

SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)



Bachelor of Social Work (BSW) (SEMESTER-I & II)
Choice Based Credit System Syllabus NEP 2020

[Level 4.5, UG - Certificate in Social Work / UG Degree, Year-I]
(w.e.f. academic year 2024-25)

[Level 4.5, UG- Certificate / UG Degree, Year-I]
(w.e.f. academic year 2024-25)

Open Elective: Social Work

(Only for the students of the other faculties i.e. Interdisciplinary Studies, Humanities, Commerce, Science etc.)

Academic Year 2024 -2025

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,s CSRD Institute of Social Work and Research, Ahmednagar, Karve Institute of Social Sciences, Pune and MVPS, College of Social Work, Nasik. Suggestions were also sought from alumni, and eminent social work educators from other institutions.

As an academic discipline, social work in India has evolved quite distinctly from that in the West. The teaching learning methodology has strong component of field work organised 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 2020is essential in SPPU to create suitable foundations for mster 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 as an academic discipline and human service profession.
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 organisational 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 recognises 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 cadres of 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 transdisciplinary 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.

Table 1 BSW Curriculum Structure as per the NEP Framework

Level 4.5, UG - Certificate in Social Work / UG Degree, Year-I]

Semester	Category1 (Major Courses+FW)	Category 2(Minor)	Category 3 (OE)	Ability Enhancement Courses Category 4(VSC/SEC)	Skill Enhancement Courses Category 5(AEC/ IKS/VEC)	Category 6(OJT/ FP/CC/ CEP/RP)	Cum Cr./Sem
I	10 (4+6)	—	4	4	4	—	22
II	10 (4+6)	—	4	2	4	2	22
Exit Option : Award of UG Certificate in Social Work with 44credits							
Level 4.5, UG – Diploma in Social Work / UG Degree, Year-II]							
III	12 (6+6)	—	4	2	4	—	22
IV	10 (4+6)	8	—	2	—	2	22
Exit Option: Award of UG Diploma in Social Work with 88credits							
Level 4.5, UG in Social Work / UG Degree, Year-III]							
V	12 (6+6)	8	—		2	-	22
VI	10 (4+6)	8	—	—	2	2	22
Exit Option : Award of UG Degree in Social Work with 134 credits							
BSW (Honours with Research) Degree (CGPA 7.5 and above eligible)							
VII	08 (2+6)	8	—	2	4	—	22
VIII	10 (4+6)	2	—	2	2	6	22
Total	82 (34+48)	34	12	14	22	12	176
Total Credits: ONE SEVENTY-SIX							176
Four Year UG Honors Degree in Social Work with 176 credits							

Abbreviations:

- 1) MC – Major Courses
- 2) GE/OE – General Elective / Open Elective
- 3) SEC - Skill Enhancement Course
- 4) IKS – Indian Knowledge System
- 5) AEC – Ability Enhancement Course
- 6) VEC – Value Education Course
- 7) CC - Co-curricular Course
- 8) T – Theory
- 9) FW – Field Work (Practical)

Table 2 Semester-wise Courses & Credit Distribution

Semester	Major (SWK)	Minor Elective	Open Elective	Category 4(VSC/SEC)	Category 5(AEC/ IKS/VEC)	Category 6(OJT/ FP/CC/ CEP/RP)	Total Credits
I	Introduction to Social Work (4) Fieldwork (6)	--	Introduction to Sociology (2) Introduction to Human Rights (2)	Computer Essentials (T) (2) Computer Essentials (P) (2)	Language & Communication Skills (2) Introduction to Indian Culture and Social Work (2)		22
II	Introduction to Methods and Fields of Social Work Practice (4) Fieldwork (6)	--	Introduction to Economics (2) Introduction to Psychology (2)	Basics of Media for Social Work practice (2)	Life skills (2) Environmental Studies (2)	OJT (2)	22
III	Social Group Work (2) Community Organisation (2) Social Work Practice with Individuals and Families (2) Fieldwork (6)	--	Human Growth and Development (2) Social Entrepreneurship (2)	Creative Arts (2)	Values and Ethics for Social Work Practice (2) Understanding Self and Society (2)		22
IV	Legislation for Social Work Practice (2) Advocacy and Social Action (2) Fieldwork (6)	(Any four courses of 2 credits each from the list) (8)		Participatory Training Methodology (2)		Field Project (2)	22

