

College of Social Work (Autonomous)

Ordinances, Regulations and Syllabus

For

Bachelor of Social Work

(Choice Based Credit System with effect from the academic year 2019-2020)

(Revision 2019)

Introduction

The vision of the Bachelor of Social Work (BSW) programme is to build a cadre of committed grassroots level development and professional social workers who would be fully equipped to respond to the changing global and local socio-economic realities. The programme, developed on a liberal arts paradigm enables students to use the full range of tools, theories and perspectives to understand, recognize, critique and appreciate themselves and their role in the globally dynamic environment. The district method of instruction (comprising andragogic and participatory teaching learning exercises) sets the tone for this strong foundation and helps the students to develop diverse, experiential, and practical knowledge. The graduates having been grounded in liberal arts and generalist social work perspectives can be employed in the government, NGOs, Social Movements, Hospitals, Social Enterprises, Cooperatives, International Development Agencies and CSR Projects, in capacities such as Community Organisers, Program Officers, Social Planners, Development Facilitators, and Social Welfare Administrators.

Programme Objectives

The objectives of the BSW programme are as follows:

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

Competencies Developed by the End of the Programme

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

**ORDINANCES, REGULATIONS AND SYLLABUS RELATING TO THE B.S.W.
DEGREE COURSE (SEMESTERS I, II, III, IV, V AND VI)
WITH EFFECT FROM THE ACADEMIC YEAR 2019-2020.**

1. The course of study for the degree of Bachelor of Social work shall be full time and its duration shall be six semesters extending over a period of three academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced by the University of Mumbai for every academic year.
2. The Examination for the degree of Bachelor of Social Work shall be held in six parts, at the end of semesters I, II, III, IV V and VI. The examinations of the all six semesters will be the responsibility of the college in compliance with University Rules.
3. The degree of Bachelor of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers and in field work prescribed for the six semesters' examinations in accordance with the provision of the assessment of 100 percent in each subject including field work will be held at the end of each semester.
4. A candidate for being eligible for admission to the B.S.W. semester end (I, II, III, IV, V, and VI) examinations should have required attendance in theory papers and field work, successfully completed the assignments/projects of the internal assessment for all papers and have satisfactory conduct.
5. A candidate for being eligible for admission to the B.S.W degree must have kept required terms in a constituent/ affiliated college in accordance with the requirements laid down by the University, and have undergone to the satisfaction of the principal of the college, the course of studies prescribed for the examination.
6. The candidates are required to obtain a minimum of 40 percent of the total marks in each subject and 75 percent attendance in order to appear for the written examination of each semester.

The College conducts **assessment** for all theory and practical courses in each semester, in the following manner:

1. The Continuous Internal Assessments (**CIA I and CIA II**) for 40 percent of the total marks of the course.
2. One End Semester Examination for 60 percent of the total marks of the said course.

Theory: continuous internal assessment (CIA)

1. Two Continuous Internal Assessment will be held per semester. There will be no retest for the Continuous Internal Assessments. Any student who misses the Continuous Internal Assessment I or Continuous Internal Assessment II or both can acquire the 40 percent required to pass the course through the 60-mark End Semester Exam.

However, the Principal may request the concerned course teacher to hold a special continuous internal assessment (of one or more courses) for a student, within the same semester, under certain circumstances given in detail in Exam policy document.

Four credit course

2. The Assessment for the Bachelor of Social Work for Four Credit Courses consist of the CIA of 40 marks and End Semester Examination of 60 marks. The CIA includes *class test*, *attendance* and *class participation*. Class participation marks are based on task-based assessment such as group presentations, demonstration, preparing information, education and communication material, participation in field visits and class assignments given in groups or individually.

MARKS: 100 MARKS

Continuous Internal Assessment	40 Percent 20 - Class test 10 - Assignment 5 - Attendance 5 - Class participation
End Semester Exam	60 Percent 60 - marks Question Paper

Two credit course

3. The Assessment for the Bachelors of Social Work for **Two Credit Courses consist of the CIA of 20 marks and End Semester Examination of 30 marks.** The CIA includes *class test*, *assignment*, *attendance* and *class participation*. Class participation marks are based on task-based assessment such as group presentations, demonstration, preparing information, education and communication material, participation in field visits and class assignments given in groups or individually.

MARKS: 50 MARKS

Continuous Internal Assessment	20 Percent 10 - Class test 5 - Assignment 2.5 - Attendance 2.5 - Class participation
End Semester Exam	30 Percent
	30 marks Question paper

PASSING NORMS

Theory Course

4. To pass a theory course, as student is required to obtain a **minimum of 40 percent marks** allotted to the course, which includes **CIA** and End Semester Exams. If a student fails to secure the required minimum 40 percent of the total marks of external exam, as well as the total aggregate marks of both internal and external that student will have to reappear for the additional exams.
5. Those students who do not register for the Additional Examination within the stipulated period (15 days of the declaration of the result) will not be permitted to appear for the concerned examination (s).

Fieldwork

1. To pass a Fieldwork Practicum Course, the student should obtain 40 percent marks in each semester. Fieldwork is assessed for 100 marks each at the end of every semester.
2. For Bachelor of Social Work, Semester I, Semester III, Semester V the Assessment of the student is done for 100 marks internally.
3. For Bachelor of Social Work, Semester II, Semester IV and Semester VI the student will be assessed internally for 60 marks by the Field Instructor. The student will be assessed for 40 marks through a Viva Voce by an external panel appointed by the Board of Examinations.
4. If a student's performance in Fieldwork is consistently found unsatisfactory all through the semester the student will not be allowed to appear for the Viva Voce. Unsatisfactory performance is specified in the Fieldwork Manual.
5. The Field Work hours completed by the student who has been declared failed in Field Work will not be carried forward. Failure in Field Work does not entitle a student to keep terms for the higher class. A student failing in Field Work shall have to make up the entire semester fieldwork
6. Field work consists of 180 hrs per semester.

Grace Mark Norms

1. Grace marks for passing: Up to a maximum 1 % of the Grand Total per semester can be added to any of the Courses) to fulfil the passing norms.
2. Grace marks for Award of Class: Up to 1 % will be added to the Grand Total to obtain a Second Class or First Class provided the student has not obtained grace marks for passing in any other course. The Grace marks will be applied only to the final consolidated marksheet.
3. There are no Grace Marks awarded for the Additional Examination.
4. As per the Circular of University of Mumbai Ref. No. Exam/Controller of Examination/1353/2013 dated 21 September 2013, grace marks to the candidate having disability i.e. Dyslexia, Dysgraphia and Dyscalculia can be given. To pass the examination, maximum 20 grace marks to be granted in one or more subjects as per the scheme of examination (i.e. in Theory Paper / Internal Project / Dissertation / Practical /Oral, VivaVoice, etc.). The rule has been amended as per the circular of DTE: CON/2016/ No 302/ 03 dated 4 March 2017. To pass the examination, 3 % marks of aggregate total marks will be granted in one or more subjects in Theory Paper /Project / Dissertation / Practical /Oral, Viva-Voice, etc. as per the scheme of examination.

Declaration of results

1. Marksheets to the student will be issued per Semester and per Additional Examination based on the 10 Point Grading System.

Marks out of 50	Marks out of 100	Grade Points	Grade	Performance
40 & Above	80 & Above	10	O	Outstanding
35-39.99	70 – 79.99	9	A+	Excellent
30-34.99	60 – 69.99	8	A	Very Good
28-29.99	55 – 59.99	7	B+	Good
25-27.99	50 – 54.99	6	B	Above Average
23-24.99	45 – 49.99	5	C	Average
20-22.99	40 – 44.99	4	D	Pass
Less than 20	Less than 40	0	F	Fail

2. Those students in Bachelor of Social Work who fail in upto 4 courses across both the semesters (excluding Field Work) in an academic year, will be '**Allowed to Keep Terms' (ATKT)** and appear for the Additional Examination(s) in the subsequent semester. An unsuccessful candidate who has obtained 40 per cent of the full marks in a subject/s may be given exemption from appearing in those subject/s at the subsequent examination and will be declared to have passed the respective semester end examination when the candidate has passed in the remaining subject/s.
3. Those students who fail in more than 4 courses across both semester in an academic year will be declared failed in that academic year. However, a candidate who has obtained 40 per cent or more of the full marks in Field Work may claim exemption in Field Work. A Student in Bachelor of Social Work who have not cleared Semester I, II, III, IV will not be allowed to appear for the Semester V and VI Examination.

The BSW Syllabus at a glance

BSW SEM- I				
	<i>Course Title</i>	<i>Code</i>	<i>Credits</i>	<i>Marks</i>
1.	Introduction to Social Work	ISW 1.1	4	100
2.	Foundation for Social Work - Sociology	FSWS 1.2	4	100
3.	Foundation for Social Work - Human Growth and Behaviour	FSWB 1.3	4	100
4.	English -1	ENG1 1.4	2	50
5.	Field Work	BFW 2 1.5	6	100
	Total Credits		20	450

BSW SEM- II				
	<i>Course Title</i>	<i>Code</i>	<i>Credits</i>	<i>Marks</i>
1.	Social Work Practice with Individuals and Families	SPWIF 2.1	4	100
2.	Social Work Practice with Groups	SPWG 2.2	4	100
3.	Foundation for Social Work - Contemporary Development Studies	FSWCD 2.3	2	50
4.	Environment Studies (Ability enhancement course)	EVS 2.4	2	50
5.	English – II	ENG 2 2.5	2	50
6.	Field work	BFW 2 2.6	6	100
	Total Credits		20	450

BSW SEM- III				
	<i>Course Title</i>	<i>Code</i>	<i>Credits</i>	<i>Marks</i>
1.	Women Studies	WOST 3.1	4	100
2.	Social Work Practice with Communities	SWPC 3.2	4	100
3.	Social work Administration	SWAD 3.3	4	100
4.	Computer application (Skill enhancement course)	COAP 3.4	2	50
5.	Field work	BFSW 3 3.5	6	100
	Total Credits		20	450

BSW SEM- IV				
	<i>Course Title</i>	<i>Code</i>	<i>Credits</i>	<i>Marks</i>
1.	Development Communication	DCOM 4.1	4	100
2.	Health and Nutrition	HENT 4.2	4	100
3.	Social Policy	SOPO 4.3	4	100
4.	Life skills (Skill Enhancement Course)	LISK 4.4	2	50
5.	Field work	BFW4 4.5	6	100
	Total Credits		20	450

BSW SEM- V				
	<i>Course Title</i>	<i>Code</i>	<i>Credits</i>	<i>Marks</i>
1.	Social Work Theories	SWTH 5.1	2	50
2.	Research	RES 5.3	4	100
3.	Social Movements	SOMO 5.2	2	50
4.	Education	EDU 5.4	2	50
	Electives (Any three)			
A	Ageing Studies	AGSJ 5.5	2	50
B	Child Rights and Protection	CRPR 5.6	2	50
C	Social Inclusion & Exclusion	SIE 5.7	2	50
D	Social Entrepreneurship	SOEN 5.8	2	50
	Field work	BFW5 5.9	6	100
	Total Credits		22	500

BSW SEM VI				
	<i>Course Title</i>	<i>Code</i>	<i>Credits</i>	<i>Marks</i>
1.	Rural and Urban Studies	RUST 6.1	4	100
2.	Integrated Social Work Practice	ISWP 6.2	2	50
3.	Human Rights	HURI 6.3	2	50
4.	Informal Labour and Informal sector	ILIS 6.4	2	50
	Electives (Any two)			
A	Peace Education	PEED 6.7	2	50
B	Basic Counselling	BCSK 6.6	2	50
C	Disability Studies	DISS 6.5	2	50
	Field work	BFW6 6.8	6	100
	Total Credits		20	450

Semester wise Course Details

BSW Semester-I			
	<i>Course Title</i>	<i>Credits</i>	<i>Marks</i>
1.	Introduction to Social Work	4	100
2.	Foundation for Social Work - Sociology	4	100
3.	Foundation for Social Work-Human Growth and Behaviour	4	100
4.	English -1	2	50
5.	Field work	6	100
	Total Credits	20	450

1. Introduction to Social Work

Program	BSW Autonomous
Course Title	Introduction to Social Work
Semester	Semester- I
Credits	Four

Rationale for the course:

The course on Introduction to Social Work will orient the learners towards the profession of social work tracing its origin and historical evolution in the western and Indian context. It will also help the learners to understand professionalism in social work, its principles, values and ethics. The course will orient learners towards the practice in social work with direct and indirect methods of social work and the use of various programme media.

Course Objectives:

To enable the learner to:

- To understand the history and ideological background of social work profession.
- To develop an overview of professional principles, values, ethics, and skills in social work.
- To acquire intervention skills in various settings.

Learning Outcome:

- The learners will get an orientation to social work history, evolution and various concepts related to social work.
- The learners will be equipped with the intervention skills needed for various settings.
- 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 field work practice.

Course Content

Unit No.	Title	Contents	Essential Reading
1	Evolution of Social Work	<ul style="list-style-type: none"> - A. Evolution of Social work in western countries - Industrialization, Urbanisation and effect of World war II - Emergence of United Nations - Intervention methodology of Mary Richmond - Emergence of Social Welfare agencies in UK, USA and India - Society for the Prevention of pauperism, charity organization society, settlement houses movement - B. History of social work in India - Charity base, social reformers, voluntary work to professional social work in India - C. Concept of Social Work Definitions, concepts, functions and characteristics of Social work profession 	<p>Y. Ronald, S. Malar, P.V. Laavanya. 2013. <i>Social Work: An Introductory Text Book</i>. Regal Publications, New Delhi</p> <p>Woodrofe, K. 1962. <i>From Charity to Social Work</i>. London: Routledge and Kegan Paul. Encyclopaedia of Social Work in India. New Delhi: Ministry of Welfare.</p> <p>Paul Choudhary, 1983 <i>Introduction to Social Work</i>., New Delhi: Atma Ram and Sons,</p> <p>Batra, Nitin (2004) <i>Dynamics of Social Work in India</i>, Jaipur: Raj Publishing House.</p>
2	Social Reformers and Ideological background of social work in India	<ul style="list-style-type: none"> - Social Reformers and their contribution to Social Work in India - Thoughts of Shahu, Phule, Ambedkar, Gandhi, Tagore, and Periyar 	<p>Diwakar, VD. (Ed.). 1991. <i>Social Reform Movements in India: A Historical Perspective</i>. Bombay: Popular Prakashan</p>
3	Principles, values in social work	<ul style="list-style-type: none"> - Attributes of social work profession by Ernest Greenwood - Values & principles of Social Work - Self as a change agent 	<p>Desai, M. 2000. <i>Curriculum Development on History of Ideologies for Social Change and Social Work</i>. Mumbai: Social Work Education and Practice Cell, TISS</p> <p>Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) <i>Techniques and Guidelines for Social Work</i>, London:</p>

Unit No.	Title	Contents	Essential Reading
			<p>Allyn and Bacon, A Viacom Company.</p> <p>Dasgupta, Sugata (1964) <i>Towards a Philosophy of Social Work in India</i>, New Delhi: Popular Book Services.</p> <p>Desai, Murali (2002) <i>Ideologies and Social Work: Historical and Contemporary Analysis</i>, Jaipur: Rawat Publication.</p> <p>Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) <i>Social Work – An Empowering Profession</i>, London: Allyn and Bacon.</p> <p>Feibleman, J.K. (1986) <i>Understanding Philosophy - A Popular History of Ideas</i>, New York: Souvenir Press.</p> <p>Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) <i>The Fields of Social Work</i>, New York: Henry Holt and Company.</p> <p>Friedlander, Walter A. (1977) <i>Concepts and Methods of Social Work</i>, New Delhi: Prentice Hall of India Pvt. Ltd.</p> <p>Nair, T. Krishnan (1981) <i>Social Work Education and Social Work Practice in India</i>, Madras Association of School of Social Work in India</p> <p>Rameshwari, Devi and Ravi Prakash (2000) <i>Social Work</i></p>

Unit No.	Title	Contents	Essential Reading
			<p><i>Practice</i>, Jaipur: Mangal Deep Publications.</p> <p>Roy, Bailey and Phil, Lee (1982) <i>Theory and Practice in Social Work</i>, London: Oxford Pub. Ltd.</p>
4	Ethics in Social Work	<ul style="list-style-type: none"> - Code of ethics for social workers <ul style="list-style-type: none"> o (National Association of Social Workers(NASW), o International Association of Schools of Social Work (IASSW), Bombay o Association of Trained Social Workers (BATSW) - Standard operative procedures (SOP) - Functions and roles of professional social workers in different settings - Professional Associations of Social Work (International, National,Regional) 	
5	Orientation to Social work methods	<ul style="list-style-type: none"> - Social work practice with individual and family - Social work practice in social groups - Social work practice in the community - Social work practice in administration - Social work practice in research - Social work practice in social action 	<p>Encyclopaedia of Social Work</p> <p>Rameshwari Devi and Ravi Prakash <i>Social Work Methods, Practices and perspectives</i></p>
6	Basic Intervention skills	<ul style="list-style-type: none"> - Fact finding tools: <ul style="list-style-type: none"> o Reading, survey, home visits, observation, listening, interview, Community mapping - Basic fund raising and resource mobilizing skills - Report writing and recording skills 	<p>Jones, N., and Richard. 1994. <i>Human Relations Skills</i>. Mumbai: Better Yourself Books</p> <p>Sheldon, B., & Macdonald, G., (2010) <i>A Textbook of Social Work</i>, London: Routledge.</p>

Unit No.	Title	Contents	Essential Reading
		<ul style="list-style-type: none"> - Types and use of communication and program media as per age and developmental stages of groups; 	<p>Singh, R.R. (1985) <i>Field Work in Social Work Education, A Perspective for Human Service Profession</i>, New Delhi: Concept Publishing Company.</p> <p>Wadia, A. R. (Ed.) (1961) <i>History and Philosophy of Social Work in India</i>, Bombay: II Allied Publisher Private Ltd.</p> <p><i>Encyclopaedia of Social Work</i>. (1987), New Delhi: Ministry of Welfare.</p> <p><i>Encyclopaedia of Social Work</i>. (1987), Silver Spring, Maryland: National Association of Social Workers.</p> <p><i>Samaj karyanchi rup rekha</i> by Niprabha kelkar (In Marathi)</p>

2. Foundation for Social Work - Sociology

Program	BSW Autonomous
Course Title	Foundation for Social Work - Sociology
Semester	Semester I
Credits	Four

Rationale for the Course

Sociology is one of the foundation subjects relevant to the profession of social work. It prepares one for a lifetime of change by developing one's appreciation of diversity, love of learning, writing and study skills, and knowledge base about human behaviour, social organization, culture, and social change. Sociology is about people and their interactions; their relationships, circumstances and lives with each other and the profession of social work will always seek to promote that.

The course focuses on the interconnectedness of various social concepts, social structures and its impact on human relations. Sociology as a field related to social work, creates a forum where the sociological perspective, sociological concepts and principles addressed and developed by

sociologists are applied in the substantive areas of social work. The field work in social work provides a platform for the practitioner to engage in the areas such as communities (urban/rural), families, medical and educational institutions, as well as government and non-government organizations.

Course Objectives:

To enable the learner

- To understand and analyse the Indian society and culture
- To carry out social analysis through the understanding of sociological perspectives.
- To develop an overview of the various social processes and social change taking place in society.
- To equip with theoretical knowledge as a base to social work practice

Learning Outcome:

- The learner will be able to understand the Indian society, culture and its impact and interconnectedness.
- The learner will understand the sociological theories.
- The learner will be able to describe how social structure, culture, and institutions operates in society.
- The learner will be able to understand the basic concepts and their application in field work practice.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction to Sociology	<ul style="list-style-type: none"> - Emergence of sociology - Definition & Scope - Relevance to Social Work Practice - Basic concepts <ul style="list-style-type: none"> o Society, o Social groups o Social systems o Association o Status and role, o Social structure o Social stratification o Social mobility o Social control o Social institutions 	<p>Rao, Shankar, (2005), <i>Sociology</i>, S.Chand and Company Ltd, New York</p> <p>Sharan, Raka, (1991), <i>Sociology</i>, Anmol Publication, New Delhi</p>

Unit No.	Title	Content	Essential Readings
2.	Indian Society	<ul style="list-style-type: none"> - Tribes in India - Caste system in India - Rural and urban societies - Major religious community in India - Theoretical Roots of Caste in India <ul style="list-style-type: none"> o B.R.Ambedkar: Origin of Caste & its criticism o G.S. Ghurye: Characteristics of caste - Gender and Society in India <ul style="list-style-type: none"> o Jyotiba Phule and Savitri Phule: Women's education and women's rights 	<p>Beteille, A., (2002) <i>Sociology</i>, Oxford, New Delhi</p> <p>Ghurye. G. S., (1932), <i>Caste and race in India</i>, K Paul, Trench and Company Ltd.</p>
3.	Introduction to theoretical perspective in Sociology	<ul style="list-style-type: none"> - Positivism: <ul style="list-style-type: none"> o Comte's Law of three stages, social static & dynamics, o Evolutionism- o Spencer's Evolutionary approach o Talcott Parson's system theory - Functionalist: <ul style="list-style-type: none"> o Durkheims' Concept of Social Fact, Division of Labour in Society, o Radcliffe Brown's Structural-Functional Approach - Conflict: <ul style="list-style-type: none"> o Marx's concept of dialectical historical Materialism, class and class conflict; o Coser's approach to Social Conflict - Interactionist: <ul style="list-style-type: none"> o Weber's Interpretative Sociology; o Types of Social Action; 	<p>Rao, Shankar, (2005), <i>Sociology</i>, S.Chand and Company Ltd, New York</p> <p>Turner, J. (1987), <i>The Structure of Sociological Theory</i>, Rawal Publication, Jaipur.</p>

Unit No.	Title	Content	Essential Readings
		<ul style="list-style-type: none"> ○ G.H. Mead's Concept of Self & Society - Post structural theories: ○ Foucault, Derrida , Gramsci 	
4.	Culture and Socialization	<ul style="list-style-type: none"> - Culture: <ul style="list-style-type: none"> ○ Concept, functions, characteristics, ○ Dimensions of culture - Socialization – <ul style="list-style-type: none"> ○ Conformity, Conflict and the shaping of personality and identity - Agents of Socialisation <ul style="list-style-type: none"> ○ Family ○ Peer group ○ Religion ○ Education ○ Mass Media ○ Political Institution 	<p>Rao, Shankar, (2005), <i>Sociology</i>, S.Chand and Company Ltd, New York</p> <p>Horten, P & Hunt, C. (1980), <i>Sociology</i>, Mac Grawhill Kogakusha Ltd, Tokyo</p>
5.	Social Processes	<ul style="list-style-type: none"> - Meaning, <ul style="list-style-type: none"> ○ Cooperation ○ Competition ○ Conflict ○ Accommodation, ○ Assimilation 	<p>Rao, Shankar, (2005), <i>Sociology</i>, S.Chand and Company Ltd, New York</p>

Unit No.	Title	Content	Essential Readings
6.	Social change	<ul style="list-style-type: none"> - Social change <ul style="list-style-type: none"> o Definition o Characteristics - Direction of social change <ul style="list-style-type: none"> o Linear theory and cyclical theory - Factors <ul style="list-style-type: none"> o Physical, Biological, Cultural, technological, Social legislation, education - Social Mobility <ul style="list-style-type: none"> o Definition and types of Social mobility - Theory of social change <ul style="list-style-type: none"> o Sanskritisation, o Westernization, o Modernisation, o Post-Modernisation 	<p>Rao, Shankar, (2005), <i>Sociology</i>, S.Chand and Company Ltd, New York</p> <p>Srinivas, M. N. (1991), <i>Indian Social Structure</i>, Hindustan Publishing House, Delhi.</p> <p>Ahuja, R. (1993), <i>Indian Social System</i>, Rawat Publication, Jaipur</p> <p>Kuppuswami, B. (1981), <i>Social Change in India</i>, Vikas Publishing House, India</p> <p>Bhushan, Vidya Sachdeva, (2000), <i>An Introduction to Sociology</i>, Kitab Mahal Distributor, Delhi.</p>

3. Foundation For Social work -Human Growth and Behaviour

Program	BSW Autonomous
Course Title	Foundation For Social work -Human Growth and Behaviour
Semester	Semester I
Credits	Four

Rationale for the Course

The course on of Human Growth and Development focuses on the processes and changes that occur from beginnings (conception, pregnancy and birth), through: infancy, early and middle childhood and adolescence; early, middle and late adulthood including death and dying. The course will also explore the major theories which help us understand lifespan development. The course will also provide an insight on the physical, cognitive and psychosocial components as they relate to each stage of development. The course will enable students to understand the psychological dimensions while working with the client systems.

The course focuses on enabling the students to understand the field of psychology as a field related to social work giving an insight on understanding the psychological perspective, with specific emphasis on psychological theories, understanding the Life Span Approach to development and

the contemporary theories related to personality development. The theoretical perspectives will enable students to apply the same in field work.

Course Objectives:

To enable the learners to:

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

Learning Outcome:

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

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction to Human Growth and Development	<ul style="list-style-type: none"> - Introduction to Human Growth and Development <ul style="list-style-type: none"> o Concept of Human Development o Contemporary relevance to the study of human Growth and development o Growth: concept and definition, o Development: concept and definition o Principles of human development 	<p>Berk, L. E. '<i>Child Development</i>' (9th Ed.). New Delhi: Prentice Hall., 2010</p> <p>Mitchell, P. and Ziegler, F. '<i>Fundamentals of development: The Psychology of Childhood</i>' New York: Psychology Press ,2007</p> <p>Morgan Clifford T: <i>Introduction to psychology</i>. (7 th) New Delhi. McGraw Hill Education, 2017</p> <p>Berk Laura E: <i>Life Span Development</i>. New York. Allyn And Bacon,2008</p> <p>Broderick Patricia C & Blewitt Pamela: <i>Life Span</i>. (2) New Jersey. Pearson Education, 2006</p> <p>Empson Janet M: <i>Atypical Child Development In Context</i>. New York. Palgrave Publishers, 2004.</p>
2.	Introduction to Theories of Personality and Development Stages	<ul style="list-style-type: none"> - Introduction to Theories of Personality and Development Stages <ul style="list-style-type: none"> o Concept of Personality o Theories of Personality o Trait theories; o Psychodynamic theories; o Behavioural theories; o Humanistic theories - Stages of human development - Erickson's Model of Psycho Social Development 	<p>Santrock, J.W: <i>Life Span Development</i> (13th ed.) New Delhi: McGraw Hil,2012</p> <p>Benjamin A. Lahey : <i>An Introduction to Psychology</i>, Sixth Edition, Tata McGraw Hill Edition, 1998</p>

Unit No.	Title	Content	Essential Readings
		<ul style="list-style-type: none"> - Freudian Model of Psycho Sexual Development stages 	Feldman Robert : <i>Understanding Psychology</i> , Mc Graw Hill Company, New Delhi, 1997
3.	Socio-Cultural Contexts for Human Development	<ul style="list-style-type: none"> - Nature vs Nurture debate in the development of personality - Biological Influences on Human Growth and Behaviour - Factors affecting Human Development ; <ul style="list-style-type: none"> o Heredity; o Family; o Peers; o Media o Schooling; - Gender sensitivity; Beyond gender binaries (Juliet Mitchell) 	<p>Dinkar Suchitra Sakhi & Dinkar Raj Kumari: <i>Child Development And Psychology</i>, New Delhi: Axis Publications, 2010.</p> <p>Hotd, Rinchart and Winston Faw, Terry and Gary, S. Belkin: <i>Child Psychology</i>, New York: Mc Graw Hill, 1989</p> <p>Vindhya U: <i>Psychology In India : Intersecting Crossroads</i>, New Delhi: Concept Publishing Company, 2003</p>
4.	An introduction to Developmental Psychology Stages of Life Span Development	<ul style="list-style-type: none"> - Prenatal Development - Birth and Infancy - Childhood - Adolescence - Adulthood - Stages of Prenatal development: <ul style="list-style-type: none"> o Germinal o Embryonic and Fetal Stage - Problems and Risks associated with pregnancy - Labour and Stages of Labor - Neonatal Care - Cognitive and Brain development - Early experience and attachment 	<p>Bose Pradeep: <i>Child care and child development psychological perspective</i>. Jaipur. ABD Publishers, 2017.</p> <p>Husain Noushad: <i>Childhood and growing up</i>. Delhi. Shipra Publications, 2016.</p> <p>Pegu Dulumoni Narah: <i>The Evaluation of child psychology</i>. Jaipur . Aadi Publications , 2015</p> <p>Mahajan Sonia: <i>Childhood development</i>. Jaipur. Book Enclave, 2014</p> <p>Shrimali Shyam Sunder: <i>Child Development</i>. Mumbai. Rawat Publications, 2008</p> <p>D'souza Bamabe & Sonawat Reeta: <i>Adolescent</i></p>

Unit No.	Title	Content	Essential Readings
			<p><i>issues and perspectives.</i> Mumbai. Shelter Don Bosco Research, 2005</p> <p>Human Development Sector: <i>Reaching out to the child: an integrated approach to child development.</i> New Delhi. Oxford University Press, 2004.</p> <p>Kaur Rajpal: <i>Child Psychology: New Trends And Innovations..</i> New Delhi. Deep And Deep Publications, 2006.</p> <p>Hurlock Elizabeth B: <i>Developmental psychology: a life-span approach.</i> (5th) New Delhi. Tata McGraw-Hill Publishing, 2009.</p>
5.	Domains of Human Development	<ul style="list-style-type: none"> - Cognitive development: <ul style="list-style-type: none"> o Perspectives of Jean Piaget and Vygotsky - Language Development - Emotional Development - Moral Development: Perspective of Kohlberg 	<p>Papalia Diane E.: <i>Human Development.</i> New Delhi, Tata McGraw-Hill Publishing Co., 2005.</p> <p>Papalia, D. E., Olds, S.W. & Feldman, R.D: <i>Human development</i> (9th Ed.). New Delhi: McGraw Hill, 2006</p> <p>Taraporevala Roshan & Chhugani Nalini: <i>Early Childhood Years : Handbook For Parents And Teachers..</i> Mumbai. English Edition Publishers, 2002.</p> <p>Singer Jane Sherrod & Ashley Roz: <i>Evaluate Yourself Improvement..</i> New</p>

Unit No.	Title	Content	Essential Readings
			<p>Delhi. New Dawn Press, 2005.</p> <p>Dacey John S & Travers John F: <i>Human Development Across The Lifespan</i> Updated.. Boston. Mcgraw Hill Book Company, 2004.</p> <p>Parameswaran E G & Beena C: <i>An Introduction To Psychology</i>. Hyderabad. Neelkamal Publications, 2004.</p> <p>Mangal S K: <i>An Introduction To Psychology</i>.. New Delhi. Sterling Publishers, 2004</p>
6.	Enhancing Individual's Potential	<p>- Enhancing Individual's Potential</p> <ul style="list-style-type: none"> ○ Self-determination theory; ○ Enhancing cognitive potential, ○ Fostering creativity ○ Mindfulness 	<p>Ryan, R. M., Deci, E. L., & Grolnick, W. S.: <i>Autonomy, relatedness, and the self: Their relation to development and psychopathology</i>, 1995</p> <p><u>De Bono, E.</u> : <i>Six Thinking Hats: An Essential Approach to Business Management</i>. Little, Brown and Company, 1985</p> <p>Cottrell Stella: <i>Critical thinking skills: Developing effective analysis and argument</i>. New York. Plagrave Macmillan , 2005</p> <p>Murphy Joseph: <i>The Power of your subconscious mind</i>. New Delhi .General Press, 2017.</p> <p>Nelson - Jones Richard: <i>Effective thinking skills : preventing and managing</i></p>

Unit No.	Title	Content	Essential Readings
			<p><i>personal problems</i>. New Delhi. Sage Publications India Pvt Ltd , 2004</p> <p>Batra Pramod: <i>Be a winner everytime : how a positive attitude can lead you to victory</i>. New Delhi. Full Circle Publishing, 2011</p> <p>Nussbaum Martha C.: <i>Creating capabilities: the human development approach</i>. Ranikhet. Permanent Black, 2011.</p> <p>Snyder C R & Lopez Shane J: <i>Positive Psychology: The Scientific And Practical Explorations Of Human Strengths</i>. New Delhi. Sage Publications, 2007.</p>

4. English-I

Program	BSW Autonomous
Course Title	English-I
Semester	Semester I
Credits	Two

Rationale for the course

The College instructs learners in English, and majority of the references as well as notes are provided in the English language. Many learners come from backgrounds where English is not their mother tongue and thus have a problem in speaking and understanding the language.

Further English as a language paper is mandated by the University of Mumbai as a paper to be taught to the learners.

Course Objectives:

The objectives of this course are as follows:

- To introduce the learner to the field of communicative English
- To help the learner understand the basics of English reading and writing
- To help the learner gain skills in office communication

Learning Outcome

- Learners will better understand lectures in the class and find it easier to refer to books in English.
- Learners will be able to correspond with organizations and authorities more fluently. □
Learners will develop confidence while communicating in English.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction to the English language	<ul style="list-style-type: none">- Basic Language Skills :- Grammar- Articles, prepositions, Conjunctions- Tenses- Question Tags- Direct and Indirect Speech- Voice- Antonyms and Synonyms- Suffixes, Prefixes, Root words- Homophones, Homonyms- Collocation- Sentence Corrections	<p><i>Communication skills in English</i> Rhoda A Doctor, Aspi H Doctor Dr. Sanobar Hussaini – 2016</p> <p><i>Communication skills in English</i> by K. J. Kumar – 1989</p> <p>Customised worksheets for written exercises</p>
2.	Reading Skills :	<ul style="list-style-type: none">- Comprehension- The following skills to be acquired :<ul style="list-style-type: none">○ Reading with fluency and speed○ Skimming and scanning○ Identifying relevant information○ Isolating fact from opinion○ Understanding concepts and arguments○ Identifying distinctive features of language	<p><i>Ten short stories</i> by Jatin Mohanty – 1990</p>

Unit No.	Title	Content	Essential Readings
3.	Learning to Speak and understand	<ul style="list-style-type: none"> - Conversation Pieces Practical English conversations Short dialogue stories Reading Practices - Detailed textual study 	<p><i>English conversation and practice</i> by D. H. Spencer – 1998</p> <p><i>English through reading</i> by Bhaskar and Prabhu – 1975</p> <p>Conversational videos</p> <p><i>English Conversation and Practice</i> by D. H. Spencer – 1998</p> <p>BBC Linguaphone Texts</p> <p><i>Eight Short stories</i> by K.N. Vasudeva Panikar – 2011</p>
4.	Writing Skills (Formal & Informal Correspondence)	<p>Letters</p> <ul style="list-style-type: none"> - Job Application Letter (without Resume) - Statement of Purpose - Request for Recommendation Letter - Request for information under Right to Information Act (RTI) 	<p><i>Communication skills in English</i> by K. J. Kumar – 1989</p>

BSW SEMESTER-II			
	Course Title	Credits	Marks
1.	Social Work Practice with Individuals and Families	4	100
2.	Social Work Practice with Groups	4	100
3.	Foundation for Social Work – Contemporary Development Studies	2	50
4.	Environment Studies (Ability enhancement course)	2	50
5.	English – II	2	50
6.	Field work	6	100
	Total Credits	20	450

1. Social Work Practice with Individuals and Families

Program	BSW Autonomous
Course title	Social Work Practice with Individuals and Families
Semester	Semester II
Credits	Four

Rationale for the course

Social work with individuals and families is designed to prepare learners for generalist social work practice with individuals and families. Emphasized are the values, knowledge and skills necessary for effective assessment and intervention at the micro level. Using systems approach, emphasis is placed on social, cultural, familial and environmental influences on the functioning of individuals and families. This course builds a base from social science theories of ecological/systems theory; social role theory; and stress, trauma and coping theory which inform the practice concepts and skills taught in this course. Learners learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Learners also learn how self-awareness and the conscious use of self, affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice.

Course Objectives:

To Enable learners to

- Acquire knowledge of work with individuals and families as a method in social work practice.
- Understand the theoretical perspectives for effective interventions with individuals and families.
- Provide an exposure to the generalist practice skills while working with individuals and families.

- Understand the different types of problems, their interrelatedness, dynamics, their impact on individuals, families and groups.
- Develop sensitivity to human problems, enhancement of skills in communication to facilitate effective intervention

Learning Outcome:

Upon completion of this course, learners should be able to conduct culturally sensitive and culturally competent interpersonal practice by:

- Engaging diverse client systems.
- Employing assessment protocols of PIE (Person-interaction-environment framework), ecomap, genogram, network maps, HUDSON family assessment scale.
- Articulating treatment goals, developing measurable treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
- Recognizing basic termination issues that pertain to interpersonal practice.
- Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.
- Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, case recording, and contracting.

Course Content

Unit No.	Unit Name	Content	Essential Readings
1.	Historical development of Direct Practice.	<ul style="list-style-type: none"> - Concept of Direct practice and its philosophical base - Values, principles and ethics of working with individuals and families. 	<p>Upadhyay R.K. <i>Social Casework: A Therapeutic Approach</i>, Rawat Publications, Jaipur and New Delhi</p> <p><i>Direct Social Work Practice Theory and Skills</i> (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen)</p> <p><i>Direct Practice</i>, Encyclopaedia of Social Work, Vol. II 20th Edition (D-I)</p>

			<p><i>An Introduction to Social Casework</i> by Grace Mathew , TISS, 1992</p> <p><i>Direct Social Work Practice: Theoretical Perspectives</i> by Joseph Walsh, 2010</p>
2.	Understanding Families in the Indian Context	<ul style="list-style-type: none"> - Concept of Family - Types of Families - Social Roles of Individuals in the family - Family as a system: Homeostasis. - Family Life Cycle: <ul style="list-style-type: none"> ○ Concept of Circular Causality, Synergy in the family. 	<p><i>Direct Social Work Practice Theory and Skills</i> (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p> <p><i>Social Work Practice: Assessment, Planning, intervention and Review.</i> Jonathan Parker and Greta Bradley , 2004</p> <p>Upadhyay R.K. <i>Social Casework: A Therapeutic Approach</i>, Rawat Publications, Jaipur and New Delhi</p>
3	Components of Intervention (5 Ps) Intervention Process	<ul style="list-style-type: none"> - Person, Problem, Place, Process, Professional Help. - Phases in the intervention Process- <ul style="list-style-type: none"> ○ Exploration: Engagement, Assessment and Planning ○ Implementation and Goal Attainment ○ Termination phase. 	<p><i>Family and Intervention: A course Compendium</i>, TISS Murli Desai</p>

4	Intervention Techniques	<ul style="list-style-type: none"> - Intervention Techniques. <ul style="list-style-type: none"> o Fact Finding Tools - Charting and graphing family relationships: <ul style="list-style-type: none"> o Genogram, o Ecomap - Home visits - Interviews - Assessment of Records. - Skills- <ul style="list-style-type: none"> o Observation, o Listening o Communication - Role of social worker: <ul style="list-style-type: none"> o enabler, o facilitator, o resource mobilizer, guide. 	<p><i>An Introduction to Social Casework</i> by Grace Mathew , TISS, 1992</p> <p>Upadhyay R.K. <i>Social Casework: A Therapeutic Approach</i>, Rawat Publications, Jaipur and New Delhi</p> <p><i>Direct Social Work Practice Theory and Skills</i> (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p>
5	Professional relationship	<ul style="list-style-type: none"> - Characteristics of professional relationship - Core relationship Qualities: Warmth, Empathy, genuineness, Unconditional Positive regard. Self Awareness 	<p><i>Family and Intervention: A course Compendium</i>, TISS</p> <p>-Murli Desai</p>
6	Documentation and Types of Recordings	<ul style="list-style-type: none"> - Intake sheets/ Face sheet - Observation notes on home visits, interviews - Referral sheets - Recording of the intervention process. 	

2. Social work Practice with Groups

Program	BSW Autonomous
Course Title	Social work Practice with Groups
Semester	Semester II
Credits	Four

Rationale for the course

The course Social work Practice with Groups exposes the learner to the process of social work practice with groups from the Generalist Social work perspective. Learners will understand the typology of groups namely Task group and Treatment groups, the purpose of groups, composition, and process involved in the formation of groups in social work practice. Learners will gain an understanding on the Core values and the Ethics to be practiced while working in groups. The course will expose the learners to understand the basics of assessing the need for a group and indicators to assess the functioning of the group in different phases namely Pre group formation, beginning, middle and termination phase. Learners will understand to use interpersonal helping skills while working in groups and how Group Dynamics can be studied by assessing the communication and Interaction pattern, Group cohesion, Social control in a group, group culture and the different Functional and Dysfunctional roles in a group.

Course Objectives

To enable learners to:

- Understand the place of Group work in Social work intervention
- Understand Group work as an instrument of change/development in individual in groups
- Understand the different Models of Group work and the steps involved in the Formation of groups
- Understand the Relevance of Groups in different settings
- Demonstrate ability to work with culturally sensitive, competent and ethical generalist group work practice

Learning Outcome:

- Gain understanding on the historical evolution of group work as a method in social work and its relevance in the context of India
- Demonstrate an understanding on the processes involved in the formation of Groups
- Evaluate and differentiate between the different models of group work practice such as Remedial, Reciprocal, Social Goals and Mutual Aid model.
- Demonstrate an understanding of the application of group work theories while working with different groups by an analysis of a variety of issues while working with groups such as functional and dysfunctional behaviours in a group, group leadership, communication pattern in a group and group cohesion

- Critically reflect on the different conflict management styles and the steps involved in managing a conflict.
- Enhance their skills on effective decision making and using different techniques of decision making while working in a group

Course Content

Unit No.	Title	Content	Essential Readings
1.	<p>Introduction and significance of Group Work as a social work method.</p> <p>Values and Principles of Group Work:</p>	<ul style="list-style-type: none"> - Understanding groups: <ul style="list-style-type: none"> o Definition o Characteristics and o significance of groups, - Purpose of Social Group Work - Evolution of group work - Current use of group work in India. - Types of Group work. - Theories of group work - Principles of Social group work - Use of self 	<p>Balgopal, P.R. and Vassil, T.V. (1983), <i>Groups in Social Work. An Ecological Perspective</i>, Macmillan Publishing Co. Inc. New York.</p> <p>Smith, M. K. (2004) '<i>The early development of group work</i>', the encyclopaedia of informal. Education</p> <p>Misra, P.D. (1994), <i>Social Work: Philosophy and Methods</i>, Inter- India Publications, New Delhi.</p> <p>Preston-shoot Michael (1987): <i>Effective Group Work. London.</i> Macmillan And Company,</p> <p>Douglas, Tom (1976), <i>Group Work Practice</i>, International Universities Press, New York.</p> <p>Milson, Fred (1973), <i>An Introduction to Group Work Skill</i>, Routledge and Kegan Paul, London.</p> <p>Konopka, G. (1963), <i>Social Group Work: A Helping Process</i>, Prentice Hall, Englewood Cliffs.</p> <p>Friedlander W.A. (ed.) (1958),</p>

			<p><i>Concepts and Methods of Social Work</i>; Prentice Hall MC, Englewood Cliffs, N.J.</p> <p>Douglas Tom: <i>A Theory Of Group Work Practice</i> (1993). London. Macmillan And Company.</p> <p>Andy & Clarke Gaynor (1995): <i>Project Based Work Facilitators Manual: Young People, Youth Workers And Projects..</i> London. Jessica Kingsley Publishers,. Alissi Albert S (1980) <i>Perspectives On Social Group Work Practice A Book Of Readings..</i> New York. Free Press,</p> <p>Garvin Charles D (1981) <i>Contemporary Group Work..</i> New Jersey. Prentice Hall,.</p> <p>IASWG, (2006). <i>Standards for Social Work Practice with Groups</i> New York: NY: IASWG Press.</p> <p><i>The skills of helping individuals and groups</i> (7th ed.). Belmont, CA: Thomson Brooks/Cole.</p> <p>Publication manual of the American Psychological Association. (2010). (6th ed.). Washington, D.C Schewartz, W. (1961), <i>'The social Worker in this Group' in Principles, Skills and Models of Group Work Practice</i></p>
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			Trecker, H.B. (1955), <i>Social Group Work, Principles and Practices</i> ; Whiteside, New York.
2.	Processes and Phases of group work:	<ul style="list-style-type: none"> - Steps in formation of groups, - Phases and stages of group development (Pre- Groups, initial, middle and evaluation phases), - Characteristics and role of Group worker in the respective stages. 	<p>Corey Marianne Schneider; Corey Gerald & Corey Cindy: (2015.) <i>Group work process and practice</i>. Andover. Cengage Learning ,</p> <p>Corey, M., & Corey, G. (1997). <i>Groups: Process and practice</i> (5th ed.). Pacific Grove, CA: Brooks/Cole.</p> <p>Toseland, Ronald W and Robert F Rivas. (1984). <i>An Introduction To Group Work Practice</i>. New York: Macmillan,</p> <p>Douglas, Tom (1979), <i>Group Processes in Social Work</i>, John Wiley & Sons, Chichester.</p> <p>Trecker, H.B. (1955), <i>Social Group Work, Principles and Practices</i>; Whiteside, New York</p>

3.	Models of Group Work:	<ul style="list-style-type: none"> - Social goals model - Remedial model - Reciprocal model - Mutual Aid/Self-help model: Team Model Tuckmen's Model 	<p>Manor Oved (2004): <i>Choosing A Group work Approach: An Inclusive Stance...</i> London. Jessica Kingsley Publishers,</p> <p>Sullivan Nancy E (2003): <i>Social Work With Groups: Social Justice Through Personal, Community And Societal Change..</i> New York. Haworth Press,.</p> <p>Hough Margaret, (2001): <i>Group work Skills And Theory...</i> London. Hodder And Stoughton.</p> <p>Banmala Golpelwar (2007): <i>Social Group Work..</i> Nagpur. Indian Institute Of Youth Welfare,.</p> <p>Siddiqui H Y (2008): <i>Group Work: Theories And Practices..</i> Mumbai. Rawat Publications,.</p> <p>Capuzzi David; Gross Douglas R & Stauffer Mark D. (2010) <i>Introduction To Group Work</i> 4th Edition. Jaipur. Rawat Publications,</p> <p>Cohen Carol S. (2009) <i>Strength and diversity in social work with groups think group.</i> New York. Routledge,</p> <p>Furman Rich: <i>An experiential approach to group work.</i> Chicago. Lyceum Books Inc,</p>
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			<p>Tuckman, B.W. & Jensen, M.A.C. (1977) <i>Stages of small group development revisited. Group and Organizational Studies</i>, 2, 419-427</p> <p>Garland, J., H. Jones, and R. Kolodney. (1965) <i>A Model for Stages of Development in Social Work Groups</i>. IN S. Bernstein (ed.) <i>Explorations in Group Work: Essays in Theory and Practice</i>. Boston: Boston University School of Social Work,.</p>
4.	Group Dynamics:	<ul style="list-style-type: none"> - Communication and interaction Pattern in a Group - Group Cohesion and attraction - Group Leadership - Functional and dysfunctional roles in a group - Social control and group culture - Decision making in group - Factors hindering effective decisions and the different techniques of decision Making. - Conflict Management - Functional and Dysfunctional Conflict - Steps in the resolution of conflicts - Different styles of Conflict management. 	<p>Phillips, Helen, U., <i>Essential of Social Group Work Skill</i>, Association Press, New York.</p> <p>Trevithick, Pamela (2000), <i>Social Work Skills -A Practice Handbook</i>, Open University Press, Philadelphia.</p> <p>Vass, A.A. (ed.) (1996), <i>Social Work Competences</i>, Sage Publications, London.</p> <p>Johnson, D. W., & Johnson, F. P. (1987). <i>Joining together: Group theory and group skills</i>. Englewood Cliffs, N.J: Prentice Hall.</p> <p>Forsyth Donelson R.(2010.): <i>Group dynamics</i>. Betmont. Wadsworth Cengage Learning,</p> <p>Kurland Roselle & Salmon Robert: (1998.) <i>Teaching a methods course in social work with groups</i>. Alexandria. Council on Social Work Education,</p>

			<p>Kottler Jeffrey &Englar-Carlson Matt: (2010). <i>Learning group leadership: an experiential approach</i>. New Delhi. Sage Publication India Pvt Ltd ,</p>
5.	<p>Application of Group Work in Different settings:</p>	<ul style="list-style-type: none"> - Application of Group work from a Generalist Social work Perspective - Indigenous methods of group work Interventions - Application of group work in different Settings: <ul style="list-style-type: none"> o Health settings o Community setting o School settings o Family welfare setting o Institutional settings, o Women and Child welfare settings 	<p>Stephen J. Yanca and Louise C. Johnson(2008) <i>Generalist Social Work Practice with Groups</i> First Edition, Pearson publications</p> <p>Galinsky, M., &Schopler, J. (Eds.). (1995). <i>Support groups: Current perspectives on theory and practice</i>. New York:</p> <p>Haworth. Gitterman, A., & Shulman, L. (Eds.). (1986). <i>Mutual aid groups and the life cycle</i>. Itasca, IL:</p> <p>Peacock. Haslett, D.C. (2005). <i>Group work activities in generalist practice</i>. Belmont, CA: Thomson</p> <p>Brooks/Cole. Johnson, D., & Johnson, F. (1997). <i>Joining together: Group theory and group skills</i> (6th ed.). Boston: Allyn and Bacon.</p> <p>Zastrow, C. (2009). <i>Social work with groups: A comprehensive workbook</i> (7th ed.). Chicago: Nelson-Hall.</p> <p>Toseland, R. & Rivas, R. (2012). <i>An introduction to group work practice</i> (7 th ed.). Boston: Allyn& Bacon.</p> <p>Campbell, K., & Wright, K.B. (2002). <i>Online support groups: An investigation of relationships among source credibility dimensions of</i></p>

			<i>relational communication, and perception of emotional support.</i> Communication and Mass Media, 19(2). Doel Mark & Sawdon Catherine (2003) : <i>The Essential Group worker Teaching And Learning Creative Group work.</i> London. Jessica Kingsley Publishers, Phillips Julie: 2001 <i>Group work In Social Care.</i> London. Jessica Kingsley Publishers,
6.	Skills in Group work	<ul style="list-style-type: none"> - Exposure to Different Program media while working with Groups - Field visit to organizations working with Groups - Using Expressive Art based therapy while working with Groups 	Skills Laboratories

3. Foundation for Social Work-Contemporary Development Studies

Program	BSW Autonomous
Course Title	Foundation for Social Work-Contemporary Development Studies
Semester	Semester II
Credits	Two

Rationale for the course

India is facing multiple economic problems like poverty, unemployment, unequal distribution of wealth, limited resources, corruption and many such other social issues. Therefore, this course on Contemporary Development Studies (CDS) is concerned with these issues and enables to develop strategies that will help people to break the vicious circle of poverty and backwardness and move towards sustainable development, so that every individual of the developing country will enjoy a quality life. This course attempts to cover the political, social, economic and institutional mechanism with the aim to bring improvements in the life standards of poor and marginalized population of the developing countries. Thus, to make the knowledge contextual for its appropriate application, critical understanding on developmental issues related to people centered approach is

essential to learn the Contemporary Developmental issues at the beginning of the social work course.

