COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN
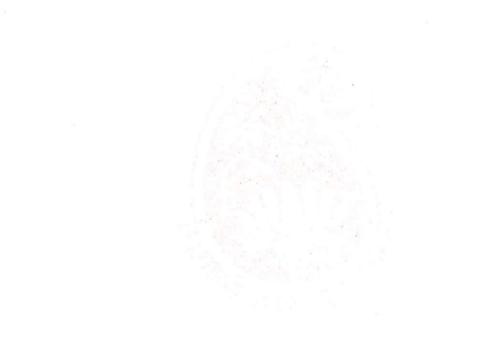

REGULATIONS AND SYLLABUS OF

BACHELOR OF SOCIAL WORK

(Grid of All Semesters, I, II, III, IV Semester Syllabus 2023 NEP)

(GRADUATION, HONOURS & HONOURS WITH RESEARCH)

DEGREES 2023 (Four Year Multiple Entry/Exit UG Program

W.e.f 2023-24

COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN

REGULATIONS AND SYLLABUS OF BACHELOR OF SOCIAL WORK

(GRADUATION, HONOURS & HONOURS WITH RESEARCH) DEGREES 2023

(Four Year Multiple Entry/Exit UG Program w.e.f 2023-24 as Per Maharashtra Government Resolution April 2023)

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 distinct method of instruction (comprising an andragogical approach and participatory teaching-learning exercises) sets the tone for this strong foundation and helps students to develop diverse, experiential, and practical knowledge. The graduates having been grounded in generalist social work perspectives can be employed in the government, non-governmental organizations, health settings, social enterprises, cooperatives, international development agencies, and corporate social responsibility projects, in capacities such as community organisers, programme officers, social planners, development facilitators, and social welfare administrators. The program is designed as per the NEP 2020 guidelines issued by UGC and the Government of Maharashtra.

Programme Objectives

The objectives of the Bachelor of Social Work programme are as follows:

- To create a critical understanding of social realities reflecting their changing nature and participate in the dynamics of change
- To orient students on diverse communities, 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: analyse, reflect, evaluate, and document.
- Demonstrating ethical and professional behaviour: Professional use of self
- Inclusive Practice and engaging with diversity
- Rights, Justice, and policy-focused practice: Understanding the Forms and Mechanisms of Oppression and Discrimination and the Strategies of Change that advance social and economic justice. Analysing the impact of social policies on individuals, groups, and communities.

- Disciplinary Knowledge: Understanding the history of the social work profession and its current structures and issues. Applying knowledge of bio-psycho-social theoretical frameworks to understand the interactions among individuals and between individuals and society.
- Problem-solving: Assessment and intervention. Applying the knowledge and skills of generalist social work to practice.
- Research integrated practice: Acumen for scientific research studies and integrating research findings to practice.
- Effective communication: Using communication skills differentially with a variety of stakeholders. Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information clearly and concisely to different groups. Develop skills in verbal and non-verbal communication, preparation, and presentation of documents/reports/PPTs. Skills in interpersonal communication, use of IEC, and programme media in working with diverse population groups. Able to use ICT in a variety of learning situations, demonstrate the ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to professional needs.

REGULATIONS AND SYLLABUS OF BACHELOR OF SOCIAL WORK

(GRADUATION, HONOURS & HONOURS WITH RESEARCH) DEGREES 2023

R. 301. A: Eligibility for admission to the BSW Program shall be Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

R. 301. B: The course of study for the degree of Bachelor of Social Work (Honours & Honours with Research) shall be full time and its duration shall be eight semesters extending over a period of four academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced by the Academic Council for every academic year. Students have the choice to exit at the end of year 1, 2, 3 or 4. If the student wishes to exit after completion of 1st and 2nd semester (by accumulating 40 credits + 4 credit internship), the student will be awarded a UG Certificate. If the student wishes to exit after completion of 4 semesters (by accumulating 80 credits + 4 credit internship), the student will be awarded a UG Diploma. If the student wishes to exit after completion of 6 semesters (by accumulating 120 credits), the student will be awarded a BSW degree.

R. 301. C: The Examination for the degree of Bachelor of Social Work shall be held in eight parts, at the end of semesters I, II, III, IV V, and VI for students opting for the graduation degree and VII and VIII for the Honours with Research degree. The examinations of all eight semesters will be the responsibility of the college in compliance with University Rules.

R. 301. D: The degree of Bachelor of Social Work shall not be conferred upon a candidate unless the candidate has passed all the papers in theory and in fieldwork/ field practicum prescribed for the eight 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.

R. 301. E: A candidate for being eligible for admission to the B.S.W. semester end (I, II, III, IV, V, VI, VII,VIII) examinations should have required attendance of 75% minimum in theory papers and 100% attendance in field work/ field practicum, and successfully completed the class tests, assignments/projects of the internal assessment for all papers and have satisfactory conduct.

R. 301. F: A candidate for being eligible for award of graduation, honours with research degrees, must have kept required terms in the college in accordance with the requirements, and have undergone to the satisfaction of the principal of the college, the course of studies prescribed for the examination. Who successfully complete 6 semester with 7.5 CGPA will be allowed to take admission for Semester 7&8.

R. 301. G: The College shall conduct assessments for all theory and practical courses in each semester as per schedule drawn by the Examination Cell.

R. 301. H: The assessments shall consist of continuous Internal Assessments (CIA) for 40 percent of the total marks of the course and a Semester Examination for 60 percent of the total marks of the said course.

301. I: Field work courses from semesters 1 to 8 shall be in accordance with the field work manual.

R. 301. J: For four credit courses, CIA shall be for 40 marks and the End Semester Examination shall be for 60 marks.

Continuous Internal Assessment	40 marks 20 marks - Class test 20 marks-- Assignment
End Semester Exam	60 marks 60 marks Question Paper. There shall be internal choice for the questions
Total	**100 Marks**

R. 301. K: For two credit courses, CIA shall be for 20 marks and the End Semester Examination shall be for 30 marks.

Continuous Internal Assessment	20 marks 10 marks - Class test 10 marks- Assignment
End Semester Exam	30 marks 30 marks Question paper. There shall be internal choice for the questions
Total	**50 Marks**

R. 301. L: The PASSING NORMS are as follows:

i) To pass a theory course, a 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 the external exam, as well as the total aggregate marks of both internal and external that student will have to reappear for the additional exams. 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).

ii) 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. For Bachelor of Social Work, Semester I, Semester III, V and Semester VII the Assessments of the student are done for 100 marks internally. For Bachelor of Social Work, Semester II, Semester IV, VI and Semester VIII 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. 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. Grounds for unsatisfactory performance are specified in the Fieldwork Manual. 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's fieldwork

R. 301. M: Grace Mark Norms

i) Grace marks shall be as per the Circular of the University of Mumbai Ref. No. Exam/Controller of Examination/1353/2013 dated 21 September 2013 and DTE circular: CON/2016/ No 302/ 03 dated 4 March 2017.

R. 301. N: Awarding UG Certificate, UG Diploma, and Degrees

i) UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete additional 4 credits during the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

ii) UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete additional 4 credits during the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

iii) UG Degree: Students who wish to undergo a 3-year UG programme will be awarded BSW Degree after successful completion of three years, securing minimum 120 credits and satisfying the other academic requirements.

iv) UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose the research stream in the fourth year. They should do a research project/ dissertation under the guidance of a faculty member of the College. They shall be awarded BSW (Honours with Research) after successful completion of four years, securing minimum 160 credits and satisfying the other academic requirements.

R. 301. O: Grading and ATKT System

i) The college follows 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

ii) Those students who fail in up to 4 courses across both 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 percent of the full marks in a subject/s may be given an 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. Those students who fail in more than 4 courses across both semesters in an academic year will be declared failed in that academic year.

Note: However, a candidate who has obtained 40 percent or more of the full marks in Field Work may claim the exemption in Field Work. A student in Bachelor of Social Work who has not cleared Semesters I, II, III, and IV will not be allowed to appear for the Semesters V and VI Examination.

Abbreviations:

Generic/ Open Electives: OE;

Vocational Skill and Skill Enhancement Courses: VSEC;

Vocational Skill Courses: VSC;

Skill Enhancement Courses: SEC;

Ability Enhancement Courses: AEC;

Indian Knowledge System: IKS;

Value Education Courses: VEC;

OJT: On Job Training: Internship/ Apprenticeship;

Field projects: FP;

Community engagement and service: CEP;

Co-curricular Courses: CC;

RM: Research Methodology;

Research Project: RP

Curriculum of Studies

Semester	Course Category	Course Code	Course Title	Credits
I.	Major	Major 101	Introduction to Social Work Methods	2
		Major 102	Field Work -I	4
	Open Electives	OE 101	Health and Nutrition	2
		OE 102	Introduction to Psychology	2
	Vocational Skill	VSC 101	Orientation to Field Practicum	2
	Skill Enhancement	SEC 101	Environment Studies	2
	Ability Enhancement	AEC 101	English- I	2
	Value Education Courses	VEC 101	Professional Values and Ethics	2
	Indian Knowledge System	IKS 101	Indian Knowledge System in Social Work Profession	2
	Co-curricular	CC 101	Wellness and Yoga	2
			Total Credits	**22**

II.	Major	Major 103	Social Work Practice with Individuals and Family	2
		Major 104	Field Work- II	4
	Minor	Minor 101	Individual and Family Interventions	2
	Open Electives	OE 103	Introduction to Sociology	2
		OE 104	Human Growth and Development	2
	Vocational Skill	VSC 102	Life Skills Education	2
	Skill Enhancement	SEC 102	Media Skills	2
	Ability Enhancement	AEC 102	English- II	2
	Value Education Courses	VEC 102	Information and Communication Technology	2
	Co-curricular	CC 102	Introduction to Creative Arts	2
			Total Credits	**22**

III.	Major	Major 201	Social Work Practice with Groups	2
		Major 202	Field Work-III	4
		Major 203	Social Work Practice with Communities	2
	Minor	Minor 201	Contemporary Development Studies	4
	Open Electives	OE 201	Introduction to Economics	2
	Vocational Skills	VSC 201	Social Entrepreneurship	2
	Ability Enhancement	AEC 201	Hindi	2
	Field Project	FP 201	Participatory Rural Appraisal	2
	Co-curricular	CC 201	Theatre Skills	2
			Total Credits	**22**

IV.	Major	Major 204	Social Work Research- I	2
		Major 205	Social Welfare Administration	2
		Major 206	Field Work-IV	4
	Minor	Minor 202	Rural and Urban Studies	4
	Open Electives	OE 202	Introduction to Political Science	2
	Ability Enhancement (*Students to choose between AEC 202 and AEC 203)	AEC 202	Marathi	2
		AEC 203	Indian Sign Language	2
	Skill Enhancement	SEC 201	Basic Counselling	2
	Community Engagement	CEP 201	Group Work in Different Settings	2
	Co-curricular	CC 202	Project Management	2
			Total Credits	**22**

V.	Major	Major 301	Social Work Research -II	2
		Major 302	Integrated Social Work Practice	4
		Major 303	Field Work- V	4
	Major Electives	ME 301	Women Studies	4
	Minor	Minor 301	Social Exclusion and Inclusion	4
	Vocational Skills	VSC 301	Disability and Community Based Rehabilitation	2
	Field Project	FP 301	Informal Sector	2
			Total Credits	22

VI.	Major	Major 304	Labour Studies	2
		Major 305	Human Rights and Law	4
		Major 306	Field Work -VI	4
	Major Electives	ME 302	Child Rights	4
	Minor	Minor 302	Mental Health	4
	On Job Training	OJT 301	Corporate Social Responsibility	4
			Total Credits	22

BSW (Honours with Research) Degree

VII.	Major	Major 401	Social Policy and Advocacy	4
		Major 403	Field Work	4
		Major 404	Peace Education	2
	Major Elective	ME 401	Sustainable Development	4
	Minor	Minor 401	Quantitative Research	4
	RP	RP 401	Research Project- Part 1	4
			Total Credits	**22**

VIII.	Major	Major 405	Management of Non Profit Organisations	4
		Major 406	Field Work- VIII	4
		Major 408	Education and Development	2
	Major Elective	ME 402	Qualitative Research	4
	RP	RP 402	Research Project- Part 2	8
			Total Credits	**22**

Curriculum Grid for Semester I

Program	BSW (Revised 2023)
Course Code	Major 101
Course Title	Introduction to Social Work Methods
Semester	Semester - I
Credits	Two

Rationale for the course: The course on Introduction to Social Work Methods will orient the learner towards Social Work Profession, Principles of Social Work and the various primary and secondary methods and how they could be utilised in field work practicum.

Course Objectives:

To enable the learner to:

- Understand Social Work as a profession and its principles
- To acquire intervention skills in various settings and understand the primary and secondary methods of Social Work.

Learning Outcomes:

- The learner will be equipped with the intervention skills needed for various settings
- The learner will demonstrate and practice Social Work Principles
- The learner will be able to understand the direct methods of working with Individual family, groups and communities. Its importance and intervention skills.
- The learner will be able to have an overview of indirect methods such as Research, administration and social action and its role in the direct interventions in various settings.

