

College of Social Work (Autonomous)
BSW Syllabus
(Revision 2019)

BSW Syllabus Grid Based on CBCS 2019-20

DSC -1 -Social work, DSC-2- Social Sciences

BSW- Sem- I

Course No.	Core Course with credits	Ability enhancement compulsory course (AECC)	Skill enhancement	General Elective (GE)	Total Credits
MIL-1	English-1-(2)				
DSC-1	Introduction to social work(4)				
DSC-2	Social science foundation for social work- Sociology (4)				
DSC-2	Social science foundation for social work- Human behaviour (4)				
			Field work(6)		
Total	14		6		20

BSW- Sem- II

Course No.	Core Course with credits	Ability enhancement compulsory course (AECC)	Skill enhancement	General Elective (GE)	Total Credits
MIL-1	English-2 (2)				
DSC-1	Work with Individuals and Families (4)	Environment Studies (2)			
DSC-1	Work with groups (4)				
DSC-2	Social science foundation course (Contemporary Development Studies) (2)				
			Fieldwork (6)		
Total	12	2	6		20

BSW- Sem- III

Course No.	Core Course with credits	Ability enhancement compulsory course (AECC)	Skill enhancement	General Elective (GE)	Total Credit
DSC-1	Work with communities (4)	Computer Application (2)			
DSC-1	Social Work Administration (4)				
DSC-2	Women studies (4)				
			Field work (6)		
Total	12	2	6		20

BSW- Sem- IV

Course No.	Core Course with credits	Ability enhancement compulsory course (AECC)	Skill enhancement	General Elective (GE)	Total Credits
DSC-1	Development communication (4)				
DSC-1	Health and Nutrition (4)	Life Skills (2)			
DSC-2	Social Policy (4)				
			Field work(6)		
	12	2	6		20

BSW- Sem- V

Course No.	Core Course	Ability enhancement compulsory course (AECC)	Skill enhancement	General Elective (GE) Choose Any 3	Total Credits
DSC-1	Social Work Theories (2)			1. Ageing Studies (2)	
DSC-1	Research (4)			2. Child Rights and Protection (2)	
				3.Social Inclusion	

				& Exclusion (2) 4. Social Entrepre- neurship (2)	
DSC-2	Social Movements (2)				
DSC-2	Education (2)		Field work)(6)		
	10		6	6	22

BSW- Sem- VI

Course No.	Core Course	Ability enhancement compulsory course (AECC)	Skill enhancement	General Elective (GE) Choose Any 2	Total Credits
DSC-1	Rural and Urban studies (4)			1. Peace Education (2)	
DSC-1	Integrated Social work Practice (2)			2. Basic Counselling (2)	
DSC-2	Human Rights (2)		Field work (6)	3. Disability Studies (2)	
	Informal Labour and informal sector (2)				
Total	10		6	4	20
					122

Program	BSW Autonomous
Course Title	Introduction to Social Work
Semester	Semester I
Credits	Four credits
Year	2019-2020

Rationale for the course:

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

Course Objectives:

To enable the learner to:

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

Course outcomes:

- The learners will get an orientation to social work history, evolution and various concepts related to social work.
- The learners will be equipped with the intervention skills needed for various settings
- The learners will demonstrate and practice social work values and principles
- The learners will be able to understand the basic concepts and their application in field work practice.

Unit No.	Title of the Unit	Contents of the Unit	Reading list
Unit 1	Evolution of Social Work	<ul style="list-style-type: none"> • Concept of Social Work; Definitions and concepts related to Social work • Industrialization, Urbanisation and effect of World war II • Emergence of United Nations • Intervention methodology of Mary Richmond • Emergence of Social Welfare Agencies in UK,USA and India • Society for the Prevention of Pauperism, Charity Organization Society, settlement houses movement; • Evolution of Social work in western countries 	<ul style="list-style-type: none"> • Y. Ronald, S. Malar, P.V. Laavanya. 2013. Social Work: An Introductory Text Book. Regal Publications, New Delhi • Woodrofe, K. 1962. From Charity to Social Work. London: Routledge and Kegan Paul. Encyclopaedia of Social Work in India. New Delhi: Ministry of Welfare. • Introduction to Social Work: Paul Choudhary, 1983, New Delhi: Atma Ram & Sons, • Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur: Raj Publishing House.

Unit 2	Social Reformers and Ideological background of social work in India	<ul style="list-style-type: none"> • History of social work in India • Charity base, social reformers, voluntary work • Ideological background: Secular humanism; Rationalism • Bhakti and Sufi Movement. • Thoughts of Shahu, Phule, Ambdekar, Gandhi, Tagore, and Periyar • Professionalization of social work in India 	<ul style="list-style-type: none"> • Diwakar, VD. (Ed.). 1991. Social Reform Movements in India: A Historical Perspective. Bombay: Popular Prakashan
Unit 3	Principles, values in social work	<ul style="list-style-type: none"> • Attributes of social work profession by Ernest Greenwood • Values & principles of Social Work • Self as a change agent 	<ul style="list-style-type: none"> • Desai, M. 2000. Curriculum Development on History of Ideologies for Social Change and Social Work. Mumbai: Social Work Education and Practice Cell, TISS • Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London: Allyn and Bacon, A Viacom Company. • Dasgupta, Sugata (1964) Towards a Philosophy of Social Work in India, New Delhi: Popular Book Services. • Desai, Murali (2002) Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication. • Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work – An Empowering Profession, London: Allyn and Bacon. • Feibleman, J.K. (1986) Understanding Philosophy - A Popular History of Ideas, New York: Souvenir Press. • Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) The Fields of Social Work, New York: Henry Holt and Company.

			<ul style="list-style-type: none"> • Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd. • Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras : Association of School of Social Work in India • Rameshwari, Devi and Ravi Prakash (2000) Social Work Practice, Jaipur: Mangal Deep Publications. • Roy, Bailey and Phil, Lee (1982) Theory and Practice in Social Work, London: Oxford Pub. Ltd.
Unit 4	Ethics in Social Work	<ul style="list-style-type: none"> • Code of ethics for social workers (National Association of Social Workers(NASW), International Association of Schools of Social Work (IASSW), Bombay Association of Trained Social Workers (BATSW) • Standard operative procedures(SOP) • Functions and roles of professional social workers in different settings • Professional Associations of Social Work (International, National, Regional) 	
Unit 5	Orientation to Social work methods	<ul style="list-style-type: none"> • Social work practice with Individual and Family • Social work practice in Social Groups • Social work practice in the Community • Social work practice in Administration • Social work practice in Research • Social work practice in Social Action 	<ul style="list-style-type: none"> • Encyclopaedia of Social Work • Social Work Methods, Practices and perspectives Rameshwari Devi and Ravi Prakash

Unit 6	Basic Intervention skills	<ul style="list-style-type: none"> • Fact finding tools: Reading, survey, home visits, observation, listening, interview, Community mapping; • Basic fund raising and resource mobilizing skills; • Report writing and recording skills • Types and use of communication and program media as per age and developmental stages of groups; 	<ul style="list-style-type: none"> • Jones, N., and Richard. 1994. Human Relations Skills. Mumbai: Better Yourself Books • Sheldon, B., & Macdonald, G., (2010) A Textbook of Social Work, London: Routledge. • Singh, R.R. (1985) Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi: Concept Publishing Company. • Wadia, A. R. (Ed.) (1961) History and Philosophy of Social Work in India, Bombay: II Allied Publisher Private Ltd. • Encyclopaedia of Social Work. (1987), Encyclopaedia of Social Work in India. New Delhi: Ministry of Welfare. • Encyclopaedia of Social Work. (1987), Encyclopaedia of Social Work. Silver Spring, Maryland: National Association of Social Workers. • Samaj karyanchi rup rekha by Niprabha kelkar (In Marathi)
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Program	BSW Autonomous
Course Title	Introduction to Sociology
Semester	Semester I
Credits	Four credits
Year	2019-2020

Rationale for the Course

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

Perspective Note:

The course focuses on the interconnectedness of various social concepts, social structures and its impact on human relations. Sociology as a field related to social work, creates a forum where the sociological perspective, sociological concepts and principles addressed and developed by sociologists are applied in the substantive areas of social work. The field work in social work provides a platform for the practitioner to engage in the areas such as communities (urban/rural), families, medical and educational institutions, as well as government and non-government organizations.

Course Objectives:

To enable the learner

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

Course Outcomes:

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

Learner's Objective

1. To understand the Indian society and culture.
2. To get acclimatized to key sociological concepts.
3. To critically reflect on the theoretical perspectives in sociology.
4. To analyse the social processes and social change.

BSW I: Introduction to Sociology

Unit No.	Title of the Unit	Contents of the Unit	Readings
Unit 1	Introduction to Sociology	<ul style="list-style-type: none">• Emergence of sociology• Definition & Scope• Relevance to Social Work Practice• Basic concepts<ul style="list-style-type: none">○ Society,○ Social groups○ Social systems○ Association○ Status and role,○ Social structure○ Social stratification○ Social mobility○ Social control○ Social institutions	<ul style="list-style-type: none">• Rao, Shankar, (2005), Sociology, S. Chand and Company Ltd, New York• Sharan, Raka, (1991), Sociology, Anmol Publication, New Delhi
Unit 2	Indian Society	<ul style="list-style-type: none">• Tribes in India• Caste system in India• Rural and urban societies• Major religious community in India• Theoretical Roots of Caste in India	<ul style="list-style-type: none">• Beteille, A., (2002) Sociology, Oxford, New Delhi• Ghurye. G. S., (1932), Caste and race in India, K Paul, Trench & Company Ltd.

