M. *Community Development: A Critical Approach*. Policy Press.
- Ministry of Rural Development, Government of India – Resources on participatory rural development and community-based programmes.
- Minkler, M. *Community-Based Participatory Research for Health: From Process to Outcomes*. Jossey-Bass.
- Mukherjee, N. *Participatory Rural Appraisal: Methodology and Applications*. Concept Publishing Company.
- Narayan, D. *Participatory Rural Development: Concepts and Methods*. World Bank.
- Pretty, J. N., Guijt, I., Thompson, J., & Scoones, I. *Participatory Learning and Action: A Trainer's Guide*. IIED.
- Rajuskar, Chitralekha. Dr. Prof. (2026). *Development Communication*. Walnut Publication.
- Reason, P., & Bradbury, H. *The SAGE Handbook of Action Research: Participative Inquiry and Practice*. SAGE Publications.
- Slocum, R., Wichhart, L., Rocheleau, D., & Thomas-Slayter, B. *Power, Process and Participation: Tools for Change*. Intermediate Technology Publications.
- UNDP – Community participation, local development, and participatory governance resources.
- UNICEF – Community participation and child-focused participatory approaches.
- Weil, M., Reisch, M., & Ohmer, M. L. *The Handbook of Community Practice*. SAGE Publications.

World Bank – Participatory development and community-driven development resources.

Bachelor of Social Work (BSW) – Third Year (Semester VII)

Name of the Programme	BSW
Semester	VII
Course Code	BSMN 443
Course Title	NGO Management
Credits	2
Course Teacher	Prof. Dr. Mahesh B Thakur

1. Introduction

Non-Governmental Organizations (NGOs) play a significant role in promoting social development, community welfare, and sustainable development. This course introduces students to the concepts, governance, legal framework, management, and functioning of NGOs in India.

2. Course Learning Objectives

- Understand the concepts and role of NGOs in development.
- Learn the legal and organizational framework of NGOs.
- Develop knowledge of NGO planning, management, and resource mobilization.
- Understand project implementation, monitoring, and evaluation.
- Prepare students for careers in the development sector.

3. Course Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain the concepts, functions, and significance of NGOs.
- Describe the legal and management framework of NGOs.
- Apply principles of project planning, fundraising, and NGO management.
- Analyze NGO programmes using monitoring and evaluation techniques.
- Demonstrate professional skills for working in NGOs and the development sector.

4. Brief Description

This course provides an overview of NGO management, including governance, legal aspects, project management, resource mobilization, financial management, and monitoring. It equips students with practical knowledge and skills for effective management of NGOs and development programmes.

Course Objectives

1. To familiarize students with the concept, philosophy, role and functioning of Non-Governmental Organizations (NGOs).
2. To develop knowledge regarding NGO governance, legal framework, administration and financial management.
3. To equip students with practical skills in project management, resource mobilization and sustainable NGO development.

UNIT I: Introduction to NGOs and Legal Framework (10 Hours)

Meaning, concept, definition, characteristics and evolution of Non-Governmental Organizations (NGOs); history and growth of voluntary action in India; role and importance of NGOs in social development; distinction between NGOs, voluntary organizations, community-based organizations (CBOs), charitable trusts, societies and Section 8 companies; types of NGOs, NGOs; legal framework governing NGOs in India including the Societies Registration Act, 1860, Indian Trusts Act, 1882, Section 8 Companies under the Companies Act, 2013, Income Tax Registration (12AB and 80G), Foreign Contribution Regulation Act (FCRA), and NITI Aayog NGO Darpan registration; role of

UNIT II: NGO Governance and Management (10 Hours)

Vision, mission, goals and objectives of NGOs; organizational structure ,roles and responsibilities of governing members, principles of good governance, accountability and transparency; human resource management, recruitment, staff development, volunteer management, leadership and team building; office administration, financial management, resource mobilization through fundraising, donor management, CSR partnerships, government grants, crowdfunding, individual giving and international funding agencies.

UNIT III: NGO Project Management, Accountability and Sustainability

Sub-topics:

Project management in NGOs including need assessment, project identification, project planning, proposal writing, implementation, monitoring and evaluation; logical framework approach and results-based management; reporting and documentation; networking and collaboration with departments and organizations, sustainability of NGOs through strategic planning, institutional development, resource diversification, social entrepreneurship, innovation, digital transformation and knowledge management;

Suggested Reference Books

Books

1. Lewis, D. (2014). Non-Governmental Organizations, Management and Development. Routledge.
2. Drucker, P. F. (2006). Managing the Nonprofit Organization: Principles and Practices. HarperCollins.
3. Fowler, A. (1997). Striking a Balance: A Guide to Enhancing the Effectiveness of NGOs in International Development. Earthscan.
4. Goel, S. L., & Kumar, R. (2001). Administration and Management of NGOs. Deep & Deep Publications.
5. Goel, S. L. (2004). Management of Voluntary Organizations. Deep & Deep Publications.
6. Tandon, R. (2002). Voluntary Action, Civil Society and Development. Mosaic Books.
7. Khandwalla, P. N. (2007). Management of Non-Profit Organizations. Tata McGraw-Hill.
8. Batra, N. (2006). NGO Management. Raj Publishing House.
9. Edwards, M., & Fowler, A. (2002). The Earthscan Reader on NGO Management. Earthscan.
10. Smillie, I. (1995). The Alms Bazaar: Altruism Under Fire. Intermediate Technology Publications.

Government Reports and Manuals

1. Ministry of Corporate Affairs. Corporate Social Responsibility Rules and Amendments.
2. Ministry of Home Affairs. Foreign Contribution (Regulation) Act, 2010 and Rules.
3. NITI Aayog. NGO Darpan Registration Guidelines.
4. Income Tax Department. 12AB and 80G Registration Guidelines.

CAPART. NGO Management Manual.

Name of the Programme	BSW
Semester	VII
Course Code	BSMN 444
Course Title	Corporate Social Responsibility
Credits	2
Course Teacher	Dr. Chitralekha Rajuskar

Introduction

Corporate Social Responsibility (CSR) is an integral component of sustainable development and ethical business practice. This course introduces students to the concept, evolution, legal framework, and implementation of CSR, with special emphasis on the Indian context. It explores the role of business organizations in addressing social, economic, and environmental challenges through responsible corporate practices.

Course Learning Objectives

- Understand the concept, philosophy, and evolution of Corporate Social Responsibility.
- CSR policies, legislation, and institutional frameworks in India.
- Develop skills for planning, implementing, and evaluating CSR initiatives.
- Understand the role of social workers in CSR programmes and corporate-community partnerships.
- Study best practices through CSR case studies of leading organizations

Course Outcomes

- Explain the concepts, principles, evolution, and significance of Corporate Social Responsibility (CSR) in the context of sustainable development
- Describe the legal, ethical, and policy framework of CSR in India
- Analyze the role of corporations, government agencies, NGOs, communities, and social workers in planning, implementing, monitoring, and evaluating CSR initiatives.
- Evaluate CSR projects using basic monitoring, impact assessment, sustainability, and reporting tools
- To prepare students for careers in CSR departments, corporate foundations

Brief Description

This course introduces students to the concept, principles, and practices of Corporate Social Responsibility (CSR) and its significance in promoting sustainable and inclusive development. It provides an understanding of the legal, ethical, and social dimensions of CSR, with special emphasis on the Indian context, including the provisions of the Companies Act, 2013 (Section 135) and CSR Rules. Students learn how businesses collaborate with government agencies, non-governmental organizations (NGOs), and local communities to address social, environmental, educational, and health-related issues.