Course Content:

Unit	Title	Contents	Essential Reading
I	Social Work Profession and Principles	Social Work as a Profession: Meaning and Definition Social Work Principles	Devi, R., Prakash, R. (2000). Social Work Practice, Jaipur: Mangal Deep Publications. Dubois, B., Miley, K.K. Third Edition (2008). Social Work – An Empowering Profession. London: Allyn and Bacon. Y. Ronald, S. Malar, P.V. Laavanya. (2013). Social Work: An Introductory Text Book. Regal Publications, New Delhi
II	Orientation to Primary Social Work Methods	Social work practice with individual and family Social work practice in social groups Social work practice in the community	Encyclopaedia of Social Work 2013 Sheafor, B.W., Horejsi, C. (1997). Techniques and Guidelines for Social Work. (4th edition). London: Allyn and Bacon. Stepney Paul Thompson Neil, (2018) Social work theory and methods the essentials. SheejaKaralam SheejaKimura MarikoPaul Norvy, (2022) Best Practices Of Social Work Methods : Contextual Examples & Reflections From The Field by Kaaralam
III	Orientation to Secondary Social Work Methods	Social work practice in the administration Social work practice in Research Social work practice in social action	

Program	BSW (Revised 2023)
Course Code	Major 102
Course Title	Field Work- I
Semester	Semester - I
Credits	Four

Objectives:

- Understanding and orienting self to the Fieldwork agency and the persons they work with
- Locating the Fieldwork organization in the socio, economic, cultural context.
- Acquiring basic skills for understanding the social issues addressed by the organization and
- analyzing the relevance and utility of the interventions
- Building purposeful relationships within the organization and with the persons, they engage with.
- This includes relating to individuals, groups, and communities

- Streamline one's role as a member of a team at all levels. Acquire and utilize skills in using
- different media in organizing programmes for the persons being reached out to by the
- organization.

Assessment: As per field work manual

Program	BSW (Revised 2023)
Course Code	OE 101
Course Title	Health and Nutrition
Semester	Semester - I
Credits	Two

Rationale for the Course:

Based on the holistic concept of Health, the course recognizes the role of social, cultural, political, and economic factors in influencing the Health and wellness of individuals. Health is integrally related to processes of development and inequality, poverty, exploitation, violence, and injustice are at the root of ill health and malnutrition, especially for the poor and marginalized. The course aspires to enable social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being through proper nutrition.

Nutrition is an important factor responsible for health and wellness. Both health and nutrition are vital components that contribute to the nation's development. Hence, this course aims to enable the learners to develop a holistic and multidimensional understanding of Health and Nutritional issues in India and understand the link between them. It also enables them to use the knowledge and skills of Community health education to take up leadership roles in extension activities and community outreach programs related to nutrition, health, and wellbeing. The learners are encouraged to develop a scientific temper towards helping communities in terms of guiding them to enhance their nutritional levels and thus move towards good health and well-being.

Course Objectives

To enable the learner to:

- To understand the bio-psychosocial model of health.
- To understand the link between health and nutrition.
- To gain knowledge of the health and nutrition situation of vulnerable groups in India.
- To develop an understanding of the concept of Community Health, Health Education, and Health Action and use it for planning community education programs related to health, wellness, and nutrition.
- To understand the importance of nutrients, a balanced diet, and low-cost meal in the context of malnutrition among vulnerable groups in India.
- To appreciate the efforts of the government in promoting health and nutrition programmes in India.

Learner Outcomes:

- The learner will learn the bio-psychosocial model of health.
- The learner will learn the linkage between health and nutrition with a special focus on vulnerable groups.
- The learner will obtain information about various factors affecting health and nutrition and the vicious cycle of malnutrition.
- The learner will gain knowledge, and skills related to sources and functions of nutrition concerning various nutrients, the importance of food groups, the food pyramid, meal planning, and low-cost food to address the issue of malnutrition.
- The 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	Title	Contents	Essential Reading
I	Introduction to Health	Concept and definition of health (objective and subjective components) Bio-psychosocial Model of Health Biomedical concept, Ecological concept, Psychosocial concept, Holistic concept Determinants of Health in India	K. Park. (2019) Textbook of Preventive and social medicine (25 Edition).Jabalpur, Bhanot Publishers Mahajan, Gupta (2013).Revised by Rabindranath Roy, Textbook of Indranil Saha and MC Gupta. Preventive and Social Medicine New Delhi: Jaypee Brothers Medical publishers (p) Ltd
II	Introduction to Nutrition	Nutrition: Definition of Nutrition and its relation to health, Functions of foods Types of Nutrients: Source and functions, The food pyramid, My Food Plate and Balanced Diet Meal planning: Meal planning on using locally available low-cost foods for improving one's diet Malnutrition: Definition of malnutrition, vicious cycle of malnutrition, and factors affecting malnutrition: (biological, socioeconomic, customs, superstitions and gender, caste; the influence of maternal	K. Park. (2019) Park's Textbook of Preventive and social medicine (25th Edition). Jabalpur, Bhanot Publishers, K.C. Pant (2011). The Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad, India Viya, C., Rao, D A textbook of Nutrition. (2019): New Delhi, Discovery Publishing House Srilakshmi, B. (2006) Nutrition Science. Second edition. New Delhi: New Age International Publication

Unit	Title	Contents	Essential Reading
		nutritional status resulting in malnutrition).	Joshi, Shubhangini (2015) Fourth edition. Nutrition and Dieticians with Indian Case Study. New Delhi: McGraw Hill Education (India)
III	Community Health Education and Programs	Concept and Background of community health Difference between Community Health and Public Health Concept, methods, and Principles of Health Education. Nutritional programmes in India National Nutrition Mission National Nutrition Policy 1993. Control and prevention of Anaemia, Iodine, and Vitamin A deficiency. ICDS and Mid-day meal, POSHAN Abhiyan, Matru Vandana Yojna	K. Park. (2019) Park's Textbook of Preventive and social medicine 25th Edition.:Jabalpur, Bhanot Publishers Lankester, Ted (2007) Setting up Community Health Programmes: A Practical Manual for Use in Developing Countries.UK: Macmillan Publishers Limited. James F McKenzie, Jerome Edward Kotecki, and Robert R. Pinger (2008) Sixth edition An Introduction to Community Health. Boston: Jones and Bartelett Michele, I. (2004). Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health, London, Jones and Bartlett Publishers.

Program	BSW (Revised 2023)
Course Code	OE 102
Course Title	Introduction to Psychology
Semester	Semester - I
Credits	Two

Rationale for the Course

The course on Introduction to Psychology focuses on enabling the students to understand the field of psychology as a field related to social work giving an insight on understanding different Psychological theories. The Purpose of the course is to introduce the students to the theoretical postulations in psychology and its relevance in understanding human behaviour. The theoretical

orientation of the course will emphasize on the major psychological theories such as Psychoanalytic Theories, Behaviouristic theories and Humanistic theories. These theoretical perspectives will enable students to understand the psychological dimensions while working with the client systems and to apply the same in field work.

Course Objectives:

- 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.
- To develop an understanding of various Personality theories

Learner Outcomes:

- The Students will demonstrate an understanding of the processes involved in the Psychological basis of development.
- The students will learn to discern and differentiate between the theories such as Psychoanalytic theories, Behaviouristic theories and Humanistic theories.
- Students will demonstrate an understanding of the application of these theories while working with different groups by an analysis of a variety of issues in the field of human development and recognize the impact (Family, Peer group, Nature and Nurturing attributes, importance of school, work, relationships, parenting, children behaviour problems, family pathology etc.) have on development.

Course Content:

Unit	Title of the Unit	Contents of the Unit	Readings
Unit I	Introduction to Psychology and the different fields of Psychology	Introduction to Psychology and the Different Fields of Psychology	Berk, L. E. Child Development (9th Ed.). New Delhi: Prentice Hall., 2010 Mitchell, P. and Ziegler, F. Fundamentals of development: The Psychology of Childhood. New York: Psychology Press ,2007
Unit II	Introduction to Theories of Personality and Development Stages	Introduction to Theories of Personality Concept of Personality: Theories of Personality; Biological theories (Nature Vs. Nurture Debate) Trait theories; Psychodynamic theories; Behavioral theories; Humanistic theories	Santrock, J.W: Life Span Development (13th ed.) New Delhi: McGraw Hil,2012 Feldman Robert :Understanding Psychology, Mc Graw Hill Company, New Delhi,1997

Unit III	Theories of Personality	Freudian Model of Psycho Sexual Development Erickson's Model of Psycho Social Development Behaviouristic Theories of Development Classical and Operant Conditioning Humanistic Theories of Development Abraham Maslow	Santrock, J.W: Life Span Development (13th ed.) New Delhi: McGraw Hil,2012 Benjamin A. Lahey : An Introduction to Psychology, Sixth Edition, Tata McGraw Hill Edition, 1998 Feldman Robert :Understanding Psychology, Mc Graw Hill Company, New Delhi,1997

Program	BSW (Revised 2023)
Course Code	VSC 101
Course Title	Orientation to Field Practicum
Semester	Semester – I
Credits	Two

The rationale for the course:

Field Work Practicum is an essential component of the Social Work curriculum and pedagogy. The rationale of Fieldwork is to orient and expose students' social problems that lead to marginalization and oppression and to critically analyze the interventions of various organizations in addressing these problems. Students learn to integrate their classroom learning with field experiences. Fieldwork placement aims at ongoing learning through the integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real-life situations. In structuring the fieldwork, the essence of learning has been of making it incremental over the six semesters.

Course Objectives:

To enable the learner to:

1. To understand the basics of Fieldwork

2. To be familiarized with the professional role of a Social Worker in different settings

3. To develop skills in fieldwork like fact finding, report writing, observation, and analysis.

Learning Outcomes:

- The learner will be able to understand the concept and place of fieldwork in Social Work Education
- The learner will be able to explore the role of Social Workers in different settings

- The learner will be able to develop basic skills and techniques in need assessment and documentation of Fieldwork experiences.

Course Content:

Unit	Title	Content	Essential Readings
I	Fieldwork Practice And Ethics	Fieldwork Learning Plan: Need and Importance Planning for Programmes: Objectives and Process Participative Techniques in Field Work: Social and Resource Mapping Ethical Considerations: Sense of Responsibility, Commitment, and Conduct.	Singh, R. R. ed. (1985) Field Work in Social Work Education, New Delhi: Concept Publishing Company Subedar, I. S. (2001). Field Work Training In Social Work. Jaipur: Rawat Publications Verma, R.B.S. and Singh, A. P. (2010).Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.
II	Fieldwork and Record Writing	Record Writing: Purpose and Importance · Record Writing: Different Styles · Record Writing: Orientation and Concurrent Field Work Report Writing · Field Work Record Writing with Individual, Group, and Community	Columbia University. (2015).Handbook for Student Social Work Recording, School of Social Work Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
III	Skills and Techniques In Fieldwork	Rapport Building, Observation, and Analysis The survey, home visits, observation, listening, interview, Community Mapping, report writing, and recording skills Use of Programme Media and Mass Media	Jones, N., and Richard. 1994. Human Relations Skills. Mumbai: Better Yourself Books Sheldon, B., Macdonald, G. (2010). A Textbook of Social Work. London: Routledge.

Program	BSW (Revised 2023)
Course Code	SEC 101
Course Title	Environment Studies
Semester	Semester - I
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, policymakers, and the 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. To tackle these challenges, holistic knowledge about working in our life-supporting environment and a 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 understand basic concepts, terminology, and various issues impacting human beings.
- To develop basic skills and knowledge to work with individuals, groups, and communities to plan interventions in areas of environmental issues.
- To develop 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 Outcomes:

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

Course Content:

Unit	Title	Contents	Essential Reading
I	Scope of Environment Studies	Defining Environment, Habitat and Ecology; Ecosystem, Global Warming, Biodiversity, Climate Change	Agarwal, K.C. (2001). Environmental Biology. Bikaner: Nidi Publishers Ltd. Erach, B. (1998). The Biodiversity of India. Ahmedabad: Mapin Publishing Pvt. Ltd.
II	Understanding Natural Ecosystem	Air, Water, Land, Forest, Mineral, Food Resources, and Climate. Destruction, Depletion, Pollution and Exploitation of Resources. Impacts: Acid Rains, Avalanches, Melting of Glaciers, Climate Change	Hugget, R.J. (2014). Natural History of Earth; Debating Long-Term Change in the Geosphere and Biosphere. Verdier, A.J., Lacy, W. J., Pawlowski, L., (2000). Chemistry for the Protection of the Environment. (1st edition). Canada: Elsevier Science Pub. Co.
III	Government and NGO Interventions	Legislations and Conservation Interventions by Government Civil society engagements about the Environment: Save Flamingo, Save Mangroves, Save Aarey, Beach Cleaning Drives, Eco-Tourism	Trivedy, R.K. (2010). Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I (3rd edition). B.S. Publishers. Jadhav. H., Bhosale, V.M. (1995). Environmental Protection and Laws. Delhi: Himalaya Pub. House.