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 listing of courses

Semester	Course Category	Course Code	Course Title	Credits
I	Core	BSW101	Introduction to Social Work	4
	Multidisciplinary	OE 01	Introduction to Sociology	2
		OE 02	Introduction to Human Rights	2
	Ability Enhancement Courses	AEC 01	Computer Essentials (T)	2
		AEC 02	Computer Essentials (P)	2
	Skill Enhancement Courses	SEC 01	Language and Communication Skills	2
		IKS 01	Introduction to Indian Culture, Society and Social Work	2
	Common Value-Added Courses	----	-----	-
	Core	FW 01	Field Work	6
		Total		22
II	Core	BSW102	Introduction to Methods and Fields of Social Work Practice (4)	4
	Multidisciplinary	OE 03	Introduction to Economics	2
	Multidisciplinary	OE 04	Introduction to Psychology	2
	Ability Enhancement Courses	AEC 03	Basics of Media for Social Work practice	2
	Skill Enhancement Courses	SEC 02	Life skills	2
	Common Value-Added Courses	IKS 04	Ecology and Society	2
		OJT 01	OJT	2
	Core	FW 02	Field Work	6
		Total		22

BSW 101: Introduction to Social Work

Course Code and Name of the Course	BSW 01 Introduction to Social Work
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. Unitwise Distribution of teaching hours

No	Unit Content /Description	No of Hours
Unit-I	• Introduction to Social Work: Concept and Definitions	2

	<ul style="list-style-type: none"> • Social Problems 	
Unit-II	<ul style="list-style-type: none"> • History of the Indian sub-continent and tenets of Humanism (Sufism, Bhakti) • Service in Religion - Christianity, Hinduism, Buddhism, Jainism, Islam, Sikhism • Sewa to Welfare - Role of Independent India • Social Movements • Welfare to Rights • Emergence of Social Work as an academic discipline • Pit-stop - Volunteerism • Social Work Perspective: Shifts and Challenges 	8
Unit-III	History of International Social Work <ul style="list-style-type: none"> • Tenets of Social work embedded in the Cultural and Political History of the World (Theology, Administration and Government) (Western History) • History of settled and settlers: Europe, America. Africa, China, Indonesia and others 	8
Unit-IV	The Emergence of Social Work as an academic discipline	4
Unit-V	Ethics and Values of Social Work	6
Unit-VI	Fields of Social Work Practice Problems, Practice and Interventions – a theoretical overview	6
Unit -VII	Introduction to Schools of Social Theory: Classical Social Theory: Critical Theory, Feminist Theory, Queer Theory Poststructuralism, 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 (5-10 Nos)

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 Series No: 23
3. Ministry of Social Justice & Empowerment, Govt. of India Dr Babasaheb Ambedkar Writings And Speeches (Vol 1-17).<http://drambedkarwritings.gov.in>
4. Kautilya. Arthashastra. Translated by R. Shamasastri 2018. New Delhi: Rupa Publications.
5. Loch C.S (1938), Three Thousand Years of Social Service, London, Macmillan and Company
6. Manshardt C (1967), Pioneering on Social Frontiers in India, Tata Institute of Social Sciences, Mumbai
7. Joseph, J. and Fernandes, G.(eds). (2006). An Enquiry into Ethical Dilemmas in Social Work. Mumbai: College of Social Work. Chapters 3, 4, 6.
8. Lavalette, M. Ferguson, I., Littlechild, B., Lyons, K. and Parada, H. (eds) (2007). International Social Work and the Radical Tradition. Venture Press.
9. NASW (1987) Encyclopedia of Social Work. 18th Edition. NASW.

10. Payne, M. (2021). Modern social work theory (5th ed.). London: Red Globe.

b. Additional Readings (up to 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.

OE 01: Introduction to Sociology

1	Course Code and Name of the Course	OE 01: Introduction to Sociology
4	Programme	BSW
6	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, emphasising 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, emphasising Indian Society. Particular attention is paid to power, inequality, social change, diversity, inclusion, and social justice issues.