		<ul style="list-style-type: none"> ○ B.R.Ambedkar: Origin of Caste & its criticism ○ G.S. Ghurye: Characteristics of caste ● Gender and Society in India ○ Jyotiba Phule and Savitri Phule: Women's education and women's rights 	
Unit 3	Introduction to theoretical perspective in Sociology	<ul style="list-style-type: none"> ● Positivism: Comte's Law of three stages, Social Static & Dynamics, Evolutionism- Spencer's Evolutionary Approach; Talcott Parson's system theory ● Functionalism: Durkheim's Concept of Social Fact, Division of Labour in Society, Radcliffe Brown's Structural-Functional Approach ● Conflict: Marx's concept of Dialectical Historical Materialism, Class & Class Conflict; Coser's Approach to Social Conflict ● Interactionism: Weber's Interpretative Sociology; Types of Social Action; G.H. Mead's Concept of Self & Society ● Post structural theories: Foucault, Derrida, Gramsci 	<ul style="list-style-type: none"> ● Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York ● Turner, J. (1987), The Structure of Sociological Theory, Rawal Publication, Jaipur.
Unit 4	Culture and Socialization	<ul style="list-style-type: none"> ● Culture: Concept, functions, characteristics, ● Dimensions of culture ● Socialization – Conformity, Conflict and the Shaping of Personality and identity ● Agents of Socialisation <ul style="list-style-type: none"> ○ Family ○ Peer group ○ Religion ○ Education ○ Mass Media ○ Political Institution 	<ul style="list-style-type: none"> ● Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York ● Hertenstein, P & Hunt, C. (1980), Sociology, Mac Grawhill Kogakusha Ltd, Tokyo
Unit 5	Social Processes	<ul style="list-style-type: none"> ● Meaning, ● Cooperation ● Competition ● Conflict ● Accommodation, 	<ul style="list-style-type: none"> ● Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York

		<ul style="list-style-type: none"> • Assimilation 	
Unit 6	Social change	<ul style="list-style-type: none"> • Social change – Definition • Characteristics • Direction of social change - Liner theory and cyclical theory • Factors - Physical, Biological, Cultural, Technological, Social legislation, Education • Social Mobility – Definition and types of Social mobility • Theory of social change – Sanskritisation, Westernization, Modernisation, Post-Modernisation 	<ul style="list-style-type: none"> • Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York • Srinivas, M. N. (1991), Indian Social Structure, Hindustan Publishing House, Delhi. • Ahuja, R. (1993), Indian Social System, Rawat Publication, Jaipur • Kuppaswami, B. (1981), Social Change in India, Vikas Publishing House, India • Bhushan, Vidya Sachdeva, (2000), An Introduction to Sociology, Kitab Mahal Distributor, Delhi.

Program	BSW Autonomous
Course Title	Human Growth and Behaviour
Semester	Semester I
Credits	Four credits
Year	2019-2020

Rationale for the Course

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

Perspective Note:

The course focuses on enabling the students to understand the field of psychology as a field related to social work giving an insight on understanding the psychological perspective, with specific emphasis on psychological theories, understanding the Life Span Approach to development and the contemporary theories related to personality development. The theoretical perspectives will enable students to apply the same in field work.

Course Objectives:

To enable the learners to:

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

Course Outcomes:

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

Learner's Objectives

- To discern and differentiate between the theories such as Trait Theories, Personality Theories, Behaviouristic theories and Humanistic theories.
- To demonstrate an understanding of the application of these theories while working with different groups.

Unit No.	Title of the Unit	Contents of the Unit	Readings
Unit I	Introduction to Human Growth and Development	Introduction to Human Growth and Development <input type="checkbox"/> Concept of Human Development <input type="checkbox"/> Contemporary relevance to the study of human Growth and development <input type="checkbox"/> Growth: concept and definition, <input type="checkbox"/> Development: concept and definition <input type="checkbox"/> Principles of human development	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 Morgan Clifford T: Introduction to psychology. (7 th) New Delhi. McGraw Hill Education, 2017 Berk Laura E: Life Span Development. New York. Allyn And Bacon,2008 Broderick Patricia C & Blewitt Pamela: Life Span. (2) New Jersey. Pearson Education, 2006

			Empson Janet M: Atypical Child Development In Context. New York. Palgrave Publishers, 2004.
Unit II:	Introduction to Theories of Personality and Development Stages	Introduction to Theories of Personality and Development Stages <ul style="list-style-type: none"> □ Concept of Personality: Theories of Personality; Trait theories; Psychodynamic theories; Behavioral theories; Humanistic theories □ Stages of human Development, Erickson's Model of Psycho Social Development, Freudian Model of Psycho Sexual Development stages 	<p>Santrock, J.W: Life Span Development (13th ed.) New Delhi: McGraw Hil,2012</p> <p>Benjamin A. Lahey : An Introduction to Psychology, Sixth Edition, Tata McGraw Hill Edition, 1998</p> <p>Feldman Robert :Understanding Psychology, Mc Graw Hill Company, New Delhi,1997</p>
Unit III:	Socio-Cultural Contexts for Human Development:	<ul style="list-style-type: none"> □ Nature vs Nurture Debate in the development of Personality □ Biological Influences on Human Growth and Behaviour □ Factors affecting Human Development ; Heredity; Family; Peers; Media & Schooling; Gender sensitivity; Beyond gender binaries (Juliet Mitchell) 	<p>Dinkar Suchitra Sakhi & Dinkar Raj Kumari: Child Development And Psychology, New Delhi: Axis Publications, 2010.</p> <p>Hotd,Rinchart and Winston Faw,Terry and Gary,S.Belkin: Child Psychology,New York:Mc Graw Hill,1989</p> <p>Vindhya U: Psychology In India : Intersecting Crossroads, New Delhi: Concept Publishing Company, 2003</p>
Unit IV	An introduction to Developmental Psychology Stages of Life Span Development	<ul style="list-style-type: none"> □ Prenatal Development □ Birth and Infancy □ Childhood □ Adolescence □ Adulthood, Stages of Prenatal development: Germinal, Embryonic and Fetal Stage, Problems and Risks associated with Pregnancy, Labour and Stages of Labor: Neonatal Care, Cognitive and Brain development, early experience and attachment 	<p>Bose Pradeep: Child care and child development psychological Perspective. Jaipur. ABD Publishers, 2017.</p> <p>Husain Noushad: Childhood and growing up. Delhi. Shipra Publications, 2016.</p> <p>Pegu Dulumoni Narah: The Evaluation of child psychology. Jaipur . Aadi Publications , 2015</p> <p>Mahajan Sonia: Childhood development. Jaipur. Book Enclave, 2014</p>

			<p>Shrimali Shyam Sunder: Child Development. Mumbai. Rawat Publications, 2008</p> <p>D'souza Bamabe & Sonawat Reeta: Adolescent issues and perspectives. Mumbai. Shelter Don Bosco Research, 2005</p> <p>Human Development Sector: Reaching out to the child: an integrated approach to child development. New Delhi. Oxford University Press, 2004.</p> <p>Kaur Rajpal: Child Psychology: New Trends And Innovations.. New Delhi. Deep And Deep Publications, 2006.</p> <p>Hurlock Elizabeth B: Developmental psychology: a life-span approach. (5th) New Delhi. Tata McGraw-Hill Publishing, 2009.</p>
Unit V	Domains of Human Development	<p><input type="checkbox"/> Cognitive development: perspectives of Jean Piaget and Vygotsky;</p> <p><input type="checkbox"/> Language Development;</p> <p><input type="checkbox"/> Emotional Development;</p> <p><input type="checkbox"/> Moral Development: Perspective of Kohlberg</p>	<p>Papalia Diane E.: Human Development. (9) New Delhi, Tata McGraw-Hill Publishing Co., 2005.</p> <p>Papalia, D. E., Olds, S.W. & Feldman, R.D : Human development (9th Ed.). New Delhi: McGraw Hill, 2006</p> <p>Taraporevala Roshan & Chhugani Nalini: Early Childhood Years : Handbook For Parents And Teachers.. Mumbai. English Edition Publishers, 2002.</p> <p>Singer Jane Sherrod & Ashley Roz: Evaluate Yourself Improvement.. New Delhi. New Dawn Press, 2005.</p> <p>Dacey John S & Travers John F: Human Development Across The Lifespan Updated.. Boston. McGraw Hill Book Company, 2004.</p>

			<p>Parameswaran E G & Beena C: An Introduction To Psychology. Hyderabad. Neelkamal Publications, 2004.</p> <p>Mangal S K: An Introduction To Psychology.. New Delhi. Sterling Publishers, 2004</p>
Unit VI:	Enhancing Individual's Potential	Enhancing Individual's Potential <ul style="list-style-type: none"> <input type="checkbox"/> Self-determination theory; <input type="checkbox"/> Enhancing cognitive potential, <input type="checkbox"/> Fostering creativity <input type="checkbox"/> Mindfulness 	<p>Ryan, R. M., Deci, E. L., & Grolnick, W. S.: Autonomy, relatedness, and the self: Their relation to development and psychopathology, 1995</p> <p><u>De Bono, E.</u> : Six Thinking Hats: An Essential Approach to Business Management. Little, Brown and Company, 1985</p> <p>Cottrell Stella: Critical thinking skills: Developing effective analysis and argument. New York. Plagrove Macmillan , 2005</p> <p>Murphy Joseph: The Power of your subconscious mind. New Delhi .General Press, 2017.</p> <p>Nelson - Jones Richard: Effective thinking skills : preventing and managing personal problems. New Delhi . Sage Publications India Pvt Ltd , 2004</p> <p>Batra Pramod: Be a winner everytime : how a positive attitude can lead you to victory. New Delhi. Full Circle Publishing, 2011</p> <p>Nussbaum Martha C.: Creating capabilities: the human development approach. Ranikhet. Permanent Black, 2011.</p> <p>Snyder C R & Lopez Shane J: Positive Psychology: The Scientific And Practical</p>

			Explorations Of Human Strengths. New Delhi. Sage Publications, 2007.
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Program	BSW Autonomous
Course Title	English
Semester	Semester I
Credits	Two credits
Year	2019-2020

Course Objectives:

The objectives of this course are as follows:

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

UNIT	TOPIC	REFERENCE
UNIT 1 Introduction to the English language	Basic Language Skills : Grammar a. Articles, prepositions, conjunctions b. Tenses c. Question Tags d. Direct and Indirect Speech e. Voice f. Antonyms & Synonyms g. Suffixes, Prefixes, Root words h. Homophones, Homonyms i. Collocation j. Sentence Corrections	Communication skills in English Rhoda A Doctor, Aspi H Doctor Dr. Sanobar Hussaini – 2016 Communication skills in English by K. J. Kumar – 1989 Customised worksheets for written exercises
Unit 2 Reading Skills :	1. Comprehension The following skills to be acquired : <ul style="list-style-type: none"> • Reading with fluency and speed • Skimming and scanning • Identifying relevant information • Isolating fact from opinion • Understanding concepts and arguments • Identifying distinctive features of language 	Ten short stories by Jatin Mohanty – 1990
3 Unit 3 : Learning to Speak and understand	1. Conversation Pieces Practical English conversations Short dialogue stories	English conversation and practice by D. H. Spencer – 1998 English through reading by Bhaskar and Prabhu – 1975

	<p>Reading Practices</p> <p>2. Detailed textual study</p>	<p>Conversational videos</p> <p>English Conversation and Practice by D. H. Spencer – 1998</p> <p>BBC Linguaphone Texts</p> <p>Eight Short stories by K.N. Vasudeva Panikar – 2011</p>
Unit 4 : Writing Skills (Formal & Informal Correspondence)	<p>Letters</p> <ol style="list-style-type: none"> Job Application Letter (without Resume) Statement of Purpose Request for Recommendation Letter Request for information under Right to Information Act (RTI) 	<p>Communication skills in English by K. J. Kumar – 1989</p>

Program	BSW Autonomous
Semester	BSW Semester II
Nature of the Course	Social Work Practice with Individuals and Families
Credits	Four Credits
Year	2019 - 2020

Rationale of the Course

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

Course Objectives: Enable learners to

Acquire knowledge of work with individuals and families as a method in social work practice.

Understand the theoretical perspectives for effective interventions with individuals and families.

Provide an exposure to the generalist practice skills while working with individuals and families.

Understand the different types of problems, their interrelatedness, dynamics, their impact on individuals, families and groups.

Develop sensitivity to human problems, enhancement of skills in communication to facilitate effective intervention

Learning 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.
- Recognizing basic termination issues that pertain to interpersonal practice
- Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.
- Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, case recording, and contracting.

Unit	Contents	Suggested Readings
1.	Historical development of Direct Practice. Concept of Direct practice and its philosophical base	Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi

	<p>Values, principles and ethics of working with individuals and families.</p>	<p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen)</p> <p>Direct Practice, Encyclopaedia of Social Work, Vol. II 20th Edition (D-I)</p> <p>An Introduction to Social Casework by Grace Mathew , TISS, 1992</p> <p>Direct Social Work Practice: Theoretical Perspectives by Joseph Walsh, 2010</p>
2.	<p>Understanding Families in the Indian Context</p> <p>Concept of Family Types of Families Social Roles of Individuals in the family Family as a system: Homeostasis. Family Life Cycle: Concept of Circular Causality, Synergy in the family.</p>	<p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p> <p>Social Work Practice: Assessment, Planning, intervention and Review. Jonathan Parker and Greta Bradley , 2004</p> <p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi</p>
3	<p>Intervention Process</p> <p>Components of Intervention (5 Ps) Person, Problem, Place, Process, Professional Help.</p> <p>Phases in the intervention Process-</p> <ul style="list-style-type: none"> • Exploration: Engagement, Assessment and Planning • Implementation and Goal Attainment • Termination phase. 	<p>Family and Intervention: A course Compendium, TISS -Murli Desai</p>

4	<p>Intervention Techniques. Fact Finding Tools Charting & Graphing Family relationships: Genogram, Ecomap Home visits Interviews Assessment of Records. Skills-Observation, Listening and Communication</p> <p>Role of social worker: enabler, facilitator, resource mobilizer, guide.</p>	<p>An Introduction to Social Casework by Grace Mathew , TISS, 1992</p> <p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi</p> <p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p>
5	<p>Professional relationship Characteristics of professional relationship Core relationship Qualities: Warmth, Empathy, genuineness, Unconditional positive regard. Self Awareness</p>	<p>Family and Intervention: A course Compendium, TISS -Murli Desai</p>
6	<p>Documentation and Types of Recordings Intake sheets/ Face sheet Observation notes on home visits, interviews Referral sheets Recording of the intervention process.</p>	

Program	BSW Autonomous
Course Title	Social work Practice with Groups
Semester	Semester II
Credits	Four credits
Year	2019-2020

Rationale of the Course

The course Social work Practice with Groups exposes the learner to the process of social work practice with groups from the Generalist Social work perspective. Learners will understand the typology of groups namely Task group and Treatment groups, the purpose of groups, composition, and process involved in the formation of groups in social work practice. Learners will gain an understanding on the Core values and the Ethics to be practiced while working in groups. The course will expose the learners to understand the basics of assessing the need for a group and indicators to assess the functioning of the group in different phases namely Pre

group formation, beginning, middle and termination phase. Learners will understand to use interpersonal helping skills while working in groups and how Group Dynamics can be studied by assessing the communication and Interaction pattern, Group cohesion, Social control in a group, group culture and the different Functional and Dysfunctional roles in a group

Course Objectives

To enable learners to:

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

Learning Outcomes:

Learners will:

- Gain understanding on the historical evolution of group work as a method in social work and its relevance in the context of India
- Demonstrate an understanding on the processes involved in the formation of Groups
- Evaluate and differentiate between the different models of group work practice such as Remedial, Reciprocal, Social Goals and Mutual Aid model.
- Demonstrate an understanding of the application of group work theories while working with different groups by an analysis of a variety of issues while working with groups such as functional and dysfunctional behaviours in a group, group leadership, communication pattern in a group and group cohesion
- Critically reflect on the different conflict management styles and the steps involved in managing a conflict.
- Enhance their skills on effective decision making and using different techniques of decision making while working in a group

UNITS	SUGGESTED READING LIST
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Unit I: Introduction and significance of Group Work as a social work method.

- Understanding groups: Definition Characteristics and significance of groups,
- Purpose of Social Group Work
- Evolution of group work
- Current use of group work in India.
- Types of Group work.
- Theories of group work

Values and Principles of Group

Work: • Principles of Social group work

Use of self

Balgopal, P.R. and Vassil, T.V. (1983), Groups in Social Work. An Ecological Perspective, Macmillan Publishing Co. Inc. New York.

Smith, M. K. (2004) 'The early development of group work', the encyclopaedia of informal. Education

Misra, P.D. (1994), Social Work: Philosophy and Methods, Inter- India Publications, New Delhi.

Preston-shoot Michael (1987): Effective Group Work. London. Macmillan And Company,

Douglas, Tom (1976), Group Work Practice, International Universities Press, New York.

Milson, Fred (1973), An Introduction to Group Work Skill, Routledge and Kegan Paul, London.

Konopka, G. (1963), Social Group Work: A Helping Process, Prentice Hall, Englewood Cliffs.

Friedlander W.A. (ed.) (1958), Concepts and Methods of Social Work; Prentice Hall MC, Englewood Cliffs, N.J.

Douglas Tom: A Theory Of Group Work Practice (1993). London. Macmillan And Company.

Andy & Clarke Gaynor (1995): Project Based Work Facilitators Manual: Young People, Youth Workers And Projects.. London. Jessica Kingsley Publishers.,

Alissi Albert S (1980) Perspectives On Social Group Work Practice A Book Of Readings.. New York. Free Press,

Garvin Charles D (1981) Contemporary Group Work.. New Jersey. Prentice Hall,,

IASWG, (2006). Standards for Social Work Practice with Groups New York: NY: IASWG Press.

The skills of helping individuals and groups (7th ed.). Belmont, CA: Thomson Brooks/Cole.

Publication manual of the American Psychological Association. (2010). (6th ed.). Washington, D.C

Schwartz, W. (1961), "The social Worker in this Group" in Principles, Skills and Models of Group Work Practice

	Trecker, H.B. (1955), Social Group Work, Principles and Practices; Whiteside, New York.
Unit II: Processes and Phases of group work: Steps in formation of groups, Phases and stages of group development (Pre- Groups, initial, middle and evaluation phases), Characteristics and role of Group worker in the respective stages.	<p>Corey Marianne Schneider; Corey Gerald & Corey Cindy : (2015.)Group work process and practice. Andover . Cengage Learning ,</p> <p>Corey, M., & Corey, G. (1997). Groups: Process and practice (5th ed.). Pacific Grove, CA: Brooks/Cole.</p> <p>Toseland, Ronald W and Robert F Rivas. (1984). An Introduction To Group Work Practice. New York: Macmillan,</p> <p>Douglas, Tom (1979), Group Processes in Social Work, John Wiley & Sons, Chichester.</p> <p>Trecker, H.B. (1955), Social Group Work, Principles and Practices; Whiteside, New York</p>
Unit III Models of Group Work: –Social goals model; Remedial model; Reciprocal model; Mutual Aid/Self-help model: Team Model Tuckmen’s Model	<p>Manor Owed (2004): Choosing A Group work Approach: An Inclusive Stance... London. Jessica Kingsley Publishers,</p> <p>Sullivan Nancy E (2003): Social Work With Groups : Social Justice Through Personal , Community And Societal Change.. New York. Haworth Press,,</p> <p>Hough Margaret, (2001): Group work Skills And Theory... London. Hodder And Stoughton.</p> <p>Banmala Golpelwar (2007): Social Group Work.. Nagpur. Indian Institute Of Youth Welfare,.</p> <p>Siddiqui H Y (2008): Group Work: Theories And Practices.. Mumbai. Rawat Publications,.</p> <p>Capuzzi David; Gross Douglas R & Stauffer Mark D. (2010) Introduction To Group Work 4th Edition. Jaipur. Rawat Publications,</p>