No.	Unit Content/ Description
I	Introduction to Corporate Social Responsibility • CSR: Concept and Definition, Nature and Scope of CSR • Evolution of CSR in World and India • Philanthropy, Corporate Citizenship and Sustainability • CSR and Business Ethics • CSR Models and Theories
II	CSR Laws and Policies in India • Companies Act, 2013 (Section 135) • CSR Rules and Schedule VII • CSR Committee and CSR Policy • National and International CSR Guidelines • Sustainable Development Goals (SDGs) and ESG (Environmental, Social and Governance) Overview
III	CSR Planning and Implementation • Identification of Community Needs • Stakeholder Analysis and CSR Project Cycle • Budgeting and Resource Mobilization • Monitoring and Evaluation • Social Audit and Impact Assessment

Pedagogy-

The course will be delivered using learner-cantered and participatory teaching methods to promote both theoretical understanding and practical application of Corporate Social Responsibility (CSR). The pedagogy will include: Interactive lectures and classroom discussions, Case study analysis of CSR initiatives, Group discussions and collaborative learning, Field visits to corporate CSR projects, NGOs, and community organizations, Guest lectures by CSR professionals, industry experts, and social work practitioners

Mode of Evaluation – Assignment, Presentation, Seminar , Written examination

Reading List

- Carroll, A. B., & Brown, J. A. (2022). *Corporate Responsibility: The American Experience*. Cambridge University Press.
- Blowfield, M., & Murray, A. (2019). *Corporate Responsibility* (4th ed.). Oxford University Press.
- Crowther, D., & Aras, G. (2018). *Corporate Social Responsibility*. Ventus Publishing.
- Kotler, P., & Lee, N. (2005). *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*. John Wiley & Sons.
- Crane, A., Matten, D., Glozer, S., & Spence, L. (2021). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (6th ed.). Oxford University Press.
- Baxi, C. V., & Prasad, A. (2005). *Corporate Social Responsibility: Concepts and Cases – The Indian Experience*. Excel Books.
- Sundar, K. (2013). *Corporate Social Responsibility in India*. Sage Publications.
- Ministry of Corporate Affairs, Government of India. *National Guidelines on Responsible Business Conduct (NGRBC)*.
- Ministry of Corporate Affairs, Government of India. *Companies Act, 2013 (Section 135) and the Companies (Corporate Social Responsibility Policy) Rules, 2014*.

- Confederation of Indian Industry (CII). *CSR Best Practices and Sustainability Reports*.
- United Nations. *Sustainable Development Goals (SDGs)*.
- Global Reporting Initiative (GRI). *GRI Sustainability Reporting Standards*.
- NITI Aayog. *SDG India Index Reports*.
- Annual CSR Reports of leading Indian companies (e.g., Tata Group, Infosys, Mahindra Group, Reliance Industries, Wipro).

Bachelor of Social Work (BSW) – Third Year (Semester VII)
BSMN 445

Name of the Programme	BSW
Semester	VII
Course Code	BSMN 445
Course Title	Youth and Development
Credits	2
Course Teacher	Prof. Dr. Mahesh B Thakur

1. Introduction

Youth are valuable human resources and key drivers of social, economic, and national development. This course introduces students to the concept of youth, their developmental needs, challenges, aspirations, and participation in nation-building. It explores youth policies, programmes, leadership development, skill enhancement, entrepreneurship, and the role of social work in empowering young people for sustainable and inclusive development.

2. Course Learning Objectives

- Understand the concept, characteristics, and developmental issues of youth.
- Familiarize students with national youth policies, programmes, and institutions.
- Develop knowledge of youth leadership, life skills, and community participation.
- Understand the role of social workers in youth development and empowerment.
- Study successful youth development initiatives and best practices.

3. Course Outcomes

Upon successful completion of the course, students will be able to:

- Explain the concepts, characteristics, needs, and developmental issues of youth.
- Describe national youth policies, programmes, and institutional mechanisms for youth development.
- Analyze the role of government, NGOs, educational institutions, and communities in youth empowerment.
- Apply strategies for youth leadership, life skills, employability, entrepreneurship, and community participation.
- Prepare students for careers in youth development programmes, NGOs, government agencies, CSR initiatives, and community organizations.

4. Brief Description

This course introduces students to the concepts and practices of youth development with special emphasis on youth empowerment, leadership, life skills, employability, entrepreneurship, and community participation. It provides an understanding of youth policies, government programmes, and the role of social work in promoting inclusive and sustainable youth development.

5. Unit-wise Description of Teaching Hours

No.	Unit Content / Description
I	Introduction to Youth and Development • Concept, Definition, Characteristics and Classification of Youth • Youth as Human Resource for National Development • Developmental Needs, Aspirations and Challenges of Youth • Contemporary Issues Affecting Youth (Education, Employment, Health, Substance Abuse,

No.	Unit Content / Description
	Mental Health, Digital Media, Migration) • Role of Youth in Sustainable Development
II	Youth Policies and Programmes • National Youth Policy (Latest Version) • Ministry of Youth Affairs and Sports • National Service Scheme (NSS), Nehru Yuva Kendra Sangathan (NYKS), National Cadet Corps (NCC) • Skill India, Digital India, Startup India and Entrepreneurship Development Programmes • Youth Participation in Governance, Civic Engagement and Volunteerism
III	Youth Empowerment and Social Work Practice • Youth Leadership and Personality Development • Life Skills Education and Career Guidance • Youth Entrepreneurship and Livelihood Promotion • Role of NGOs, CSR and Community-Based Organizations in Youth Development • Case Studies of Successful Youth Development Initiatives

6. Pedagogy

The course will be delivered using learner-centred and participatory teaching methods to promote active learning and practical understanding of youth development. The pedagogy will include:

- Interactive lectures and classroom discussions ,Group discussions and collaborative learning ,Case study analysis of youth development programmes ,Field visits to youth organizations, NGOs, and government institutions
- Guest lectures by youth leaders, development professionals, entrepreneurs, and social work practitioners
- Leadership development activities, workshops, and community engagement projects

7. Mode of Evaluation

- Assignment, Presentation, Seminar , Field-based Activity/Project , Written Examination

8. Reading List

Books

- Government of India. **National Youth Policy** (Latest Edition).
- Ministry of Youth Affairs and Sports. Youth Development Programmes and Schemes.
- Checkoway, B. (2011). What Is Youth Participation? Children and Youth Services Review.
- Larson, R. W. (2000). Toward a Psychology of Positive Youth Development. American Psychologist.
- Lerner, R. M., et al. (2015). Handbook of Child Psychology and Developmental Science: Positive Youth Development. Wiley.
- Sapru, R. K. (2017). Development Administration. Sage Publications.
- Chambers, R. (2014). Rural Development: Putting the Last First. Pearson.
- United Nations. World Youth Report (Latest Edition).

Reports and Reference Documents

- Ministry of Youth Affairs and Sports, Government of India.
- National Youth Policy (Latest Version).
- NITI Aayog Reports on Youth Development.
- United Nations – *World Youth Report*.