Course Content

Unit	Topic	Credit Hours
Unit 1	Introduction: The Origins of Sociological Thought – Its Relevance to Social Work	2
Unit 2	Basic Concepts in Sociology – Social Institutions - Social Structure, Processes, & Stratification – Social Change & Social Order - Contributions of Indian Sociologists	8
Unit 3	Social Inequality & Stratification - Social Discrimination & Social Exclusion – Caste, Gender, Ethnicity, & Class.	6
Unit 4	Culture & Society - Understanding Diversity - Regional Diversity – Language, Food & Culture – Environment & Culture	4
Unit 5	Society & Nation-State	2
Unit 6	Media, Culture, & Society	2
Unit 7	Contemporary Themes/Fields in Sociology: Education – Health &	6

	Mental Health–Childhood - Youth - Elderly –Peace & Conflict – Work &Leisure – Science & Technology–Disasters –Homelessness - Housing & Built Environment	
Total		30 hours

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, “The Promise” in *The Sociological Imagination* (pp. 3-24).
Max Weber, “Domination and Legitimacy” in *Economy and Society* (3rd 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, Anthony and Philip Sutton. 2017. Essential Concepts in Sociology. Polity.
Henslin, James M. 2016. Sociology: A Down-to-Earth Approach. London: Allyn and Bacon.

Recommended Readings

Mac Iver and Page (1974): Society: An Introductory Analysis, New Delhi: Macmillan & Co.
P. Gisbert (2010): Fundamentals of sociology, New Delhi: Orient Blackswan
Michael Mann, “The Autonomous Power of the State: Its Origins, Mechanisms, and Results” in *States in History*, pp.109-36.
James C. Scott, “Cities, People and Language” in *Seeing Like a State*, pp. 53-85.
Christopher Chase-Dunn and Thomas D. Hall, “Introduction” and “Part 1” in *Rise and Demise: Comparing World Systems*, pp. 1-59.
John W. Meyer, John Boli, George M. Thomas, and Francisco O. 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.

SEC 01: Language and Communication Skills

1. Summary

1. Course Code and Name of the course	SEC 01: Language and Communication Skills
4. Programme	BSW
6. 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 sociocultural context of the fieldwork 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 sociocultural 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. of hrs
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
	TOTAL HOURS	30

7. Pedagogy

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

8. Mode of Evaluation

A combination of individual and group Assignments/Class Test

9. Reading List

a. Essential Readings (5-10 Nos)

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 (up to 10 Nos)

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, 'India speaks 780 languages, 220 lost in last 50 years', *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>

YouTube language Tutorials

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

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

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

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

Learn Marathi Easily – YouTube channel for MARATHI Lessons

Hindi TV - YouTube channel for Hindi Lessons

Learn English from Scratch -

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

Reading - Intermediate English with Mark - Playlist of 68 lessons

<https://www.youtube.com/playlist?list=PLN3kZ8bfmMJMxqGdgwpxKyjhmuHvU1HkV>

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

<https://www.youtube.com/playlist?list=PL8oFESkFHaWMM20BPHLkJr4b5ZDkXjTZc>

AEC 01: Computer Essentials (T)

1. Summary

1.	Course Code and Name of the course	Computer Essentials (T)
4.	Programme	Bachelor in Social Work (BSW)
6.	Credit Load	2
7.	Semester of the Course	I

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 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.

3. Learning Objectives

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

4. Course Outcomes

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

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

5. Brief description (To appear in Prospectus)

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

6. Unit-wise distribution of teaching hours

No.	Unit content/description	Hours
1.	Meaning, Definition and Types of Information Literacy; Information Literacy Skills and Competencies; New Trends in Information Literacy Knowing computer: Types of computer hardware and their functions; Computer Hardware Trouble shooting and maintenance; Computer peripherals and their uses (IO Devices); Computer Architecture Types of Operating Systems – Architecture Introduction to Word Processing; MS Office: MS Word, Excel, Power Point; Canva	6
2.	Introduction to networking and its types (e.g. LAN, WAN, MAN); Networking devices (e.g. switches, routers, firewalls); IP addressing and subnetting; Network security and its importance; Concepts of Cloud Computing Internet Navigation: Basic and Advanced searching, various platforms for searching, (Web-based resources, Search Engines, Google Scholar, Web of Science), Digital Library, filtering and refining, Managing digital files and folders online (dropbox/google drive); file conversion online; understanding file extensions Collaborative word processing on cloud-services – google docs, one	4