Course Objectives

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

Learning Outcomes

- Get insights on concepts of development and development planning
- Learn indicators of development and sustainable goals
- Understand the economics of development
- Get acquainted with government response on development issues, economic planning and impact of globalization on marginalized section as well as market and civil society

Course Content

Unit No.	Title	Content	Essential Readings
1.	Concept of Development and Development Planning	<ul style="list-style-type: none"> - Definitions, values, objectives of development - Economic Growth Vs. Economic Development - Political Economy of Development -Theoretical perspectives on development and underdevelopment - Theories and perspectives in development planning - Overview of development - Problems in India <ul style="list-style-type: none"> o Inequality, o poverty, o indebtedness, o food security, o hunger, o Population and migration, o Development induced displacement, o Unemployment, poor infrastructure and amenities) 	<p>Bagchi, A. (1982). <i>Political Economy of Underdevelopment</i>. Cambridge: CUP</p> <p>Dasgupta, P. (2007). <i>Economics: A Very Short Introduction</i>, Oxford: OUP</p> <p>Debraj Dey: Oxford University Press. <i>Series on Social Sciences</i></p>

Unit No.	Title	Content	Essential Readings
2.	Indicators of Development and Sustainable Goals	<ul style="list-style-type: none"> - MDGs 2000-2015: Critical Analysis - Sustainable development goals 2015-2030 - Implementation mechanisms in SDG: Role of different governments - Human Development Index, Human Poverty Index, Gender Development Index - Interstate and Inter- Country comparison on HDI, HPI, GDI - Gender empowerment measure 	Kothari, R. (1988). <i>Transformation and Survival</i> . Delhi: Ajanta Publications, New Delhi Amartya Sen; Mahboob Ul Haq; UN Development reports
3.	Economics of Development	<ul style="list-style-type: none"> - Basic concepts in Economics: GDP/GNP - Economy and its Processes - Understanding market mechanisms - Economic Development in India - Key Sectors of the Indian Economy: <ul style="list-style-type: none"> o Agriculture; o Industry; o Interdependence of Agriculture and Industry; o Economics of Select Sectors: o Transport, Communication, and Energy o Overview of Information technology in service sector 	Gregory, M. (2007). <i>Economics: Principles and Applications</i> , New Delhi: Cengage Learning India Private Limited Stiglitz, J., and Walsh, C. (2006), (2019) <i>Economics</i> (International Learner 4th Edition), New York: W.W. Norton & Company, Inc.

Unit No.	Title	Content	Essential Readings
4.	Government Response, Economic Planning and Globalization, Market and Civil Society	<ul style="list-style-type: none"> - Indian Economic Planning and New economic trends (Five - Year Plans) - Overview of New Economic Policy of 1991: <ul style="list-style-type: none"> o Objectives, o features and impacts - Niti Aayog - International Monetary Fund (IMF) and World Trade Organisation (WTO) - Constitutional Framework and government programmes of economic development - Alternative development perspectives; - People centred development - Development policies and budget analysis 	<p>Murickan,J. (1988). <i>Poverty in India</i>. Bangalore: Xavier Board of Higher Education in India.</p> <p>Amartya Sen; <i>Social Development report</i> (Centre for Social Development)</p> <p>Human development report(India)</p> <p>Economic survey, India</p>

4. Environmental Studies

Program	BSW Autonomous
Course Title	Environmental Studies
Semester	Semester II
Credits	Two

Rationale for the course

For the last four decades, several environmental problems such as pollution, global warming, ozone layer depletion, acid rain, deforestation, and desertification have remained a major focus of scientists, policy makers, and common public across the world. These problems are perceived as the major threats to the life-supporting environment of the earth, thus making our survival on the planet increasingly unsafe. In order to tackle these challenges, holistic knowledge about working of our life-supporting environment and thorough understanding of the dynamics of these problems become imperative. Social workers can play an important role in engaging with environmental social work.

Course Objectives:**To enable the learner to**

- Learn basic concepts, terminology and various issues impacting human beings.
- Learn basic skills and knowledge to work with individuals, groups and communities to plan intervention in areas of environmental issues.
- Learn skills required to research and analyse environmental issues scientifically and learn how to use those skills in applied situations such as careers that may involve environmental problems and/or issues.

Learning Outcome

- Learner will learn and communicate clearly and competently on matters of environmental concern and understanding to a variety of audiences in appropriate forms.
- Learner will learn skills and knowledge required to research and analyse environmental issues scientifically and learn how to use those skills in applied situations in the field.
- Learner will be well-prepared for meaningful careers and post-graduate education in fields related to environmental science and beyond.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Overview of Environment study	<ul style="list-style-type: none"> - Definition; Scope; importance. - Need for public awareness - Understanding some of the concepts and terminology in environment study <ul style="list-style-type: none"> o Ecosystem, o Global warming, o The greenhouse effect, o Biodiversity, o climate change, o Food chain, o Ozone layer, Acid rain - Definition, Cause, effects and control measures of environmental Pollution:- <ul style="list-style-type: none"> o Air pollution o Water pollution o Soil pollution o Marine pollution o Noise pollution o Thermal pollution o Nuclear hazards - Solid waste Management Causes, effects and control measures of urban and industrial wastes. 	<p>Agarwal KC, 2001. <i>Environmental Biology</i>, Nidi Publishers Ltd. Bikaner.</p> <p>Bharucha Erach, <i>The Biodiversity of India</i>, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)</p> <p>Wanger K.D., 1998 <i>Environmental Management</i>. W.B. Saunders Co. Philadelphia, USA 499p</p> <p>Heywood, V.H & Waston, R.T. 1995. <i>Global Biodiversity Assessment</i>. Cambridge Univ. Press 1140p.</p>
2.	Use and exploitation of natural resources and associated problems	<ul style="list-style-type: none"> - Natural resources and associated problems. - Forest resources: <ul style="list-style-type: none"> o Use and over-exploitation o Deforestation, case studies. o Timber extraction, mining, dams and their effects on forest and tribal people. - Water resources: <ul style="list-style-type: none"> o Use and over-utilization of surface and ground water o Floods, drought, conflicts over water, dams-benefits and problems. - Mineral resources: <ul style="list-style-type: none"> o Use and exploitation, o Environmental effects of extracting and using 	<p><i>Natural History of Earth; Debating Long Term Change in the Geosphere and Biosphere</i> by Richard John Huggett (2014)</p> <p><i>Chemistry for the protection of Environment</i>, by LucjanPawlowski, A.J Verdier, , William J Lacy.</p> <p><i>Achieving a Global Sustainable Energy SystemIdentifying Possibilities</i> (1996) Mckinney, M.L. & School, R.M. 1996. Environmental</p>

Unit No.	Title	Content	Essential Readings
		<p>mineral resources, case studies.</p> <ul style="list-style-type: none"> - Food resources: <ul style="list-style-type: none"> ○ World food problems, ○ Changes caused by agriculture and overgrazing, ○ Effects of modern agriculture, fertilizerpesticide problems, water logging, salinity, case studies. - Energy resources: <ul style="list-style-type: none"> ○ Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies. - Land resources: <ul style="list-style-type: none"> ○ Land as a resource, ○ Land degradation, ○ Man induced landslides, soil erosion and desertification. - Environmental impact on Human development; <ul style="list-style-type: none"> ○ Animals and flora and fauna. ○ Climate change, global warming, ○ Acid rain, ○ Ozone layer depletion, ○ Nuclear accidents and holocaust and its effect on human beings. Case Studies. - Development trends and their impact on Environment: with reference to industrialisation and change in land use. 	<p>Science systems & Solutions, Web enhanced edition. 639p.</p> <p>Down to Earth magazine (edited by Sunita Narain)</p>

Unit No.	Title	Content	Essential Readings
3.	Equitable use of resources for sustainable lifestyles.	<ul style="list-style-type: none"> - Alternatives for Sustainable Lifestyles - Displacement and its impact on people in urban and rural area, - Resettlement and rehabilitation of people; its problems and concerns. - Case Studies - Role of NGO, government and civil society and social worker with respect to project displacement and resettlement - Water conservation, rain water harvesting, watershed management 	<p>Gleick, H.P. 1993. <i>Water in crisis</i>, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p</p> <p><i>Environment, Inequality and Collective Action</i>, by Marcello Basilli, Maurizio Franzini, Alessandro Vercelli.</p>
4.	Environmental legislation and intervention	<ul style="list-style-type: none"> - From Unsustainable to Sustainable development – <ul style="list-style-type: none"> o Its concept, Goals and objectives. o International and national legislation related to environment protection. - Major international and National interventions in the field of environmental issues- their role and contribution 	<p>Trivedi R.K., Handbook of <i>Environmental Laws, Rules Guidelines, Compliances and Standards</i>, Vol I and II, Enviro Media (R)</p> <p>Jadhav, H & Bhosale, V.M. 1995.</p> <p><i>Environmental Protection and Laws</i>. Himalaya Pub. House, Delhi 284 p.</p> <p>Down to Earth, Centre for Science and Environment (R)</p> <p>Maria Mies & Vandana Shiva. <i>Eco Feminism</i>, Zed Books, 2014</p>

5. English-II

Program	BSW Autonomous
Course Title	English-II
Semester	Semester II
Credits	Two

Rationale for the course:

The College instructs learners in English, and majority of the references as well as notes are provided in the English language. Many learners come from backgrounds where English is not their mother tongue and thus have a problem in speaking and understanding the language.

Further English as a language paper is mandated by the University of Mumbai as a paper to be taught to the learners.

Course Objectives

- To help learners understand and speak English.
- To enable learners communicate in English in spoken and Written form.
- To enable learners create appropriate documentation for fieldwork and other purposes.

Learning Outcome:

- Learners will better understand lectures in the class and find it easier to refer to books in English.
- Learners will be able to correspond with organizations and authorities more fluently.
- Learners will develop confidence while communicating in English.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Editing and Summarisation Editing : Summarization:	<ul style="list-style-type: none"> - Heading - Headlines - Title - Use of Capital - Letters - Punctuation: <ul style="list-style-type: none"> o full stop, comma, colon, semicolon, dash, ellipsis, exclamation, question marks - Spelling - Substitution of words - Use of link words and other cohesive devices - Removing repetitive or redundant elements. - The following skills to be acquired: <ul style="list-style-type: none"> o Discern the main/central idea of the passage o Identify the supporting ideas o Eliminate irrelevant or extraneous information o Integrate the relevant ideas in a precise and coherent manner 	<i>Communication skills in English</i> Rhoda A Doctor, Aspi H Doctor Dr. Sanobar Hussaini <i>Communication skills in English</i> by K. J. Kumar
2.	Correct English usage & Conversation pieces	<ul style="list-style-type: none"> - Learning to speak and understand 	Short remedial English course <i>Intermediate English grammar</i> by Raymond and Murphy. English Conversation and Practice by D. H. Spencer.
3.	Creative Writing	<ul style="list-style-type: none"> - This unit attempts to cover those aspects of writing that go beyond the boundaries technical or professional forms of writing and encourage the learner to explore artistic and 	<i>Communication skills in English</i> Rhoda A Doctor, Aspi H Doctor Dr. Sanobar Hussaini

Unit No.	Title	Content	Essential Readings
		imaginative elements of writing ○ Story writing ○ Essay ○ Dialogue writing ○ Blogging : fashion, travel, food, culture, personal blogs ○ Preparing Curriculum Vitae	<i>Communication skills in English</i> by K. J. Kumar
4.	Texts	Some chapters from <i>The Hungry Tide</i> : By Amitav Ghosh	Amitav Ghosh. <i>The Hungry Tide</i> : Published by Harper Collins, 2011. <i>Communication skills in English</i> by K.J. Kumar

BSW SEMESTER -III			
	<i>Course Title</i>	<i>Credits</i>	<i>Marks</i>
1.	Women Studies	4	100
2.	Social Work Practice with Communities	4	100
3.	Social work Administration	4	100
4.	Computer application (Skill enhancement course)	2	50
5.	Field work	6	100
	Total Credits	20	450

1. Women Studies

Program	BSW Autonomous
Course Title	Women Studies
Semester	Semester III
Credits	Four

Rationale for the course

Women and Gender Studies may be defined as a body of knowledge that has grown out of a felt concern for gender equality and is often considered the “academic arm” of the women’s movement. It is an interdisciplinary study of women and society from the standpoint of women’s lived experiences. It is a perspective and a discipline. It provides a counterpoint to the historically

established theories in the various branches of human knowledge and challenges the predominantly male-centric understanding of social institutions and processes. It seeks to explain the socio, historical, cultural, political and economic reasons for gender-based subordination. Additionally, it suggests measures by which these forms of discrimination may be countered.

The relevance of the course is to give learners the knowledge of women's rights and to sensitize them to the prevailing discriminatory practices in society which prevent women and sexual minorities from realizing their rights and participating fully in the social, political and economic processes in the country. It also aims to counter all forms of reactionary processes: for looking at society from the viewpoint of gender, make evident the regressive social and political processes which create and reinforce other structures of inequalities such as class and caste.

Course Objectives

- To provide an overview on basic concepts related to gender
- To introduce the learner to the history of women's struggle in India and types of feminist perspectives on gender issues.
- To sensitize the learner to gender based violence.
- To create awareness and critical analysis in the learner about initiatives of government and civil society organisations for gender equity.

Learning Outcome:

- The learner develops a critical consciousness in analysis of oppression based on gender.
- The learner is able to focus on the intersections of gender, race, caste, class, sexuality, disability, and nationality in all areas of intervention in the field or in research.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Gender: Basic Concepts	<ul style="list-style-type: none"> - Sex and Gender - Masculinity and Femininity - Patriarchy - Sexual Division of Labour - Public Private Dichotomy - Personal is the Political 	<p>Bhasin, K. (2000). <i>Understanding Gender</i>, Delhi: Kali for Women</p> <p>Poonacha, V. (1999). <i>Understanding Women Studies</i>, Mumbai: Research Center for Women's Studies, SNDT University</p> <p>Bhasin, K. (2004). <i>Exploring Masculinity</i>. New Delhi. Women Unlimited.</p> <p>Shefer. T, et al (2007). <i>From Boys to Men: Social Constructions of Masculinity in Contemporary Society</i>. Juta and Company Ltd</p> <p>Risman, J B., et al. (2018). <i>Handbook of Sociology of Gender</i>. Second Edition. Springer.</p> <p>Chodorow, N. (1978). <i>The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender</i>. University of California Press.</p>
2.	Feminism	<ul style="list-style-type: none"> - Feminism: <ul style="list-style-type: none"> o Concept, definitions, phases - Approaches to Feminism: 	<p>Adichie, N.C (2015). <i>We Should All Be Feminists</i>. Anchor.</p>

Unit No.	Title	Content	Essential Readings
		<ul style="list-style-type: none"> ○ Liberal, Radical, Black, Dalit, Post Modern, Ecofeminism - - Feminist Thinkers 	<p>Wollstonescraft, M. (1972). <i>A Vindication of Women's Rights</i>. Penguin Books.</p> <p>Eagleton Mary (2003): <i>A Concise Companion to Feminist Theory</i>. USA. Black Well Publishers.</p> <p>Angela, R. M., Geraldine, F. (2002). <i>Feminism: From Pressure to Politics</i> Jaipur. Rawat Publications.</p> <p>Woolf, N. (1990). <i>The Beauty Myth: How Images of Beauty Are Used Against Women</i>. Chatto and Vindus.</p> <p>Friedan, B. (1963). <i>The Feminine Mystique</i>. W.W. Norton and Co.</p> <p>Angelou, M. (1969). <i>I Know Why the Caged Bird Sings</i>. New York. Random House.</p> <p>Rege, S. (2014). <i>Against the Madness of Manu: B.R Ambedkar's Writings on Brahmanical Patriarchy</i>. Lavanaya.</p> <p>Chakravtai, U. (2018). <i>Gendering Caste: Through a Feminist Lens</i> (Theorizing Feminism)</p> <p>Rege, S. (2006). <i>Writing Caste/Writing Gender Narrating Dalit Women's Testimonios</i>. Zubaan India.</p>

Unit No.	Title	Content	Essential Readings
			<p>Lorde. A. (1984). <i>Sister Outsider</i>. Crossing Press.</p> <p>Moses, C. G. (1985). <i>French Feminism in the 19th Century</i>. SUNY Press.</p> <p>Eagleton Mary (2003): <i>A Concise Companion to Feminist Theory</i>. USA. Black Well Publishers.</p> <p>Evans Mary (1997): <i>Introducing Contemporary Feminist Thought</i>. Cambridge. Polity Press</p>
3.	Women's Movement in India	<ul style="list-style-type: none"> - Phases of Women's Movement - Evolution of Women Studies in India - Contribution of Women Social Reformers and Revolutionaries 	<p>Jain Devaki & Rajput Pam (2003): <i>Narratives from the Women's Studies Family: Recreating Knowledge</i>. New Delhi. Sage Publications.</p> <p>Sarkar, S., Sarkar, T. (2011). <i>Women and Social Reform in Modern India- Vol 1 & Vol 2</i>. Sarkar Books.</p> <p>Patel, V. (2002): <i>Women's Challenges of the New Millennium</i>, New Delhi. Gyan Publishing House</p> <p>John E.M (2008). <i>Women Studies in India: A Reader</i>. Penguin Books</p>
4.	Gender Based Violence	<ul style="list-style-type: none"> - Violence: <ul style="list-style-type: none"> o Concept and definition of violence, types, myths - Life course perspective on gender based violence. - Violence in intimate relationships - Sexual Violence - Community Violence - Gender based violence and Intersectionality's: <ul style="list-style-type: none"> o Caste; Class; Race; 	<p>Djamba, et al. (2015) <i>Gender based Violence. Perspectives from Africa, the Middle East, and India</i>. Springer International Publishing Switzerland.</p> <p>Agrawal Anju: <i>Gendered Bodies: The Case of the Third Gender in India</i>.</p>

Unit No.	Title	Content	Essential Readings
		<p>Disability; Minorities; sexual orientation</p> <ul style="list-style-type: none"> - An overview of interventions in Gender Based Violence: <ul style="list-style-type: none"> o Feminist Counselling; Trauma Counselling; o Use of Creative Art, Case Work Interventions - Role of governmental and nongovernmental organisations 	<p>Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).</p> <p>Talwar Rajesh: <i>The Third sex and human rights</i>. New Delhi. Gyan Publishing House, 1999.</p> <p>Nanda Serena: <i>The Third Gender: Hijra Community In India</i>. (Manushi Vol. 1992, 72 (01/Jan/1992) Page No: 9 - 16).</p> <p>Taket, A., Crisp, R. B. (2018). <i>Eliminating Gender-Based Violence</i>. Routledge.</p> <p>Agrawal Anju: <i>Gendered Bodies: The Case of the Third Gender in India</i>. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).</p> <p>Talwar Rajesh: <i>The Third sex and human rights</i>. New Delhi. Gyan Publishing House, 1999</p> <p>Anu Aneja (2019) <i>Women and Gender Studies in India</i>; Routledge</p>
5.	Laws related to gender based violence	<ul style="list-style-type: none"> - Law as an instrument of social Change - Personal laws and uniform civil code. - Role of family court - Laws related to Violence: with specific reference to prevention of sexual offences; trafficking; domestic violence and dowry - Laws related to Violence: <ul style="list-style-type: none"> o POCSO (2013) o POSHA ((2013) - The Trafficking of Persons 	<p>Bare Acts</p> <p>Personal Laws</p> <p>The Protection of Women Against Domestic Violence Act, 2005</p> <p>The Sexual Harassment (Prevention, Protection, Redressal) at Workplace Act, 2013</p>

Unit No.	Title	Content	Essential Readings
		(Prevention, Protection and Rehabilitation) Bill, 2018 - Protection of Women from Domestic Violence Act, 2005 IPC Section 376	
6.	Initiatives for Gender Justice	<ul style="list-style-type: none"> - Overview of International Initiatives for gender justice and empowerment - Overview of National Initiatives for gender justice and empowerment - Towards Equality Report, 1974 - National Perspective Plan, 1988 - Shramshakti Report, 1998 - National and State Commission for Women - National Plan of Action for the Girl Child (1991-2001) - National Policy for Empowerment of Women Schemes for Women's Empowerment by state. Gender responsible Budget 	<p>Singh Surendra & Srivastava S P (2001). <i>Gender Equality through Women's Empowerment: Strategies and Approaches</i>. Lucknow. Bharat Book Centre.</p> <p>Murthy N Linga (2007): <i>Towards Gender Equality: India's Experience</i>. New Delhi Singh Surendra & Srivastava S P (2001).</p> <p>Website: Ministry of Women and Child Development, India</p>

2. Social work practice with Communities

Program	BSW Autonomous
Course Title	Social work practice with Communities
Semester	Semester III
Credits	Four

Rationale for the course

One of the important methods in social work practice is working with communities. It is a method that has the potential to bring about positive changes at the micro level. It is an effective method in building inclusive and empowered communities, given the micro and macro level development and policy changes. The actual face of the society comprises different kinds of communities with varied demographical and cultural characteristics. There is a complex play of homogeneity and diversity along the lines of religion, caste, region and gender. Social work practice with

communities envisages equipping learners with both perspective and skills essential for work with communities.

Course Objectives:

- To provide an overview on the history , concepts and definitions of community organization
- To equip learners with specific knowledge base related to the process of community interventions, community dynamics and conflicts
- To help learners learn various tools and skills needed while working in the communities.
- To enable learners to appreciate the significance of a people centered approach in community intervention.

Learning Outcome

- Develop the ability to relate and have an in-depth understanding of class, caste, gender vulnerabilities in the communities
- Develop an understanding of community problem solving including working with the power dynamics inherent in the communities.
- Understand the value framework necessary for development as a community practitioner.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Concept of communities and different settlements and its functioning	<ul style="list-style-type: none"> - Defining Communities <ul style="list-style-type: none"> o Geographical – Village, Urban Slum and Tribal Hamlets o Migrant communities and other vulnerable communities o Functional – Construction workers - Understanding settlements in Urban India <ul style="list-style-type: none"> o Evolution of urban settlements o Types of urban communities – Fisher folk, Established , Industrial , Residential , Pavement dwellers and Floating settlements - Composition of urban communities/Settlements - Characteristics of urban communities/Settlements <ul style="list-style-type: none"> o Physical, Political, Sociocultural, Economic - Anthropological context to understanding communities 	<p>Jodhka Surinder (ed.) <i>Communities & Identities</i>; Sage Publication ; 2002</p> <p>Cohen A.P. : <i>The Symbolic Construction of Community</i>. London. Routledge .2010</p> <p>Payne, Malcolm. <i>The Origins of Social Work : Continuity and Change</i> : Palgrave Macmillan Ltd., 2005</p>
2.	Indian Village and Tribals communities	<ul style="list-style-type: none"> - Indian Village communities <ul style="list-style-type: none"> o Caste composition o Culture and norms o Administrative structures - Tribal communities <ul style="list-style-type: none"> o Composition o Culture and norms 	<p>Munshi Indira: <i>Adivasi life Stories and Contexts, constraints, choices</i>. Rawat publications</p>

Unit No.	Title	Content	Essential Readings
3.	Evolution of Community practice in the Indian Context	<ul style="list-style-type: none"> - Rural Community Development Programmes – Pre and Post Independence <ul style="list-style-type: none"> o Neighborhood Community o Urban Development Programmes o People Based Community Organizations - Understanding difference between community organization and community development - Value framework for working with communities 	<i>Community organization : Theory and Principles</i> , 1995, Murray G.Ross
4.	Process involved in community organization	<ul style="list-style-type: none"> - Phases in the community organization/social work practice with communities <ul style="list-style-type: none"> o First Phase – Need assessment, Identification of areas of concern, Rapport Building, Identifying Key Stake Holders and Informants o Second Phase / Community Engagement Phase – Identifying and forming community based groups, Leadership, Identifying and dealing with power dynamics, conflicts, Implementing concrete programmes and interventions. o Third Phase – Exiting and Ensuring Sustainability of Intervention Models – Feedback and evaluation of the work done, Capacity building and hand over for the sustainability of intervention models and positive outcomes 	<p><i>Community Practices in India: Lessons from the Grassroots</i> (2018) edited by Purnima George, Geeta Balakrishnan, Vijayanta Anand, Ferzana Chaze.</p> <p>Somesh .K..<i>Methods for Community Participation</i> , New Delhi , Vistaar Publication, 2002</p> <p>Pawar, Manohar. <i>Social and Community Development practice</i>. New Delhi, Sage Publications , India Pvt Ltd , 2014</p> <p>Raju M. Lakshmi pathi & Parthasarthy R. <i>Community organisation and social action</i> (Social</p>

Unit No.	Title	Content	Essential Readings
			work methods and Practice), New Delhi. Regal Publications, 2012
5.	Tools and skills required for working with the communities	Tools <ul style="list-style-type: none"> - Community mapping techniques <ul style="list-style-type: none"> o Resource Mapping o Geographical Mapping o Socio-cultural Mapping o PRA tools- - Skills- <ul style="list-style-type: none"> o Identifying conflicts and power dynamics in the communities o Working on conflict management and resolution 	Strategies of community intervention; Jack Rothman, 7 th edition, 2008.
6	Understanding various models of community work	<ul style="list-style-type: none"> - Community organization models given by Rothman <ul style="list-style-type: none"> o Social Planning o Social Action o Locality Development - Weil and Gamble's model of Community Practice - People centered approach in community organization 	

3. Social Work Administration

Program	BSW Autonomous
Course Title	Social Work Administration
Semester	Semester III
Credits	Four

Rationale for the course

Social Work Administration is an organized system of social services aimed at efficient management and administration of resources as well as healthy partnership of the government and non-government organizations. The Course on Social Work Administration provides knowledge of such Administrative Applications in Social Work Organizations. This course aims to develop

an understanding about concepts and processes of Social Work Administration and enhance the learner's organization management techniques.

Course Objectives

- To provide an overview on the Concepts and Processes of Administrative aspects in the Social Work Practice
- To equip the learners with specific skills related to Administration.
- To enable learners to gain advance information relating to registration processes and management of Non-Profit/ Social Welfare Organization

Learning Outcome

- Develop an understanding about Social Work Administration and its historical development of in India, its essential concepts and techniques.
- Understand various management techniques such as the POSCORBDE and develop skills on the same
- Understand the techniques of Project Management
- Gain information about the legal framework pertaining to NGO registration process

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction to Social Work Administration	<ul style="list-style-type: none"> - History of social work administration in UK, USA and Indian context. - Concept and processes of administration in social work - Scope and functions of administrator in social work and social welfare - Basic principles of Administration - Comparative analysis of administration of government and nongovernment welfare agencies 	<p>Choudary Paul: <i>Social Welfare Administration</i> Noorjahan Bava (1997),</p> <p><i>Non-Governmental organizations in Development: Theory and Practice</i>, Kanishka Publisher Distributor, New Delhi</p>

Unit No.	Title	Content	Essential Readings
2.	Administrative Process – I	<ul style="list-style-type: none"> - Planning: <ul style="list-style-type: none"> o Importance, o principles of planning, o steps involved in planning and linking vision, - Objectives and measurements of outcome; - Organising: Fundamental principles of organizing, its processes and steps; <ul style="list-style-type: none"> - Staffing: <ul style="list-style-type: none"> o Recruitment, o Selection, o Appointment, o Orientation, o Promotion, o Appraisal and termination. - Orientation on Unlearning prejudices based on intersectionality. - Monitoring and Evaluation 	<p><i>Non-Governmental Organizations: Structure, relevance And Function.,</i> Chandra Snehlata, 361.37/Cha, B19750 Abraham Anita (2003):</p> <p><i>Formation and Management of Non-Governmental Organizations,</i> Universal Law Publishing Co.</p> <p><i>Non-Governmental Organizations: Structure, relevance And Function.,</i> Chandra Snehlata, 361.37/Cha, B19750 Abraham Anita (2003):</p> <p><i>Formation and Management of NonGovernmental Organizations,</i> Universal Law Publishing Co.</p> <p><i>Non-Governmental Organizations: Structure, relevance And Function.,</i> Chandra Snehlata, 361.37/Cha, B19750 Abraham Anita (2003):</p> <p><i>Formation and Management of NonGovernmental Organizations,</i> Universal Law Publishing Co.</p>

Unit No.	Title	Content	Essential Readings
3.	Administrative Process – II	<ul style="list-style-type: none"> - Direction: Importance and strategies of direction and supervision - Coordination: Principles and Techniques - Reporting: Importance and steps involved in reporting - Budgeting and Evaluation: Types and steps 	<p>Nagendra and Sailaja (2007): <i>Voluntary Organizations and Social Work</i>. Oxford Book Company.</p> <p>Bhattacharya. S (2003)</p> <p><i>Social Work – an integrated approach</i>, Delhi, Deep Publishers.</p> <p>CAP (2005),</p> <p><i>Good governance and Effective Boards for voluntary/Non-profit Organization</i>, Union Press, Mumbai</p>
4.	Legal Framework for NGOs	<ul style="list-style-type: none"> - Registration: Societies <ul style="list-style-type: none"> o Registration Act 1860, o Public Trust Act 1950 – Significance of the Law, - Process of Framing the by-laws and MOU, - Process of membership and quorum, - Registration process - Difference between Societies Act and Trust Act - Salient features of Foreign Contribution Regulation Act 2010 FEMA 2010 - Income Tax Rules and Regulations Board and Executive Relations - Financial Reporting Standards - Organizational policy and - Designing of Organizational Policies - Importance of organizational polices in organization - Companies Act 1956 (recent developments) 	<p>CAP (2005), <i>Good governance and Effective Boards for voluntary/Non-profit Organization</i>, Union Press, Mumbai</p> <p>RajkumarPruthi (2000), <i>Manual of NGO- How to manage</i>, Crest Publishing House, New Delhi</p>

Unit No.	Title	Content	Essential Readings
5.	Project Management	- Project Proposal Writing Project Implementation	CAP (2005), <i>Good governance and Effective Boards for voluntary/Non-profit Organization</i> , Union Press, Mumbai
6.	Advance Skills	- Preparation of communication materials related to NGOs - Resource mobilization and management (Fund, and Material) - Networking - Social marketing	-CAP (2005), <i>Good governance and Effective Boards for voluntary/Non-profit Organization</i> , Union Press, Mumbai Suchlata Chandra (2007), <i>-Non-Governmental Organization Structure, Relevance and Function</i> , Kanishka Publisher Distributor, New Delhi

4. Computer Application

Program	BSW Autonomous
Course Title	Computer Application
Semester	Semester III
Credits	Two

Rationale for the course

Computers are an integral part of professional environments in the 21st century and not knowing how to do basic operation in computers can be a drawback. Technology has found its way into the classroom in all sorts of ways such as projectors, computer labs, smart phones and learner laptops. Along with improving the way learners are taught, it is also very important that learners learn to use computers to improve their own work and prepare for careers in a world where computers have become as common as the pencil and paper. Therefore, basic knowledge and skills of computer technology can have a number of advantages for the learners in their personal life and would become an added skill facilitating their professional life.

Course Objectives

- To help learners gain confidence to confidently work with computers.
- To encourage learners to use internet responsibly.

Learning Outcome

- To make the learner technologically competent
- To help the learner possess the skills and qualifications responsive to the needs of the hour.
- To equip the learner with specific skills related to computer applications
- To enable the learner to gain information related to Cyber safety and Cyber Crime.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction to Computer Software and Publication based applications	<ul style="list-style-type: none">- Introduction to Computers:<ul style="list-style-type: none">o Hi History of Development of Computers,o Open Access,o Generations of Mobiles,o Uses of Mobile technology and types of Mobile network in Modern Era.- Parts and Components of Computer System and Laptop:<ul style="list-style-type: none">o Monitor, Keyboard, Mouse, CPU, Memory,o Input device, output device,o Concept of Hardware and Software.- Uses of Publication based applications<ul style="list-style-type: none">o Creating, Opening, Editing and saving a document,o Copy, Cut, Paste operations, Page Setup,o Headers and Footers, Formatting Texts.o Inserting Clip-Art, Word-Art, Auto-Shapes, Picture, Symbol, Equation, Table insertion.- Accepting & rejecting comments, Spelling and Grammar check- Printer Setup and Document Printing	Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). Computer Education. Hyderabad: Neelkamal Publication Pvt. Ltd.

Unit No.	Title	Content	Essential Readings
2.	Introduction to Worksheet Based applications	<ul style="list-style-type: none"> - Uses of Worksheet Based applications - Concept of Workbook, Worksheet, Row, Column, Cell - Creating Opening, Editing, Saving a Workbook - Changing Row and Column widths; <ul style="list-style-type: none"> o Formatting cells; o Different data types o Entering labels and values & formulas - Use of following inbuilt functions only <ul style="list-style-type: none"> o SUM, PRODUCT, AVERAGE, MAX, MIN, ROUND, COUNT. - Making calculations and re-calculations Auto fill, Fill with series; - Conditional Formatting - Sorting and Filtering Data (use of Auto Filter) - Hiding Rows and Columns; <ul style="list-style-type: none"> o Creating Line Diagrams, Pie Charts, Bar Graphs; 	<p>Parab, S., & Reddy, S. (n.d.). Introduction to Computers. Mumbai: Sheth Publisher Pvt Ltd.</p> <p>Rajasekar, S. (2005). Computer Education. Neelkamal: Publication Pvt Ltd.</p> <p>Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). Computer Education. Hyderabad: Neelkamal Publication Pvt. Ltd.</p>
3.	Introduction to Presentation based Applications	<ul style="list-style-type: none"> - Uses of Presentation based Applications <ul style="list-style-type: none"> o Creating, Opening, Editing and Saving a PowerPoint presentation - Use of Wizards - Different styles and background <ul style="list-style-type: none"> o Formatting Texts o Inserting Clip-Art, Word-Art, Auto-Shapes, Picture - Applying slide-transition, applying animation to text and objects - Inserting sound and videoclips Slide Show - Printing of slides 	<p>Parab, S., & Reddy, S. (n.d.). Introduction to Computers. Mumbai: Sheth Publisher Pvt Ltd.</p> <p>Rajasekar, S. (2005). <i>Computer Education</i>. Neelkamal: Publication Pvt Ltd.</p> <p>Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). <i>Computer Education</i>. Hyderabad: Neelkamal Publication Pvt. Ltd.</p>

Unit No.	Title	Content	Essential Readings
4.	Basics of Internet	<ul style="list-style-type: none"> - Introduction to Internet and its uses <ul style="list-style-type: none"> o Basic requirement for connecting to the Internet, ISP; o Basics of Plagiarism - Services provided by Internet – <ul style="list-style-type: none"> o www, browser, e-mail, search engine, social networking - Networking Security <ul style="list-style-type: none"> o Computer Virus, Concept of Firewall, Password - Misuse of Internet and Cyber Safety - Copyright Laws - Introduction to Google Doc, Sheets and Slides as an alternative to MS Office 	<p>Parab, S., & Reddy, S. (n.d.). <i>Introduction to Computers</i>. Mumbai: Sheth Publisher Pvt Ltd.</p> <p>Rajasekar, S. (2005). <i>Computer Education</i>. Neelkamal: Publication Pvt Ltd.</p> <p>Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). <i>Computer Education</i>. Hyderabad: Neelkamal Publication Pvt. Ltd.</p>

BSW SEMESTER-IV			
	<i>Course Title</i>	<i>Credits</i>	<i>Marks</i>
1.	Development Communication	4	100
2.	Health and Nutrition	4	100
3.	Social Policy	4	100
4.	Life Skills(Skill Enhancement Course)	2	50
5.	Field work	6	100
	Total Credits	20	450

1. Development Communication

Program:	BSW Autonomous
Course Title:	Development Communication
Semester:	Semester IV
Credits:	Four

Rationale for the course:

The means of communication have grown and evolved exponentially, especially in the past few years. India has both a strong tradition of cultural media like puppets and street plays, and also a burgeoning consumer base for print, visual and social media. This course will provide learners the skills to utilize all types of media in social work contexts.

Objectives of the Course:

To enable the learner:

- To understand the process, types, levels and various dimensions of communication
- To understand the role and application of communication in development
- To understand and utilize group and mass media and skills for effective social work practice in different settings

Learning Outcome

- The learner will understand the various dimensions of communication such as its process, types and levels and the barriers in communication
- The learner will understand the relationship between communication, development and social work
- The learner will understand the use of various group and mass media for social work practice in different settings

Course Content

Unit No.	Unit Name	Contents	Readings
1.	Introduction to Communication	<ul style="list-style-type: none"> - Definition of communication - Types, levels and barriers in communication - Historical development in communication 	<p>Kumar, KJ (2006). <i>Mass Communication in India</i>, 3rd edition, Mumbai: Jaico Publishing</p> <p>Singh, D (2004). <i>Mass Communication and Social Development</i>, Delhi: Adhyayan Publishers</p>
2.	Development Communication	<ul style="list-style-type: none"> - Development communication: <ul style="list-style-type: none"> o Definition and meaning o Relevance of communication to development o Inclusive & non-inclusive development - Communication theories - Development paradigms - Functions and priorities of media in addressing development issues 	<p>Kumar, KJ (2006). <i>Mass Communication in India</i>, 3rd edition, Mumbai: Jaico Publishing</p> <p>Singh, D (2004). <i>Mass Communication and Social Development</i>, Delhi: Adhyayan Publishers</p>
3.	Group Media	<ul style="list-style-type: none"> - Stories, games, posters, flash cards, photo language, puppets, street play - Folk Media - Tamasha, nautanki, Yakshagaan, Jatra, Abhang, Ovi, - Measures to improve the utilization of folk media. - Strengths and limitations of each aid - Selecting the appropriate media as per need 	<p>Pragasam M, Yadav A (2003). <i>Group Media: Trainers' Manual</i>, Secunderabad: The Catholic Health Association of India</p>
4.	Mass Media	<ul style="list-style-type: none"> - Films - Newspaper - Television - Radio, Community radio - Internet - Strengths and limitations of each medium 	<p>Pragasam M, Yadav A (2003). <i>Group Media: Trainers' Manual</i>, Secunderabad: The Catholic Health Association of India</p>

Unit No.	Unit Name	Contents	Readings
		- Selecting the appropriate medium as per need	Parasar, A (2005). <i>Impact of Internet on Society</i> , Jaipur: Aavishkar Publishers
5.	Social Media and Media Ethics	<ul style="list-style-type: none"> - Meaning and types of social media - Impacts of social media on various groups - Using social media in social work for promotion, visibility, fund raising - Media ethics, fake news 	Pathak, JP (2014); <i>Introduction to media laws and ethics</i> , New Delhi: Shipra Publications Singh, R (2015); <i>Adolescents health education and social media: an exploratory study in India</i> , Journal of Health Management, Vol 17, 1-Jan 2015 (Pg. 63-74)
6.	Introduction to Journalism Skills	<ul style="list-style-type: none"> - Writing skills – <ul style="list-style-type: none"> o writing and editing scripts, reporting, blogging - Photo editing - Web and print designing - Role of Netizens – <ul style="list-style-type: none"> o access, participation, action through media, influencing policy 	

Workshop on social media addiction and pornography to be conducted during Induction Programme

2. Health and Nutrition

Program	BSW Autonomous
Course Title	Health and Nutrition
Semester	Semester IV
Credit	Four

Rationale for the course

Social workers in order to support social functioning of individuals, families and communities apply a holistic and rational approach instead of considering one-dimensional approach to humans. In this approach, other dimensions such as the social, cultural, environmental, physical, economic, spiritual, nutritional, and emotional, as well as value and dignity of human beings is also

scrutinized. The role of social workers in the field of health is very important as they are the fundamental performers in the health care system. Social workers can be actively involved in creating awareness on health and nutrition with individuals, families, groups and communities.

Health and Nutrition has been recognized and is given a special role in national development. This course aims to develop a holistic and multidimensional understanding of Health and Nutritional issues in India. This curriculum aims at training learners to take up leadership roles in extension activities and community outreach programs related to nutrition and health. The learners are encouraged to develop a scientific temper. This course equips the learners to gain knowledge and develop the related skills required to work with people in any setting. This will help them plan their intervention effectively with individuals, family, groups and communities.

Objectives of the course.

- To gain knowledge of the health and nutrition situation of vulnerable groups in India with respect to the holistic concept of health.
- To develop an understanding of the concept, content and skills required for planning community education related to health and nutrition aspects of various diseases in India
- To understand the importance of nutrients, balanced diet and low cost meal in the context of malnutrition among vulnerable groups in India.
- To appreciate the efforts of government in promoting health & nutrition programmes in India.