	<p>Cohen Carol S. (2009) Strength and diversity in social work with groups think group. New York. Routledge,</p> <p>Furman Rich: An experiential approach to group work. Chicago. Lyceum Books Inc.,</p> <p>Tuckman, B.W. & Jensen, M.A.C. (1977) Stages of small group development revisited. Group and Organizational Studies, 2, 419-427</p> <p>Garland, J., H. Jones, and R. Kolodney. (1965) "A Model for Stages of Development in Social Work Groups". IN S. Bernstein (ed.) Explorations in Group Work: Essays in Theory and Practice. Boston: Boston University School of Social Work,.</p>
<p>Unit IV Group Dynamics: Communication and interaction Pattern in a group: Group Cohesion and Attraction; Group Leadership: Functional and Dysfunctional Roles in a group; Social Control and Group Culture; Decision Making in group ; Factors Hindering effective Decisions and the Different Techniques of Decision Making. Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management.</p>	<p>Phillips, Helen, U., Essential of Social Group Work Skill, Association Press, New York.</p> <p>Trevithick, Pamela (2000), Social Work Skills ---A Practice Handbook, Open University Press, Philadelphia.</p> <p>Vass, A.A. (ed.) (1996), Social Work Competences, Sage Publications, London.</p> <p>Johnson, D. W., & Johnson, F. P. (1987). Joining together: Group theory and group skills. Englewood Cliffs, N.J: Prentice-Hall.</p> <p>Forsyth Donelson R.(2010.): Group dynamics. Betmont. Wadsworth Cengage Learning,</p> <p>Kurland Roselle & Salmon Robert: (1998.) Teaching a methods course in social work with groups. Alexandria. Council on Social Work Education,</p> <p>Kottler Jeffrey &Englar-Carlson Matt: (2010). Learning group leadership: an experiential approach. New Delhi. Sage Publication India Pvt Ltd ,</p>

<p>Unit V: Application of Group Work in Different settings: Application of Group work from a Generalist Social work Perspective : Indigenous methods of Group Work Interventions</p> <p>Application of Group Work in Different Settings: in health settings; Community Setting; School settings; Family welfare setting; Institutional settings, Women and Child welfare settings</p>	<p>Stephen J. Yanca and Louise C. Johnson(2008) Generalist Social Work Practice with Groups First Edition, Pearson publications</p> <p>Galinsky, M., &Schopler, J. (Eds.). (1995). Support groups: Current perspectives on theory and practice. New York:</p> <p>Haworth. Gitterman, A., & Shulman, L. (Eds.). (1986). Mutual aid groups and the life cycle. Itasca, IL:</p> <p>Peacock. Haslett, D.C. (2005). Group work activities in generalist practice. Belmont, CA: Thomson Brooks/Cole. Johnson, D., & Johnson, F. (1997). Joining together: Group theory and group skills (6th ed.). Boston: Allyn and Bacon.</p> <p>Zastrow, C. (2009). Social work with groups: A comprehensive workbook (7th ed.). Chicago: Nelson-Hall.</p> <p>Toseland, R. & Rivas, R. (2012). An introduction to group work practice (7 th ed.). Boston: Allyn& Bacon.</p> <p>Campbell, K., & Wright, K.B. (2002). Online support groups: An investigation of relationships among source credibility dimensions of relational communication, and perception of emotional support. Communication and Mass Media, 19(2).</p> <p>Doel Mark & Sawdon Catherine(2003) : The Essential Group worker Teaching And Learning Creative Group work.. London. Jessica Kingsley Publishers,.</p> <p>Phillips Julie :(2001 Group work In Social Care.) London. Jessica Kingsley Publishers,</p>
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Unit VI Skills in Group work Exposure to Different Program media while working with Groups Field visit to Organizations working with Groups Using Expressive Art Based Therapy while working with Groups	Skills Laboratories
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Program	BSW Autonomous
Course Title	Contemporary Development Studies
Semester	Semester II
Credits	Two credits

Rationale of the Course

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

Objectives of the Course:

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

Learning outcomes

Learners will:

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

UNIT	CONTENT	SUGGESTED READINGS
Unit 1: Concept of Development and Development Planning	<ul style="list-style-type: none"> • Definitions, values, objectives of development • Economic Growth Vs Economic Development • Political Economy of Development • Theoretical perspectives on development and underdevelopment • Theories and perspectives in development planning • Overview of development Problems in India (Inequality, poverty, indebtedness, food security, hunger, 	Bagchi, A. (1982). Political Economy of Underdevelopment. Cambridge: CUP Dasgupta, P. (2007). Economics: A Very Short Introduction, Oxford: OUP Debraj Dey: Oxford University Press. Series on Social Sciences

	Population and migration, Development induced displacement, Unemployment, poor infrastructure and amenities)	
Unit 2: Indicators of Development and Sustainable Goals	<ul style="list-style-type: none"> • MDGs 2000-2015: Critical Analysis • Sustainable development goals 2015-2030 • Implementation mechanisms in SDG: Role of different governments • Human Development Index, Human Poverty Index, Gender Development Index • Interstate and Inter- Country comparison on HDI, HPI, GDI • Gender empowerment measure 	Kothari, R. (1988). Transformation and Survival. Delhi: Ajanta Publications, New Delhi Amartya Sen; Mahboob Ul Haq; UN Development reports
Unit 3: Economics of Development	<ul style="list-style-type: none"> • Basic concepts in Economics: GDP/GNP • Economy and its Processes • Understanding market mechanisms • Economic Development in India • Key Sectors of the Indian Economy: Agriculture; Industry; Interdependence of Agriculture and Industry; Economics of Select Sectors: Transport, Communication, and Energy • Overview of Information technology in service sector 	Gregory, M. (2007). Economics: Principles and Applications, New Delhi: Cengage Learning India Private Limited □ Stiglitz, J., and Walsh, C. (2006), (2019) Economics (International Learner 4th Edition), New York: W.W. Norton & Company, Inc.
Unit 4: Government Response, Economic Planning and Globalization, Market and Civil Society	<ul style="list-style-type: none"> • Indian Economic Planning & New economic trends (Five -Year Plans) • Overview of New Economic Policy of 1991: Objectives, Features and Impacts • Niti Aayog • International Monetary Fund (IMF) & World Trade Organisation (WTO) • Constitutional Framework and Government Programmes of Economic Development • Alternative Development Perspectives; People Centred Development • Development Policies and Budget Analysis 	Murickan, J. (1988). Poverty in India. Bangalore: Xavier Board of Higher Education in India. Amartya Sen; Social Development report (Centre for Social Development) Human development report (India) Economic survey, India

Program	BSW Autonomous
Course Title	Environmental Studies
Semester	Semester II
Credits	Two credits
Year	2019-2020

Rationale of the Course

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

Objectives of the Course:

To enable the learner to

1. Learn basic concepts, terminology and various issues impacting human beings.

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

Learning outcomes

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

Unit	Course Content	References
1.Overview of Environment study	<p>Definition; Scope; importance. Need for public awareness</p> <p>Understanding some of the concepts and terminology in environment study – Ecosystem, Global warming, The greenhouse effect, Biodiversity, climate change, Food chain, Ozone layer, Acid rain</p> <p>Definition, Cause, effects and control measures of Environmental Pollution:-</p> <ol style="list-style-type: none"> Air pollution Water pollution Soil pollution Marine pollution Noise pollution Thermal pollution Nuclear hazards <p>• Solid waste Management Causes, effects and control measures of urban and industrial wastes.</p>	<p>Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.</p> <p>Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)</p> <p>Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p</p> <p>Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.</p>

<p>2. Use and exploitation of natural resources and associated problems</p>	<p>Natural resources and associated problems.</p> <ul style="list-style-type: none"> • Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. • Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. • Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. • Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. • Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies. • Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. <p>Environmental impact on Human development; animals and flora and fauna.</p> <p>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and</p>	<p>Natural History of Earth; Debating Long Term Change in the Geosphere and Biosphere by Richard John Huggett (2014)</p> <p>Chemistry for the protection of Environment, by Lucjan Pawlowski, A.J Verdier, , William J Lacy. Achieving a Global Sustainable Energy System Identifying Possibilities (1996)</p> <p>Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.</p> <p>Down to Earth magazine (edited by Sunita Narain)</p>
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	<p>holocaust and its effect on human beings. Case Studies.</p> <p>Development trends and their impact on Environment: with reference to industrialisation and change in land use.</p> <p>.</p>	
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<p>3. Equitable use of resources for sustainable lifestyles.</p>	<p>Alternatives for Sustainable Lifestyles Displacement and its impact on people in urban and rural area, Resettlement and rehabilitation of people; its problems and concerns. Case Studies Role of NGO, government and civil society and Social Worker with respect to project displacement and resettlement</p> <p>Water conservation, rain water harvesting, watershed management</p>	<p>Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p</p> <p>Environment, Inequality and Collective Action, by Marcello Basilli, Maurizio Franzini, Alessandro Vercelli.</p>
<p>4.Environmental legislation and intervention</p>	<p>From Unsustainable to Sustainable development –its concept, Goals and objectives. International and national legislation related to environment protection.</p> <p>Major international and National interventions in the field of environmental issues- their role and contribution</p>	<p>Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)</p> <p>Jadhav, H &Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.</p> <p>Down to Earth, Centre for Science and Environment (R)</p> <p>Maria Mies & Vandana Shiva. Eco Feminism, Zed Books, 2014</p>

Program	BSW Autonomous
Course Title	English
Semester	Semester II
Credits	Two credits
Year	2019-2020

Rationale of the Course:

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

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

Objectives of the Course

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

Learning Outcomes:

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

UNIT.	CONTENT	REFERENCE
1	<p>Editing and Summarisation</p> <p>Editing :</p> <ul style="list-style-type: none">• Heading/Headlines/Title/Use of Capital Letters• Punctuation: full stop, comma, colon, semi-colon, dash, ellipsis, exclamation, question marks• Spelling• Substitution of words• Use of link words and other cohesive devices• Removing repetitive or redundant elements. <p>Summarization :</p> <p>The following skills to be acquired:</p> <ul style="list-style-type: none">• Discern the main/central idea of the passage• Identify the supporting ideas• Eliminate irrelevant or extraneous information	<p>Communication skills in English</p> <p>Rhoda A Doctor, Aspi H Doctor</p> <p>Dr. Sanobar Hussaini</p> <p>Communication skills in English by K. J. Kumar</p>