	note etc.	
3.	Introduction to TISSOL; Introduction to Grammarly, Academic integrity plagiarism software: <i>Writeful, Turnitin</i>	4
4.	Citation and reference style guidelines, citation tools (<i>Zotero and/or Mendeley</i>), Citation Import and Export	4
5.	Digital Communication: Effective email correspondence, Social media usage for personal and social networking; creating and managing social media accounts; Challenges Ethical use of Digital Resources	6
6.	Introduction to computational thinking, data science, data structure & algorithms, programming and Artificial Intelligence Web programming: Understanding web development using HTML, CSS, JavaScript, and web frameworks; Use of Free/Open-source/Free-ware/Public-Domain Software Cyber threats and online protection; Implications of technology in Social Work practice	6
	TOTAL	30

7. Pedagogy

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

8. Mode of Evaluation

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

9. Reading List

a. Essential Readings (5-10 Nos)

b. Additional Readings (up to 10 Nos)

www.learninghub.ca

<https://edu.gcglobal.org/en/subjects/tech/>

OE 02: Introduction to Human Rights

1. Course Code & Name of the course	Introduction to Human Rights
2. Programme	BSW
3. Credit Load	2
4. Semester of the Course	I

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 familiarise 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 marginalised 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
I

Part and Units
CONCEPT OF HUMAN RIGHTS

- The Concept of Human Rights: Definitions and Classifications,
 - Historical Evolution of Human Rights: Western and Non-Western Trajectories
 - Core and General Principles of Human Rights
 - Expanding Scope of Human Rights.
 - Exceptions in Human Rights: Debates and Critique
 - Sources of international human rights law: Range of International Instruments: their nature and role; Alteration of human rights treaty obligations: Reservations and declarations, Restrictions or limitations and Derogations
 - Stakeholders of Human Rights: Right holders and Duty Bearers
 - The role of the International and Regional Actors: Overview of agencies and their functions
 - Human Rights Framework: Strengths and Critique

PART
II

SUBSTANTIVE HUMAN RIGHTS and debates

- **Due Process/Due Procedure:** fair trial; effective remedies
- **Access to Justice:** social, economic, and political [livelihood and labour; education; health; rights against discrimination and for non-discrimination
- **Rights of Liberty:** thought, expression, belief, faith and worship
- **Constitutional Guarantee of Equality:** status and of opportunity; right to freedom of movement; right to vote and freedom of association.
- **Protection of Dignity of the individual:** right to an adequate standard of living; rights to privacy and family life
- **Unity and Integrity of the Nation** and individual liberty

PART
III

INDIAN HUMAN RIGHTS ACTORS AND HUMAN RIGHTS APPARATUS / MECHANISMS

- Human Rights Protection landscape in India
- Justice, Policy, and Programs addressing Human Rights
- Specific State Response to Address Human Rights Issues:
 - The National: NHRC/ NCW/ NCPCR/ NMC/ ADRs
 - State Apparatus: SHRC/ SCW/ SCPCR/ SMC/ SADR
 - The role of non-state actors: non-governmental human rights organisations,
 - The role of human rights defenders
 - Constitutional Debates and Judgement
 - Developing a National Plan of Action for Human Rights

Case Studies: State/Non-State Initiatives

- Judgements[to be added]
 - Orissa Mining Corporation Ltd vs Ministry Of Environment & Forest (2013) 6 SCC 476,
 - K.S. Puttaswamy (Privacy-9J.) v. Union of India, (2017)
 - Judgement decriminalising same-sex relations (Justice Shah:4 landmark

human rights judgements)

- Non-state actors defending human rights.
 - PUCL, HRDA-India, NAPM, AIDWA

**PART
IV**

THE HUMAN RIGHTS PROTECTION OF VULNERABLE GROUPS

- Locating human rights around students' immediate ecosystem
- Sexism/Gender: Women/Girls/LGBTQIA+
- Ageism: Children /Elderly
- Refugees /Stateless persons
- Internally Displaced Persons /Migrant workers
- Minorities: Religious, Linguistic and others
- Indigenous people/ Casteism
- Ableism: Persons with Disability