Learning Outcomes:

- Learner will learn the fundamentals of Health and Nutrition.
- Learner will obtain information about various factors affecting health & nutrition and vicious cycle of malnutrition.
- Learner will gain knowledge, skills related to sources and functions of nutrition with respect to various nutrients
- Learner will develop understanding of the importance of food groups, food pyramid, meal planning and low cost food, to address the issue of Malnutrition.
- Learner will enhance skills in areas such as preparing Information Education Communication (IEC) material on health and nutrition education, community maps, and proposals for planning and implementing health and nutrition programmes in the field of community health.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction to Health and Wellness	<ul style="list-style-type: none"> - Concepts of health & Wellbeing <ul style="list-style-type: none"> o Biomedical concept o Ecological concept, o Psycho-social concept, o holistic concept - Definition of health by WHO Dimensions of health <ul style="list-style-type: none"> o Physical dimension, o Mental dimension, o Spiritual dimension, o Social dimension, o Emotional dimension, o Vocational dimension and others - Determinants of health in India <ul style="list-style-type: none"> o Heredity, o Environment, o Life style, o Socio economic status, o Gender, o Occupation, o Political system, o Health care services, others - Health status and Health care services in India <ul style="list-style-type: none"> o Critical analysis of present scenario of health care services in India - Role of the Social Worker in Health settings <ul style="list-style-type: none"> o Hospital. Institution, School and Community o Multidisciplinary team work approach in health setting o Personalised health care and monitoring 	<p>K. Park. (2019) Park's <i>Text Book of preventive and social medicine</i> 25th edition: Jabalpur, Bhanot Publishers,</p> <p>Mahajan & Gupta (2013). Revised by Rabindranath Roy, Textbook of Indranil Saha and MC Gupta <i>Preventive and Social Medicine</i> New Delhi: Jaypee brothers medical publishers (p) Ltd</p> <p>Parast Majidi Sajjad And Allai Behrouz (2014) <i>The Role of Social Work in Health Care System</i>. Journal of Social Science for Policy Implications Vol. 2, No. 2, pp. 5968. http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf</p> <p><i>Social work in health care</i>. Encyclopaedia of Bioethics. https://www.encyclopedia.com/science/encyclopedias-almanac-transcripts-andmaps/social-workhealthcare</p>

Unit No.	Title	Content	Essential Readings
2.	Health Education	<ul style="list-style-type: none"> - Health Education <ul style="list-style-type: none"> o Definition of Health Education o Aims of Health education by WHO o Opportunity for health education- - Methods of Health Education <ul style="list-style-type: none"> o Individual, Group and community (Mass) teaching methods - Principles of Health Education <ul style="list-style-type: none"> o 10 principals of health education - Communication in Health using IEC <ul style="list-style-type: none"> o Definition and Characteristics o Principles of IEC in training and Education o Information, Motivation, Guidance 	<p>K. Park. (2019) <i>Park's Text Book of preventive and social medicine</i> 25 th edition.: Jabalpur, Bhanot Publishers,</p> <p>Mahajan & Gupta (2013). Revised by Rabindra Nath Roy, Indranil Saha and MC Gupta <i>Textbook of Preventive and Social Medicine</i> New Delhi: Jaypee brothers medical publishers (p) Ltd</p> <p>Sarah Gehlert& Teri Browne (2019) Third edition. <i>Handbook of Health Social Work</i>. San Francisco: Jossey Bass</p>
3.	Community Health	<ul style="list-style-type: none"> - Community Health - Definition of Community Health - Aims of Community health - Community Diagnosis and Community Treatment - Planning and organising for Community health Programmes - National Disease Control Programmes in India <ul style="list-style-type: none"> o Objectives, Magnitude, Activities, Outcome goal of the programme 	<p>K. Park. (2019) <i>Park's Text Book of preventive and social medicine</i> 25 th edition.: Jabalpur, Bhanot Publishers</p> <p>Lankester, Ted (2007) <i>Setting up Community Health Programmes: A Practical Manual for Use in Developing Countries</i>.UK: Macmillan Publishers Limited.</p> <p>James F McKenzie, Jerome Edward Kotecki, and Robert R. Pinger (2008) Sixth edition <i>An Introduction to Community Health</i>. Boston: Jones and Bartelett</p>

Unit No.	Title	Content	Essential Readings
4.	Introduction to Nutrition	<ul style="list-style-type: none"> - Nutrition <ul style="list-style-type: none"> o Definition of Nutrition and its relation to health, Functions of foods - Types of Nutrients : Source and functions <ul style="list-style-type: none"> o Protein, Carbohydrate, Fats, Vitamins, Iron, Calcium and Minerals - Food pyramid, My Food Plate and Balanced diet - Five Food Groups - Meal planning <ul style="list-style-type: none"> o What is meal planning, Importance of Meal Planning, factors affecting, The challenges of Meal planning. - Meal planning on using locally available low cost foods for improving one's diet 	<p>K. Park. (2019) <i>Park's Text Book of preventive and social medicine</i> 25 th edition.: Jabalpur, Bhanot Publishers,</p> <p>C. Gopalan, B. V. Rama Sastri & S.C. Balasubramanian, Revised & Updated (1989) by B.S. Narasinga Rao, Y.G. Deosthala & K.C. Pant (Reprinted 2007, 2011) <i>The Nutritive Value of Indian Foods</i>, NIN, ICMR, Hyderabad, India</p> <p>Viya, C. & Rao, D <i>A text book of Nutrition</i>. (2019) :New Delhi, Discovery Publishing House</p> <p>Srilakshmi, B. (2006) <i>Nutrition Science. Second edition</i>. New Delhi: New Age International Publication</p> <p>Joshi, Shubhangini (2015) Fourth edition. <i>Nutrition and Dieticians with Indian Case Study</i>. New Delhi: McGraw Hill Education (India) Private Limited)</p>

Unit No.	Title	Content	Essential Readings
5.	Malnutrition in India	<ul style="list-style-type: none"> - Definition of Malnutrition - Vulnerable Sections of the Society - Vicious cycle of Malnutrition - Factors affecting malnutrition Morbidity, Anaemia, HIV and Malaria <ul style="list-style-type: none"> o Biological, Socio economic, Customs, Superstitions and Taboos, Diet during illness, Gender, Caste and false social status, Life style changes, Alcohol and Malnutrition, and Political situation of the country, Cyclical Intergenerational Influence of Maternal Nutritional Status resulting in Malnutrition o Case study analysis on findings of Malnutrition Research and steps taken (Nutrition related disease burden in India Consequences of Malnutrition) <ul style="list-style-type: none"> o Protein Energy Malnutrition, Anaemia, Goitre, Vitamin A deficiency o Non Communicable Diseases: Diabetes, Hypertension and Cardio Vascular Diseases (CVD) - Nutritional programmes in India <ul style="list-style-type: none"> o Control and prevention of Anaemia, Iodine and Vitamin A deficiency. Prevention of Non Communicable disease Control programme. o ICDS and Mid-day meal, o Community specific civil society services (Dabba Services) o National Nutrition Mission 	<p>K. Park. (2019) Park's <i>Text Book of preventive and social medicine</i> 25 th edition.: Jabalpur, Bhanot Publishers</p> <p>Anthony, R & Measham and Chatejee, Meera (2019) <i>Wasing Away The crisis of Malnutrition in India</i>. Washington D.C. : The World Bank</p> <p>Stuart Gillespie, Milla McLachlan, Roger Shrimpton (2003). <i>Combating Malnutrition. Time to Act</i></p> <p>Washington D. C.: The World Bank</p> <p>Ramchandran, Nira. (2012) <i>Persisting Under nutrition in India. Causes, Consequences and Possible Solutions</i>. New Delhi: Springer</p> <p>Vir Sheila Chander C.(2011) <i>Public Health Nutrition in Developing Countries</i> Vol I & II New Delhi: Woodhead Publication India Private Limited,</p> <p>Government websites</p>

Unit No.	Title	Content	Essential Readings
6.	Skills Lab	<ul style="list-style-type: none"> - Preparing Health and Nutrition Education Materials - Preparing Community Health Map - Preparing a Health Programme Proposal - Preparing Low Cost Nutritious Meals and Demonstration - Anthropometric tests for assessing malnutrition 	

3. Social Policy and Planning

Program	BSW Autonomous
Course Title	Social Policy and Planning
Semester	Semester IV
Credit	Four

Rationale for the course

Social policy is how a society responds to social problems. Any government enactment that affects the well-being of people, including laws, regulations, executive orders, and court decisions, is a social policy. A broad view of social policy recognizes that corporations and both non-profit and for-profit social-service agencies also develop policies that affect customers and those they serve and therefore have social implications. An understanding of social policies and the processes that determine its formulation is extremely critical for social work professionals as it determines the manner in which welfare is imparted to people, which in turn translates to the development of nation. Social workers can play an extremely critical role in the formulation, implementation and amendment of social policies. They can play a pivotal role in ensuring that policies are formulated as per the needs of the masses through processes like Policy Analysis and Advocacy. Hence, a course on Social Policy and planning is extremely important for a Bachelor's program in Social Work.

Course Objectives

- To understand the concept and history of social policy and social welfare
- To acquire a critical understanding of the approaches to welfare.
- To appreciate planning as a tool for development, historically.

- To understand the role of state and non-state actors in policy formulation and implementation.
- To impart skills of intervention - Policy analysis and Advocacy.

Learning Outcome

- The learner will gain basic understanding of Welfare and the role played by Social Policy in terms of framing and delivery of welfare.
- The learner will understand the dynamics of policy formulation.
- The learner will understand the policy cycle and the role of planning in it.
- The learner will understand the role of social worker in influencing policy and understand the skills involved in policy analysis and advocacy.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Concept and History of Social Policy	<ul style="list-style-type: none"> - Concept of Social Policy- <ul style="list-style-type: none"> o Social defence , o social security, o social justice ; o social protection - Concept of Social Welfare - Evolution of the concept of Social policy - History of Welfare - Elizabethan Poor Law; Titmus, Beveridge; International and National Context - Models of Social Policy 	<p>Titmuss Richard (1976) <i>Essays on the Welfare State</i>, George Allen & Unwin Ltd, London</p> <p>Ponsioen, J. A. (ed) (1962) <i>Social Welfare Policy</i>, The Hague, Mouton & Co.</p> <p>Sachdeva D.R. (1992) <i>Social Welfare Administration in India</i>, Kitab Mahal, Delhi</p> <p>Anderson Esping (1990) <i>The three worlds of Welfare Capitalism</i>, Princeton University Press, USA.</p> <p>Mishra Ramesh (1964) <i>The Welfare State in Crisis: Social Thought and Social Change.</i>, Great Britain, Wheatsheaf Books</p> <p>Encyclopedia of Social Work in India</p> <p>Kulkarni P.D.(1979) <i>Social Policy and Social Development in India</i>, Madras Association of Schools of Social Work in India.</p>

Unit No.	Title	Content	Essential Readings
2.	Ideologies and Principles	<ul style="list-style-type: none"> - Ideologies and their relevance to welfare and public good: <ul style="list-style-type: none"> o conservatism, radicalism, liberalism, neoliberalism, Marxism, modernism and post modernism. - Social planning based on the constitutional provisions - Principles for social policy formulation: <ul style="list-style-type: none"> o need, justice, freedom, equity, inclusion and exclusion - Human Rights and Cultural Relativism (Right to food, shelter, employment; RTE) 	<p>Cliff. Alcock & Payne (ed)(2000) <i>Introducing Social Policy</i>, Prentice Hall, London</p> <p>Horay, Jean (1981) <i>Values in Social Policy: Nine contradiction</i>, Routledge & Kegan Pail, London</p> <p>Blakemore & Warwick-Booth (2013) <i>Social Policy: An Introduction</i>, McGraw - Hill Education, UK</p> <p>Greene Lorraine & Karen Clarke (2017) <i>Socia Policy for Social Work</i>, Rawat Publications.</p>

Unit No.	Title	Content	Essential Readings
3.	Social Policy and Planning	<ul style="list-style-type: none"> - Linkage between social policy and planning - Planning as an instrument and source of policy making and implementation - Review and critique of five year plans - Planning Commission to Niti Aayog. - Planning in the era of privatisation - Role of state, civil society, corporate sector and market in planning and policy formulation - Public Private Partnership CSR 	<p>Kulkarni P.D.(1979) <i>Social Policy and Social Development in India</i>, Madras Association of Schools of Social Work in India.</p> <p>Chakroborty S. (1987) <i>Development Planning: An Indian Experience</i>, New Delhi, Oxford University Press.</p> <p>Byres T.J. (1999) <i>The State and Development Planning in India</i>, Oxford University Press, Delhi</p> <p>Kabra K.N. (1997) <i>Development Planning in India</i>, Sage Publications, New Delhi</p> <p>Ghosh Arun (1992) <i>Planning in India</i>, Sage Publications, New Delhi</p> <p>T. J. Byree (ed)(1998) <i>The State, Development Planning and Liberalisation in India</i>, Oxford University Press, New Delhi</p> <p>Sheng Kioe Yap, <i>What is Good Governance</i>, UNESCAP</p>

Unit No.	Title	Content	Essential Readings
4.	Policy Cycle	<ul style="list-style-type: none"> - Policy Cycle: <ul style="list-style-type: none"> o formulation, implementation, review; Role of commissions and committees in Policy formulation, Implementation - Policy review Agencies involved in policy cycle 	<p><i>Public policy models and their usefulness in Public Health: The Stages Model</i>, National Collaborating centre for Health Public Policy, October 2013, retrieved from http://www.ncchpp.ca/docs/modeleetapespolpubliques_en.pdf</p> <p>Charles E. Lindblom, <i>The Policy Making Process</i>, Englewood Cliffs: Prentice Hall, 1968, p. 30.</p> <p>S.R. Maheshwari, Public Policy Making in India, <i>Indian Journal of Political Science</i>, Vol. 48, No.,3, July September 1987, p. 341-344.</p> <p>Ishwar Dyal et al., <i>Dynamics of Policy Information in Government of India: Machinery for Policy Development</i>, Delhi: Concept, 1976, p. 18-19.</p>
5	Policy Analysis	<ul style="list-style-type: none"> - Role of Social Worker in the field of Policy - Policy analysis: <ul style="list-style-type: none"> o Concept, methods and tools; o policy review - Analysis of contemporary social policies on Health, Education, Livelihood etc. - Participatory Action Research - Participation in Evidence based policy formulation - Monitoring and Evaluation 	<p>Ganpathy R.S. et al (ed.) (1985) <i>Public Policy and Policy Analysis in India</i>, Sage Publications, New Delhi</p> <p>Crane John (1982) <i>The Evaluation of Social Policies</i>, Kluwer Nijhoff Publishing, Boston</p>

Unit No.	Title	Content	Essential Readings
6	Social Advocacy in influencing policy	<ul style="list-style-type: none"> - Advocacy as a tool for social change : <ul style="list-style-type: none"> o Steps and Strategies - United Nations Policy Formulation and Framework Social Accountability, - Tools of Accountability: <ul style="list-style-type: none"> o Social Audit, RTI, PIL, Jan Sunvai, community score card, o e governance, Lok Adalat; - Budget Analysis. - Case studies of some advocacy campaigns- <ul style="list-style-type: none"> o Narmada Bachao Andolan, RTI, Domestic Violence Act, Right to food Campaign; National Centre for Advocacy Studies (NCAS) 	<p>Joseph George & Descrochers John, <i>Development, Human Rights and Action Groups</i>, Bangalore, Center for Social Action.</p> <p>Singh, Tarlok (1978) <i>Social Change and Economic Process: The Perspective of Social Policy</i>, Delhi School of Social Work, Delhi</p>

Note: Youth parliament and panel discussion will be included.

4. Life Skills Education

Program:	BSW Autonomous
Course Title:	Life Skills Education
Semester:	Semester IV
Credits:	Two

Rationale for the course

The course on Life Skills Education is designed to meet the needs of undergraduate learners of Skill Enhancement. As recognized and listed by the World Health Organization, Life skills have become an essential component of curriculum not only in the field of Education but also across a range of industries around the world. Its inclusion in the course work encourages learners to develop their emotional, social and thinking skills which include and are not limited to selfawareness, human emotions, management of stress and anger, empathy, mindfulness and selfesteem, decision making, goal setting and time management, civic skills and social responsibility, cultural awareness and respecting diversity and gender roles. The acquisition of

these skills will help learners to develop their abilities for adaptive and positive behavior, so as to cope effectively with the demands and challenges of everyday life. Learners are expected to realize the match between the skills essential for social work professionals and life skills proposed by the WHO. Beyond the personal learning and practice of life skills as social work professionals, learners would be equipped to conduct sessions with the various stakeholders including the clients with whom they work.

Course Objectives

- Providing conceptual clarity about life skills, their significance and encourage their practice in daily life.
- Presenting the three components of life skills (social, emotional and critical & creative thinking) relevant to social workers and various client groups, to build on these aspects of their behavior.
- Motivate learners to not only learn and practice life skills for their self, but also to train stakeholders and client groups to practice them in life.

Learning Outcome

- Appreciate the importance of life skills education for one's personal and professional development as social work professionals.
- Gain insight into the overlapping nature of social, emotional and thinking skills, and how the client groups may imbibe them to function better at a personal and professional level.
- Able to plan, implement and assess impact of life skills workshops conducted with the various stakeholders and client groups.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Significance of Life Skills Education.	<ul style="list-style-type: none"> - Concept and Importance of Life Skills Education: <ul style="list-style-type: none"> o Contributing to personal, professional growth and to society at large- like Values and Citizenship in terms of civic participation, responsible citizenship, peace and harmony- anchored in SDGS. - Addressing the Life Skills Crisis: <ul style="list-style-type: none"> o WHO's 10 Life Skills Components (Social- Emotional- Thinking). - Continuing education and practicing Life Skills. - Relevance of Life Skills Education for Social Work Professionals. 	<p>Carroll Deborah (1997). <i>Teaching Your Children Life Skills</i>. New York: Berkley Books.</p> <p>Central Board of Secondary Education (2010). <i>Teacher's manual on Life Skills for classes - IX</i> [Manual], Delhi.</p> <p>Karen, D. G., & Eastwood A. (2008). (8th Edn.), <i>Psychology for living- adjustment, growth and behavior today</i>, New Delhi: Pearson Education Inc.</p> <p>James Larry (2006). <i>The First Book of Life Skills</i>. Mumbai: Embassy publishers.</p> <p>Nelson-Jones Richard (2007). <i>Life coaching skills : How to develop skilled clients</i>. New Delhi: Sage Publications India Pvt Ltd.</p> <p>http://www.cbse.nic.in/cce/life_skills_cce.pdf</p>

Unit No.	Title	Content	Essential Readings
2.	Social and Emotional Skills.	<ul style="list-style-type: none"> - Understanding oneself in the world around: <ul style="list-style-type: none"> o Discovering and understanding the inner-Self, o Exploring One's Self Identity, o Staying in tune with Self, o Self Esteem, o Johari window of self awareness, o Team work and feedback; - Managing one's emotions/ feelings: <ul style="list-style-type: none"> o Identify common emotions, o Daniel Goleman's framework for emotional awareness; - Valuing Self; Self preservation - Coping with Stress: <ul style="list-style-type: none"> o Sources of stress, o Coping Strategies; - Interpersonal relationships: <ul style="list-style-type: none"> o web of relationships, o family and friendships, o healthy relationships, o transactions with people around us (negotiation), o assertiveness and peer resistance. - Effective communication: <ul style="list-style-type: none"> o Verbal and non- verbal communication (body language). o Talking, hearing vs listening, o Clarity and optimal communication. - Empathy & compassion: 	<p>Dowd Tom., & Green Erin. (2016). <i>Teaching Social Skills to Youth: An Easy-to-Follow Guide to Teaching 183 Basic to Complex Life Skills</i>. UK: Boys Town Press</p> <p>UNICEF: (2009). <i>Adolescent girls life skills program gender in development: Facilitators handbook Part - 2</i>. Mumbai: Unicef.</p> <p>Johnston, V. S., & New Mexico State U. (1999). <i>Why we feel: The science of human emotions</i>. Cambridge, USA: Perseus Publishing.</p> <p>Burnard, P. (1991), <i>Coping with Stress in Health Professions (Therapy in Practice)</i>, London: Nelson Thornes.</p>

Unit No.	Title	Content	Essential Readings
		<ul style="list-style-type: none"> ○ Understanding diversity of people's circumstances, ○ Extending support to others. 	Boton, Robert (1979) : <i>People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts</i> : Touchstone Publications.
3.	Critical Thinking Skills	<ul style="list-style-type: none"> - Critical thinking: <ul style="list-style-type: none"> ○ Attributes of critical thinkers, ○ Thinking through and analysis of situations/challenges, ○ Processing of information (Logic & Ethics), ○ Developing an in-depth understanding about a concept, and facilitating informed action. 	McGregor, D. (2007). <i>Developing thinking; developing learning - A guide to thinking skills in education</i> . New York, USA: Open University Press. Cottrell, S. (2005). <i>Critical thinking skills: Developing effective analysis and argument</i> . New York: Palgrave Macmillan Ltd.
4.	Creative Thinking Skills	<ul style="list-style-type: none"> - Significance of creative thinking skills: <ul style="list-style-type: none"> ○ Techniques to develop creative thinking, ○ strategies for creative thinking (mind mapping, brainstorming, decision tree etc) - Decision Making: <ul style="list-style-type: none"> ○ Decision making skills and process, ○ Setting goals, Key to making an optimal decision - Problem Solving: <ul style="list-style-type: none"> ○ Problem Solving Approach, ○ Management of Conflicts, ○ Finding Solutions 	De Bono Edward (2010). <i>Lateral Thinking: A Textbook of Creativity</i> . UK: Penguin Publishers.

One-day mandatory workshop: Planning, implementation and assessment of life skill workshops in various settings (educational institutions, hospital, NGOs, prisons, corporates, Government offices), with various stakeholders and client groups (children, adolescents, employees/staff, offenders, persons with disability).

	BSW SEMESTER-V		
	<i>Course Title</i>	<i>Credits</i>	<i>Marks</i>
1.	Social Work Theories	2	50
3.	Research	4	100
4.	Social Movements	2	50
5.	Education	2	50
	Electives (Any three)		
A	Ageing Studies	2	50
B	Child Rights and Protection (2)	2	50
C	Social Inclusion & Exclusion (2)	2	50
D	Social Entrepreneurship	2	50
	Field work	6	100
	Total Credits	22	500

1. Social Work Theories

Programme	BSW (Autonomous)
Subject	Social Work Theories
Semester	Semester V
Credits	Two

Rationale and perspective note on the course:

The course Social science theories for Social Work offer a general orientation to learners about Behavioural, Systems, Marxist, Feminist, Post Modern and Social Justice theories. This course helps novice learners to appreciate the social work approaches within these theoretical traditions while intervening in the micro as well as macro context. The goal of this subject is to enable students to use theory while performing their role as social workers. Hence students are encouraged to use classroom as safe space for discussing “praxis” by connecting theory with field work practices. In the classroom, the educator fosters transformative awareness by organising facilitated dialogue which help student understand how theoretical knowledge is employed to make informed decisions.

Course Objectives:

- To gain an understanding of the nature of theories
- To understand the purpose behind using various social theories in social work practice
- To reflect on the theoretical foundations that impinge on social work practice and its implications in the Indian context.

Learning Outcomes:

At the end of the course, the learners will be able to;

- Gain the understanding of nature and purpose of theories in Social work education.
- Understand the relevance of psychological and system theories in social work
- Critically review or Understand the relevance of Marxist and feminist theories in relation to social work
- Locate the relevance of post-modern approaches in social work
- Appraise the social justice stance in social work with special reference to India.

Course Content

Unit No.	Title	Content	Essential Reading
1.	Introduction to Theory	<ul style="list-style-type: none">- Nature of reality:<ul style="list-style-type: none">o objective and subjective;o What is theory;o overview on theory development process;o Theories of social scienceso Role of theories in social work education	Genitty, C.G., Chen, H., Karikari, I., and Barnett, C. (2014). <i>Social Work Theory and Application to Practice: The Students' Perspectives,</i> Journal of Higher Education Theory and Practice, 14(1) 36- 47.

Unit No.	Title	Content	Essential Reading
2.	Behavioural and System Theories	<ul style="list-style-type: none"> - Overview of behavioural theories for social work: <ul style="list-style-type: none"> o psychodynamic, developmental, social behavioural and humanistic perspectives - Introduction to systems theories for social workers; <ul style="list-style-type: none"> o General systems theory; o Ecological theory: concepts and mechanisms; o Person in Environment perspective; o Family systems theory: an overview 	<p>Hutchison, E.D., and Charlesworth, L.W. (2003).</p> <p><i>Theoretical Perspectives on Human Behaviour</i>, in Hutchison, E.D (ed.) <i>Essentials of Human Behaviour: Integrating Person, Environment & life Course</i>. Thousand Oaks: Sage, 34-69</p> <p>Howe, D. (1987). <i>An Introduction to Social Work Theory</i>. Aldershot: Ashgate.</p> <p>Siporin, M. (1980). Ecological Systems Theory in Social Work, <i>Journal of Sociology & Social Welfare</i>, 7 (4), 507-532</p> <p>Karls, J.M., Lowery, C.T., Mattaini, M.A., and Wandrei, K.E. (1997). The Use of PIE System in Social Work. <i>Journal of Social Work Education</i>, 33 (1), 49-58</p>

Unit No.	Title	Content	Essential Reading
3.	Marxist and Feminist Theories	<ul style="list-style-type: none"> - Marxist theory as base for social work; <ul style="list-style-type: none"> o Overview of structural and radical social work; o Relevance of structural and radical social work in neo-liberal policy regimes; - Feminist theory as base for social work; <ul style="list-style-type: none"> o Key concepts in feminist social work and its implications for practice o dependency, commodification, public patriarchy; o problematizing masculinity and working with men 	<p>Bob, M. (2006). The New Structural Social Work: Ideology, Theory and Practice (3rd Edition). London: Oxford University Press</p> <p>Ferguson, I., & Woodward, R. (2009). Radical social work in practice: Making the difference. London: Policy Press</p> <p>Dominelli, L. (2002). Feminist Social Work: Theory and Practice. New York: Palgrave Macmillan</p>
4.	Post Modern and Social Justice Perspectives	<ul style="list-style-type: none"> - Postmodern perspective in social work; <ul style="list-style-type: none"> o Critical theory for social work; o Anti-oppressive social work: theoretical and conceptual overview - Distributive theories of social justice; <ul style="list-style-type: none"> o Perspectives on democracy, participation, and human rights - Theoretical considerations on caste and tribe; <ul style="list-style-type: none"> o Ambedkar and Phule on Emancipation of Dalits; o Verrier Erwin and Mahatma Gandhi on Tribal Identity and Self Determination; o Dalit and tribal social work: context and key concepts 	<p>Dominelli, L. (2002). AntiOppressive Social Work Theory and Practice. New York: Palgrave Macmillan</p> <p>George, P., & Chaze, F. (2015). Challenging State's authority and reclaiming citizenship. In N. Yu and D. Mandell (Eds.). Subversive social action: Extralegal and illegal action for social justice. Canada: WLU Press</p> <p>Bodhi, S.R. (2014). Towards a Theory of Dalit Social Work, <i>Indian Journal of Dalit and Tribal Social Work</i>, 2 (1), 28 -39</p> <p>Bodhi, S.R. (2014). Towards a Theory of Tribal Social Work, <i>Journal of Development Practice</i>, 1, 10-16</p>

2. Research Methods

Programme	BSW (Autonomous)
Subject	Research Methods
Semester	Semester V
Credits	Four

Rational for the course:

‘Research Methods’ is a hands-on course designed to impart the foundational methods and techniques of academic research in social sciences and within the social work context. The learning process would involve theoretical inputs along with practical experience of the main components of a research framework i.e., problem identification and definition, research design, data collection, ethical issues in research, report writing, and presentation. Once equipped with this knowledge, participants would be well-placed to conduct disciplined research under supervision in an area of their choosing. Lectures (3 hours) and lab work (1 hours) per week are recommended for this course.

Course Objectives:

- To introduce the learner to the concept of social research
- To help learner understand different types of research designs, sampling techniques and tools of measurement
- To enable the learners to develop basic skills of research including conducting a literature review, writing research proposals, developing tools of data collection, completing data analysis, writing a research report writing, and presenting the findings of the report

Learning Outcomes

At the end of the course, learners shall be able to :

- Describe the nature and characteristics of research and list the basic concepts in research
- Write a literature review and generate research questions
- Choose appropriate research design and sampling techniques
- Assess the levels of measurement and use scaling techniques
- Conduct pilot study while upholding ethical principles
- Demonstrate data processing and analysis skills
- Develop a research report and undertake an academic presentation

Course Content

Unit No.	Title	Content	Essential Reading
1.	Introduction to Social Research	<ul style="list-style-type: none"> - What is Research? - Characteristics of scientific method - Difference in quantitative, qualitative and mixed research methods - Basic concepts in research <ul style="list-style-type: none"> o Problem formulation, o literature review, and o research questions 	<p>Chapter 1 and 7 Rubin, A., and Babbie, E.R. (2017) <i>. Research Methods for Social Work (9th Edition)</i>. Boston: Centrage</p> <p>Kothari, C.R (2004). <i>Research Methodology: Methods and Techniques</i>. New Delhi: New Age International</p> <p>Ahuja, R. (2001). <i>Research Methods</i>. Jaipur: Rawat Publications</p>
		Lab work on literature review	
2.	Research Design	<ul style="list-style-type: none"> - Types of research design - Fundamentals of sampling - Levels of measurement - Scaling techniques - Questionnaire, interview and semi structured interview 	<p>Chapter 9, 10, 15 and 16 Rubin, A., and Babbie, E.R. (2017) <i>Research Methods for Social Work (9th Edition)</i>. Boston: Centrage</p> <p>Kothari, C.R (2004). <i>Research Methodology: Methods and Techniques</i>. New Delhi: New Age International</p> <p>Ahuja, R. (2001). <i>Research Methods</i>. Jaipur: Rawat Publications</p>
		Lab work on tool preparation	

Unit No.	Title	Content	Essential Reading
3.	Research Process	<ul style="list-style-type: none"> - Research proposal writing - Planning a pilot study - Ethics in participants recruitment, <ul style="list-style-type: none"> o obtaining the informed consent, principle of no harm, - Data collection and management 	<p>Chapter 5 Rubin, A., and Babbie, E.R. (2017) <i>Research Methods for Social Work (9th Edition)</i> Boston: Centrage</p> <p>Kothari, C.R (2004). <i>Research Methodology: Methods and Techniques</i>. New Delhi: New Age International</p> <p>Ahuja, R. (2001). <i>Research Methods</i>. Jaipur: Rawat Publications</p>
		Field work/ data collection	
4.	Data Processing	<ul style="list-style-type: none"> - Data Analysis Plan - Coding - Collecting data via online platforms such as survey monkey and google forms - Entering Data in Excel - Uploading to SPSS 	<p>Chapter 8 Rubin, A., and Babbie, E.R. (2017) . <i>Research Methods for Social Work</i> Field, A. (2009). <i>Discovering Statistics Using SPSS</i>. Sage Publishers</p>
5.	Data Analysis	<ul style="list-style-type: none"> - Frequency Distribution - Cross Tabulation - Graphical Representation of Data - Measures of Central Tendency and Dispersion - Inferential Statistics for beginners: <ul style="list-style-type: none"> o Comparing two or more groups; o understanding 'P' values; o t Test 	<p>Chapter 21 and 22 Rubin, A., and Babbie, E.R. (2017)</p> <p><i>Research Methods for Social Work (9th Edition)</i>. Boston: Centrage</p> <p>Kothari, C.R (2004). <i>Research Methodology: Methods and Techniques</i>. New Delhi: New Age International</p> <p>Field, A. (2009). <i>Discovering Statistics Using SPSS</i>. Sage Publishers</p>
		Lab work on data analysis using Excel and SPSS	

Unit No.	Title	Content	Essential Reading
6.	Report Writing and Presentation	<ul style="list-style-type: none"> - Basic report writing formats - In-text and end referencing - Basic grammar and academic writing norms - Presentation method 	<p>Chapter 23 Rubin, A., and Babbie, E.R. (2017) <i>Research Methods for Social Work (9th Edition)</i>. Boston: Centrage</p> <p>Kothari, C.R (2004). <i>Research Methodology: Methods and Techniques</i>. New Delhi: New Age International</p> <p>Ahuja, R. (2001). <i>Research Methods</i>. Jaipur: Rawat Publications</p>

3. Social Movements

Programme	BSW (Autonomous)
Subject	Social Movements
Semester	Semester V
Credits	Two

Rationale for the course

Social movements have played significant roles in shaping human history, bringing about **social** change in political, religious, educational, health, corporate, government, and other institutional arenas. Course on, *Global and Indian Social Movements* in social work study gives the learner a glimpse of people's struggles and agitations around the globe and help understand the processes and relevance of social movements in the rights-based perspective. Students in this paper also have opportunity to travel through various theories pertaining to social movements and understand the strategies used by government.

Course Objectives

- Understanding conceptual framework and context of Contemporary social movements.
- Develop ability to utilise the skills of advocacy and mobilisation in work with people.
- Understand and appreciate the relevance and contributions of social movements in the process of social change.

Learning Outcomes

- Learner will be able to utilise the theories and perspectives in understanding social realities.

- Learner will be able to understand and analyse the social context that leads to various social movements.
- Learners will be able to understand and appreciate the efforts of deprived population and their struggles in attaining their rights.

Course Content

Unit No.	Title	Content	Essential Reading
1.	Meaning and Overview on theories of social movements	<ul style="list-style-type: none"> - Meaning, Definitions & Nature of social movement - Typologies and Approaches of Social Movement - New social movement. - Relative deprivation theory, - strain theory, - revitalisation theory. 	<p>Rao, M.S.A. (1978): Social Movements in India, Vol. I and II, Manohar, Delhi.</p> <p>Singh R (2001): Social movements old and new: A post-modernist critique, Sage publication, New Delhi</p>
2.	The context for social movements	<ul style="list-style-type: none"> - Functionalism, Conflict Perspective, Post modernism, Concept of Power. - Social, economic and political contexts for social movements - Strategies adopted by social movements - Strategies employed by the state to address movements 	<p>Shah Ghanshyam (2002): Social Movements and the State, Sage, New Delhi</p> <p>James Petras, Henry Vettmeyer (2005): Social Movements and State Power, Pluto Press, London</p> <p>Sen, J. (2017): The Movements of Movements Part 1 What Makes Us Move. PM Press and Part 2 What makes us dance.</p>
3.	Global Social Movements	<ul style="list-style-type: none"> - Anti-racism Movements: Civil rights movement, Antiapartheid movement, Black Lives Matter movement, - Gender related movements: Women's movement, LGBTQI Pride Movements, Me-Too movement 	<p>Mayo Marjorie (2005): Global citizens: Social movements and challenge of globalisation, Canadian scholar press.</p> <p>Meyer, D. S., Whittier, N., & Robnett, B. (2002). <i>Social Movements; Identity, culture and state</i>. USA: Oxford University Press</p>

Unit No.	Title	Content	Essential Reading
4.	Indian Social Movements	<ul style="list-style-type: none"> - Caste based Movement: Dalit Movement Bhakti-Sufi Cult, Self-respect movement - Labour Movement: Mill workers, Trade Unions movement - Tribal movements, Peasant movement - Environment Related Movements: Chipko movement, Narmada Bachao Andolan, Save silent valley movement - Gender related: Women's Movement, LGBTQ, Breast cloth controversy movement, Pinjara Tod, Gulabi Gang, Nirbhaya movement, Right to pee campaign, stop Acid sale, Anti-Arrack movement, - Student's movement in contemporary India - Rebel protest music movements. 	<p>Rao, M.S.A (1978): Social Movements in India, Vol. I and II, Manohar, Delhi, 1978.</p> <p>Shah Ghanshyam (2002): Social Movements and the State, Sage, New Deli, 2002. 3</p> <p>Guru Gopal (2004): Dalit cultural movement and Dalit politics in Maharashtra, Vikas Adhyayan Kendra, Mumbai</p>

4. Education

Program	BSW III (Autonomous)
Course Title	Education
Semester	Semester V
Credits	Two

Rationale for the course:

Education plays an important role in human development and overall social transformation. It is the foundation on the basis of which any society or democracy develops. In a developing country like India, public education is of great significance as a vast majority of our population is not in a position to access education from private spheres. India as a nation state has always been committed towards ensuring universal education for all its children within the age group of 6-14 years. A number of policies, schemes and legislations have been introduced towards the same. It is important for social workers to work within the education sphere to ensure smooth access to a vast majority of out of school children to formal learning opportunities and also engage with various stakeholders (paraprofessional, administrators, parents and children) to work towards broad-based qualitative improvement in the education system. With this backdrop, this paper aims to provide

learners an opportunity to analyze the present education scenario in the country (with special reference to elementary education), and also develop skills in engaging with various stakeholders.

Course Objectives:

This course is designed to provide students with the necessary foundation to achieve the following objectives:

- To enable students to understand the role of education as an instrument of human and social development
- To analyze different types of learning strategies (Formal, Non-formal, Informal and lifelong learning) along with an overview of growth of educational policies & programs towards achieving the goal of UEE.
- To critically analyze issues of Universal Elementary Education (UEE) and acquire understanding about various initiatives as undertaken by governments and various civil society groups with special reference to the marginalized sections (gender, caste/tribe, migrant children, working and street children and children with special needs)
- To enable them to learn about various components of teaching-learning process including needs & background of learners, pedagogy, role of teachers and assessment.
- Critically analyze the educational administration and structure in the country from early childhood education to elementary education along with privatization of education with special reference to New Education Policy
- Equip them with skills of engaging with different stakeholders (children, balwadi animators, paraprofessionals and parents at various levels) along with creative teaching learning aids.

Learning Outcomes:

At the end of this course, the student will learn to;

- Critically examine the significance of education towards furthering human development and also learn about teaching-learning process.
- Learn about challenges of achieving UEE and also reflect upon the response of State governments and organizations towards addressing those concerns.
- Learn about specific issues and innovations (as undertaken by various civil society groups) towards education of the marginalized groups thus helping them to carve out role of social work profession at various levels within the education domain.
- Develop skills of facilitators for conducting sessions with paraprofessionals, balwadi teachers and PTAs with specific reference to needs of learners, and imparting training related to creative pedagogy and innovative teaching-learning aids.

Course Content

Unit No.	Title	Content	Essential Reading
1.	Introduction to the course & Historical overview of education programs	<ul style="list-style-type: none"> - Education as an instrument of human and social development - Formal, Non-formal & Informal learning, life long learning - Perspectives of various thinkers on education <ul style="list-style-type: none"> o Mahatma Phule, o Mahatma Gandhi, o Dr. Babasaheb Ambedkar, o John Dewey) - Historical overview policies related to UEE- RTE Act, 2009 & 2019, Kothari Commission, NEP 2020 (evolution of programs post 1990s), SSA etc. 	<p><i>Education, Society and Development: National and International Perspectives.</i> Editor: J.B.G Tilak., NUEPA, New Delhi, 2003</p> <p><i>Elementary education system in India: Exploring Institutional structures: Process and Dynamics.</i> Editors: Rashmi Sharma & Vimla Ramchandran, Routledge India, 2009</p> <p><i>De-schooling Society</i> by Ivan Illich, 1995</p> <p><i>B.R.Ambedkar: Perspectives on Social Exclusion and Inclusive Policies,</i> Sukhdeo Thorat and Narendra Kumar, Oxford University Press, 2009</p> <p><i>Ambedkar in Retrospect: Essays on Economics, Politics and Society,</i> Sukhdeo Thorat, Rawat Publishers, 2007</p>
2.	UEE- Context, Challenges and programs Interventions with reference to specific marginalized groups	<ul style="list-style-type: none"> - Critical Issues of Education & Public Policy- Political Economy of Education, Public vs. Private Education - Access, retention and quality concerns with various groups - Interventions (State & civil society) towards issues of specific marginalized groups: caste, tribal, gender, 	<p><i>Inside Indian Schools: The Enigma of Equity and Quality,</i> Vimla Ramchandran. The Orient Blackswan, 2018</p> <p><i>Annual Status of Education Reports,</i> Pratham</p> <p><i>Gender and Education: Essays from Economic & Political Weekly,</i> Kameshwari Jandhyala,</p>

Unit No.	Title	Content	Essential Reading
		<p>minorities and education of children with special needs</p> <ul style="list-style-type: none"> - Specific interventions- VACHA, Stree Mukti Sanghatana, Pratham, AVEHI-ABACUS etc. - For pre-school- Kosbad (Dahanu) by Anutai Wagh, Jeevan Shala by NBA, Shakar Shalas etc. 	<p>Vimala Ramchandran</p> <p>The Orient Blackswan, First Edition 2019</p> <p><i>Universal Secondary Education in India: Issues, Challenges & Prospects</i>, Jandhyala B.G.Tilak (Editor), Springer, First Edition 2020</p> <p><i>Education & Development in India: Critical Issues in Public Policy and Development</i>. Jandhyala B.G.Tilak, Palgrave Macmillian First Edition, 2018</p> <p><i>State of Municipal Education in Mumbai, White paper</i>, December 2017. Praja.org</p> <p><i>Who Goes to School? Exploring Exclusion in School Education. Snakes & Ladders: Factors Influencing Successful Primary School Completion for Children in Poverty Context: South Asia Human Development Context</i>. 2010</p>

Unit No.	Title	Content	Essential Reading
3.	Teaching Learning Process & Education administration	<ul style="list-style-type: none"> - Teaching- Learning Process: including needs & background of learners, pedagogy, role of teachers and assessment. - Central, state, district and village level administration - ECCE to elementary education, vocational Education, different Boards, privatization of education - Monitoring & Evaluation, Community participation in education 	<p><i>Making the Legislations Work in Schools: A Compilation of Four Case Studies</i> (2006). UNESCO, Centre for Child and Law, National Law School of India University, Bangalore, Books for Change.</p> <p><i>Tribal Education: A Fine Balance</i>, Shweta Bagai & Neera Nundy, DASRA, 2009</p>
4.	Skills of engaging with various stakeholders	<ul style="list-style-type: none"> - Skills based component training of Balwadi teachers and paraprofessionals - Working with parents and strengthening PTAs - innovative teaching learning pedagogy & developing NFE modules 	<p><i>Transformations in Pedagogy of Education in India: Towards a Joyful Learning Environment</i>, Mona Lisa Bal, LAP Lambert Academic Publications, 2013</p> <p><i>Non-formal Learning Handbook for Volunteers and Voluntary Organizations</i>, ICYE International Office, 2017</p>

B. Ageing Studies (Elective)

Programme	BSW (Autonomous)
Subject	Ageing Studies (Elective)
Semester	Semester V
Credits	Two Credits

Rationale and perspective note on the course:

The course on Ageing Studies introduces learners to the definitions, concepts, theoretical perspectives, health and other issues, and demography of the elderly population at both global and national levels, as well as the markers/ dimensions of ageing. The learner gain insight into

government, civil society, rights based and legal initiatives at the national level in order to safeguard the well-being of the elderly.

Course Objectives

- Sensitize students to the demographic profile and issues of the elderly in late adulthood.
- Facilitate understanding on impact of factors such as physical health, nutrition, mental health, finances, and legal aspects on the elderly and gain required intervention skills.
- Inform learners about government and civil society initiatives to ensure the well-being of the elderly.

Learning Outcomes

The students shall be able to;

- Gain knowledge on the magnitude of ageing in the Indian & at international context about the issues of ageing processes.
- Develop skills in engagement with elderly in institutional and non-institutional settings; research, policy formulation, and advocacy.
- Obtain knowledge on national level initiatives taken up to improve the wellbeing of the elderly and know their relevance and effectiveness

Course Content

Unit No.	Title	Content	Essential Reading
1.	Demographic Profile, Concept of Ageing and Major Theoretical perspectives	<ul style="list-style-type: none"> - Concept of Ageing process and the Elderly - Understanding Branches for Elderly Care - Demographic Profile: Elderly from Rural-Urban, Women, Excluded Communities & BPL Families - Changes in the Late Adulthood (physical, physiological, psychological and emotional changes, status & changing roles and responsibilities in family and at work place) <p>Major perspectives to understand the ageing process (biological, psychological and social theories)</p>	<p>Chalise, H. N. (2019). Ageing: Basic Concept. <i>American Journal of Biomedical Science and Research</i>, 8-10.</p> <p>WHO. (2017). <i>10 Priorities: Towards a Decade of Healthy Ageing</i>. Geneva: WHO.</p> <p>United Nations. (2009). <i>General Assembly</i>. Geneva: United Nations.</p> <p>Achenbaum, W., Bengtson, B. (1994). <i>Re-engaging the disengagement theory of ageing: on the history and assessment of theory development in gerontology</i>. <i>Gerontologist</i>, 756-763</p> <p>Adams, K. (2004). <i>Changing investment in activities and interests in elder's lives: theory and measurement</i>. <i>International journal of ageing and human development</i>, 87-108.</p> <p>Ahacic, K., Parker, M., & Agahi, N. (2006). <i>Continuity of leisure participation from middle age to old age</i>. <i>The journals of gerontology</i>, 340-346.</p>

Unit No.	Title	Content	Essential Reading
2.	Factors leading to issues of the elderly: rural and urban realities	<ul style="list-style-type: none"> - Factors determining the issues faced by the elderly- health, financial, emotional, mental, social (ageism), political and legal. - Specific issues of dependency, loneliness, elder abuse, elder neglect; dementia care, elder friendly spaces - Information on physical and mental health (nutrition, acute and chronic ailments, depression, anxiety, panic etc.) - Role of social work professionals in the field of ageing. Welfare schemes 	<p>HelpAge India (2016). <i>Senior Citizens' Guide</i>. New Delhi: Policy Research and Development Department.</p> <p>Agewell Foundation (2014). <i>Human Rights of Older People in India; A Reality Check</i>. New Delhi: Agewell Foundation.</p> <p>Dziechciaz, M., & Filip, R. (2014). <i>Biological psychological and social determinants of old age: Bio-psycho-social aspects of human aging</i>. Annals of Agricultural and Environmental Medicine, 835–838.</p> <p>WHO. (2007). <i>Women, Ageing and Health: A Framework for Health</i>. Geneva: WHO.</p>

Unit No.	Title	Content	Essential Reading
3.	Multidisciplinary Approach to the elderly Care & Intervention Skills	<ul style="list-style-type: none"> - Skills of working with elderly; <ul style="list-style-type: none"> o dementia care, o day care. - Skills to Identify elder abuse and neglect and grief work - Assessment Skills: Biological functioning & its interaction with psychological and social processes. - Clinical Skills: Support and Counselling to the elderly and family - Skills to work with interdisciplinary teams, - Understanding role of the Physician, physiotherapist, occupational therapist, Ophthalmologist, audiologist, psychiatrist, dietician, nurse, social worker - Community based care for elderly (using case studies to highlight best practices) 	<p>United Nations Population Fund. (2017). <i>Caring for Our Elders: Early Responses - India Ageing Report 2017</i>. New Delhi, India:</p> <p>UNFPA.WHO. (2017). <i>10 Priorities: Towards a Decade of Healthy Ageing</i>. Geneva: WHO.</p> <p>Help Age reports on Old Age Homes and work of Senior citizen's associations</p> <p>Rachel L. Gilmore (2013): <i>Motivations, Skills and Rewards: Social Workers' Perspectives on Practice with Older Adults</i>, School of Social Work papers, St. Catherine University, Sophia</p>

Unit No.	Title	Content	Essential Reading
4.	National Initiatives for the well-being of elderly.	<ul style="list-style-type: none"> - Constitutional and legal provisions for elderly. - National Policy on Ageing in India (1999, 2011, 2016). - Government Schemes: Indira Gandhi National Old Age Pension Scheme, Social Pensions in Various States and Union, The Unorganized Worker's Social Security Act, 2008, Post-Retirement Benefits For Employees of Central Government, National Pension System, Atal Pension Yojana Scheme, Old Age Allowance in Punjab - Social Security: Benefits and facilities provided by various ministries at centre and state governments. - Civil Society initiatives – advocacy, policy making, residential settings, NGOs for elderly. 	<p>HelpAge India (2016). <i>Senior Citizens' Guide</i>. New Delhi: Policy Research and Development Department.</p> <p>Ministry of Statistics and Programme Implementation. (2016). <i>Elderly in India: Profile and programmes 2016</i>. New Delhi: Central Statistics Office MOSPI, Government of India</p>

A. Child Rights (Elective)

Programme	BSW (Autonomous)
Subject	Child Rights
Semester	Semester V
Credits	Two

Rationale for the course:

Children constitute almost 34% of our population and majority of them are deprived of their basic needs and rights.