- UNESCO Reports on Youth, Education and Skills.
- International Labour Organization (ILO) Reports on Youth Employment.
- National Skill Development Corporation (NSDC) Publications.

Annual Reports of Nehru Yuva Kendra Sangathan (NYKS), National Service Scheme (NSS), and National Cadet Corps (NCC).

Bachelor of Social Work (BSW) – Third Year (Semester VII)
BSMN 446

Name of the Programme	BSW
Semester	VII
Course Code	BSMN 446
Course Title	Local Self Governance
Credits	2
Course Teacher	Prof. Mahesh B Thakur

1. Introduction

Local Self Governance is the foundation of democratic decentralization and participatory development in India. This course introduces students to the structure, functions, and significance of Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs). It provides an understanding of constitutional provisions, governance mechanisms, planning, public participation, and the role of local self-government institutions in promoting inclusive and sustainable community development.

2. Course Learning Objectives

- Understand the concept, principles, and importance of Local Self Governance.
- Familiarize students with the constitutional and legal framework of Panchayati Raj Institutions and Urban Local Bodies.
- Develop knowledge of decentralized planning, local administration, and participatory governance.
- Understand the role of local self-government institutions in rural and urban development.
- Enhance students' understanding of community participation, social accountability, and local governance practices.

3. Course Outcomes

Upon successful completion of the course, students will be able to:

- Explain the concepts, principles, and significance of Local Self Governance in democratic decentralization.
- Describe the constitutional provisions, structure, powers, and functions of Panchayati Raj Institutions and Urban Local Bodies.
- Analyze the role of local governments in planning, implementation, and monitoring of development programmes.
- Apply participatory approaches, social accountability mechanisms, and community engagement in local governance.
- Prepare students for professional roles in local government institutions, NGOs, community organizations, and rural and urban development programmes.

4. Brief Description

This course provides an overview of Local Self Governance in India, covering the constitutional framework, Panchayati Raj Institutions, Urban Local Bodies, decentralized planning, citizen participation, and local development administration. It equips students with knowledge of democratic governance and community participation in local development.

5. Unit-wise Description of Teaching Hours

No.	Unit Content / Description
I	Introduction to Local Self Governance

No.	Unit Content / Description
	• Concept, Meaning, Principles, and Importance of Local Self Governance • Evolution of Local Self Government in India • Democratic Decentralization and Good Governance • 73rd and 74th Constitutional Amendment Acts • Rural and Urban Local Governance Systems
II	Panchayati Raj Institutions and Urban Local Bodies • Structure, Composition, Powers, and Functions of Gram Panchayat, Panchayat Samiti, and Zilla Parishad • Municipal Corporation, Municipal Council, and Nagar Panchayat • Gram Sabha and Ward Committees • Finance Commission, State Election Commission, and Local Finance • Major Rural and Urban Development Programmes
III	Participatory Governance and Development Administration • Decentralized Planning and Community Participation • Social Audit, Transparency, and Accountability • Role of NGOs, Community-Based Organizations, and Social Workers in Local Governance • E-Governance and Digital Initiatives in Local Administration • Case Studies of Best Practices in Local Self Governance

6. Pedagogy

The course will be delivered using learner-centred and participatory teaching methods to promote practical understanding of local governance. The pedagogy will include:

- Interactive lectures and classroom discussions
- Group discussions and case study analysis
- Field visits to Gram Panchayats, Panchayat Samitis, Zilla Parishads, Municipal Corporations, and Municipal Councils
- Observation of Gram Sabha or local governance meetings
- Guest lectures by elected representatives, government officials, and development practitioners
- Community-based assignments and project work

7. Mode of Evaluation

- Assignment , Presentation ,Seminar ,Field Visit Report/Project ,Written Examination

8. Reading List

Books

- Maheshwari, S. R. (2021). *Local Government in India*. Lakshmi Narain Agarwal.
- Singh, H. (2018). *Panchayati Raj System in India*. Rawat Publications.
- Mathew, G. (Ed.). (2019). *Status of Panchayati Raj in the States of India*. Concept Publishing.
- Bhattacharya, M. (2020). *New Horizons of Public Administration*. Jawahar Publishers.
- Awasthi, A., & Maheshwari, S. (2017). *Public Administration*. Lakshmi Narain Agarwal.
- Basu, D. D. (2022). *Introduction to the Constitution of India*. LexisNexis.
- Jain, R. B. (2019). *Public Administration in India*. Oxford University Press.
- Devas, N., & Delay, S. (2006). *Local Democracy and the Challenges of Decentralisation*. Development in Practice.

- Constitution of India – **73rd and 74th Constitutional Amendment Acts**.
- Ministry of Panchayati Raj, Government of India.
- Ministry of Housing and Urban Affairs, Government of India.
- State Panchayati Raj Acts (relevant State).
- NITI Aayog Reports on Decentralized Planning and Local Governance.
- Ministry of Rural Development – Rural Development Programme Guidelines.
- Fifteenth Finance Commission Reports on Local Governments.

Sustainable Development Goals (SDGs) – United Nations (Goal 11: Sustainable Cities and Communities; Goal 16: Peace, Justice and Strong Institutions).

BSSE 410- Seminar and Academic Presentations-

Course Description/Rationale : In the field of social work the syllabus focuses on theory to practice ,the students trainees are exposed to real life realities .The exposure visits to various settings to help the students to gain factual knowledge and understanding of different situations of the clients system. Fieldwork practicum is a mandatory feature along with individual and group conferences. The students' assignments and presentations are a regular feature during the course.

Course Objectives:

1. To help them understand the importance of academic presentations, seminar, workshops and conferences
2. To develop the students abilities and confidence during the formal presentations
3. To gain insights about subject or theme of presentation
4. To sharpen the knowledge ,skills ,abilities, attitudes and competencies of students
5. To develop and broaden the perspectives of students

Learning Outcomes:

- 1.They will gain insights about the academic presentations
- 2.Develop knowledge ,skills, and attitudes about a particular topic/course
- 3.The students perspectives will broaden to a large extent.

Detailed Course Content:

Unit 1 : Field Visits and Rural Camp Based Seminars

1. The field visits could be planned locally or in outskirts of the city (10-12 visits)
2. These visits should aim for varied exposure to the field of social work
3. On completion of visits a seminar be conducted involving all students
4. Seminar should be theme based like Children, Women, Hospitals, Education etc.
5. Planning Organizing, Co=ordinating ,Conducting and Evaluating the seminar 2

Unit 2 : Theoretical or practical assignment based seminar

1. Assignments based on theory courses
2. Baseline survey or data collection
3. Assignments based on government schemes ,policies or projects
4. Academic presentations could be planned by inviting the concerned field experts
5. The discussions ,debates and question answer session will help in knowledge building of students along with their personality

Unit 3 : Presentations and Seminars based on Different Days of Celebrations

1. Social Justice Day
2. Constitution Day
3. Human Rights Day
4. Social Work Fortnight Celebration

Similar such days of national and social importance could be celebrated by organizing various debates, discussions, competitions and inviting experts from the field. The students personality also grows along with seminars and participations in presences of outsiders and persons of

repute .

