

**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, CSRDI 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

[illegible]

**Table 2 Semester-wise Courses & Credit Distribution**

<b>Semester</b>	<b>Major(SWK)</b>	<b>Minor Elective</b>	<b>Open Elective</b>	<b>Category 4(VSC/SEC)</b>	<b>Category5(AEC/ IKS/VEC)</b>	<b>Category6(OJT/ FP/CC/CEP/RP)</b>	<b>Total Credits</b>
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	<p>Social Work Practice with Individuals and Families (2)</p> <p>Legislation for Social Work Practice (2)</p> <p>Human Growth and Development (2)</p> <p>Field work (6)</p>	<p>(Any four courses of 2 credits each from the list)</p> <p>(8)</p>		Participatory Training Methodology(2)			24
V	<p>Introduction to Social Policy and Programs (2)</p> <p>Social Work Administration(2)</p> <p>Introduction to Research (2)</p> <p>Field work (6)</p>	<p>(Any four courses of 2 credits each from the list)</p> <p>(8)</p>				2 (Internship)	22
VI	<p>Introduction to Social Work Research (2)</p> <p>Basics of Qualitative and Quantitative Research methodology (2)</p> <p>Social Advocacy and Action (2)</p> <p>Field work (6)</p>	<p>(Any four courses of 2 credits each from the list)</p> <p>(8)</p>			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

<b>Semester</b>	<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>I</b>	Core	BSMJ101	Introduction to Social Work	4
	Multidisciplinary	BSOE102	Introduction to Sociology	2
	Ability Enhancement Courses	BSAE104	Language & Communication	3
	Skill Enhancement Courses	BSVS103	Computer Essentials & Interactive Skills	3
	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
		<b>Total</b>		<b>22</b>

## BSMJ01: Introduction to Social Work

<b>Course Code and Name of the Course</b>	<b>BSMJ101 Introduction to Social Work</b>
<b>Sem</b>	<b>I</b>
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	<ul style="list-style-type: none"> <li>• Introduction to Social Work : Concept and Definitions</li> <li>• Social Problems</li> </ul>	2
Unit -II	<ul style="list-style-type: none"> <li>• History of the Indian sub-continent and tenets of Humanism (Sufism, Bhakti)</li> <li>• Service in Religion- Christianity, Hinduism, Buddhism, Jainism, Islam, Sikhism</li> <li>• Sewa to Welfare -Role of Independent India</li> <li>• Social Movements</li> <li>• Welfare to Rights</li> <li>• Emergence of Social Work as an academic discipline</li> <li>• Pit-stop-Volunteerism</li> <li>• Social Work Perspective : Shifts and Challenges</li> </ul>	8
Unit-III	History of International Social Work <ul style="list-style-type: none"> <li>• Tenets of Social work embedded in the Cultural and Political History of the World (Theology, Administration and Government) (Western History)</li> <li>• History of settled and settlers: Europe, America. Africa, China, Indonesia and others</li> </ul>	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. Shamasastry 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

<b>Course Code and Name of the Course</b>	<b>BSOE102:IntroductiontoSociology</b>
<b>Sem</b>	<b>I</b>
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

<b>Unit</b>	<b>Topic</b>	<b>Credit Hours</b>
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*(3<sup>rd</sup>edition),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
- Macionis, 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
	<b>TOTALHOURS</b>	<b>30</b>

### 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](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	<b>BSVS 104 Computer Essentials and Interactive Skills</b>
Sem	I
Programme	Bachelor in Social Work (BSW)
Credit Load	2

### 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.	<p>Meaning, Definition and Types of Information Literacy; Information Literacy Skills and Competencies; New Trends in Information Literacy</p> <p>Knowing computer: Types of computer hardware and their functions; Computer Hardware Trouble shooting and maintenance; Computer peripherals and their uses (IO Devices); Computer Architecture</p> <p>Types of Operating Systems–Architecture</p> <p>Introduction to Word Processing; MS Office: MS Word, Excel, Power Point; Canva</p>	6
2.	<p>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</p> <p>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,</p> <p>Managing digital files and folders online (dropbox/google drive); file conversion online; understanding file extensions</p> <p>Collaborative word processing on cloud-services–google docs, one note etc.</p>	4
3.	<p>Introduction to TISSOL;</p> <p>Introduction to Grammarly,</p> <p>Academic Integrity plagiarism software: <i>Writeful</i> ,<i>Turnitin</i></p>	4
4.	<p>Citation and reference style guidelines, citation tools ( <i>Zotero and/or Mendeley</i>), Citation Import and Export</p>	4
5.	<p>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</p>	6
6.	<p>Introduction to computational thinking, data science, data structure &amp; algorithms, programming and Artificial Intelligence</p> <p>Web programming: Understanding web development using HTML, CSS, JavaScript, and web frameworks; Use of Free/Open-source/Free-ware/Public-Domain Software</p>	6

	Cyber threats and online protection; Implications of technology in Social Work practice	
	<b>TOTAL</b>	<b>30</b>

## 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.ca](http://www.learninghub.ca)<https://edu.gcglobal.org/en/subjects/tech/>

ubjects/tech/

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

<b>Course Code and Name of the Course</b>	<b>BSIK105: Understanding the idea of India: Constitution, Caste and Religion</b>
<b>Sem</b>	<b>I</b>
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; Hinduva 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*

UjjawalSingh, Democratic Dilemmas: Can Democracy Do without Extraordinary Laws? EPW  
Volume 38, No 5, Feb, 2003;