Children's rights are recognised as basic human rights since India became signatory to UNCRC but they are deprived of even the basic necessities of life. Child abuse is on rise, the number of street and working children ever increasing.

It is essential that students learn about child rights within the broader framework of human rights and also learn to appreciate their vulnerabilities in diverse contexts. This course will help students develop a perspective for the protection and promotion of child rights and ensure social justice to the future of the nation.

Course Objectives

- To help students develop a theoretical understanding of child rights and protection.
- To help students critically analyse various contexts and situations exposing children at various risks leading to violation of their rights.
- To enable students to analyse specific issues related to working and street children, neglect, abuse and issues related to education of children, child victims of trafficking, children infected/ affected with HIV/AIDS etc.
- To enable students to critically analyse legislative and policy frameworks towards ensuring protection of child rights in India.
- To help students learn about various models of interventions adopted by both government and NGOs while addressing issues of child protection and violation of child rights in the Indian context and apply legal provisions for child protection.
- To equip students with child-centred intervention skills with a right -based perspective.

Learning Outcomes

At the end of this course, the student will:

- Learn the origins of child rights and protection in international and national laws and policies.
- Learn to analyse national child protection issues and the role of various actors involved in child protection
- Learn to protect children from violence, exploitation, and neglect through law, policy, and practice in a human rights framework.
- Be equipped with child centred intervention skills while working with children who are vulnerable in diverse contexts.

Course Content

Unit No.	Title	Content	Essential Reading
1	Framework of Child rights	<ul style="list-style-type: none"> - Definition of Child - Brief introduction to theories of child rights - Situational Analysis of Child Rights in the context of caste, class, religion and gender. 	Bajpai, A. (2017). <i>Child Rights in India: Law, Policy, and Practice</i> . Oxford University Press. Third Edition.
2	Types of Vulnerable Children	<ul style="list-style-type: none"> - Trafficked children - Children of Commercial Sex Workers, Child labour - Children with Disability - Children in Institutions - Children affected by HIV/AIDS - Street Children - Cyber Crime and children 	<p>Chopra, G. (2015). <i>Child rights in India: Challenges and Social Action</i>. First Edition. Springer</p> <p>Debarati, H. (2018). <i>Child Sexual Abuse and Protection Laws in India</i>. Sage Publications.</p>
3	National laws related to children	<ul style="list-style-type: none"> - Child labour Act - Right to Education Act - Protection of Children from Sexual Offences Act - Juvenile Justice Act - National and State Commissions for Protection of Child Rights 	<p>Bajpai, A. (2017). <i>Child Rights in India: Law, Policy, and Practice</i>. Oxford University Press. Third Edition.</p> <p>Shrivastava, R. (2009). <i>International Encyclopaedia of Women Rights and Children Rights</i>, New Delhi: Amol Publications.</p>
4	Social Work Intervention with children	<ul style="list-style-type: none"> - Child Centred Social Work Practice - Family and Community Based Interventions - Mental health interventions with children - Non-institutional care for children: adoption, foster care, sponsorship - School and community social work 	<p>Race, T & O'Keefe, R. (2017). <i>ChildCentred Practice: A Handbook for Social Work</i>.UK: Red Globe Press.</p> <p>Barnes, V. (2018). <i>Child-Centred Social Work: Theory and Practice</i>. UK: Palgrave.</p>

Unit No.	Title	Content	Essential Reading
		- Skills in Parenting and Working with Caregivers and significant Others	

B. Social Inclusion and Exclusion

Programme	BSW (Autonomous)
Subject	Social Inclusion and Exclusion
Semester	Semester V
Credits	Two

Rationale for the course

It is important to examine and learn the processes of social exclusion through which individuals or groups are wholly or partially excluded from the socio-cultural, economic and political systems in India and across the globe. Traditionally, they are excluded and deprived from participation in the society within which they live. Social constructs like caste, class, religion, gender, race or ethnic disadvantage translate them into social exclusion. The 'institutional mechanisms', through which resources are allocated are systematically denied to the excluded groups which continuously pushes them into the margins of society.

Hence, it poses as challenge to the social work profession to identify such excluded groups in India and at international level, knowing issues related to their identity and vulnerable livelihood situations. In this context, it is significant to get insights on democratic values, constitutional framework, policies and programs, strategies of people centred organisations working for inclusive development. Inputs on rights-based approach through advocacy, networking at national and international level will give ideas on the struggle and challenges faced by the excluded communities and efforts made for their inclusive integration.

Objectives of the Course:

- To provide an overview on concepts, types and factors responsible for the social exclusion of the marginalized groups in India and at the international level.
- To study the magnitude and extent of socially excluded communities in India and at international level.
- To develop perspectives on the struggle and challenges faced by the excluded communities for their inclusion and integration in India and at international level.
- To provide knowledge on constitutional framework of India and international inclusive policies and processes for inclusion and integration of excluded communities.

Learners Outcome:

- The learner will understand the concepts of social exclusion, inclusion, types and factors responsible for social exclusion.
- The learner will be aware about the disparities and discriminations based on social constructs (caste, religion, class, gender, race) practised in India & at international level.
- The learner will get knowledge on national and international inclusive policy framework to understand value of justice, dignity and equality for inclusive development.
- Learner will develop understanding on strategies practiced by people centred organisations to create access & opportunities to the excluded groups for their inclusive development.

Course Content

Unit No.	Unit Title	Content	Essential Reading
1.	Introduction to the Concepts and types of social exclusion	<ul style="list-style-type: none">- Emergence of the concept of social exclusion and inclusion- Defining social exclusion and inclusion- Types of social exclusion based on Class, Caste, Religion, Gender, Race and Ethnicity.- Overview on theories on Social Exclusion- Dimensions of exclusion related to socio-cultural, economic and political systems- Interdisciplinary approaches for its study- Debates on social exclusion and inclusion in India and around the world	<p>Sen., A. (2000) <i>Social Exclusion: Concepts, Application and Scrutiny</i>. Social Development Papers No. 1, Asian Development Bank, Manila</p> <p>Hills, J. le Grand, J. and Peached, D (eds.) (2002) <i>Understanding Social Exclusion</i>, Oxford University Press, Oxford.</p> <p>Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar <i>Perspective on Social and Inclusive Policies</i>, Oxford University Press, New Delhi</p> <p>Jordan, B. (1997) <i>A Theory of Poverty and Social Exclusion</i>. Cambridge: Polity Press.</p>

Unit No.	Unit Title	Content	Essential Reading
2.	Socially Excluded communities in India and at Outside India	<ul style="list-style-type: none"> - Overview of socially excluded Communities and their struggle for inclusion: Profile, identity, livelihood issues - Excluded communities: Dalit, DT/NT, OBC's, (caste based issues), Tribal communities (issues of indigenous people), Minority Community (regional, religious, linguistic) <p>Violence against excluded communities</p> <ul style="list-style-type: none"> - Overview on excluded communities at international level and their struggle for inclusion & integration: Refugees, Asylum seekers, migrants, immigrant {Roma (Europe), Sami (Scandinavia), Rohingya (Asian), Apache (RedIndians-North American), Maori (Australia)} 	<p>Saxena, Ashish (2013): <i>Marginality, Excision and Social Justice</i>, Rawat, Publication, Jaypur</p> <p>S. Vijaykumar, (2012) <i>Challenges ahead for Inclusive Growth in India</i>, IJRDM (International Journal of Rural Development and Management Studies), Varma, H.S. (2005) <i>The OBCs and the Dynamics of Social Exclusion in India</i>, Serial Publications, New Delhi.</p> <p>Journal of law and conflict resolution, Volume 3(9) Nov. 2011: Ramaiah, A. <i>Violence Growing crime against Dalits in India despite special laws</i>:</p> <p>Auestad Lene (2015) <i>Respect plurality and prejudices: Psychoanalytical and philosophical enquiry into Dynamics of social exclusion and discrimination</i>.</p>

Unit No.	Unit Title	Content	Essential Reading
3.	Overview on policies and programmes for Inclusive Development	<ul style="list-style-type: none"> - Constitution of India: Democratic perspectives on inclusive development, Preamble, constitutional provisions for excluded communities - Social Justice & Empowerment Ministry, - Social legislations: Reservation Policy - Atrocity Act, Minority Act, - Overview of commissions (SC, ST, OBC, Minority, NT/DT), - Programmes & Schemes: Hostels, Scholarships, Entrepreneurship - International policy framework for Inclusion and integration: role of UNDP, SDG, HDI, European Union: EU policies and programmes for refugees, immigrants & migrants 	<p>S. Vijaykumar, (2012) <i>Challenges ahead for Inclusive Growth in India</i>, IJRDMs (International Journal of Rural Development and Management Studies), Volume 6</p> <p>Deshpande, A (2012) <i>Exclusion and Inclusive growth</i>, Delhi School of Economics, UNDP Report,</p> <p>UNDP, Human Development Report 2016, <i>World's most marginalized still left behind by global development priorities</i></p> <p>Gapminder Tools: Hans Roselling, https://www.gapminder.org/world</p>

Unit No.	Unit Title	Content	Essential Reading
4.	Social movement for Social Inclusion	<ul style="list-style-type: none"> - Role of people centred rights-based organizations to address issues of socially excluded communities - Social movements against exclusionary practices for inclusive process - Advocacy & networking for social inclusion. 	<p>Mullaly, Bab (2010) <i>Challenging Oppression & Confronting Privilege</i>, Oxford University, Canada.</p> <p>Rao, Pulla, D (2011) <i>Human Development and Social Exclusion</i>, (Essay in Honour of Prof. K.S. Chalam), Serial Publication, New Delhi.</p> <p>S. Vijaykumar, (2012) <i>Challenges ahead for Inclusive Growth in India</i>, IJRDM (International Journal of Rural Development and Management Studies), Volume</p> <p>T K Oommen (2014), <i>Social Inclusion in Independent India: Dimensions and Approaches</i>, published in (2014): Social Inclusion in Independent India (http://peoplesdemocracy.in/2015/04/12_pd/social-inclusionindependent-india)</p>

C. Social Entrepreneurship (Elective)

Programme	BSW (Autonomous)
Subject	Social Entrepreneurship
Semester	Semester V
Credits	Two

Rationale for the course:

Entrepreneurship refers to the concept of developing and managing a business venture in order to gain profit by taking several risks in the corporate world. Simply put, entrepreneurship is the willingness to start a new business, actually involving a process of creation, comprising of actions of an entrepreneur who is a person always in search of something new and exploits such ideas into gainful opportunities by accepting the risk and uncertainty with the enterprise. An entrepreneur not only undertakes risks but also shifts resources from areas of low to high productivity thereby stimulating the process of wealth creation, establishing organizations and institutions.

Entrepreneurship currently is viewed as a driver of economic growth, development and prosperity in India enabling the possibility of generating employment. The focus of social entrepreneurship is not only on profits but also on people and the planet thereby involving the community it serves to grow and sustain itself. *“A social entrepreneur is someone who recognizes a social problem and uses entrepreneurial principles to organize, create, and manage a venture to make social change....rather than bringing a concept to market to address a consumer problem, social entrepreneurs attempt to bring a concept to market to address a public problem”*. (Alex Nicholls, Oxford University’s Skoll Centre). Social entrepreneurs create business ventures that address societal problems thereby serving a unique role in the economy as market actors that found ventures that influence the creation and evolution of entrepreneurial ecosystems.

Social Workers need to understand how they can work towards creating such social enterprises that not only address social needs but through innovative practices engage in accompanying groups and communities to preserve the environment and contribute to balanced economic growth. Through this course social work students will understand the process of developing such social enterprises through a process from idea generation to incubation, from resource generation to sustainability.

Course Objectives:

This course will provide learners with

- An understanding of the basic concepts and processes related to social entrepreneurship.
- Abilities to recognize the traits and competencies required of a social entrepreneur
- Insights into sequential steps to develop and grow a social enterprise from ideation to incubation and from acceleration to sustainability.
- Skills to build sustainability of the Social Enterprise through Networking and Resource Development Strategies
- Understanding the scalability of social enterprises in the business ecosystem and landscape.

Learning Outcome :

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

- Have clarity on the concept of social entrepreneurship and the required eco system that will build a stable enterprise.

- Recognize the traits and competencies within oneself that can be a fit for the sector
- Initiate the process of Ideation and work on developing a simple business plan for a social enterprise in small groups
- Design a rough operations plan that will cover the growth of a social enterprise – from marketing to breaking even
- Explore possible resource development processes that can be effecting in leading social enterprise toward sustainability.

Course Content:

Unit No.	Title	Contents	Essential Readings
1.	Concept of Social Entrepreneurship	<ul style="list-style-type: none"> - Introduction to social entrepreneurship <ul style="list-style-type: none"> o Definition, Need, Role - Theory and Conceptual Understanding - Social Entrepreneurship Ecosystem 	<p>Paramasivan, C. (2016). <i>Social Entrepreneurship</i>. New Century Publications, New Delhi, India.</p> <p>David Bornstein and Susan Davis (2010). <i>Social Entrepreneurship – What everyone needs to know</i>, Oxford University Press, New York</p> <p>Sundaram, S., D'souza, and Joshi. (2005). <i>Entrepreneurship a handbook for beginners</i>. Isha Enterprises, Mumbai, India</p>
2.	Making of a Social Entrepreneur	<ul style="list-style-type: none"> - Social Entrepreneurs <ul style="list-style-type: none"> o Characteristics and Traits of Successful SE - Social Entrepreneurial Motivation and Competency Development - Resource mapping and stakeholder analysis 	<p>Germak, A & Singh, K. (2010). <i>Social Entrepreneurship: Changing the Way Social Workers Do Business</i>. Administration in Social Work, 34:79–95.</p>
3.	Developing a Social Enterprise - I	<ul style="list-style-type: none"> - Ideation - Idea Generation – Design 	<p>Porteles, L., (2019). <i>Social Innovation & Social</i></p>

Unit No.	Title	Contents	Essential Readings
		<p>Thinking and Innovation</p> <ul style="list-style-type: none"> - Crafting a Competitive Business Plan - Designing a Working Business Model - Deciding on forms of ownership - Conducting a feasibility analysis - Incubation – Testing out the Business Plan - Exploring Markets, - Networking Linkages (Forward & Backward) 	<p><i>Entrepreneurship</i>, Palgrave, Macmillan, Switzerland.</p> <p>CASE. (2008). <i>Developing the Field of Social Entrepreneurship: A Report from the Center for Advancement of Social Entrepreneurship.</i> Durham: Duke University</p> <p>Germak, A & Singh, K. (2010). <i>Social Entrepreneurship: Changing the Way Social Workers Do Business.</i> Administration in Social Work, 3 4:79–95.</p>
4.	Growing a Social Enterprise	<ul style="list-style-type: none"> - Marketing research, segmentation, targeting and positioning - Marketing Process - Visibility, Branding - Pricing Strategies - Creating a successful financial plan - Break Even - Acceleration – through handholding, Mentoring - Scaling your Enterprise 	<p>Scarborough, N. (2014). <i>Essentials of Entrepreneurship and Small Business Management</i>, 7/E. Prentice Hall</p> <p>Philip Kotler, <i>Marketing research</i></p>

Unit No.	Title	Contents	Essential Readings
4.	Building Sustainability through Networking and Resource Development Strategies for Social Enterprises	<ul style="list-style-type: none"> - Sources of funds: equity and debt - New venture team and planning - Exploring Government Schemes - Tapping into Online Platforms for Fund Raising – Crowd Funding - Tapping into networking partnerships – Angel Investors - Measuring Social Impact – through Monitoring & Evaluation, Social Return on Investments (SROI) 	<p>Weinstein, S. (2009). <i>The Complete Guide to Fundraising Management (Third Edition)</i>. New Jersey: John Wiley & Sons, Inc.</p> <p>Neeru, A. (2011). <i>Social Entrepreneurship and Corporate Social Responsibility</i>. Signature Books International, Delhi, India</p>

BSW SEMESTER VI			
	Course Title	Credits	Marks
1.	Rural and Urban studies	4	100
2.	Integrated Social work Practice	2	50
3	Human Rights	2	50
5.	Informal Labour and informal sector	2	50
	Electives (Any two)		
A	Peace Education	2	50
B	Basic Counselling	2	50
C	Disability Studies	2	50
	Field work	6	100
	Total Credits	20	450

1. Rural and Urban Studies

Programme	BSW (Autonomous)
Subject	Rural and Urban Studies
Semester	Semester VI
Credits	Four

Rationale for the course

The subject Rural and Urban studies give an idea on the structures, issues, governance and processes of development of rural and urban societies in India. The study highlights on the history of rural and urban development processes. The course will develop sociological understanding of rural, tribal and urban realities focusing on geographical diversities, social stratification, class disparities, caste dynamics, and gender discrimination in context of equity is significant to understand rural-urban realities. Critical understanding of village level agrarian and water crisis, urban related issues on migration and slum development and livelihood issues of tribal communities are the crucial areas to be focused in this study. Understanding of rural, urban and tribal administration and governance is important to intervene in the development processes. Similarly, information on the role of NGO, people's organisations, campaigns for rural urban development enable to get the vision for development of rural, urban and tribal societies.

Course Objectives

- To acquire knowledge of the historical development of rural and urban society.
- To develop critical understanding about the rural and urban structures, issues, governance and processes in the context of development.
- To introduce theoretical framework about sociological understanding on urban and rural development.
- To provide an insight on the rural and urban development policies, programmes and the interventions and networking of NGO and Government organisations.

Learning Outcome

- The learners will understand the structures, issues and development processes of rural and urban society.
- The learners will develop an understanding on views of social thinkers on rural and urban development.

The learners will be able to understand the important concepts, interventions in the context of rural urban development.

Course Content

Unit No.	Title	Contents	Essential Readings
1.	Overview of Indian Rural, Tribal and Urban Communities	<ul style="list-style-type: none"> - Introduction to concepts related to Urban Rural, Tribal life: <ul style="list-style-type: none"> o Definitions, o Demographic Profile, o Structures, o Systems, o Characteristics and Issues - Theoretical framework and sociological understanding on social aspects of poverty and theory of justice, capability development approach of Amartya Sen 	<p>Chaudhary Anjana: <i>Rural sociology</i>. New Delhi. Dominant Publishers, 2004</p> <p>Srinivas, M. N (1997) <i>The Remembered Village</i></p> <p>Srinivas, M. N (1998) <i>Village, Caste, Gender and Method: Essays in Indian Social Anthropology</i></p>
2.	Rural Communities: Evolution and Dynamics	<ul style="list-style-type: none"> - Village structure, <ul style="list-style-type: none"> o Social stratifications, o Class disparities, o Caste dynamics, o Gender discrimination in context of equity - Ideas of Phule, Gandhi, Ambedkar and Nehru on Village Development - Issues of Migration, Agrarian & Water Crisis, Green Revolution, Food Security, indebtedness, Farmers Suicide - Rural economy, cooperatives: concept, scope and limitations of the cooperative movement, 	<p>Joshi Divya: <i>Gandhiji On Villages..</i> Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002</p> <p>Srinivas, M.N. (1955) <i>Indian Villeges</i></p> <p>Prasad B K: <i>Rural Development: Concept, Approach and Strategy</i>. (1) New Delhi. Sarup and Sons Publishers, 2003</p> <p>Singh Katar: <i>Rural Developement: Principles, Policies and Management</i>. (3) New Delhi. Sage Publication, 2009</p>

Unit No.	Title	Contents	Essential Readings
3.	The Origin and Growth of Urban Community	<ul style="list-style-type: none"> - Concept of Gemeinschaft and Gesellschaft - Urban Growth: Pre-industrial city industrial revolution and its effects, - Post-industrial urbanisation Urban Demography: <ul style="list-style-type: none"> o Concept of Urbanisation and slum communities - Issues related to migration - Livelihood of urban poor, housing, employment - Urban Transportation Systems 	<p>Sandhu Ravinder Singh: <i>Urbanisation In India: Sociological Contributions</i>. New Delhi. Sage Publications, 2003</p> <p>Prasad B K: <i>Urban Development: New Perspective..</i> New Delhi. Sarup and Sons Publishers, 2003</p> <p>Mohan Sudha: <i>Urban Development New Localism</i>. Jaipur. Rawat Publications, 2005</p> <p>Sivaramakrishnan K C: <i>Oxford Handbook of Urbanisation in India</i>, 2nd Edi. New Delhi. Oxford University Press, 2005</p>
4.	Tribal Communities	<ul style="list-style-type: none"> - Definitions: <ul style="list-style-type: none"> o Schedule Tribes, o Indigenous people, o Primitive, o Nomadic and de-notified tribes in India - Demographic profile, - Identity issues, Land, atrocities, addiction, occupation, indebtedness, bonded labour & livelihood issues 	<p>Fürer-Haimendorf , Christoph von 1982, <i>Tribes of India: The Struggle for Survival</i>, University Of California Press, Berkeley · Los Angeles · Oxford</p> <p>Maharatna, Arup 2005 <i>Can 'Beautiful' Be 'Backward'? India's Tribes in a LongTerm Demographic Perspective</i>, Gokhale Institute of Politics and Economics, Pune</p>

Unit No.	Title	Contents	Essential Readings
5.	Overview on Governance & Development: Policies and Programmes	<ul style="list-style-type: none"> - Rural Development: Rural Ministry, administration, Fiveyear plans, - Panchayati Raj Act: 73rd Amendment, MGNREGA, NRLM; GPDP - Urban Development: Urban Governance: Municipal Corporation, 74th Amendment, Nagar Rajya Bill, Area Sabha, - Slum Redevelopment Plans: MHADA, MMRDA, SRA, JNNURM, NULM, Smart City Mission - Tribal Development: Ministry of Tribal Development, Administration, Tribal governance, Forest Act, 2006 PESA 1996, 5th and 6th Schedules, Tribal Development Plan (TDP), Grampanchayat Development Plan (GDPD) 	<p>Singh, Surat& Singh, Mohinder 2006 Rural Development Administration in 21st Century: A Multi-Dimensional Study; Deep & Deep Publications, Delhi</p> <p>Chatterjee Shankar: Rural development and National Rural Livelihood Mission (NRLM). Jaipur. RBSA Publishers, 2011</p> <p>MCGM. (2010). Mumbai Human Development Report 2009 (Chapters 4 and 8). New Delhi: Oxford University Press</p> <p>Apte, P. (2013). Urban Planning and Development: An Indian Perspective. Gurgoan: Zorba Publishers</p> <p>GOI. (2005). Urban Infrastructure: Economic Survey 2004–05. New Delhi: Ministry of Finance</p>

Unit No.	Title	Contents	Essential Readings
6.	Strategies for Intervention and Redressal Mechanism	<ul style="list-style-type: none"> - Significance of Participatory Rural Appraisal (PRA) for knowing the Communities - Role of NGO, CBO, civil society, intervention of SHG at community level, various systems e.g. education, health, PDS - Role of Peoples Organisations & struggle for natural resources like forest/land and water, SEZ & housing issue. 	<p>George, P, Balkrishnan, G, Anand, V, Chaze, F: (2018) <i>Community Practices in India: Lessons from the Grassroots</i>, Cambridge Schoolers Publication</p> <p>Mukherjee Amitava: <i>Participatory Rural Appraisal Methods, Applications In Rural Planning</i>. (2nd Revise) New Delhi. Concept Publishing Company, 2004</p>

2. Integration of Social Work Practice

Program:	BSW Autonomous
Course Title:	Integration of Social Work Practice
Semester:	BSW III (VI)
Credits:	Two Credits
Year:	2020-21

Rationale for the course

The need for practice frameworks in social work is well articulated in the literature (Meyer, 1970; Pincus and Minahan, 1973; Ramsay, 1989, 1990). Systems theory gave an impetus to the effort and this led to the development of the systemic practice frameworks in social work. The course provides an overview of the context, and introduces the learners to PIE, crisis intervention, ISWP, strength based, solution oriented, and multicultural practice models. This course (which is a follow up of the 'social work theory' course offered in the 5th semester) provides knowledge and skills to conduct appropriate social work interventions in the field.

Course Objectives:

- To understand the relevance of social work practice models
- Design intervention with target groups using different practice models.
- Critically reflect on the practice modalities

- To understand the ethical framework for social work

Learning Outcome:

At the end of the course, learners will be able to

- Discuss the relevance of integrative short-term treatment model
- Recognize the usefulness of integrated social work practice model in planning, managing and evaluating macro interventions
- Compare and contrast strength-based practice and solution-oriented model
- Demonstrate the skills required for multicultural practice
- Apply social work ethics in field-based decision making

Course Content

Unit No.	Title	Content	Essential Readings
1.	Integrative Short-Term Treatment (ISTT) Model	<ul style="list-style-type: none"> - Context for short-term practice model for social workers; need for time limited treatment; and short-term therapy - Crisis Intervention; <ul style="list-style-type: none"> o family- and group oriented therapy; o treatment of clients with emotional disorders; o treatment of nonvoluntary and hard-to-reach clients 	<p>Goldstein, G., and Nooman, M. (1999). <i>Short Term Treatment and Social Work Practice</i>. New York. The Free Press</p> <p>Kanel, K. (1999). <i>A Guide to Crisis Intervention</i>. Pacific Grove. Brooks/Cole Publishing Company</p>
2.	Integrated Social Work Practice (ISWP) Model	<ul style="list-style-type: none"> - Identification of Four Systems: Client, Change Agent, Target, and Action System; - Planning, implementing and evaluating the phases of intervention 	<p>Nadkarni, V. (2000). <i>Interventions on Garbage Pollution Using Integrated Social Work Practice</i>. Indian Journal of Social Work, 63 (3), 313-339</p>

Unit No.	Title	Content	Essential Readings
3.	Strength Based Practice and Solution Oriented Model	<ul style="list-style-type: none"> - Strength Based Practice: <ul style="list-style-type: none"> o definition, orientations, and approaches; o framework for intervention in strength-based practice - Solution Oriented Social Work: <ul style="list-style-type: none"> o Theoretical and Practical Considerations; o Framework for a Solution-Oriented Approach to Working with Client Strengths 	<p>Baron, S., and Stanley, T. (2019). <i>Strengths-based approach: Practice Framework and Practice Handbook</i>. London:</p> <p>DHSC Greene, G.J., and Lee, M.Y (2011). <i>Solution Oriented Social Work Practice: An Integrative Approach to Working with Client Strengths</i> (1st Edition). Oxford University Press</p>
4.	Multicultural Context and Social Work Ethics	<ul style="list-style-type: none"> - Defining cultural competence <ul style="list-style-type: none"> o Effects of historical and current oppression; o impact of ethnocentric mono- culturalism in social work o communication in multicultural setting o Multicultural practice in India and abroad - Ethics for professional social workers in India; <ul style="list-style-type: none"> o Ethical principles in value conflicts - method of ethical decision making 	<p>Sue, D.W. (2006). <i>Multicultural Social Work Practice</i>. New Jersey:</p> <p>John Wiley & Sons, Inc</p> <p>Gore, MS. (1966). The Cultural Perspective in Social Work in India, <i>International Social Work</i>, 9 (3), 6-16.</p> <p>Fernandes, G., & Joseph, J. (2006). <i>An Enquiry into Ethical Dilemmas in Social Work</i>. Mumbai: College of Social Work</p>

3. Human Rights

Program:	BSW Autonomous
Course Title:	Human Rights
Semester:	Semester VI
Credits:	Two

Rationale for the course

Human Rights is a perspective-building course that helps learners understand past and current events and future development in a culture-sensitive context. Learners understand how rights for all humans as well as specific disadvantaged groups develop. The learners are also exposed to concerns regarding the implementation of laws across contexts as well as the role of nongovernmental organizations in developing a culture that protects and promotes the rights of all people.

Course Objectives:

- To introduce the learner to the history and classification of human rights.
- To introduce the learner to the Indian human rights movements and the government and non-government organizations protecting and promoting human rights.
- To introduce the learner to basic legal concepts and provide him/her para legal skills

Learning Outcome:

- The learners will understand the origin of the concepts of rights and the major milestones in this regard.
- The learners will understand the characteristics and typology of human rights.
- The learners will understand the human rights of specific disadvantaged groups including people in armed conflicts & refugees.
- The learners will understand the implementation of human rights in the Indian context with respect to the Constitution, civil movements and government and nongovernmental organizations
- The learners will acquire basic Para-legal skills such as drafting affidavits, first Information Reports etc.

Course Content

Unit No.	Title	Content	Essential Readings
1.	History of human rights and Classification of human rights	<ul style="list-style-type: none"> - Origin and evolution of the notion of rights - Concept of natural rights - American declaration of independence and bill of rights - French declaration of human rights - Human rights as natural rights - Universality of human rights - Positive and negative human rights - Three generation of human rights - Indian constitution and human rights - Universal declaration of human right 	<p>SAHRDC. (2006). <i>Introducing Human Rights</i>: New Delhi: South Asia Human Rights Documentation Centre</p> <p>Finnis J, (1980). <i>Natural law and natural rights</i>. Oxford, Clarendon Press.</p> <p>Waldron JJ, (1984). <i>Theories of rights</i>. Oxford, Oxford University Press.</p>
2.	Human rights violations	<ul style="list-style-type: none"> - Declaration of elimination of all forms of racial, caste & gender discrimination - Declaration on protection of all persons from torture and other cruel, inhuman or degrading treatment or punishment - Human rights in armed conflict, Refugee rights, Women, LGBTE, Children, Mentally and physically challenged and socially excluded communities (SC, ST, DT, NT) 	<p>SAHRDC (2006). <i>Introducing human rights</i>: New Delhi: South Asia Human Rights Documentation Centre.</p>

Unit No.	Title	Content	Essential Readings
3.	Human rights movements in India and NGO intervention and Quasi- judicial human rights institutions in India	<ul style="list-style-type: none"> - Nationalist movement and struggle for democratic rights - Indian Civil Liberties Union (1934) - Re-emergence of civil liberties movement in 1970s - NGOs in the field of human rights: Roles and strategies Paris principles - National Human Rights Institutions - Structure and function of National and State Human Rights Commissions of Minorities, Scheduled Castes, Scheduled Tribes, De-Notified Tribes, Safai Karmacharis, Women & Children 	<p>Sehgal, BPS (1995). <i>Human rights in India: problems and prospects</i>. Delhi, Deep and Deep.</p> <p>Matthew, PD (1998). <i>Legal education series</i>. Delhi, Indian Social Institute.</p>
4.	Basic legal concepts and para legal skills	<ul style="list-style-type: none"> - Writ petition - Drafting Public Interest Litigation - Drafting affidavit - Drafting First Information Report - Drafting bail application 	<p>Gonsalves R, Menezes R, Hiremath V. <i>Criminal law, Law for action series</i>, Mumbai. ICHRL and HRLN</p> <p>Matthew P.D. (1998). <i>Legal education series</i>. Delhi: Indian Social Institute</p>

Informal labour force and informal sector

Program	BSW Autonomous
Course Title	Informal labour force and informal sector
Semester	Semester VI
Credits	Two

Rationale for the course

The Indian economy is defined by the informal and formal sector contributing majorly to its growth. The informal employment and growth of the informal sector is the hall mark of today's economy. The informal labour force is characterised by aspects such as insecurity of job, being migrant, marginalised, and exploited. The informality in employment and growth of the informal

sector is all pervasive with its presence in both rural and urban areas. A huge majority of Migrant labour force is employed in informal sector. Social work professionals with roots in working with the most marginalised need a strong understanding of informal labour and also the informal sector.

Course Objectives

To enable learners:

- To understand the theoretical framework of informal labour and informal economy.
- To trace the history of informal labour and informal sector both at global and at national level. To understand the phenomenon of migrant labour force in the informal economy.
- To develop an understanding about the labour issues in the informal sector both in urban and rural areas and look at the linkages related to race, religion, caste and gender.
- To develop a critical perspective about legal and social security measures concerned with labour in the informal sector
- To study various government and non-government interventions as case studies related to informal labour

Learning Outcome:

- The learners will be able to identify and define various types of informal labour both in the urban and rural areas.
- The learners will be able to relate and understand the causal factors for the exploitative nature of informal employment and informal sector.
- The learners will be equipped with a critical view of the legislations and government schemes related to informal labour
- The learners will get a bird's eye view of various interventions.

Course Content

Unit No.	Title	Content	Essential References
1.	Theoretical framework for understanding informal labour and informal sector	<ul style="list-style-type: none"> - New economic reforms and growth of informal economy: A global perspective - History of informal labour and informal sector in India in the context of colonisation - Defining informal employment, labour and sector. - Understanding the Informal occupations and employment in context of Race, Caste, Gender, Region and religion - Women in the Informal employment-paid and unpaid work, triple burden, Glass ceiling, Sexual harassment in the informal sector at work place - Child labour and human trafficking - Related laws: Equal remuneration for equal work act, Maternity benefit act, the child labour (prohibition and regulation) Amended act, 2016 	<p><i>Decent work and the informal economy</i>, Report VI, 2002 International Labour Office, ILO 2019</p> <p>Bhowmik, S (editor), 2016 <i>The State of Labour: The Global Financial Crisis and its Impact</i>,</p> <p>Agarwal. A.N (2001)-<i>Indian economy problems of development and planning</i>, Vishwas Prakashan, Mumbai. Geneva.</p> <p>Dutt. R & Sundharam-<i>Indian Economy (2006 edition)</i>. S. Chand & Co, New Delhi.</p>
2.	Migrant labour in the Informal Economy	<ul style="list-style-type: none"> - Agrarian crisis, natural and man made calamities, indebtedness, caste atrocity as causal factor for migration - Surplus labour, niche skills, reproduction of labour as pull factors of migration - Types of migration, process of migration, labour migration pattern in different parts of India 	<p>Deshingkar, P and Akter, S (2009): <i>Migration and Human Development in India</i>. Published in: Human Development Research Paper (HDRP) Series, Vol. 13, No. 2009</p>

Unit No.	Title	Content	Essential References
		<ul style="list-style-type: none"> - Profile of the migrant labour at different levels of informal employment - Identity, civil rights, human rights and access to various public services in the destination places - Related laws: Interstate migrant labour act - Livelihood crisis and exodus of migrant labour in the Covid 19 pandemic 	
3.	Informal labour force, and the informal sector in the Urban area: Related labour legislations, Government and non-government interventions	<ul style="list-style-type: none"> - Construction Industry and the construction labour force - Skill formation, open labour markets, Site workers - Working conditions, wage pattern and social security - Occupational diseases and hazards - Home based Industry, Small enterprises based in the slums - Home based workers, Small enterprises in Dharavi, - Working conditions, wage pattern and social security - Value chains from formal to informal sector. - Hawkers and vendors: - Types of hawkers, Itinerant hawkers. - Domestic workers: work pattern, wage pattern - Occupational health issues, Informal employment in the Solid waste management industry: Working conditions, wage pattern. - Sanitation workers - Manual scavenging, Waste pickers - Artisanal workers and enterprises: 	<p><i>Reports on conditions of work and promotion of livelihoods in the unorganised sector'</i> Sengupta Arjun Chair person, National commission for enterprises in the unorganized sector, 2007, New Delhi</p> <p>Martha, C, Jhabvala, R Lund, F 2002,' Working paper on the informal economy – <i>supporting workers in the informal economy, a policy framework, employment sector</i>, International Labour Organisation</p> <p>Jhabvala, R Subramanya, R 2000, <i>The Unorganised Sector, work security and Social protection</i>, sage publications, New Delhi</p>

Unit No.	Title	Content	Essential References
		<ul style="list-style-type: none"> ○ Potters, Idol makers, festival season enterprises, Handlooms. - Labour legislations ○ Labour codes ○ Minimum wages act, Contract labour act, ○ Building and other construction worker's act, (tracing the original act and its amendments) - NGO's work with the Informal sector: SEWA, Nirman, Parisar Asha, Yuva, WEIGO, Ajeevaka Bureau 	
4.	Informal labour force and the informal sector in the Rural area: Related labour legislations, Government and non-government interventions	<ul style="list-style-type: none"> - Agriculture and allied industry and informal employment forms - Small and marginal farmers - Land less labour force and bonded labour - Food processing, Sugar mills, rice mills - Industries based on use of natural resources: <ul style="list-style-type: none"> ○ Salt mines, sea food, stone quarries, forest produce, Brick kiln, sand dredging, stone mines - Informal employment /livelihood patterns of Nomadic tribes and de-notified tribes - Old cloth recycling, Bamboo work, Traditional entertainment, Artisanal workers. <p>Labour legislations: Mines act, The Salt cess act, Panchayats (Extension to Scheduled Areas) Act, Forest Rights act, NREGA (tracing the original act and its amendments)</p>	<p>Breman. J 2012; <i>Outcast Labour in Asia: Circulation and Informalization of the Workforce at the Bottom of the Economy</i>, Oxford India paperback. New Delhi</p> <p>Davala, S. 1994,' <i>Unprotected Labour In India</i>'</p> <p><i>Community Practices in India: Lessons from grassroots</i>, Edited by George, P. Balakrishnan, G. Anand, V. & Chaze, F. Cambridge scholars publishing, UK,2018</p>

A. Peace Education (Elective)

Program	BSW Autonomous
Course Title	Peace Education (Elective)
Semester	Semester -VI
Credits	Two

Rationale for the course

No civilization is truly progressive without education and no education system is truly civilizing unless it is based on the universal principles of peace. Under the present predicament there is a growing realization in the world of education today that college students should be educated in the art of peaceful living. As a result, more and more peace concepts, attitudes, values and behavioural skills are being integrated in to college curricula in many countries. The subject focuses on the inculcation of education for peace as an integral part of the students training programme in social work education. Education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their justice and equitable treatment of youth and promote individual and social responsibility for both educators and learners.

Course Objectives

- To become familiar with the concepts of Peace and Conflict and the source of conflict in the Indian socio economic and political context
- To understand the meaning and features of Communalism, Terrorism and

Radicalization and strategies to be used for de-radicalization.

- To understand the factors contributing to the origin of prejudices and stereotypes.
- To assist students to understand and develop attitudes and strategies to respond appropriately to conflict situations like riots, migration, issues of refugees and nationalism.
- To study the role played by International organizations, government, non-governmental organizations and civil society groups towards peace building.

Learning Outcome:

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

- Student will be able to develop the knowledge, skills and attitudes that will help them to understand the sources of conflict and resolution strategies and create conditions conducive to peace.
- Student will be able to develop a healthy self-image, build trust with others, promote social growth, and address the suffering in the world while learning compassion and empathy.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction of Peace significance of peace education	<ul style="list-style-type: none"> - Origins of Peace Education- UN - Education for Peace - UNESCO charter - Significance of peace education & perspective building in present context - Principles of Peace education - Goals of Peace Education - Common human values preached by different religion - Concept of secularism according to the Indian Constitution and reality - Meaning of Peace and Difference between positive and negative peace. 	<p>Basu Durga Das (2004) <i>Introduction to the Constitution of India</i>, New Delhi: Prentice hall of India</p> <p>Online: Pechilis and Karen and Raj, Selva (2013) <i>South Asian Religions, Tradition and Today</i>. USA: Routledge</p> <p>Mehta Uday and Puniyani Ram (2017) 'Secularism in India: Concept and Practice this New Delhi: Kalpaz Publications.</p> <p>Puniyani, R. (1998). <i>Secular Challenge to Communal Politics – A Reader</i>. Mumbai: Vikas Adhyayan Kendra.</p>
2.	Conflict in Indian Society	<ul style="list-style-type: none"> - Definition of Conflict, Sources of Conflict and factors that leads to conflict - Difference between Conflict and Violence, triangle of conflicts - Role of Conflict in Human lives - Conflict That exist in Indian context: Caste, Class, racial, gender, religion and land - Conflict resulting in problems like Migration, refugees, Asylum and citizenship 	<p>Online : Lederach, Paul John (1996) <i>Preparing for Peace</i>. USA : Syracuse University Press</p> <p>Online: Webel Charles and Galtung John (2007) <i>Handbook on Peace and Conflict Studies</i>. USA: Routledge</p> <p>Online : Mayers, s. Bernard (2000) <i>The Dynamics of Conflict Resolution</i>, A Practitioners Guide. USA: Jossey Bass</p> <p>Online: Bercovitch, Jacob and Yuk, Kremen, Victor and Zartman, I. Willian (2000). <i>Conflict Resolution</i>. New Delhi: Sage Publication</p>

Unit No.	Title	Content	Essential Readings
3.	Communalism and Peace	<ul style="list-style-type: none"> - Understanding the concepts Communalism, Fascism, Terrorism, Radicalisation Ghettoization, regionalism and Nationalism - Causes of communalism in India. - Communal Conflicts and Violence. - Role played by the State, media and Police machinery. - Communalism and its impact on the Minorities, Gender and Caste Need for deradicalisation and role of government. - Meaning of concepts: prejudice, Myths and Stereotypes - Dispelling of the commonly held myths about different religious communities (Skill lab sessions) 	<p>Engineer Ashgar Ali. (1993) <i>Bombay Riots: Second Phase</i> pp. 505-8 in Economic and Political Weekly, March 20-27; Sameeksha Trust Publications; Mumbai</p> <p>Sharma, H. (2000). <i>Communal Angles in Indian Politics</i>: Jaipur and New Delhi: Rawat Publication</p> <p>Pannikar, K. (2002). <i>Before the night falls: for boding of fascism in India</i>. Bangalore: Book for change.</p> <p>Engineer, A. (1984) <i>Communal Riots in PostIndependent India</i> Mubai: Sangam Books India Pvt. lim</p> <p>Engineer, A. (1997) <i>Gandhi and Communal Harmony</i>, Gandhi Peace foundation, New Delhi.</p> <p>Wilkinson, Steven (2005) "Communal Riots in India", Economic and Political Weekly.</p> <p>Sengupta, Roshni (2005) "Communal Violence in India - Perspectives on Causative Factors", Economic and Political Weekly</p> <p>Noorani, A. (2004) "Communal Riots: Some Harsh Truths", Economic and Political Weekly</p> <p>Shukla Vatsala (2008) <i>Communalism in India: Reach, Ruse and Remedy</i>. New Delhi : Hope India Publication</p>

Unit No.	Title	Content	Essential Readings
4.	Interventions for Peace	<ul style="list-style-type: none"> - Role of the UN, UNESCO. Amnesty and its agencies in Peace building - Role played by world leaders like Mahatma Gandhi, Martin Luther King and Nelson Mandela in peace building. - The role played by Bhakti Movement, Sufi movement and Syncretic traditions of India - Role played by Civil Society groups engaging communities in Peace building process in India: Mohalla Committee, Salokha, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centre for Study of Society and Secularism, Citizen for Peace - Different approaches and conflict resolution strategies to responding to conflict: Forcing, Compromising, Avoiding, Accommodating, Conflict Resolution and Mediation 	<p>Online: Paul, Johan Lederach (1996) Preparing for Peace. USA: Syracuse University press</p> <p>Online: Galtung, Johan (1996). Peace by Peaceful means, New Delhi: Sage publication</p> <p>Online: Rajagopalachary, M and Rao, Damodar (2016) Bhakti Movement and Literature. Jaipur: Rawat publication</p> <p>Online : Hanhimaki, M. Jussi (2015), The United Nations USA: OXFORD University Press</p> <p>Dehlvi, Sadia (2009) Sufism, The heart of Islam . New Delhi: HarperCollins Publisher</p> <p>Assayag Jackie. 2004. "Can Hindus and Muslims Coexist?" pp.40-58 in Ahmad Imtiaz and Riefeld Helmut (cd). Lived Islam in South Asia: Adaptation. Accommodation and Conflict. Delhi: Social Science Press</p> <p>Online : Mayers, s. Bernard (2000) The Dynamics of Conflict Resolution, A Practitioners Guide. USA: Jossey Bass</p>

C. Basic Counselling Skills (Elective)

Program:	BSW Autonomous
Course Title:	Basic Counselling Skills
Semester:	Semester VI
Credits:	Two

Rationale for the course

Counselling skills is an integral part in work with individuals, families and groups for a professional social worker. With the growth of several forms of professional degrees in counselling, the need for equipping social workers to understand and use these skills as a part of their intervention technique is felt emergent.

The course on Basic Counselling course is designed to enable students interested in counselling to become equipped with the requisite skills and techniques of counselling. The purpose of this course is to familiarise the students with a holistic framework for counselling practice. The course structure provides students with an understanding of Counselling approaches and how it can be effectively used in the intervention process.

The course emphasizes an experiential style of learning enabling students learning by actively engaging in various exercises including self-exploration. The course has inbuilt components for lab sessions / field visits and students are expected to apply and integrate their learning in their field practicum.

Course Objectives:

- To develop an understanding of the key elements involved in the counseling process
- To develop an insight on the Different Skills of Counseling
- To develop insights on the practice of counseling in various settings.