**PART
V**

HUMAN RIGHTS TODAY

[current human rights issues and controversies, such as the impact of technology on privacy rights and the tension between national security and civil liberties]

- SDGs, HDI
- Democratic backsliding, authoritarianism, and human rights
- Intolerance, radicalisation, and violent extremism
- Technology and human rights
- Climate Change and displacement

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 (5-10 Nos)

1. .
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 (up to 10 Nos)

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>]

FW 01: Field Work

Name of the Programme	Bachelor in Social Work
Course Title	Social Work Fieldwork
Course Code	FW 01
Semester	I
Credits	6

Statement of Purpose:

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

Overall Objective:

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

Programme Goals:

- To develop social work-based perspectives on realities related to identities, contexts, social structures, and development.
- To train students to engage with people on issues of marginalisation 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 sem: Critical reflections of self/ Being conscious and aware Understanding the surrounding, discussing and being aware of the environment around them</p> <ul style="list-style-type: none"> The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So there will be group conferences to encourage learning through discussion. Introduction to social work Identities – Vulnerable population 	<p>Methods- Simulation- Group Labs, Alumni exposure, digital organisational visits, Calling experts and inspirational people. Experiential: Organisational visits, transect walk, visit to market, stations, dharavi, vulnerable groups (observation homes, beggars home, childaid society), informal sectors, people in custodial care.</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>
<p><i>Questions to addressed in the first year.</i> <i>What is social work?</i> <i>Who is a social worker?</i> <i>What do social workers do?</i> <i>Why social work?</i></p>	<p>II semester content – Understanding approaches/issues/models.</p> <ul style="list-style-type: none"> The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So, there will be group conferences to encourage learning through discussion. Governance Village life- Vulnerabilities Issue based work. 	<p>Simulation- skill lab for field work- labs with a focus on awareness of self, engaging with a group, and learning the practice of at least 4 basic social work skills- observation, listening, empathy, establishing rapport and trust.</p> <p>Experiential- rural camp and practicum (through FAP (IRHDP, DISHA, Meljol and places close to Mumbai Thane)-women,</p>	

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

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

Process evaluation

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

Semester II

Semester	Course Category	Course Code	Course Title	Credits
II	Core	BSW102	Introduction to Methods and Fields of Social Work Practice	4
	Multidisciplinary	OE 03	Introduction to Economics	2
	Multidisciplinary	OE 04	Introduction to Psychology	2
	Ability Enhancement Courses	AEC	Imagination, Creativity, Expressive Arts, & Storytelling	3
	Skill Enhancement Courses	BSW112	Lifeskills Across Lifespan	3
	Common Value-Added Courses	BSW113	Environmental Studies	2
	Core	BSW114	Field Work	6
		Total		22

BSW102: Introduction to Methods and Fields of Social Work Practice

1. Course Code and Name of the course	BSW102: Introduction to Methods and Fields of Social Work Practice
4. Programme	BSW
6. Credit Load	4
7. Location of the Course	Second Semester

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 Unit A - Client system <ul style="list-style-type: none"> - Target system - Action system - Change Agent system Unit B- Characteristics of the system <ul style="list-style-type: none"> - Dynamics in the system - Types of the relationship between the client system and change agent system - Collaboration 	6

	-Bargaining - Conflictual Focus on intersectionality such as gender, class, caste, ableism, culture		
6	Social work phases -Initial phase - middle phase -End phase	8	
	Assessment and Process of change efforts <ul style="list-style-type: none"> - Assessing problem - Collecting data - Making initial contact - Negotiating contract - Forming an action system - Maintaining and coordinating an action system - Exercising influence - Terminating 		
7	Contexts and Perspectives of Practices with Diverse Identities (Different Centres sharing practices) Intersectionality and working with diverse identities - Gender, Class, Age, Caste, ableism, cultural and linguistic Minorities Social Work Practice in Multiple Systems & Sectors Public Health and Mental Health Systems, Education Disability Children, family, women Crime, correctional rehabilitation Livelihoods, Tribal and Dalits Migrated community.	20	
8	Social work Practices in different settings: <ol style="list-style-type: none"> 1. Assessment and Intervention strategies in diverse social work practice, strengths-based approaches, solution-focused, anti-oppressive social work 2. Critical social work practice - Empowerment, feminist, anti-discriminatory theory, Freire's theory, Political Social Work, Radical Social Work 3. Advocacy and social justice: Advocating for the Rights and needs of the marginalized, and promoting social justice, and equity 	4	
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 Journal2(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

OE 03: Introduction to Economics

1	Course Code and Name of the Course	OE 03: Introduction to Economics
4	Programme	BSW
6	Credit Load	2
7.	Semester of the course	II

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 familiarise 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 familiarise 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 familiarise the students with the emergence of different ideas and thought within the discipline of economics following the critical events that have shaped economic development and growth worldwide.