UpendraBaxi, 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

*YeDagDagUjala* (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

<b>Course Code &amp; Name of the course</b>	<b>BSVE 106 : Understanding Human Rights</b>
<b>Sem</b>	<b>I</b>
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
<b>PAR T I</b>	<b>CONCEPT OF HUMAN RIGHTS</b>	<b>6</b>
	<ul style="list-style-type: none"> <li>● The Concept of Human Rights: Definitions and Classifications, <ul style="list-style-type: none"> <li>○ Historical Evolution of Human Rights: Western and Non-Western Trajectories</li> <li>○ Core and General Principles of Human Rights</li> <li>○ Expanding Scope of Human Rights.</li> <li>○ Exceptions in Human Rights: Debates and Critique</li> <li>○ 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</li> <li>○ Stakeholders of Human Rights: Right holders and Duty Bearers</li> <li>○ The role of the International and Regional Actors: Overview of agencies and their functions</li> <li>○ Human Rights Framework: Strengths and Critique</li> </ul> </li> </ul>	
<b>PAR T II</b>	<b>SUBSTANTIVE HUMAN RIGHTS and debates</b>	<b>6</b>
	<ul style="list-style-type: none"> <li>● <b>Due Process/ Due Procedure:</b> fair trial; effective remedies</li> <li>● <b>Access to Justice:</b> social, economic, and political [livelihood and labour; education; health; rights against discrimination and for non-discrimination</li> <li>● <b>Rights of Liberty:</b> thought, expression, belief, faith and worship</li> <li>● <b>Constitutional Guarantee of Equality:</b> status and of opportunity; right to freedom of movement; right to vote and freedom of association.</li> <li>● <b>Protection of Dignity of the individual:</b> right to an adequate standard of living; rights to privacy and family life</li> <li>● <b>Unity and Integrity of the Nation</b> and individual liberty</li> </ul>	
<b>PAR TIII</b>	<b>INDIAN HUMAN RIGHTS ACTORS AND HUMAN RIGHTS APPARATUS/MECHANISMS</b>	<b>8</b>
	<ul style="list-style-type: none"> <li>● Human Rights Protection landscape in India</li> <li>● Justice, Policy, and Programs addressing Human Rights</li> <li>● Specific State Response to Address Human Rights Issues: <ul style="list-style-type: none"> <li>○ The National: NHRC/NCW/NCPCR/NMC/ADRs</li> <li>○ State Apparatus: SHRC/SCW/SCPCR/SMC/SADRs</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>○ The role of non-state actors: non-governmental human rights organisations,</li> <li>○ The role of human rights defenders</li> <li>○ Constitutional Debates and Judgement</li> <li>○ Developing a National Plan of Action for Human Rights</li> </ul> <p>Case Studies: State/Non-State Initiatives</p> <ul style="list-style-type: none"> <li>● Judgements [to be added]</li> <li>○ Orissa Mining Corporation Ltd vs Ministry Of Environment &amp; Forest (2013) 6 SCC 476,</li> <li>○ K.S. Puttaswamy (Privacy-9J.)v. Union of India,(2017)</li> <li>○ Judgement decriminalising same-sex relations (Justice Shah:4 landmark human rights judgements)</li> <li>● Non-state actors defending human rights.</li> <li>○ PUCL,HRDA-India, NAPM, AIDWA</li> </ul>	
<b>PAR TIV</b>	<b>THE HUMAN RIGHTS PROTECTION OF VULNERABLE GROUPS</b>	<b>8</b>
	<ul style="list-style-type: none"> <li>● Locating human rights around students' immediate ecosystem</li> <li>● Sexism/Gender: Women/Girls/LGBTQIA+</li> <li>● Ageism: Children/Elderly</li> <li>● Refugees/Stateless persons</li> <li>● Internally Displaced Persons/ Migrant workers</li> <li>● Minorities: Religious, Linguistic and others</li> <li>● Indigenous people/Casteism</li> <li>● Abelism: Persons with Disability</li> </ul>	
<b>PAR T V</b>	<p><b>HUMAN RIGHTS TODAY</b></p> <p>[current human rights issues and controversies, such as the impact of technology on privacy rights and the tension between national security and civil liberties]</p>	<b>2</b>
	<ul style="list-style-type: none"> <li>● SDGs, HDI</li> <li>● Democratic backsliding, authoritarianism, and human rights</li> <li>● Intolerance, radicalisation, and violent extremism</li> <li>● Technology and human rights</li> <li>● Climate Change and displacement</li> </ul>	
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

<b>Name of the Programme</b>	<b>Bachelor in Social Work</b>
<b>Course Title</b>	Social Work Field work
<b>Sem</b>	I
<b>Course Code</b>	BSFW107
<b>Credits</b>	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
<p>To prepare students for engaging with self and personal values, motivation, attitudes, biases, emotions, and developing basic social work skills.</p> <p>To enable students to understand different contexts and sites of social work practices.</p> <p>To enable students to be conscious of contextual realities and reflect upon vulnerabilities as they exist in urban and rural communities.</p> <p>To develop interest, curiosity and enable joyful learning of social work.</p> <p><i>Questions to addressed in the first year.</i></p> <p><i>What is social work?</i></p> <p><i>Who is a social worker?</i></p> <p><i>What do social workers do?</i></p> <p><i>Why social work?</i></p>	<p><b>Isem:</b></p> <p><b>Critical reflections of self/ Being conscious and aware</b></p> <p>Understanding the surrounding, discussing and being aware of the environment around them</p> <ul style="list-style-type: none"> <li>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.</li> <li>Introduction to social work</li> <li>Identities – Vulnerable population</li> </ul> <p><b>II semester content– Understanding approaches/issues/mode ls.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Governance</li> <li>Village life- Vulnerabilities</li> <li>Issue based work.</li> </ul>	<p><b>Methods-</b></p> <p><b>Simulation-</b></p> <p>Group Labs, Alumni exposure, digital organisational visits, Calling experts and inspirational people.</p> <p><b>Experiential:</b></p> <p>Organisational visits, transect walk, visit to market, stations, dharavi, vulnerable groups (observation homes, beggars home, childaid society), informal sectors, people in custodial care.</p> <p><b>Simulation-</b> 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.</p> <p><b>Experiential-</b> rural camp and practicum (through FAP (IRHDP, DISHA, Meljol and places close to Mumbai Thane)-women, artisans, different</p>	<p>Student will have developed a consciousness about self and social work.</p> <p>The student will demonstrate an understanding of the nature, reach and scope of social work practice.</p> <p>Student will develop an understanding of practice of social work values.</p> <p>The student would have gained the skill of effectively and respectfully working with groups and team members.</p>