Bibliography :

- **Chakraborti, S.** (2018). Strategies for brilliant presentations: A handbook for students and professionals. Sage Publications India.
- **Kundu, P.** (2020). Academic writing and presentation skills: A companion for higher education. Orient Blackswan.
- **Mohan, K., & Banerji, M.** (2021). Developing communication skills (2nd ed.). Macmillan Publishers India.
- **Raman, M., & Sharma, S.** (2019). Professional communication. Oxford University Press India.
- **Verma, S.** (2015). Enhancing presentation skills: A guide for engineering and science students. Wiley India.
- • **Anderson, C.** (2016). TED talks: The official TED guide to public speaking. Mariner Books.
- • **Becker, L.** (2014). Presenting your research: Conferences, symposiums, poster presentations and beyond. SAGE Publications.
- • **Duarte, N.** (2010). Resonate: Present visual stories that transform audiences. John Wiley & Sons.
- • **Mante, S.** (2023). Academic conference presentations: A step-by-step guide. Springer.
- **Reynolds, G.** (2019). Presentation zen: Simple ideas on presentation design and delivery (3rd ed.). New Riders.
- **Walters, D. E.** (2010). Scientists must speak: Bringing presentations to life (2nd ed.). Routledge. [\[1\]](#)

BSW Syllabus for Course -BSSE 411 Research Colloquium

Course Description/ Rationale: Research colloquium is a formal academic meeting or seminar where a guest speaker, student, or researcher presents new scientific or scholarly findings, followed by a group discussion and a question-and-answer session.

Key Features

- **Presentation:** An expert or student shares their latest data, thesis work, or project.
- **Discussion:** Peers and professors ask critical questions and offer feedback.
- **Setting:** Held regularly at universities, laboratories, or research institutes.

Course Objectives:

1. To plan and guide the students to select a research topic of his/her choice
2. To applying the theory of research into actual research
3. To gain better insights about the research methodology
4. To develop competencies in visual presentations and oral communication

Learning Outcomes:

1. Develop the rationale thinking related to field of research
2. Develop the presentation and group discussion skills
3. Develop confidence and competencies required for research
4. Will be able to bring in more rigor for the research applicability.

Course Content:

Unit 1: Planning, Organizing and Conducting of first research seminar

1. Framing of Title of research -Organizing 1st meeting to discuss the selection of topic for research, from broad areas to specific title of research
2. Literature Review related to selected topic minimum 10-15 articles or research papers or reports to be referred from library or online from (research gate)

3. Proposal Writing – Writing of detail proposal with the guidance from concerned research supervisors. Statement of problem ,Significance, Scope Research Questions ,Objectives and Research Methodology

4. Research Seminar to be organized where each students presents the proposal in presence of research supervisor and one field research expert.

5. The concerned expert could allot marks at this phase Unit 2

Tool Construction and Data Collection

1. Tool Construction -Preparing of tools for data collection, primary and or secondary. Interview Schedule, Questionnaire, Google form and observation check list.

2. Presentations of constructed tool or google form by each student in a separate seminar

3. Data collection , data cleaning ,data entry and generation of tables in excel 4 Data tabulation and analysis along with tables graphs pie charts etc.

5. Findings and conclusions and (suggestions if any)

Unit 3 Research Colloquium: Presentations/ Viva Voce

1. Students will plan, organize and coordinate this event
2. Invite 2-3 field /research experts for the seminar
3. Plan the total number of presentations with time allotment
4. Actual PPT presentations of each student with Q & A
5. Experts feedback and suggestions

Note: Each Phase wise/Unit wise marks could be allotted marks by internal and external experts

Reference Books

- **Grover, S., & Ameen, S.** (2021). A primer of research publication and presentation. Jaypee Brothers Medical Publishers.
- **Gurumani, N.** (2010). Scientific thesis writing and paper presentation. MJP Publishers.
- **Kothari, C. R., & Garg, G.** (2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers.
- **Singh, P., & Khan, B.** (2022). Writing quality research papers: A strategic approach. Notion Press.

- **Thomas, C. G.** (2021). Research methodology and scientific writing (2nd ed.). Springer.
- **Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams.** 2016. The Craft of Research. 4th ed. Chicago: University of Chicago Press. [[1](#), [2](#)]
- **Creswell, John W., and J. David Creswell.** 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 5th ed. Thousand Oaks: SAGE Publications.
- **Filshie Browning, Jo.** 2021. Scientifically Speaking: How to Explain Your Research with Confidence and Clarity. London: Rethink Press.
- **Freiermuth, Mark R.** 2022. Academic Conference Presentations: A Step-by-Step Guide. Cham: Palgrave Macmillan.
- **Warden, Clyde A., and Judy F. Warden.** 2015. Quick Presentations in English: For Business & Research Presentations. Taipei: Bookman Books.
- **Zaumanis, Martins.** 2022. Scientific Presentation Skills: How to Design and Deliver Memorable Scientific Presentations. Independent.

BSFW 403: FIELD WORK	
Name of the Programme	Bachelor of Social Work
Semester	VII
Course Code	BFSW 403
Course Title	Field Work
Credits	06
Course Teacher(s)	Dr. Manisha P. Shukla

Statement of Purpose

To provide students with advanced opportunities for professional social work practice through systematic engagement with social welfare organizations, communities and development programmes. The fieldwork will emphasize project planning, programme implementation, monitoring and evaluation, professional leadership, organizational functioning and intensive professional exposure through block placement.

Overall Objective

Semester VII fieldwork aims to develop students' ability to plan, implement, monitor and evaluate social work programmes, while strengthening professional leadership, coordination, documentation and independent practice under supervision.

Semester VII – Learner Objectives, Content, Method and Outcomes

Learner Objectives	Semester-wise Content	Method	Learner Outcome
1. To develop an advanced understanding of social work organizations and professional practice.	Agency and Organizational Practice • Organizational structure and functioning • Vision, mission and objectives • Programmes and projects • Target groups and beneficiaries • Professional roles and responsibilities • Organizational strengths and challenges	Agency visit, organizational study, observation, interaction with professionals, agency supervision, individual conference	Learner will be able to critically understand organizational functioning and the professional role of social workers.
2. To develop skills in need assessment and project planning.	Need Assessment and Project Planning • Identification of needs and problems • Situation analysis • Stakeholder identification • Project goal and objectives • Target groups • Activities and work	Need assessment, community interaction, stakeholder mapping, problem analysis, project planning exercise, group discussion	Learner will be able to identify priority needs and prepare a basic social work project plan.

Learner Objectives	Semester-wise Content	Method	Learner Outcome
	plan • Time schedule and resources		
3. To develop skills in programme implementation and coordination.	Programme Implementation • Implementation of planned activities • Beneficiary participation • Teamwork and coordination • Stakeholder participation • Resource mobilization • Problem-solving during implementation • Documentation of activities	Project implementation, community activities, meetings, teamwork, stakeholder interaction, agency supervision	Learner will be able to participate in and coordinate social work programmes effectively.
4. To develop competencies in monitoring social work programmes.	Programme Monitoring • Meaning and purpose of monitoring • Monitoring of activities and outputs • Indicators • Progress documentation • Beneficiary feedback • Identification of implementation gaps • Corrective measures	Monitoring visits, observation, checklists, progress review, beneficiary feedback, documentation review	Learner will be able to monitor programme activities, identify gaps and document programme progress.
5. To develop skills in evaluation and professional leadership.	Programme Evaluation and Leadership • Process and outcome evaluation • Achievement of objectives • Programme strengths and limitations • Beneficiary satisfaction • Recommendations • Leadership and teamwork • Coordination and networking	Evaluation exercise, interviews, feedback, group discussion, team activities, leadership exercises, individual conference	Learner will be able to assess programme outcomes and demonstrate leadership, teamwork, coordination and professional decision-making skills.