Program	BSW (Revised 2023)
Course Code	AEC 101
Course Title	English- I
Semester	Semester - I
Credits	Two

Rationale for the course:

The College instructs learners in English, and the 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 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 enable the learner

- To understand the field of communicative English
- To understand the basics of English reading and writing.
- To gain skills in office communication

Learning Outcomes:

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

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to the English language	Basic Language Skills: Grammar • Articles, prepositions, Conjunctions • Tenses • Direct and Indirect Speech • Voice • Antonyms and Synonyms • Suffixes, Prefixes, Root words • Homophones, Homonyms • Collocation • Sentence Corrections	Doctor, R.A. (2018). Communication skills in English. (4th edition). Mumbai: Seth Publisher.
II	Reading Skills	Comprehension The following skills to be acquired: • Reading with fluency and speed • kimming and scanning o Identifying relevant information. • Isolating fact from opinion • Understanding concepts and arguments • Identifying distinctive features of language	Mohanty, J. (1990). Ten short stories
III	Learning to Speak And Write	Conversation Pieces • Practical English conversations • Short dialogue stories • Reading Practices • Job Application Letter (without Resume)	Spencer, D.H. (1998). English conversation and practice Panicker, V. (Ed.). (2011). Eight Short Stories. Orient Blackswan Pvt Ltd

Program	BSW (Revised 2023)
Course Code	VEC 101
Course Title	Professional Values and Ethics
Semester	Semester - I
Credits	Two

Rationale for the Course:

It is important to help learners to develop their professional values and ethics prior to entry into the workforce. As the actual standards for values and ethics may differ depending on many factors including one's culture, religion, family, it will take time to develop or change mindset. Various approaches to professional values and ethics education have been adopted across disciplines, such as law, medicine, social work, and business. In social work education, for instance, experiential learning approach is necessary for students to encompass knowledge of professionalism. Hence active learning and problem-based approach such as case studies, role-playing, group discussions shall be used as strategies of teaching professional values.

Course Objectives

- To create an awareness on Professional Ethics and Human Values.
- To install Moral and Social Values
- To appreciate the rights of others.
- To create awareness on assessment of safety and risk

Learner Outcomes:

- Identify and analyze an ethical issue in the subject matter under investigation or in a relevant field
- Identify the multiple ethical interests at stake in a real-world situation or practice
- Articulate what makes a particular course of action ethically defensible
- Demonstrate knowledge of ethical values in non-classroom activities, such as field work

Course Content:

Unit	Title	Contents	Essential Reading
I	Modern Concept of Profession	Concept of profession Attributes of a profession Professional status of social work From occupation to profession trajectory Efforts by Associations for professionalising social work	Dubois, B., & Miley, K. (1999) Social Work: An empowering Profession. London: Allyan and Bacon
II	Values in Social Profession	General human values Three core values of social work: Implication of values drive practice	Joseph, J, & Fernandes, G (2006) An Enquiry into Ethical Dilemmas in Social Work. Mumbai: College of Social Work, Nirmala Niketan
III	Ethical Concept and Tools for Decision Making	Key concepts: Consent, Capacity, Disclosure, Voluntariness, Truth Telling, and Confidentiality NASW/ IFSW/ BATSW Ethical Guidelines with special reference to social worker's ethical responsibilities towards clients ETHIC tool for decision making	Singer, P., & Viens, A. (2008). Bioethics. New York: Cambridge University Press (Pp. 11-50)

Program	BSW (Revised 2023)
Course Code	IKS 101
Course Title	Indian Knowledge System in Social Work Profession
Semester	Semester - I
Credits	Two

Rationale for the Course:

The course Indian Knowledge System in Social Work Profession will orient the learners toward the profession of social work tracing its origin and historical evolution in the Western and Indian context. It will give the learner an understanding of some of the significant social reformers in India and their contributions in the development of the social work practice in India. The learner will be oriented towards the Contemporary trends in Social Work practice In India.

Course Objectives

To enable the learner to:

- To give a brief understanding of the global evolution of Social Work.
- To understand the evolution of Social Work from the Indian context.
- To develop an understanding of some of the significant Indian social reformers and their contributions in the development of the social work practice in India

Learner Outcomes:

- The learner will get an insight to the global evolution of Social Work.
- The learner will develop an understanding of the Indian context of Social Work through the pre-colonial, colonial and post-colonial periods.
- The learner will study about some significant Indian Social reformers and their contribution to the development of social work practice in India.
- The learner will gain knowledge of contemporary trends in Social Work practice In India.

Course Content:

Unit	Title	Contents	Essential Reading
I	Evolution of Social Work (Western And Indian Context)	Evolution of Social Work in the West Intervention methodology of Mary Richmond Evolution of Social Work in India (Charity Approach, social reformers, voluntary work to professional social work in India) Pre-colonial period Colonial period Post-colonial period	Desai, M. (2002). Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.
II	Social Reformers and Ideological background of social work in India	Social Reformers and their contribution to Social Work in India Jyotirao Phule Savitribai Phule Chatrapati Shahu Maharaj Raja Ram Mohan Roy Swami Dayanand Saraswati B.R.Ambedkar Mahatma Gandhi Rabindranath Tagore Periyar	Batra, N. (2004). Dynamics of Social Work in India. Jaipur: Raj Publishing House.
III	Indian Philosophy and Social Work: Some Interfaces	Six schools of Indian philosophy - - Mimansa, Nyaya, Vaisesika, Samkhya, Yoga and Vedant; Buddhistic philosophy: Hinayana (realists) and the Mahayana (idealists). Medieval Indian philosophy Modern and Contemporary Indian Philosophy Interface and Epistemic Linkages with Social Work	Pandya, S. (2016). Indian Philosophy and Social Work: Some Interfacess, International Journal of Philosophy and Social Sciences, 1(1), 1-19

Program	BSW (Revised 2023)
Course Code	CC 101
Course Title	Wellness and Yoga
Semester	Semester - I
Credits	Two

Rationale for the Course:

Health and well-being is integrally related to processes of development and inequality, poverty, exploitation, violence, and injustice are at the root of ill health and malnutrition, especially for the poor and marginalized. The course aspires to enable social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being through yogic and wellness practices. The course will provide a practical aspect of learning yoga and wellness practices. Yoga provides an individual with a number of health benefits. It also can be very beneficial in improving the overall health and well-being of persons in the community. This course will help the learner to get an insight into the origin, principles, aims and objectives of yoga. It will also enable the learner to understand and practice some of the basic yoga asanas and their benefits. The learner will be able to gain a holistic understanding about one's well-being and the eight dimensions of wellness. Knowledge gained about lifestyle disease, it's management and the management of stress, will allow the learner to conduct community outreach programs which promote the well-being of all.

Course Objectives

To enable the learner to:

- To provide an understanding about wellness and the eight dimensions of wellness.
- To introduce the learner to different lifestyle diseases and stressors and help them understand ways to cope with the same.
- To introduce the learner to fundamental concepts of Wellness and Yoga.
- To help the learner understand the benefits of Yoga for health and wellness.
- To provide the learner with the information related to the Yogic principles of healthy living.
- To familiarize the learner regarding yoga and other activities for developing health and wellness.
- The learner will learn the linkage between yoga, wellness and health.
- To help the learner prepare Information Education Communication (IEC) and training materials to promote well-being of individuals, groups and communities.

Learner Outcomes:

- The learner will gain knowledge about different lifestyle diseases and stressors and help them understand ways to cope with the same and plan community interventions.
- It will provide the learner with an understanding of the fundamental concepts of Wellness and Yoga and will help them gain an insight into the benefits of the same.
- It will teach the learner the Yogic principles of healthy living and will familiarize them with yoga and other activities for developing and promoting healthy living.
- It will help the learner to understand the link between yoga, wellness and health.

- It will facilitate the learner to prepare Information Education Communication (IEC) and training materials to promote well-being of individuals, groups and communities.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Wellness	Introduction to Wellness Eight Dimensions of Wellness Lifestyle Disease and it's Management Unhealthy lifestyle choices & Sedentary lifestyle Substance Abuse and its impact on wellness Stress Management and Relaxation Techniques Importance of positive social relationships for well-being	Gharote, M (2003). Applied Yoga. Kaivalyadham, Lonavala
II	Introduction to Yoga and Yogic Practices	Yoga: its origin, meaning and definitions Yogic principles of healthy living Yoga: Its aim, objectives and misconceptions Yoga Asana: Principles, practices and their health benefits Suryanamaskar: Principles, practices and their health benefits Meditation and Pranayama Yoga for Daily Life	Chandrasekaran, K. (1999). Sound Health Through Yoga. Kalyan Publications. Sedapatti
III	Skills Lab	Preparing IEC or training modules on Yoga and Wellness practices with different target groups Workshop on Yoga and Fitness Workshops and Activities for Holistic Wellbeing Health and Nutrition Awareness sessions	Shrikrishna (1985). Essence Of Pranayama. Kaivalyadhama I.C.Y. Health Centre, Bombay

Curriculum Grid for Semester II

Program	BSW (Revised 2023)
Course Code	Major 103
Course Title	Social Work Practice with Individuals and Families
Semester	Semester - II
Credits	Two

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.

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.

Learner Outcomes:

- 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.

Course Content:

Unit	Title	Contents	Essential Reading
I	Historical development of Direct Practice.	Concept of Direct practice and its philosophical base Values, principles and ethics of working with individuals and families.	Upadhyay R.K. (2002) Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi
II	Understanding Families in the Indian Context	Concept of Family Types of Families Social Roles of Individuals in the family Family Life Cycle: Concept of Circular Causality, Synergy in the family.	Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen
III	Components of Intervention (5 Ps) Intervention Process	Person, Problem, Place, Process, Professional Help. Phases in the intervention Exploration, Engagement, Assessment, Planning of Implementation, Goal Attainment and Termination phase.	Family and Intervention: A course Compendium, TISS Murli Desai

Program	BSW (Revised 2023)
Course Code	Major 104
Course Title	Field Work- II
Semester	Semester - II
Credits	Four

Objectives:

- Streamline one's role as a member of a team at all levels. Acquire and utilize skills in using different media in organizing programmes for the persons being reached out to by the organization.
- Make efforts at the mobilization of human, monetary, material, non-material resources for the organization.
- Develop skills in documentation and administrative processes.
- Develop awareness of self as a professional social worker.
- Acquire writing skills in documenting Fieldwork experiences and utilizing them as tools of learning.

Assessment: As per field work manual

Program	BSW (Revised 2023)
Course Code	Minor 101
Course Title	Individuals and Family Interventions
Semester	Semester - II
Credits	Two

Rationale for the Course:

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

- Understand relationships with clients, colleagues, supervisors, other professionals
- Be self-aware and the conscious while applying practice skills

Learner Outcomes:

- Upon completion of this course, learners should be able to conduct culturally sensitive and culturally competent interpersonal practice by:
- 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	Title	Contents	Essential Reading
I	Intervention Techniques	Intervention Techniques: Fact Finding Tools, Genogram, Ecomap Skills of Observation, Listening Communication	An Introduction to Social Casework by Grace Mathew, TISS, 1992
II	Professional relationship	Characteristics of professional relationship Core relationship Qualities: Warmth, Empathy, genuineness, Unconditional Positive regard. Self Awareness	Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen

Unit	Title	Contents	Essential Reading
III	Documentation and Types of Recordings	Intake sheets/ Face sheet - Observation notes on home visits, interviews - Referral sheets - Recording of the intervention process	Family and Intervention: A course Compendium, TISS - Murli Desai

Program	BSW (Revised 2023)
Course Code	OE 103
Course Title	Introduction to Sociology
Semester	Semester - II
Credits	Two

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; 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, and social structures and their 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 Fieldwork 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 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 for social work practice

Learning Outcome:

- The learner will be able to understand Indian society, culture, and its impact and interconnectedness.
- The learner will be able to understand sociological theories.
- The learner will be able to describe how social structure, culture, and institutions operate in society.

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to Sociology	Emergence of sociology :Definition and Scope Basic concepts: Society, Social Systems, Status and Role, Social Stratification, Social Mobility, Social Control, and Social Institutions. Theoretical perspectives: Functionalist: Emile Durkheim Conflict: Karl Marx Interpretivism: Weber	Rao, S. (2005). Sociology. New York: S. Chand and Company Ltd
II	Social Processes and Social Change	Social processes (Definition and Characteristics): Cooperation, Competition, Conflict, Accommodation, Assimilation, Social change Factors: Physical, biological, cultural, technological, social legislation, education Theory of social change: Sanskritization, Westernization, Modernisation, Post-Modernisation	Rao, S. (2005). Sociology. New York: S. Chand and Company Ltd Srinivas, M. N. (1991). Indian Social Structure. New Delhi: Hindustan Publishing House. Ahuja, R. (1993), Indian Social System, Rawat Publication, Jaipur
III	Culture, Socialization and Indian Society	Culture: concept, functions, characteristics, dimensions of culture Socialization: Definition, Agents of Socialisation (family, peer group, religion, education, mass media) Caste System; Tribal communities; Rural and urban societies; Religious communities; Gender and Society in India	Rao, S. (2005). Sociology. New York: S. Chand and Company Horten, P, Hunt, C. (1980). Sociology. Tokyo: Mac Grawhill Kogakusha Ltd. Beteille, A., (2002) Sociology, Oxford, New Delhi

Program	BSW (Revised 2023)
Course Code	OE 104
Course Title	Human Growth and Development
Semester	Semester - II
Credits	Two

Rationale for the Course:

The theoretical orientation of the course will emphasize the major psychological theories related to Development Psychology. The course emphasis will be on the lifespan Approach to development providing insight into the physical, cognitive, and psychosocial components as they relate to each stage of development. These theoretical perspectives will enable students to understand the psychological dimensions while working with the client systems and to apply the same in fieldwork.