Learning Outcome:

By the end of the course students will be able to

- To identify and appreciate use of interpersonal and basic counselling skills ethically and safely.
- Gain insights into various approaches to counselling, including existential, behavioural, and person-centred perspectives.
- Learn the theoretical frameworks, principles, and counselling techniques that enable students to understand the processes involved in structuring counselling sessions.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction To Counselling	<ul style="list-style-type: none"> - Definition and concept of counselling - Understanding of 'counselling' – various definitions - Aim & goals of Counselling, - Qualities of Counsellor - Principles and Ethics of counselling - Myths regarding Behaviour modification - Different Approaches to Counselling - Humanistic Approach - Psycho Dynamic Approach - Relation Oriented Approach, - Cognitive Behavioural Approach - Existential Approach - Solution Focused Approach 	<p>Egan, G. (2014). <i>The Skilled Helper: A problem –management and opportunity- development approach to Helping</i>. 10th Edition. Brooks/Cole Cengage Learning. USA.</p> <p>Gibson R.L. & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i>. 7th Edition. Prentice Hall. New Jersey.</p> <p>Ratner, H., George, E. & Iveson C. (2012). <i>Solution Focused Brief Therapy: 100 Key points and Techniques</i>. Taylor and Francis Group.</p> <p>Fuster, J.M. (2008). <i>Personal Counseling</i>. Saint Paul/ Better Yourself Books. Mumbai.</p> <p>Rogers, C (1961). <i>On becoming a person: A therapists view of Psychotherapy</i>. Houghton Mifflin Company. Boston</p> <p>Mearns, D., Thorne, B & McLeod, J. (2013). <i>Person Centered Counselling in Action</i>. 4th Edition. Sage Publications. London</p> <p>Rowan. J. (1983). <i>A Guide to Humanistic Counseling</i></p>

Unit No.	Title	Content	Essential Readings
			<p><i>and Psychotherapy</i>. 2nd Edition. Routledge Publications. London</p> <p>Gregory & Smelter. <i>Psychiatry: Essentials of Clinical Practice</i>. Ch. 4. Brooks/ Cole Publishing Co. California</p>
2.	Stages and process of counselling	<ul style="list-style-type: none"> - Preparation and client motivation - Diagnosis or Responding - Personalizing - Decision Making - Evaluation, Follow up and Termination 	<p>Capuzzi, D & Mark, S. D (Edited). (2016). <i>Counseling and Psychotherapy: Theories and Interventions</i>. 6th Edition. American Counseling Association. Alexandria: USA.</p> <p>Gibson R.L. & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i>. 7th Edition. Prentice Hall. New Jersey.</p>
3.	Techniques and tools and skills of a counsellor	<ul style="list-style-type: none"> - Techniques and tools and skills of a counsellor 	<p>Capuzzi, D. & Gross, D,R. (Edited). (2011). <i>Counseling and Psychotherapy: Theories</i></p>

Unit No.	Title	Content	Essential Readings
		<ul style="list-style-type: none"> - Skills and qualities in Building effective relationship: <ul style="list-style-type: none"> o Acquainting Skill, Warmth, o Developing Empathy, o Genuineness and Unconditional Positive Regard - Observing Skills. - Skills in Assessment (of Problems, Resources, Person in Situation and risks) - Effective Communication: SOLER method of listening: Listening Responses: Clarification, Paraphrase, Reflection, Summarisation - Skills in Questioning: Questioning - open and close ended questions, - Use of Self: Self Awareness and Selfdisclosure, - Confrontation Skills - Use of silence, Feedback and reflection skills 	<p><i>and Interventions</i>. 5th edition. American Counseling Association. Alexandria: USA</p> <p>Hutchinson, D. (2011). <i>The Counseling Skills Practice Manual</i>. Sage Publications.</p> <p>Seden, J. (2005). <i>Counselling skills in Social work practice</i>. McGraw- Hill Education UK</p> <p>Egan, G. (2014). <i>The Skilled Helper: A problem –management and opportunity- development approach to Helping</i>. 10th Edition. Brooks/Cole Cengage Learning. USA.</p> <p>Gibson R.L. & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i>. 7th Edition. Prentice Hall. New Jersey.</p>
4.	Counselling in different settings	<ul style="list-style-type: none"> - Counselling in different settings - Counselling in Health Settings - Paediatric (Infancy/Child) Counselling - Adolescent Counselling - Geriatric Counselling 	<p>Parrott, L. (2003). <i>Counseling & Psychology</i>. 2nd Edition. Pacific Grove Publishers. USA</p> <p>Patterson, C.H. (1986). <i>Theories of Counselling & Psychology</i>. Harper &</p>

Unit No.	Title	Content	Essential Readings
		<ul style="list-style-type: none"> - Crisis Intervention & Trauma Counselling in Disasters and Pandemic Situations - Substance Abuse and Counselling - Rehabilitation Counselling - Feminist Approaches to Counselling - Career Guidance and Counselling - Counselling in Virtual settings 	Row Publications. New York. Gladding, S.T. (2017). <i>Counseling: A Comprehensive Profession</i> . 8 th Edition. Pearsons Publication. USA Humphrey, G.M. & Zimpfer D.G. (2008). <i>Counseling for Grief & Bereavement</i> . 2 nd Edition. Sage Publications: New Delhi.

C. Disability Studies (Elective)

Program	BSW Autonomous
Course Title	Disability Studies (Elective)
Semester	Semester VI
Credits	Two

Rationale for the course

Social work is a human service, since its beginning, as a profession it worked in the fields of health, mental health also dealing with the issues of disability. Though the values and objectives of social work remain constant across the settings, cultures, communities, the issues of disability offer its own unique realities and complexities. Whether it is a hospital, a school, a community or any other setting, a social worker comes across issues and challenges that persons with disability face in India.

Social work students need to have knowledge and skills that would equip them to ensure the rights of persons with disability. Such a training would equip the students to work on preventive and rehabilitative aspects of disability as well as collaborate with government and nongovernment agencies for access to various services, programs and schemes.

Course Objectives:

- Develop an understanding of the various types of disabilities, their causes, assessment and early identification.

- Gain an understanding about different disability perspectives.
- Analyse issues and challenges faced by persons with disability.
- Examine national legislations, government schemes and programmes for persons with disability
- Learn social work interventions with persons with disability and their family at different levels.

Learning Outcomes:

- Obtain a comprehensive understanding of the different types of disabilities, their causes, assessment, early identification.
- Understand the different disability perspectives and the way they have influenced interventions and policies.
- Gain an insight into the issues and challenges faced by persons with disability.
- Obtain information on national legislations, programs and policies for persons with disability and link them to social work practice in the field of disability.
- Develop practice knowledge and skills to work on disability issues at different levels and with different stakeholders.

Course Content

Unit No.	Title	Content	Essential Readings
1.	Introduction	<ul style="list-style-type: none"> - Definition of disability. - Different Types of Disability - Causes of Disability - Prevention - Early Identification & Assessment 	<p>Karna, G. N. (2001) <i>Disability Studies in India: Retrospects and Prospects</i>. New Delhi: Gyan Publishing House.</p> <p>Ramaswamy, B. (2013) <i>Introduction to Disability: Basic Concepts and Issues</i>. New Delhi: Kanishka Publishers.</p>

Unit No.	Title	Content	Essential Readings
2.	Understanding Challenges and Issues Faced by Persons with Disability Through the Lens of Different Disability Perspectives	<ul style="list-style-type: none"> - Issues and Challenges Faced by Persons with Disability - Issues and Challenges Faced by Women with Disability - Medical Model - Social Model - ICF model - Human Rights Perspective 	<p>Barnes, C. and Mercer, G. (2010). <i>Exploring Disability</i>. Cambridge: Polity Press.</p> <p>Baquer A. and Sharma, A. <i>Disability: Challenges Vs Responses</i>. New Delhi: Global College Press</p> <p>Ghosh, N. (2016) <i>Interrogating Disability in India: Theory and Practice</i>. New Delhi: Springer India</p> <p>Karna, G. N. (2001) <i>Disability Studies in India: Retrospects and Prospects</i>. New Delhi: Gyan Publishing House.</p> <p>Oliver, M., and Sapey, B. (2006). <i>Social Work with Disabled People</i>, New York: Palgrave MacMillan</p>

Unit No.	Title	Content	Essential Readings
3.	Government Initiatives – Legislations and Programmes for Persons with Disability	<ul style="list-style-type: none"> - National Legislations related to Disability (The Rehabilitation Council of India Act, 1991 - National Trust Act, 2000 and The Rights of Persons with Disabilities Act, 2016. - National and State level Programmes, Policies and Schemes for Persons with Disability 	<p>Renu, A. (2012). <i>Disability Studies in India: Global Discourses, Local Realities</i>. Routledge</p> <p>Addlakha, R., Blume S., Devtieger, P., Nagase, O. and Winance, M. (ed.) (2009). <i>Disability and Society: A Reader</i>. New Delhi: Orient Blackswan.</p> <p>Bhuimali, A. (2009). <i>Rights of Disabled Women and Children in India</i>. New Delhi: Serials Publication</p> <p>Baquer A. and Sharma, A. <i>Disability: Challenges Vs Responses</i>. New Delhi: Global College Press</p> <p>Human Development Unit, South Asia Region. (2009) <i>People with Disabilities in India: From Commitments to Outcomes</i>. Human Development Unit, South Asia Region, World Bank.</p> <p>Rehabilitation Council of India. (2004). <i>Legal Rights of Persons with Disability</i>. New Delhi: RCI</p> <p>Government Legislations on Disability Schemes and Programmes for Persons with Disability</p>
4.	Social Work Interventions in the Field of Disability	<ul style="list-style-type: none"> - Level of rehabilitation: prevention, promotion, tertiary - Work with individuals and families Community based rehabilitation 	<p>Dhawan, S. (2011). <i>Handbook of Disability and Rehabilitation</i>. New Delhi: Arise Publishers and Distributors.</p>

Unit No.	Title	Content	Essential Readings
			<p>Ghosh, N. (2016) <i>Interrogating Disability in India: Theory and Practice</i>. New Delhi: Springer India</p> <p>Harris, J. and Roulstone, A. (2011). <i>Disability, Policy and Professional Practice</i>. New Delhi: SAGE</p> <p>Panigrahi Santosh Kumar (2004) <i>Role of the NGOs in the Empowerment of the Disabled</i>. New Delhi: Radha Publications.</p>

Audio Visual Unit –Jan-2022

College of Social Work (Autonomous)

Ordinances, Regulations and Syllabus

For

Master of Social Work

(Choice Based Credit System with effect from the academic year 2019-20)

(Revision 2019)

Introduction

The vision of the Master of Social Work (MSW) programme is to build a cadre of committed grassroots level development and professional social workers who would be fully equipped to respond to the changing global and local socio-economic realities. The programme, developed on a liberal arts paradigm enables students to use the full range of tools, theories and perspectives to understand, recognize, critique and appreciate themselves and their role in the globally dynamic environment. The distinct method of instruction (comprising andragogic and participatory teaching learning exercises) sets the tone for this strong foundation and helps the students to develop diverse, experiential, and practical knowledge.

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

Programme Objectives

The objectives of the MSW programme are as follows:

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

- To inculcate professional values and ethics that guide social work graduates in professional practice

Competencies Developed by the End of the Programme

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

Ordinances and regulations / Examination policy under autonomous system from 2019-20

1. The course of study for the degree of Master of Social work shall be full time and its duration shall be four semesters extending over a period of two academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced by the University of Mumbai for every academic year.
2. The Examination for the degree of Master of Social Work shall be held in four parts, at the end of semesters I, II, III, IV.

The College conducts **assessment** for all theory and practical courses in each semester, in the following manner:

1. The Continuous Internal Assessments (**CIA I and CIA II**) for 40 percent of the total marks of the course.
2. One End Semester Examination for 60 percent of the total marks of the said course.

Theory: continuous internal assessment (CIA)

1. Two Continuous Internal Assessment will be held per semester. There will be no retest for the Continuous Internal Assessments. Any student who misses the Continuous Internal Assessment I or Continuous Internal Assessment II or both can acquire the 40 percent required to pass the course through the 60-mark End Semester Exam.

However, the Principal may request the concerned course teacher to hold a special continuous internal assessment (of one or more courses) for a student, within the same semester, under certain circumstances given in detail in Exam policy document

Four credit course

2. The Assessment for the Master of Social Work for Four Credit Courses consist of the CIA of 40 marks and End Semester Examination of 60 marks. The CIA includes *class test, attendance and class participation*. Class participation marks are based on task-based assessment such as group presentations, demonstration, preparing information, education and communication material, participation in field visits and class assignments given in groups or individually.

MARKS: 100 MARKS

Continuous Internal Assessment	40 percent 20 - Class test 10- Assignment 5 - Attendance 5 - Class participation
End Semester Exam	60 percent 60- marks Question Paper

Two credit course

3. The Assessment for the Master of Social Work for **Two Credit Courses consist of the CIA of 20 marks and End Semester Examination of 30 marks.** The CIA includes *class test, assignment, attendance and class participation*. Class participation marks are based on task-based assessment such as group presentations, demonstration, preparing information, education and communication material, participation in field visits and class assignments given in groups or individually.

MARKS: 50 MARKS

Continuous Internal Assessment	20 percent 10 - Class test 5- Assignment 2.5 - Attendance 2.5 - Class participation
End Semester Exam	30 percent
	30 marks Question paper

PASSING NORMS

Theory Course

4. To pass a Theory Course, as student is required to obtain a **minimum of 40 percent marks** allotted to the course, which includes **CIA** and End Semester Exams. If a student fails to secure the required minimum 40 percent of the total marks, that student will have to reappear for the **Additional three hours Examination for 100 marks (4 Credits Paper) and Additional two hours Examination for 50 marks (2 Credits Paper)** at the end of the subsequent semester, with 40 percent as the passing marks. Unless permitted by the Principal, no additional Continuous Internal Assessment will be held.
5. The student will have to forgo all the Continuous Internal Assessment marks earned in the ongoing semester in that course. The marks secured by the student in the Additional Examination of 100 marks or 50 marks will be the marks ultimately awarded.
6. Those students who do not register for the Additional Examination within the stipulated period (15 days of the declaration of the result) will not be permitted to appear for the concerned examination (s).

Fieldwork

1. To pass a Fieldwork Practicum Course, the student should obtain 40 percent marks in each semester. Fieldwork is assessed for 100 marks each at the end of every semester.
2. For Master of Social Work, Semester I, Semester III the Assessment of the student is done for 100 marks internally.
3. For Master of Social Work, Semester II the student will be assessed internally for 60 marks by the Field Instructor. The student will be assessed for 40 marks through a Viva Voce by an external panel appointed by the Board of Examinations.
4. For Master of Social Work, Semester IV the student will be assessed internally for 60 marks by the Field Instructor. The student will be assessed for 40 marks for the submitted Field based Project, through a Viva Voce by an external panel appointed by the Board of Examinations.
5. If a student's performance in Fieldwork is consistently found unsatisfactory all through the semester the student will not be allowed to appear for the Viva Voce. Unsatisfactory performance is specified in the Fieldwork Manual.
6. The Field Work hours completed by the student who has been declared failed in Field Work will not be carried forward. Failure in Field Work does not entitle a student to keep terms for the higher class. A student failing in Field Work shall have to make up the entire semester fieldwork

Grace mark norms

1. Grace marks for passing: Up to a maximum 1 % of the Grand Total per semester can be added to any of the Courses) to fulfil the passing norms.
2. Grace marks for Award of Class: Up to 1 % will be added to the Grand Total to obtain a Second Class or First Class provided the student has not obtained grace marks for passing in any other course. The Grace marks will be applied only to the final consolidated marksheet.
3. There are no Grace Marks awarded for the Additional Examination.
4. As per the Circular of University of Mumbai Ref. No. Exam/Controller of Examination/1353/2013 dated 21 September 2013, grace marks to the candidate having disability i.e. Dyslexia, Dysgraphia and Dyscalculia can be given. To pass

the examination, maximum 20 grace marks to be granted in one or more subjects as per the scheme of examination (i.e. in Theory Paper / Internal Project / Dissertation / Practical / Oral, Viva-Voice, etc.). The rule has been amended as per the circular of DTE: CON/2016/ No 302/ 03 dated 4 March 2017. To pass the examination, 3 % marks of aggregate total marks will be granted in one or more subjects in Theory Paper / Project / Dissertation / Practical / Oral, Viva-Voice, etc. as per the scheme of examination.

Declaration of Results

1. Marksheets to the student will be issued per Semester and per Additional Examination based on the 10 Point Grading System.

Marks out of 50	Marks out of 100	Grade Points	Grade	Performance
40 & Above	80 & Above	10	O	Outstanding
35 - 39.99	70 - 79.99	9	A+	Excellent
30 - 34.99	60 - 69.99	8	A	Very Good
28 - 29.99	55 - 59.99	7	B+	Good
25 - 27.99	50 - 54.99	6	B	Above Average
23 - 24.99	45 - 49.99	5	C	Average
20 - 22.99	40 - 44.99	4	D	Pass
Less than 20	Less than 40	0	F	Fail

2. Those students in Master of Social Work who fail in upto 4 courses across both the semesters (excluding Field Work) in an academic year, will be '**Allowed to Keep Terms**' (ATKT) and appear for the Additional Examination(s) in the subsequent semester. An unsuccessful candidate who has obtained 40 per cent of the full marks in a subject/s may be given exemption from appearing in those subject/s at the subsequent examination and will be declared to have passed the respective semester end examination when the candidate has passed in the remaining subject/s.
3. Those students who fail in more than 4 courses across both semester in an academic year will be declared failed in that academic year. However, a candidate who has obtained 40 per cent or more of the full marks in Field Work may claim exemption in Field Work. A Student in Master of Social Work who have not cleared Semester I or II or III will not be allowed to appear for the Semester IV Examination. The

Semester IV results of any student will not be declared until that student has cleared all the Courses from I to III.

Research and Term Paper

1. Students from Master of Social Work, Semester II have to select either Research (200 marks) or Term Paper (100 marks) as a compulsory requirement of the academic programme.
2. Students who have opted for Research Paper and fail to complete their data collection before the commencement of Semester III will have to change to Term Paper.
3. Students who have registered for Term Paper will have to complete two additional courses of two credits each.

MSW Semester - I

Semester – I	Credits
History and Philosophy of Social Work	2
Social Work Practice with Individuals and Families	4
Community Organisation	4
Research Methodology 1	4
Introduction to Sociology	2
Psychology for Social Work Practice	2
Field Work	6
Total Credits	24

Subject	History and Philosophy of Social Work
Semester	Semester I
Credits	Two Credits
Year	2019-2020

Rationale of the Course

The social work profession is purely human centric and is directly concerned with human nature. Basic understanding about human beings and the changing socio-economic and political trends gives insights on emerging social issues. The journey of approaches of professional social work from philanthropic work to rights-based approach and people centric movements indicate that the knowledge of social work is rooted in the philosophical ideologies of human values that was conducive to promote human right approach. Thus, to

make the knowledge contextual for its appropriate application, a critical understanding on religious values, theories and models related to human nature in essential in the first year of the post graduate program.

Course Objectives

To enable learners:

- To acquire knowledge of the historical development of social work in the West and in India.
- To understand the major philosophies that influence social lives of people.
- To recognize the importance of internalizing values and ethics in the practice of the profession.
- To develop an appreciation of fundamental values that is common among the major religions.

Course outcomes:

- The learners will get an orientation to philosophical values, and principles, and social work as a profession.
- The learners will have an understanding of the contributions of Indian social reformers and of western philosophies.
- The learners will demonstrate and practice social work values and principles in their social work practice
- The learners will be able to understand ethics and ethical issues related to the field of social work.

<u>Unit No</u>	Content	Reference Readings
Unit 1. Introduction: Social Work a profession. Its philosophical value and principles	<ul style="list-style-type: none"> - Concept of Human Nature - Purposive existence of human beings - Meaning of Philosophy - Ideology: Concept and Characteristics - Attributes of a Profession and Social Work as a Profession - Definitions of Social Work 	<p>Armando T. Morales, Bradford W. Sheafor (1995) Social Work: A Profession of many faces; Allyn and Becon, Massachusetts.</p> <p>Butrym Zofia T. (1976) The Nature of Social Work; The Macmillan Press Ltd., London.</p>

	<p>- Philosophical value framework and principles of social work profession.</p> <p>Social work Approaches: Philanthropic to right based</p>	Dominelli Lena (2004) Social Work; Polite Press, Cambridge, U.K.
<p>Unit 2.</p> <p>History of Social Welfare and Development of Social Work; Social Vision of Modern Social Reformers and Western social philosophers:</p>	<p>- History of Western Social Welfare and Development of Social Work</p> <p>- Social Work Profession in India</p> <p>Bhakti and Sufi Movement</p> <p>- Social Vision and Contributions of Modern Social Reformers in India:</p> <p>Mahatma Phule</p> <p>Dr. B.R. Ambedkar</p> <p>Periyar</p> <p>Mahatma Gandhi</p> <p>- Social Philosophies:</p> <p>Individualistic Liberalism and its Social Doctrine, its socio-economic manifestation i.e. capitalism and the emerging Social Question.</p> <p>Marxian Social Philosophy: Dialectic Materialism, Historical Materialism, Class Struggle and Establishment of Classless Society.</p> <p>Secular Humanism.</p> <p>Human Development :Mehboob ul haqq, Amartya Sen,UNDP</p> <p>Post Modernism and Cultural relativism.</p>	<p>Bastiaan Wielenga (1984) Introduction to Marxism, Centre for Social Action, Bangalore.</p> <p>Butrym Zofia T. (1976) The Nature of Social Work; The Macmillan Press Ltd., London.</p> <p>Desai, M (2002) Ideologies and Social Work: Historical and Contemporary, Analyses, Rawat Publications, Rawat Publicationmn</p> <p>Dubois Brenda, Miley Karla (1999) Social Work – An empowering Profession; Allyan and Bacon, London.</p> <p>Karen K. Kirst – Ashman (2003) Introduction to Social Work and Social Welfare, Thomson</p>
<p>Unit 3.</p> <p>Common Values found in World Religions and Social Work Profession:</p>	<p>- Values, Standards and Fundamental moral attitudes found among world religions that can form the basis of Global Ethic,</p> <p>- Basic tenets of different religions</p>	<p>Bastiaan Wielenga (1984) Introduction to Marxism, Centre for Social Action, Bangalore.</p> <p>Butrym Zofia T. (1976) The Nature of Social Work; The Macmillan Press Ltd., London.</p> <p>Desai, M (2002) Ideologies and Social Work: Historical and Contemporary, Analyses, Rawat Publication</p> <p>Dubois Brenda, Miley Karla (1999) Social Work – An empowering Profession; Allyan and Bacon, London.</p> <p>Karen K. Kirst – Ashman (2003) Introduction to Social Work and Social Welfare, Thomson</p>

Unit 4 Theories of Ethics, Ethical Issues in Social Work, Code of Ethics for Social Workers and Best Ethical Practices:	Lawrence Kohlberg's: Stages & levels of Moral Development. William Lowhead's Levels: Ethical Objectivism and Nature of Morality, Ethical Egoism Kantian Ethics: Utilitarianism, Virtue Ethic. Code of Ethics: Code of ethics for social workers (NASW, IASSW, BATSW), Significance & functions in Social Worker practices, Best Ethical Practices & responsibilities towards Self, Society, Co-workers & Profession, Standard operative practices (SOP)	Knitter, Paul F (2010) Social Work and Religious Diversity: Problems and Possibilities Karen Lyons, Terry Hokenstad, Manohar Pawar(2012) Handbook of International Social Work, Sage publications Micheal L. Shier & John R. Graham (2012) Social Work, Religion, Culture and Spirituality, The SAGE Handbook of International Social Work Joseph Josantony, Fernandes Gracy (2006) An Enquiry into Ethical Dilemmas in Social Work; College of Social Work, Nirmala Niketan, Mumbai – 400 020. Papalia Diane, E. Olds Wendkos Sally, Feldman Duskin Ruth (2007) Human Development, Tata McGraw Hill Publishing Company, New Delhi. Richard M. Lerner (1997) Concepts and Theories of Human Development, Associates. Mahwah, NJ. Publication
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Subject	Social Work Practice with Individuals and Families
Semester	Semester I
Credits	Four Credits
Year	2019-2020

Course Description

Social work with individuals and families is designed to prepare students for generalist social work practice with individuals and families. Emphasized are the values, knowledge and skills necessary for effective assessment and intervention on micro level. Using systems approach, emphasis is placed on social, cultural, familial and environmental influences on the functioning of individuals and families. This course builds a base from social science theories of ecological/systems theory; social role theory; and stress, trauma and coping theory which inform the practice concepts and skills taught

in this course. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students also learn how self-awareness and the conscious use of self, affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice

Course Objectives: Enable students to

- Acquire knowledge of work with individuals and families as a method in social work practice.
- Acquire knowledge of different intervention models and develop skills to utilize them selectively.
- Enable students to develop self-awareness in the process of acquiring professional competence (development of self-awareness that is, enabling the trainees to understand, develop and modify their own values, attitudes, abilities and talents)
- Develop of sensitivity to human problems, Enhancement of skills in communication to facilitate effective intervention

Learner Outcome: Upon completion of this course, students should be able to conduct culturally sensitive and culturally competent interpersonal practice by:

- Engaging diverse client systems
- Employing assessment protocols of PIE (Person-interaction-environment framework), ecomap, genogram, network maps, HUDSON family assessment scale
- Articulating treatment goals, developing measurable treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
- Recognizing basic termination issues that pertain to interpersonal practice
- Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.
- Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, case recording, and contracting.

Unit	Contents	Methodology	References
1.	Direct Practice (Inter-personal work) <ul style="list-style-type: none"> • Concepts and Definitions of work with 	Self-Awareness (Skills lab)- Perception,	Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat

	<p>individuals and families, social functioning</p> <ul style="list-style-type: none"> • Self-Awareness- Values and Principles (NASW Code of ethics) • Assumptions and Understanding Human Behaviour • Historical Development • Components in Case work 	<p>Empathy and Sensitivity</p> <p>Values integration through skills lab and role play</p>	<p>Publications, Jaipur and New Delhi</p> <p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen)</p> <p>Direct Practice, Encyclopaedia of Social Work, Vol. II 20th Edition (D-I)</p> <p>An Introduction to Social Casework by Grace Mathew , TISS, 1992</p>
2.	<p>Problem-solving Process- (Skills lab)</p> <ul style="list-style-type: none"> • Use of Professional Relationship- transference; countertransference; <p>Problems solving Process-</p> <ul style="list-style-type: none"> • Exploration, Engagement, Assessment and Planning • Implementation and Goal Attainment • Termination phase 	<p>Genogram, Eco map and Time line as tools in aid of assessment</p> <p>Use of assessment framework (PIE)</p> <p>Role plays-that help students learn the process of collection of information, arriving at an assessment and then formulating treatment goals and plans.</p>	<p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p> <p>Social Work Practice: Assessment, Planning, intervention and Review. Jonathan Parker and Greta Bradley , 2004</p> <p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi</p>
3	<p>Understanding families in the Indian context</p> <ul style="list-style-type: none"> • Stages of development with reference to Indian families • Understanding family as a social system • Family Assessment and Intervention in different settings 	<p>Family Assessment and Intervention framework</p> <p>Calgary Family Assessment Model (CFAM), Calgary Family Intervention Model (CFIM),</p>	<p>Family and Intervention: A course Compendium, TISS -Murli Desai</p>

	<ul style="list-style-type: none"> Family stress- ABC X model of family stress and coping 		
4	<p>Supportive Techniques in Case work and tools in case work (Skills lab)</p> <ul style="list-style-type: none"> Intake; interviewing; observation, Listening skills home-visits Recording Skills Difference between counselling and casework 	Workshops in Communication	<p>An Introduction to Social Casework by Grace Mathew , TISS, 1992</p> <p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi</p> <p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p>
5	<p>Models of Intervention</p> <ul style="list-style-type: none"> Crisis intervention; Planned Short term model Task centered model Integrative Intervention model Evidence based practice model Strengths based model 		<p>Direct Social Work Practice: Theoretical Perspectives by Joseph Walsh, 2010</p>
6	Intervention in different settings		

Subject	Community Organization
Semester	Semester I
Credits	Four Credits
Year	2019-2020

Rationale and Brief Perspective Note on Course

Community organization has a very prominent place in social work education as it is a method that has the potential to bring about positive changes at the micro level and with a large population. It is an effective method in building an inclusive and empowered community, but it is equally challenging. The course of community organization, therefore, encompasses all the three components – knowledge, attitude and skills – of teaching and learning process.

A country like India has a rich heritage adorned with diverse cultures but is also plagued for decades by poverty, marginalization and discrimination on the basis of caste, gender, class, race and ethnicity. This course purports to equip learners with skills required for direct community work, organizing and mobilizing as also to build their perspective to be able to assess, identify and advocate on various social and community issues.

Each component of this course incorporates discussion and interactive deliberation on multiple aspects of community organization to enable learners to reflect and connect it with their fieldwork.

Course Objectives

To enable learners to:

- Understand the concept of community
- Develop skills of community problem analysis and problem solving
- Appreciate the significance of a participatory approach to community intervention.
- Understand approaches and ideologies of community organisation in the context of relevant philosophies.
- Develop skills of critical analysis to understand problems of discrimination and oppression in communities.
- Appreciate the significance of a rights- based approach to community work.

Course Outcomes

At the end of the course, the learners will:

- Demonstrate skills to identify communities, assess their needs and plan appropriate community interventions.
- Demonstrate skills in community mapping, recognizing complexities and identify groups to work with.
- Show ability to reflect and contextualize various types of community interventions.
- Develop an insight into different perspectives in relation to community organization and use them in their work

Learner Objectives:

- Develop an understanding of basic concepts related to community organization and its history as a social work method.
- Develop skills for working with communities with a rights based perspective.
- Acquire knowledge about different models of community organization
- Obtain an understanding about processes involved in community organization
- Get an exposure to different perspectives influencing community organization
- Develop an understanding of strategies involved in mass action used by prominent social reformers

Unit	Content	Reading list
1	<p>Understanding the concepts related to community organization</p> <p>Defining communities-</p> <ul style="list-style-type: none"> ○ Geographical – Village, Urban Slum and Tribal Hamlets and others ○ Functional – Construction workers, Migrant communities and other vulnerable communities • Urban habitation of poor and marginalised. <ul style="list-style-type: none"> ○ Evolution of urban slums ○ Types of urban slum communities – Established slums, Industrial slums, Residential slums, Pavement dwellers and Floating slums, Homeless and footloose ○ Composition of urban slum communities ○ Characteristics of urban slum communities – Physical, Political, Socio-cultural, Economic • Village communities <ul style="list-style-type: none"> ○ Socio cultural composition 	<p>Jodhka Surinder (ed.) Communities & Identities; Sage Publication; 2002</p> <p>Munshi Indira Adivasi life Stories-Contexts, constraints, choices. Rawat publications</p>

	<ul style="list-style-type: none"> ○ Caste composition ● Tribal communities <ul style="list-style-type: none"> ○ Composition ○ Culture and norms 	
2	<p>Understanding the concept of community organization</p> <ul style="list-style-type: none"> ● Evolution of community practice in the western countries <ul style="list-style-type: none"> ○ Neighbourhood community ○ Community Development ○ Community Organization ○ Social Action for social change ● Evolution of community practice in the Indian context <ul style="list-style-type: none"> ○ Rural Community Development Programmes – Pre and Post-Independence ○ Neighbourhood Community ○ Urban and Rural Development Programmes ○ People centred Community Organizations ● Values and principles of community organization 	<p>Community organization: Theory and principles, 1995, Murray G. Ross</p>
4	<p>Process and skills involved in community organization</p> <ul style="list-style-type: none"> ● Phases in the community organization/social work practice with communities <ul style="list-style-type: none"> ○ First Phase – Need assessment, Identification of areas of concern, Rapport Building, Identifying Key Stake Holders and Informants ○ Second Phase / Community Engagement Phase – Identifying and forming community based groups, Leadership, Identifying and dealing with power dynamics, conflicts, Implementing concrete programmes and interventions. ○ Third Phase – Exiting community and Ensuring Sustainability of Intervention Models – Feedback and evaluation of the work done, Capacity building and hand over for the sustainability of intervention models and positive outcomes achieved. ● Community mapping techniques <ul style="list-style-type: none"> ○ Resource Mapping ○ Geographical Mapping 	<p>Community Practices in India: Lessons from the Grassroots (2018) edited by Purnima George, Geeta Balakrishnan, Vijayanta Anand, Ferzana Chaze</p> <p>Strategies of community intervention : Jack Rothman, 7th edition ,2008</p>

	<ul style="list-style-type: none"> ○ Socio-cultural Mapping ○ PRA tools ○ Practical and strategic gender needs ● Identifying and working with <ul style="list-style-type: none"> - class, caste, gender vulnerabilities in the communities - conflicts and power dynamics in the communities 	
	<p>Understanding various models of community organization</p> <ul style="list-style-type: none"> ● Community organization models -A review ● Community organization models given by Rothman <ul style="list-style-type: none"> ○ Locality Development ○ Social Planning ○ Social Action ● People centred approach in community organization 	
5	<p>Different perspectives on Organizing communities for change</p> <ul style="list-style-type: none"> ● Ambedkar – Mahad Talao Satyagrah, Kalaram Temple Satyagrah ● Gandhi – Champaran, Dandi March, Naukhali, Swadeshi Movement, Quit India movement, Rural Development Model ● Phule – Work with child widows, work on farmers’ issues, Starting schools for girls in the community. ● Periyar – Work with Aadi Dravid communities 	<p>Champaran To Quit India Movement Hardcover – 2002 by R. Kumar Non-Violent Resistance (Satyagraha), 2001, by M. K. Gandhi Dr Babasaheb Ambedkar writings and speeches, Volume-17, part- I, Collected works of Periyar E.V.R , 2007, Collected Works of Mahatma Jotirao Phule, Volume 1, Education Department, Government of Maharashtra for Mahatma Jotirao Phule Death Centenary Committee, 1991</p>
6	<p>Different perspectives on Organizing communities for change</p> <ul style="list-style-type: none"> ● Paulo Freire – Conscientization ● Saul Alinsky -Organized mass action and community leadership ● Eleanor Ostrom – theory of commons : ● Ivan Illich : Deschooling Society 	<p>Alinsky Saul. Rules for Radicals, Vintage Books Edition, 1972. Freire Paulo The Pedagogy of the oppressed :Penguin Books ,Uk,1996. Rules, Games, and Common-Pool Resources (1994)</p>

		Elinor Ostrom, Roy Gardner, and James Walker With Arun Agrawal, William Bloomquist, Edella Schlager, and Shui Yan Tang
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Subject	Research Methodology I
Semester	Semester I
Credits	Four Credits
Year	2019-2020

Rationale and Brief Perspective Note on Course:

From the view point of social work professionals, research is needed from the first step of social work process – needs assessment – to the last stage of evaluation and planning the next step. Evidence-based practice, which is getting more support in the field of social work over time, refers to a philosophy and process designed to forward effective use of professional judgment in integrating information regarding each client's unique characteristics, circumstances, preferences, and actions and external research findings (Gambrill, 2006).

Lincoln and Guba (1985) suggested that values influence all research in several ways, including choice of the research problem, choice of paradigm to guide the problem, choice of data gathering and data analysis methods and choice of ways of presenting the findings. Research methodology as a subject of social work education then should be governed by social work values of social justice, human rights and non-discrimination and teach students to be scientific, un-biased and relevant in their research.

This course is designed to provide an introduction to research methods and to produce an appreciation of the research process. This course will cover components of undertaking a research and carrying out a research process in social work practice in different settings and environments, program evaluation and policy development. More specifically, Research Methodology I helps the students appreciate the relevance of research in social work profession, understand research ethics and scope of research in social work, learn the process of research and comprehend the ways in which it can be used in the field

Course Objectives

To enable learners to:

- Develop skills in the application of scientific methodology in study of Social work related issues.
- Learn the application of the statistical procedures in order to interpret the research findings.
- Develop skills in writing a research dissertation in an organised, systematic and logical manner.
- Encourage the process of independent study and orderly presentation that can contribute to social work education and training.

Course outcomes

At the end of this course, the learners should be able to:

- Understand basic concepts of research and its methodologies
- Identify appropriate research topics.
- Select and define an appropriate research problem and its parameters.
- Prepare a project proposal (to undertake a project).
- Organize and conduct research (advanced project) in a more appropriate manner.

Learner Objectives:

- Understand the concept of social work research and related research concepts.
- Appreciate the relevance, scope and utility of social work research.
- Obtain information about what constitutes an ethical social work research.
- Gain the knowledge of steps of social work research including literature review, objectives and hypothesis formulation, research design, sampling, data collection and data analysis.

Course Outline

Unit	Title and Contents of the Unit	Teaching Methodology	References
Unit 1	Introduction to Social Science Research <ul style="list-style-type: none"> • Definition of Social Science Research • Epistemology of Research • Characteristics of Research • Relevance of Research in Social Work • Ethics in Social Work Research 	Lecture & Discussion	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 1 • Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 1 • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE – Cha. 1, 14 • Rubin, A. and Babbie, E. (2008) <i>Research Methods for Social Work</i>. Belmont: Thomson Brooks/Cole – Cha. 1, 2, 4.
Unit 2	Research Process I: Literature Review and Selection of Research Problem <ul style="list-style-type: none"> • Problem Identification • Literature Review <ul style="list-style-type: none"> ○ Literature Search: Finding literature relevant to the subject being explored in terms of: <ul style="list-style-type: none"> ▪ Theoretical Literature (Definition of concepts, keywords, different views of the 	Lecture & Discussion, Individual Exercise	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 2 • Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 2, 4, 11 • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for</i>

	<p>concepts, relationship of the concept to others)</p> <ul style="list-style-type: none"> ▪ Empirical Literature (Studies done on similar or same subject being explored) ○ Literature Evaluation (Determining which literature makes a significant contribution to the understanding of the topic) ○ Understanding Secondary Data and Division of Material under review into categories (e.g. those in support of a particular position, those against and those offering alternative perspective entirely) ○ Explanation of previous studies done relevant to the topic (methodologies and findings from related studies and comparison of findings), finding research gap <ul style="list-style-type: none"> • Problem Formulation • Rationale of the Study 		<p><i>Beginners</i>. New Delhi: SAGE – Cha. 3, 4</p> <ul style="list-style-type: none"> • Rubin, A. and Babbie, E. (2008) <i>Research Methods for Social Work</i>. Belmont: Thomson Brooks/Cole – Cha. 6
Unit 3	<p>Research Process II: Research Questions, Objective formulation, Concepts & Variables and Hypothesis</p> <ul style="list-style-type: none"> • Concepts and variables 	Lecture & Discussion	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age

	<ul style="list-style-type: none"> ○ Definition of a concept and a variable; distinguishing between concepts and variables ○ Converting concepts into variables • Research Questions <ul style="list-style-type: none"> ○ How to formulate research questions? ○ Distinguishing between broad research questions and questions in the data collection tools. • Objectives of the Study <ul style="list-style-type: none"> ○ How to formulate objectives of the study ○ What makes an objective 'good'? • Conceptual and Operational Definitions • Hypothesis <ul style="list-style-type: none"> ○ Definition of Hypothesis ○ Nature of a hypothesis ○ Types of Hypothesis 		<p>International (P) Ltd. – Cha. 10</p> <ul style="list-style-type: none"> • Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 3 • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE – Cha. 5, 6 • Rubin, A. and Babbie, E. (2008) <i>Research Methods for Social Work</i>. Belmont: Thomson Brooks/Cole – Cha. 7 • Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) <i>Introduction to Social Work Research</i>. Illinois: F. E. Peacock Publishers, Inc. – Cha. 3
Unit 4	<p>Research design and sampling</p> <ul style="list-style-type: none"> • Research Design <ul style="list-style-type: none"> ○ Characteristics of Quantitative research ○ Characteristics of Qualitative research ○ Distinguishing between Quantitative and Qualitative research designs ○ Mixed methods(Triangulation) • Sampling <ul style="list-style-type: none"> ○ Meaning of sampling 	Lecture & Discussion	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 3, 4, 9. • Lal Das. D. K. (2005) <i>Designs of Social Research</i>. Jaipur: Rawat Publication • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE – Cha. 8, 12 • Williams, M., Unrau Y. A. and Grinnell R. M.

	<ul style="list-style-type: none"> ○ Major concepts related to sampling <ul style="list-style-type: none"> ▪ Sample ▪ Study Population and Universe ▪ Sampling Unit ▪ Sampling Strategy ▪ Sample Size ○ Probability and Non-Probability Sampling Strategy <ul style="list-style-type: none"> ▪ Distinguishing between Probability and Non-Probability Sampling Strategy ▪ Uses of (When to use) Probability Sampling ▪ Uses of Non-Probability Sampling ▪ Types of Probability Sampling Techniques ▪ Types of Non-Probability Sampling Techniques 		<p>(JR) (1998) <i>Introduction to Social Work Research</i>. Illinois: F. E. Peacock Publishers, Inc. – Cha. 2, 5, 6, 7, 8.</p>
Unit 5	<p>Methods and Tools of Data Collection</p> <ul style="list-style-type: none"> • Sources of Data Collection • Methods of Data Collection <ul style="list-style-type: none"> ○ Systematic Observation ○ Interviewing ○ Focus Group Discussion • Tools of Data Collection 	Lecture & Discussion Class Exercise (Individual Exercise)	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 5, 6. • Engel, J. R. and Schutt, R. K. (2009) <i>The Practice of Research in Social</i>

	<ul style="list-style-type: none"> ○ Interview Schedule ○ Questionnaire ○ Scales & Indexes 		<p>Work (2nd ed.) Los Angeles: SAGE</p> <ul style="list-style-type: none"> • Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) <i>Introduction to Social Work Research</i>. Illinois: F. E. Peacock Publishers, Inc. – Cha. 10, 11.
Unit 6	<p>Data Analysis</p> <ul style="list-style-type: none"> • Data cleaning, editing • Data processing • Preparation of Code Book • Descriptive Statistics <ul style="list-style-type: none"> ○ Frequency Distribution ○ Measures of Central Tendency ○ Measures of Dispersion • Data Presentation <ul style="list-style-type: none"> ○ Graphs ○ Tabulation ○ Charts • Inferential Statistics <ul style="list-style-type: none"> ○ Chi-square & Correlation ○ t-test ○ ANNOVA 	Lecture & Class Exercise	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 7, 8, 11, 12, 13, 14, 18. • Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 13, 14 • Weinbach, R. W. and Grinnell, R. M. (JR.) (2010) <i>Statistics for Social Workers</i>. Boston: Allyn and Bacon.

Additional References:

- Babbie, E. (1995) *The Practice of Social Research*. Belmont: Thomson Brooks/Cole
- Babbie, E. (2004) *The Practice of Social Research* Belmont: Wadsworth
- Desai, S. B. and Joshi, B. (2012) *Research Methods in Social Work*. New Delhi: Alfa Publications.
- Kirk, S. A. (Ed.) (1990) *Social Work Research Methods: Building Knowledge for Practice*. Washington, D. C.: NASW Press.
- Kumar, A. (2011) *Quantitative Research Methods in Social Work*. New Delhi: Anmol Publications
- Lal Das and Bhaskaran (2008) *Research Methods for Social Work*. Jaipur: Rawat Publication

- Nachmias, F. C. and Nachmias.D (1996) *Research Methods in the Social Sciences* (5th ed) London: Arnold
- Sirkin, R. M. (2006) *Statistics for the Social Sciences*. (3rd ed.) New Delhi: SAGE Publications

Subject	Introduction to Sociology
Semester	Semester I
Credits	Two Credits
Year	2019-2020

Rationale for the Course:

The orientation to sociological concepts provides opportunities to extend and deepen analytic skills of learner at post-graduation level by emphasizing the use of scientific evidence to investigate, quantify and interpret phenomena that occur in the social world. Sociology reinforces the primary principles of scientific inquiry and relies on observation, logic, data and analysis, and presents opportunities to develop skills and tools that are useful in the acquisition of knowledge. A sociological perspective underscores the importance of examining society with a critical eye and questioning assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about one's world. Sociology can serve as a way of extending and deepening these skills for social work learners.

Perspective:

The course purports to impart a strong theoretical knowledge in order to develop a perspective on the evolution of society, social systems, social institutions and development of human behavior; and its connection to each other as a whole. The course allows learners to gain an understanding on how patterns of thought and knowledge are influenced by social, political, economic structures. Sociology as a relative field to Social work, intends to create a forum where the sociological perspective, sociological concepts and principles addressed and developed by sociologists could be applied in the substantive areas of social work. The field work in social work provides a platform for the practitioner to engage themselves in

the areas such as communities (Urban/Rural), families, medical and educational institutions, government and non-government organizations.

Objective of the Course:

To enable the learner:

1. To enhance skills for social analysis by way of understanding concepts and sociological perspectives
2. To understand the social processes and social change in India through relevant theories
3. To understand and analyse the agents of socialization and culture in the Indian context
4. To equip social work learners with theoretical knowledge as a base to social work practice

Course Outcomes:

1. The learner will be able to understand various concepts and the theoretical perspective and its application in social work practice.
2. The learner will be able to analyse the various social institutions and the role of culture and its impact.
3. The learner will be equipped with the knowledge and skill which will help them to gain an in-depth understanding and analytical perspective of the Indian society

Learners' Objectives

1. To understand the various concepts and theoretical perspectives in sociology.
2. To analyse the Indian social Institutions through the various agents of socialisation and culture.
3. To develop an overall understanding of the social processes and the factors that influence social change in society.
4. To develop the ability to apply the knowledge of sociology in social work practice

Unit No.	Title of the Unit	Contents of the Unit	Readings
Unit 1	Introduction to Sociology	<ul style="list-style-type: none">• Development of sociology• Definition of sociology	<ul style="list-style-type: none">• Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York

		<ul style="list-style-type: none"> • Scope and characteristics of Sociology, • Relevance to Social Work Practice • Basic concepts <ul style="list-style-type: none"> ○ Society, ○ Social Institutions, ○ Social systems ○ Social structure ○ Social stratification ○ Social mobility ○ Social control ○ Caste/Race/Ethnicity ○ Religion ○ Gender 	<ul style="list-style-type: none"> • Sharan, Raka, (1991), Sociology, Anmol Publication, New Delhi
Unit 2	Major theoretical perspective in Sociology	<ul style="list-style-type: none"> • Positivism: Comte's Law of three stages, Social Static & Dynamics, Evolutionism-Spencer's Evolutionary Approach • Functionalism: Durkheims' Concept of Social Fact, Division of Labour in Society, Radcliffe Brown's Structural-Functional Approach • Conflict: Marx's concept of Dialectical Historical Materialism, Class & Class Conflict; Coser's Approach to Social Conflict • Interactionist: Weber's Interpretative Sociology; Types of Social Action; G.H. Mead's Concept of Self & Society • Post Structuralism theories: Gramsci, Foucault; Derrida 	<ul style="list-style-type: none"> • Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York • Turner, J. (1987), The Structure of Sociological Theory, Rawal Publication, Jaipur.
Unit 3	Socialization and Culture	<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> ○ Concept, ○ Functions, ○ Characteristics, 	<ul style="list-style-type: none"> • Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York

		<ul style="list-style-type: none"> ○ Dimensions of culture ● Socialisation <ul style="list-style-type: none"> ○ Concept, ○ Agents of socialisation ○ Problems of faulty socialisation ● Social Processes <ul style="list-style-type: none"> ○ Meaning and kinds of social interaction ○ Cooperation ○ Competition ○ Conflict ○ Accommodation ○ Assimilation ○ Integration ○ Development 	<ul style="list-style-type: none"> ● Horten, P & Hunt, C. (1980), Sociology, Mac Graw hill Kogakusha Ltd, Tokyo ● Srinivas, M. N. (1991), Indian Social Structure, Hindustan Publishing House, Delhi. ● Ahuja, R. (1993), Indian Social System, Rawat Publication, Jaipur
Unit 4	Social Change	<ul style="list-style-type: none"> ● Social change <ul style="list-style-type: none"> ○ Meaning & Definition ○ Factors affecting social change ○ Western theories of social change <ul style="list-style-type: none"> ▪ Evolutionary theory, ▪ Cyclical theory, ▪ Conflict theory ● Theories of social change in India <ul style="list-style-type: none"> ○ Sanskritisation ○ Westernisation ○ Modernisation ○ Identity politics ● Post-Modernisation 	<ul style="list-style-type: none"> ● Kuppaswami, B. (1981), Social Change in India, Vikas Publishing House, India ● Bhushan, Vidya Sachdeva, (2000), An Introduction to Sociology, Kitab Mahal Distributor, Delhi

Subject	Psychology for Social Work Practice
Semester	Semester I
Credits	Two Credits
Year	2019-2020

Rationale

The purpose of this course is to introduce social work learners to the theoretical postulations in psychology and its relevance in understanding human behaviour. The course content will be drawn from the field of Psychology with specific reference to Developmental Psychology, Social Psychology and Positive Psychology and focus on its relevance to social work practice.