Course Content

Unit	Topic
Unit 1	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
Unit 2	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 neoliberalism - Institutions and Forms of Economic Organization, Different Systems of Organization of Economies, Nature and Role of Institutions
Unit 3	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, LPG model of development, globalization and its impact on India
Unit 4	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
Total	

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)
- The CORE Team (2017), The Economy Economics for a Changing World, Oxford University Press
- Joseph E. Stiglitz and Carl E Walsh (2010), Economics, Viva Books
- 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
- Servass Storm (2020), The Economics and Politics of Social Democracy: A Reconsideration, Institute of New Economic Thinking, Working Paper No.122, <https://doi.org/10.36687/inetwp122>.
- Kapila, Uma (2009), Indian Economy Since Independence, Academic Foundation
- Sanyal, Kalyan (2007), Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism, Routledge.
- Jalan, Bimal (ed.) The Indian Economy: Problems and Prospects, Penguin
- Addati, L., Cattaneo, U., Esquivel, V. and Valarino, I. (2018), Care work and care jobs for the future of decent work, ILO, Geneva, <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, Labour and Society, New Delhi: Orient Blackswan: Chapter 7
- The CORE Team (2017), Economy, Society, and Public Policy, Oxford University Press

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

OE 04: Introduction to Psychology

1	Course Code and Name of the Course	OE 04: Introduction to Psychology
4	Programme	BSW
6	Credit Load	2
7.	Location of the course	II

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 make up the scientific study of human behaviour. These areas include the neuroscientific – 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 behaviour – 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 realise 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, psychodynamic, and sociocultural) 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 Psychoanalytic, Behaviourism, Cognitive, and others. The course also delves into psychological concepts like sensation, perception, learning, memory, emotion, cognition, and motivation. Underscoring the vital role of research, the course will also focus on the importance of experimental methods, observation, case studies, surveys, and more. By adopting innovative pedagogy, the course will rely on lectures, group discussions, presentations, film analysis, book reviews, and others to make classroom learning stimulating and relevant to the students.

Course Content

Unit	Topic	Credit Hours
Unit 1	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
Unit 2	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
Unit 3	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
Unit 4	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, and Social Theories.	8
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.

AEC 03: Basics of Media for Social Work practice

1. Summary

1. Course Code and Name of the course	AEC 03: Basics of Media for Social Work practice
4. Programme	BSW
6. Credit Load	2
7. Semester of the Course	II

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 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-building process in self with reflective thinking, fostering the demonstration of creative ideas, 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. Unit wise 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 learners to use art forms (songs, visual art, and theatre). The Art studio and Workshops will provide 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, Use of 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. Mode of Evaluation

1. Group Assignment -Story Telling Studio using Art forms
2. Individual/Group Assignment-Podcast, Creative material for social change to demonstrate Social Work Practice

9. Reading List

<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>

SEC 03 : Life skills

1. Course Code and Name of the course	SEC 03: Life skills
4. Programme	BSW
5. Course Teachers	
6. Credit Load	3
7. Location of the Course	II

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 life skills, their significance for all ages and life stages and it's use in their daily personal and professional contexts.
2. To increase their own personal and professional effectiveness using life skills.
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	<p>Introduction to Life Skills, Concept Life Skills</p> <p>WHO's 10 Life Skills (Social- Emotional- Thinking)</p> <p>Types of LS,</p> <p>Roles of Social worker and Life Skills - Relevance of Life Skills</p> <p>Education for Social Work Professionals</p> <p>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- Lifeskill mapping.</p>	6
2	<p>Social and Emotional Skills: Social (Interpersonal, Communication, Empathy) and Emotional (Self Awareness, Stress, Emotions) Life Skills-</p> <p>self-awareness, self-esteem, strengths of self.</p> <p>Managing Feelings/Emotions: identifying own feelings</p> <p>Empathy and gratitude</p> <p>Coping with Stress, Understanding Resilience, Developing Resilience-My Resiliency Story</p> <p>Interpersonal Relationships: Maintaining healthy Relationships by establishing healthy boundaries, conflict- its types and aspects and conflict management styles, conflict resolution process</p> <p>Effective communication: active listening, assertive communication, use of silence and gratitude</p> <p>Tools for measurement</p>	10