Course Objectives

To enable the learner to:

- To demonstrate an understanding of the concept of Human Growth and Development and its relevance in the field of Social work.
- To develop knowledge on the development milestones and challenges at various stages in the life span: infancy, childhood, adolescence, youth, adulthood, and old age
- To understand the different dimensions of development in terms of cognitive, physical, social, and emotional development, across the human life cycle

Learner Outcomes:

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

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Human Growth	Introduction to Human Growth and Development Concept of Human Growth and Development Principles of Human Growth and Development	Berk, L. E. (2010). Child Development (9th Edition.). New Delhi: Prentice Hall. Mitchell, P. and Ziegler, F. (2007). Fundamentals of Development: The Psychology of Childhood. New York: Psychology Press Morgan, C. T. (2017). Introduction To Psychology. (7th edition) New Delhi: McGraw Hill Education.

Unit	Title	Contents	Essential Reading
II	Socio-Cultural Contexts for Human Development	Nature versus Nurture Debate: The Importance of Heredity; Family; Peers; Media and Schooling for the healthy development of Personality.	Dinkar, D.S., Dinkar, R.K (2010). Child Development And Psychology, New Delhi: Axis Publications. Faw, T., Belkin, G. (2003). Child Psychology, New York: McGraw Hill, Vindhya, U (2003). Psychology In India: Intersecting Crossroads, New Delhi: Concept Publishing Company.
III	An Introduction to Developmental Psychology, Stages of Life Span Development and Domains of Human Development	Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood Stages of Prenatal Development: Pre Natal-Development Germinal, Embryonic and Fetal Stages, Problems and Risks associated with Pregnancy, Labour, and Stages of Labor: Neonatal Care Cognitive and Brain development, early experience and attachment Domains of Human Development: Four major domains: physical development, cognitive development, social-emotional development, and language development. Cognitive Development Perspectives of Jean Piaget Vygotsky Moral Development Theoretical Perspectives of Kohlberg Emotional Development: Attachment Theory of John Bowlby	Bose, P. (2017). Child Care And Child Development Psychological Perspective. Jaipur: ABD Publishers Husain, N (2016). Childhood And Growing Up. Delhi: hipra Publications. Narah, P. D. (2015). The Evaluation of Child Psychology, Jaipur: Aadi Publications. Mahajan, S. (2014). Childhood Development. Jaipur: Book Enclave. Sunder, S.S. (2008): Child Development. Mumbai: Rawat publications, 2008 D'souza, B., Sonawat, R., Mandangopal, D. (2004). Understanding Adolescents at Risk. (1st ed). Multi-Tech Publishing Co.

Program	BSW (Revised 2023)
Course Code	VSC 102
Course Title	Life Skills Education
Semester	Semester - II
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 self-awareness, human emotions, management of stress and anger, empathy, mindfulness and self-esteem, decision making, goal setting and time management, civic skills and social responsibility, cultural awareness and respecting diversity and gender roles.

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.

Learner Outcomes:

- 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	Title	Contents	Essential Reading
I	Significance of Life Skills Education	Concept and Importance of Life Skills Education: 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. WHO's 10 Life Skills Components (SocialEmotional-Thinking). Relevance of Life Skills Education for Social Work Professionals.	Carroll Deborah (1997). Teaching Your Children Life Skills. New York: Berkley Books. Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes - IXX [Manual], Delhi. Karen, D. G., & Eastwood A. (2008). (8th Edn.), Psychology for livingadjustment, growth and behavior today, New Delhi: Pearson Education Inc.
II	Social and Emotional Skills	Understanding oneself in the world around Managing one's emotions/ feelings Valuing Self; Self-preservation - Coping with Stress Interpersonal relationships and Effective communication Empathy & compassion	UNICEF: (2009). Adolescent girl's life skills program gender in development: Facilitators handbook Part - 2. Mumbai: Unicef. Johnston, V. S., & New Mexico State U. (1999). Why we feel: The science of human emotions. Cambridge, USA: Perseus Publishing.
III	Critical Thinking Skills and Creativity	Critical thinking: through and analysis of situations/challenges, processing of information (Logic & Ethics), and developing an in-depth understanding about a concept, and facilitating informed action. Creative thinking skills: (mind mapping, brainstorming, decision tree etc)	De Bono Edward (2010). Lateral Thinking: A Textbook of Creativity. UK: Penguin Publishers.

Program	BSW (Revised 2023)
Course Code	SEC 102
Course Title	Media Skills
Semester	Semester - II
Credits	Two

Rationale for the Course:

Media saturate our daily experiences. This course attends to the structure and consequences of this fact, exploring the economies, cultural forms, political affordances, and material impacts of media as they are evolving today. It focuses specifically on personal experiences and quotidian examples of these larger forces in order to equip students with a critical vocabulary to describe the media through which we live and to better prepare students for further courses in media studies.

Learner Outcomes:

• Develop a critical appreciation of contemporary changes in media industries, cultures, and aesthetics,
• Draw on personal experiences with different media to make arguments about their social effects,
• Become familiar with the basic analytic methods of participant observation and the close reading of cultural texts,
• Learn how to effectively read and annotate academic articles, and
• Improve their descriptive and analytic writing skills.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to News media	News: function, definition, elements, sources and kinds News values; Essentials of news writing, news story structure, inverted pyramid pattern lead/intro writing and types of lead Reporting Beats: crime, city, community, accident, disaster, court, election, war/conflict/tensions; Press conferences; Press notes; Speeches	Creative interviewing : The writers Guide to Gathering information by Asking Questions; Metzler, Ken, Allyn and Bacon Inc.; 1996
II	Photography	Approaches to photography; Selection, Framing the Subject, Light and Form Types of Camera and practical work	Schaefer, John P., Basic Techniques of Photography, An Ansel Adams Guide: Little Brown and Company, Boston, 1992
III	Documentary Filmmaking	Social, political and historical issues to documentary film	Bernard, Sheila Curran (2004) Documentary Storytelling for

Unit	Title	Contents	Essential Reading
		Proposal/Treatment/Synopsis writing. Pitching. Observation, visual documentation: photo/multimedia project	Video and Filmmakers. Burlington, MA: Focal Press
		Interviewing: exercises, interview analysis. Finalizing treatment, further pre-production activities: filming schedule, locations, characters, schedule, etc.	
		Technical preparation: editing, using Final Cut Pro	
		Post-production: transcript editing, preparing film logs, script editing, rough cutting, fine cutting	

Program	BSW (Revised 2023)
Course Code	AEC 102
Course Title	English- II
Semester	Semester - II
Credits	Two

Rationale of the course:

The College instructs learners in English, and the 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 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 enable the learner to:

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

Learning Outcome:

- Learners will be able to 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	Title	Content	Essential Readings
I	Editing and Summarisation	Heading, Headlines, Title, Use of Capital, Letters Punctuation: full stop, comma, colon, semicolon, dash, ellipsis, exclamation, question marks, Spelling, the substitution of words, use of link words and other cohesive devices, removing repetitive redundant elements. Skills: Discern the main/central idea of the passage, Identify the supporting ideas, Eliminate irrelevant or extraneous information, and Integrate the relevant ideas in a precise and coherent manner	Communication skills in English by Rhoda A Doctor, Aspi H Doctor Communication Skills in English by K. J. Kumar
II	Correct English usage and Conversation pieces	Learning to speak and understand	Short remedial English course Intermediate English grammar by Raymond and Murphy. English Conversation and Practice by D. H. Spencer.
III	Creative Writing	Artistic and imaginative elements of writing: story writing, essay, dialogue writing, and blogging: fashion, travel, food, culture, personal blogs, preparing curriculum vitae.	Communication skills in English Rhoda A Doctor, Aspi H Doctor Dr. Sanobar Hussaini Communication skills in English by K. J. Kumar
IV	Texts	chapters from The Hungry Tide: By Amitav Ghosh	Amitav Ghosh. The Hungry Tide: Published by HarperCollins, 2011. Communication Skills in English by K.J. Kumar

Program	BSW (Revised 2023)
Course Code	VEC 102
Course Title	Information and Communication Technology
Semester	Semester - II
Credits	Two

Learning Outcomes:

- The learner will be able to recall the history of computers
- The learner will be able to describe the prospects and challenges in internet and information technology
- The learner will be able to demonstrate competence in MS Word, PowerPoint, and Excel
- Exhibit competence in collaborative work and search government schemes for client systems in social work

Note on Course Evaluation:

The external/term end assessment shall be a practical examination and viva. Internal shall be class test and assignment.

Course Content:

Unit	Title	Content	Essential Readings
I	MS Word	MS Word: Creating, Opening, Editing, and saving a document, Copy, Cut, Paste operations, Page Setup, Headers and Footers, Formatting Texts, Inserting Clip-Art, WordArt, Auto-Shapes, Pictures, Symbols, Table insertion, Accepting and rejecting comments, Spelling and Grammar check, Printer Setup and Document Printing	Norton (2008). Introduction to Computers (9th edition). Ohio: Glencoe/McGraw Hill. Illustrated Series Microsoft Office Excel 2007 by Reding and
II	Introduction to Excel	Workbook: Concept Worksheet, Row, Column, Cell, creating Opening, Editing, Saving a Workbook Changing Row and Column widths; Formatting cells Different data types, Entering labels and values and formulas Use of the following inbuilt functions - SUM, PRODUCT, AVERAGE, MAX, MIN, ROUND, COUNT.	

		Making calculations and recalculations Autofill, Fill with series; Conditional Formatting, Sorting and Filtering Data (use of Auto Filter), Hiding Rows and Columns; Creating Line Diagrams, Pie Charts, Bar Graphs	
III	Introduction to PowerPoint	Creating, Opening, Editing, and Saving a PowerPoint presentation Use of Wizards - Different styles and background Applying slide transition, applying animation to text and objects Inserting sound and video clips Slide Show and Printing of slides	

Program	BSW (Revised 2023)
Course Code	CC 102
Course Title	Introduction to Creative Arts
Semester	Semester - II
Credits	Two

Rationale for the Course:

This course is designed to provide students with an introduction to the field of the Creative Arts. Introductory experiences in the areas of Music, Dance and Drama develop students' foundational knowledge and understandings of the distinctive nature of subject disciplines.

Learner Outcomes:

- Demonstrate a broad knowledge and understanding of the creative arts as distinct forms of representation, skill and knowledge
- Demonstrate understanding of content, concepts and pedagogy across all strands of the creative arts
- Demonstrate the ability to plan and implement developmentally appropriate creative arts learning experiences

Course Content:

Unit	Title	Contents	Essential Reading
I	Music Concept	Scope of the music world including composers/musicians and conductors as makers of music, compositions and performances as musical works, roles of audiences including listeners, critics, concert attendees, etc., and the representation of musical elements including pitch, duration, structure, tone, colour and dynamics in different forms of musical works in a range of times and cultures	Gibson, R. & Ewing, R. (2011). Transforming the curriculum through the arts. Camberwell, VIC: Palgrave Macmillan
II	Dance Concepts	Scope of the dance world including choreographers/dancers/performers as makers of dance, performances as dance works, roles of audiences including critics, performance attendees, etc, and the representation of dance elements including action, dynamics, time, space, relationships and structure in different forms of dance works from a range of times and cultures	Gibson, R. & Ewing, R. (2011). Transforming the curriculum through the arts. Camberwell, VIC: Palgrave Macmillan.
III	Drama Concepts	Scope of the drama world including directors/actors/performers as makers of drama, performances as drama works, roles of audiences including critics, performance attendees, etc., and the representation of the elements of drama including collaboration, role play, context, dramatic tension, contrast, time, space, focus and mood in different forms of drama works from a range of times and cultures	GEwing, R. & Simons, J. (2016). Beyond the script: Drama in the English and literacy classroom. Sydney: PETAA

Program	BSW (Revised 2023)
Course Code	Major 201
Course Title	Social Work Practice with Groups
Semester	III
Credits	2

Rationale for the course:

This course enables students to learn about group work as a method of social work practice utilising various group processes influencing psychosocial functioning of diverse client groups both at individual and group level. Emphasis is placed on learning about the growth of groups, and five stages of group development, which every group passes through. The role of social worker is emphasised in analysing the quality of group experiences and also towards guiding the group interaction patterns which constitute the main bedrock of group work practice fostering empowerment of groups and its group members.