Learner Objectives	Semester-wise Content	Method	Learner Outcome
	Professional decision-making		
6. To develop advanced professional competence through block placement and documentation.	Block Placement and Professional Practice - Agency orientation - Participation in agency programmes - Application of social work methods - Professional responsibilities - Case/group/community activities - Field diary and process recording - Block placement report - Reflective learning	Block placement, agency supervision, faculty supervision, direct participation, individual conference, group conference, field diary, final presentation	Learner will demonstrate professional behaviour, ethical practice, ability to work in an organization, systematic documentation and critical reflection on professional experience.

Semester Wise Subject List

VIII	Core	BSMJ 451	Participatory Research Methods	2
	Core	BSMJ 452	Quantitative & Qualitative Data Analysis	2
	Minor (Select Any one from the list)	BSMN491	Contemporary Social Problems in India	2
	Minor	BSMN492	Development Communication	2
	Minor	BSMN493	Rights of Women & Children	2
	Skill Enhancement Courses	BSSE 460	Computer Applications for Data Analysis	2
	Research Project	BSRP 481	Research Project	6
	Core	BSFW 453	Field Work	6
		Total		20

Name of the Programme	Bachelor of Social Work
Semester	VIII
Course Code	BSMJ451
Course Title	Participatory Research Methods
Credits	2
Course Teachers	Dr. Sonal Bairagi

1. Introduction

The course "Participatory Research Methods" introduces students to research approaches that place communities at the centre of the research process rather than treating them as passive subjects. It covers the philosophy, principles, and evolution of participatory research, contrasts it with conventional research paradigms, and equips students with practical tools such as PRA, PLA, and PAR. The course also addresses the ethical responsibilities of a researcher working within communities and prepares students to apply participatory methods in social work practice, community development, and policy advocacy.

2. Course Learning Objectives

- To understand the concept, philosophy, and principles of participatory research.
- To distinguish participatory research from conventional research approaches.
- To develop familiarity with key participatory approaches such as PRA, PLA, and PAR.
- To acquire practical skills in using participatory tools and techniques for data collection and community engagement.
- To understand the ethical considerations and the role of the researcher in participatory research processes.

3. Course Outcomes

After successful completion of the course, students will be able to:

- Explain the meaning, philosophy, and principles of participatory research and trace its historical evolution.
- Differentiate between conventional and participatory research paradigms.
- Apply participatory tools such as social mapping, transect walks, seasonal calendars, and Venn diagrams in field settings.
- Facilitate participatory processes such as focus group discussions and community meetings.
- Conduct participatory research ethically, from planning through dissemination, while being mindful of power dynamics and community ownership of data.

4. Brief Description

The course provides a foundation in participatory research as a distinct approach that values community knowledge, participation, and ownership. It introduces the philosophical roots of participatory research, key

approaches such as PRA, PLA, and PAR, and a range of practical tools used for community-based data collection and analysis. The course concludes with an examination of the entire participatory research process, the facilitator's role, ethical considerations, and applications in social work and community development.

5. Unit wise Distribution of teaching hours

No.	Unit contents	No of Hours
Unit I Introduction to Participatory Research	• Concept, Meaning, and Philosophy of Participatory Research • Difference between Conventional (Positivist) and Participatory Research Approaches • Principles and Core Values underlying Participatory Approaches • Historical Evolution — Paulo Freire's Contribution and the Growth of Participatory Action Research • Scope and Relevance of Participatory Research in Social Work practice and Community Development	10
Unit II Approaches and Tools of Participatory Research	• Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) • Participatory Action Research (PAR) — Process and Stages • Visual Tools: Social Mapping, Transect Walk, and Seasonal Calendar • Relational Tools: Venn Diagram, Focus Group Discussions, and Community Meetings • Analytical Tools: Wealth Ranking, Timeline, and Trend Analysis	10
Unit III Application and Ethics in Participatory Research	• Steps in Conducting Participatory Research — from Planning to Dissemination • Role of the Researcher/Facilitator in Participatory Processes Community Engagement and Stakeholder Involvement • Ethical Issues — Informed Consent, Ownership of Data, and Power Dynamics • Documentation, Analysis, and Reporting of Participatory Research Findings • Applications in Social Work Practice, Community Development, and Policy Advocacy	10

6. Pedagogy

Lecture-cum-Discussion, Field-based Exercises, Tool Demonstrations and Practicum, Group Discussions, Case Study Analysis, Assignments and Presentations.

7. Mode of Evaluation

Assignment, Field Exercise/Practicum Report, Written Examination, Presentation.

8. Reading List

1. **Chambers, R. (1994).** Participatory Rural Appraisal (PRA): Analysis of Experience. *World Development*, 22(9), 1253-1268.
2. **Chambers, R. (1997).** *Whose Reality Counts? Putting the First Last*. London: Intermediate Technology Publications.
3. **Freire, P. (1970).** *Pedagogy of the Oppressed*. New York: Continuum.
4. **Kumar, S. (2002).** *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Vistaar Publications.
5. **Reason, P., & Bradbury, H. (Eds.). (2008).** *The SAGE Handbook of Action Research: Participative Inquiry and Practice*. London: Sage Publications.
6. **Narayanasamy, N. (2009).** *Participatory Rural Appraisal: Principles, Methods and Application*. New Delhi: Sage Publications.
7. **McIntyre, A. (2008).** *Participatory Action Research*. Thousand Oaks, CA: Sage Publications.
8. **Minkler, M., & Wallerstein, N. (Eds.). (2011).** *Community-Based Participatory Research for Health: From Process to Outcomes (2nd ed.)*. San Francisco: Jossey-Bass.
9. **Stringer, E. T. (2014).** *Action Research (4th ed.)*. Thousand Oaks, CA: Sage Publications.
10. **Whyte, W. F. (Ed.). (1991).** *Participatory Action Research*. Newbury Park, CA: Sage Publication.

BSMJ 452: Quantitative and Qualitative Data Analysis	
Name of the Programme	Bachelor of Social Work
Semester	VIII
Course Code	BSMJ 452
Course Title	Quantitative and Qualitative Data Analysis
Credits	02
Course Teacher(s)	Dr. Manisha P. Shukla

Course Description / Rationale

Data analysis is an important part of social work research. It helps social workers understand the information collected from individuals, groups, and communities. This course introduces students to simple methods of organizing, presenting, analysing, and interpreting both quantitative and qualitative data. It develops basic skills required for research projects and fieldwork.

Course Objectives

The course aims to:

1. Introduce the basic concepts of quantitative and qualitative data analysis.
2. Develop skills in organizing and presenting research data.
3. Familiarize students with simple statistical tools and qualitative analysis techniques.
4. Enable students to interpret research findings.
5. Prepare students to write simple research reports.

Learning Outcomes

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

1. Explain quantitative and qualitative data.
2. Organize and present research data in simple forms.
3. Apply basic statistical tools for quantitative data.
4. Analyse qualitative data using simple techniques.
5. Interpret findings and prepare a basic research report.