	<ul style="list-style-type: none"> • Integrate the relevant ideas in a precise and coherent manner 	
2	<p>Correct English usage & Conversation pieces (Learning to speak and understand)</p>	<ol style="list-style-type: none"> 1. Short remedial English course 2. Intermediate English grammar by Raymond and Murphy. 3. English Conversation and Practice by D. H. Spencer.
3	<p>Creative Writing</p> <p>This unit attempts to cover those aspects of writing that go beyond the boundaries technical or professional forms of writing and encourage the learner to explore artistic and imaginative elements of writing</p> <ul style="list-style-type: none"> • Story writing • Essay • Dialogue writing • Blogging : fashion, travel, food, culture, personal blogs • Preparing Curriculum Vitae 	<p>Communication skills in English Rhoda A Doctor, Aspi H Doctor Dr. Sanobar Hussaini</p> <p>Communication skills in English by K. J. Kumar</p>
4	<p>Texts</p> <p>Some chapters from The Hungry Tide: By Amitav Ghosh</p>	<p>Amitav Ghosh. The Hungry Tide: Published by Harper Collins, 2011.</p> <p>Communication skills in English by K.J. Kumar.</p>

Semester-III

Program	BSW Autonomous
Course Title	Women and Gender Studies
Semester	Semester III
Credits	Four credits
Year	2019-2020

Rationale of the Course

Women and Gender Studies may be defined as a body of knowledge that has grown out of a felt concern for gender equality and is often considered the “academic arm” of the women’s movement. It is an interdisciplinary study of women and society from the standpoint of women’s lived experiences. It is a perspective and a discipline. It provides a counterpoint to the historically established theories in the various branches of human knowledge and challenges the predominantly male-centric understanding of social institutions and processes. It seeks to explain the socio, historical, cultural, political and economic reasons for gender-based subordination. Additionally, it suggests measures by which these forms of discrimination may be countered.

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

Course Objectives

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

Learning Outcomes:

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

Syllabus

Unit	Unit Title	Content	Bibliography
I	Gender: Basic Concepts	Sex and Gender Masculinity and Femininity Patriarchy Sexual Division of Labour Public Private Dichotomy	Bhasin, K. (2000). Understanding Gender, Delhi: Kali for Women Poonacha, V. (1999). Understanding Women Studies, Mumbai: Research

		Personal is the Political	<p>Center for Women's Studies, SNDT University</p> <p>Bhasin, K. (2004). Exploring Masculinity. New Delhi. Women Unlimited.</p> <p>Shefer. T, et al (2007). From Boys to Men: Social Constructions of Masculinity in Contemporary Society. Juta and Company Ltd</p> <p>Risman, J B., et al. (2018). Handbook of Sociology of Gender. Second Edition. Springer.</p> <p>Chodorow, N. (1978). The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender. University of California Press.</p>
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Unit	Unit Title	Content	Bibliography
II	Feminism	<p>Feminism: Concept, definitions, phases</p> <p>Approaches to Feminism: Liberal, Radical, Black, Dalit, Post Modern</p> <p>Feminist Thinkers, Eco Feminists,</p>	<p>Adichie, N.C (2015). We Should All Be Feminists. Anchor.</p> <p>Wollstonescraft, M. (1972). A Vindication of Women's Rights. Penguin Books.</p> <p>Eagleton Mary (2003): A Concise Companion to Feminist Theory. USA. Black Well Publishers.</p> <p>Angela, R. M., Geraldine, F. (2002). Feminism: From Pressure to Politics Jaipur. Rawat Publications.</p> <p>Woolf, N. (1990). <u>The Beauty Myth: How Images of Beauty Are Used Against Women</u>. Chatto and Vindus.</p> <p>Friedan, B. (1963). <u>The Feminine Mystique</u>. W.W. Norton and Co.</p> <p>Angelou, M. (1969). <u>I Know Why the Caged Bird Sings</u>. New York. Random House.</p> <p>Rege, S. (2014). Against the Madness of Manu: B.R Ambedkar's Writings on Brahmanical Patriarchy. Lavanaya.</p>

			<p>Chakravtai, U. (2018). Gendering Caste: Through a Feminist Lens (Theorizing Feminism)</p> <p>Rege, S. (2006). Writing Caste/Writing Gender Narrating Dalit Women's Testimonios. Zubaan India.</p> <p>Lorde. A. (1984). Sister Outsider. Crossing Press.</p> <p>Moses, C. G. (1985). French Feminism in the 19th Century. SUNY Press.</p> <p>Eagleton Mary (2003): A Concise Companion to Feminist Theory. USA. Black Well Publishers.</p> <p>Evans Mary (1997): Introducing Contemporary Feminist Thought. Cambridge. Polity Press</p>
Unit	Unit Title	Content	Bibliography
III	Women's Movement in India	<p>Phases of Women's Movement</p> <p>Evolution of Women Studies in India</p> <p>Women social reformers and revolutionaries</p>	<p>Jain Devaki & Rajput Pam (2003): Narratives from the Women's Studies Family: Recreating Knowledge. New Delhi. Sage Publications.</p> <p>Sarkar, S., Sarkar, T. (2011). Women and Social Reform in Modern India- Vol 1 & Vol 2. Sarkar Books.</p> <p>Patel, V. (2002): Women's Challenges of the New Millennium, New Delhi. Gyan Publishing House</p> <p>John E.M (2008). Women Studies in India: A Reader. Penguin Books</p>
IV	Gender Based Violence	<p>Violence: Concept and definition of Violence, types, myths</p> <p>Life course perspective on gender based violence.</p> <p>Violence in Intimate Relationships</p> <p>Sexual Violence</p> <p>Community Violence</p> <p>Gender based violence and Intersectionality's: Caste; Class; Race; Disability; Minorities; Transgender</p> <p>An overview of interventions in Gender Based Violence: Feminist Counselling; Trauma Counselling; Use of Creative Art, Case Work Interventions</p>	<p>Djamba, et al. (2015) Gender based Violence. Perspectives from Africa, the Middle East, and India. Springer International Publishing Switzerland.</p> <p>Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).</p> <p>Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.</p> <p>Nanda Serena: The Third Gender: Hijra Community In India. (Manushi Vol. 1992, 72 (01/Jan/1992) Page No: 9 - 16).</p>

		<p>Role of governmental and non-governmental organisations</p> <p>Taket, A., Crisp, R. B. (2018). Eliminating Gender-Based Violence. Routledge.</p> <p>Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).</p> <p>Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.</p> <p>Anu Aneja (2019) Women and Gender Studies in India; Routledge</p>
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Unit	Title	Content	Bibliography
V	Laws related to Gender Based Violence	<p>Law as an instrument of social change</p> <p>Personal Laws and Uniform Civil Code</p> <p>Laws related to Violence:</p> <p>POCSO (2013)</p> <p>POSHA ((2013)</p> <p>The Trafficking of Persons (Prevention, Protection and Rehabilitation) Bill, 2018</p> <p>Protection of Women from Domestic Violence Act, 2005 ;</p> <p>IPC Section 376</p>	<p>Bare Acts</p> <p>Personal Laws</p> <p>The Protection of Women Against Domestic Violence Act, 2005</p> <p>The Sexual Harassment (Prevention, Protection, Redressal) at Workplace Act, 2013</p>
VI	Initiatives for Gender Justice	<p>Towards Equality Report, 1974</p> <p>National Perspective Plan, 1988</p> <p>Shramshakti Report, 1998</p> <p>National Commission for Women</p> <p>National Plan of Action for the Girl Child (1991-2001)</p> <p>National Policy for Empowerment of Women</p> <p>Schemes for Women's Empowerment by state.</p> <p>Gender responsible Budget</p>	<p>Singh Surendra & Srivastava S P (2001). Gender Equality through Women's Empowerment: Strategies and Approaches. Lucknow. Bharat Book Centre.</p> <p>Murthy N Linga (2007): Towards Gender Equality: India's Experience. New Delhi</p> <p>Singh Surendra & Srivastava S P (2001).</p> <p>Website: Ministry of Women and Child Development, India.</p>

Program	BSW Autonomous
Course Title	Social work practice with Communities
Semester	III
Credits	Four
Year	2019

Rationale of the Course

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

Course Objectives:

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

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

Unit	Content	Reading list
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Unit 1 : Concept of communities and different settlements and its functioning	<ul style="list-style-type: none"> • Defining Communities - <ul style="list-style-type: none"> ○ Geographical – Village, Urban Slum and Tribal Hamlets ○ Migrant communities and other vulnerable communities ○ Functional – Construction workers, • Understanding settlements in Urban India <ul style="list-style-type: none"> ○ Evolution of urban settlements ○ Types of urban communities – Fisher folk, Established , Industrial , Residential , Permanent dwellers and Floating settlements ○ Composition of urban communities/Settlements ○ Characteristics of urban communities/Settlements – Physical, Political, Socio-cultural, Economic ○ Anthropological context to understanding communities 	<p>Jodhka Surinder (ed.) Communities & Identities ; Sage Publication ; 2002</p> <p>Cohen A.P. : The Symbolic Construction of Community. London. Routledge .2010</p> <p>Payne, Malcolm. The Origins of Social Work : Continuity and Change : Palgrave Macmillan Ltd., 2005</p>
2) Indian Village and Tribals communities	<ul style="list-style-type: none"> • Indian Village communities <ul style="list-style-type: none"> ○ Caste composition ○ Culture and norms ○ Administrative structures • Tribal communities <ul style="list-style-type: none"> ○ Composition ○ Culture and norms 	<p>Munshi Indira Adivasi life Stories and Contexts, constraints, choices. Rawat publications</p>
3) Evolution of Community practice in the Indian Context	<ul style="list-style-type: none"> ○ Rural Community Development Programmes – Pre and Post-Independence ○ Neighborhood Community ○ Urban Development Programmes ○ People Based Community Organizations ○ Understanding difference between Community organization and Community development ○ Value framework for working with communities 	<p>Community organization : Theory and Principles , 1995, Murray G.Ross</p>