		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**

<b>Level</b>	<b>Nature of assessment</b>	<b>Areas of assessment</b>	<b>Assessment type</b>
<b>Certificate level</b>	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	3
	Skill Enhancement Courses	BSAE155	Life skills Across Lifespan	3
	Common Value-Added Courses	BSVE156	Environmental Studies	2
	Core	BSFW157	Field Work	6
		<b>Total</b>		<b>22</b>

## BSMJ151: Contexts & Fields of Social Work Practice

<b>Course Code and Name of the course</b>	<b>BSMJ151: Contexts and Fields of Social Work Practice</b>
<b>Sem</b>	<b>II</b>
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 <ul style="list-style-type: none"> <li>- Target system</li> <li>- Action system</li> <li>- Change Agent system Unit</li> </ul> B-Characteristics of the system <ul style="list-style-type: none"> <li>- Dynamics in the system</li> <li>- Types of the relationship between the client system and change agent system</li> <li>- Collaboration</li> <li>-Bargaining</li> <li>- Conflictual</li> </ul> Focus on intersectionality such as gender, class, caste, ableism, culture		
6	Social work phases <ul style="list-style-type: none"> <li>-Initial phase</li> <li>-middle phase</li> <li>-End phase</li> </ul>	8	
	Assessment and Process of change efforts <ul style="list-style-type: none"> <li>- Assessing problem</li> <li>- Collecting data</li> <li>- Making initial contact</li> <li>- Negotiating contract</li> <li>- Forming an action system</li> <li>- Maintaining and coordinating an action system</li> <li>- Exercising influence</li> <li>- Terminating</li> </ul>		
7	<b>Contexts and Perspectives of Practices with Diverse Identities (Different Centres sharing practices)</b> 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	

	<ol style="list-style-type: none"> <li>1. Assessment and Intervention strategies in diverse social work practice, strengths-based approaches, solution-focused, anti-oppressive social work</li> <li>2. Critical social work practice - Empowerment, feminist, anti-discriminatory theory, Freire's theory, Political Social Work, Radical Social Work</li> <li>3. Advocacy and social justice: Advocating for the Rights and needs of the marginalized, and promoting social justice, and equity</li> </ol>	
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](https://egyankosh.ac.in/bitstream/123456789/59024/1/Unit2.pdf-Integrated%20Approach%20to%20Social%20Work%20and%20Social%20Action)

## BSOE152 : Introduction to Economics

<b>Course Code and Name of the Course</b>	<b>BSOE152:Introduction to Economics</b>
<b>Sem</b>	<b>II</b>
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**

<b>Unit</b>	<b>Topic</b>	<b>Credit Hours</b>
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

<b>Course Code and Name of the Course</b>	<b>BSOE153:Introduction to Psychology</b>
<b>Sem</b>	<b>II</b>
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**

<b>Unit</b>	<b>Topic</b>	<b>Credit Hours</b>
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	<b>BSSE154: Imagination, Creativity, Expressive Arts and Storytelling</b>
Sem	<b>II</b>
Programme	BSW
Credit Load	2

### 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).TheArtstudioandWorkshopsprovide 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	<b>BSAE155:LifeskillsAcrossLifespan</b>
Sem	<b>II</b>
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	<b>Introduction to Life Skills, Concept Life Skills</b>  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	<b>Social and Emotional Skills: Social (Interpersonal, Communication, Empathy) and Emotional (Self Awareness, Stress, Emotions) Life Skills-</b> 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

<b>3</b>	<b>Critical Thinking Skills-</b> 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
<b>4</b>	<b>Creative Thinking Skills:</b> <b>Creativity:</b> 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
<b>5</b>	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:Developingeffectiveanalysisandargument. 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](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](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](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](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_628558.pdf)



## BSVE156:Environmental Studies

<b>Course Code and Name of the Course</b>	<b>BSVE156:Environmental Studies</b>
<b>Sem</b>	<b>II</b>
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**

<b>Unit</b>	<b>Topic</b>	<b>CreditHours</b>
1	Understanding Ecology and Ecosystems	3

2	Exploring Biodiversity	3
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
	<b>Total</b>	<b>30Hours</b>

### **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 Feminsims: 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.

Hartwick 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

<b>Name of the Programme</b>	<b>Bachelor of Social Work</b>
<b>Course Title</b>	Field work
<b>Course Code</b>	BSFW157
<b>Semester</b>	II
<b>Credits</b>	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
<p>To prepare students for engaging with self and personal values, motivation, attitudes, biases, emotions, and developing basic social work skills.</p> <p>To enable students to understand different contexts and sites of social work practices.</p> <p>To enable students to be conscious of contextual realities and reflect upon vulnerabilities as they exist in urban and rural communities.</p> <p>To develop interest, curiosity and enable joyful learning of social work.</p> <p><i>Questions to addressed in the first year.</i></p> <p><i>What is social work?</i></p> <p><i>Who is a social worker?</i></p> <p><i>What do social workers do?</i></p> <p><i>Why social work?</i></p>	<p><b>I sem:</b></p> <p><b>Critical reflections of self / Being conscious and aware</b></p> <p>Understanding the surrounding, discussing and being aware of the environment around them</p> <ul style="list-style-type: none"> <li>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.</li> <li>Introduction to social work</li> <li>Identities – Vulnerable population</li> </ul> <p><b>II semester content– Understanding approaches/issues/modes.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Governance</li> <li>Village life- Vulnerabilities</li> <li>Issue based work.</li> </ul>	<p><b>Methods-</b></p> <p><b>Simulation-</b></p> <p>Group Labs, Alumni exposure, digital organisational visits, Calling experts and inspirational people.</p> <p><b>Experiential:</b></p> <p>Organisational visits, transect walk, visit to market, stations, dharavi, vulnerable groups (observation homes, beggars home, child aid society), informal sectors, people in custodial care.</p> <p><b>Simulation-</b> 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.</p> <p><b>Experiential-</b> rural camp and practicum (through FAP (IRHDP, DISHA, Meljol and places close to Mumbai Thane)-women, artisans, different settings.</p>	<p>Student will have developed a consciousness about self and social work.</p> <p>The student will demonstrate an understanding of the nature, reach and scope of social work practice.</p> <p>Student will develop an understanding of practice of social work values.</p> <p>The student would have gained the skill of effectively and respectfully working with groups and team members.</p>
		<i>Seminar after rural practicum</i>	