The course will focus on theories and knowledge on the domains of human development: biological, sociological, psychological, spiritual and cultural processes and development across the life span. Ecological-bio-psychosocial conditions that support or inhibit individual growth; and variations arising from caste, class, cohort, gender, race, sexual orientation, religion, and other differences will be discussed.

The theoretical orientation is to enhance the understanding of individual's growth, mental health and factors that promote well-being, happiness and character formation over the life span.

Objectives

To enable learners:

1. To develop an understanding of the various fields in psychology and the principles of growth, and the role of nature and nurture in growth and development.
2. To understand the various theories of personalities and identify factors that hinder and promote the development of healthy personalities
3. To develop knowledge on the development milestones and challenges at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age
4. To provide a general introduction to social psychology concepts and its relevance in explaining social interaction and social influence.
5. To apply the knowledge gained through the understanding of human behaviour to promote mental health and well-being of individuals across the lifespan.

Course Outcomes

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

1. Evaluate theories of personality with an understanding of their implicit value base and their relevance to social work practice.

2. Apply knowledge of life span development (individual and family) to social work practice
3. Apply the knowledge of positive psychology for promotion of mental health and well-being.

UNIT	CONTENT	READING LIST
I. Introduction to Psychological Concepts	1.1 Psychology for Social Work Practice – Introduction 1.2 Fields of Psychology: Clinical, Social, Organisational, Developmental, Health, Criminal, Forensic, Positive Psychology. 1.3 Basic concepts of Psychology: Perception, Motivation, Emotion, Cognition and Learning and Social Psychology, Attitude, Prejudice, Stereotype, Discrimination, Aggression, Conflict and Stress. 1.4 Importance of Heredity and Environment in the development of Personality	1. Morgan, C. T., & King, R. (1993). Introduction to psychology. New Delhi, India: Tata McGraw Hill Publishing Company Limited. 2. Munn, N. L. (1967). Introduction to psychology (3rd Ed.). New Delhi, India: Oxford & IBH Publishing Co. 3. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). Handbook of Indian psychology. New Delhi, India: Foundation Books. 4. Sdorow, L. M. (1998). Psychology (4th Ed.) Boston: McGraw-Hill. 5. Wade, C., & Tavris, C. (2006). Psychology. Upper Saddle River, NJ: Pearson Education Inc. 6. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson. 7. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall. 8. Husain, A. (2012). Social psychology. New Delhi, India: Pearson. 9. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill. 10. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson
II. Personality Theories	1.1. Psychoanalytical Theory (Freud) 1.2. Psychosocial Theory of Development (Erikson) 1.3. Behavioristic Theory (Pavlov)	1. Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson. 2. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008).

	<p>1.4. Humanistic Theory (Maslow)</p> <p>1.5. Inter Personal Theory (Rogers)</p>	<p>Handbook of Indian psychology. New Delhi, India: Foundation Books</p>
<p>III</p> <p>Introduction to Developmental Psychology</p>	<p>Life span / cycle approach to development</p> <p>Stages</p> <p>Prenatal</p> <p>Childhood</p> <p>Adolescence</p> <p>Adulthood</p> <p>Ageing</p> <p>Psycho, Social, Emotional, Physical development</p> <p>Focus on Emerging Issues and Interventions (in the Indian Context)</p>	<ol style="list-style-type: none"> 1. Lerner, R. (2013). Concepts and theories of human development. New Jersey: Psychology Press. 2. Life-span theory in developmental psychology. In R. M. Lerner (Ed.), Theoretical models of human development (5th ed.), Vol. 1, pp. 1029-1143. New York: Wiley. 3. Changes in the Family and Process of Socialization in India, Anthony, E.J. & Colette, C. (Eds). 4. The Child in his Family, Wiley, 365-374, M.S. Gore, 1978 5. Child Development, Eleventh Edition, John W. Santrock, Tata McGraw Hill, New Delhi, 2007 6. Developmental Psychology, Childhood and Adolescence, David R Shaffer, Fifth Edition Brook/Cole publishing Co, 1999 7. Human Development, Ninth Edition, Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feildman, Tata McGraw Hill, 2004 8. Life-Span Human Development Sigelman C, Shaffer D R, Second Edition, Brooks/Cole Publishing, 1995
<p>IV.</p> <p>Introduction to Positive Psychology and Social Psychology</p>	<p>What is Positive Psychology?</p> <p>Meaning, Definition</p> <p>Concept of Happiness and Well Being</p> <p>Eclectic Approach for Social Work Practice</p>	<ol style="list-style-type: none"> 1. Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson. 2. Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai, India: Pearson. 3. David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press. 4. Husain, A., & Saeeduzzafar. (2011). Islamic virtues and human development. New Delhi, India: Global Vision Publishing House. 5. Joseph, S. (Ed.) (2015). Positive Psychology in practice: Promoting

		human flourishing in work, health, education, and everyday life. Hoboken, NJ: John Wiley & Sons. Snyder, C. R., & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University.
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MSW Semester-II

Semester – II	Credits
Social Welfare Administration	2
Social Work Practice with Groups	4
Contemporary Social Movements	2
Social Policy and Planning	4
Foundation for Social Work- Politics	2
Foundation for Social Work- Economics	2
Research Methodology-II	2
Field Work	6

Subject	Social Welfare Administration
Semester	Semester II
Credits	Two
Year	2019-2020

Rational of the Course

The course begins with the context of welfare state and the role played by it with respect to providing safety net for marginalized groups. Special emphasis will be provided on the organisation of social welfare at the national and provincial levels in India. In the second unit, the emergence of voluntary sector and the supportive role voluntary organizations play in social welfare will be discussed. The current challenges facing the voluntary sector will also be explored. The third unit deals with governance and legal accountability frameworks associated with managing voluntary organizations. The final unit is designed as a skill building capsule. Key skills associated with planning, managing and evaluating voluntary action will be explored through hands-on exercises.

Course Objectives:

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

- Trace the history and evolution of social welfare in the East and the West.
- Discuss the social welfare arrangements in the national and state level
- Illustrate the connection between altruism and voluntary action
- Explain the emergence of voluntary organizations and the changing milieu of voluntary sector in India
- Compare and contrast different laws pertaining to registration and governance of voluntary organizations
- Plan voluntary action programs for marginalized groups

Learning Outcomes:

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

- Describe the history and evolution of social welfare in the West
- Discuss the social welfare arrangements in the national and state level
- Illustrate the connection between altruism and voluntary action
- Explain the emergence of voluntary organizations and the changing milieu of voluntary sector in India
- Compare and contrast different laws pertaining to registration and governance of voluntary organizations
- Plan voluntary action programs for marginalized groups

Unit No	Contents	Suggested Readings
1. State and Social Welfare	Concepts and definition of social welfare; History and evolution of social welfare in the West; Structural arrangements for social welfare in India (Centre) and Maharashtra (State); Government programmes and	Bhattachary, S. (2009). Social Work Administration and Development. New Delhi: Rawat Publications. Dubey, S.N. (1973). Administration of Social Welfare Programmes in India. Bombay: Somaiya Publications

	schemes for marginalized groups	
2. Contest of Voluntary Action	Altruism from scientific and religious viewpoints; History of volunteerism; Voluntary action in India; Government-voluntary sector relations and interface; Changing nature of voluntary organizations	Tandon, R. (2002). Identity and Its Challenges for the Voluntary Sector in India. New Delhi: PRIA GoI. (2002). Report of the Steering Committee on Voluntary Sector. New Delhi: Planning Commission of India.
3. Governance of Voluntary Organizations	Registration of Voluntary Organizations; Roles of Trustees/ Board of Directors and Members; FCRA, Income Tax and other laws related to voluntary sector	Fogla, M. (2014). NPO Governance and Laws in South Asia. New Delhi: FMSF Fogla, M. (2012). Finance and Legal Handbook for NPOs (4th Edition). New Delhi: FMSF
4. Key Skills in Social Welfare Administration Orientation on unlearning social prejudices	Skills in planning; budgeting; proposal writing; fundraising organisation; staffing; program implementation; coordination; documentation; reporting; monitoring and evaluation	Skidmore, R. (1983). Social Welfare Administration: Dynamic Management and Human Relations. London: Prentice Hall Coulshed, V. (1990). Management in Social Work. London: Palgrave

Subject	Social Work Practice with Groups
Semester	Semester II
Credits	Four Credits
Year	2019-2020

Rational of the Course

Work with groups is in sequence of three required social work practice courses offered at MSW first year. This course introduces learners to social work practice with groups. As part of this course, learners would learn basic typology of group processes and composition, and methodologies utilized in social work practice. Learners would also gain an understanding of how to use interpersonal helping skills in leading group members towards established goals by building on existing strengths. Learners would learn the unique role that group work plays in the continuum of social work practice methodologies. The themes of practicing from both person-in-environment as well as strengths-based perspectives are continued in this course. Learners will study how practice with groups can directly and indirectly promote social and economic justice.

Course Objectives:

Enable Learners to:

- Acquire knowledge required for planning, for conducting activities, and for effective use of program media at each stage of group development.
- Acquire understanding of dynamics and development of group work in institutional and community settings.
- Develop self-awareness and sensitivity as a professional group worker.
- Understand the group work method and appreciate its practice in various settings

Learning Outcomes:

- Identify as a professional social worker and conduct oneself accordingly.
- Learner will be able to develop procedural skills,(such as the process of collecting facts, assessing the information and establishing objectives for groups; listening, observation, collection of information, assessment) and interaction skills (such as accepting, relating, enabling, supporting, guiding, interpreting, observing and evaluating group process).
- Practice personal reflection and self-correction regarding one's own practice skills, leadership style and outcomes to assure continual professional development.

Unit	Content	References
1.	Introduction to Social Group Work <ul style="list-style-type: none"> • Definition and types of group work (SHGs, 	<ul style="list-style-type: none"> • P R. Balgopal & Vassil. 1983. Groups in Social Work: An Ecological Perspective. Macmillan Publishing Co. New York.

	<p>CBOs, task groups, support groups, advocacy; welfare, social protection, etc.)</p> <ul style="list-style-type: none"> • Group work as a method of social work • Values and principles underlying group work as a method. • Theories underlying group work • Historical development of group work practice 	<ul style="list-style-type: none"> • The use of Groups in Social Work Practice, Bernard Davies. Routledge & Kegan Paul, London, Boston, 1975. • Introduction to Group Work, 4th Edition. David Capuzzi, Douglas R. Gross, Mark D. Stauffer. Rawat Publications, 2010, India. • Balgopal, P. (1980). Social Group Work, From there into the 1980s and where it is going. Indian Journal of Social Work, 40(4), 361-368. • Glassman, U., & Kates, L. (1990). Group Work: A Humanistic Approach. New Delhi: Sage Publications. • Joseph, H. (1997). Social Work with Groups: A Literature Review. Indian J. of Social Work, 58 (2), 195-211.
2.	<p>Group formation and group processes (Skills lab)</p> <ul style="list-style-type: none"> • Pre-group formation stage • Phases and stages of group development • Characteristics and role of Group worker therein <p>Group Processes and Group Dynamics</p> <ul style="list-style-type: none"> • Communication and interaction Pattern in a group: Group Cohesion and Attraction; • Group Leadership: Functional and Dysfunctional Roles in a group; • Social Control and Group Culture; • Decision making in group; Factors hindering effective Decisions and the Different Techniques of Decision Making. • Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management. 	<ul style="list-style-type: none"> • Konopka, G. (1972). Social Group Work: A Helping Process (2nd ed). New Jersey: Prentice Hall Inc. • P R. Balgopal & Vassil. 1983. Groups in Social Work: An Ecological Perspective. Macmillan Publishing Co. New York. • Trecker (1972). Social Group Work: Principles and Practices. Association Press, New York. • An Experiential Approach to Group Work, Furman Rich, Diana Rowan & Kim Bender, Lyceum Books, Chicago, 2009. • Siddiqui, H.Y. (2008) Group Work: Theories and Practices, Rawat Publications, New Delhi. • Group Work: Process & Practice. 3rd and 9th Edition. Marianne Schneider Corey, Gerold Corey, Cindy Corey. Cengage Learning India Pvt. Ltd. India, 2014. • Coyle, G. L. (1947). Group Experience and Democratic Values. New York: The Women's Press.

	<ul style="list-style-type: none"> Self-reflexivity in handling group processes 	
3.	<p>Use of Programme Media in group work (Skills lab, Expressive Arts Workshop)</p> <ul style="list-style-type: none"> Programme media- characteristics, rationale of programme media Types of programme media Use of programme media – action songs, simulation games, puppets, street play, photo language, documentary/feature films, posters etc. Group discussions, group meetings and training programmes Steps in planning and conducting group sessions 	<ul style="list-style-type: none"> Trecker (1972). Social Group Work: Principles and Practices. Association Press, New York. Pereira, M. (1994). Development Communication Handbook: Ideas, Skills, Illustrations. Indore: Satprakashan Kendra. Pragasam, M., & Yadav, A. (2002). Street Plays on Community Health. Secunderabad: The Catholic Association of India. Pragasam, M., & Yadav, A. (2003). Group Media: Trainer's Manual. Secunderabad: The Catholic Association of India Discussion, Conference and Group Process, 2nd Edition. Halber E. Gulley, University of Kentucky. Amerind Publishing Co. Pvt. Ltd, New York, 1968. Gibson, A. & Clarke, G. (1995). Project-Based Group Work Facilitator's Manual: Young People, Youth Workers and Projects. London: Jessica Kinglsey Publishers.
4.	<p>Skills in working with groups (skills in lab)</p> <ul style="list-style-type: none"> Use of communication-self and interpersonal communication Recordings <p>Role of the social worker</p> <ul style="list-style-type: none"> Role of social worker, task functions, maintenance functions, dysfunctions behaviour of group members Use of relationships: Johari window model of group development 	<ul style="list-style-type: none"> Group Work Recording- Principles and Practices, Anne W. Lindsay, Woman's Press New York, 1952. Field Records in Group work & Community organization, Delhi School of Social Work, 1958, Delhi. Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. New York: Haworht Press. Bhatt R.M. (1960) Records of Social Group Work Practice in India, Baroda University: Baroda Encyclopedia of Social Work in India Vol.2 and 4 Dr. Surendra Singh(ed) , published by New Royal book company, New Delhi 2012 Banerjee, G.R.(1973) Papers in Social Work, Tata Institute of Social Science, Bombay

5.	Models of intervention <ul style="list-style-type: none"> Life cycle model: social goals model, remedial model, reciprocal model Tuckman's model Team model Mutual aid/SHG models Needs- ABC model 	<ul style="list-style-type: none"> Mutual Aid Groups, Vulnerable Populations and the Life Cycle. 2nd Edition, Edited by Alex Gitterman & Lawrence Shulman, Columbia University Press, 1994, New York. Heap. K. (1977). Group Theory for Social Workers: An Introduction. Oxford: Pergamon Press.
6.	Application of Group Work in social work settings: <ul style="list-style-type: none"> Application in health settings; Community Setting; School settings; Family welfare setting; Institutional settings, Women, Child welfare, and disability settings 	<ul style="list-style-type: none"> Individual Change through Small Groups. Paul Glasser, Rosemary Sarri, Robert Vinter (editors), Free Press, New York, 1974. Therapeutic Group work with children. Gisela Konopka, University of Minnesota Press, Oxford University Press, 1949.

Subject	Contemporary Social Movements
Semester	Semester II
Credits	Two Credits
Year	2019 - 2020

Rationale of the course

Social Work as a helping profession enables its learners to view social realities in a people's perspective. The course in contemporary social movements enables the learners to understand the social realities of movements happening in the contemporary society. By analysing different social movements, learners get an overview of the ideologies, strategies and rights perspective of these movements. Course takes the learners on a voyage through the struggles of the people, who through their constant perseverance, were able to create great impacts in the social realities of the world.

Course Objectives

- Understanding conceptual framework and context of Contemporary social movements.
- Develop ability to utilize relevant skills such as mobilization and networking.

- Appreciate the contributions of social and political movements in a global level.

Learning Outcomes

- The learner will be able to apply the conceptual framework of Social Movements in analysing present social problems.
- The learner will become proficient in utilizing skills in mobilization and networking for organizing people.
- The learner will be able to contextualize the contributions of social and political movements to contemporary situations.

Units	Content	Suggested Readings
Unit 1	Definition and Theoretical Perspectives of Social Movements	
	<ul style="list-style-type: none"> • Definition, types, features and theoretical framework of Contemporary Social Movements. • Relative Deprivation Theory • Strain Theory <p>Different analysis on Social Movements</p> <ul style="list-style-type: none"> • Post Modern perspective on movements • Structural perspective on movements • Conflict perspective on movements • Marxist analysis of social movements • New Social Movements 	<p>Payne, Malcohm 2005; Modern Social Work Theory: Palgrave Macmillan Publishers</p> <p>Mayo Marjorie 2005; Global Citizens: Social movements and the challenge of globalisation, Canadian Scholars Press</p> <p>Singh R. 2001: Social Movements old and new; A post-modernist critique. Sage Publication, New Delhi</p>
Unit 2	Vision, Mission and Strategies of Social Movements	
	<ul style="list-style-type: none"> • Process involved in Social Movements • Goal setting, fixing strategies for movements. • Outcomes, alliances/networking, use of social media 	<p>Rao MSA 2006: Social movements in India; Manohar publishers, 2006</p> <p>Shah, Chayanika et al. (2015). No outlaws in the Gender galaxy. Zubaan Books.</p>
Unit 3	Different Types of Movements 1	

	<ul style="list-style-type: none"> • Women and LGBT movements • Youth and learner movements • Labor unions • Dalit/ Race Movements • Rebel Music, Theatre and Art Movement • Peasant Movements • Environment and Indigenous people • Peace movements • Citizen Movements • National and International Forums • Movements related to Water • Disability Rights Movement 	<p>Shah Ghanshyam 2001: Dalit Identity and politics: Sage publication; New Delhi</p> <p>Guru Gopal 2004; Dalit Cultural movement and Dalit politics in Maharashtra. Vikas Adhyayan Kendra, Mumbai.</p>
Unit 4	<p>States and People's Response to Social Movements</p> <ul style="list-style-type: none"> • State response to social movements • Society Response to Movements • Labelling • Legislations regarding movements • Legal rights and activism 	

Subject	Social Policy and Planning
Semester	Semester II
Credits	Four Credits
Year	2019-2020

Rationale of the Course

Social policy is how a society responds to social problems. Any government enactment that affects the well-being of people, including laws, regulations, executive orders, and court decisions, is a social policy. A broad view of social policy recognizes that corporations and both non-profit and for-profit social-service agencies also develop policies that affect customers and those they serve and therefore have social implications. An understanding of social policies and the processes that determine its formulation is extremely critical for social work professionals as it determines the manner in which welfare is imparted to people, which in turn translates to the development of nation. Social workers can play an extremely critical role in the formulation, implementation and amendment of social policies. They can play a pivotal role in ensuring that policies are formulated as per the needs of the masses

through processes like Policy Analysis and Advocacy. Hence, a course on Social Policy and planning is extremely important for a Master's program in Social Work.

Course Objectives

1. To acquire an understanding of the concept and history of welfare and its relevance in understanding the concept of Policy.
2. To acquire a critical understanding of the approaches to welfare and policy formulation in the national and international context.
3. To understanding planning as a tool for development, historically as well as in the present context.
4. To understand the role of state and non-state actors in policy formulation and implementation.
5. To impart skills of intervention in the field of Policy analysis and Advocacy.

Learning Outcomes

1. To gain basic understanding of Welfare and the role played by Social Policy in terms of delivery of Welfare.
2. To understand the role played by Political ideologies in determining welfare and hence social policy.
3. To understand the relevance of Planning in Policy formulation.
4. To understand the process of policy formulation, implementation and evaluation.
5. To understand the role of social worker in Policy and to develop skills for Policy analysis and Social Advocacy

Syllabus

Unit 1- Evolution of Social Policy	Suggested readings
<ul style="list-style-type: none"> • Concept, definitions and aims of social policy • History & Ideology of Welfare • Models of Social Welfare • Welfare across countries • Values underlying social policies 	<ul style="list-style-type: none"> • Titmuss Richard (1976) Essays on the Welfare State, George Allen & Unwin Ltd, London • Ponsioen, J. A. (ed) (1962) Social Welfare Policy, The Hague, Mouton & Co. • Anderson Esping (1990) The three worlds of Welfare Capitalism, Princeton University Press, USA. • Mishra Ramesh (1964) The Welfare State in Crisis: Social Thought and

	<p>Social Change., Great Britain, Wheatsheaf Books</p> <ul style="list-style-type: none"> • Encyclopaedia of Social Work in India • Kulkarni P.D.(1979) Social Policy and Social Development in India, Madras Association of Schools of Social Work in India.
<p>Unit II- Theoretical concepts and principles related to Social Policy</p> <ul style="list-style-type: none"> • The state and models of power: conservatism, radicalism, liberalism, neoliberalism, Marxism, modernism and post modernism, Welfare as per these ideologies. • Principles for social policy formulation: need, justice, freedom, equity, inclusion and exclusion. 	<ul style="list-style-type: none"> • Cliff. Alcock & Payne (ed)(2000) Introducing Social Policy, Prentice Hall, London • Horay, Jean (1981) Values in Social Policy: Nine contradiction, Routledge & Kegan Pail, London
<p>Unit III- The Indian State and Development Planning</p> <ul style="list-style-type: none"> • Development planning-its genesis and philosophy • Planning institutions at the national, state and local levels. • The Planning process- an overview and critique • Planning in the era of privatization- the role of state, civil society, corporate sector and market. • Concept of Good governance and its components 	<ul style="list-style-type: none"> • Chakroborty S. (1987) Development Planning: An Indian Experience, New Delhi, Oxford University Press. • Byres T.J. (1999) The State and Development Planning in India, Oxford University Press, Delhi • Kabra K.N. (1997) Development Planning in India, Sage Publications, New Delhi • Ghosh Arun (1992) Planning in India, Sage Publications, New Delhi • T. J. Byree (ed)(1998) The State, Development Planning and Liberalisation in India, Oxford University Press, New Delhi • Sheng Kioe Yap, What is Good Governance, UNESCAP
<p>Unit IV- Policy Cycle</p> <ul style="list-style-type: none"> • Enactment of social policy/ policy formulation • Implementation • Policy review • Agencies involved: Role of regulatory bodies, task forces and commissions. 	<ul style="list-style-type: none"> • Kulkarni P.D.(1979) Social Policy and Social Development in India, Madras Association of Schools of Social Work in India.

Unit V- Policy Analysis <ul style="list-style-type: none"> • Policy analysis: concept, methods and tools • Analysis of contemporary social policies on Health, Education, Livelihood, Gender, etc. • Budget as a tool for Policy Analysis 	<ul style="list-style-type: none"> • Ganpathy R.S. et al (ed.) (1985) Public Policy and Policy Analysis in India, Sage Publications, New Delhi • Crane John (1982) The Evaluation of Social Policies, Kluwer Nijhoff Publishing, Boston • Mosers, Caroline. (1993). Gender, Planning and Development. Routledge, London and New York.
Unit VI- Social Advocacy in influencing policy <ul style="list-style-type: none"> • Advocacy as a tool for social change : Steps and Strategies • Tools for Advocacy: Social Audit, RTI, PIL, Jan Sunvai, community score card, e-governance etc. • Case studies of some advocacy campaigns- Narmada Bachao Andolan, RTI, Domestic Violence Act, Right to food Campaign • Role of Social Worker in the field of Policy 	<ul style="list-style-type: none"> • Joseph George & Descrochers John, Development, Human Rights and Action Groups, Bangalore, Center for Social Action. • Singh, Tarlok (1978) Social Change and Economic Process: The Perspective of Social Policy, Delhi School of Social Work, Delhi

Course Title	Foundation for Social Work- Politics
Semester	Semester II
Credits	Two Credits
Year	2019-2020

Rational of the Course:

The purpose of this paper is to introduce learners to the basic tenets embedded in the subject of Politics. Social work education derives the theoretical context from the social science courses and politics is one of the important parts of social sciences. Social work practice is based on the marginalised communities. Understanding of politics helps the learners to contextualise the marginalisation and exclusion of these communities. This course will focus on providing knowledge related to democracy, democratic structure and the electoral process, emphasising on the dynamics involved in the society in practice of the democracy.

Course objectives

1. To Understand Politics as a Social Science subject and the basic concepts relevant to its study.

2. To critically understand and analyse the democratic and dictatorial forms of Government and processes.
3. Critically understand and analyse the major political problems that affect the contemporary society.
4. To critically understand the electoral process and related dynamics in it.
5. To contextualise the tenets of politics both at national and international level

Learning Outcomes

1. The learner will be able to understand basic concepts related to politics
2. The learner will get an insight in to the concept of democracy
3. The learner will get a glimpse about the electoral process and various dynamics embedded in it.
4. The learner will be able to relate the state, national level politics to the international level.

Unit	Content	Suggested readings
1. Introduction to politics and state politics and State	<ul style="list-style-type: none"> • Nature and Scope of Politics. • State: Elements, Origin & Development, Role and Functions. • Nation: Concept, Difference between State & Nation. • Relevance of Politics to Social Work Profession <p>Classification of Government</p> <ul style="list-style-type: none"> • Democracy: Concept, Characteristics, Critique • Dictatorship: Concept, Characteristics, Types of Dictatorship, Critique of Dictatorship. • Democracy vs Majoritarianism • Nationalism vs Patriotism 	<p>Arora, N.D. & Awasthy, S.S. (2001). Political Theory. HAR-ANAND Publishing Ltd., Asirvatham, E & Misra, K. K.(2001). Political Theory. S. Chand, Co. New Delhi.</p> <p>McKinnon, C (2008). Issues of Political Theory. Oxford University Press. New York.</p>
2. Democratic government and Democratic Processes	<ul style="list-style-type: none"> • Types of Democracy - Direct and Indirect Democracy <p>Parliamentary and Presidential Democracy.</p> <ul style="list-style-type: none"> • Federalism in Indian democracy and democratic decentralization. 	<p>Bastian, S. (ed). Luckham, R. (2003). Can Democracy be designed, Zed Books. London</p> <p>23 Page Cambridge University Press, Cambridge. Cambridge University Press.</p>

	<ul style="list-style-type: none"> • International Democratic Body: United Nations • Election and Representation • Voting Behaviour and its determinants. • Role of Election Commission and independent, impartial elections. • Electoral Violence. • Election and representation-quota and other affirmative action 	Appadurai, A.1975 (11th ed). The Substance of Politics. Oxford University Press, Oxford.
3. Democratic structures	<p>Meaning, Characteristics, and Roles of:</p> <ul style="list-style-type: none"> • Political Party - National & Regional • Pressure Groups & Lobbying • Public Opinion and Advocacy • Media. <p>International Democratic Body : United Nations</p> <p>Deployment of democratic structures in social work practice.</p>	Sharma B.M. Bareth; R (ed) 2004. Good Governance , Globalisation and Civil Society,
4. Electoral Politics	<ul style="list-style-type: none"> • Participation, Representation and Emerging Trends <p>Political problems</p> <ul style="list-style-type: none"> • Political alienation as a problem • Political corruption as a problem • Political violence as a problem <ul style="list-style-type: none"> (i) Sectarian and Terrorist violence (ii) Politicization of Religion leading to Communal Violence (iii) Regionalist and Separatist movements. • Crisis of Legitimacy • Centre-state relationship 	<p>Mehra, A.K. & Khanna, D. D (ed) Kueck, G.W (2003) . Political Parties and Party System, New Delhi.</p> <p>Wilkinson, S.(2004). Votes and Violence. Electoral competition and communal riots in India,</p>

Subject	Foundation for Social Work- Economics
Semester	Semester II
Credits	Two Credits
Year	2019-2020

Rationale of the Course

The social work profession enables the learners to develop a better understanding of the community and society in a local as well as global perspective. The concept of Economic Development has a very important position in the social work paradigm. The way development is defined, how development includes and excludes certain people and communities are all matters of concern. Being learners of social work, the course enables the learners to read between the lines when they deal with the concept of economic development. They are also helped in understanding all contours of inclusive and sustainable forms of development. The course aims to develop in learners, attitudes and values in order to understand the positive as well as negative sides of any development project.

Course Objectives:

- To develop ability to analyze and understand the contemporary socio-economic realities through the use of relevant economic concepts.
- To gain insight into various approaches to economic development.
- To develop an understanding of the international socio-economic order and its influence on the economy of developing countries.
- To develop an understanding of the different manifestations of the process of underdevelopment.

Learning Outcomes

The learner will be able to understand the concept of economic development and understand the various concepts related to the same.

The learner will be able to critically evaluate and analyze various development projects and understand its relevance in the current socio – political scenario.

The learner will be able to evaluate and change her/his understanding of development and develop an all-inclusive idea of economic development.

Unit	Content	References
1 Basic Concepts of Economic Development	<ul style="list-style-type: none"> • Nature and meaning of development and economics of development • Distinction between growth and development. • Factors determining Economic Development • Core values and objectives of development • Millennium Development Goals, Sustainable Development Goals. 	<p>Bow J. (Edited) (2004, 2nd Edition) - The Globalization Reader Blackwell Publishing, Oxford. Parsuraman P.</p> <p>Unnikrishnan, P.V. (2003) – Listening to People in Poverty Books for Change, Bangalore.</p> <p>Mier, Gerald, M : Leading issues in Economic Development, OUP, Delhi</p> <p>Todaro, Micheal P : Economic Development in the third world, Orient Longman</p>
2 Theories and models of Economic Development	<ul style="list-style-type: none"> • Critique of Trickle-down theory of Development • Human Development • The Linear stage theory • The International Dependence Revolution Theory • The neoclassical counter revolution Theory • The new growth theory • People centered development models; Gandhi, Ambedkar, Mahbub Ul Haq, Amartya Sen 	<p>Somayaji, Sakarama Somayaji, Ganesh (2006) – Sociology of Globalization perspective from India, Rawat Publication, India.</p> <p>Second Commonwealth NGO Forum - (Report 1996).</p> <p>Development as Freedom; Amartya Sen</p> <p>Todaro, M. P., & Smith, S. C. (2012). Economic Development (11th ed.). Washington, DC: George Washington University.</p> <p>Thirlwall, A. (2006). <i>Growth & Development</i>. London: Palgrave Macmillan.</p>
3 Structures, Characteristics and problems related to development	<ul style="list-style-type: none"> • Inclusive Development:-origin, meaning and definition, HDI. • Inclusive growth vs Inclusive development • Problems of marginalized and excluded communities in India • Need for Inclusive Development: Policy framework 	<p>Todaro, Michael (2000) – Economic Development, Addison-Wesley Publishers, New York.</p> <p>Todaro, Michael P. and Stephen C. Smith. Economic Development, 8e. Delhi: Pearson Education, 2003.</p>

	<ul style="list-style-type: none"> • Inclusive Development of Scheduled Castes/ Scheduled Tribes/Minorities Religion/ Women; Persons with disability; Transgender- Elderly- unorganized workers • Finance Commissions 	<p>Misra, S.K. and Puri. Growth and Development. Mumbai: Himalaya Publishers, 2005.</p> <p>Hickey, Sam, Kunal Sen, and BadruBukanya (2014): The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.</p> <p>Tsujita, Yuko (2014): Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.</p>
4 Globalization and International Scenario of Development	<ul style="list-style-type: none"> • Micro economics, Stabilization policies of Neo Liberalisation • The meaning of economic privatization, liberalization and globalization • Integration into the Global Economy and Liberalization of Markets • Factors contributing to globalization • Structural Adjustment Programmes; Zero Budget policy; No new recruitment policy. • Instruments for the Promotion of Fast and jobless; Financial liberalisation; cut in social sectors. • Economic Growth • Sustainable Human Development • International Organizations related to Development: IMF, ILO, OECD (Organization for Economic Cooperation and Development) and World Bank, WTO, World Economic Forum; GATT, GATS; • IPR; World Standards • Future of work, Decent work. 	<p>Thirlwall, A.P. Growth and Development 8e. New York: Palgrave MacMillan, 2005.</p> <p>Meier, Gerald M. and James E. Rauch. Leading Issues in Economic Development, 8e. New Delhi: Oxford Univ. Press, 2006.</p> <p>http://unctad.org/en/docs/poedmm125.en.pdf</p>

Subject	Research Methodology II
Semester	Semester II
Credits	Two Credits
Year	2019 - 2020

Rationale of the Course:

There are specific research skills that require additional inputs and practice by the learners to be able to conduct a meaningful research study. This course covers certain specific research skills which are more practice based rather than theory based. The research skills included in this course are skills related to construction of data collection tools, using SPSS (Statistical Package for Social Science) in research, using statistics in research and report writing.

Data collection method determines the tools that researchers need to construct to carry out data collection. The course will cover basic data collection tools such as questionnaire, interview schedule and focus group discussion guide. Inputs on data collection tools will also include important aspects related to its reliability and validity.

SPSS (Statistical Package for Social Science) is a tool for the statistical analysis of data. It allows to perform a wide variety of statistical procedures. This course will provide learners with a basic knowledge of the program in order to be able to use it in their research study for data entry, data presentation as well as statistical analysis.

Research is complete only when it culminates into a well-structured research report. This course will include inputs on report writing that would enable a learner to write a research report that presents the research process and findings in a well-organized structure in an ethical reporting style, would be free from errors and would contribute to social work education and practice.

Objectives of the course:

- Develop skills on constructing tools of data collection.
- Facilitate skills development in using SPSS in research for data cleaning, data entry and data presentation.

- Impart training on the application of the statistical procedures using SPSS in order to interpret the research findings.
- Enhance understanding of structure, writing style and format of research report and develop report writing skills

Learning Outcomes

At the end of this course, the learner will be able to:

- understand uses of the different types of data collection tools
- frame different types of questions based on research objectives
- understand the concepts of reliability and validity of data collection tools
- conduct pilot testing of questionnaire and interview schedule
- understand the main features of SPSS
- learn SPSS file management
- do manual input of data in SPSS, data transformation and output management (presentation of data).
- conduct analysis and interpretation of data using SPSS.
- write a well-structured research report that fulfils all the requirements regarding writing style, formatting, reference style and nature of content at the Masters level of social work.

Unit	Title and Contents of the Unit	References
Unit 1	Tools of Data Collection <ul style="list-style-type: none"> • Types of Tools of Data Collection <ul style="list-style-type: none"> ○ Questionnaire ○ Interview Schedule ○ Scales and Indices ○ Focus Group Discussion Guide • Constructing Tools of Data Collection <ul style="list-style-type: none"> ○ Types of questions in a questionnaire and interview schedule ○ Wrong types of questions which should not be included in a questionnaire and interview schedule ○ Nature of questions in a Focus Group Discussion Guide ○ Structure of – 	<ul style="list-style-type: none"> • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE – Cha. 9, 10, 11

	<ul style="list-style-type: none"> ▪ Questionnaire and interview schedule ▪ Focus Group Discussion • Reliability and Validity of Data Collection Tools <p>Pilot Testing of Data Collection Tools</p>	
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CSW NN MSW SYLLABUS

Unit 2	Introduction to SPSS, Data Cleaning, Data Input/Entry and Data Manipulation <ul style="list-style-type: none"> • Introduction to SPSS: <ul style="list-style-type: none"> ○ General description ○ Functions ○ Menus ○ Commands ○ SPSS file management • Data Cleaning and Data entry: <ul style="list-style-type: none"> ○ Defining variables ○ Manual input of data ○ Automated input of data and importing data from Excel spreadsheets • Data Manipulation <ul style="list-style-type: none"> ○ Data Modification and Transformation – computing new variables, changing or adding variables ○ recoding data values ○ Selecting subsets of the data ○ Splitting data files to obtain sub-group summaries ○ Output management 	<ul style="list-style-type: none"> • Field, A. (2005) <i>Discovering Statistics Using SPSS</i>. (2nd Ed.) New Delhi: SAGA Publications
Unit 3	Analyses of Data Using SPSS <ul style="list-style-type: none"> • Descriptive Analysis <ul style="list-style-type: none"> ○ Frequencies ○ Mean, Median, Mode, Range ○ Cross-tabs • Inferential Statistics and Interpretation of Tests Using SPSS <ul style="list-style-type: none"> ○ Non parametric tests – Chi Square ○ T-test ○ Correlation ○ One-way ANOVA • Presentation of Data: Graphs and Tabulation 	<ul style="list-style-type: none"> • Antonius, R. (2003) <i>Interpreting Quantitative Data with SPSS</i>. New Delhi: SAGE Publications
Unit 4	Writing a Research Report <ul style="list-style-type: none"> • Ethical Report Writing • Nature and Structure of a Research Report <ul style="list-style-type: none"> ○ Writing style ○ Formatting ○ Chapters and Nature of content of each chapter • Preparing First Pages and Annexures of a Research Report • Writing Reference List 	Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i> . New Delhi: SAGE. – Cha. 17

MSW SEMESTER-III

Semester – III	Credits
Integrated Social Work Practice	4
Health	2
Rural and Urban Studies	4
Mental Health	2
Electives (Choose any three/carries two credits each)	
Informal Labour and Informal Sector	2
Therapeutic Intervention	2
Social Inclusion and Exclusion	2
Communication Skills	2
Sustainable Development and Environment	2
Field Work	6

Subject	Integration of Social Work Practice
Semester	Semester III
Credits	Four Credits
Year	2019-2020

Rationale of the Course

Social Work Education derives its practice base from Social Sciences. Some of the concepts from Sociology are foundations defining the Practice. Talcott Parson's System's Theory is one such Sociological concept which has been further developed into a model for Social Work intervention. The unique methods such as working with Individuals and Families, Groups, and Communities will remain stand-alone interventions unless they are linked to each other and seen in a larger perspective. Social Work Practice happens in the Society and therefore a perspective is necessary which is holistic and provides space for all methods in a multi-disciplinary scenario. The course on Integration of Social Work Practice attempts to take the Systems Theory approach of Talcott Parson and apply it to develop a systemic intervention model.

Course Objectives:

1. To understand the problem analysis perspectives in relation to the practice of professional social work.

2. To develop the ability to connect interventions to the theoretical perspectives of professional social work practice
3. To appreciate the challenges emerging from local and global influence on professional social work practice

Learning Outcomes

1. The learner will be able to trace the evolution of Integrated Social Work Practice and understand its effectiveness in the context of existing practices of social work.
2. The learner will be able to assess issues and problems at local, national and global levels.
3. The learner will be able to apply the Integrated Social Work Practice Model effectively in the field.

Course Content-Unit wise with essential readings:

SN.	Unit Name	Content	Essential Readings
1	Evolution of Integrated Social Work Practice: From Philanthropy to Human Rights	<ul style="list-style-type: none"> • Historical evolution from charity orientation to integrated practice, the remedial, developmental, rights based, strength based and radical paradigms • Sociological framework of Talcott Parsons... 	<ul style="list-style-type: none"> • Howe, D. (1987). An Introduction to Social Work Theory. Aldershot: Ashgate • Howe, D. (2009). A Brief Introduction to Social Work Theory Basingstoke: Palgrave Macmillan
2	The Ecological Model of Integrated Practice:	<ul style="list-style-type: none"> • Criminalising and Victimising-paradigm shifts • Problem Analysis - Person in environment understanding, the micro, meso and macro levels of intervention, 	<ul style="list-style-type: none"> • SW: Issues & opportunities: In a Challenging Profession - Diana DiNitto, Aaron McNeece 361.32/Din/Mcn/20808
		<ul style="list-style-type: none"> • Systems Approach, Systems Analysis and Practice Systems - understanding the significance of the four practice systems for analysis and intervention, problems in scaling up 	<ul style="list-style-type: none"> • SW Theories in Context: Creating Frameworks for Practice - Karen Healy 361.32/Hea/B12578 • SW Practice: Model & method - Allen Pincus & Anne Minahan 361.32/Pin/min/19913 • Oko, J. (2008). Understanding and Using Theory in Social Work, Exeter: Learning Matters
		<ul style="list-style-type: none"> • Critique of ecological model of social work 	<ul style="list-style-type: none"> • Issues & opportunities: In a Challenging Profession -

			Diana DiNitto, Aaron McNeece 361.32/Din/Mcn/20808 Pg 34-37
3	The Integrated Approach to Problem Solving:	<ul style="list-style-type: none"> • System change and system maintenance as goals of integrated practice 	<ul style="list-style-type: none"> • International SW: Issues, Strategies & Programs - David Cox & Manohar Pawar 361.3/Cox/Paw/B19807
		<ul style="list-style-type: none"> • Generalist and specialist approach to practice 	<ul style="list-style-type: none"> • Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Learners
		<ul style="list-style-type: none"> • Critique of integrated approach to social work 	<ul style="list-style-type: none"> • Issues & opportunities: In a Challenging Profession - Diana DiNitto, Aaron McNeece 361.32/Din/Mcn/20808
4	Evolving Approaches to Social Work:	<ul style="list-style-type: none"> • Development, concept and principles 	<ul style="list-style-type: none"> • Thompson, N. (2005). Understanding Social Work: Preparing for Practice Basingstoke: Palgrave • Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Learners
		<ul style="list-style-type: none"> • Understanding the anti-oppressive, feminist and post- modern perspectives of social work; Dalit perspective (Sukhdeo Thorat), strengths based focus; human behaviour approach; 	<ul style="list-style-type: none"> • Bailey, R., & Blake, M. (1980). Radical Social Work and Practice. London: Edward Arnold • Dominelli, L. (2002). Feminist Social Work: Theory and Practice. Palgrave Macmillan
		<ul style="list-style-type: none"> • Similarities and differences between radical social work and critical social work 	<ul style="list-style-type: none"> • Fook, J. (2003). Critical Social Work: The Current Issues. Qualitative Social Work: Research and Practice, 2 (2), 123- 130.
5	International Social Work:	<ul style="list-style-type: none"> • Ecological perspective and human rights perspective in the context of understanding global social work 	<ul style="list-style-type: none"> • Critical SW: An Introduction to Theories & Practices - June Allan, Bob Pease & Linda Briskman 361.32/All/18074

		<ul style="list-style-type: none"> • Growing significance of anti-racist/anti-oppressive practice • Understanding sexism, Casteism, Chauvinism and other isms 	<ul style="list-style-type: none"> • Dominelli, L. (2008). Anti-Racist Social Work, (3rd Edition). Palgrave Macmillan • Baines, D. (2011). Doing Anti-Oppressive Practice: Social Justice Social Work. Fernwood Publications • Bodhi S.R. (2014). The Practice of Anti-Caste Social Work in India: Towards a Theory of Dalit Social Work. Indian Journal of Dalit and Tribal Social Work, 2 (1), pp.28 to 39.
		<ul style="list-style-type: none"> • Multi-culturalism in social work practice 	<ul style="list-style-type: none"> • Fawcett, B. (2006). 'Postmodernism', in M. Gray and S. A. Webb (Eds.), Social Work Theories and Methods, London, Sage Publications
6	Challenges /Ethical Dilemmas in Social work Practice:	<ul style="list-style-type: none"> • Changing role of social work profession in the context of social capital formation 	<ul style="list-style-type: none"> • Critical SW: An Introduction to Theories & Practices - June Allan, Bob Pease & Linda Briskman 361.32/All/18074 Pg. 2, 3 & 59.
		<ul style="list-style-type: none"> • Self-reflexivity and value based concerns with the existing structural inequalities 	<ul style="list-style-type: none"> • Fook, J. (2002). Social Work: Critical Theory and Practice, London: Sage Publications
		<ul style="list-style-type: none"> • Contemporary development in social work: Corporatization, Specialization in social work education and practice. • Critical analysis of State approaches • CSR 	<ul style="list-style-type: none"> • Issues & opportunities: In a Challenging Profession - Diana DiNitto, Aaron McNeece 361.32/Din/Mcn/20808 Pg 34-37

Subject	Health
Semester	Semester III
Credits	Two Credits
Year	2020-2021

Perspective & Rationale

Based on the holistic concept of Health, the course recognizes the role of social, cultural, political and economic factors in influencing the Health of individuals. The course believes that health is integrally related to processes of development and that inequality, poverty; exploitation, violence and injustice are at the root of ill-health and mortality, especially for the poor and marginalized. The course aspires to enable the social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being regardless their caste, ethnic background, religion, gender, age, abilities, sexual orientation or class. Looking at Health as a fundamental Human Right, the course also envisages to enable the learners to take up issues of health for advocacy and thus enable communities to play an active role in the formulation, implementation and evaluation of all health policies and programmes.

Course Objectives

- To understand the concept of Health and wellness and factors influencing the same.
- To understand the concept of Community health, Health Education, Health Action and Health Advocacy.
- To establish the link between Health and Development by presenting the various challenges faced by the Health sector in the current socio-economic context.
- To analyse the changing trends in the field of health policy and planning in India.
- To understand the relationship between caste, class, gender, age with Health and its repercussion on the overall wellbeing.

Learning outcomes

- Develop health action plan and materials of health education in accordance to the community needs.
- Gain an overview of health system, programmes and policies in India and to enable its implementation.

- Find the overall impact of health on wellbeing, gender justice and sustainable development of the community
- Understand the role played by social worker in the field of Health and to be able to practice the same. This would also include Advocacy in the field of health.

Unit	Content	Reference
Unit 1: Introduction to Health, Community Health and Health Education	<ul style="list-style-type: none"> • Concept of Health and wellness; Dimensions of health; Factors affecting health, Social and Economic Determinants of Health. • Concept and background of community health; Difference between Community Health and Public Health • Community diagnosis and health action plan, Organising and planning for community health programme • Concept, methods and Principles of Health Education • Analysis of Status of Health in India; Rural /Urban Divide 	<ul style="list-style-type: none"> • Park. K. (2011). Preventive and Social Medicine (21st ed.) Bhanot, Jabalpur • Michele, I. (2004). Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health, London, Jones and Bartlett Publishers. • Desai SB & Joshi Bharti (2012). Social Work and Community Health, New Delhi, Alfa Publications
Unit 2- Health and Development:	<ul style="list-style-type: none"> • Linkage between Health & Development • Millennium and Sustainable development goals, • Health Literacy and Health Behaviour; health seeking behaviour, health related behaviour • Health Sector Reforms; Emerging Socio-economic and Demographic Situation in India-challenges to the health sector • Hospital as a firm 	<ul style="list-style-type: none"> • Qadeer, Sen and Nayar (2001) Public Health and the Poverty of Reforms, Sage Publications, New York.
Unit 3- Health System, Programmes and Policies	<ul style="list-style-type: none"> • Three tier health care system: primary, secondary, and tertiary. • Health Infrastructure and Human resource Development; 	<ul style="list-style-type: none"> • Banerjee, D (1985). Health and Family Planning Services in India: An epidemiological,

	<ul style="list-style-type: none"> • Public vs Private health care. • National and State Level Health Policies and Programs. • Out of Pocket Expenses on Health; Health Insurance 	<p>socio-cultural and political analysis and a perspective.</p> <ul style="list-style-type: none"> • Duggal Ravi, Health Planning in India. • Banerjee, D. (1982). Poverty Class and Health Culture in India. New Delhi: Prachi Prakashan. • World Bank (1993). World Development Report- Investing in Health, World Development Indicators, Oxford University Press • Devadasan N et.al. "Community Health Insurance in India- An Overview" Economic and Political Weekly, July 2004
Unit 4- Health and Well-being	<p>Health disparities:</p> <ul style="list-style-type: none"> • Ageing, Health and Well-being • Migration and Urban Health • Linkages between Health and Environment. • Health and Gender-gender dimensions of health care • Role of social worker in health setting, Advocacy in Health care, Right to Health. • Hospital, Community, Institution, Personalised health care 	<ul style="list-style-type: none"> • Ministry of Health and Family Welfare, Government of India, January 2013, "A strategic approach to Reproductive, maternal, new-born, child and adolescent health (RMNCH +A) in India".