Course Objectives:

To enable learners to:-

- appreciate the significance of group work as a context of practice towards fostering relationships and achieve personal, social, environmental or political change
- analyse group's interaction and progress in a way to maximise the opportunity to change, growth and development that group work can offer
- understand different principles of working with groups;
- develop ability to use interpersonal skills to deal with emerging dynamics in the groups
Learning Outcomes:
- appreciate significance of group work as a context of practice and that of various types of groups- treatment, task and social action groups;
- critically reflect upon group interaction patterns evolving through various stages of group development;
- learn about various ethical aspects while working with diverse groups

Course Content:

Unit	Title	Content	Essential Readings –
I	Group Work as a method of social work	Primary, Secondary and Territory Groups- differentiation Group Work as a context of practice and method of social work- theory, definition and principles Types of Groups in Group Work- Treatment groups: Socialization Groups, Therapeutic Groups, Educational, Growth, Remedial groups Task Oriented Groups: Teams, Committees and social action groups Developmental Groups: Self-help Groups and Support Groups, Community Based Organizations (CBOs), Civil Society Organizations (CSOs), Action groups	Siddiqui, H.Y (2021) Group Work Theories and Practices, Rawat Publications, New Delhi. Furman, R. Rowan, D & Bender, K (2009). An Experiential Approach to Group Work. Lyceum Books, Inc. Chicago Illinios. Gavin, C. D., Gutirerrez, L. M., and Galinski, M. J. (2007) Handbook of Social Work with Groups. Rawat Publications, New Delhi Srivastava, Alka (2004) Self Help Groups and Civil Society: A Preliminary Study. Indian Social Institute, New Delhi.
II	Group Development	Pre-group formation stage Stages of group development- Forming, Storming, Norming, Performing, Adjourning Skill-set: - Rapport building with groups -Identification of needs and interest of group members -Developing need-based sessions (session plan) -conducting group sessions	Misra, P.D & Misra, Bina (2008). Social Group Work. New Royal Book Company, New Delhi. Mujawar, R. (2019). Social Group and Social Case Work: Theory and Practice. Ishika Publishing House, Jaipur. Urania, G & Len, Kates (1990). Group Work: A Humanistic Approach. Sage Publications, New Delhi

| III | Group Processes | Communication & interaction patterns- Johari window
-decision making in groups
-Group dynamics & conflict management
-Leadership styles
-Functional & dysfunctional role of members
-Role of group worker
Recording in Group work
Workshop on Facilitation Skills for Group Workers | Forsyth, Donelson R. (2010) Group Dynamics (5th Edition) Wadsworth Cengage learning

Samuel, Miriam., A Prince, S Prince B., Sudharsan, S. (2019) Nurturing Environment for Children. India Social Institute, New Delhi.

Srivastava, Alka. (2008) A Journey Towards Enlightenment: Life Enrichment Education- A Strategy for Women' Empowerment. Indian Social Institute, New Delhi. |

Program	BSW (Revised 2023)
Course Code	Major 202
Course Title	Field Work- III
Semester	III
Credits	4

Objectives:

1. To understand and critically analyse the various problems and needs of individuals, groups, and communities.

2. To identify and utilize community resources and services.

3. To enhance process-oriented skills in working with individuals, families, groups, and communities.

4. To participate in administrative processes of the organization

5. To develop the capacity to record the process of social work intervention

6. To consciously apply professional social work values and principles in one's conduct.

7. To facilitate self-learning through Field

1. Instruction. <u>Indicators for Evaluation</u>

Analytical Ability

Outcome Goal: The student acquires knowledge and understands the organization, its philosophy, goals, administrative structure, and services. The student also develops an in-depth understanding of the problem situation and the persons the organization works with and can integrate the theory taught in class to the observations in the field.

- Independently collects relevant information about the organization/clients by reading files and documents and use of appropriate fact-finding techniques.

- Shows the ability to assess the magnitude of the problem situation and makes a profile of the community/group/organization.

- The recordings reflect an understanding of the link between the needs of the person the organization works with and the organization's services; and the role of other organizations working on similar issues.

- Analyses relevant welfare services/schemes, economic services and social defence such as child protection, intersectionally marginalized groups, Public Distribution Scheme, education, health, hygiene and sanitation and writes a report on it.

- Ability to develop linkages between theory and practice.

Mandatory Tasks

1. Submission of a brief report on the following points after completing a month of Fieldwork: The magnitude of the issue the organization is working on, the socio-economic profile of clients, and the link between the organization's services and the client's needs and a brief comparison regarding strategies used by another organization working on a similar issue with theory-practice linkage

2. Writes a brief review of relevant government schemes, books, and article/film reviews.

Skills

Outcome Goal: The student acquires skills relevant to the problem-solving process and develops administrative and communication skills that aid in the process.

- Identifies and partializes the problem into smaller units for work.

- Understands and identifies simple intervention strategies concerning the problem situation.

- In consultation with the Faculty Advisor/Field Instructor/Field Contact independently responds to simple problems of individuals, families, groups, communities, and agencies.

- Applies different techniques and problem-solving methods.

- Performs administrative tasks like keeping diaries, writing case sheets, minutes of meetings, and reports of events, filing, program budgeting, and simple accounting.

- Writes monthly organization reports, which are process-oriented, analytical, and reflective.

- Plans and implements educational programmes and sessions for women,

children, youth, and specific target groups.

- Prepares effective Information Education and Communication (IEC) material for awareness campaigns.

- Compiles relevant material about an issue as an aid to documentation.

- Works in coordination with the staff of the organization and co-workers Mandatory Tasks

1. Mandatory Field Induction Workshop on Administrative tasks

2. Carries out simple interventions with individuals, families, groups, or communities and writes a process report with learnings.

3. Prepares IEC material on a given topic.

Professional Development

Outcome Goal: The student shows responsibility and maturity about one's role in the organization and awareness of self as an individual and as a professional.

- Demonstrates discipline required for the profession of social work like integrity, honesty, and commitment in taking up tasks and completing them on time. Is regular in Fieldwork, punctual, and accountable.

- Demonstrates the ability to introspect on one's actions and is aware of oneself, feelings, and body language when interacting with others in the field

- Is aware of ways in which biases and cultural backgrounds, affect relationships and is aware of the differences that arise because of caste, class, culture, and religion

- Shows interest in organization work and practices cooperation in group activities.

- Shows consistency in taking up and completing tasks.

- Volunteers for special tasks.

- Shows awareness of one's strengths and challenges while evaluating performance.

Use of Field Instruction

Outcome Goal: The student appreciates the role and instruction of the Faculty Advisor, Field Instructor, and Field Contact and seeks guidance for personal and professional growth.

- Takes initiative in planning, participating, and contributing to conferences by presenting observations/reflections during conferences. Brings forth experiences, issues, concerns, and plans during conferences.

- Maintains records of the conferences

- Takes up specific roles during the conferences.

- Regularly submits a plan of work and evaluates individuals and teamwork at the micro-level. Follows up on tasks /suggestions discussed with Field Instructor/Faculty Advisor.

- Able to identify/accept strengths and limitations and works on limitations to enhance functioning.

- Shows willingness to learn and read relevant articles/books referred by the Field Instructor/Field Contact.

- Submit all the recordings regularly on the designated day and time and use recordings for growth and learning.

Assessment Pattern: As per the Manual

EVALUATION PATTERN	MARKS
Evaluation conferences are held at the end of the semester. Both the student and the Field Instructor need to write a report of the tasks undertaken and learning gains. The conference is scheduled during which the evaluation report is read by both followed by a qualitative discussion of students' performance. Students are marked post the Evaluation Conference based on the criteria and marks allotted in the Fieldwork Manual. During Small-Group Meetings of panels formed by the Fieldwork Committee assessment of students is standardized class-wise. Distinction students and students who have not obtained the qualifying marks (40% of the total marks) are further discussed in the large group meeting. Students are marked for 5 marks (of the total marks allotted for (Professional Development) for attendance at the Student Induction/Orientation Programme and report submission of the Programme	100

Program	BSW (Revised 2023)
Course Code	Major 203
Course Title	Social Work Practice with Communities
Semester	III
Credits	2

Rationale for the course:

One of the important methods in social work practice is working with the communities. Though work at the community level has been in existence since 17th century, as a method of social work in early 20th Century and its utility and importance became highlighted after the Second World War. Since then, working with communities has a prominent place in social work education. It is a method that has the potential to bring about positive changes at the micro level in different types of communities. It is an effective method in building an inclusive and empowered community, but it is equally challenging. The larger developments and policies changes makes it imperative to understand different communities and its impact at macro and micro level.

This necessitates starting the course with the basic concepts related to understanding communities, defining communities. The course contents also include the entire process of participatory community problem solving including understanding and working with the power dynamics inherent in the communities. Emphasis also is given to the empowerment and value framework necessary for development as a community practitioner. The skills needed to work with the communities also will be part of the curriculum. The subject envisages to help students to connect the information and skills learnt to the practice in field work.

Course Objectives:

To enable learners to:-

- Help students appreciate the significance of community work as a context of practice towards understanding concepts of community, different types of marginalized communities and evolution of community practice in Indian context;

- Give inputs about different models of community work.

- Facilitate understanding about phases of social work practice with communities;

- Equip students with tools and skills for working with the underserved communities; Learning Outcomes: -

Students will be able to:

- Understand basic concepts related to community

- Understand the tools and skills for working with communities with a people centered perspective.

- Obtain an understanding about processes involved in community organization

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to Communities and Social work Practice with Community	Defining 'community' Geographical categorization of communities (Urban, Rural, Tribal) Functional & migrant Communities Evolution of community social work practice in Indian Context Empowerment & value framework for working with underserved communities Community development &	Cohen A.P. (2010) The Symbolic Construction of Community. Routledge, London. Joseph S. and Dash B. M. (2016) Community Organization in Social Work. Discovery Publishing House Pvt. Ltd., New Delhi Patil, A. R. (2012) Community Organization and Development: An Indian Perspective. Prentice Hall India Learning Pvt. Ltd., New Delhi.

		community organization	
II	Models of Community Social Work Practice	Community organization models given by Rothman o Social Planning o Social Action o Locality Development Weil and Gamble's model of Community Practice	Rothman, J., Erlich, J. I. and Tropman, J. E. (2008) Strategies of Community Intervention (7th Ed.) Eddie Bowers Pub. Co., Iowa. Gamble, D. and Marie, W. (2009) Community Practice Skills: Local to Global Perspectives. Rawat Publications; New Delhi.
III.	Process of Community Social Work Practice	Phases in the community organization/social work practice with communities o First Phase o Second Phase o Third Phase Tools for community social work practice • Community mapping (Intersections like religion, caste, gender & ablism) • Resource mapping Skills required for community social work.	Rothman, J., Erlich, J. I. and Tropman, J. E. (2008) Strategies of Community Intervention (7th Ed.) Eddie Bowers Pub. Co., Iowa. Taylor S. H. and Roberts R. W. (2013) Theory and Practice of Community Social Work. Rawat Publications, Jaipur George, P., Balakrishnan, G., Vaijayanta A. and Chase, F. (2018) Community Practices in India: Lessons from the Grassroots. Cambridge Scholars Publishing; Berlin.

Program	BSW (Revised 2023)
Course Code	Minor 201
Course Title	Contemporary Development Studies
Semester	III
Credits	4

Rationale for the course:

The Development paradigm adopted by India impacts the lives of every citizen, especially the poverty groups in both urban and rural areas. The Social work professional be it in urban or rural areas inevitably works with the poverty groups dealing with development concerns like migration, displacement, and relocation. The development of intervention models, an integral aspect of social work education and profession has the empowerment of the people at the core. It is essential to learn the basics of the development paradigm and measuring indicators of human development. An insight into development concerns will go a long way in understanding the communities the social work professionals are expected to work with. The understanding of the government Initiatives will help in providing information and skills in availing the benefits of these initiatives

Course Objectives:

- understand the theoretical context of Development

- gain insight into the development concerns of India

- critically reflect on the measurement tools of human development

- access information on development initiatives of the Government

Learning Outcomes:

- Gain Insight on theories and concepts of Development

- Apply indicators of measurement of Development

- Get acquainted with Government initiatives related to human development

Course Content:

Unit	Title	Contents	Essential Reading
I	Theories and approaches to development	· Income Approach and Per capita income as key to development · Sustainable Development Goals · Welfare Approach- Human Beings are seen as beneficiaries receiving services · Human Development and Capability Approach · Basic Needs approach by the International Labour Organisation · Major pillars of Development: Sustainability, Replicability, Productivity, and Empowerment	Jean Dreze, Amartya Sen (2013). An Uncertain Glory: India and its Contradictions Jean Dreze, Amartya Sen (2002). India: Development and Participation Amartya Sen (2001) Development as Freedom
II	Contemporary development concerns	· Migration for Livelihood · Distorted Development · Mirage of Development · Development induced displacement · Environment	John Dreze (2019) Sense and Solidarity: Jholawala Economics for everyone
III	Measuring Tools of Human Development	· History and concepts of measuring Human Development - Mahbub Ul Haq, Amartya Sen, John Dreze · Measuring Human Development o Human Development indicators o Poverty Index o Gender Development Index o Comparative analysis of HDI	Mahbub Ul Haq (1995) Reflections on Human Development Martha C. Nussbaum (2011) Creating Capabilities: Human Development Approach

| IV | Government Initiatives Related to Development | · Right to Food: Public Distribution system
 · NREGA -National Rural Employment Scheme
 · Swatch Bharat Abhiyan
 · National Education Policy and Samagra Shiksha Abhiyan
 · India's Newborn Action plan. National Rural Health Mission National Rural & Urban Livelihood Mission | Mohan Guruswamy(2006) India's Issues in Development

 Nirankar Shrivatav, Amaresh Dubey (2011). Poverty,Public Distribution System, and Food Security |

Program	BSW (Revised 2023)
Course Code	OE 201
Course Title	Introduction to Economics
Semester	III
Credits	2

Rationale for the course:

The broad objective of this course is to acquaint the learners with dynamics of micro and macroeconomics. Specifically, the course will enable the learners to understand the basic concepts of neo-classical economics and its critique. The course will also include salient features of problems and prospects of Indian economy in the post-Independence period.