**Assessment:**

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

**Process evaluation**

<b>Level</b>	<b>Nature of assessment</b>	<b>Areas of assessment</b>	<b>Assessment type</b>
<b>Certificate level</b>	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
		<b>Total</b>		<b>22</b>



## **BSMJ 201: Social Group Work**

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

### **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>
<b>1.</b>	<b>Introduction to Social Groups as a Method</b> <ul style="list-style-type: none"> <li>• Definitions, characteristics, significance of social Group in Society</li> <li>• History and evolution of group work method in international context</li> <li>• History and evolution of group work method in Indian context</li> </ul>	
<b>2.</b>	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)	
<b>3.</b>	<b>Skills Tools and Techniques of Social Group Work</b> <b>1. Skills in Group Work:</b> Facilitation, Analytical thinking, leadership building and recording in groupwork <b>2. Tools of group work :</b> conflict resolution, relationship, communication, use of environment & <b>Techniques of Group Work:</b> Group counselling, Group Discussion, decision making and program media <b>3. Programme planning:</b> Program - concept, significance, planning, monitoring and evaluation	
<b>3.</b>	<b>1. Stages of group work and group development</b> <ul style="list-style-type: none"> <li>• Pregroup phase &amp; Initial phase of group development – concept, characteristics, roles, responsibilities</li> <li>• Middle phase of group development – concept, characteristics, roles, responsibilities</li> <li>• Termination phase -concept, characteristics, roles, responsibilities</li> </ul>	
<b>4.</b>	<b>Group work in social work practice</b> 1. health, child development, women development, family welfare, industrial, difficult circumstances, differently abled, elderly, communities – urban, rural, tribal, 2.	

5.	<b>Group Behavior and Group dynamics</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Evaluation - concept, significance, types, methods, content of evaluation</li> <li>• recording - importance, principles, structure, techniques and strategies for intervention</li> </ul>	
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- 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.
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- Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey: Prentice Hall 10. Northern,
- Helen (1969) Social Work with Groups, New York: Columbia University Press
- Northern, 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
- Choudhary, Paul (1983) Introduction to Social Work, Delhi : Atma Ram & Sons
- Corey, Geral (1977) Groups Process and Practice, USA: Brook/Cole Publishing Company
- Douglas, Tom (1977) Group Work Practice, London : Tavistock Publication
- 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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- Shaw, Marllin E. (2nd Ed.) Group Dynamics, New Delhi : Tata – McGraw Hill Publishing
- Wilson, Gertrude & Ryland, Gladys (1949) Social Group Work Practice, Haughton Mifflin Company
- ignou the people university indira Gandhi national open university school of social work, MSW-008 social group work-working with groups
- S.Rengasamy - Social Group Work
- Alissi, A.S. 1980 Perspectives on Social Group Work Practice: A Book of Readings. New York: The Free Press.
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## BSMJ 202 : Community Organization

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

### 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
<b>Unit 1</b>	<b>Understanding Community</b>
	<ul style="list-style-type: none"><li>• Concept of community: Meaning, definitions and elements</li><li>• Types of community: Urban, rural, tribal, virtual and functional communities</li><li>• Community power structure</li><li>• Functions of the community</li></ul>
<b>Unit 2</b>	<b>Introducing Community Organization Practice</b>
	<ul style="list-style-type: none"><li>• Concept of community organization: Nature, evolution and characteristics</li></ul>

	<ul style="list-style-type: none"> <li>Principles of community organization</li> <li>People's participation: Rationale, types and methods</li> <li>Community organization and community development</li> </ul>
<b>Unit 3</b>	<b>Processes of Community Organization Practice</b>
	<ul style="list-style-type: none"> <li>Steps of Community Organization</li> <li>Models: Locality Development, Social Planning and Social Action</li> <li>Approaches: Welfarist, Social Development and Empowerment</li> <li>Role of community organizer</li> </ul>
<b>Unit 4</b>	<b>Tools for Community Organization Practice</b>
	<ul style="list-style-type: none"> <li>Community mapping (Intersections like religion, caste, gender &amp; ablisrn)</li> <li>Resource mapping</li> <li>Participatory Rural Appraisal (PRA)</li> <li>Skills required for community organization practice</li> </ul>

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

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- Additional Readings:**
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## BSMJ 203 :Understanding Self and Society

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

### 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.

<b>Unit</b>	<b>Content</b>
<b>Unit 1</b>	<b>Concept of Self</b>
	<ol style="list-style-type: none"><li>1. Definition and dimensions of self: physical, psychological, social</li><li>2. Self-concept, self-esteem, and self-efficacy</li><li>3. Factors influencing self: family, culture, environment, experiences</li><li>4. Emotional intelligence and personal growth</li><li>5. Personal and Professional Self</li></ol>
<b>Unit 2</b>	<b>Self and Personality</b>

	<ol style="list-style-type: none"> <li>1. Self as a Human Resource</li> <li>2. Self in relation to Social Identities</li> <li>3. Self (Person) as a part of the Nature</li> <li>4. Self in relation to profession</li> <li>5. Self – development through self - Learning (Self Knowledge)</li> </ol>
<b>Unit 3</b>	<b>Theoretical Foundations of Self</b>
	<ol style="list-style-type: none"> <li>1. <b>Cultural and Disciplinary Perspectives on the Self</b> - East vs. West views, Disciplinary insights (philosophy, psychology, anthropology)</li> <li>2. Different Aspects of Self: Self-Esteem, Self-Efficacy, Self-Regulation</li> <li>3. <b>Applied Self: Learning &amp; Well-being-</b> - Self-regulated learning, stress management, goal-setting</li> <li>4. <b>Integration &amp; Reflection-</b> - Student understanding and presentations on “self in society”</li> <li>5. Final integrative reflection</li> </ol>
<b>Unit 4</b>	<b>Interrelationship between Self and Society</b>
	<ol style="list-style-type: none"> <li>1. <b>Self-Awareness Models</b> [Discuss self-awareness, self-management, values, and emotional intelligence. Group role-plays.]</li> <li>2. <b>Communication &amp; Interpersonal Styles</b> [Examine communication styles, active listening. Peer-led exercises and feedback.]</li> <li>3. <b>Societal &amp; Cultural Self</b> [How culture, norms, and social institutions influence identity. Discussion and comparative reflection.]</li> <li>4. <b>Ethics, Boundaries &amp; Professionalism</b> [Explore professional boundaries, ethical dilemmas, and personal values. Case scenarios.]</li> <li>5. <b>Influence of peers, media, and social networks</b></li> </ol>
<b>Unit 5</b>	<b>Application to Social Work Practice</b>
	<ol style="list-style-type: none"> <li>1. <b>Self-awareness in social work practice</b></li> <li>2. <b>Empathy, active listening, and interpersonal communication skills</b></li> <li>3. <b>Case studies, client assessment, and documentation</b></li> <li>4. <b>Community engagement, advocacy, and promoting social change</b></li> <li>5. <b>Ethical considerations and professional boundaries</b></li> </ol>