Subject	Rural and Urban Studies
Semester	Semester III
Credits	Four Credits
Year	2020-2021

Rationale of the course

The subject Rural and Urban studies gives an idea on the structures, issues, governance and process of development of rural and urban societies in India. The study highlights on the history of rurality and urban development processes. The course will develop sociological understanding of rural and urban realities focusing on geographical diversities, social stratification, class disparities, caste dynamics, and gender discrimination in context of equity is significant to understand rural-urban realities.

Knowledge on village level agrarian and water crisis, urban related issues on migration and slum development and livelihood issues of tribal communities are the crucial areas to be focused in this study. Understanding on rural, urban and tribal administration and governance is an important part to intervene in the development processes. Similarly information on the role of NGO, people's organisations, campaigns for rural urban development enable to get the vision for development of rural, urban and tribal societies.

Course Objectives

- To acquire knowledge of the historical development of rural and urban society.
- To understand the rural and urban structures, issues, governance and processes of development.
- To introduce sociological understanding of social thinkers on urban and rural development.
- To study the rural and urban development policies and programmes.
- To study the interventions and networking for rural and urban development.

Learning outcomes

- The learners will understand the structures, issues and development processes of rural and urban society.

- The learners will develop an understanding on views of social thinkers on rural and urban development.
- The learners will be able to understand the important concepts of rural and urban contexts such as governance, development programmes etc.

Unit	Title of the Unit	Contents of the Unit	Reference
1	Overview of Indian Rural, Tribal and Urban Societies	Introduction to concepts related to Urban and Rural life: Definitions, Demographic Profile, Structures, Systems, Characteristics and issues related to urban, urban, rural communities. Understanding Rural-Connections: Gemeinschaft and Gesellschaft Gentrification and De gentrification	Chaudhary Anjana: Rural sociology. New Delhi. Dominant Publishers, 2004 Census Report
2	Rural Communities: Evolution and Dynamics	Geographical diversities, Social Stratifications, Class Disparities, Caste dynamics, Gender discrimination in context of equity Analysis of Village structures: Changing Gao Gada Perspectives of Mahatma Phule, Mahatma Gandhi, and Ambedkar on village Development Perspectives of critical thinkers on village structures: M.S.Srinivasan, Sharad Patil, Neeraj Hatekar. Agrarian, Water issues & crisis Green Revolution and its effects, Food Security in India, farmers suicide Rural Cooperatives: concept, scope and limitations of the cooperative movement,	Joshi Divya: Gandhiji On Villages.. Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002 Prasad B K: Rural Development: Concept, Approach And Strategy.. (1) New Delhi. Sarup and Sons Publishers, 2003 Singh Katar: Rural Development: Principles, Policies And Management.. (3) New Delhi. Sage Publication, 2009 Soundarapandian M: New Economic Policy And Rural Development.. New Delhi. Serials Publications, 2006
3	The origin and growth of cities	Urban Growth : Pre-industrial city industrial revolution and its effects, Post-industrial urbanisation (Chicago School of Thought)	Sandhu Ravinder Singh: Urbanisation In India: Sociological Contributions.. New

		<p>Urban Demography: Concept of Urbanisation and slum communities</p> <p>Issues related to migration: Livelihood of urban poor, housing, employment</p> <p>Urban Transportation Systems Ghettos and gated Communities.</p>	<p>Delhi. Sage Publications, 2003</p> <p>Prasad B K: Urban Development: New Perspective.. New Delhi. Sarup and Sons Publishers, 2003</p> <p>Mohan Sudha: Urban Development New Localism. Jaipur. Rawat Publications, 2005</p> <p>Sivaramakrishnan K C: Oxford Handbook of Urbanisation in India, 2nd Edi. New Delhi. Oxford University Press, 2005</p>
4	Tribal Communities	<p>Definitions: Schedule Tribes, indigenous people, Particularly Vulnerable Tribes, Nomadic and denotified tribes in India</p> <p>Demographic profile, Identity issues, livelihood issues, Land, atrocities, witch killings; occupation, indebtedness, bonded labour, displacement, dispossession, forced migration , relocation</p>	<p>Fürer-Haimendorf , Christoph von 1982, Tribes of India: The Struggle for Survival, UNIVERSITY OF CALIFORNIA PRESS, Berkeley · Los Angeles · Oxford</p> <p>Maharatna , Arup 2005 Can 'Beautiful' Be 'Backward'? India's Tribes in a Long-Term Demographic Perspective, Gokhale Institute of Politics and Economics, Pune</p>
5	Governance & Development: Policies and Programmes	<p>Rural Development: Rural Ministry, rural administrative structure Five year plans,</p> <p>Panchayati Raj Act: 73rd Amendment, schemes and programs: MGNREGA, NRLM;</p>	<p>Singh, Surat& Singh, Mohinder 2006 Rural Development Administration in 21st Century: A Multi-Dimensional Study; Deep & Deep Publications, Delhi</p>

		<p>Urban Development:</p> <p>Urban Governance: Municipal Corporation, it's structure & functioning: 74th Amendment, Nagar Rajya Bill, Area Sabha,</p> <p>Slums Redevelopment plans: Schemes e.g. MMRDA, MHADA, SRA JNNURM, NULM</p> <p>Tribal Development: Ministry of Tribal Development, Administration of tribal development, Tribal governance, PESA 1996, Forest Dwellers Act, 5th and 6th Schedules, TDP Forest Regulation Act, 2019</p>	<p>Chatterjee Shankar: Rural development and National Rural Livelihood Mission (NRLM). Jaipur. RBSA Publishers, 2011</p> <p>MCGM. (2010). Mumbai Human Development Report 2009 (Chapters 4 and 8). New Delhi: Oxford University Press</p> <p>Apte, P. (2013). Urban Planning and Development: An Indian Perspective. Gurgoan: Zorba Publishers</p> <p>GOI. (2005). Urban Infrastructure: Economic Survey 2004–05. New Delhi: Ministry of Finance</p>
6	Strategies for Intervention and redressal mechanism	<p>NGO, CBO , civil society, SHG's intervention at community level, various systems e.g. education, health, PDS</p> <p>Peoples Organisations intervention on Natural resources like forest/land and water, labour exploitation, SEZ, housing issues RTI , Jansunvai, Public Interest Litigation, e-governance, campaigns</p>	<p>Mukherjee Amitava: Participatory Rural Appraisal Methods And Applications In Rural Planning.. (2nd Revise) New Delhi. Concept Publishing Company, 2004</p>

*** Workshops and field visits will be organised**

Subject	Mental Health
Semester	Semester III
Credits	Two Credits
Year	2020-2021

Rational of the Course

The growing emphasis on health-being a holistic experience of well-being rather than an absence of a particular illness, brings into lime-light the crucial role of mental health in recent times. Learners through an exposure to the discipline of human growth and development, develop an understanding of basic psychological processes. However, in practice, a thorough understanding of illness, issues related to mental health and scope of social work interventions also becomes inevitable in enriching their practice as professional social workers. **Mental health and common mental health disorders are shaped to a great extent by a variety of social, economic and physical environments which further stress the importance of multi-modal interventions.** This paper thus offers a comprehensive understanding of mental health, mental illness and the role of social workers in micro, mezzo and macro levels of practice within a multi-disciplinary context. Along with the course divided in units, the content offered through workshop is also influential and is given due importance, to offer knowledge on application of concepts learnt in theory.

Course Objectives

1. To gain a conceptual understanding of Mental Health.
2. To provide an overview of various mental health disorders and its assessments.
3. To obtain comprehensive knowledge on application of mental health interventions at community and school levels.
4. To develop an ability to analyse policies, legislations and programs pertaining to mental health and the access and availability of these services.
5. To understand multi-disciplinary nature of interventions in mental health field and appraise the role of social worker in various settings of mental health.

Learning Outcome

1. Develops an understanding of concepts relating to mental health and in the context of psycho-social milieu of an individual
2. Gains a basic understanding of various forms of mental health disorders that prepares to understand scope of interventions among people living with mental health issues.
3. Acquires knowledge on various forms of testing and assessment of mental health
4. Understands various approaches in mental health interventions at community and school levels
5. Develops ability to analyse the role and challenges faced by governmental and non-governmental agencies in securing mental health care to common people.
6. Learns to evaluate the needs of various settings in mental health care (hospitals, child guidance clinics, prison) and learn about interventions central to each of these settings.

Unit	Contents	Reading List
Unit 1: Evolution of Mental Health	Overview of mental health and mental health disorders <ol style="list-style-type: none"> a. Unpacking mental health disorders b. Social Determinants of mental Health c. Bio-Psychosocial Model of Mental Health d. Multi-dimensional Impact of Mental Health Issues e. Approaches to Abnormal Behavior 	<ul style="list-style-type: none"> • Ciccarelli, S. and Schutte, E. (2006). <i>Psychology - an exploration</i>. Pearson Education. • Segrin, C. (2001). <i>Interpersonal processes in psychological problems</i>. New York: Diane Pub Co. • Patil, B. (2009). <i>Insanity</i>. New York: Eloquent Books. • Lahey, B. (2012). <i>Psychology</i>. New York: McGraw-Hill.
Unit 2: Brief Introduction to Mental Health Disorders	<ol style="list-style-type: none"> a. Mental Health Disorders: Causes, Classification and Treatment Approaches b. Common Mental Disorders: Schizophrenia Mood Disorders Personality Disorders Anxiety Disorders Obsessive Compulsive Disorder Dissociative Disorders c. Childhood Disorders: Neuro-developmental Disorders: 	<ul style="list-style-type: none"> • Rosenberger, P., Ramírez, C., Nevid, J., Rathus, S. and Greene, B. (2000). <i>Abnormal Psychology in a changing world study guide</i>. Upper Saddle River, N.J.: Prentice Hall. • Carson, R., Butcher, J. and Mineka, S. (2002). <i>Fundamentals of</i>

	<p>Intellectual Disability Intelligence and Learning disorders Substance Abuse</p>	<p><i>abnormal psychology and modern life</i>. Boston: Allyn and Bacon.</p> <ul style="list-style-type: none"> • Nolen-Hoeksema, S. (2005). <i>Abnormal psychology</i>. 3rd ed. New Delhi: Tata Mc Graw Hill Publishing Company. • Gelfand, D. and Drew, C. (2003). <i>Understanding child behavior disorders</i>. Belmont, CA: Wadsworth/Thomson Learning. • Alternative Diagnostic Models for Personality Disorders: The DSM-5 Dimensional Approach. Retrieved 9 August 2019, from https://www.mentalhelp.net/personality-disorders/dsm-5-dimensional-approach/ • Clifford, M., King, Weinz and Schopler (1998). <i>Introduction to Psychology</i>. 6th ed. New Delhi: Tata Mc Graw Hill Publishing Company Limited. • Kaplan, H.I.& Saddocks,B.J. (1985) <i>Modern Synopsis of Comprehensive Textbook of Pyshiatry</i> . 4th Edition. William & Wilkins.
<p>Unit 3: Community and School Mental Health</p>	<ul style="list-style-type: none"> • Community Mental Health : Preventive, Promotive and Remedial approaches • School Mental Health and role of Social Workers • Patients' Rights • Mental Health Manifesto 	<ul style="list-style-type: none"> • Caplan, G. (1961). <i>An Approach to Community Mental Health</i>. London: Tavistock Publications. • Joseph, M. (2002). <i>Mental Health in Classrooms</i>. 1st ed. Kalamassery, Kerala: Rajagiri College of Social Sciences.

		<ul style="list-style-type: none"> • Mane, P. and Gandevia, K. (1993). <i>Mental health in India: Issues and Concerns</i>. Bombay: Tata Institute of Social Sciences. • Price, R., Ketterer, R., Bader, B. and Monahan, J. (1980). <i>Prevention in Mental Health: Research, Policy and Practice</i>. Beverly Hills • Chavan, B.S., Gupta, N., Arun, P., Sidana, A. & Jadhav, S. (2012). <i>Community Mental Health In India</i>. Jaypee Brothers Publication. • Jeger, A.M. & Slotnick R.S.(2011). <i>Community Mental Health and Behavioral Ecology: A Handbook of Theory Research and Practice</i>. 2nd edition. New York: Springer Publications • Foucault, Madness in Civilisation • Bhargavi Davar, Publications
Unit 4: Scope of Social Work Interventions in Mental Health Issues in various Settings	<ul style="list-style-type: none"> • De-Addiction centres • Mental Health Hospitals • Child Guidance Clinics • Prison Setting • General Hospitals with Psychiatric Wards • Community Mental Health Centres • Psychosocial Rehabilitation Services • Gender and Mental Health 	<ul style="list-style-type: none"> • Hudson, B. (1982). <i>Social Work with Psychiatric Patients</i>. Hampshire, London: Mac Millan Press Ltd. • Price, R., Ketterer, R., Bader, B. and Monahan, J. (1980). <i>Prevention in Mental Health: Research, Policy and Practice</i>. Beverly Hills, London: Sage Publications Inc. • Paylor, I., Measham, F., & Asher, H. (2013). <i>Social Work and Drug Use</i>. New Delhi: Rawat Publications.

		<ul style="list-style-type: none"> • Olsen, M. (1984). <i>Social Work and Mental Health: A guide for the approved social worker</i>. New York: Tavistock Publications. • Gould, N. (2016). <i>Mental Health Social Work in Context</i>. 2nd Edition. Routledge Publications. Learner Social Work Series. • http://health.bih.nic.in/docs/guidelines/guidelines-community-health-centres.pdf
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Workshops

1.	Policies for Mental Health: United Nations Conventions on the Rights of Persons with Disability (2006) National Mental Health Policy (2014) Mental Health Care Act, 2017
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Subject	Informal Labour and Informal Sector
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale and Brief Perspective Note on Course

The Indian economy is defined by the informal and formal sector contributing majorly to its growth. The informal employment and growth of the informal sector is the hall mark of today's economy. The informal labour force is characterised by aspects such as insecurity of job, being migrant, marginalised, and exploited. The informality in employment and growth of this informal sector is all pervasive with its presence in both rural and urban areas. Social work professionals with roots in working with the most marginalised need a strong understanding of informal labour and also the informal sector.

Course Objectives

To enable learners:

1. To study the history, growth and various dimensions related to informal labour and informal sector.
2. To develop an understanding about the labour issues in the informal sector both in urban and rural areas
3. To enable learners to look at the linkages related to caste and gender in the informal sector
4. To develop a critical perspective about legal and social security measures concerned with labour in the informal sector
5. To study various government and non-government interventions related to informal labour

Learning Outcomes

1. The learners will be able to identify and define various types of informal labour both in the urban and rural areas.
2. The learners will be able to relate and understand the causal factors for the exploitative nature of informal employment and informal sector.
3. The learners will be equipped with a critical view of the legislations and government schemes related to informal labour
4. The learners will get a bird's eye view of various interventions.

Unit	Content	Readings
1. Informal Economy: History, definition and various dimensions	<ol style="list-style-type: none">a. New economic reforms and growth of informal economyb. Growth of informal economy in Indiac. Defining informal sector, informal employment and relationsd. Migrant labour market and workforce: Profile (Caste, age, religion and region), types of	<p>‘Decent work and the informal economy’, Report VI, 2002 International Labour Office ILO 2019</p> <p>Reports on conditions of work and promotion of livelihoods in the unorganised sector’ Sengupta Arjun Chair</p>

	<p>migration, causes for migration. Sons of the Soil.</p> <ul style="list-style-type: none"> e. Skill formation and skill upgradation process in the informal sector f. Women workforce in the informal employment g. Human trafficking in the informal sector h. Occupational health and safety i. Sexual Harassment at Workplace 	<p>person, National commission for enterprises in the unorganized sector, 2007, New Delhi</p>
<p>2. Informal labour force and the informal sector in the Urban area</p>	<ul style="list-style-type: none"> a. Construction Industry and the construction labour force b. Home based Industry Small enterprises based in the slums c. Hawkers and venders d. Domestic workers e. Informal employment in the Solid waste management industry 	<p>Agarwal.. A. N (2001)- Indian economy problems of development and planning, Vishwas Prakashan, Mumbai.Geneva. Dutt. R & Sundharam- Indian Economy (2006 edition).S. Chand & Co, New Delhi. Labour Standards by ILO</p>
<p>3. Informal labour force and the informal sector in the Rural area</p>	<ul style="list-style-type: none"> a. Agriculture and allied industry and informal employment forms b. Industries based on use of natural resources: salt mines, fisheries, quarries c. Land less labour force and bonded labour d. Informal employment /livelihood patterns of Nomadic tribes and de-notified tribes e. Informal employment in the home based industry 	<p><u>Jan Breman</u> 2012 ; Outcast Labour in Asia: Circulation and Informalization of the Workforce at the Bottom of the Economy 2012</p> <p>The State of Labour: The Global Financial Crisis and its Impact , Dr Sharit Bhowmik (editor),2016</p>
<p>4. Government and Non government Intervention</p>	<p>Government Interventions</p> <ul style="list-style-type: none"> a. The labour legislations pertaining to informal workforce b. The labour commissions and their recommendation. c. Government schemes for the informal work force d. Financial institutions and the informal sector. <p>Non Government interventions</p>	<p>Martha Chen, Renana Jhabvala, Frances Lund, 2002,' Working paper on the informal economy – supporting workers in the informal economy, a policy framework, (employment sector, International Labor Organisation</p>

	a. National Campaigns for policy and legislation framing	Renana Jhabvala , RKA Subramanya' The Unorganised Sector, work security and Social protection Sarath Davala, 1994,' Unprotected Labor In India'
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Subject	Therapeutic Interventions
Semester	Semester III
Credits	Two Credits
Year	2020-2021

Rationale of the Course

The purpose of this course is to introduce the social work learner to knowledge of Therapeutic Interventions as a base for social work practice. The course structure of Therapeutic Interventions provides learners with an understanding of Therapies that can be used in the intervention process. The course is structured in a way to help learners to understand different therapeutic approaches to provide the best possible treatment to their clients. .

Objectives:

To enable learners to:

- To develop an understanding of the key elements involved in the therapeutic intervention process
- To develop an understanding of the different approaches and models in therapeutic interventions and appreciate the use of eclectic approach to therapeutic intervention.
- To develop an understanding of the role of other professionals in the field and the role of the social worker as a member of the interdisciplinary team.
- To develop attitudes that will enhance the intervention process

Learning Outcomes

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

1. Apply therapeutic intervention skills while working with individual, groups and families.

2. Evaluate the different therapeutic approaches and understand their implicit techniques and use them in their Field work Practice
3. Learners will be sensitized to maintain professional standards and uphold ethical standards of the profession.

CSW NN MSW SYLLABUS

Units	Topics	Reading List
1	Introduction to Counselling <ol style="list-style-type: none"> Goals of Counselling Qualities of an effective counsellor Ethics in counselling Steps involved in the Process of Counselling Understanding the pitfalls in counselling Counselling in Different Settings 	<ol style="list-style-type: none"> Dave Indu: The Basic Essentials of Counselling. New Delhi. Sterling Publishers, 1983 Allen Thomas W & Whiteley John M: Dimensions Of Effective Counselling: Cognitive Flexibility And Psychological Openess In Counsellor Selection.. Columbia. Charles Merrill Publishers, 1968 Blocher Donald M: Developmental Counselling.. (2nd) New York. Ronald Press Company, 1974 MucchielliRoges: Face To Face In The Counselling Interview: Training In The Human Sciences.. London. Macmillan And Company, 1983. Tolbert E L: An Introduction To Guidance: The Professional Counsellor... Boston. Little Brown And Company, 1978
2	Client Centred Therapy/ Person-Centred Counselling <ol style="list-style-type: none"> Key concepts and goals Notion of Self Concept Attributes of a fully functioning person The therapeutic process Six Factors Necessary for Growth in Rogerian Theory Merits and Limitations 	<ol style="list-style-type: none"> Rowan John: The Reality Game: A Guide To Humanistic Counselling And Therapy.. London. Routledge And Kegan Paul, 1983 Mearns Dave & Thorne Brian: Person Centered Counselling In Action.. London. Sage Publications, 1988
3	*Introduction to Marital and Feminist Counselling	<ol style="list-style-type: none"> Corey Gerald: Theory and Practice of Counselling and Psychotherapy. (8) Singapore. Thomson Brooks/Cole, 2009

	<p>a. Phases in Marriage b. Sources of conflict, conflict spiral c. stages in marital counselling</p> <p>Feminist counselling</p> <p>a. Nature and concept of ‘abuse’ and ‘violence’</p> <p>b. Different kinds of abuse / violence – Physical, Emotional, Psychological, Mental, Social, Community Violence</p> <p>c. The Abuse Cycle</p> <p>d. Family dynamics leading to continuation of abuse</p> <p>e. Impact on family and children</p> <p>f. Feminist Therapy with specific reference to Counselling victims of Domestic violence</p>	<p>2. Payne Martin: Couple Counselling a Practical Guide. New Delhi. Sage Publication, 2010.</p> <p>3. Women and Mental Health</p>
4	<p>Grief and Trauma Counselling</p> <p>a. Grief counselling Goals ,Process and techniques,</p> <p>b. Phases of Grief, Grief and Bereavement, Anticipatory Grief</p> <p>c. Abnormal Grief reactions</p> <p>d. Kubler Ross’s Model of Stages of Grief</p> <p>e. Role of Counsellor</p>	<p>1. Rao S Narayana: Counselling and Guidance... (2nd) New Delhi. Tata Mcgrow Hill Book Company, 1992</p> <p>2. Worden, William J. Grief Counselling & Grief Therapy: A Handbook for the Mental Health Practitioner. Third Ed. Routledge. London (2001)</p> <p>3. Ethering Kim: Counsellors in Health Settings... London. Jessica Kingsley Publishers, 2001</p> <p>4. Worden J William: Grief Counselling and Grief Therapy; A Handbook for the Mental Health Practitioner... (3) New York. Tavistock Publication, 2005.</p> <p>5. Reeves Andrew: Counselling Suicidal Clients. New Delhi. Sage Publications, 2010.</p>

	f. *Palliative Care : Domains of care g. Use of Teamwork Approach in Terminal Illness	6. Mallon Brenda: Dying, death and grief: working with adult bereavement. New Delhi. Sage Publications India Pvt Ltd, 2008
Duration Three days	Workshops and Lab sessions Module for Gestalt Therapy , Transactional Analysis and Rational Emotive Cognitive Behaviour Therapy * Gestalt therapy a. Key Concepts : Processes and Goals: b. Classification of types of problems c. Growth and Goals of Gestalt therapy d. Therapeutic techniques and procedures of Gestalt therapy e. Layers of Movement in Growth f. Contributions and limitations *Rational Emotive Behaviour therapy a. Key Concepts b. Rationality: Reason and Emotion: Appropriate and Inappropriate Emotions: Assumptions : Assumptions basic to RET: c. Some Irrational Beliefs and Characteristics of Irrationality	1. Gestalt counselling in action. (3 rd. edition) London. Sage Publications, 2004. 2. Trower Peter: Cognitive Behavioural Counselling In Action.. London. Sage Publications, 1988 3. Wills Frank: Skills in cognitive behaviour counselling & psychotherapy. New Delhi. Sage Publications India Pvt Ltd , 2008 4. Lister-Ford Christine: Skills in transactional analysis counselling and psychotherapy. New Delhi. Sage Publications India Pvt Ltd, 2002.

	<p>d. Process of REBT: ABC DEF principle REBT Activating event- Belief system- Consequent emotional status- Disputing the belief system- E, transform the event into his growth potential.</p> <p>e. Merits and Limitations</p> <p>*Transactional Analysis</p> <p>a. Goals of TA</p> <p>b. Ego States : The Parent Ego state ,Adult ego state and Child Ego state</p> <p>c. Egogram and Structural Analysis</p> <p>d. Transactions in Transactional analysis; complementary, crossed and ulterior.</p> <p>e. Basic Existential Life Positions</p> <p>f. Merits and Limitations</p>	
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Lab sessions/Workshops/Field Visits will be organized

Subject	Social Inclusion and Exclusion
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale of the Course

It is important to learn about the processes of social exclusion through which individuals or groups are wholly or partially excluded from the socio-cultural, economic and political systems in India and across the globe. Traditionally, they are excluded and deprived from participation in the society within which they live. Social constructs like caste, religion, gender, race or ethnic disadvantage translate them into social exclusion. The ‘institutional mechanisms’, through which resources are allocated are systematically denied to the excluded groups which continuously push them in margins.

Hence, it is challenging for the social work profession to identify such excluded groups at the national and international level, knowing issues related to their identity and vulnerable livelihood situations. In this context, it is significant to get insights on democratic values, constitutional framework, policies and programs, strategies of people centred organisations working for inclusive development. Inputs on rights-based approach through advocacy, networking at national and international level will give ideas on the struggle and challenges faced by the excluded communities and efforts made for their inclusive integration.

Objectives of the Course:

- 1 To provide an overview on concepts, types and factors responsible for the social exclusion of the marginalized groups in India and at the international level.
- 2 To study the magnitude and extent of socially excluded communities in India and at the international level.
- 3 To develop perspectives on the struggle and challenges faced by the excluded communities for their inclusion and integration in India and at the international level.
- 4 To provide knowledge on national and international inclusive policies and processes for inclusion and integration of excluded communities.

Learning Outcomes

1. The learner will be able to develop an understanding on the concepts of social exclusion, inclusion, types and factors responsible for social exclusion.

2. The learner will be able to understand disparities and discriminations based on social constructs practised in India & at international level.
3. The learner will know about national and international inclusive policy framework to understand values of justice, dignity and equality for inclusive development.
4. The learner will be able to develop an understanding on strategies practiced to create access & opportunities to the excluded groups for their inclusive development.

Unit No/Name	Contents	Reading list
Unit -1 Introduction to the Concepts	<p>Emergence of the concept of social exclusion and inclusion</p> <p>Defining social exclusion and inclusion</p> <p>Types of social exclusions based on Class, Caste, Religion, Gender, Race and Ethnicity</p> <p>Dimensions of exclusion related to socio-cultural, economic and political systems and Interdisciplinary approaches for its study</p> <p>Debates on social exclusion and inclusion in India and around the world</p>	<p>Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Papers No. 1, Asian Development Bank, Manila</p> <p>Hills, J. le Grand, J. and Peached, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press, Oxford.</p> <p>Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi</p> <p>Jordan, B. (1997) A Theory of Poverty and Social Exclusion. Cambridge: Polity Press.</p>
Unit-2 Socially Excluded communities in India and at International level	<p>Socially Excluded Communities: Profile, identity, livelihood issues</p> <p>Overview on the socially excluded communities in India and their struggle for inclusion & integration</p> <p>Excluded communities: Dalit-caste based issues, Tribal-indigenous people, DT/NT, OBC's, Minorities (regional,</p>	<p>Saxena, Ashish (2013): Marginality, Excision and Social Justice, Rawat, Publication, Jaypur</p> <p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDMs (International Journal of Rural Development and Management Studies), Volume</p> <p>Varma, H.S. (2005) The OBCs and the Dynamics of Social Exclusion in India, Serial Publications, New Delhi.</p>

	<p>religious, linguistic), LGBTQI; Rohingyas, Ching, Tibetians</p> <p>Overview on excluded communities at international level and their struggle for inclusion & integration</p> <p>Refuges, Asylum seekers, migrates, immigrants</p> <p>Excluded communities: Roma (Europe), Sami (Scandinavia), Rohingya (Asian), Apache (Red- Indians-North American), Maori (Australia)</p>	
<p>Unit -3 Policies and programmes for Inclusive Development</p>	<p>Constitution of India: Democratic perspectives on inclusive development, Preamble, constitutional provisions for SC, ST, OBC, NT/DT and minority, Reservation Policy Social legislations Atrocity Act Special minority status Commissions (SC,ST, OBC, Minority, NT/DT), Policies and programmes for inclusion of excluded communities</p> <p>International policy framework for Inclusion and integration</p> <p>UNDP, SDG,HDI,European Union: EU policies and programmes for refugees, immigrants & migrants</p> <p>Legislative measures Reservation Policy</p>	<p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDMS (International Journal of Rural Development and Management Studies), Volume 6</p> <p>Deshpande, A (2012) Exclusion and Inclusive growth, Delhi School of Economics, UNDP Report, UNDP, Human Development Report 2016, World's most marginalized still left behind by global development priorities</p> <p>Gapminder Tools: Hans Roselling, https://www.gapminder.org › world</p>

Unit -4 Action for Social Inclusion	<p>Role of people centred rights-based organizations to address issues of social exclusion</p> <p>Social movements against exclusionary practices for inclusion.</p> <p>Mobilization for social change</p> <p>Advocacy & networking for social inclusion</p> <p>Legal reforms</p> <p>Affirmative action</p> <p>Social Legislation</p>	<p>Mullaly, Bab (2010) Challenging Oppression & Confronting Privilege, Oxford University, Canada.</p> <p>Rao, Pulla, D (2011) Human Development and Social Exclusion, (Essay in Honour of Prof. K.S. Chalam), Serial Publication, New Delhi.</p> <p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDM (International Journal of Rural Development and Management Studies), Volume</p>
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Subject	Communication Skills
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale of the Course:

Communication stands at the core of human existence. Living and functioning as a member of any social organization requires appropriate communication skills. The more developed these skills are, the more comfortable the individual feels when operating in a collective setup. The ability or inability to communicate properly affects the individual's social participation. Thus communication skills are of prime importance in social work, especially understanding the role of media in development. The course will enable the learner to use media for field interventions and develop a critical understanding of the various media in use currently.

Course Objectives

- To understand and appreciate the concept, role, emerging paradigms and use of media in development communication.
- To acquire knowledge of different media and their effective use in social work intervention and develop an ability to critique them

- To understand the utilization of media by government and non-government sectors and civil society groups for development

Course Outcomes

- The learner will understand the various aspects of development communication such as its scope, role and uses in the context of social work practice framework.
- The learner will understand and acquire basic skills on the use of various group, folk and mass media for social work practice in different settings
- The learner will understand and critique the emerging paradigms of development communications thereby effectively engaging in Media Planning and Advocacy using social marketing, public relations skills and maintaining a media ethical approach in all social work interventions.

Unit No	Unit Title	Contents	Essential Readings
1	Introduction to Communication skills and Development Communication	-Skills of communication -Types of communication -Barriers to communication -Understanding processes and tools of communication -Influence of media on different target groups / audiences -Priorities of media in development -Use of Mass Media in Development Communication -Development Communication Methodological Framework Communication based assessment Tools for Strategy design Implementation, Monitoring and Evaluation Such as, Influence mapping, force field analysis, etc	Mefalopulos, Paolo (2008). <i>Development communication sourcebook: broadening the boundaries of communication</i> Washington: The World Bank. D'Abreo, Desmond (1994). <i>The Mass Media and You</i> . Mumbai: Better Yourself Books. Gonsalves, Peter (1995). <i>Exercises in Media Education</i> . Mumbai: Tejprasarini. Pereira, Myron (1994). <i>Development Communication Handbook: Ideas, Skills, Illustrations</i> . Indore: Satprakashan Kendra.

			<p>Mody, Bella (1991). <i>Designing Messages for Development Communication: An Audience Participation Based Approach</i>. New Delhi: Sage Publications</p> <p>Mody Bell (2003). <i>International and development communication : A 21st Century perspective</i>. New Delhi. Sage Publications ,0761929010-(301.161MOD)</p>
2	Folk Media, Group Media, and Developing IEC materials	<p>Folk media: -Definition, What is Folk media, its type's characteristics, use and advantages.</p> <p>Group media: -Concept, types of group media and its use</p> <ul style="list-style-type: none"> ▪ Photos for photo language ▪ Posters ▪ Puppets ▪ Flash cards ▪ Street play <p>Developing of IEC materials with the use of different media for a campaign</p> <ul style="list-style-type: none"> o Public Speaking o Report Writing Simulation games <p>-Documentaries</p>	<p>Pragasam, Magimai and Yadav, Adesh (2003). <i>Group Media: Trainer's Manual</i>. Secunderabad: The Catholic Association of India.</p> <p>P Sainath – Documentary Nero's Guest – Rural Archives website of Sainath</p> <p><i>Manual</i>. Secunderabad: The Catholic Association of India.</p> <p>Pragasam, Magimai and Yadav, Adesh (2003). <i>Street Plays on Community Health</i>. Secunderabad: The Catholic Association of India</p> <p>Pragasam, Magimai and Yadav, Adesh (2003).</p>

			<i>Group Media: Trainer's</i>
3	Mass Media	<p>-Mass Media</p> <ul style="list-style-type: none"> o Print media: Newspapers, magazines, journals – o Audio-Visual Media - Radio, Advertisements, TV, Cinema: Documentation o Electronic media: use of social networking, e-databases, blogs and virtual libraries as personal spaces and resources for campaigns, e-governance - <p>Strengths and limitations of each medium as a tool for development</p> <p>-Attitudes and values conveyed by advertisements and TV programs</p> <p>-Critique of the role of media in projecting and propagating particular images, censorship and state control in cinema, documentaries, viewing culture</p>	<p>Ramteke M D: Aamhi Madiya (आमहव ममणडधम). Pune. Samakaleen Prakashan, 2013.</p> <p>Kumar Keval J (2007). Mass communication in India. Mumbai. Jaico Publishing House, 81-7224-373-1--(301.16KUM)</p> <p>Verma N K (2006). Handbook of mass communication. New Delhi. Sumit Enterprises, Singh Dharmendra (2004): Mass Communication And Social Development... Delhi. Adhyayan Publishers & Distributors.</p> <p>Desai Amit (2003): Journalism And Mass Communication.. New Delhi. Reference Press.</p> <p>Doctor, Aspi et al (1984). <i>Basic Study in Mass Communication</i>. Mumbai: Seth Publishers.</p>

4	Media Usage / Applications	-Media planning: Understanding consumer profile, designing message, identifying locations for display -Media advocacy -Public opinion: Definitions, stages and influences -Social marketing: Definition, aims, stages in a social marketing program, difference between commercial and social marketing -Public relations (PR): Definition, need for PR in social work, tools of PR -Media Ethics: -Role of Netizens --Writing Press releases and letter to the editors. - Press Conference	Pathak, JP (2014); Introduction to media laws and ethics, New Delhi: Shipra Publications (page nos) Puddephatt, A & International Expert Group (2010). <i>Media Development Indicators</i> . Paris: UNESCO Childs, H.L. (1965). <i>Public Opinion: nature, Formation and Role</i> . London: D. Van Nostrand Company Inc. (page nos)
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Subject	Sustainable Development and Environment
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale of the Course

Sustainable development is not to be equated with growth but needs to be comprehended as development towards a quality of life for everyone, taking ecological conditions into account. The aim of the United Nations Decade of Education for Sustainable Development (2005) is to promote and improve the integration of Education for Sustainable Development into the educational strategies and action plans at all levels and sectors of education in all countries. The course seeks to present an introduction to the global realities and the imperatives for sustainable development. It provides basic information on the national and international resolutions, scientific knowledge regarding climate change, environmental laws and the (sustainable) human development goals framework. The contexts and issues

pertaining to sustainable development in the rural and urban areas in India are given special mention, along with a comparative understanding of its implications. The course would help learners in social work to acquire the basic values, skills and knowledge based competencies for sustainable designing of private and professional life, for the participation in society and for fulfilling the shared responsibility towards a sustainable development practice.

Course Objectives

1. Providing an understanding about the theory and philosophy of sustainable development and the underlying framework that may facilitate sustainable development practice.
2. Imparting of basic knowledge on the national and international initiatives in areas of climate change, human development goals and legal aspects pertaining to environmental protection.
3. Facilitating a critical understanding about the large scale economic development and its implications for lives and ecology in the rural and urban areas.
4. Developing the skill in learners to analyze interventions planned by the Government and non-government bodies towards ensuring sustainable development and its practice.

Learning Outcomes

1. Gains conceptual clarity about sustainable development and the framework for sustainable development practice and be aware of its significance at national and global level.
2. Able to identify the roadmap of responses/initiatives taken up from the point when need for sustainable development was realized at global and national platforms to the current times.
3. Attains comparative understanding of implications due to unregulated economic development in the rural and urban areas.
4. Acquires the skill to frame strategies to move towards sustainable form of development.

Unit	Content	Unit Wise Readings
1. Sustainable development: Philosophy and Theory.	<p>MDGs leading to sustainable development Definition and Historical evolution of sustainable development growth models.</p> <p>Concept and principles of sustainable development; Theoretical perspectives of sustainability.</p> <p>Significance of Sustainable Development in Social Work practice.</p>	<p>Ossewaarde Martin J (2018). <i>Introduction to sustainable development</i>. New Delhi: Sage Publications India Pvt Ltd.</p> <p>Sharma Himannshu & Sobti Tina (2018). <i>An Introduction to sustainable development goals</i>. Asia: Project Education.</p> <p>Bose B C (2001). <i>Integrated approach to sustainable development</i>. New Delhi: Rajat Publications.</p> <p>Satapathy Nityananda (1998). <i>Sustainable development: an alternative paradigm</i>. Ahmedabad: Karnavati Publications.</p> <p>Kumar Hajira (1997): <i>Social work, social development and sustainable development</i>. New Delhi: Regency Publications.</p> <p>Anand Sudhir & Sen Amartya K (1996). <i>Sustainable human development: concepts and priorities</i>. New York: United Nations Development Programme.</p>
2. Framework for sustainable development practice.	<p>Climate change, food security and livelihood resources.</p> <p>Earth Summit- United Nations Framework Convention on Climate Change (UNFCCC) in 1992; Major climate change protocols (1992- 2014)</p>	<p>Saxena H M (2015). <i>Environmental ecology, biodiversity and climate change</i>. Jaipur: Rawat Publications.</p> <p>Patil R B (2014). <i>Sustainable development: Local issues and global agendas</i>. Jaipur: Rawat Publications.</p> <p>Prasad Kamta (2003). <i>Water resources and sustainable development</i>. Delhi: Shipra Publications.</p> <p>Gole Prakash (2001). <i>Nature conservation and sustainable development in india</i>. Jaipur: Rawat Publications.</p> <p>Ayres Robert U & Wearver Paul M (1998). <i>Eco-restructuring: implications for sustainable</i></p>

		<p><i>development plan</i>. New Delhi: Vistaar Publications.</p> <p>Taylor Lance & Pieper Ute (1996). <i>Reconciling economic reform and sustainable human development: social consequences of new liberalization</i>. New York: United Nations Development Programme.</p>
<p>3. Overview of the Sustainability concerns in Rural and Urban India.</p>	<p>Rural- Issues related to land, water & forest rights, development Induced displacement, de-forestation and bio-diversity loss.</p> <p>Urban- Issues of Housing and water, Privatization of common property resources, Waste management concerns.</p>	<p>Padhi Soubhagya Rajan (2013). <i>Current tribal situation strategies for planning, welfare and sustainable development</i>. Delhi: Manglam Publications.</p> <p>Singh Tara Devi (2013). <i>Population development and environment: a contemporary debate</i>. New Delhi: Concept Publishing Company Pvt Ltd.</p> <p>The Asiatic Society (2010). <i>Re-visioning Mumbai: conceiving a manifesto for sustainable development</i>. Mumbai: The Asiatic Society of Mumbai.</p> <p>Puthenkalam John Joseph (2004). <i>Empowerment: sustainable human development strategy for poverty alleviation</i>. Jaipur: Rawat Publications.</p> <p>Weaver James H (2003). <i>Achieving broad based sustainable development: governance, environment, and growth equality</i>. Jaipur: Rawat Publications.</p> <p>Sengupta Ramprasad & Sinha Arup K (2003). <i>Challenge Of sustainable development: the Indian dynamics</i>. Calcutta: Indian Institute Of Management.</p> <p>Dhindsa K S & Sharma Anju (2001). <i>Dynamics Of agricultural development; vol.ii :-technological changes and sustainable development</i>.</p>

		<p>New Delhi: Concept Publishing Company.</p> <p>Ayres Robert U & Weaver Paul M (1998). <i>Eco-restructuring Implications For Sustainable Development Plan</i>. New Delhi. Vistaar Publications.</p>
<p>4. Sustainable development, Forest & Environment Laws and Regulatory bodies.</p>	<p>Indian Forests Act, 2019; Panchayats (Extension to the Scheduled Areas) Act, 1996 (PESA); Environment Laws in India; Role of MOEF, Pollution control board; National Action Plan on Climate change of Indian Government (2008); NGO/ CBO interventions and indigenous practices towards sustainable development.</p>	<p>Iyer Gopal K (1996). <i>Sustainable Development: Ecological And Sociocultural Dimensions</i>. New Delhi: Vikas Publishing House.</p> <p>Bare acts and websites of the regulatory bodies.</p>

MSW SEMESTER IV GRID

Course No.	Core Course with credits	Electives /Subject basket Anyone for Research Students Any three for Term Paper Students	Total Credits
DSC-1	Women Studies (4)	1. Disability studies (2) 2. Perspectives on Ageing (2) 3. Peace education (2) 4. Fieldwork supervision (2) 5 Education and development (2)	
DSC-1	Management of Non-Profit Organisations (2)		
DSC-2	Human rights (2)		
	Research Project with dissertation (8) or Term paper (4)		
	Fieldwork (6)		
Total Credits		2 credits (with Research)/ 6 credits (with term paper)	24

MSW SEMESTER-IV

Semester – IV	Credits
Women's Studies	4
Human Rights	2
Management of Non-Profit Organisation	2
Research Project with Dissertation	8
Term Paper	4
Electives (For Research students one elective with two credits and for Term Paper students three electives with six credits)	
Disability Studies	2
Perspectives on Ageing	2
Peace Education	2
Field Work Supervision	2
Education and Development	2
Field Work	6

Subject	Women Studies
Semester	Semester IV
Credits	Four Credits
Year	2020-2021

Rationale:

Women studies, as a paradigm of intellectual inquiry and institutional site in academics, was drawn out of the women's movement in the 1970s. It is an interdisciplinary academic field that challenges the androcentric production of knowledge. Women Studies scholars strive to see the world through the lens of intersectionality. That is, they see systems of oppression working in concert rather than separately. For instance, the way sexism is experienced depends not only on a person's gender but also on how the person experiences racism, economic inequality, ageism, and other forms of marginalization within particular historical and cultural contexts.

Women studies are marked by diverse, and sometimes overlapping intellectual traditions and movements, which also manifest changing times, and incorporates the shift from the liberal, Marxist, socialist and radical strands of the women's movement to the wider inclusion of black feminism, ethnicization, racialization, and issues of bodies and corporeality, disability, sexuality, class and geographically located inequalities.

Within social work epistemology and praxis, an examination and understanding of the systemic discrimination based on gender is an important prerequisite of social work practice and therefore of Social Work Education (Meisel and Freidman, 1974). Through a feminist perspective in social work education, a social worker will be empowered to engage in a gender-sensitive practice that requires them to be conscious of the factors that shape gendered vulnerability. Cynthia Turner has written of the potential congruence of Feminism and Social Work's espoused values and traditions: both are committed to social and personal change and an understanding of the link between the private and the public worlds; both stress the dialectical relationship between theory and practice; both emphasize self-determination; the acceptance that 'feelings are facts' and the value of self-knowledge; both organize practice parallel to classroom learning and value the mutually informing relationship of the university and the community and both espouse a commitment to social justice (Meisel and Freidman, 1974). Social workers through their work with women

understand the ‘ugly secrets’ surrounding the abuse of women and have the capacity to turn private issues into public policy through radical social work action (Alston, 2018).

Course Objectives:

1. To conscientize learners towards gender disparities-analyzing structural, cultural, socio-economic, and political factors.
2. To understand and use intersectional feminist analysis to explore the bases of social inequalities and gender-based violence.
3. To appreciate the contribution of the Feminist Movement in critically examining sexist oppression and promoting collective action towards empowerment of women.
4. To identify interventions for the promotion of gender equity based on global and national frameworks, policies, and conventions.

Course Learning Outcomes: At the end of the course, learners will be able to:

1. Develop a critical perspective in the analysis of oppression based on gender.
2. Focus on the intersections of gender, race, class, sexuality, and nationality in all areas of interventions.
3. Define the theoretical perspectives of gender-based violence
4. Describe the major events associated with the emergence of the Women’s Movement in India and contemporary challenges.
5. Apply knowledge of Feminist Counselling in working with survivors of domestic violence and facilitate appropriate referrals for survivors.

Unit	Unit Title	Content	References
1	Gender-Related Concepts	Patriarchy; Sex and Gender; Femininity and Masculinity; Gender Stereotyping; Gender Bias.	<ol style="list-style-type: none"> 1. Fausto-Sterling A. (2000). The Five Sexes Revisited. <i>Sciences</i>, 40 (4), 18-23. 2. Rubin, G., Reiter, R.R. (1975). The Traffic in Women: Notes on the Political Economy of Sex. Reiter, R.R. (Ed.). In <i>Toward an Anthropology of Women</i>. pp 157-210. New York: Monthly Review Press. 3. Bhasin, K. (2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited. 4. Shefer, T., Ratale, T., Strebel, A., Shabala, N., Buikema, R. (Eds.) (2008). <i>From Boys to Men: Social Constructions of Masculinity in Contemporary Society</i>. South Africa: UCT Press. 5. Risman, B., Froyum, C., Scarborough, W. J. (Eds.) <i>Handbook of the Sociology of Gender</i>. 2nd Edition. Springer International Publishing. 6. Chodorow, N. (1978). <i>The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender</i>. CA: University of California Press. 7. McCann, C. , Kim, S-K. (Eds.) (2003). <i>Feminist Local and Global Theory Perspectives Reader</i>. 2nd Edition. New York: Routledge.
2	The emergence of the Women's Movement in India	The genesis of the Women's Movement in India; concerns, achievements, and critique of the Women's Movement; Evolution of Women Studies and its relevance to Social Work practice.	<ol style="list-style-type: none"> 8. Sarkar, S., Sarkar, T. (2008). <i>Women and Social Reform in Modern India: A Reader</i>. Bloomington: Indiana University Press. 9. Patel, V. (2002). <i>Women's Challenges of the New Millennium</i>. New Delhi: Gyan Publishing House. 10. John, M.E. (2008). <i>Women Studies in India: A Reader</i>. New Delhi: Penguin Books. 11. Jain, D., Rajput, P. (2003). <i>Narratives from The Women's Studies Family: Recreating Knowledge</i>. New Delhi. Sage Publication. 12. Kumar, R. (1997). <i>A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990</i>. New Delhi: Kali for Women.