Course Content

Sr. No.	Content
Unit 1	Introduction to Data Analysis 1. Meaning and Importance of Data Analysis 2. Quantitative and Qualitative Data
Sr. No.	Content

	3. Types and Sources of Data 4. Data Editing, Coding and Classification 5. Data Processing
Unit 2	Quantitative Data Analysis 1. Tabulation of Data 2. Frequency Distribution 3. Graphs and Charts (Bar Diagram, Pie Chart, Histogram) 4. Measures of Central Tendency (Mean, Median, Mode) 5. Interpretation of Quantitative Data
Unit 3	Qualitative Data Analysis 1. Meaning and Importance of Qualitative Analysis 2. Organizing Qualitative Data 3. Coding and Categorization 4. Thematic Analysis (Basic Introduction) 5. Interpretation and Report Writing

Core Readings:

1. Ahuja, R. (2001). *Research methods*. Rawat Publications.
2. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
3. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
4. Goode, W. J., & Hatt, P. K. (2017). *Methods in social research*. Asia Law House.
5. Kothari, C. R., & Garg, G. (2020). *Research methodology: Methods and techniques* (4th ed.). New Age International Publishers.
6. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage Publications.
7. Lal Das, D. K. (2000). *Practice of social research*. Rawat Publications.
8. Padgett, D. K. (2017). *Qualitative methods in social work research* (3rd ed.). Sage Publications.

9. Rubin, A., & Babbie, E. (2017). *Research methods for social work* (9th ed.). Cengage Learning.

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12. खैरनार, जदलीप. (2009). प्रगत सामाजिक संशोधन पद्धती व संजययकी. डायमंड पब्लिशिंग, पुणे.
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15. महाराष्ट्र राक्षर साजह आजण संस्कृती मंडळ. (अद्ययावत आवृत्ती). संशोधन पद्धती आजण संजययकी (मराठी संदर्भग्रंथ).

BSSE 460: Computer Applications for Data Analysis	
Name of the Programme	Bachelor of Social Work
Semester	VIII
Course Code	BSSE 460
Course Title	Computer Applications for Data Analysis
Credits	02
Course Teacher(s)	Dr. Manisha P. Shukla

Course Description:

This course introduces BSW students to basic computer applications used for data management and analysis in social work. It develops practical skills in data entry, use of spreadsheets, basic statistical calculations, preparation of tables and charts, and presentation of research findings. The course emphasizes simple, hands-on activities using commonly available computer applications such as MS Excel.

The course aims to:

1. Develop basic computer skills required for data management and analysis in social work.
2. Introduce students to the use of MS Excel for entering, organizing and managing data.
3. Develop students' ability to perform basic calculations, frequency, percentage, mean, median and mode.
4. Enable students to prepare tables, charts and graphs for presenting research data.
5. Develop basic skills in interpreting data and presenting research findings.
6. Familiarize students with basic data cleaning and error-checking techniques.
7. Enable students to use computer applications for social work research, fieldwork and academic assignments.
8. Develop practical and hands-on skills for preparing a simple data analysis report.

Learning Outcomes

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

1. Explain the basic uses of computers and MS Excel in social work data management and analysis.
2. Identify and classify qualitative and quantitative data used in social work.
3. Enter, edit, organize, sort and filter data using MS Excel.
4. Use basic Excel formulas and functions such as SUM, AVERAGE, COUNT, MIN and MAX.
5. Calculate and interpret frequency, percentage, mean, median and mode.
6. Prepare frequency distribution tables using basic spreadsheet applications.
7. Create tables, charts and graphs such as bar, pie, column and line charts.

Course Content

Sr. No.	Content
Unit 1	Basics of Computer and Data Management 1. Introduction to computers and their uses in social work 2. Types of data: qualitative and quantitative data 3. Data entry and editing using MS Excel

Sr. No.	Content
	4. Creating and managing rows, columns, cells and worksheets 5. Sorting, filtering and organizing data
Unit 2	Basic Data Analysis Using MS Excel 1. Basic formulas and functions: SUM, AVERAGE, COUNT, MIN and MAX 2. Calculation of percentage and frequency 3. Preparation of frequency distribution tables 4. Basic measures: mean, median and mode 5. Introduction to data cleaning and checking errors
Unit 3	Presentation and Interpretation of Data 1. Creating tables and charts in MS Excel 2. Types of charts: bar, pie, column and line charts 3. Presenting research findings in simple formats 4. Basic interpretation of tables, percentages and charts 5. Preparing a simple data analysis report

References

1. Alexander, M., Kusleika, D., & Walkenbach, J. (2019). Excel 2019 Bible. Wiley.
2. Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J. W. (2024). Statistics for business and economics. Cengage.
3. Gupta, S. P., & Kapoor, V. K. (2000). Fundamentals of applied statistics. Sultan Chand & Sons.
4. Healey, J. F. (2015). Statistics: A tool for social research (10th ed.). Cengage Learning.
5. Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers.
6. Microsoft. (n.d.). Microsoft Excel help & learning. Microsoft.
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10. भांडारकर, पु. लं. (1976). सामाजिक संशोधन पद्धती. दत्तासन प्रकाशन.
11. सोमण, मा. श. (2008). सामाजिक संशोधनाची तंत्रे. पुणे विद्यार्थी गृह प्रकाशन.

BSMN 491

Name of the Programme	BSW
Semester	VIII
Course Code	BSMN 491
Course Title	Contemporary Social Problems in India
Credits	2
Course Teacher	Dr. Pratima B. Pawar

1. Introduction

Contemporary Social Problems in India is a core course that enables Bachelor of Social Work (BSW) students to understand the nature, causes, and consequences of major social problems affecting Indian society. The course examines issues such as poverty, unemployment, inequality, gender discrimination, child labour, domestic violence, substance abuse, human trafficking, environmental degradation, cybercrime, migration, urbanization, and challenges related to health and mental well-being.

2. Course Learning Objectives

- To introduce students to the concept, nature, and dimensions of contemporary social problems in India.
- To examine the socio-economic, political, cultural, and environmental factors contributing to social problems.
- To develop an understanding of the impact of social problems on individuals, families, communities, and marginalized groups.
- To familiarize students with constitutional provisions, social legislations, and government welfare programmes addressing social issues.
- To enhance students' analytical and critical thinking skills for understanding emerging social challenges.

3. Course Outcomes

- Explain the nature, causes, and characteristics of major contemporary social problems in India.
- Analyse the socio-economic, political, cultural, and environmental factors contributing to social issues and their impact on vulnerable populations.
- Describe the constitutional provisions, social legislations, government policies, and welfare programmes related to contemporary social problems.
- Apply social work methods and intervention strategies to address social problems through prevention, advocacy, counselling, rehabilitation, and community participation.
- Evaluate social issues from the perspectives of human rights, social justice, gender equality, and sustainable development while demonstrating professional ethics and problem-solving skills.

4. Brief Description

This course provides a comprehensive understanding of contemporary social problems

in India and their implications for individuals, families, communities, and society. Students gain knowledge of the causes, consequences, legal frameworks, government initiatives, and the role of social work in addressing these challenges. The course integrates classroom learning with case studies, field visits, and community-based activities to develop practical skills for social intervention, advocacy, and sustainable social development.