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6. Chalari, A. (2017). *The Sociology of the Individual: Relating Self and Society*. SAGE Publications Ltd.
7. **Zukerfeld, M.** (2017). *Knowledge in the age of digital capitalism: An introduction to cognitive materialism*. University of Westminster Press.
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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11. Chopra, BS. KS. (1987) *Leadership for Indian Manager*, Pune : Times Research Foundation D'Souza, Anthony (1989) *Leadership Vol.I*, Mumbai : Better Yourself Books
12. Davas, Rustam (1993) *Creative Leadership*, New Delhi : UBS Publishers
13. Davis, Martin (2002 Ed.) *Companion to Social Work*, USA : Blackwell Publishers Ltd.
14. Heun, Linda R. and Heun, Richard E. (2001) *Developing Skills for Human Interaction*, London: Charles E. Merrill Co.
15. Khwaja, Ali Ed. (2000) *Booklets on Counseling*, Bangalore : Banjara Academy Ltd.
16. McCormick, J. Mary, (1975) *Enduring Values in a Changing Society*, New York : Family Service Association of America
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.
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## 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
<b>Unit 1</b>	<b>Basics of Mathematics and Statistics</b>
	<ol style="list-style-type: none"><li>1. Basic arithmetic operations: Addition, Subtraction, Multiplication, and Division</li><li>2. Statistics- A branch of mathematics</li><li>3. Statistics- Meaning, definition and concept</li><li>4. Types of Statistics- Descriptive and Inferential</li><li>5. Use and application of statistics in daily life and research</li></ol>
<b>Unit 2</b>	<b>Descriptive Statistics</b>
	<ol style="list-style-type: none"><li>1. Descriptive Statistics- Meaning, definition and concept</li><li>2. Characteristics of Descriptive Statistics</li><li>3. Central Tendency- Meaning, definition and concept</li><li>4. Measures of Central Tendency- Mean, Median and Mode</li><li>5. Use of Central Tendency Measures in research</li></ol>
<b>Unit 3</b>	<b>Inferential Statistics</b>
	<ol style="list-style-type: none"><li>1. Inferential Statistics- Meaning, definition and concept</li><li>2. Characteristics of Inferential Statistics</li><li>3. Measurement Scale- Meaning and Concept</li><li>4. Types of Measurement Scale- Nominal, Ordinal, Interval and Ratio (NOIR)</li><li>5. Use of Inferential Statistics in research</li></ol>

### 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:

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- Andersson, M. (1994). Sexual selection. Princeton University Press.
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- 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->

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- 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.
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### BSOE 205 Introduction to Political system

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

#### 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>
<b>1.</b>	<b>Understanding Political system in the world</b> 1. Understanding International politics and International Relations: Concept, definition and Scope of International politics 2. History and Origin and Mejour 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	
<b>2.</b>	<b>Political systems and impact</b> 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	
<b>3.</b>	<b>Indian political system</b> 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.

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**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

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

### 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.

<b>Sr. No.</b>	<b>Content</b>
<b>Unit 1</b>	<b>Foundations of Academic Writing</b>
	<ul style="list-style-type: none"><li>• Definition and purpose of academic writing</li><li>• Types of academic writing: essays, reports, research papers, reflective journals</li><li>• Understanding audience and purpose</li><li>• Writing process: brainstorming, outlining, drafting, revising</li><li>• Clarity, coherence, and cohesion in writing</li></ul>
<b>Unit 2</b>	<b>Academic Writing Skills</b>
	<ol style="list-style-type: none"><li>1. Sentence and paragraph structure</li><li>2. Writing introductions, body, and conclusions</li><li>3. Using evidence: citing and referencing (APA style recommended)</li><li>4. Avoiding plagiarism</li><li>5. Writing critically and analytically</li><li>6. Language and style in academic writing</li></ol>
<b>Unit 3</b>	<b>Academic Writing in Social Work</b>
	<ol style="list-style-type: none"><li>1. Writing research proposals and reports</li></ol>



	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). *Academic Writing: A Handbook for International Students*. 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). *Academic Writing: A Handbook for International Students*. 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

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

### 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

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

<b>Work Practice</b>	2. Core Universal Ethical Principles 3. Ethical Decision-Making in Practice 4. Challenges in Implementing Universal Ethics	
<b>Unit III Secular Ethics</b>	1. Meaning and Nature of Secular Ethics 2. Principles of Secular Ethics in Social Work 3. Contemporary Issues in Secular Ethics	
<b>Unit IV Ethical Decision-Making and Practice Integration</b>	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	
<b>Unit V Professional Codes of Ethics in Social Work</b>	Global and Indian perspectives 1. NASW 2. IFSW 3. NAPSWI	