Course Objectives:

• To introduce the definition and basic concepts of economics as demand and supply, market structure and their application, concepts of national income.

• To provide an overview on the Indian economic problems and development discourse.

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

• Discuss the basic concepts of economics.

• Critically reflect on the basic laws of demand and supply, markets as well as theory of firm.

• Analyse the concepts related to national income, economic development and growth and problems of Indian economy.

Course Content:

Unit	Title	Contents	Essential Reading
I	What is economics?	Nature and scope of economics, definition and concepts, economic systems, approaches to the study of economics. Wants – their characteristics and classification, law of diminishing marginal utility.	Chapter 1 of Begg, D., G. Vernasca, S. Fischer and R. Dornbusch (2020). Economics. (McGraw Hill). Twelfth edition
II	Family and Firm	Engel's law of family expenditure – consumer's surplus. Theory of firm, factors of production – land and its characteristics, labour and division of labour, Capital and its characteristics – classification and capital formation. Laws of return – law of diminishing marginal return. Market structure, monopoly, monopsony, duopoly, oligopoly.	Chapter 2 of Begg, D., G. Vernasca, S. Fischer and R. Dornbusch (2020). Economics. (McGraw Hill). Twelfth edition
III	Market and Nation	Law of supply; Utility theories, Theories of rent, wage, interest and profit; introduction to national income and its computing; Government spending and revenue; economics of social welfare Growth and challenges of primary, secondary and tertiary sectors in India.	Chapter 3 and 4 of Begg, D., G. Vernasca, S. Fischer and R. Dornbusch (2020). Economics. (McGraw Hill). Twelfth edition Thomas, A. (2021). Macro Economics: An Introduction. New Delhi: Cambridge University Press

Program	BSW (Revised 2023)
Course Code	VSC 201
Course Title	Social Entrepreneurship
Semester	III
Credits	2

Rationale for the course:

Social 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. 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 social value and sustainable development. Through this course, social work students will understand the process of developing such social enterprises through a process from ideation, incubation, resource generation leading to sustainability.

o Course Objectives:

o This course will provide learners with

- An understanding of the basic ethos, concepts and processes related to social entrepreneurship.

- Enhance abilities to recognize the traits and competencies required of a social entrepreneur

- Provide insights into sequential steps to develop and grow a social enterprise from ideation to incubation and from acceleration to sustainability.

- Build capabilities to build sustainability of the social enterprise through networking, resource development & financial management strategies and integrating it into the business ecosystem and landscape.

o Learning Outcomes:

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

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

- Initiate the process of Ideation and work on developing a simple business plan for a social enterprise in small groups

- Explore possible resource development processes that can be effective in leading a social enterprise toward sustainability.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Social Entrepreneurship	Concepts, definitions, characteristics of social entrepreneurship; Social Entrepreneurship Eco-system; Systems thinking	David Bornstein and Susan Davis (2010). Social Entrepreneurship – What everyone needs to know, Oxford University Press, New York
II	Developing a Social Enterprise	Ideation – Design Thinking and Innovation; Opportunity Mapping Conducting a feasibility analysis; Crafting a Competitive Business Plan; Testing out the Business Plan; Registration & forms of ownership, Intellectual Property Rights Entrepreneurial Competency Development	Porteles, L., (2019). Social Innovation & Social Entrepreneurship, Palgrave, Macmillan, Switzerland. Banerjee, S., Carney, S., and Hulgard, L. (2020). People-centred Social Innovation: Global Perspectives on an Emerging New York: Routledge publication Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. New York: Harper Collins
III	Resource Mobilisation	Micro-planning, Market research, Pricing; Creating a successful financial plan (Break Even & Cross Subsidy); Sources of funds: equity and debt; Crowd funding, CSR funds Linking with Government Schemes, Online Platforms, Angel & Venture Capitalist IT-enabled entrepreneurial team	Paramasivan, C. (2016). Social Entrepreneurship. New Century Publications, New Delhi, India.

Program	BSW (Revised 2023)
Course Code	AEC 201
Course Title	Hindi
Semester	III
Credits	2

Rationale for the course:

Hindi being the national language of the country, it is important for each and every individual to know basic reading and writing in Hindi. Hindi speaking skill is also very important for social workers as the profession involves interacting and building rapport with people majority of whom may be Hindi speaking. This course would enable students to learn the basic reading, writing and conversation skill in Hindi.

Besides since the learners of the course would comprise of a mix of learners who already know Hindi, so the idea is to engage them in reading some good Hindi prose and poems, and explain the same to the non-Hindi knowing learners. This would enable the learners to get exposed to Hindi literature and to appreciate the same.

Course Objectives:

- To learn reading and writing skills in Hindi

- To develop conversational Hindi

- To understand basic Hindi grammar.

- To understand and appreciate basic Hindi literature. Learning Outcomes:

- To be able to read, write and speak in Hindi for personal and professional communication.

- To get acquainted to Hindi literature, periodicals and link it up with the daily lives.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Hindi	-Swar, Vanjan, Reading Skills - Conversational Hindi: one to one, one to many, one to group, public speaking. - Basic grammar: Nouns, pronouns, verbs, adverbs. - Oral & listening exercises: speeches, debates, quiz. -Written exercises on essays, letters (formal, informal), comprehension.	Fr. Camil Bulcke Youtube links

| II | Reading exercise I (Gadya) | - Mahadevi Varma (any two short stories)
-Dharamveer Bharti
- Premchand (any two short stories)
-Phaneshwar Naath Renu (any two short stories)
-Ismat Chugtai
Yashpal Kishan Chandra (to be taken in workshop mode)

*Journals – Hans, E-Manjiri, Hum Sabla (Kamla Bhasin) | Verma Mahadevi, Shrinkhala ki Kadiyan, Lokbharti Paperbacks, Kolkatta, 2015 Bharti Dharamveer, Sooraj ka santva ghoda, Bhartiya Jnanoith, New Delhi, 2016 Munshi Premchand, Premchand ki sarvashreshta kahaniyan, Diamond, New Delhi, 2006 Renu Phaneshwar Nath, Meri Priya Kahaniyan, Rajpal & Sons, New Delhi, 2016 Chugtai Ismat, Do haath, Katha, New Delhi, 2009 |
| III | Reading exercise II (Padya) | - Kabir
- Pushp Ki Abhilasha, Makhan lal Chaturvedi
- Jo Tum Aa Jaate Ek Baar, Mahadevi Varma
- Zindagi, Harivansh Rai Bachchan
- Gulzar (any two poems)
- Hum Dekhenge
- Javed Akhter (any two poems) Sahir Ludhianvi | Kabir ke Dohe, Diamond books, New Delhi, 2020 Gulzar, Pukhraj, Rupa, New Delhi, 2015 Akhter Javed, LAVA, Rajkamal Paperbacks, New Delhi, 2016 |

Program	BSW (Revised 2023)
Course Code	FP 201
Course Title	Participatory Rural Appraisal
Semester	III
Credits	2

Rationale for the course:

India is a country with majority population residing in villages. Rural life along with the natural resources and scenic beauty also poses various challenges for the people. Interventions in the rural areas have held a special position in the education and practice of social work profession for years. Subject paper will include various approaches to participatory methods including Participatory Rural Appraisal (PRA) and Participatory Rapid Appraisal. This would provide hands on skills to the learner in implementing PRA techniques in their practice.

Course Objectives:

- To understand the historical evolution, key principles, and the contextual relevance of participatory methods such as Participatory Rural Appraisal (PRA) within the framework of social work, integrating an awareness of rural realities.

- To acquire proficiency in employing a diverse array of participatory tools while delineating the roles and responsibilities of a social worker within these activities.

- To evaluate and apply learned PRA skills in real-world scenarios, critically analysing and selecting appropriate tools for diverse evaluation objectives, activities, and community contexts, fostering an understanding of effective evaluation processes.

- To synthesize the knowledge and skills acquired throughout the course to foster community empowerment, integrating PRA methodologies into social work practice, and devising strategies to address community needs and enhance participatory & bottom-up decision-making processes.

- Learners will gain a comprehensive grasp of PRA's history, principles, and its significance in addressing rural challenges within social work.

- Learners will acquire proficiency in diverse PRA techniques, understanding the social worker's role, and effectively engaging communities.

- Learners will integrate PRA skills into practice, enabling critical evaluation and selection of appropriate tools for community empowerment within social work contexts.

Course Content:

Unit	Title	Contents	Essential Reading
I	Understanding Participatory Approaches	*Understanding rural realities. *Defining Participatory Approaches *Evolution, principles and relevance of Participatory Rural Appraisal, Participatory Rapid Appraisal in social work profession.	Narayanasamy, N. (2009). Participatory rural appraisal: Principles, methods and application. SAGE Publications India Pvt Ltd, https://doi.org/10.4135/9788132108382 Robert Chambers - Revolutions in Development Enquiry ISI – Participatory Action Research PRIA Publications

| II | Tools Used in Participatory Approach | *GIS
*Seasonal Calendar
*Pair wise ranking
*Venn Diagram
*Journal – Group, Daily Activity, Field notes (Everydayness Subjective Realities)
*Cultural Transect | Mukherjee, A. (Ed.). (2004). Participatory Rural Appraisal: Methods and Applications in Rural Planning: Essays in Honour of Robert Chambers (Vol. 5, Studies in Rural Participation). Concept Publishing Company.

Bandyopadhyay, D., Mukherjee, A., & Gavai, M. S. (2003). Empowering Panchayats: Handbook for Master Trainers: Using Participatory Approach, Issues 1-20. Rajiv Gandhi Foundation. Task Force on Panchayati Raj. Concept Publishing Company. |
| III | Mapping Exercises | Transect Walk
Social Mapping
Seasonal Mapping
Resource Mapping
Daily Activity Mapping
Body Mapping | Sontakki, B., Venkatesan, P., & Rao, V. K. J. (2019, September 25). Participatory Rural Appraisal (PRA): Tools & Techniques. |

Program	BSW (Revised 2023)
Course Code	CC 201
Course Title	Theatre Skills
Semester	III
Credits	2

Rationale for the course:

Theatre is a powerful transformative medium for individual, community, and societal change. The subject emphasises using theatre skills as a catalyst for social change. It also includes practical application through workshops and practice-led studies.

Course Objectives:

• To explore and apply theatre skills as a tool for effecting social change.

• To gain exposure to diverse theatre practices

• To develop a critical understanding of ethics and boundaries in theatre. Learning

Outcomes:
Students will be able to

• Apply theatre skills effectively for social change.

- Obtain comprehensive knowledge of local and global diverse theatre practices with special focus on folk tradition.

- Critically analyse ethical considerations and boundary setting in theatre methodology & practices.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to People's Theatre	Bertolt Brecht – People's Theatre The beginning of theatre-Dario Fo Folk Theatre – Yakshagana, Dashavatari Puppet theatre Street play (Ekjut, Navnarmiti, Stree Mukti Sanghatana, Anhad and other street theatre groups)	IPTA (2003). Indian People's Theatre Association – Oxford Reference. Oxford University Press.
II	Process involved in Theatre for Social Change	*Developing people-centred production Team *Preparation of props *Preparing and using puppets *Performance skills & voice modulation in different theatre mediums	
III	Workshops	*Workshops on acting, improvisation, script writing and direction	

Program	BSW (Revised 2023)
Course Code	Major 204
Course Title	Social Work Research- I
Semester	IV
Credits	2

Rationale for the course:

Social work profession emphasizes the importance of research in needs assessment, evaluation, and future planning, incorporating individual characteristics, circumstances, preferences, actions, and external research findings for effective intervention and outcome. This course teaches students about quantitative research methods in social work, covering program evaluation, policy development, and ethics. It aims to help students understand the importance, scope, and practical as well as strategic applications of research in real-world scenarios.

Course objectives

- To introduce the learner to the concept of social research

- To help learner understand different types of research designs, sampling techniques, data collection and analysis

- To enable the learners to develop basic skills in developing research proposal and concept papers

Learning outcome

- 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 research project).

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to research	What is Research? Characteristics of scientific method Difference in quantitative, qualitative and mixed research methodology Relevance of research in social work Access and utility of existing research studies Ethics in social work research	Lal Das. D. K. (2005) Designs of Social Research. Jaipur: Rawat Publication
II	Literature review and Identification & Formulation of Research Problem Statement	Literature review Rationale – Gap Analysis Problem identification and formulation, Understanding the Concepts and variables and the distinction between them Levels of measurement Research objectives Conceptual and Operational definitions of variables Hypothesis – Research hypothesis and Null hypothesis	Kothari, C.R (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International
III	Research Design, Sampling, Data Collection, Cleaning, entry and Analysis	Research design (Exploratory, Descriptive, and Explanatory designs) Sampling Methods Data Collection Methods & Tools	Lal Das. D. K. (2005) Designs of Social Research. Jaipur: Rawat Publication

Program	BSW (Revised 2023)
Course Code	Major 205
Course Title	Social Welfare Administration
Semester	IV
Credits	2

Rationale for the course:

Social Welfare 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 Welfare Administration provides knowledge of such administrative applications in Social Work Organizations. This course aims to develop an understanding about concepts and processes of Social Welfare Administration.