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

7. Pedagogy: Participatory, Experiential, role play, case studies, and lecture-based methods

8. Mode of Evaluation

1. Individual Assignment-
2. Group Assignment/ Presentation

a. Essential Readings (5-10 Nos)

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

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

UNICEF: (2009). Adolescent girls' life skills program gender in development: Facilitators Handbook Part - 2. Mumbai: Unicef.

De Bono Edward (2010). Lateral Thinking: A Textbook of Creativity. UK: Penguin Publishers.

James Larry (2006). The First Book of Life Skills. Mumbai: Embassy publishers.

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

McGregor, D. (2007). Developing thinking; developing learning - A guide to thinking skills in education. New York, USA: Open University Press.

Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. New York: Palgrave Macmillan Ltd.

9. Additional Reading List

1. Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes - IX [Manual], Delhi.
2. Nelson-Jones Richard (2007). Life coaching skills: How to develop skilled clients. New Delhi: Sage Publications India Pvt Ltd.

3. UNICEF: (2009). Adolescent girls' life skills program gender in development: Facilitators Handbook Part - 2. Mumbai: Unicef.
4. De Bono Edward (2010). Lateral Thinking: A Textbook of Creativity. UK: Penguin Publishers.
5. Botton, Robert (1979): People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts: Touchstone Publications.
6. Burnard, P. (1991), Coping with Stress in Health Professions (Therapy in Practice), Nelson Thornes, London
7. http://www.cbse.nic.in/cce/life_skills_cce.pdf
8. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_628558.pdf
9. Film: https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend/transcript?language=en
10. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_628558.pdf

SEC 04: Environmental Studies

1	Course Code and Name of the Course	SEC 04: Environmental Studies
4	Programme	BSW
6	Credit Load	2
7.	Location of the course	II

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

Unit	Topic	Credit Hours
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
	Total	30 Hours

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.

FW 04: Field Work

Name of the Programme	Bachelor in Social Work
Course Title	Social Work Fieldwork
Course Code	BSW114
Semester	II
Credits	6

Statement of Purpose:

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

Overall Objective:

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

Programme Goals:

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

Semester I and II- Certificate level

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

Learner Objectives	Semester wise content	Method	Learner Outcome
To prepare students for engaging with self and personal values, motivation, attitudes, biases, emotions, and	I sem: Critical reflections of self/ Being conscious and aware Understanding the surrounding, discussing	Methods- Simulation- Group Labs, Alumni exposure, digital organisational visits, Calling experts and	Student will have developed a consciousness about self and social work. The student will demonstrate an understanding of the nature, reach and scope of

<p>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>and being aware of the environment around them</p> <ul style="list-style-type: none"> The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So there will be group conferences to encourage learning through discussion. Introduction to social work Identities – Vulnerable population 	<p>inspirational people.</p> <p>Experiential: 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>social work practice. Student will develop an understanding of practice of social work values. The student would have gained the skill of effectively and respectfully working with groups and team members.</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>II semester content – Understanding approaches/issues/models.</p> <ul style="list-style-type: none"> The first year will be preparation for field work which includes experiential as well as simulation methods. Both of it will be done in groups. So, there will be group conferences to encourage learning through discussion. Governance Village life- Vulnerabilities Issue based work. 	<p>Simulation- skill lab for field work- labs with a focus on awareness of self, engaging with a group, and learning the practice of at least 4 basic social work skills- observation, listening, empathy, establishing rapport and trust.</p> <p>Experiential- rural camp and practicum (through FAP (IRHDP, DISHA, Meljol and places close to Mumbai Thane)-women, artisans, different settings.</p> <p><i>Seminar after rural practicum</i></p>	

Assessment:

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

Process evaluation

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