5. Unit wise Description of Teaching Hours

No.	Unit Content/ Description
I	Understanding Contemporary Social Problems • Concept, nature, and characteristics of social problems • Causes and theories of social problems • Emerging issues in Indian society • Problems related with the economy - Poverty, inequality, Unemployment, Child labour and bonded labour, Migration and urbanization • Role of social work in addressing social problems
II	Gender, Family, and Health Issues • Gender discrimination and violence against women • Domestic violence and child abuse • Parenting challenges in the digital age • Human trafficking • Mental health and substance abuse
III	Emerging Challenges and Social Work Interventions • Environmental degradation and climate change • Cybercrime and digital safety • Disaster management and social work • Government policies, social legislation, advocacy • Digital social work and e-social work practice

6. Pedagogy-

The course will adopt a learner-centred, participatory, and experiential approach to enable students to understand and critically analyse contemporary social problems while developing practical social work skills. The teaching-learning methods will include: Interactive lectures and classroom discussions, Case study analysis of contemporary social issues, Group discussions, debates, and panel discussions

7. Mode of Evaluation – Assignment, Presentation, Written examination

8. Reading List

- Ahuja, R. (2020). *Social Problems in India* (4th ed.). Rawat Publications.

- Bhattacharya, S. (2020). *Social Work: An Integrated Approach*. Deep & Deep Publications.
- Cox, D., Pawar, M., & Tesoriero, F. (2022). *The Practice of Community Work* (9th ed.). Routledge.
- Desai, M. (Ed.). (2018). *Ideologies and Social Work: Historical and Contemporary Analyses*. Rawat Publications.
- Dubey, S. N. (2018). *Social Problems and Social Disorganization*. Kanishka Publishers.
- Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
- Government of India. *The Constitution of India*.
- Healy, K. (2022). *Social Work Theories in Context: Creating Frameworks for Practice* (3rd ed.). Bloomsbury.
- International Labour Organization (ILO). *World Employment and Social Outlook Report*
- Madan, G. R. (2019). *Indian Social Problems*. Allied Publishers.
- Merton, R. K. (1968). *Social Theory and Social Structure*. Free Press.
- Ministry of Health and Family Welfare. *National Health Mission (NHM) Guidelines*.
- Ministry of Rural Development. *Rural Development Programmes and Guidelines*.
- Ministry of Social Justice and Empowerment. *Annual Reports*.
- Ministry of Women and Child Development. *Annual Reports and Policy Documents*.
- National Crime Records Bureau (NCRB). *Crime in India Report*.
- National Disaster Management Authority (NDMA). *National Disaster Management Guidelines*.
- NITI Aayog. *SDG India Index Report*.
- Payne, M. (2021). *Modern Social Work Theory* (5th ed.). Oxford University Press.
- UNICEF. *State of the World's Children Report*.
- United Nations Development Programme (UNDP). *Human Development Report*.
- United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development*.

World Health Organization (WHO). *World Health Statistics Report*

BSMN 492 Development Communication

Course Code and Name of the Course	BSMN 492 Development Communication
Sem	V
Program	BSW
Credit	2
Course Teacher	Dr. Pratibha B. Pagar

Introduction :- Development communication is the strategic use of communication to promote positive social change, improve quality of life, and foster sustainable economic growth. It relies on two-way dialogue, community participation, and empowerment rather than one-way top-down messaging. The course helps an understanding of the importance of communication in development and social work practice. The course is designed to introduce the fundamental concepts and definitions of development, communication, issues of development.

Course Learning Objectives :-

1. To impart basic concepts meaning and models of development
2. To make students aware about problems and issues of the development.
3. Understand communication in the context of development
4. Acquire skills in effective communication
5. Enhance the capacities in application of development communication tools.

Course Outcomes

1. Students would learn the concepts, meaning and models of the development
2. Students would be able to understand the problems and hurdles in development communication.

Course Contents:

Sr. No.	Content
Unit 1	Understanding Communication
	1. Communication: concept, meaning, definition and characteristics. 2. Principles and process of communication. 3. Types of communication: Verbal, non-verbal and written 4. Levels of Communication: Intrapersonal, Interpersonal, group

	communication and mass Communication 5. Barriers in Communication
Unit 2	Introduction to Development
	1. Development communication: concept, definition, philosophy and features. 2. Evolution and historical perspective debates of development communication. 3. Communication as a tool for social development 4. People's Participation and Development communication 5. Media and National Development.
Unit 3	Communication Planning
	1. Use of media in development communication 2. Mass Communication – concept, meaning, definition. 3. Traditional and modern means of mass communication. 4. Experiences from developing countries with special emphasis on India 5. Communication Planning – Need, Steps and Principles.

References:

- Arvind Singhal and E.M. Rogers (1989). India's Information Revolution, Sage Publications, USA.
- Bella Mody (1991). Designing Message for Development, Sage Publications, USA.
- N. Jayaveera and Amunugama (1989). Rethinking Development Communication, Asian Mass Communications Research and Information Centre, Singapore.
- Subhash C. Bhatnagar and Robert Schware (2002). Information and Communication Technology in development, Sage Publication, New Delhi.
- Jess K. Alberts, Judith N. Martin & Thomas K. Nakayama (2010). Communication in Society, Pearson, United Kingdom.
- Jan Servaes, Thomas, L Jacobson & Shirley A White (1996). Participatory Communication for social change, Sage Publication, USA.
- Kirk A. Johnson (1999). Television and Social Change in Rural India, Sage

Publication, New York

- Sachar Avomvikas, Dr. B.R. Gupta. Vishvavidyalaya Prakashan Varanasi
- Mass Communication In India, Kewal J. Kumar. Jaico Publication.
- Learner D, Passing Of Traditional Society
- Quebral, Nora C. (1972–1973). "What Do We Mean by 'Development Communication'?". *International Development Review*. **15** (2): 25–28.
- Arvind Singhal, Everett M. Rogers (1999). *Development communication* at Google Books, Lawrence Erlbaum Associates. ISBN 0-8058-3350-1.
- Development communication sourcebook : broadening the boundaries of communication, Paolo Mefalopulos (2008), World Bank, Washington, D.C.

BSMN493 -Rights of Women and Children	
Name of the Programme	Bachelor of Social Work
Semester	VIII
Course Code	BSMN493
Course Title	Rights of Women and Children
Credits	2
Course Teacher(s)	Prof. Chandrabhabha Nikam

Introduction

The course is designed to develop better understanding among the social work students regarding the rights of women and children are fundamental human rights focusing on equality, protection, and basic needs. They ensure dignity, safety from harm, and proper growth for society's most vulnerable groups.

Course Description/Rationale:

This course provides a comprehensive study of the legal, social, and economic frameworks that govern the rights of women and children globally and nationally. Students will analyze the systemic challenges, historical movements, and modern advocacy efforts that shape these protective laws. The curriculum covers critical human rights instruments, enforcement mechanisms, and the intersectionality of gender, age, poverty, and culture. Through case studies and policy analysis, learners will evaluate the gap between legal theory and the real-world protection of vulnerable populations.