Course Objectives:

- To provide an overview on the Concepts and Processes of social welfare administration·

- To equip the learners IT enabled skills of administration.

- To enable learners to gain advance information relating to registration processes as a Trust and Society.

Learning Outcomes:

- Develop an understanding about social welfare administration and its historical development in India, its essential concepts and techniques.

- Understand various management techniques such as the POSCORBDE and develop skills on the same

- Gain information about the legal framework pertaining to civil society organization registration process

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Social Welfare Administration	-History of social welfare administration in Indian context. - Concept and processes of social welfare administration -Analysis of administration of government and civil society organizations	Noorjahan, Bava. (1997). Non-Governmental organizations in Development: Theory and Practice, Kanishka Publisher, New Delhi Bhattacharya (2006): Administration of Social Welfare, chapter 3 on Social Welfare Administration & Development, pg. 80-120, Rawat Ramesh M Sonkamble (2017): Social Work Administration, Book enclave, Jaipur India.
II	Administrative Process	-Planning: Importance, principles of planning, steps involved in planning and linking vision, - Organising: Fundamental principles of organizing, its processes and steps; - Staffing: Recruitment, Selection, Appointment, Orientation, Promotion, Appraisal and termination. - Coordination: Principles and Techniques -Reporting: Importance and steps involved in reporting - Budgeting and Evaluation: Types and steps - Direction: Importance and strategies of direction and supervision - Monitoring and Evaluation	Nagendra and Sailaja (2007): Voluntary Organizations and Social Work. Oxford Book Company. Skidmore (1994): Social Work Administration Definition, Management and Human Relation (third edition), Pearson.

| III | Skills for Social Welfare Administration | - Project proposal writing
- Legal Framework of Registration under Public Trust Act 1950, Societies Registration Act 1860; Indian companies act 2014,
- FCRA & FEMA, Income Tax Compliances. | Rajkumar Pruthi (2000), Manual of NGO- How to manage, Crest Publishing House, New Delhi

Dholakia (2023): All about Trusts and NGOs, Bharat

CAP (2005), Good governance and Effective Boards for voluntary/Nonprofit Organization, Union Press, Mumbai

Suchlata Chandra (2007), Non-Governmental Organization Structure, Relevance and Function, Kanishka Publisher Distributor, New Delhi |

Program	BSW (Revised 2023)
Course Code	Major 206
Course Title	Field Work -IV
Semester	IV
Credits	4

Objectives:

1. To understand and critically analyze the various problems and needs of individuals, groups, and communities.

2. To identify and utilize community resources and services.

3. To enhance process-oriented skills in working with individuals, families, groups, and communities.

4. To participate in administrative processes of the organization

5. To develop the capacity to record the process of social work intervention

6. To consciously apply professional social work values and principles in one's conduct.

7. To develop self-learning through Field Instruction. Indicators for Evaluation

Analytical Ability

Outcome Goal: The student acquires knowledge and understands the organization, its philosophy, goals, administrative structure, and services. The student also develops an in-depth understanding of the problem situation and the persons the organization works with and can integrate the theory taught in class to the observations in the field.

- Independently collects information about the organization/clients by reading files and documents and use of appropriate fact-finding techniques like home visit, interview and observation.

- Can explore data sets and existing bodies of knowledge to assess the magnitude of the problem situation and makes a profile of the community/group/organization.

- Understands the link between the clients' needs and the organization's services; and the role of other organizations working on similar issues.

- Analyses relevant welfare services/schemes/policies and systems.

- Can link theory and practice.

Mandatory Tasks

1. Outline clients' socio-economic indicators using agency's information resources and existing data sets.

2. Write a brief comparative report on two more agencies working on similar issues.

3. Writes a brief analysis of relevant government schemes, books, and articles/films. Skills

Outcome Goal: The student acquires skills relevant to the problem-solving process and develops administrative and communication skills that aid in the process.

- Understands and identifies simple intervention strategies concerning the problem situation.

- In consultation with the Faculty Advisor/Field Instructor/Field Contact independently intervenes in simple problems of individuals, families, groups, and communities.

- Performs administrative tasks.

- Plans and implements sessions for specific target groups.
  Prepares effective Information Education and Communication (IEC) material.

Mandatory Tasks

1. Mandatory Field Induction Workshop on methods of collecting information e.g., observation, listening and interviewing.

2. Carries out simple interventions with individuals, families, groups, or communities and writes a process report with learnings.

3. Creates a body of IEC material on a given topic. Professional Development

Outcome Goal: The student shows responsibility and maturity about one's role in the organization and awareness of self as an individual and as a professional.

- Demonstrates integrity, honesty, and commitment in taking up tasks and completing them on time. Is regular in Fieldwork, punctual, and accountable.

- Demonstrates the ability to introspect on one's actions and is aware of oneself, feelings, and body language when interacting with others in the field.

- Is aware of ways in which biases and cultural backgrounds, affect relationships and is aware of the differences that arise because of caste, class, culture, and religion

- Shows interest in organization work and practices cooperation in group activities.

- Shows consistency in taking up and completing tasks.

- Volunteers for special tasks.

- Shows awareness of one's strengths and limitations while evaluating performance. Use of Field

  Instruction

Outcome Goal: The student appreciates the role and instruction of the Faculty Advisor, Field Instructor, and Field Contact and seeks guidance for personal and professional growth.

- Takes initiative in planning, participating, and contributing to conferences by presenting observations/reflections during conferences. Brings forth experiences, issues, concerns, and plans during conferences.

- Maintains records of the conferences

- Takes up specific roles during the conferences.

- Regularly submits a plan of work and evaluates individuals and teamwork at the micro-level. Follows up on tasks /suggestions discussed with Field Instructor/Faculty Advisor.

- Able to identify/accept strengths and limitations and works on limitations to enhance functioning.

- Shows willingness to learn and reads relevant articles/books referred by the Field Instructor/Field Contact.

- Submit all the recordings regularly on the designated day and time and use recordings for growth and learning.

Program	BSW (Revised 2023)
Course Code	Minor 202
Course Title	Rural and Urban Studies
Semester	IV
Credits	4

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 civil society organizations, campaigns for rural and 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.

Course Content:

Unit	Title	Contents	Essential Readings
I	Overview of Indian Rural, Tribal and Urban Communities	Introduction to concepts related to Urban Rural, Rurality, and Tribal life: Definitions, Demographic Profile, Characteristics, and Issues. Concept & demographic profile of Scheduled Tribes (Particularly Vulnerable Tribal Groups (PVTG), Nomadic and De- notified tribes in India) Perspectives of Development Ambedkar, Jyotiba Phule Mahatma Gandhi Periyar Ramaswami, Baba Amte Amartya Sen	Srinivas, M. N (1998) Village, Caste, Gender and Method: Essays in Indian Social Anthropology Robert Chambers – Reaching the Last, First. Mahatma Gandhi – Hind Swaraj (1910)
II	Rural Communities : Structure, Governance & Livelihood	Village Structure: Social stratifications: Class, Caste and gender dynamics in context of equity. Rural Livelihoods Rural Governance: Funds, Functions, Functionaries	Srinivas, M. N (1997) The Remembered Village Joshi Divya: Gandhiji on Villages... Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002 Surinder Jhodka: The Indian Villages, 2023 (Aleph Book Company publication) Rural Sociology in India by A. R. Desai

III	Urban Community: Structure, Governance & Livelihood	Concept of Gemeinschaft and Gesellschaft. Concept of Urbanization and Informal Settlements Issues related to Migration & Citizenship Issues of informal settlements Livelihood of urban poor Urban Governance: 74th Amendment & Urban Local Bodies, Nagar Rajya Act, Area Sabha & Area Development Funds	Sandhu Ravinder Singh: Urbanisation In India: Sociological Contributions. New Delhi. Sage Publications, 2003 Prasad B K: Urban Development: New Perspective.. New Delhi. Sarup and Sons Publishers, 2003 Mohan Sudha: Urban Development New Localism. Jaipur. Rawat Publications, 2005
IV	Tribal Communities : Structure, Governance & Livelihood	Rights of Tribal Communities: Jal, Jungle, Jamin Jal: Water Rights Jungle: Forest & Farmers Rights, Rights and Entitlements Non-Timber Forest Produce, Jamin: land Rights & Migration. Bonded labour & Child Marriage, Livelihood issues Tribal Governance : PESA, TSP – Tribal Sub- Plan, Tribal Development Plan (TDP),	Fürer-Haimendorf , Christoph von 1982, Tribes of India: The Struggle for Survival, University Of California Press, Berkeley · Los Angeles · Oxford

Program	BSW (Revised 2023)
Course Code	OE 203
Course Title	Introduction to Political Science
Semester	IV
Credits	2

Rationale for the course:

Political Science is an allied subject of social work which aids the social workers in understanding the political situation of the society while working for the people. Understanding the political spectrum of a country would enable the social workers to understand the ideologies of the governments that are formed, the various systems that can be used in their work with the people and also get a comprehensive understanding about how social changes can be advocated for their beneficiaries.

The course would enable the students in getting an understanding about the macro perspective of the student social workers, thereby helping them in critically analyzing the factors affecting the life of their service users.

Course Objectives:

- To understand the foundation of political science and governance.

- To examine the various democratic systems and processes and connect the same with social work as a profession.

- To comprehend the democratic structures as well as various political challenges in the current scenario.

Learning Outcomes:

- Learners will demonstrate a comprehensive understanding of political science concepts, governance structures, and the significance of political knowledge in the realm of social work practice.

- Learners will develop analytical skills to compare and contrast different democratic systems, such as direct and indirect democracy, parliamentary and presidential models, and evaluate their relevance and effectiveness.

- Learners will gain insight into the functioning of political entities, including political parties, pressure groups, public opinion, and media, within the democratic framework.

- Learners will develop skills to ethically and effectively apply their political understanding to address societal issues, contribute to policy advocacy, and engage with diverse communities, enhancing their ability to enact positive change within their social work roles.

Course Content:

Unit	Title	Contents	Essential Reading
I	Understanding Politics and Governance	· Understanding the scope and essence of political Science. · Relevance of Politics to Social Work · Different Forms of Governance: Democracy, Dictatorship, Monarchy, Oligarchy, Theocracy, Federalism, Anarchy. · Understanding the State: Elements, functions, and significance.	Goodin, Robert E. (Ed.), The Oxford Handbook to Political Science, Oxford University Press, Oxford, 2009. Goodin, Robert E., and Pettit, Philip (Ed.), A Companion to Contemporary Political Philosophy, Oxford, Blackwell, 2006.
II	Democratic Systems and Democratic Government	· Democratic Processes: Exploring Direct and Indirect Democracy. · Comparison: Parliamentary vs. Presidential Democracy. · Critiquing Democracy: Analysing strengths and weaknesses. · Indian Democracy: Federalism and Decentralization. · Political Autonomy of States · Elections and Representation: Fair election, Voters awareness.	Held, David, Models of Democracy, Third Edition, Polity Press, London, 2006. Bhargava, Rajeev, What is Political Theory and Why Do We Need it?, Oxford University Press, New Delhi, 2010, pp. 3-55.

| III | Democratic Structures and Problem Analysis | · Political Entities: Understanding Political Parties, Pressure Groups, Public Opinion, and the Media.

· Identifying Political Challenges: Identity Related Politics, Exploring Political Alienation, Corruption, and Violence. | Manor, James (2002).Parties and the Party System. In the Edited book Parties and Party Politics in India by Zoya Hasan. New Delhi, India. Oxford University Press. pp. 431-474.

Yadav, Yogendra and Palshikar, Suhas (2009), "From Hegemony to Convergence: Party System and Electoral Democracy: Party System and Electoral Democracy in Indian States", Journal of Indian School of Political Economy 15 (1-2), pp. 5-44. |

Program	BSW (Revised 2023)
Course Code	AEC 202
Course Title	Marathi
Semester	IV
Credits	2

Rationale for the course:

The subject introduces basics of Marathi literature which covers Medieval and Modern Marathi Literature, Folk Art and Literature and Linguistic Study of Marathi. It balances theoretical and practical studies, integrating topics like Poetry, fiction and Non-Fiction, Novels and short stories. It considers various teaching methods to accommodate different learning styles. Incorporates practical sessions alongside classroom learning to immerse students in the Marathi language.

Course Objectives:

- To understand the relevance of Marathi Literature in the context of Social Work.
- To delve into the depth and variety of Marathi poetic forms and expressions.
- To study the impact of fiction and non-fiction in Marathi literature.
- To understand the language intricacies and linguistic aspects of Marathi.