### **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**

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

### **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	<b>Foundational concepts and perspectives</b> <ul style="list-style-type: none"> <li>Defining human development: The principles of human growth and development across the lifespan.</li> <li>Ecological and systems perspectives: Understanding individuals within their environment and the various systems that influence their lives (family, community, society).</li> <li>Conceptualizing development: Critical analysis of development, including sustainable development, economic development, and social development.</li> </ul>	6 Hours
II	<b>Understanding the concept of human-centred development</b> <ul style="list-style-type: none"> <li>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.</li> <li>Bio-psycho-social frameworks: how biological, psychological, and social factors interact to affect an individual's well-being and their relationships with society.</li> <li>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.</li> </ul>	6 Hours
III	<b>Human-centred approaches and social work</b> <ul style="list-style-type: none"> <li>Strength-based and empowerment approaches: Focusing on a client's inherent strengths to facilitate change.</li> <li>Participatory and co-creation methods: Working with people, not just for them,</li> </ul>	6 Hours

	<p>to co-create relevant and impactful solutions.</p> <ul style="list-style-type: none"> <li>Human-centred development in practice: How practitioners apply this approach in areas such as health, disability, and poverty reduction.</li> </ul>	
IV	<p><b>Contextual influences on development</b></p> <ul style="list-style-type: none"> <li>Impact of deprivation: The effects of deprivation, poverty, and other systemic barriers on human development.</li> <li>Marginalization and human rights: Exploring the forms and mechanisms of oppression and discrimination and the strategies for advancing social and economic justice.</li> <li>Gender and diversity: Understanding gender-related questions, diversity, and their impact on people's lives.</li> </ul>	6 Hours
V	<p><b>Strategies for implementation and evaluation</b></p> <ul style="list-style-type: none"> <li>Role of Stakeholders: The importance of collaboration and networking among formal and informal organizations, government bodies, and local groups.</li> <li>Monitoring and Evaluation: Assessing the impact of development interventions using a participatory framework that involves community members in the evaluation process.</li> <li>The Future of HCD: Discussing emerging challenges and opportunities, including the impact of globalization, technology, and climate change on human-centered approaches.</li> </ul>	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.
19. van Breda, A. D. (2022). Person-Centred Approaches to Social Work Practice. In L. C. Theron, & D. V. Mthembu (Eds.), *Social work practice in South Africa: A comprehensive guide* (pp. 161–182). [Springer](#)
20. Witkin, S. L., & Hall, C. (2020). Social Construction and Social Work Practice. In S. McNamee et al. (Eds.), *The Sage handbook of social constructionist practice*. (pp. 195–207). SAGE Publications.



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

<p><b>1. To work in agencies working in different types of areas of Social Work practice</b></p> <p><b>2. To develop work planning consultation with agency supervisor</b></p> <p><b>3. To develop ability for observation and understanding of social realities</b></p> <p><i>Questions to addressed in the second year.</i></p> <p><i>What is social work methods?</i></p> <p><i>What do social workers do in different settings?</i></p> <p><i>What is the role of social worker in</i></p>	<p>1. Familiarize with agency and develop an agency profile with focus on:</p> <p>1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies</p> <p>1.2 Client group/s</p> <p>1.3 What are the problems being focused</p> <p>1.4 What are the services being provided</p> <p>1.5 What is the role of social worker</p>	<p>2. Observe agency functioning</p> <p>2.1 Practice the methods of working with individual, group and community in the agency</p> <p>2.2 Practice the Skills in observation, listening, group discussion and report writing.</p> <p>2.3 Assist the organization wherever desirable in its ongoing interventions and social action.</p> <p>2.4 Seek guidance from agency supervisor and attend weekly Individual Conference</p>	<p>1. Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them</p> <p>2. Able to prepare work plan and its execution</p> <p>3. Able to develop understanding about social realities</p>
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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
<b>Certificate level</b>	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
		<b>Total</b>		<b>22</b>

## 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

The course is given the information and knowledge about one of the primary social work methods known as social case work working with individuals and family. This paper aims to empowering the social work practitioner to engage with individuals issue knowledge barrier and difficulties and intervention with the use of process principle

#### 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.
13. Werner, H.D. (1965). A Rational Approach to Social Casework. New York: Association

**SEMESTER-IV**  
**BSMJ 252 : Legislation for Social Work Practice**

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

**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:**

<b>Sr. No.</b>	<b>Content</b>
<b>Unit 1</b>	<b>Legislation</b>
	<ol style="list-style-type: none"><li>1. Legislation: Concept, Meaning and Definition</li><li>2. Functions of Legislation</li><li>3. Process of Making Legislation</li><li>4. Important Law Making Institutions in India</li></ol>
<b>Unit 2</b>	<b>Social Legislation</b>
	<ol style="list-style-type: none"><li>1. Social Legislation: Concept, Meaning and Definition</li><li>2. Social Legislation: Nature, scope and Importance of Social Legislation in Welfare State</li><li>3. Needs and Objectives of Social Legislation</li><li>4. Social Legislation as an Instrument of Social Change</li></ol>
<b>Unit 3</b>	<b>An Introduction to Indian Constitution</b>
	<ol style="list-style-type: none"><li>1. History of Drafting and Preamble of Indian Constitution</li><li>2. Fundamental Rights , Duties and the Directive Principles</li><li>3. Provisions related to Positive and Protective Discrimination in</li></ol>

	Constitution
	4. Important Constitutional Amendments in the Area of Social Welfare
<b>Unit 4</b>	<b>Social Legislations in India</b>
	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.  
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## BSMJ 253: Human Growth and Development

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

### Course Description/Rationale:

The course on of 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.

<b>Unit</b>	<b>Content</b>
<b>1.</b>	<b>Introduction to Human Growth and Development</b>
	<ol style="list-style-type: none"><li>1. Concept of Human Development</li><li>2. Contemporary relevance to the study of human Growth and development</li><li>3. Growth: concept and definition,</li><li>4. Development: concept and definition</li><li>5. Principles of human development</li></ol>