<p>4) Process involved in community organization</p>	<ul style="list-style-type: none"> ○ Phases in the community organization/social work practice with communities <ul style="list-style-type: none"> ○ First Phase – Need assessment, Identification of areas of concern, Rapport Building, Identifying Key Stake Holders and Informants ○ Second Phase / Community Engagement Phase – Identifying and forming community based groups, Leadership, Identifying and dealing with power dynamics, conflicts, Implementing concrete programmes and interventions. ○ Third Phase – Exiting and Ensuring Sustainability of Intervention Models – Feedback and evaluation of the work done, Capacity building and hand over for the sustainability of intervention models and positive outcomes 	<p>Community Practices in India: Lessons from the Grassroots (2018) edited by Purnima George, Geeta Balakrishnan, Vaijayanta Anand, Ferzana Chaze.</p> <p>Somesh .K..Methods for Community Participation , New Delhi , Vistaar Publication, 2002</p> <p>Pawar, Manohar. Social and Community Development practice. New Delhi, Sage Publications , India Pvt Ltd , 2014</p> <p>Raju M. Lakshmipathi & Parthasarthy R . Community organisation and social action (Social work methods and Practice), New Delhi. Regal Publications, 2012</p>
<p>5) Tools and skills required for working with the communities</p>	<p>Tools -</p> <ul style="list-style-type: none"> ○ Community mapping techniques ○ Resource Mapping ○ Geographical Mapping ○ Socio-cultural Mapping ○ PRA tools <p>○ Skills-</p> <ul style="list-style-type: none"> ▪ Identifying conflicts and power dynamics in the communities ▪ Working on conflict management and resolution 	<p>Strategies of community intervention: Jack Rothman, 7th edition, 2008.</p>

6) Understanding various models of community work	<ul style="list-style-type: none"> ○ Community organization models given by Rothman ○ Weil and Gamble's model of Community Practice <ul style="list-style-type: none"> ○ Social Planning ○ Social Action ○ Locality Development ● People centered approach in community organization 	<p>Community Organization :Theory and principals , 1995 , Murray G.Ross</p> <p>Well Marie (ed) .Community Practice: Conceptual models, Routledge:1997</p>
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Program	BSW Autonomous
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Course Title	Social Work Administration
Semester	III
Credits	Four
Year	2019

Rationale of the Course

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

Course Objectives

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

Learning Outcomes

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

Unit	Content	Suggested readings
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Unit 1: Introduction to Social Work Administration	<p>History of social work administration in UK, US and Indian context.</p> <p>Concept and processes of Administration in Social Work</p> <p>Scope and functions of administrator in social work and social welfare</p> <p>Basic principles of Administration</p> <p>Comparative analysis of administration of government and non-government welfare agencies</p>	<p>Choudary Paul: Social Welfare Administration</p> <p>Noorjahan Bava (1997), Non-Governmental organizations in Development: Theory and Practice, Kanishka Publisher Distributor, New Delhi</p>
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<p>Unit 2: Administrative Process – I</p>	<p>Planning: Importance, principles of planning, steps involved in planning and linking vision, objectives and measurements of outcome;</p> <p>Organising: Fundamental principles of organizing, its processes and steps;</p> <p>Staffing: Recruitment, selection, appointment, orientation, promotion, appraisal and termination.</p> <p>Orientation on Unlearning prejudices based on intersectionality.</p> <p>Monitoring and Evaluation</p>	<p><u>Non-Governmental Organizations: Structure, relevance And Function.,</u> Chandra Snehlata, 361.37/Cha, B19750</p> <p>Abraham Anita (2003): Formation and Management of Non-Governmental Organizations, Universal Law Publishing Co.</p> <p><u>Non-Governmental Organizations: Structure, relevance And Function.,</u> Chandra Snehlata, 361.37/Cha, B19750</p> <p>Abraham Anita (2003): Formation and Management of Non-Governmental Organizations, Universal Law Publishing Co.</p> <p><u>Non-Governmental Organizations: Structure, relevance And Function.,</u> Chandra Snehlata, 361.37/Cha, B19750</p> <p>Abraham Anita (2003): Formation and Management of Non-Governmental Organizations, Universal Law Publishing Co.</p>
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Unit 3: Administrative Process – II	<p>Direction: Importance and strategies of direction and supervision</p> <p>Coordination: Principles and Techniques</p> <p>Reporting: Importance and steps involved in reporting</p> <p>Budgeting and Evaluation: Types and steps</p>	<p>Nagendra and Sailaja (2007): Voluntary Organizations and Social Work. Oxford Book Company.</p> <p>Bhattacharya. S (2003): Social Work – an integrated approach, Delhi, Deep Publishers.</p> <p>CAP (2005), Good governance and Effective Boards for voluntary/Non-profit Organization, Union Press, Mumbai</p>
Unit 4: Legal Framework for NGOs	<p>Registration: Societies Registration Act 1860, Public Trust Act 1950 – Significance of the Law, Process of Framing the by-laws and MOU, process of membership and quorum, Registration process</p> <p>Difference between Societies Act and Trust Act</p> <p>Salient features of Foreign Contribution Regulation Act 2010 and FEMA 2010</p> <p>Income Tax Rules and Regulations</p> <p>Board and Executive Relations</p> <p>Financial Reporting Standards</p> <p>Organizational policy and Designing of Organizational Policies</p> <p>Importance of organizational policies in organization</p> <p>Companies Act 1956 (recent developments)</p>	<p>CAP (2005), Good governance and Effective Boards for voluntary/Non-profit Organization, Union Press, Mumbai</p> <p>RajkumarPruthi (2000), Manual of NGO- How to manage, Crest Publishing House, New Delhi</p>

Unit 5: Project Management	Project Proposal Writing Project Implementation	CAP (2005), Good governance and Effective Boards for voluntary/Non-profit Organization, Union Press, Mumbai
Unit 6: Advance Skills	Preparation of communication materials related to NGOs Resource mobilization and management (Fund, and Material) Networking Social marketing	CAP (2005), Good governance and Effective Boards for voluntary/Non-profit Organization, Union Press, Mumbai Suchlata Chandra (2007), Non-Governmental Organization-Structure, Relevance and Function, Kanishka Publisher Distributor, New Delhi

Program	BSW Autonomous
Course Title	Computer Application
Semester	III
Credits	Two
Year	2019-2020

Rationale of the Course

Computers are an integral part of professional environments in the 21st century and not knowing how to do basic operation in computers can be a drawback. Technology has found its way into the classroom in all sorts of ways such as projectors, computer labs, smart phones and learner laptops. Along with improving the way learners are taught, it is also very important that learners learn to use computers to improve their own work and prepare for careers in a world

where computers have become as common as the pencil and paper. Therefore, basic knowledge and skills of computer technology can have a number of advantages for the learners in their personal life and would become an added skill facilitating their professional life.

Course Objectives

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

Learning Outcomes.

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

Units	Content	Suggested Readings
Unit 1: Introduction to Computer Software and Publication based applications	Introduction to Computers: History of Development of Computers, Open Access, Generations of Mobiles, Uses of Mobile technology and types of Mobile network in Modern Era.	Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). <i>Computer Education</i> . Hyderabad: Neelkamal Publication Pvt. Ltd.
	Parts and Components of Computer System and Laptop: Monitor, Keyboard, Mouse, CPU, Memory, Input device, output device, Concept of Hardware and Software.	
	Uses of Publication based applications	
	Creating, Opening, Editing and saving a document, Copy, Cut, Paste operations, Page Setup, Headers and Footers, Formatting Texts.	
	Inserting Clip-Art, Word-Art, Auto-Shapes, Picture, Symbol, Equation, Table insertion.	
	Accepting & rejecting comments, Spelling and Grammar check	

	Printer Setup and Document Printing	
Unit 2: Introduction to Worksheet Based applications	Uses of Worksheet Based applications	Parab, S., & Reddy, S. (n.d.). <i>Introduction to Computers</i> . Mumbai: Sheth Publisher Pvt Ltd. Rajasekar, S. (2005). <i>Computer Education</i> . Neelkamal: Publication Pvt Ltd. Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). <i>Computer Education</i> . Hyderabad: Neelkamal Publication Pvt. Ltd.
	Concept of Workbook, Worksheet, Row, Column, Cell	
	Creating Opening, Editing, Saving a Workbook	
	Changing Row and Column widths; Formatting cells; Different data types	
	Entering labels and values & formulas	
	Use of following inbuilt functions only – SUM, PRODUCT, AVERAGE, MAX, MIN, ROUND, COUNT.	
	Making calculations and re-calculations	
	Auto fill, Fill with series; Conditional Formatting	
	Sorting and Filtering Data (use of Auto Filter)	
	Hiding Rows and Columns;	
	Creating Line Diagrams, Pie Charts, Bar Graphs;	
Unit 3: Introduction to Presentation based Applications	Uses of Presentation based Applications	Parab, S., & Reddy, S. (n.d.). <i>Introduction to Computers</i> . Mumbai: Sheth Publisher Pvt Ltd. Rajasekar, S. (2005). <i>Computer Education</i> . Neelkamal: Publication Pvt Ltd. Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). <i>Computer</i>
	Creating, Opening, Editing and Saving a PowerPoint presentation	
	Use of Wizards	
	Different styles and background; Formatting Texts	
	Inserting Clip-Art, Word-Art, Auto-Shapes, Picture	
	Applying slide-transition, applying animation to text and objects	
	Inserting sound and video-clips	
	Slide Show; Printing of slides	

		<i>Education.</i> Hydrabad: Neelkamal Publication Pvt. Ltd.
Unit 4: Basics of Internet	Introduction to Internet and its uses	Parab, S., & Reddy, S. (n.d.). <i>Introduction to Computers.</i> Mumbai: Sheth Publisher Pvt Ltd. Rajasekar, S. (2005). <i>Computer Education.</i> Neelkamal: Publication Pvt Ltd. Varanasi, L., Sudhakar, V., & Mrunalini, T. (2004). <i>Computer Education.</i> Hydrabad: Neelkamal Publication Pvt. Ltd.
	Basic requirement for connecting to the Internet, ISP; Basics of Plagiarism	
	Services provided by Internet – www, browser, e-mail, search engine, social networking	
	Networking Security – Computer Virus, Concept of Firewall, Password	
	Misuse of Internet and Cyber Safety Copyright Laws	
	Introduction to Google Doc, Sheets and Slides as an alternative to MS Office	

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

Credits:	Four Credits
Year:	2019-20

Rationale of the Course:

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

Objectives of the Course:

To enable the learner:

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

Learning Outcomes

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

Course Content

SN	Unit Title	Contents	Essential Readings
1	Introduction to Communication	<ul style="list-style-type: none"> • Definition of communication • Types, levels and barriers in communication • Historical development in communication 	<ul style="list-style-type: none"> • Kumar, KJ (2006). Mass Communication in India, 3rd edition, Mumbai: Jaico Publishing • Singh, D (2004). Mass Communication and Social Development, Delhi: Adhyayan Publishers
2	Development Communication	<ul style="list-style-type: none"> • Development communication: definition and meaning • Relevance of communication to development– inclusive & non-inclusive development • Communication theories • Development paradigms • Functions and priorities of media in addressing development issues 	<ul style="list-style-type: none"> • Kumar, KJ (2006). Mass Communication in India, 3rd edition, Mumbai: Jaico Publishing • Singh, D (2004). Mass Communication and Social Development, Delhi: Adhyayan Publishers
3	Group Media	<ul style="list-style-type: none"> • Stories, games, posters, flash cards, photo language, puppets, street play • Folk Media - Tamasha, nautanki, Yakshagaan, Jatra, Abhang, Ovi, Measures to improve the utilization of folk media. 	<ul style="list-style-type: none"> • Pragasam M, Yadav A (2003). Group Media: Trainers' Manual, Secunderabad: The Catholic Health Association of India

		<ul style="list-style-type: none"> Strengths and limitations of each aid Selecting the appropriate media as per need 	
4	Mass Media	<ul style="list-style-type: none"> Films Newspaper Television Radio, Community radio Internet Strengths and limitations of each medium Selecting the appropriate medium as per need 	<ul style="list-style-type: none"> Pragasam M, Yadav A (2003). Group Media: Trainers' Manual, Secunderabad: The Catholic Health Association of India Parasar, A (2005). Impact of Internet on Society, Jaipur: Aavishkar Publishers
5	Social Media and Media Ethics	<ul style="list-style-type: none"> Meaning and types of social media Impacts of social media on various groups Using social media in social work – for promotion, visibility, fund raising Media ethics, fake news 	<ul style="list-style-type: none"> Pathak, JP (2014); Introduction to media laws and ethics, New Delhi: Shipra Publications Singh, R (2015); Adolescents health education and social media: an exploratory study in India, Journal of Health Management, Vol 17, 1-Jan 2015 (Pg. 63-74)
6	Introduction to Journalism Skills	<ul style="list-style-type: none"> Writing skills - writing and editing scripts, reporting, blogging Photo editing Web and print designing Role of Netizens - access, participation, action through media, influencing policy 	<ul style="list-style-type: none"> Singh, S P. (2005). Media Psychology, Jaipur: Sublime Publications

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

Program	BSW Autonomous
Course Title	Health and Nutrition
Semester	BSW semester IV
Credit	Four
Year	2019-20

Rationale of the course

Social workers in order to support social functioning of individuals, families and communities apply a holistic and rational approach instead of considering one-dimensional approach to humans. In this approach, other dimensions such as the social, cultural, environmental,

physical, economic, spiritual, nutritional, and emotional, as well as value and dignity of human beings is also scrutinized. The role of social workers in the field of health is very important as they are the fundamental performers in the health care system. Social workers can be actively involved in creating awareness on health and nutrition with individuals, families, groups and communities.

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

Objectives of the course.

To enable learners:

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

Learning Outcomes: At the end of this course,

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

and proposals for planning and implementing health and nutrition programmes in the field of community health.

Unit	Unit Title	Content	References
1	Introduction to Health and Wellness	<p>Concepts of health& Wellbeing</p> <ul style="list-style-type: none"> • Biomedical concept, Ecological concept, Psycho-social concept, holistic concept <p>Definition of health by WHO</p> <p>Dimensions of health</p> <ul style="list-style-type: none"> • Physical dimension, Mental dimension, Spiritual dimension, Social dimension, Emotional dimension, Vocational dimension and others <p>Determinants of health in India</p> <ul style="list-style-type: none"> • Heredity, Environment, Life style, Socio economic status, Gender, Occupation, Political system, Health care services, others <p>Health status and Health care services in India</p> <ul style="list-style-type: none"> • Critical analysis of present scenario of health care services in India <p>Role of the Social Worker in Health settings</p> <ul style="list-style-type: none"> • Hospital. Institution, School and Community • Multidisciplinary team work approach in health setting • Personalised health care and monitoring 	<p>K. Park. (2019) Park's Text Book of preventive and social medicine 25th edition.: Jabalpur, Bhanot Publishers,</p> <p>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</p> <p>Parast MajidiSajjad And Allaii Behrouz (2014) The Role of Social Work in Health Care System. <i>Journal of Social Science for Policy Implications</i> Vol. 2, No. 2, pp. 59-68.http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf</p> <p>Social work in health care. Encyclopaedia of Bioethics.https://www.encycloped-ia.com/science/encyclopedias-almanacs-transcripts-and-maps/social-work-healthcare</p>
2	Health Education	<p>Health Education</p> <ul style="list-style-type: none"> • Definition of Health Education • Aims of Health education by WHO • Opportunity for health education <p>Methods of Health Education</p>	<p>K. Park. (2019) Park's Text Book of preventive and social medicine 25th edition.: Jabalpur, Bhanot Publishers,</p> <p>Mahajan & Gupta (2013). Revised by Rabindra Nath Roy, Textbook of Indranil Saha and MC Gupta</p>

		<ul style="list-style-type: none"> Individual, Group and community (Mass) teaching methods Principles of Health Education <ul style="list-style-type: none"> 10 principals of health education Communication in Health using IEC <ul style="list-style-type: none"> Definition and Characteristics Principles of IEC in training and Education Information, Motivation, Guidance 	<p>Preventive and Social Medicine New Delhi: Jaypee brothers medical publishers (p) Ltd</p> <p>Sarah Gehlert& Teri Browne (2019) Third edition. Handbook of Health Social Work. San Francisco: Jossey Bass</p>
3	Community Health	Community Health <ul style="list-style-type: none"> Definition of Community Health Aims of Community health Community Diagnosis and Community Treatment Planning and organising for Community health Programmes National Disease Control Programmes in India <ul style="list-style-type: none"> Objectives, Magnitude, Activities, Outcome goal of the programme 	<p>K. Park. (2019) Park's Text Book of preventive and social medicine 25 th edition.: Jabalpur, Bhanot Publishers</p> <p>Lankester, Ted (2007) Setting up Community Health Programmes: A Practical Manual for Use in Developing Countries.UK: Macmillan Publishers Limited.</p> <p>James F McKenzie, Jerome Edward Kotecki, and Robert R. Pinger (2008) Sixth edition An Introduction to Community Health. Boston: Jones and Bartelett</p>
4	Introduction to Nutrition	Nutrition <ul style="list-style-type: none"> Definition of Nutrition and its relation to health, Functions of foods Types of Nutrients : Source and functions <ul style="list-style-type: none"> Protein, Carbohydrate, Fats, Vitamins, Iron, Calcium and Minerals Food pyramid, My Food Plate and Balanced diet Five Food Groups Meal planning <ul style="list-style-type: none"> What is meal planning, Importance of Meal Planning, factors affecting, The challenges of Meal planning. Meal planning on using locally available low cost foods for improving one's diet	<p>K. Park. (2019) Park's Text Book of preventive and social medicine 25 th edition.: Jabalpur, Bhanot Publishers,</p> <p>C. Gopalan, B. V. Rama Sastri& S.C. Balasubramanian, Revised & Updated (1989) by B.S. Narasinga Rao, Y.G. Deosthala& K.C. Pant (Reprinted 2007, 2011) The Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad, India</p> <p>Viya, C. & Rao, D A text book of Nutrition. (2019) :New Delhi, Discovery Publishing House</p> <p>Srilakshmi, B. (2006)</p>

			<p>Nutrition Science. Second edition. New Delhi: New Age International Publication</p> <p>Joshi, Shubhangini (2015) Fourth edition. Nutrition and Dieticians with Indian Case Study. New Delhi: McGraw Hill Education (India) Private Limited)</p>
5	Malnutrition in India	<p>Definition of Malnutrition Vulnerable Sections of the Society Vicious cycle of Malnutrition Factors affecting malnutrition Morbidity, Anaemia, HIV and Malaria</p> <ul style="list-style-type: none"> Biological, Socio economic, Customs, Superstitions and Taboos, Diet during illness, Gender, Caste and false social status, Life style changes, Alcohol and Malnutrition, and Political situation of the country, Cyclical Intergenerational Influence of Maternal Nutritional Status resulting in Malnutrition Case study analysis on findings of Malnutrition Research and steps taken <p>(Nutrition related disease burden in India Consequences of Malnutrition)</p> <ul style="list-style-type: none"> Protein Energy Malnutrition, Anaemia, Goitre, Vitamin A deficiency Non Communicable Diseases: Diabetes, Hypertension and Cardio Vascular Diseases (CVD) <p>Nutritional programmes in India</p> <ul style="list-style-type: none"> Control and prevention of Anaemia, Iodine and Vitamin A deficiency. Prevention of Non Communicable disease Control programme. ICDS and Mid-day meal, 	<p>K. Park. (2019) Park's Text Book of preventive and social medicine 25 th edition.: Jabalpur, Bhanot Publishers</p> <p>Anthony, R &Measham and Chatejee, Meera (2019) Wasing Away The crisis of Malnutrition in India. Washington D.C. : The World Bank</p> <p>Stuart Gillespie, Milla McLachlan, Roger Shrimptom (2003).Combating Malnutrition. Time to Act Washington D. C.: The World Bank</p> <p>Ramchandran, Nira. (2012) Persisting Under nutrition in India. Causes, Consequences and Possible Solutions. New Delhi: Springer</p> <p>Vir Sheila Chander C.(2011) Public Health Nutrition in Developing Countries Vol I & II New Delhi: Woodhead Publication India Private Limited,</p> <p>Government websites</p>

		<ul style="list-style-type: none"> • Community specific civil society services (Dabba Services) • National Nutrition Mission 	
6	Skills Lab	<ul style="list-style-type: none"> • Preparing Health and Nutrition Education Materials • Preparing Community Health Map • Preparing a Health Programme Proposal • Preparing Low Cost Nutritious Meals and Demonstration • Anthropometric tests for assessing malnutrition 	

Program	BSW Autonomous
Course Title	Social Policy and Planning
Semester	BSW semester IV
Credit	Four
Year	2019-20

Rationale of the Course

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

Course Objectives

1. To understand the concept and history of social policy and social welfare
2. To acquire a critical understanding of the approaches to welfare.