3	Feminism	Understanding the concept of Feminism, Waves of Feminism, Feminist theories with an emphasis on Black and Dalit Feminism.	<p>13. Adichie, N.C. (2015). <i>We Should All Be Feminists</i>. New York, N.Y: Anchor Books.</p> <p>14. Eagleton, M. (2003): <i>A Concise Companion to Feminist Theory</i>. USA: Black Well Publishers.</p> <p>15. Tong, R. (1989) <i>Feminist Thought: A Comprehensive Introduction</i>. London: Routledge.</p> <p>16. Angela, R. M., Geraldine, F. (2002). <i>Feminism: From Pressure to Politics</i>. Jaipur: Rawat Publications.</p> <p>17. Ambedkar, B.R., Rege, S. (2013). <i>Against the Madness of Manu: B.R Ambedkar's Writings on Brahmanical Patriarchy</i>.</p> <p>18. Rege, S. (2006). <i>Writing Caste, Writing Gender, Narrating Dalit Women's Testimonios</i>. New Delhi: Zubaan.</p>
4	Gender-Based Violence	Concept, Theories, Types, Interventions.	<p>19. PUCL-Karnataka. (2003). <i>Human Rights violations against the transgender community</i>. Accessible at PUCL.org website</p> <p>20. Narrain, A., Chandran, V. (Eds.) (2015) <i>Nothing to Fix: Medicalisation of Sexual Orientation and Gender Identity</i>. New Delhi: Sage; Yoda Press.</p> <p>21. Agrawal, A. (1997). Gendered Bodies: The Case of the Third Gender in India. <i>Contribution to Indian Sociology</i>, 31(2), 273-297.</p> <p>22. Taket, A., Crisp, R. B. (2018). <i>Eliminating Gender-Based Violence</i>. New York, NY: Routledge.</p>

5	International and National Initiatives for Gender Equality		<p>23. International Initiatives by United Nations, World Conferences, Policies for women in India, Statutory bodies for the empowerment of women, Schemes for women.</p> <p>24. Murthy, N. L. (2007): <i>Towards Gender Equality: India's Experience</i>. New Delhi: Serial Publications.</p> <p>25. Singh, S.; Srivastava, S. P. (2001). <i>Gender Equality through Women's Empowerment: Strategies and Approaches</i>. Lucknow: Bharat Book Centre.</p> <p>26. Website: https://pldindia.org/resources/resources/</p> <p>27. Website: Ministry of Women and Child Development, India.</p>
6	Laws and strategies.	Laws related to gender-based violence, Feminist Counselling: Ethics, Principles	<p>28. Bare Acts: Personal laws, laws related to gender-based violence.</p> <p>29. Panchal, T. J, Ajaonkar, V. (2019). <i>Multi-Agency Response to Violence Against Women: Feminist Social Work within the Police system</i>. New Delhi: Vitasta Publishing.</p> <p>30. Sanderson, C. (2008). <i>Counselling Survivors of Domestic Abuse</i>. UK: Jessica Kingsley Publishers.</p> <p>31. Enns, C.Z., Williams, E.N. (2013). <i>The Oxford Handbook of Feminist Multicultural Counselling Psychology</i>. New York, N.Y: Oxford University Press.</p>

Subject	Human Rights
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale

The social work profession promotes social justice and social change. It believes that the achievement of human rights for all people is a fundamental prerequisite to enhance the human well-being, empowerment of people who are vulnerable and oppressed. The attainment of basic human rights requires positive action in the form of direct/indirect intervention with individuals, groups, and communities, social advocacy, policy development, and implementation, and social action. Embedded in the value of Social Justice and challenging Social Injustice, Human Rights education is very crucial in the field of social work. Professionally trained social workers with knowledge about Human Rights and the redressal mechanism in the situation of its violation can provide people with information regarding their rights and help them access their rights. The Human Rights course would be incomplete without recognition of the Justice System.

Course Objectives:

1. Develop an understanding of the concepts of human rights and duties, and their evolution in the global and Indian context.
2. Enable to perceive basic structural factors (class, caste, gender, race, region, and religion) responsible for violation of human rights of marginalized sections in India and the world.
3. Impart information regarding the prevailing national and international conventions, and redressal mechanisms for the protection of human rights
4. Create consciousness among students about the nature, relevance, and practice of human rights
5. Encourage acceptance and sensitivity towards others with varied cultural, political, religious, and ethnic identities.

Course Learning Outcomes: At the end of the course, learners will be:

1. Able to clearly understand the concepts and evolution of human rights and duties both in the global and Indian context
2. Equipped with information regarding national and international conventions as well as varied redressal mechanism for the protection of human rights.
3. Sensitized about the relevance, and practice of human rights
4. Develop a sense of acceptance and sensitivity towards others

Unit	Unit Title	Contents	References
1	Historical and theoretical understanding of Human Rights and forms of violations	Conceptual understanding of Human Rights and the Classification of Rights; Key Theories on Human Rights: Natural Right Theory, Legal Positivist Theory, Liberal Theory, Marxist Theory; Forms of Human Rights Violations: Racial Discrimination, Torture, Discrimination, and violence against women and children, Discrimination against minorities; Status of Refugees; Genocide. International Human Rights Movements; Relevance of Human Rights study in the contemporary world	<ol style="list-style-type: none"> 1. SAHRDC. (2006). <i>Introducing Human Rights</i>. New Delhi: South Asia Human Rights Documentation Centre. 2. Macfarlane, L.J. (1985). <i>The Theory and Practice of Human Rights</i>. London: Maurice Temple Smith. 3. Waldron, J. (Ed.) (1984). <i>Theories of Rights</i>. Oxford: Oxford University Press. 4. Finnis, J. (1980). <i>Natural Law and Natural Rights</i>. Oxford: Clarendon Press.
2.	International Human Rights Standards	United Nations: United Nations Charter; Universal Declaration of Human Rights; International Covenant on Civil and Political Rights 1966; International Covenant on Economic, Social and Cultural Rights 1966;	<ol style="list-style-type: none"> 5. United Nations. (1984). <i>United Nations and Human Rights</i>. New York: UN Publication Division. 6. Banton, M. (1996). <i>International Action against Racial Discrimination</i>. Oxford: Clarendon Press. 7. Centre for Human Rights. (1996). <i>International Human Rights Standards for Law Enforcement: A Pocket Book on Human Rights for The Police</i>. New York; Geneva: UN.

Unit	Unit Title	Contents	References
		<p>First Optional Protocol on International Covenant on Civil and Political Rights 1966; International Convention on the Elimination of All Forms of Racial Discrimination 1965; Convention on The Elimination of All Forms of Discrimination against Women 1979; Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment 1984; Convention on the Rights of the Child 1989; International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families 1990; Declaration on the Rights and Responsibility of Individuals, Groups, and Organs of Society to Promote and Protect Universally Recognised Human Rights and Fundamental Freedoms 1998; International Convention for the Protection of All Persons from Enforced Disappearance 2006; Convention on the Rights of Persons with Disabilities 2006; United Nations Declaration on the Rights of Indigenous People 2007; India's Response to the United Nations and Conventions / Covenants</p>	<p>8. Vijapur, A.P. (Ed.) (1991). <i>Essays on International Human Rights</i>. New Delhi: South Asian Publishers.</p> <p>9. Mishra, P. (Ed.) (2000). <i>Human Rights: Global Issues</i>. Delhi: Kalpaz Publications.</p> <p>10. Clapham, A. (2000). <i>Human Rights: A Very Short Introduction</i>. 2nd Edition. Oxford: Oxford University Press</p>

Unit	Unit Title	Contents	References
3.	Protection and Enforcement of Human Rights and Duties: India	Evolution of Human Rights in India; Constitution of India – Preamble, Fundamental Rights, Directive Principles and Fundamental Duties; Role of Judiciary –Public Interest Litigation, Suo Moto Writ Petitions, Human Rights Courts; Role of National Human Rights Commission and State Human Rights Commission; Role of Legislature; Role of Administration / Bureaucracy; Role of Non-Government Organization and Human Rights Movements.	11. Mohanti, M. (1998). <i>Peoples Rights</i> . New Delhi: Sage Publications. 12. Kingston, L. N., Stam, K. R. (2013). Online Advocacy: Analysis of Human Rights NGO Websites. <i>Journal of Human Rights Practice</i> , 5, (1) 75–95.
4.	Justice System and Human Rights in India	Human Rights and Criminal Justice System; Administration of the criminal justice system; Types of Courts and their Jurisdiction – Magistrate's Court, Sessions Court, High Court, Supreme Court, Special Courts; Theories of Punishment – deterrent, retributive, preventive, reformatory; Human Rights of those within the criminal justice system - Rights of the accused, rights of prisoners and inmates in custodial settings, Rights of Victims, including children; Human Rights violations in India – women, children, Scheduled Castes / Scheduled Tribes, refugees, migrants, minorities; homeless.	13. Gonsalves, R.C., Menezes, R., Hiremath, V. (2009). <i>Criminal Law, Law For Activists Series</i> . Volume I. Mumbai. HRLN 14. Bassiouni, M. C. (1987). <i>Crimes against Humanity</i> . Dordrecht: Martinus Nijhoff. 15. Bava, N. (Ed.) (2000). <i>Human Rights and Criminal Justice Administration in India</i> . New Delhi: Uppal Publishing House. 16. Matthew, P.D. (1998). <i>Legal Education Series</i> . Delhi: Indian Social Institute

Subject	Management of Non-Profit Organizations
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Management of Non-Profit Organizations is developed as a continuation of the Social Welfare Administration course offered in the second semester of the MSW program. Traditionally, along with the state, non-profit organizations (NPOs) have played a key role in social welfare. In the recent past, the changing neoliberal political landscape and call for accountability has posed unique challenges to the way welfare services are organized by the NPOs. In the current situation, NPOs compete for funds, adopt market approaches, and look for the sustainability of operations. While ensuring their survival, NPOs have to also ensure that they adhere to their missions and stated objectives. This context requires a pragmatic approach to planning, resource development, and forging partnerships. This course will help social work professionals gain an overall perspective of the current scenario along with developing key skills related to general management, resource development, social entrepreneurship, and partnership management which are crucial for the success of NPOs.

Course Objectives:

This course will provide learners:

1. Hands-on practice to apply common management approaches practiced in the non-profit sector
2. Opportunity to learn concepts related to organizational development, strategic planning, human resource, and financial management.
3. Information to initiate, develop, and sustain a social enterprise from ideation to incubation and from acceleration to sustainability.
4. Skills to operate non-profits in a competitive environment by utilizing technology and partnerships.

Course Learning Outcomes: At the end of the course, learners will be able to:

1. Recognize management approaches practiced in the non-profit sector.
2. Apply leadership skills.
3. Examine human resource and financial management procedures in non-profits
4. Develop social entrepreneurial traits for enhancing the effectiveness of non-profits in product design and service delivery
5. Appraise the current trends in resource development through partnerships
6. Develop skills for measuring social impact

Unit	Title	Contents	References
1	Management Theory and Planning	Schools of thought in management - Classical, Behavioral, Quantitative, Contingency, and Quality, Personality theory and leadership styles, Organizational Design and strategic planning process, Motivating and rewarding employees	<ol style="list-style-type: none"> 1. Northouse, P.G. (2015). <i>Introduction to Leadership: Concepts and Practice</i>. 3rd Edition. Thousand Oaks, C.A.: Sage Publications. 2. Kaufman, R. (1992). <i>Strategic Planning Plus</i>. Thousand Oaks, CA: Sage Publications.
2	Human Resources (HR), Financial and Donor Management	Organization structure recruitment, appraisal, performance management, remuneration and benefits administration; Building blocks of financial management: financial planning, keeping accounts, internal controls, and financial reporting, Applying best practices in donor management	<ol style="list-style-type: none"> 3. Brunt, C. (2017). <i>Human Resource Management in International NGOs: Exploring Strategy, Practice, and Policy</i>. UK: Palgrave Macmillan. 4. Zietlow, J., Ann Hankin, J., Seidner, A., O'Brien, T. (2018). <i>Financial Management for Non-Profit Organizations</i>. 3rd Edition. New Jersey: John Wiley and Sons.
3	Non-Profits as Mission Driven Social Enterprises	Social Entrepreneurship: Concept and Traits, Ideation and development of social	<ol style="list-style-type: none"> 5. Bornstein, D., Davis, S. (2010). <i>Social Entrepreneurship – What everyone needs to know</i>. New

		business, Choosing the right legal registration and compliance, Marketing of Products and Services, Scaling-Up Review on successful models on social entrepreneurship.	York NY: Oxford University Press. 6. Sundaram, S.K.G., D'souza, L., Joshi, M. (2005). <i>Entrepreneurship a handbook for beginners</i> . Mumbai: Isha Enterprises
4	Corporate Social Responsibility (CSR) and Partnerships	Understanding Companies Act 2013 and CSR provisions, Technology in Non-Profit Management Preparing for partnership, Measuring Social Impact through Social Return on Investments.	7. Neeru, A. (2011). <i>Social Entrepreneurship and Corporate Social Responsibility</i> . Delhi: Signature Books International.
Skills Lab	A Full Day Workshop on Social Return on Investment will be organized.		

Additional Readings:

1. Rao, T. (2005). *Human Resources Management*. Excel Books: Delhi
2. Fogle, M., Patra, S. (2007). *Handbook on Financial Audit and Reporting in NGOs*. Delhi: Financial Management Services.
3. Paramasivan, C. (2016). *Social Entrepreneurship*. New Delhi: New Century Publications.
4. Bansal, R. (2013). *Follow every rainbow – The inspiring stories of 25 women entrepreneurs whose gentle touch created strong business*. Chennai: Westland Ltd
5. PricewaterhouseCoopers. (2013). *Handbook on Corporate Social Responsibility in India*. Gurgaon: Confederation of Indian Industry.

Subject	Disability Studies (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Social work is a human service professional committed to the protection of the rights of individuals, groups, and communities. Since its beginning, social workers have worked in the fields of health, mental health, and disability. Though the values and objectives of social work remain constant across the settings, cultures, communities, and issues, disability offers its unique realities and complexities. There is diversity within disability based on the type of disability, extent, gender, and age, and other individual factors. Added to this is the vast range of cultural differences, economic realities, political engagement, geographic features, and individual's internal factors that determine the disability experience from micro to macro and from local to global levels. That is why, a course in disability studies is required for the student social workers to equip themselves to understand disability, review the initiatives taken internationally and nationally, identify different stakeholders, and plan, monitor, implement and review interventions in the field of disability.

Course Objectives:

Enable students to:

1. Develop an understanding of the various types of disabilities, their causes, assessment, and early identification.
2. Comprehend various perspectives in understanding disability and related concepts such as exclusion, oppression, ableism, and intersectionality.
3. Comprehend, analyze, and critique the range of issues in the lives of persons with disability and their families within their systemic and structural contexts.
4. Examine the Disability Rights Movement and review international conventions, national legislation, and government schemes and programmes for persons with disabilities.
5. Learn social work interventions with persons with disability and their families at different levels.

Course Learning Outcomes: At the end of the course, learners will be able to:

1. Obtain a comprehensive understanding of the different types of disabilities, their causes, assessment, and early identification.
2. Understand the different perspectives related to disability, the way they perceive and address exclusion, oppression, ableism, intersectionality, and violation of rights.
3. Gain an insight into the issues and challenges faced by persons with disabilities and their families in different domains of life and be able to analyze them in broader systemic and structural contexts.
4. Obtain information on the disability rights movement and national legislations, programmes, and policies for persons with a disability, develop an ability to critically analyze them, and link them to social work practice in the field of disability.
5. Develop practice knowledge and skills to work on disability issues at different levels and with different stakeholders.
6. Be able to address the human rights issues of persons with disabilities as a community as well as of vulnerable groups (such as elderly with a disability, women with disability, law offenders with a disability, and refugees with a disability).
7. Form linkages between social work theory and practice in the field of disability

Unit	Unit Title	Content	References
1	Understanding Disability	Definition of Disability; Different Types of Disability; Causes of Disability; Early Identification and Assessment; Concepts of exclusion, oppression, ableism, and intersectionality; Disability Perspectives and Approaches (Historical, Medical, Social, Economic, Capabilities and Rights Perspective)	<ol style="list-style-type: none"> 1. Barnes, C., Mercer, G. (2010). <i>Exploring Disability</i>. Cambridge: Polity Press. 2. Karna, G. N. (2001). <i>Disability Studies in India: Retrospects and Prospects</i>. New Delhi: Gyan Publishing House. 3. Ramaswamy, B. (2013) <i>Introduction to Disability: Basic Concepts and Issues</i>. New Delhi: Kanishka Publishers.

2	Examining the impact of disability across life domains	Issues faced by persons with disabilities related to all domains of life – health, education, employment, family, political participation, and recreation. Vulnerable groups within the disability community	<p>4. Addlakha, R., Blume S., Devtieger, P., Nagase, O. and Winance, M. (Ed.) (2009). <i>Disability and Society: A Reader</i>. New Delhi: Orient Blackswan.</p> <p>5. Bhuimali, A. (2009). <i>Rights of Disabled Women and Children in India</i>. New Delhi: Serials Publication</p> <p>6. Hans, Asha and Patri A. (Ed.) (2003) <i>Women, Disability, and Identity</i>. Delhi: Sage Publication</p> <p>7. Karna, G. N. (2001). <i>Disability Studies in India: Retrospects and Prospects</i>. New Delhi: Gyan Publishing House.</p> <p>8. Klasing, Insa (2007). <i>Disability and Social Exclusion in Rural India</i>. Jaipur: Rawat Publications</p> <p>9. Ramaswamy, B. (2013). <i>Introduction to Disability: Basic Concepts and Issues</i>. New Delhi: Kanishka Publishers.</p>
3	International Conventions, National Laws, Policies and Programmes for Persons with Disability	United Nations instruments, The Convention on The Rights of Person with Disability 2006; The Rehabilitation Council of India Act 1991; National Trust Act 2000; The Rights of Persons with Disabilities	<p>10. Harris, J., Roulstone, A. (2011). <i>Disability, Policy, and Professional Practice</i>. New Delhi: SAGE</p> <p>11. Human Development Unit, South Asia Region. (2009) <i>People</i></p>

		Act, 2016; Government policies and programmes for persons with disability.	<p><i>with Disabilities in India: From Commitments to Outcomes.</i> Human Development Unit, South Asia Region: World Bank.</p> <p>12. Rehabilitation Council of India. (2004). <i>Legal Rights of Persons with Disability.</i> New Delhi: RCI</p> <p>13. Singh, A. K. (2008). <i>Rights of the Disabled: Perspective, Legal Protection, and Issues.</i> New Delhi: Serials Publication.</p> <p>14. United Nations Convention on the Rights of Persons with Disabilities Documents Disability Laws in India</p>
4	Social Work Interventions in the field of disability	Work with individuals with disabilities and families; Work with groups on disability issues and the role of the social worker as a team member working with different stakeholders; Community Based Rehabilitation	<p>15. Dhawan, S. (2011). <i>Handbook of Disability and Rehabilitation.</i> New Delhi: Arise Publishers and Distributors.</p> <p>16. Harris, J., Roulstone, A. (2011). <i>Disability, Policy, and Professional Practice.</i> New Delhi: Sage Publications.</p> <p>17. Kumar, P.S. (2004). <i>Role of the NGOs in the Empowerment of the Disabled.</i> New Delhi: Radha Publications.</p>

			World Health Organization (2010). <i>Community Based Rehabilitation: CBR Guidelines (Supplementary Booklet)</i> . Geneva: WHO. Retrieved from https://www.who.int/publications/i/item/community-based-rehabilitation-cbr-guidelines
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Additional Readings:

1. Das, S., Das, A. (2010). *Differential Childhood*. New Delhi: Concept Publishing Company Pvt. Ltd.
2. Kothari, J. (2012). *The Future of Disability Law in India*. New Delhi: Oxford University Press.
3. National Association for the Blind (NAB). (2013) *Educational Concessions and Facilities for Blind Students*. Mumbai: NAB, India
4. Society for Disability and Rehabilitation Studies. (2010). *National Symposium on Accessibility of Water and Sanitation for Persons with Disabilities in India*. New Delhi: Society for Disability and Rehabilitation Studies.
5. World Health Organization. (2002). *Towards a Common Language for Functioning, Disability, and Health: ICF*. Geneva: WHO. Retrieved from <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>

Subject	Perspectives on Ageing (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Virtually every country is experiencing growth in the number and proportion of older persons in their population. According to data from World Population Prospects, 2019, “by 2050, one in six people in the world will be above the age of 65 years (16%). This is a remarkable jump from one in 11 people (9%) being an older person reported in the year 2019. In the year 2018, across the globe for the first time in history, persons aged 65 or above outnumbered children under five years of age. The number of persons aged 80 years or over is projected to triple, from 143 million in 2019 to 426 million in 2050.” Such a remarkable increase in the population of older persons will pose its own sets of challenges. This would encompass an increase in the demand for health care and long-term care, and a huge trained workforce to take care of their needs. It would also intensify the need to make environments elder-friendly. Hence, population ageing is set to usher in one of the most significant social transformations of the twenty-first century. Societies that adapt to this changing demographic and invest in “healthy ageing” will effectively use the older persons as an important stakeholder for development by utilizing their wisdom and knowledge for effective policy formulation.

In this scenario, social work professionals may play a crucial role in training young people and the society at large to be sensitive towards the needs of the older persons, and enable caring for them. They can also educate the older persons to understand and practice “healthy ageing” and thus motivate them to contribute as effective agents of development. The present course is an attempt to inform, sensitize, and develop skills of the social work learners so that they feel motivated to engage actively in ensuring the wellbeing of older persons.

Course Objectives

1. Introduce learners to the process of ageing, the demographic profile of older persons, the phenomenon of Population Ageing observed globally and nationally, and a critical analysis of the theoretical perspectives.
2. Inculcate and build sensitivity towards issues of the older persons, and facilitate their understanding of the determining factors for the same.
3. Facilitate broadening the skills required and their capacities to plan effective interventions in working with older persons.
4. Train learners to critically review the policies, programs, and services available for the elderly at global and national levels.

Course Learning Outcome: At the end of the course, learners will be able to:

1. Appreciate the concept of ageing, the magnitude of ageing occurring in different regions of the world, the various theoretical perspectives, as well as the scope for social work professionals in this field.
2. Develop sensitivity towards the issues faced by older persons and the urgent need for initiative and planned interventions.
3. Be equipped with skills and capacities (knowledge, research, policy formulation, advocacy) needed to work with older persons.
4. Critically analyze the policies and programs for older people, and advocate for creating an environment conducive for their well-being.

Unit	Title	Content	References
1	Introduction to Ageing as a process, Magnitude of ageing and Population Ageing and the theoretical approaches; Scope and Role of Social Work Professionals.	Understanding the concept of Ageing- Unique features of late adulthood; Magnitude and demographics of ageing- comparative statistics of elderly across the regions of the world, the phenomenon of population ageing and its implications; Biological, psychological and social theories on ageing- Critical analysis; Scope for social work in the field of ageing, and career opportunities.	<p>1.Rao, D. P. (2013). <i>Ageing in India: Challenges and Opportunities</i>. Delhi: Manglam Publications.</p> <p>2.Papalia, D. E., Sterns, H.L. (2012). <i>Adult Development and Aging</i>. 2nd Edition. New York: McGraw - Hill Company.</p> <p>3.Joshi, A.K. (2006). <i>Older Persons in India</i>. New Delhi: Serials Publications.</p> <p>4.Irudaya, R.S. (2006). <i>Population Aging and Health in India</i>. Mumbai: CEHAT Publications.</p> <p>5.Ramamurti P. V., Jamuna, D. (2004). <i>Handbook of Indian Gerontology</i>. New Delhi: Serials Publications.</p> <p>6.Chakraborti, R.D. (2004). <i>Greying of India: Population Aging in The Context of India</i>. New Delhi: Sage Publications.</p> <p>7.Modi, I. (2001). <i>Ageing and Human Development: Global Perspectives</i>. Jaipur: Rawat Publications.</p> <p>8.Desai, M., Siva, R. (2000). <i>Gerontological Social Work in India</i>. Delhi: B R Publishing Company.</p> <p>9.Irudaya, R.S. (1999). <i>India's Elderly: Burden or Challenge?</i> New Delhi: Sage Publications.</p>

2	Issues faced by older persons, the determining factors, and ways of redressal.	Range of issues faced by the elderly (Social, emotional, psychological, biological, physiological, mental health, financial, etc). Macro, Meso and micro-level implications; Intersectionality in ageing: how caste, age, gender, class, caste, region, and urban/rural/tribal contexts escalate issues faced; Special focus on-Feminisation of ageing, health, neglect and abuse, loneliness, political participation, volunteerism, friendships, etc; Critical thinking on the ways to address the issues faced by older persons.	10. Bagga,A., Sakurkar, A.V. (2013). <i>Women, Ageing, and Mental Health: The Indian Scenario</i> . New Delhi: Mittal Publications. 11. Singh, U, B. (2012). <i>Problem of Aging in Rural India: Tradition and Change</i> . New Delhi: Classical Publishing Co. 12. Hariharan, R., Malathi, N. (2012). <i>Health Status and Economic Security of the Aged Population</i> . New Delhi: Global Research Publications. 13. Yadava, K. N. S., Kumar, A. (2011). <i>Ageing- Some Emerging Issues (Profile, Trends and Policy Perspectives)</i> . New Delhi: Manak Publications Pvt. Ltd. 14. McDonald, L., Sharma K L: <i>Ageism and Elder Abuse</i> . Jaipur. Rawat Publications, 2011. 15. Keating, N. (2008). <i>Rural Ageing: A Good Place to Grow Old</i> . United Kingdom: The Polity Press.
3	International and National initiatives in the field of ageing. Services and schemes for older persons.	Major milestones - Framework of Guidelines, Policy, Rights and legislative framework for the elderly at a global and national level; Response by the Govt and the civil society in addressing issues and	16.Rao, K.V. (2007). <i>Ageing in Rural India</i> . Ambala. Associated Publishers. 17.Alam, M. (2006). <i>Ageing in India: Socio-Economic and Health Dimensions</i> . New Delhi: Academic Foundation.

		its critical analysis; Social security measures planned and implemented for the elderly at National and State levels and its critical analysis.	<p>18.Sharma, A., Dubey, J.P. (2012). <i>Human Rights of Older Persons</i>. New Delhi. Sonali Publications, 2012.</p> <p>19.Liebig, P S., Rajan,S. I. (2005). <i>An Aging India: Perspective, Prospects, And Policies</i>. Jaipur. Rawat Publications.</p> <p>20.United Nations. (1950). <i>Welfare of The Aged: Old Age Rights</i>. New York: United Nations.</p>
4	Training in Skill sets and capacities required to work with older persons.	Gearing for the implications of population ageing in a developing country; Research, Policy, and legislative skills for social work professionals in responding to issues of older persons; Care provision for older persons in residential settings- Skills in administering assessments, counselling, and planned interventions and its evaluation; Working with senior citizens in the community settings- information, resources, and capacity building; Challenges or Limitations to the role of social work professionals in this field.	<p>21.Payne, M. (2012). <i>Citizenship Social Work with Older People</i>. United Kingdom: The Policy Press.</p> <p>22.Evans, S. (2009). <i>Community and Ageing Maintaining Quality of Life in Housing with Care setting</i>. United Kingdom: The Polity Press.</p> <p>23.Mann, W. C. (2005). <i>Smart Technology for Aging, Disability, and Independence: The State of Science</i>. New Jersey: John Wiley Sons.</p> <p>24. Tester, S. (1996). <i>Community Care for Older People: A Comparative Perspective</i>. London: Macmillan Company.</p>

Subject	Peace Education (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Peace Education is gaining popularity, among society, organizations, and educational institutions that recognize the importance of such education. Peace education aims to draw out, enrich, deepen, and place in context learners' thinking about the concept of peace. There are many approaches to peace education, many of which are based on ideology, practical experience, and good intentions. Peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioural patterns that will enable them to build and maintain peace in the 21st century. The action for nurturing and peacebuilding must be located in the educational system. As the National Curriculum Framework (NCF) (2005) by NCERT asserts, education must be able to promote values that foster peace, humaneness, and tolerance in a multicultural society. However, it is not by do's and don'ts that young learners can be oriented towards peace rather it is through enabling them to make choices and decisions about what is right and best for common good and thus promoting their ethical development. Education for peace should therefore be about empowerment of self so that individuals are equipped with knowledge, competencies, and skills of conflict resolution. Informed by the given perspective, this course introduces learners to the interdisciplinary field of peace education from both theoretical and applied perspectives. The course contents and processes intend to explore a range of conceptual, analytical, and praxis-oriented perspectives and encourage learners to reflect on the possibilities and challenges for peace in a world of complex and escalating conflicts and violence.

Course Objectives: This course is designed to provide learners with the necessary foundations to achieve the following objectives:

1. Acquire a holistic and critical understanding of concepts of Peace and conflict located within the Indian socio-economic and political context.
2. Critically analyse the issues related to Communalism, Terrorism, and Radicalization and also strategies to be used for de-radicalization.

3. Enable them to develop knowledge and understanding of the various issues and concerns having a bearing for conflict and peace such as identity, stereotypes, and prejudices.
4. Acquire positive attitudes, competencies, and skills to respond creatively to situations like riots, migration, issues of refugees, and nationalism.
5. Acquire a critical understanding of the role of various National, International (both Government and Non-government organizations), and civil society groups towards peacebuilding.

Course Learning Outcome: At the end of the course, learners will be able to:

1. Critically examine key concepts and ethical considerations underpinning conflict and peace education.
2. Be equipped with knowledge, competencies, and skills of conflict resolution to deal with conflicts creatively.
3. Develop a healthy self-image, build trust with others, promote social growth, and address the suffering in the world while learning compassion and empathy.
4. Effectively communicate their vision and approach to peace education.
5. Connect course contents to issues worldwide.

Unit	Title	Content	References
1	Introduction of Peace	Origins of Peace education –United Nations: purpose and principles; Education for Peace -UNESCO charter; Perspective building: Why peace education in the present context? Common human (core) values preached by a different religion; Concept of secularism according to the Indian Constitution; Meaning of Peace. Difference between positive and negative peace; Principles of Peace	<ol style="list-style-type: none"> 1. Basu, D.D. (2004) <i>Introduction to the Constitution of India</i>. New Delhi: Prentice-Hall of India. 2. Pechilis, K., Raj, S.J. (2013). <i>South Asian Religions: Tradition and Today</i>. New York, NY: Routledge. 3. Mehta, U., Puniyani, R. (2017). <i>Secularism in India: Concept and Practice</i>. New Delhi: Kalpaz Publications. 4. Puniyani, R. (1998). <i>Secular Challenge to</i>

		education; Goals of Peace Education.	<i>Communal Politics: A Reader</i> . Mumbai: Vikas Adhyayan Kendra.
2	Conflict and its effect	Definition of Conflict; Sources of Conflict: Structural factors, Political factors, Economic factors, cultural and perceptual factors; Difference between Conflict and Violence; Constructive and destructive impact of conflicts: Contributing factors, impact advantages, and disadvantages; Conflict resulting in ghettoization and understanding the process of Ghettoization: World Scenario; Conflict resulting in problems like forced migration, refugee and Citizenship; Role of Conflict on Human Lives: The collective benefits of conflict: Social, Psychological and material	<p>5. Lederach, P.J. (1996). <i>Preparing for Peace</i>. New York, NY: Syracuse, University Press.</p> <p>6. Webel, C., Galtung, J. (2007). <i>Handbook on Peace and Conflict Studies</i>. New York, NY: Routledge</p> <p>7. Mayer, Bernard. S. (2000) <i>The Dynamics of Conflict Resolution: A Practitioners Guide</i>. San Francisco: Jossey Bass</p> <p>8. Bercovitch, J., Kremeniuk, V.K., Zartman, I. W. (2000). <i>Conflict Resolution</i>. New Delhi: Sage Publication.</p>
3	Communalism and Peace	Understanding the concepts: Fascism, Regionalism Nationalism, Communalism; Meaning of Communalism. Causes of communalism in India and remedies; Communal Conflicts and Violence; Role played by the State, media and Police machinery during communal tension; Communalism and its impact on the Minorities, Gender and Caste; Ghettoization and	<p>9. Engineer, A.A. (1993). <i>Bombay Riots: Second Phase. Economic and Political Weekly</i>, XXVIII, (12-13), 505-508.</p> <p>10. Sharma, H. (2000). <i>Communal Angle in Indian Politics</i>: New Delhi: Rawat Publication.</p> <p>11. Pannikar, K. (2002). <i>Before the Night Falls: Forebodings of Fascism in India</i>. Bangalore: Book for change.</p>

		understanding the process of Ghettoization: World Scenario; What is Radicalisation? Need for deradicalization (counter-	
		radicalization) and role of government; Meaning of concepts: prejudice, Myths, and Stereotypes; Dispelling of the commonly held myths about different religious communities (skills).	<p>12. Engineer, A. (1984) <i>Communal Riots in Post-Independent India</i>. Mumbai: Sangam Books India Pvt. Ltd</p> <p>13. Engineer, A. (1997). <i>Gandhi and Communal Harmony</i>. New Delhi: Gandhi Peace Foundation, New Delhi.</p> <p>14. Wilkinson, S. I. (2005). Communal Riots in India. <i>Economic and Political Weekly</i>, 40 (44-45), 4768-4770</p> <p>15. Sengupta, R. (2005). Communal Violence in India - Perspectives on Causative Factors, <i>Economic and Political Weekly</i>, 40 (20), 2046-2050.</p> <p>16. Noorani, A. (2004). Communal Riots: Some Harsh Truths. <i>Economic and Political Weekly</i>, 39(3), 252-254.</p> <p>17. Shukla, V. (2008). <i>Communalism in India: Reach, Ruse, and Remedy</i>. New Delhi: Hope India Publication.</p>
4	Interventions for Peace	Role of the UN and its agencies in Peacebuilding: UN, UNESCO, Amnesty, The peacebuilding commission; Role played by world leaders like	18. Lederach, J.P. (1996) <i>Preparing for Peace</i> . New York NY: Syracuse University Press

	<p>Mahatma Gandhi, Martin Luther King, and Nelson Mandela in peacebuilding; The role played by Bhakti movement and Sufi movement and Syncretic traditions of India; Role played by the government: Constitution provisions Communal Violence (Prevention, Control, and Rehabilitation of Victims) Bill, 2005, National Integration Council, India's role in UN Peacekeeping operation; Role played by Civil Society groups in India: Mohalla Committee, Salokha, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centre for Study of Society and Secularism, Citizen for Peace; Different approaches and conflict resolution strategies to responding to conflict: forcing: Compromising, Avoiding, Accommodating, Conflict Resolution and Mediation</p>	<p>19. Galtung, J. (1996). <i>Peace by Peaceful Means</i>. New Delhi: Sage Publication.</p> <p>20. Rajagopalachary, M, Rao, D. (2016). <i>Bhakti Movement and Literature</i>. Jaipur: Rawat publication</p> <p>21. Hanhimaki, M. J. (2015). <i>The United Nation: A Very Short Introduction</i>. 2nd Edition. New York, NY: Oxford University Press</p> <p>22. Dehlvi, S. (2009). <i>Sufism, The Heart of Islam</i>. New Delhi: Harper Collins Publisher.</p> <p>23. Assayag, J. (2004). <i>Can Hindus and Muslims Coexist?</i> In Imtiaz, A., Helmut, R. (cd). <i>Lived Islam in South Asia: Adaptation, Accommodation and Conflict</i>. pp.40-58. Delhi: Social Science Press.</p> <p>24. Mayer, Bernard. S. (2000) <i>The Dynamics of Conflict Resolution: A Practitioners Guide</i>. San Francisco: Jossey Bass</p>
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Subject	Field Work Supervision (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Different types of social work knowledge are needed in the areas of information on social work; welfare and development; social work research; administration; organized knowledge for practice; policy planning as well as education and training. Knowledge development on the specific aspect of supervision, type of learners, is also an important component. Social workers are employed in positions where they have to lead teams. This involves the important task of supervising the tasks of others in the field. To do this, they must be aware of the objectives of supervision, their responsibilities, and the skills needed for the same. This course gives them this knowledge and makes them aware of the said skills. It also helps them understand the leadership qualities required for effective supervision. Thus, they are prepared for the job at hand when employed. It prepares them for the challenges of taking responsibility and owning up to their performance.

Course Objectives:

1. To understand the basic process of fieldwork curriculum development and field instruction in Social work.
2. To develop skills in formulating objectives and content for Fieldwork practice.
3. To develop skills of supervision, teaching, mentoring, and assessment for fieldwork in social work learners.
4. To develop sensitivity to the needs of adult learners.

Course Learning Outcome: At the end of the course, learners will be able to:

1. Understand the need for supervision at all levels of functioning.
2. Learn the principles of supervision.
3. Develop an understanding of the qualities and skills needed in-field instruction and supervision.

Unit	Title	Content	References
1	Social Work Education	Social Work Education in India: an overview; Current issues and practices in training; Current issues related to theory and practice; Review of Social Work Education as per University Grants Commission, National Assessment and Accreditation Council.	<ol style="list-style-type: none"> 1. Desai, A. (1985). Foundation of Social Work Education India: Some issues. <i>Indian Journal of Social Work</i>, 24 (49), 2710-2713. 2. Desai, M. (2004), <i>Methodology of Progressive Social Work Education</i>. New Delhi: Rawat Publications: 3. Kulkarni, P.D. (1993). The Indigenous Base of Social Work Professionals in India. <i>Indian Journal of Social Work</i>, 54(4), 555-566. 4. Cox, D. (2001). Internationalizing Social Work Education. <i>Indian Journal of Social Work</i>, 61, (2), 157-173. 5. Bhatt, S., Phukan, D. (2015). <i>Social Work Education in India: A Resource Book</i>. New Delhi: National Association of Professional Social Workers in India (NAPSWI). 6. Desai, M. (2002). <i>Ideologies and Social Work, Historical and Contemporary Analyses</i>. New Delhi: Rawat Publication. 7. Desai, M., Jaswal, S., Ganapati, S. (2004). Social Work Knowledge, Development, and Dissemination. <i>Indian Journal of Social Work</i>, 65 (1), 1-7. 8. Kendall, K. (2000). Worldwide Beginnings of Social Work Education. <i>Indian Journal of Social Work</i>. 61 (2), 141-156.

2	Field Instruction and Supervision.	<p>Importance and relevance of Fieldwork in social work education; Ethics in Fieldwork supervision; Theories of Fieldwork supervision and selection of learning tasks; Importance and relevance of individual and group conferences; Mentor/ Mentee relationship.</p>	<p>9. Lawani, B. T. (2002) <i>Social Work Education and Field Instructions</i>. Pune: Centre for Social Research and Development.</p> <p>10. Kadushin, A, (1992). <i>Supervision in Social Work</i>, 3rd Edition. New York, NY: Columbia University Press.</p> <p>11. Knowles, M (1990). <i>The Adult Learner: A Neglected Species</i>, 4th Edition. Houston, TX: Gulf Publishing.</p> <p>12. Elaine. P. (1997). The Value Dilemmas of Faculty Advising: Significant Issues in a Code of Ethics for Faculty Advisors. <i>Journal of Teaching in Social Work</i>,14(12), 89-110.</p> <p>13. Banerjee, G.R. (1975). Professional self and supervision in social work. <i>Indian Journal of Social Work</i>, 35 (4), 309-316.</p> <p>14. George P, Sidhva D, Chakrabarti, M. (2016). <i>Social Work in a Global Context, Issues, and Challenges</i>. New York, NY: Routledge</p> <p>15. Lucille. N. (1952). Basic principles of supervision. <i>Social Casework</i>,3, 411-419.</p> <p>16. Majumdar, K (1998). Gender Awareness In-Field Instruction. <i>Indian Journal of Social Work</i>, 59 (4), 969-980.</p> <p>17. Mathew, G. (1975). Educational and Helping Aspects of Fieldwork Supervision. <i>Indian Journal of Social Work</i> 35(4), 325-331.</p>
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			18. Nair, R., Juva, S., and Nadkarni, V. (Eds.) (2020). "Field Instruction in Social Work Education. Routledge Publication
3	Assessment in Fieldwork.	Objectives of Fieldwork evaluation; Criteria and tools for evaluation; Types of evaluation i.e., summative and formative.	19. Martin, R. (2010). <i>Social work Assessment</i> . London: Sage. 20. Kadushin, A. (1992). <i>Supervision in Social Work</i> , 3 rd Edition. New York: Columbia University Press. 21. Subhedar, I. S. (2001). <i>Field Work Training in Social Work</i> . New Delhi: Rawat Publications.
4	Curriculum development for Fieldwork.	Principles and processes of Fieldwork curriculum development. (Developing a continuum for progressive levels of students); Integration of theoretical perspectives and concepts in Fieldwork tasks; Importance and need for evaluation of Fieldwork performance, (the need for emphasis of the focus on process rather than the end goal).	22. Healy, L. M. (2002). Internationalizing social work curriculum in the twenty-first century. <i>Electronic Journal of Social Work</i> , 1(1), 1-15. 23. Kulkarni, P. D. (1993). The Indigenous Base of Social Work Professionals in India. <i>Indian Journal of Social Work</i> , 54(4), 555-566. 24. Subhedar, I. S. (2001). <i>Field Work Training in Social Work</i> . New Delhi: Rawat Publications 25. Singh, R.R. (1985). <i>Field Work in Social Work Education: A Perspective for Human Service Profession</i> . New Delhi: Concept Publishing Company.

Subject	Education and Development (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Education plays an important role in human development and overall social transformation. Within the human capability approach, public education is important because of its significant influence on people's lives. The human capability approach provides a broader paradigm for evaluating the effects of social change policies on human wellbeing. It provides the framework for the Human Development Index (HDI), a comparative measure of the standard of living, life expectancy, literacy, and education for countries worldwide. As per the human capability approach, public education lies within the realm of social opportunities, because public education helps shape people's substantive freedoms to act by giving them literacy, numeracy, and the ability to seek work and participate in society at different levels. Public Education is immensely important and foundational to the development of society and democracy. There is a dire need for social work professionals who can understand the domain of education and take up a variety of responsibilities ranging from policy formulation, ensure the effective functioning of systems, advocacy, strengthening the collaboration with community and civil society organizations to broad-based qualitative improvement in the public education system in the country. It is with this perspective that the present paper aims to provide learners an opportunity to engage with several complexities of present public education (with a focus on elementary education) and also develop a critical and reflective understanding of the core and foundational issues of elementary education in India including severe learning crisis at the elementary level, withdrawal of the state from the education sector leading to large scale privatization and further marginalization of people towards the periphery.

Course Objectives:

This course is designed to provide learners with the necessary foundations to achieve the following objectives:

1. Acquire a holistic and critical understanding of education as a social good and as a critical instrument of human development and social transformation.

2. Learn about the framework of the teaching-learning process in various contexts as per NCF, 2005.
3. Engage in critical learning about the context, programs, and challenges of Universal Elementary Education (UEE) with special emphasis on learning outcomes and quality concerns concerning various marginalized groups.
4. Learn about present educational administration including monitoring and supervision along with various avenues for community participation.
5. Acquire understanding about various initiatives and innovations as undertaken by governments and various civil society groups with special reference to marginalized sections (gender, caste/tribe, migrant children, and children with special needs).

Course Learning Outcome: At the end of this course, the learner will learn to:

1. Critically examine the significance of education towards furthering human development and also reflect upon perspectives of various thinkers towards education.
2. Conceptualize the needs of learners and the process of learning in multiple contexts as visualized in the National Curriculum Framework, 2005.
3. Learn about the challenges of achieving Universal Elementary Education and also reflect upon the response of the State towards the same.
4. Engage with issues of educational administration having bearing on monitoring and supervision aspects along with avenues of community participation both within and outside the formal system of public education.
5. Learn about various specific issues and innovations (as undertaken by various civil society groups) towards the education of marginalized groups thus helping them to carve out the role of the social work profession at various levels within the education domain.

Unit	Title	Contents	References
1	Introduction to the course; Teaching-Learning Process	Conceptualizing education within human development paradigm; Perspectives of various thinkers on education (Mahatma Phule, Mahatma Gandhi, Dr. Babasaheb Ambedkar, John Dewey); Teaching-Learning Process: Approaches and principles of learning, learners need, teachers, curriculum and assessment.	1. Tilak, J. B. G. (2003). <i>Education, Society, and Development: National and International Perspectives</i> . 2. Sharma, R., Ramachandran, V. (2009). <i>Elementary Education System in India: Exploring Institutional structures: Process and Dynamics</i> . New Delhi: Routledge. 3. National Curriculum Framework, 2005. New Delhi: National Council of Educational, Research and Training.
2	Universal Elementary Education (UEE): Context, Challenges and programs	Current status of UEE (access, retention and quality concerns) in multiple contexts: gender, caste and other socially disadvantaged groups including first generation learners and migrant population; Overview of State responses towards, UEE and quality issues- Right to Education Act, 2009 and 2019, Kothari Commission, Sarva Shikshan Abhiyan, National Education Policy	4. (2017). State of Municipal Education in Mumbai, .www.praja.org. 5. (2017). Learning Outcomes at Elementary Stage, New Delhi: National Council of Educational, Research, and Training.
3	Education Structure and Administration	Overview of educational administration; Monitoring and supervisions in school administration; various models of Community participation in education	6. Action Aid (2006). Making the legislation work in Schools: A compilation of four case studies
4	Interventions with reference to specific marginalized groups	Issues of specific marginalized groups: caste, tribal, gender, minorities and education of children with special needs;	7. Wazir, R. (2000). Gender Gaps in Education: NGOs as change agents. California: Sage Publications.

		<p>Innovations, initiatives and models of interventions from State and civil society towards the concerns of these groups; alternative education, vocational education, lifelong learning</p>	<p>8. Govinda, R. (Ed.) (2011). <i>Who Goes to School? Exploring Exclusion in School Education</i>. New Delhi: Oxford University Press.</p> <p>9. Ramachandran, V. (Ed.) (2004a). <i>Snakes and Ladders: Factors Influencing Successful Primary School Completion for Children in Poverty Contexts</i>. South Asian Human Development Sector Report No. 6. New Delhi: World Bank</p>
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