Learning Outcomes:

Students can grasp a comprehensive view of Marathi Literature. They would develop analytical abilities to dissect various literary forms like Poetry, Prose, and Fiction-nonfiction. Students can attain proficiency in Marathi language skills through practical sessions and linguistic studies. Students can apply the knowledge of Marathi literature in the context of social work and societal relevance. They will gain practical experience through projects, fostering a deeper understanding of the subject.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Marathi	-Swar, Vanjan, Reading Skills - Conversational Marathi: one to one, one to many, one to group, public speaking. - Basic grammar: Nouns, pronouns, verbs, adverbs. - Oral & listening exercises: speeches, debates, quiz. -Written exercises on essays, letters (formal, informal), comprehension.	Shinde,B. (2023). Paripurna Marathi Vyakaran. Anand Publications.
II	Reading exercise I (Gadya)	Reading aloud Short stories Practical conversations	Annabhau Sathe Upara by Laxman Mane Asa mi Asami/Mhais by P. L. Deshpande B. B. Borkar (Dekhane te chehre) Baburao Bagul (Jevha Me Jaat Chorali)
III	Reading exercise II (Padya)	Abhan ga Ovi Kavita	Sant Chokhamela, Sant Sawta Mali Bahinabai Kusumagraj, Mangesh Padgavkar

Program	BSW (Revised 2023)
Course Code	AEC 203
Course Title	Indian Sign Language
Semester	IV
Credits	2

Rationale for the Course

Social work professionals across the world work in a range of settings with persons from various walks of life. Social workers who do not know the sign language and are unable to communicate with persons having speech and hearing impairment may act as a barrier to their work. In recent times, Social Work education and practice is beginning to align with the motto of 'inclusivity' when it comes to the people that they work with. Social Work trainees being offered the India Sign Language (ISL) at the BSW level is a proactive step towards bringing in inclusivity in social work practice. Social work students who are offered Indian Sign Language (ISL) during the graduate training may be able to understand the history, culture of Deaf community, the components and structure of ISL and ability to do words and small sentences in sign language. This skill would be useful to build rapport, ask specific questions, for data collection, counselling or for simply interacting with persons having speech and hearing-impairment, without requiring a sign language instructor. Especially for the social work students who may want to specialize in Disability studies, learning ISL may facilitate their work with persons who have speech and hearing-impairment.

In general, ISL may be promoted and offered as a language in its own right, to have a channel of communication for the persons who are speech and hearing impaired. The specific purpose of introducing ISL for social work students is to aid them to gain exposure and communicate at the basic level. The social work students' perspective on what is 'inclusivity' in the real sense will be shaped when they are actually learning the basics of the language used by persons who are speech and hearing- impaired. These students can speak verbally as well as use sign language in classroom, fieldwork, meetings, conferences, workshops and public gatherings for the benefit of persons with speech and hearing impairment. Social workers who go on to take up advanced courses in ISL may be in a position to play the important role of translators for persons with speech and hearing impairment.

Course Objectives:

- Introduce the learner to the concept of Indian Sign Language (ISL) and its characteristics.
- Provide the learner an understanding about the history and development of Indian Sign Language (ISL) and introduce them to deaf culture and deaf communities.
- Facilitate the learner to gain knowledge about the detailed structure and components of ISL.
- Build capacity of the learner to engage in various forms of interactions with persons having speech and hearing impairment in different settings through the use of communicative ISL.
- Guide learner to appreciate the relevance and scope of learning Indian Sign Language in the field of social work for inclusivity for persons with speech and hearing impairment.

Learning Outcomes:

To enable the learner to:

- Attain familiarity with the concept of Indian Sign Language (ISL) and its application in the community as part of Social Work practice.

- Gain an understanding about the history, development of Indian Sign Language (ISL), deaf culture and deaf communities and learning ISL for ensuring inclusivity of Deaf persons.

- Attain a basic proficiency in structure and components of ISL and be able to engage in various forms of interactions in different settings using ISL.

- Comprehend the relevance and scope of learning Indian Sign Language in the field of social work.

Unit	Title	Contents	Essential Reading
I	Introduction to the Indian Sign Language (ISL)	Concept, Characteristics and Common Misunderstandings about Sign Language History of ISL: Its Origin, Development, Deaf Communities, Deaf Culture and linguistic identity; Towards an inclusive society for persons with hearing and speech impairment Relevance and scope of learning ISL for Social Work Professionals	Rehabilitation Council of India. Deaf, Deafness and Communication Options (Paper Code: DISLI T1) Bhattacharya, T., Grover, N. and Randhawa, S. (eds). 2014. The People's Linguistic Survey of India Volume 38: Indian Sign Language(s)
II	Structures and Components of ISL	Definition and design features of language and Indian Sign Language Manual and Non-Manual Components of ISL English alphabet, numbers, days of week, months Word-Level Structures: Words and sentences	National Institute of Open Schooling. Indian Sign Language – Secondary Course. Rehabilitation Council of India. Deaf, Deafness and Communication Options (Paper Code: DISLI T1) Haryana Welfare Society for Persons with Speech and Hearing Impairment. Indian Sign Language (ISL) for Schools – Foundation Series. Zeshan, Ulrike (ed.). 2006.

			Interrogative and Negative Constructions in Sign Language. Ishara Press.
III	Interactive ISL for Social Work Professionals	Introducing self and knowing about others Seeking basic information Engaging in basic interactions in different field settings	National Institute of Open Schooling. Indian Sign Language – Secondary Course. Rehabilitation Council of India. Deaf, Deafness and Communication Options (Paper Code: DISLI T1) Goswami, S P, Ravindra, A & Sharma, K. (2020). Introduction of Indian Sign Language in Inclusive Education. Disability, CBR & Inclusive Development.

Program	BSW (Revised 2023)
Course Code	SEC 201
Course Title	Basic Counselling
Semester	IV
Credits	Two

The rationale for the course

Increasing complexities of social determinants of mental health are leading to an alarming increase in mental health concerns. Intersectional factors, stigma and apathy towards quality care for people with mental health concerns are impacting the recovery and reintegration of those in need of care and support. An important ability of a social worker is to develop and sustain relationships with people, often in times of extreme need, distress or upheaval in their lives. Building relationships is at the heart of social work practice and needs mastery of basic skills in empathy, listening and acceptance. As social work practitioners the awareness of Self is also a fundamental quality having consequences in our engagement with others. Building a cadre of professionals with counselling skills will ensure the first level of intervention in encouraging people to seek care and treatment. Counselling also promotes reflective practice by enabling self-awareness of feelings, and behaviours, especially reactions and responses to those of others. This becomes critical when we need to take action for the well-being of the people we engage.

The course on Basic Counselling course is designed to enable learners interested in counselling to become self-aware, develop the basic qualities of an effective counsellor, learn the theoretical approaches and stages of counselling and be equipped with the requisite counselling skills and techniques The course structure provides students with an understanding of Counselling

approaches and how they can be effectively used in the intervention process. The purpose of this course is to develop the knowledge, skills and attitudes of the learner with an integrated framework for counselling practice. The course emphasizes an experiential style of learning enabling students to actively engage in various reflective 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. On completion of the course, students will be able to utilize basic counselling skills across various settings.

Course Objectives

- To sensitise the learner on the relevance of counselling in the helping process and the qualities of an effective counsellor
- To develop knowledge of the stages, skills, techniques and approaches of counselling.
- To develop skills in the application of counselling across various settings.
- Learning Outcomes: By the end of the course, students will be able to
- Identify and appreciate the use of basic counselling skills ethically
- Develop an understanding of the stages and approaches to counselling, including psychodynamic, behavioural, person-centred perspectives, existential, and postmodern perspectives
- Apply basic skills in counselling in social work practice across various settings.

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to Counselling	Introduction to counselling: Definition, Role of counselling in social work, qualities of an effective counsellor, ethical principles in counselling	Egan, G. (2014). The Skilled Helper: A problem–management and opportunity-development approach to Helping. 10th Edition. Brooks/Cole Cengage Learning. Gibson R.L. & Mitchell, M. (2008). Introduction to counselling and guidance. 7th Edition. New Jersey: Prentice Hall. Fuster, J.M. (2008).Personal Counseling. Mumbai: Saint Paul/ Better Yourself Books. Mumbai. Rogers, C (1961). On becoming a person: A therapist view of Psychotherapy. Boston: Houghton Mifflin Company. Mearns, D., Thorne, B. & McLeod, J. (2013). Person-Centered Counselling in Action. 4th Edition. London: Sage Publications

II.	Stages, skills and techniques in counselling	Stages and processes: First Phase: Intake, Contextual Relationship Building, Assessment Second Phase: Planning and Implementing Counselling Intervention – Humanistic Framework for Counselling in Social Work (Carl Rogers and Maslow) Third Phase: Evaluation; Follow-up and Termination	Capuzzi, D & Mark, S. D (Edited). (2016). Counselling and Psychotherapy: Theories and Interventions. 6th Edition. Alexandria, USA: American Counseling Association. Gibson R.L. & Mitchell, M. (2008). Introduction to counselling and guidance. 7th Edition. New Jersey: Prentice Hall. New Jersey. Hutchinson, D. (2011). The Counseling Skills Practice Manual. Sage Publications. Seden, J. (2005). Counselling skills in Social work practice. UK: McGraw Hill Education
III	Skills and Techniques while Working with Different Target Groups	Skills and Techniques: Acquainting, observing, attending, listening, questioning, use of silence reporting, interpreting and feedback, confrontation, immediacy, personalizing, reframing, evaluating, summarizing Target groups – Children, Women, Youth, Elderly etc. Steps in problem solving	Parrott, L. (2003). Counselling & Psychology. 2nd Edition. USA: Pacific Grove Publishers. Patterson, C.H. (1986). Theories of Counselling & Psychology. New York: Harper & Row Publications. Gladding, S.T. (2017). Counselling: A Comprehensive Profession. 8th Edition. USA: Pearsons Publication. Humphrey, G.M. & Zimpfer D.G. (2008). Counselling for Grief & Bereavement. 2nd Edition. New Delhi: Sage Publications

Program	BSW (Revised 2023)
Course Code	CEP 201
Course Title	Group Work in Different Settings
Semester	IV
Credits	2

Rationale for the course:

This course enables students to appreciate the significance of various forms of program media to engage with diverse client groups. They also learn about difference between program media and mass media and develop skills of effectively using program media as a tool for rapport building, engaging, expression, reflection and bringing positive changes with group work as a context of practice. Students also learn about application of group work in numerous settings including health, education, community, and correctional settings. They also learn about various models of practice as being implemented in each of these settings and analyse how group work method works towards promotion of psychosocial well-being of groups and individuals in society.

Course Objectives:

To enable Students to:

- Learn about different forms of program media and acquire skills towards effective use of program media while working with diverse groups;

- Appreciate the scope of group work method in institutional and community settings

- Learn about various models of practice of group work in Indian context

- Develop self-awareness and sensitivity as a group

Worker Learner Outcomes:
Students will be able to:

- Identify as a professional social worker and conduct oneself accordingly:

- Develop skills of using various forms of program media while engaging with diverse client groups

- Practice using group work method in various settings- forming groups, support groups, towards healing of individuals and groups

Course Content:

Unit	Title	Content	Essential Readings
I	Application of Group Work in different Settings-I	Group Work Practice in Child Care, Family, Youth, Education Healthcare, Correctional Models of practice- Remedial, Reciprocal, Developmental Model, and Life Skills	Rao, N. S., & Sahajpal, P. (2013). Counselling and guidance. McGraw Hill Education. Expressive Art Activities for children surviving Abuse and Neglect, Pooja Varma, ResearchGate, 2020
II	Application of Group Work in different settings-II	Group Work Practice in Community Development, and Industrial Settings. Models of Practice: SHGs, Support Groups, Community Based Organizations as a Model	Mishra, P. D., & Mishra, B. (2010). Social group work: theory and practice. New Royal Book Co. Doel, M. (2006). Using group work. Routledge Gadha M. Das & Dr. Subramanian Lalitha. Social group Work with Young People in Tamil Nadu, India: A Case Study of Civic Engagement. Youth and Policy online journal
III	Use of Program Media	Significance and relevance of program media Use of program media while working with diverse groups- puppets, street play, awareness songs, group sessions and use of expressive arts	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

Program	BSW (Revised 2023)
Course Code	CC 202
Course Title	Project Management
Semester	IV
Credits	2

Rationale for the course:

The purpose of this course is to prepare the students to understand the tools and techniques involved in a project. Moreover, a hands-on approach will be used to enable students to help design and execute projects that will benefit the organizations and society they serve.

Course Objectives:

- Outline the need for Project Management

- Differentiate techniques of activity planning and implementation

- Comprehend the project evaluation & closure process

Learning Outcomes:

- Evaluate and select the most desirable projects.

- Apply appropriate approaches to plan a new project and develop a project schedule. Identify the important risks facing a new project.

Course Content:

Unit	Title	Contents	Essential Reading
I	Planning	Importance of Project Management; Types of Projects; Project Management Life Cycle; Project Selection; Feasibility study; Estimation of Project cost; Scheduling the project	Berkun, Scott (2008), Making Things Happen: Mastering Project Management, O'Reilly Media: Cambridge, MA
II	Implementation	Setting a baseline; Project management Information System; Indices to monitor progress; Importance of Contracts in projects; Teamwork in Project Management	Khanna, R. B. (2011), Project Management, PHI Learning Private Limited, New Delhi

III	Evaluation and Closure	Project evaluation methodologies and methods; Project closure report guidelines; Case studies in Project management.	Snead, G. Lynne (2002), The Project Management Scorecard: Measuring the Success of Project Management Solutions, Butterworth-Heinemann: Oxford.

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