Women and children face unique forms of discrimination, exploitation, and violence that standard human rights frameworks may not fully address. Understanding these targeted legal rights is crucial for professionals entering law, social work, public policy, education, and international development

Course Objectives:

1. To understand the international human rights treaties and national laws protecting women and children.
2. To understand the Pinpoint discrepancies between legal theory and the real-world enforcement of protective policies.
3. To understand the poverty, culture, and gender intersect to create unique systemic

barriers

4. To Understand the landmark judicial rulings and legal precedents related to vulnerability.
5. To understand the constitutional and legal framework for women's and children's rights in India.
6. To analyse political participation and empowerment of women.
7. To examine various laws related to women and children.
8. To develop skills for social work intervention in rights-based practice.

Learning Outcomes:

1. To understand the concept of women rights according the Constitution of India, equality to women,
2. Understand and be aware of the Fundamental Rights and basic rights of women.
3. Explain constitutional provisions related to women's rights.
4. Analyze women's political participation and representation.
5. Understand legal safeguards for women and children.
6. Apply social work strategies for advocacy and rights protection.

Detailed Course Contents

1.	Constitutional and Rights of Indian Women 1. Concept, definition of Women's rights 2. Importance of Indian Constitution for women's rights. 3. Role of Women participation in law making process 4. Special Provisions safeguarding the rights of women- Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution 5. social work Intervention for Women Rights.
2.	Political Rights of Indian Women 1. Journey of Women's Political Participation in India 2. Political Rights of Women in India - Electoral process - women as voters - candidates and leaders 3. 73rd and 74th Amendment of the Constitution: representation of women in local self-government -- women in Rural and urban local bodies - Reservation of women 4. Nari Shakti Vandan Adhiniyam (Women's Reservation Act): Passed to reserve 33% of seats for women 5. Role of social work Interventions in political rights of India Women
3.	Women's and children's Right under different laws 1. Marriage: Hindu Marriage Act, 1955, Special Marriage Act, 1954, Parsi Marriage and Divorce Act, 1936, Anand Marriage Act, 1909, Muslim Personal Law (Shariat) Application Act, 1937, Divorce, Property, . Other Rights 2. Concept, definition and Importance of Child Rights 3. The Juvenile Justice (Care and Protection of Children) Act, 2015 4. . Protection of Children from Sexual Offences Act (POCSO), remedial measures

	5.Social Work intervention in Women's and children's Right under different laws
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Pedagogy: Lectures, presentation, collaborative learning, film screening, group discussion, Role play, library assignments

Bibliography:

1. Agnes, Flavia. (1992). "Give us "Give us This Day Our Daily Bread: Procedures and Case Law on Maintenance". Majlis, Bombay.
2. Agnes, Flavia. (1999). "Law and Gender Inequality: The Politics of Women's Rights in India". OUP, New Delhi
3. Agnes, Flavia. (2003). "Feminist Jurisprudence: Contemporary Concerns". Majlis, Mumbai.
4. Agnes, Flavia. (2004). "A Study of Family Courts in West Bengal". West Bengal Commission for Women Kolkata.
5. Aruna Goel. (2004). "Violence and Protective Measures for Women Development and Empowerment". Deep & Deep, New Delhi.
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7. IAWS. (1994). "The State and The Women's Movement in India". IAWS, Delhi
8. International Salivatory Network. (2006). "Knowing our rights: Women, Family, Laws and customs in the Muslim World". Zubaan, Kali for women, New Delhi.
9. Krishna Iyer, V.R. (1984). "Law and Religion" Deep and Deep Publication, New Delhi.
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11. Menonnivedita (2004). "Recovering Subversion: Feminist Politics beyond the Law". Permanent Black, Delhi.
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15. SwapnaMukhopadhyay. (1998) " In the Name of Justice: Women and Law in Society". Manohar, New Delhi.
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Additional Reading:

1. Agarwal Bina, 1985 , 'Structures of Patriarchy: State, Community and the Household in modernizing Asia, Women and Household', ' EdLeelaDube New Delhi, Kali for women.
2. Sharma Shakti, National Commission on Self Employed Women and women in the informal sector, New Delhi, 1988
3. Mukherjee, Prabhati, (1978), ' Hindu Women: Normative Models', Orient Longman, New

Delhi

4. Shakuntala Balaraman, (1986), 'Women Image Making and Shaping – Overthrowing Stereotypes'
5. Kalpana Sharma, (1988), 'Women in Perspective', Indian Express, July 31.
6. Sumit Gupta and Mukta Gupta (1989), 'Women in India: Retrospect and Prospect', Women's World, No. 21-22, 7. K. Mahalinga. (2014).
7. 'Women's Empowerment through Panchayat Raj Institutions'. Indian Journal of Research: Vol. 3. Issue 3.
8. Womens-Education-in-India-A-Situational-Analysis.pdf
9. Vimala Ramachandran, 'The Indian Experience, in Bridging the gap between intention and action – girls and women's education in South Asia'; UNESCO-PROAP and ASPBAE, Bangkok and New Delhi, 1998
10. Tauffiqu Ahamad, Anil Kumar Mishra, (2016)' Legal status and rights of women in Indian constitution' published in 'International Journal of Advanced Education and Research' Volume 1; Issue 1; January; Walker S. and I.. Barton (Eds.) Gender Class Education, New York
11. Arundhati Roy, "Ministry of utmost happiness", penguin house, India
12. A. Revathi & V. Geetha (Tr.) "The Truth About Me: A Hijra Life Story"
13. Indian Constitution

BSFW 453 Field Work	
Name of the Programme	Bachelor of social Work
Semester	VIII
Course Code	BSFW 453
Course Title	Field Work
Credits	06
Course Teacher	Dr. Sunita Jagtap

Statement of Purpose:

To provide students with opportunities to integrate social work practice and research through participatory engagement with individuals, groups, communities and organizations. The fieldwork will emphasize participatory research, data collection and analysis, research-based practice, dissemination of findings and professional reflection.

Overall Objective:

Semester VIII fieldwork aims to develop students' ability to **undertake participatory field research, analyze and interpret field data, apply research findings to social work practice, and demonstrate advanced professional competence and reflective practice.**

Semester VIII – Learner Objectives, Content, Method, and Outcomes

Learner Objectives	Semester-wise Content (with New Fields)	Method	Learner Outcome
1.To integrate social work practice with participatory research	Participatory Research in Field Practice + Community-Based Participatory Social Work	PRA techniques, community meetings, social mapping	Learner engages community as co-researchers and partners
2. To develop skills in systematic field data collection	Research Project Fieldwork + Digital Data Collection (E-Social Work)	Online surveys, mobile apps, interviews, Interview schedule, observation	Learner collects data using both traditional and digital tools
3. To develop skills in organizing and analyzing data	Data Management and Analysis + Data-Driven / AI-based Social Work	Computer applications, spreadsheets, data analysis tools	Learner analyzes data scientifically and uses evidence

Learner Objectives	Semester-wise Content (with New Fields)	Method	Learner Outcome
4.To interpret research findings from social work perspective	Research Findings and Interpretation + Evidence-Based Social Work	Research discussion, supervision, interpretation sessions	Learner links findings with practice and social issues
5. To apply and disseminate research findings	Evidence-Based Practice + Policy & Advocacy Social Work (Digital Advocacy)	Presentation, campaigns, stakeholder discussion	Learner develops recommendations and advocacy strategies
6. To develop professional competence and reflective practice	Professional Integration + Tech Social Work / Digital Social Work Practice	Field diary, e-documentation, supervision, reflective journal	Learner demonstrates ethical, digital, and professional competence