<b>2.</b>	<b>Introduction to Theories of Personality and Development Stages</b>
	<ol style="list-style-type: none"> <li>1. Concept of Personality</li> <li>2. Theories of Personality</li> <li>3. Trait theories;</li> <li>4. Psychodynamic theories;</li> <li>5. Behavioural theories;</li> <li>6. Humanistic theories</li> </ol> <ul style="list-style-type: none"> <li>-Stages of human development</li> <li>-Erickson's Model of PsychoSocial Development</li> <li>-Freudian Model of Psycho Sexual Development stages</li> </ul>
<b>3.</b>	<b>Socio-Cultural Contexts for Human Development</b>
	<ul style="list-style-type: none"> <li>-Nature vs Nurture debate in the development of personality</li> <li>-Biological Influences on Human Growth and Behaviour</li> <li>-Factors affecting Human Development ; <ol style="list-style-type: none"> <li>1. Heredity;</li> <li>2. Family;</li> <li>3. Peers;</li> <li>4. Media</li> <li>5. Schooling;</li> </ol> </li> <li>- Gender sensitivity; Beyond gender binaries (Juliet Mitchell)</li> </ul>
<b>4.</b>	<b>An introduction to Developmental Psychology Stages of Life Span Development</b>
	<ul style="list-style-type: none"> <li>- Prenatal Development</li> <li>- Birth and Infancy</li> <li>- Childhood</li> <li>- Adolescence</li> <li>- Adulthood</li> <li>- Stages of Prenatal development: <ol style="list-style-type: none"> <li>1. Germinal</li> <li>2. Embryonic and Fetal Stage</li> </ol> </li> <li>- Problems and Risks associated with pregnancy</li> <li>- Labour and Stages of Labor</li> <li>- Neonatal Care</li> <li>- Cognitive and Brain development</li> <li>- Early experience and attachment</li> </ul>
<b>5.</b>	<b>Domains of Human Development and Enhancing Individual's Potential</b>
	<p><b>I] Domains of Human Development</b></p> <ul style="list-style-type: none"> <li>- Cognitive development: Perspectives of Jean Piaget and Vygotsky</li> <li>- Language Development</li> <li>- Emotional Development</li> <li>- Moral Development: Perspective of Kohlberg</li> </ul> <p><b>II] Enhancing Individual's Potential</b></p> <ol style="list-style-type: none"> <li>1. Self-determination theory;</li> <li>2. Enhancing cognitive</li> <li>3. potential,</li> </ol>

	4. Fostering creativity 5. Mindfulness
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## BSMN 291: Family Sociology

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

### 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. Vitally 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

<b>Unit</b>	<b>Content</b>
<b>1.</b>	<b>Conceptual Foundations of Family</b>
	<ul style="list-style-type: none"><li>• Family development in India : Nature, scope and fields</li><li>• child development in India</li><li>• Contemporary issues of family and child development</li><li>• Approaches: Welfare work, therapeutic and rehabilitative orientation, developmental orientation and rights based and empowerment</li></ul>

	<ul style="list-style-type: none"> <li>• Basic Understanding of different settings: Types of organization, Services - residential (statutory and non-statutory), non-residential and open Communities</li> </ul>
<b>2.</b>	<b>Working with Families</b>
	<ul style="list-style-type: none"> <li>• Significance of working with families in context of satisfaction of human needs</li> <li>• Importance of working with families in context of human rights concerns</li> <li>• Family development programme</li> <li>• Family Court - background, objectives, provisions, functions and Family Counseling - concept, significance and settings</li> <li>• <b>Working with Women</b></li> <li>• Roles of professional social worker in working with families</li> </ul>
<b>3.</b>	<b>Working with children</b>
	<ul style="list-style-type: none"> <li>• Working with children in need of care and protection</li> <li>• Integrated Child Development Services (ICDS)</li> <li>• Social work in child education</li> <li>• Working with Special Groups [Differently abled - concept, definition, types and issues ]</li> <li>• Role of Social Worker in Child Care Settings - Child Guidance Clinic and Counseling</li> </ul>

## References:

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## **BSMN 292 :Introduction to Tribal society**

<b>Name of programme</b>	<b>Bachelor of social work</b>
<b>Semester</b>	<b>IV</b>
<b>Course code</b>	<b>BSMN 292</b>
<b>Course Title</b>	<b>Introduction to Tribal society</b>
<b>Credit</b>	<b>02</b>

### **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 Sickle cell anaemia.

### **References:**

1. Dairy Co-operative and Tribal Development - R v Singh - Gyan Books PVT. LTD. Delhi

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PVT LTD Delhi 2005,

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## BSMN 293 Introduction to Management

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

### 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

<b>No.</b>	<b>Unit contents</b>	<b>No of Hours</b>
<b>Unit I</b>	<b>Introduction to Management</b> 1. Concepts, Nature, Levels 2. Importance, Relevance in Modern Organizations 3. Role in Organizations 4. Principles Of Management 5. Theories Of Management	
<b>Unit II</b>	<b>Evolution of Management Thought</b> 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.	
<b>Unit III</b>	<b>Functions of Management</b> 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.
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## **BSMN 294 : Introduction to Urban and Rural community development**

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

### **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:**

<b>Sr. No.</b>	<b>Content</b>
<b>Unit 1</b>	<b>Rural Community</b>
	<ol style="list-style-type: none"><li>1. Definition, Meaning and Characteristics of Rural Community</li><li>2. Rural Community Development: Definition, Meaning, Objectives &amp; Scope</li><li>3. Dynamics in Rural Communities: Caste – Class and Gender.</li><li>4. Problems of Rural Communities: Poverty, Illiteracy, Child Labour, Low Wages, Unemployment, Underemployment, Blind Belief, and Sanitation</li><li>5. Overview of Rural Development Programmes in India.</li></ol>
<b>Unit 2</b>	<b>Urban Community Development:</b>
	<ol style="list-style-type: none"><li>1. Definition, Meaning of Urban Community</li><li>2. Characteristics of Town, City, Metropolis, Suburbs, and Satellite Town.</li><li>3. Urban Community Development: Meaning, Need, and Scope</li><li>4. Problems of Urban Community: Crime, Communal Tensions, Accidents, Slums, Migration, Housing, Solid Waste, Pollution, Commercial Sex Work, and Other emerging problems.</li><li>5. 74<sup>th</sup> Amendment to the Constitution to Urban Governance.</li><li>6. Urban Development Policy and Programmes in India</li></ol>