3. To appreciate planning as a tool for development, historically.
4. To understand the role of state and non-state actors in policy formulation and implementation.
5. To impart skills of intervention - Policy analysis and Advocacy.

Learning Outcomes

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

Syllabus

Unit	Content	References
Unit I- Concept and History of Social Policy	<ul style="list-style-type: none"> • Concept of Social Policy- Social defence , social security, social justice ; social protection • Concept of Social Welfare • Evolution of the concept of Social policy – History of Welfare • Elizabethan Poor Law; Titmus, Beveridge; International and National Context • Models of Social Policy 	<ul style="list-style-type: none"> • Titmuss Richard (1976) Essays on the Welfare State, George Allen & Unwin Ltd, London • Ponsioen, J. A. (ed) (1962) Social Welfare Policy, The Hague, Mouton & Co. • Sachdeva D.R. (1992) Social Welfare Administration in India, Kitab Mahal, Delhi • Anderson Esping (1990) The three worlds of Welfare Capitalism, Princeton University Press, USA. • Mishra Ramesh (1964) The Welfare State in Crisis: Social Thought and Social Change., Great Britain, Wheatsheaf Books • Encyclopedia of Social Work in India • Kulkarni P.D.(1979) Social Policy and Social Development in India, Madras Association of Schools of Social Work in India.

Unit II- Ideologies and Principles	<ul style="list-style-type: none"> • Ideologies and their relevance to welfare and public good: conservatism, radicalism, liberalism, neoliberalism, Marxism, modernism and post modernism. • Social planning based on the constitutional provisions • Principles for social policy formulation: need, justice, freedom, equity, inclusion and exclusion • Human Rights and Cultural Relativism (Right to food, shelter, employment; RTE) 	<ul style="list-style-type: none"> • Cliff. Alcock& Payne (ed)(2000) Introducing Social Policy, Prentice Hall, London • Horay, Jean (1981) Values in Social Policy: Nine contradiction, Routledge & Kegan Pail, London • Blakemore & Warwick-Booth (2013) Social Policy: An Introduction, McGraw - Hill Education, UK • Greene Lorraine & Karen Clarke (2017) Socia Policy for Social Work, Rawat Publications.
Unit III- Social Policy and Planning	<ul style="list-style-type: none"> • Linkage between social policy and planning • Planning as an instrument and source of policy making and implementation • Review and critique of 5 year plans • Planning Commission to NitiAayog. • Planning in the era of privatisation-Role of state, civil society, corporate sector and market in planning and policy formulation • Public Private Partnership • CSR 	<ul style="list-style-type: none"> • Kulkarni P.D.(1979) Social Policy and Social Development in India, Madras Association of Schools of Social Work in India. • Chakroborty S. (1987) Development Planning: An Indian Experience, New Delhi, Oxford University Press. • Byres T.J. (1999) The State and Development Planning in India, Oxford University Press, Delhi • Kabra K.N. (1997) Development Planning in India, Sage Publications, New Delhi • Ghosh Arun (1992) Planning in India, Sage Publications, New Delhi • T. J. Byree (ed)(1998) The State, Development Planning and Liberalisation in India, Oxford University Press, New Delhi • Sheng Kioe Yap, What is Good Governance, UNESCAP
Unit IV- Policy Cycle	<ul style="list-style-type: none"> • Policy Cycle: formulation, implementation, review; Role of commissions and committees in Policy formulation • Implementation • Policy review 	<ul style="list-style-type: none"> • Public policy models and their usefulness in Public Health:The Stages Model, National Collaborating centre for Health Public Policy, October 2013,

	<ul style="list-style-type: none"> Agencies involved in policy cycle 	<p>retrieved from http://www.ncchpp.ca/docs/modeleetapespolpubliques_en.pdf</p> <ul style="list-style-type: none"> Charles E. Lindblom, <i>The Policy Making Process</i>, Englewood Cliffs: Prentice Hall, 1968, p. 30. S.R. Maheshwari, Public Policy Making in India, <i>Indian Journal of Political Science</i>, Vol. 48, No.,3, July September 1987, p. 341-344. Ishwar Dyal et al., <i>Dynamics of Policy Information in Government of India: Machinery for Policy Development</i>, Delhi: Concept, 1976, p. 18-19.
Unit V- Policy Analysis	<p>Role of Social Worker in the field of Policy</p> <ul style="list-style-type: none"> Policy analysis: concept, methods and tools; policy review Analysis of contemporary social policies on Health, Education, Livelihood etc. Participatory Action Research Participation in Evidence based policy formulation Monitoring and Evaluation 	<ul style="list-style-type: none"> Ganpathy R.S. et al (ed.) (1985) Public Policy and Policy Analysis in India, Sage Publications, New Delhi Crane John (1982) The Evaluation of Social Policies, Kluwer Nijhoff Publishing, Boston
Unit VI- Social Advocacy in influencing policy	<ul style="list-style-type: none"> Advocacy as a tool for social change : Steps and Strategies United Nations Policy Formulation and Framework Social Accountability, Tools of Accountability: Social Audit, RTI, PIL, Jan Sunvai, community score card, e governance, Lok Adalat; Budget Analysis. Case studies of some advocacy campaigns- Narmada Bachao Andolan, RTI, Domestic Violence Act, Right to food Campaign; National Centre for Advocacy Studies (NCAS) 	<ul style="list-style-type: none"> Joseph George & Descrochers John, Development, Human Rights and Action Groups, Bangalore, Center for Social Action. Singh, Tarlok (1978) Social Change and Economic Process: The Perspective of Social Policy, Delhi School of Social Work, Delhi

Note: Youth parliament and panel discussion will be included.

Program:	BSW Autonomous
Course Title:	Life Skills Education
Semester:	IV
Credits:	Two Credits
Year:	2019-20

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

Course Objectives

1. Providing conceptual clarity about life skills, their significance and encourage their practice in daily life.
2. 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.
3. Motivate learners to not only learn and practice life skills for their self, but also to train stakeholders and client groups to practice them in life.

Learning Outcomes

1. Appreciate the importance of life skills education for one's personal and professional development as social work professionals.
2. 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.

3. Able to plan, implement and assess impact of life skills workshops conducted with the various stakeholders and client groups.

Unit	Unit Title	Content	
1	Significance of Life Skills Education.	<p>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.</p> <p>Addressing the Life Skills Crisis: WHO's 10 Life Skills Components (Social- Emotional- Thinking).</p> <p>Continuing education and practicing Life Skills.</p> <p>Relevance of Life Skills Education for Social Work Professionals.</p>	<p>Carroll Deborah (1997). Teaching Your Children Life Skills. New York: Berkley Books.</p> <p>Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes - IX [Manual], Delhi.</p> <p>Karen, D. G., & Eastwood A. (2008). (8th Edn.), Psychology for living- adjustment, growth and behavior today, New Delhi: Pearson Education Inc.</p> <p>James Larry (2006). The First Book of Life Skills. Mumbai: Embassy publishers.</p> <p>Nelson-Jones Richard (2007). Life coaching skills : How to develop skilled clients. New Delhi: Sage Publications India Pvt Ltd.</p> <p>http://www.cbse.nic.in/cce/life_skills_cce.pdf</p>
2	Social and Emotional Skills.	<p>Understanding oneself in the world around: Discovering and understanding the inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem, Johari window of self awareness, team work and feedback;</p> <p>Managing one's emotions/ feelings: Identify common emotions, Daniel Goleman's framework for emotional awareness;</p> <p>Valuing Self; Self preservation</p> <p>Coping with Stress: Sources of stress, Coping Strategies;</p> <p>Interpersonal relationships: web of relationships, family and friendships, healthy relationships, transactions</p>	<p>Dowd Tom., & Green Erin. (2016). Teaching Social Skills to Youth: An Easy-to-Follow Guide to Teaching 183 Basic to Complex Life Skills. UK: Boys Town Press</p> <p>UNICEF: (2009). Adolescent girls life skills program gender in development: Facilitators handbook Part - 2. Mumbai: Unicef.</p> <p>Johnston, V. S., & New Mexico State U. (1999). Why we feel: The science of human emotions. Cambridge, USA: Perseus Publishing.</p> <p>Burnard, P. (1991), Coping with Stress in Health Professions (Therapy in Practice), London: Nelson Thornes.</p> <p>Boton, Robert (1979) : People Skills: How to Assert Yourself, Listen to</p>

		<p>with people around us (negotiation), assertiveness and peer resistance.</p> <p>Effective communication: verbal and non- verbal communication (body language). Talking, hearing vs listening, clarity and optimal communication.</p> <p>Empathy & compassion: Understanding diversity of people's circumstances, extending support to others.</p>	Others, and Resolve Conflicts: Touchstone Publications.
3	Critical Thinking Skills	<p>Critical thinking: Attributes of critical thinkers, thinking through and analysis of situations/challenges, processing of information (Logic & Ethics), developing an in-depth understanding about a concept, and facilitating informed action.</p>	<p>McGregor, D. (2007). Developing thinking; developing learning - A guide to thinking skills in education. New York, USA: Open University Press.</p> <p>Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. New York: Palgrave Macmillan Ltd.</p>
4	Creative Thinking Skills	<p>Significance of creative thinking skills: Techniques to develop creative thinking, strategies for creative thinking (mind mapping, brainstorming, decision tree etc)</p> <p>Decision Making: Decision making skills and process, Setting goals, Key to making an optimal decision</p> <p>Problem Solving: Problem Solving Approach, Management of Conflicts, Finding Solutions</p>	De Bono Edward (2010). Lateral Thinking: A Textbook of Creativity. UK: Penguin Publishers.

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