Unit 3	Democratic Decentralisation
	<ol style="list-style-type: none"> <li>1. Meaning, Objectives and Significance of democratic decentralization.</li> <li>2. History of Panchayati Raj - 73<sup>rd</sup> Amendment to Constitution</li> <li>3. Panchayati Raj System Functions</li> <li>4. Grama Sabha and its functions</li> <li>5. Problems of Panchayati Raj System</li> <li>6. Role of Social Worker in Community Development.</li> </ol>

**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.
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## 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 to 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
<b>Unit 1</b>	<b>Foundations of Medical and Psychiatric Social Work</b>
	<ol style="list-style-type: none"><li>1. <b>Definition and Scope:</b> Understanding medical and psychiatric social work.</li><li>2. <b>Historical Evolution:</b> Development of the fields in India and globally.</li><li>3. <b>Multidisciplinary Approach:</b> Collaboration with healthcare professionals.</li><li>4. <b>Patient-Centred Care:</b> Viewing the patient as a holistic individual.</li><li>5. <b>Social and Emotional Factors:</b> Impact on disease and recovery.</li></ol>
<b>Unit 2</b>	<b>Medical Social Work Practice</b>
	<ol style="list-style-type: none"><li>1. <b>Hospital Settings:</b> Types, structures, and functions.</li><li>2. <b>Roles of Medical Social Workers:</b> Inpatient and outpatient services.</li><li>3. <b>Intervention Areas:</b> Working with patients, families, and healthcare teams.</li><li>4. <b>Competencies Required:</b> Skills and knowledge for effective practice.</li><li>5. <b>Ethical Considerations:</b> Confidentiality, consent, and professional boundaries.</li></ol>

Unit 3	Psychiatric Social Work Practice
	<ol style="list-style-type: none"> <li>1. <b>Mental Health Settings:</b> Overview of psychiatric hospitals and clinics.</li> <li>2. <b>Roles of Psychiatric Social Workers:</b> Assessment, therapy, and rehabilitation.</li> <li>3. <b>Common Mental Health Disorders:</b> Identification and intervention strategies.</li> <li>4. <b>Community Mental Health:</b> Outreach programs and preventive measures.</li> <li>5. <b>Legal and Ethical Issues:</b> Mental health laws and patient rights.</li> </ol>

#### 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–?.
- 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.
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- Dharmadhikari, S. (2019). *Psychiatric Social Work*. 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). *Psychiatric Social Work*. Self-published.
- Munson, C. E. (1992). *Clinical social work supervision* (2nd ed.). Haworth Press.
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- Narvekar, S. (2018). *Psychiatric Social Work* (Marathi version). 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). *Psychiatric Social Work*. 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

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

### 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:

<b>Sr. No.</b>	<b>Content</b>
<b>Unit 1</b>	<b>Crime and Punishment</b>
	<ol style="list-style-type: none"><li>1. Concept, Definition and Nature</li><li>2. Theories: Classical, Biological, Sociological and Psychological.</li><li>3. Concept, Definition, Meaning and types</li><li>4. Theories of Punishment</li><li>5. Limitations of Punishment</li></ol>
<b>Unit 2</b>	<b>Correction and Correctional Institutions</b>
	<ol style="list-style-type: none"><li>1. Concept, Definition, Meaning of correction</li><li>2. Philosophy and Historical background of correction</li><li>3. Understanding the goals of corrections, such as rehabilitation, incapacitation, deterrence, and retribution</li><li>4. Institutional correction : Central Prison, Remand Homes, Borstal Schools, Juvenile Courts</li><li>5. Non institutional correction : Prison Reforms, Probation and Parole, After Care Services</li></ol>
<b>Unit 3</b>	<b>Correctional Social Work</b>

	<ol style="list-style-type: none"> <li>1. Concept, Meaning of correctional social work</li> <li>2. Importance of correctional social work</li> <li>3. Correctional Social Work with Criminals, Juvenile Delinquents, Beggars, drug Addicts, Alcoholics and Sex Workers</li> <li>4. Application of Social Work Methods</li> <li>5. Role of Social Worker in correctional institutions</li> </ol>
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**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**

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

### **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	<b>Understanding the Participatory Training Approaches</b> <ul style="list-style-type: none"> <li>• Ideology behind Participatory Training</li> <li>• Scope and limitations of using Participatory Training Methodology</li> <li>• Behaviourism, cognitivism, and constructivism</li> </ul>	6 Hours
II	<b>Personal and Interpersonal Development</b> <ol style="list-style-type: none"> <li>1. Understanding the self; strengths and attributes; self-awareness.</li> <li>2. Self and the other: relationships; prejudices and stereotypes, Values and beliefs; Value framework for youth work; ethical dilemma</li> <li>3. Communication patterns and skills blocks in communication; skills for giving feedback, Emotional self-management of emotions, emotional intelligence, Skills for Stressmanagement</li> </ol>	6 Hours
III	<b>Developing a Training Design</b> <ol style="list-style-type: none"> <li>1. Introduction to designing training. The learner: Learner Motivation- Needs and level of Learning, Profile of the learners, Learning styles</li> <li>2. Conducting a Training Needs Assessment (TNA) b. Developing Training Objectives and Learning Outcomes</li> <li>3. Planning and sequencing the content d. Selection of appropriate processes and methods e. Evaluating the training, Logistics to deliver trainings</li> </ol>	6 Hours
IV	<b>Developing a Training Techniques and Skills</b> <ol style="list-style-type: none"> <li>1. Ice breakers, Energizers, Brainstorming, Interactive lectures, Large Group discussion. Small Group discussion, Fish Bowl, Role Play, Structured Exercises</li> <li>2. Role of the Facilitator - Skills and Characteristics of an Effective Facilitator - Challenges in the use of a participatory training approach</li> </ol>	6 Hours

	3. Significance of feedback and Evaluation - Method of evaluation, Reporting and Follow up.	
V	<b>Use of Technology in Training and Development</b> <ol style="list-style-type: none"> <li>1. Communication and Information Technology; Scope, Nature and its limitations. Mode of delivery of instructions: Face to Face, Distance mode, Blended mode of learning.</li> <li>2. Computer Technology, Digital Resources, Web Applications, Learning environment, network, and communities, Multimedia.</li> <li>3. Processes of Designing Courseware, Evaluation, Management</li> </ol>	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.

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

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